



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

INFOGRAPHICS FOR THE STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING, 2023



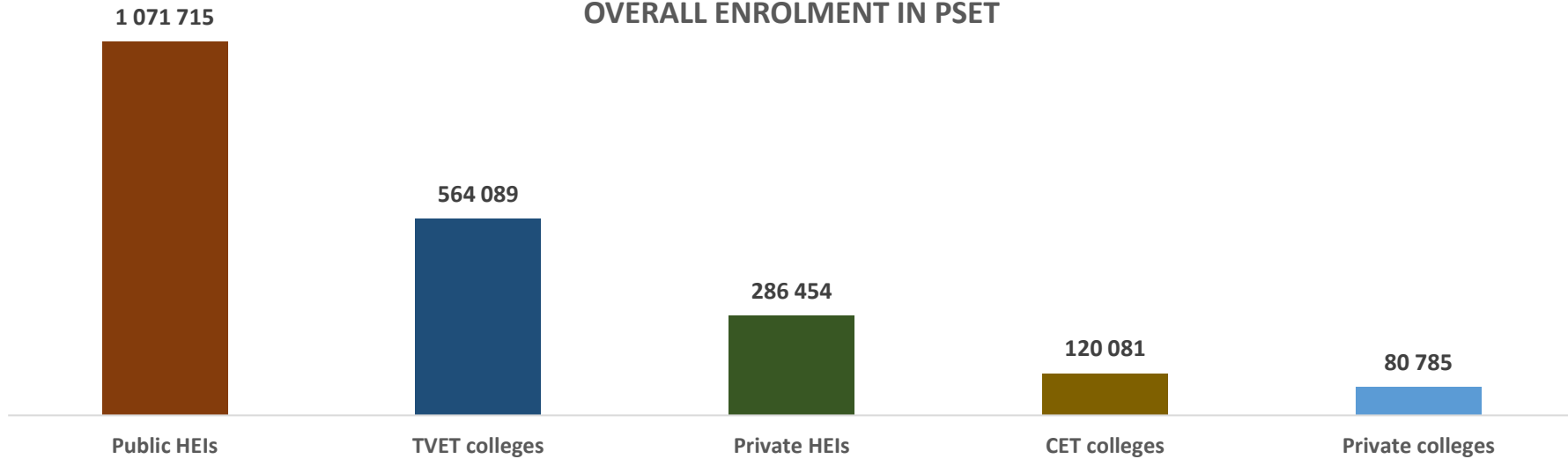
012 312 5961/6191



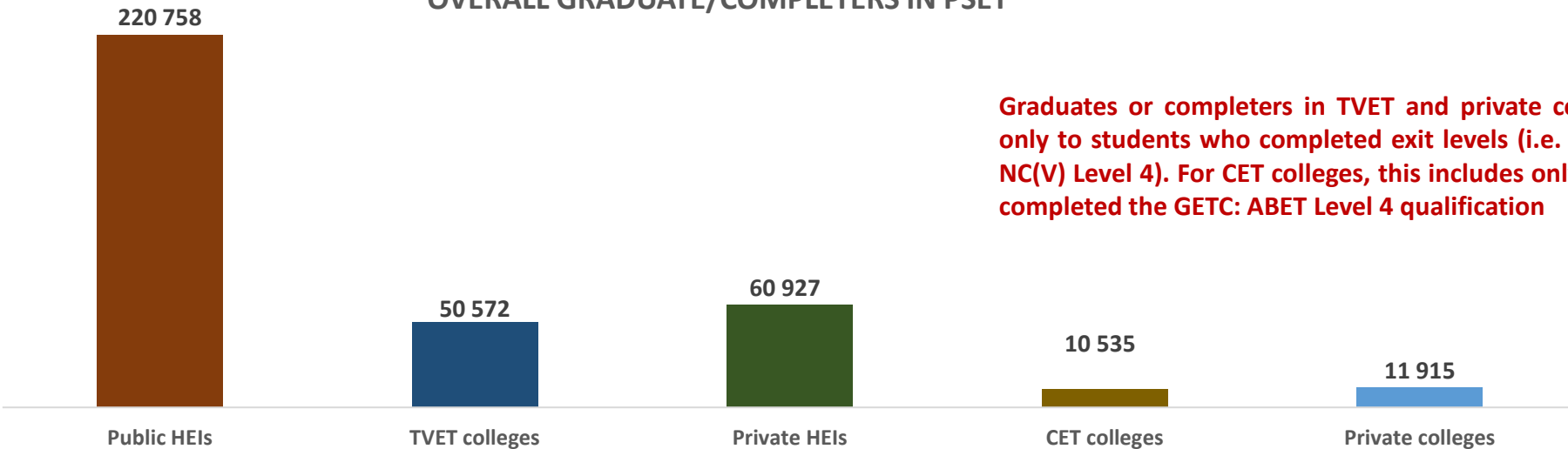
HETIS.Officer@dhet.gov.za

OVERVIEW OF THE PSET ENROLMENT AND GRADUATE/COMPLETERS: 2023

OVERALL ENROLMENT IN PSET



OVERALL GRADUATE/COMPLETERS IN PSET



Graduates or completers in TVET and private colleges refer only to students who completed exit levels (i.e. N3, N6, and NC(V) Level 4). For CET colleges, this includes only those who completed the GETC: ABET Level 4 qualification

STUDENTS ENROLLED IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs): 2023



Total enrolment
1 071 715
 a decrease of 0.6% (6 053)
 compared to
 (1 077 768) in 2022

671 988 female and 399 258 male students enrolled in public HEIs

62.7% **37.3%**



There were (106 752 and 88 972) more female students enrolled in the Other Humanities and Education fields of study compared to males



13 722 students enrolled in public HEIs were reported to have a disability, and the most prevalent disability was related to hearing (20.0% or 2 741), followed by a sight disability (18.2% or 2 493) and a physical disability (16.7% or 2 292)



More than half of students in public HEIs were aged 19-24 years old (51.2% or 548 570) followed by those who were 25-29 years old (17.5% or 187 221) and 30-39 years old (14.3% or 153 221)

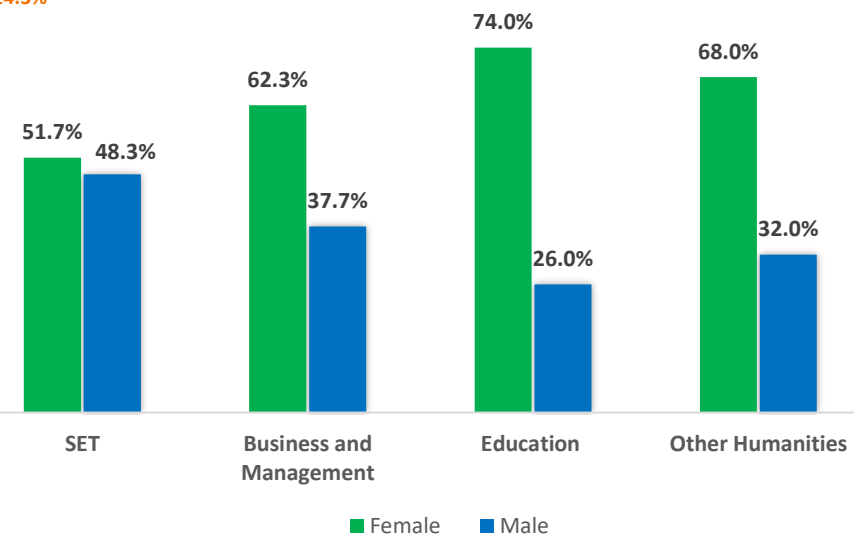
The proportion of females enrolled was higher than males in all fields of study. The largest gender disparity was in the Education field of study, where almost three-quarters of students were females (74.0%) while males contributed 26.0%



The majority of students enrolled in public HEIs were Africans (82.2% or 881 113), while White students accounted for 8.5% (91 519) followed by Coloured students (5.2% or 55 579) and the lowest enrolment was for Indian/Asian students (3.2% or 34 243)



There were 39 843 foreign national students in public HEIs. More than one-third (35.5% or 14 138) were from Zimbabwe while the lowest proportion of students were from Kenya (2.1% or 831)

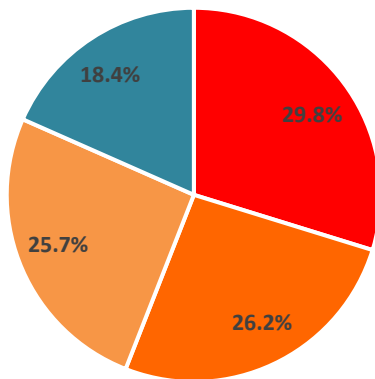


GRADUATES IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs): 2023



220 758 students graduated in public HEIs

The majority of students obtained their qualifications in the SET field of study (29.8% or 65 680) followed by Business and Management (26.2% or 57 745) and Other Humanities (25.7% or 56 771)



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

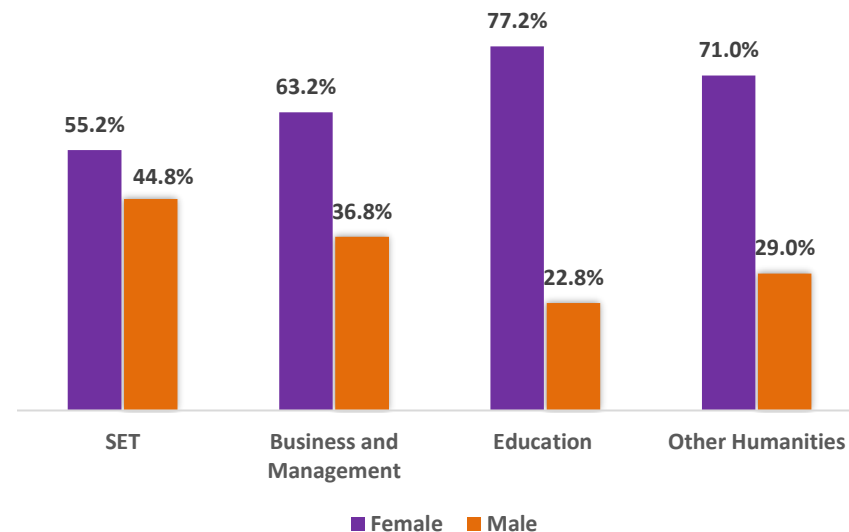


65.4%

34.6%

144 287 female students and 76 389 male students graduated

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



■ Female ■ Male



OVERVIEW OF PRIVATE HIGHER EDUCATION INSTITUTIONS: 2023



286 454 students enrolled in private HEIs, and **177 899** of them were females compared to **107 773** males. Gender was unspecified for 782 students

Business, Commerce and Management Studies

46.9%

Education, Training and Development

16.2%

Physical, Mathematical, Computer and Life Sciences

6.8%

The majority of students enrolled in Business, Commerce and Management studies (134 339 or 46.9%), followed by Education, Training and Development (46 383 or 16.2%) and Physical, Mathematical, Computer and Life Sciences (19 618 or 6.8%)



62.1% **37.6%**



The majority of students enrolled in private HEIs were aged between 18 - 24 years (120 599 or 42.1%), followed by the 32 - 38 year old age group (50 676 or 17.7%), and the 25 - 31 years old with an enrolment of 49 947 or 17.4%



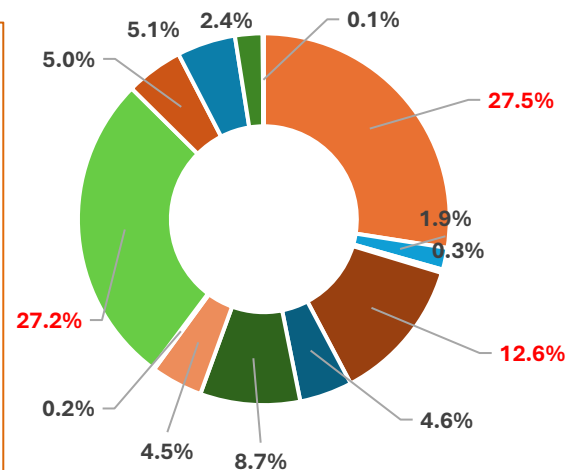
There were 15 965 foreign national students in private HEIs, and majority of them were from Namibia (4 470 or 28.0%), followed by 3 727 or 23.3% from Zimbabwe and 1 360 or 8.5% from Swaziland/Eswatini

The majority of enrolments in private HEIs were for African students (181 546 or 67.3%), followed by White students (41 583 or 15.4%), while Coloured and Indian/Asian students accounted for 26 529 or 10.0% and 20 049 or 7.4% respectively



60 927 students graduated in private HEIs in 2023

- 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 (120-Credits)
- Doctoral Degree (360-Credits)

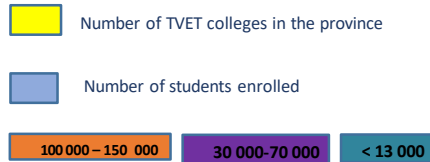
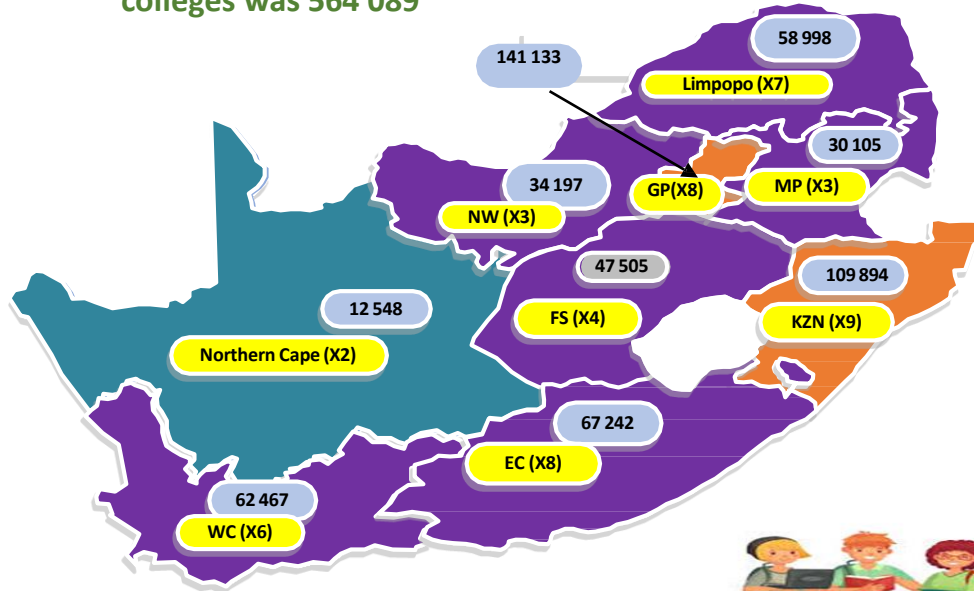


The majority of graduates obtained a Higher Certificate (16 765 or 27.5%), followed by Bachelor's degrees (360 credits) (16 544 or 27.2%) and Diploma (360 credits) (7 654 or 12.6%)



STUDENTS ENROLLED IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES: 2023

Enrolment cycle count in TVET colleges was 564 089

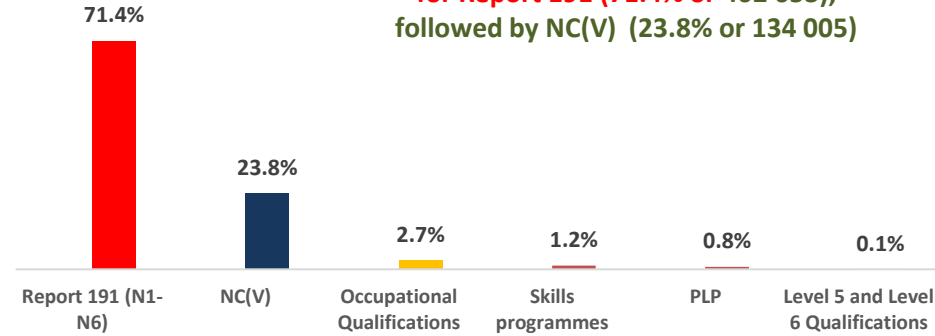


The majority of students in TVET colleges were in the age group 20-24 years (62.6% or 353 008), followed by 25 – 29 years old (18.5% or 104 520)



Students enrolled in TVET colleges in 2023 were African (94.3% or 531 656). A lower proportion of the students were Coloured (5.1% or 28 766), White (0.5% or 2 716) and Indian/Asian (0.1% or 803)

Almost three-quarters of enrolment were for Report 191 (71.4% or 402 653), followed by NC(V) (23.8% or 134 005)



63.9%



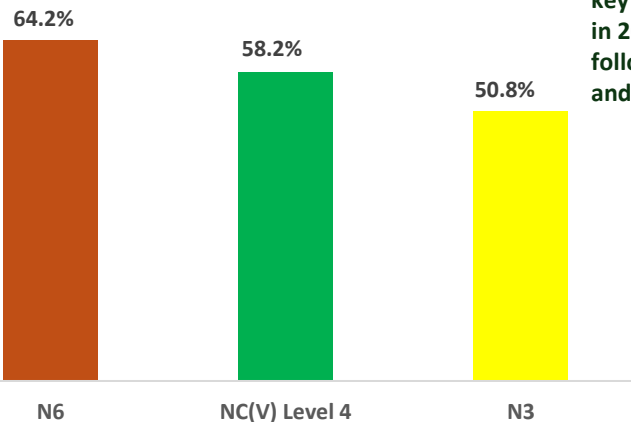
More females (360 378) enrolled in TVET colleges compared to males (203 711)

36.1%



Large gender disparities were for Report 191, where 100 231 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 1 759 more males enrolled as compared to females



50 572 students completed key exit levels (N3, N6 and NC(V) Level 4) in 2023. Completion rates were as follows: N6: 64.2%, NC(V) Level 4: 58.2% and N3: 50.8%



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

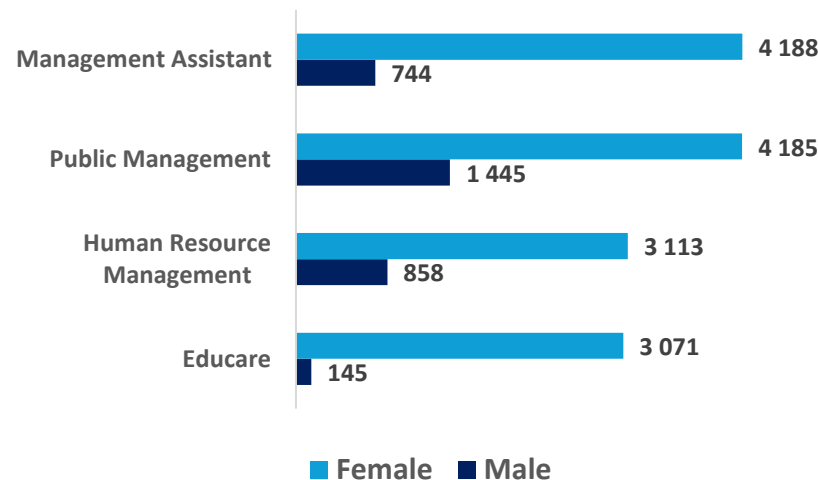


Large gender differences in N6 completions were observed in Management Assistant, Educare and Public Management programmes. The largest was recorded in Management Assistant, where 3 444 more females completed compared to males



35 335 students completed an N6 part-qualification. A lower proportion of students completed their N6 part-qualification in Engineering Studies (8.2% or 2 910) while 91.8% (32 425) students completed Business Studies programmes

Over 40% students (41.1% or 14 533) completed their N6 part- qualification in Public Management, Management Assistant and Human Resource Management



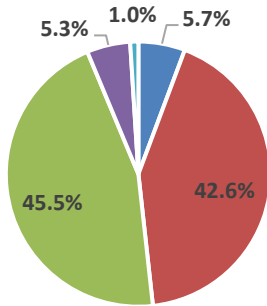
Males completion was slightly higher in N6: Popular Music: Studio Work and Popular Music: Composition part-qualifications as compared to females



STUDENTS ENROLLED IN COMMUNITY EDUCATION AND TRAINING (CET) COLLEGES: 2023

120 081 students enrolled in CET

Colleges, and the majority of enrolments were for Grade 12 and GETC: ABET level 4 (45.5% and 42.6% respectively)



70.9%

29.1%

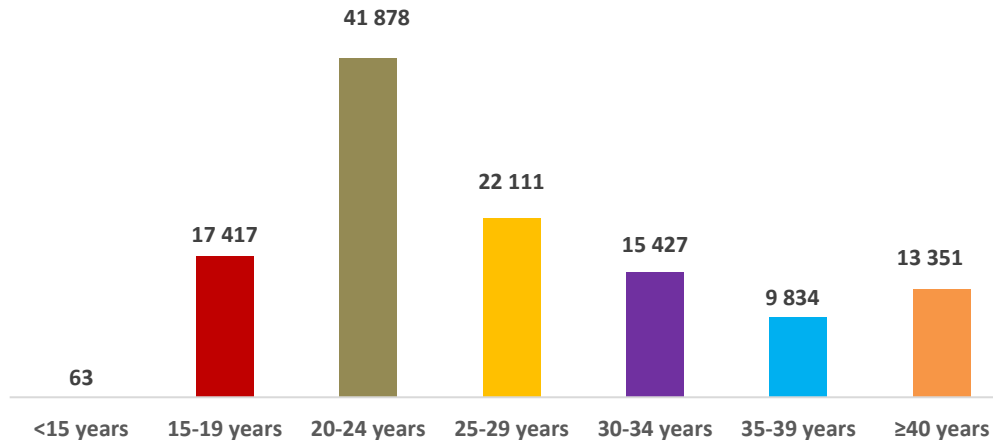


More females (85 091) enrolled in CET colleges compared to males (34 990)

Large gender disparities were recorded in GETC: ABET level 4 and Grade 12, where female enrolment exceeded those of males by 24 698 and 20 529 respectively



The majority of students enrolled in CET colleges were **African** (113 665 or 94.7%)



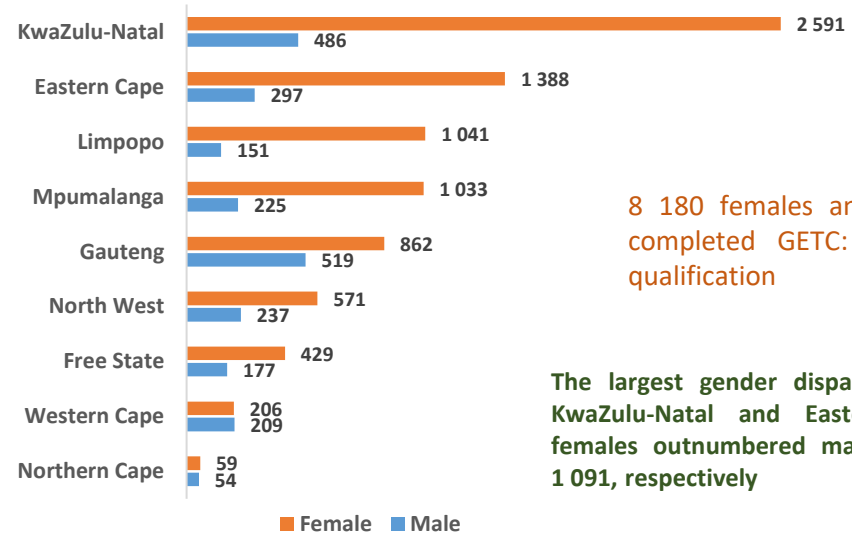
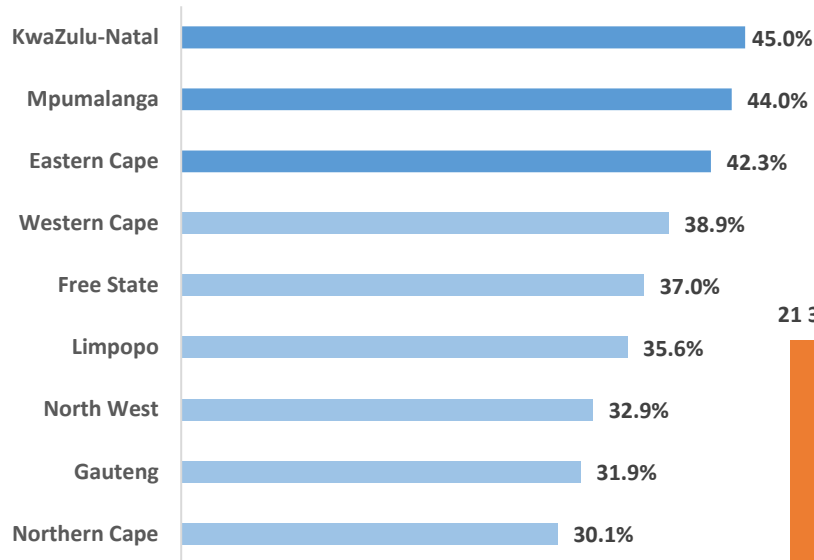
Majority of students enrolled in CET colleges were in the age groups of 20-24 years and 25-29 years old (41 878 and 22 111 respectively)



Of the **43 253** students who registered for GETC: ABET Level 4 examinations

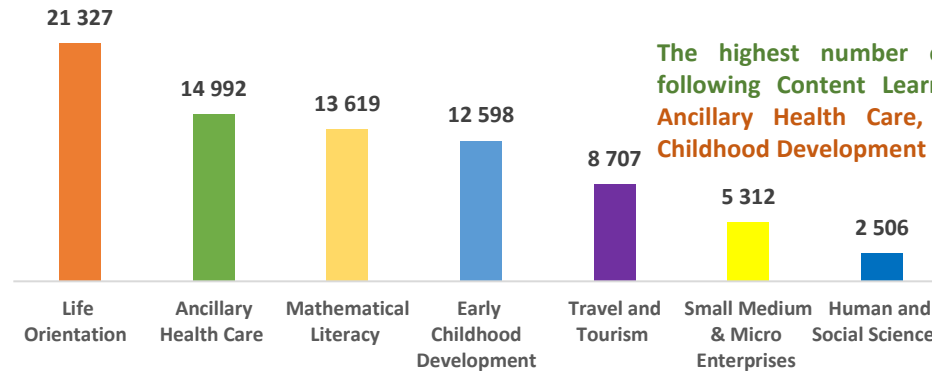


The overall completion rate for GETC: ABET Level 4 qualification was **39.2%**, with KwaZulu-Natal, Mpumalanga and Eastern Cape achieving higher completion rates than the national average



8 180 females and 2 355 males completed GETC: ABET Level 4 qualification

The largest gender disparity was found in KwaZulu-Natal and Eastern Cape, where females outnumbered males by 2 105 and 1 091, respectively



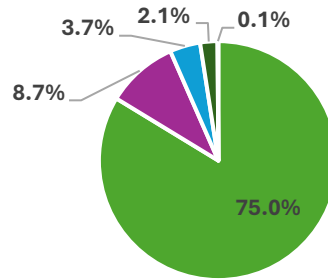
The highest number of completions were in the following Content Learning Areas: **Life Orientation, Ancillary Health Care, Mathematical Literacy, Early Childhood Development and Travel and Tourism**



STUDENTS ENROLLED IN PRIVATE COLLEGES: 2023



Three-quarters of students were Africans (75.0%), while White and Coloured students accounted for 8.7% and 3.7%, respectively. The lowest enrolment was for Indian/Asian students (2.1%).



■ African ■ White ■ Coloured

58.3%



47 096 male students enrolled compared to 33 689 females.

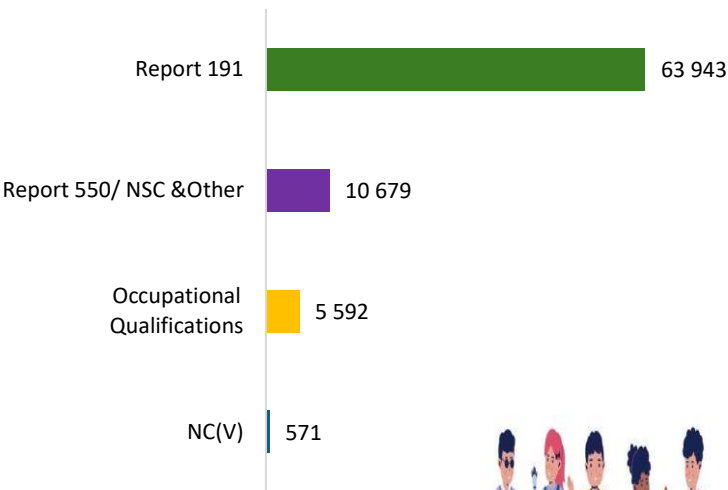
41.7%



The majority of males enrolled for N1-N3 Engineering Studies (21 912) while females enrolled mainly for N4-N6 programmes (15 432).

The largest gender disparity was in Report 190/ N1-N3 where 11 854 more male students enrolled than females.

Total enrolment in private colleges was **80 785** in 2023. The majority of enrolments were for Report 191 (63 943) followed by Report 550/NSC & Other programmes (10 679).



Almost a third of students enrolled in private colleges were youth aged 20-24 years old (26 270 or 32.5%)



There were 1 813 foreign national students in private colleges, and 37.0% (671) of them were from Zimbabwe.

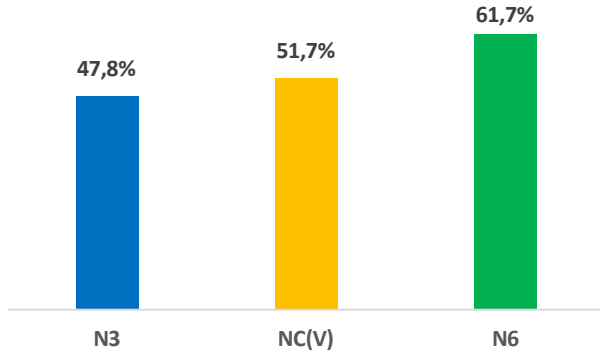


425 students reported having a disability, and 70.1% or 298 of them were males, while 29.9% or 127 were females.



GRADUATES/COMPLETERS IN PRIVATE COLLEGES: 2023

11 915 students completed key exit levels (N3, N6 and NC(V) Level 4). Completion rates were as follows: N3: 47.8%, N6: 61.7% and NC(V) Level 4: 51.7%



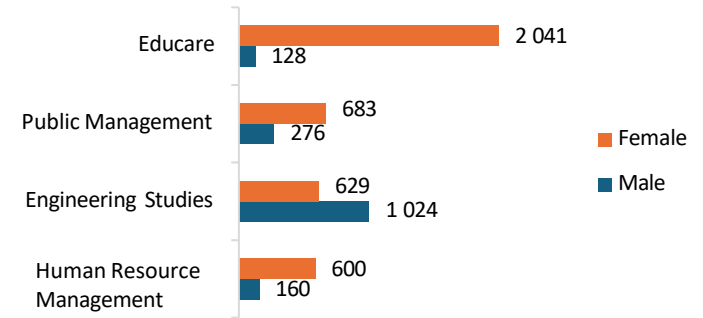
7 444 students completed an N6 part-qualification. Only (22.2% or 1 653) of the students completed their part-qualification in Engineering while 77.8% (5 791) completed in Business Studies



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



Large gender differences in N6 completions were observed in Educare, where 1 913 more females completed as compared to males (2 041 and 128 respectively)



Males' completion was 395 higher in N6 Engineering Studies part-qualifications as compared to females

Top 4 completions for N6 part-qualification



2 169
Educare



1 653
Engineering
Studies

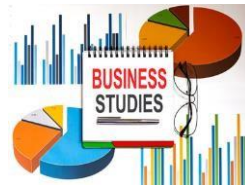


959
Public
Management



760
Human Resource
Management

Completion Rates for Business Studies



N4 (51.8%)
N5 (57.3%)
N6 (67.5%)

Completion Rates for Engineering Studies



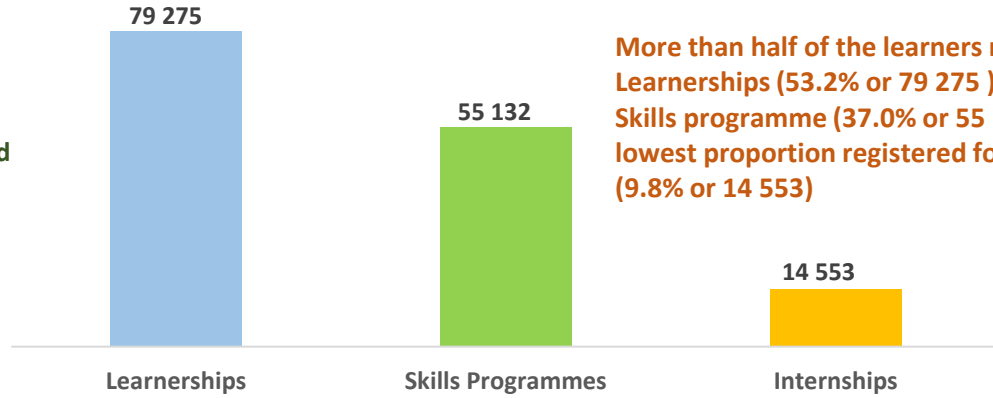
N1 (66.2%)
N2 (34.8%)
N3(47.8%)
N4 (43.9%)
N5 (48.4%)
N6 (47.4%)



REGISTRATION IN SETA-SUPPORTED LEARNING PROGRAMMES: 2023/24 FINANCIAL YEAR



148 960 learners registered for SETA-supported learning programmes



More than half of the learners registered for Learnerships (53.2% or 79 275) followed by Skills programme (37.0% or 55 132) and the lowest proportion registered for Internships (9.8% or 14 553)

39.9%

60.1%

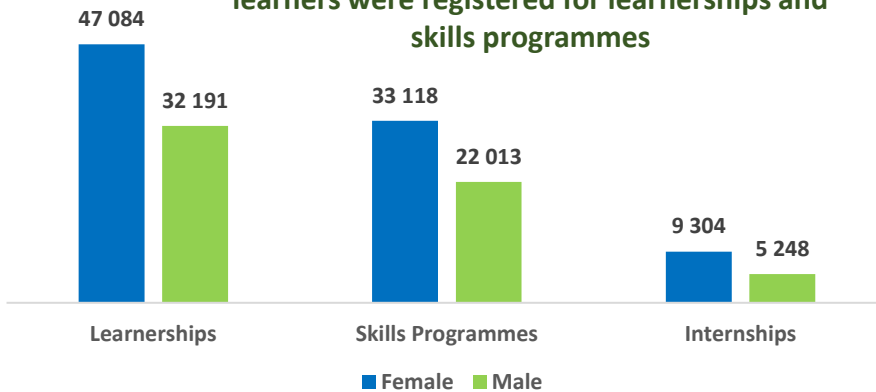


Majority of learners registered for SETA-supported learning programmes were females (89 506 or 60.1%) compared to 59 452 (39.9%) males



The majority of the 79 275 registrations for Learnerships were unemployed persons (76.0% or 60 213) as compared to 24.0% or 19 062 of employed persons

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



Largest gender disparities were for learnerships and skills programmes, with 14 893 and 11 105 more females registered than males

CERTIFICATION IN SETA-SUPPORTED LEARNING PROGRAMMES: 2023/24 FINANCIAL YEAR



84 105 learners were certificated for SETA-supported learning programmes, and the largest number of certifications were for skills programmes (62.6% or 52 666)

More than half of the certifications were for females (59.8% or 50 316) while males proportion accounted for 40.2% or 33 776

52 666
Skills programmes



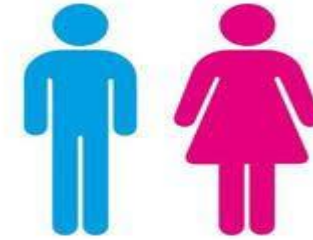
23 826
Learnerships



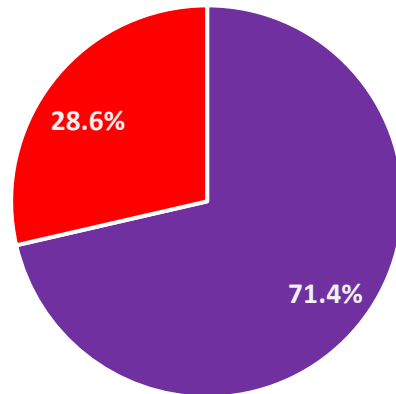
7 613
Internships



40.2% **59.8%**

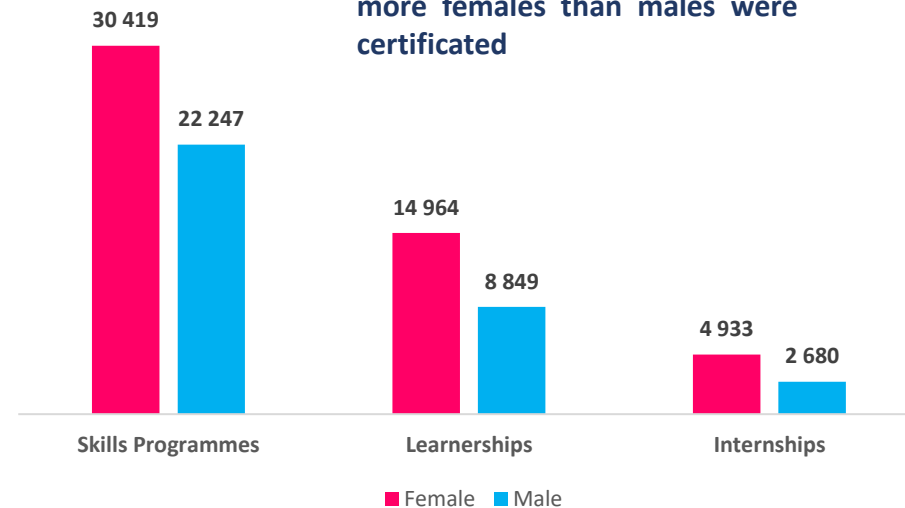


Out of the 23 826 certifications for learnerships, a large proportion were issued to unemployed persons (71.4% or 17 019) compared to 28.6% (6 807) workers



■ Unemployed ■ Workers

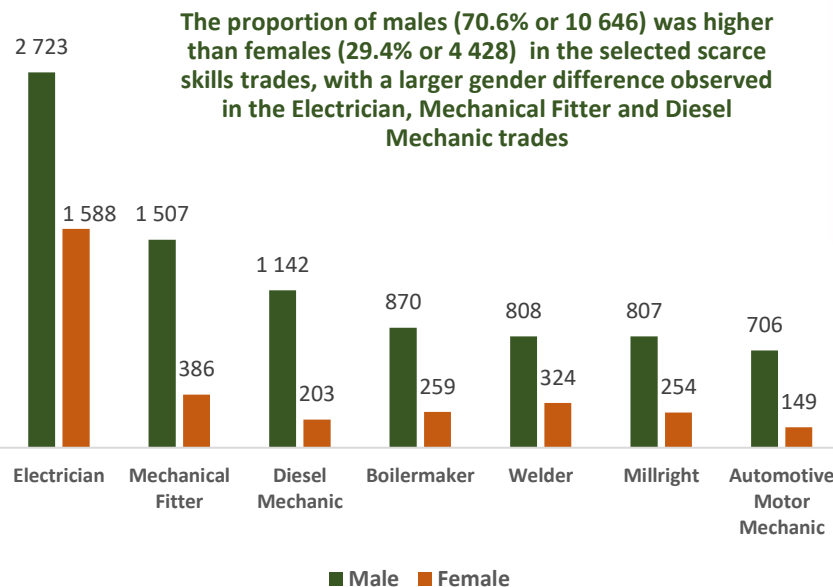
Large gender disparities were for skills programmes, where 8 172 more females than males were certificated



ARTISANAL LEARNING PROGRAMMES: 2023/24 FINANCIAL YEAR



18 144 learners enrolled in artisanal learning programmes, reflecting a decrease of 11.3% (2 319) when compared to the 2022/23 financial year



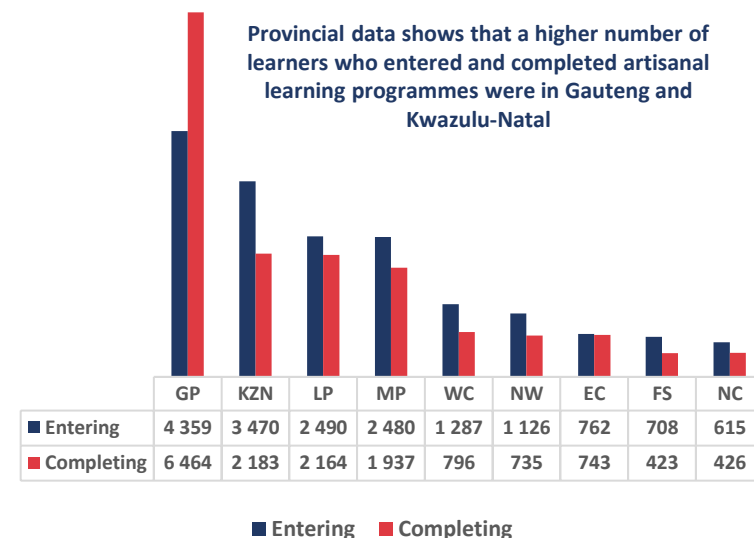
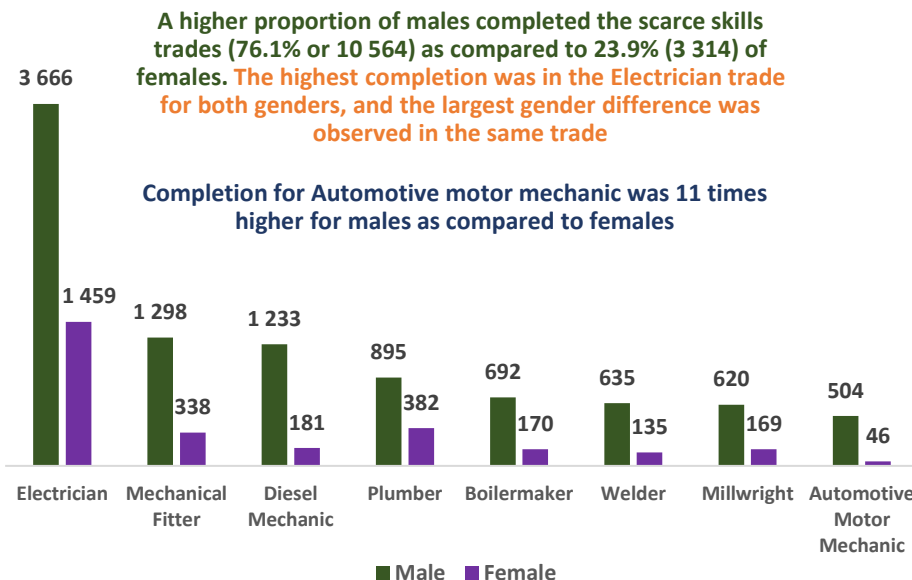
The majority of both male and female learners registered for the Electrician trade



Pipe fitter and Carpenter/Joiner were the only trades where a slightly higher number of trainees were females compared to males



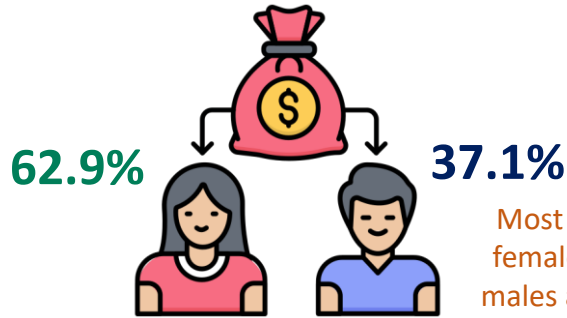
16 277 learners completed artisanal learning programmes, and 73.9% (12 026) were males while 26.1% (4 251) were females



GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF): 2023/24 FINANCIAL YEAR

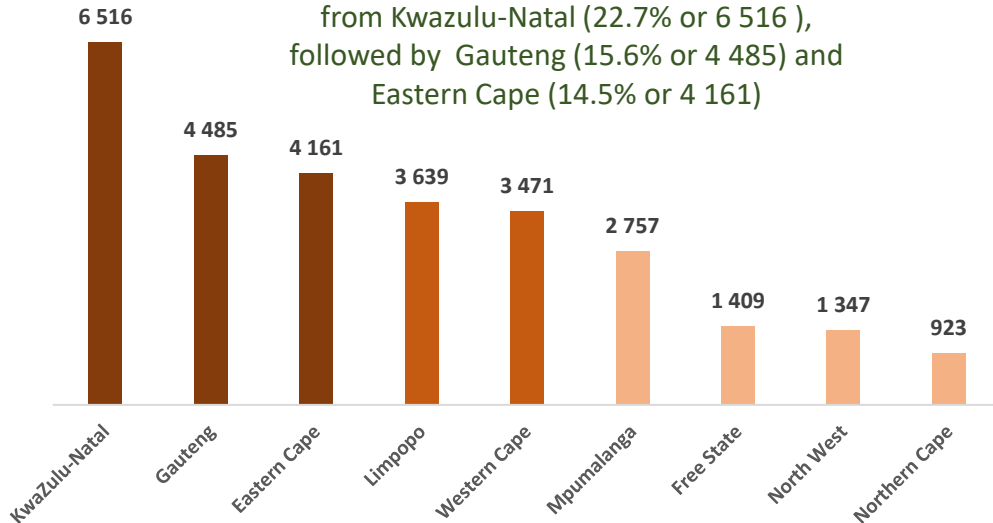


31 135 beneficiaries obtained NSF support during the 2023/24 financial year



Most NSF beneficiaries were female 62.9% (19 584), while males accounted for 37.1% (11 551)

More than half of the NSF beneficiaries were from Kwazulu-Natal (22.7% or 6 516), followed by Gauteng (15.6% or 4 485) and Eastern Cape (14.5% or 4 161)



63.2% (19 686) of beneficiaries were from rural areas

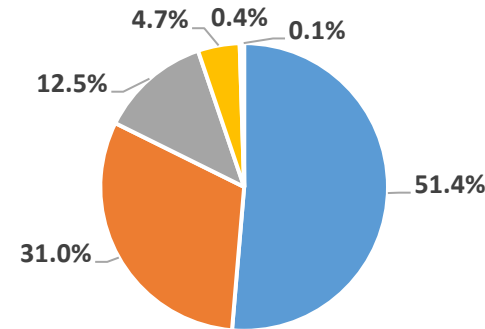


36.8% (11 449) of beneficiaries were from urban areas



R4.6 billion was disbursed on skills development interventions

R137.9 million was allocated for the improvement of TVET colleges infrastructure

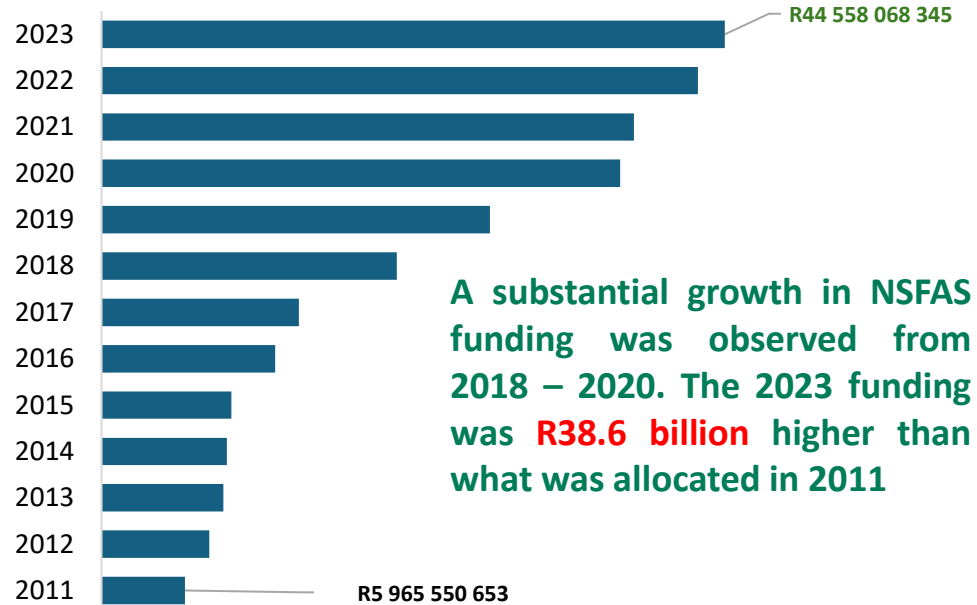


Over half of the NSF disbursements were allocated to bursaries (51.4% or R2.4 billion), followed by NGP projects (31.0% or R1.4 billion). TVET colleges received 12.5% (R571.7 million), while rural development projects received the smallest share, at just 0.1% (R3.2 million)

- Bursaries
- Support to NGP projects
- TVET colleges
- Other National Priorities

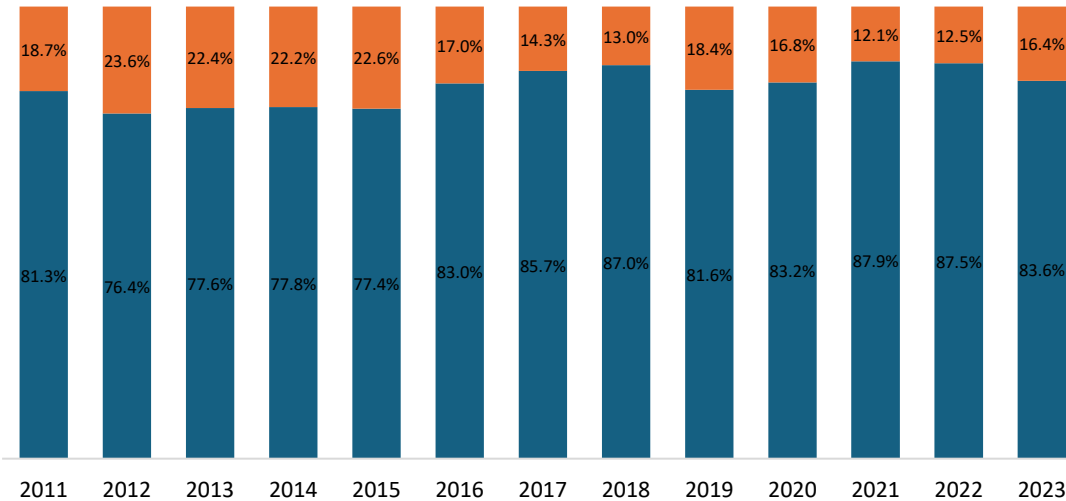


In 2023, R44.6 billion was allocated for NSFAS with 83.6% (R37.3 billion) of funding going to public HEIs and 16.4% (R7.3 billion) to TVET colleges



A substantial growth in NSFAS funding was observed from 2018 – 2020. The 2023 funding was **R38.6 billion** higher than what was allocated in 2011

■ Public HEIs ■ TVET colleges

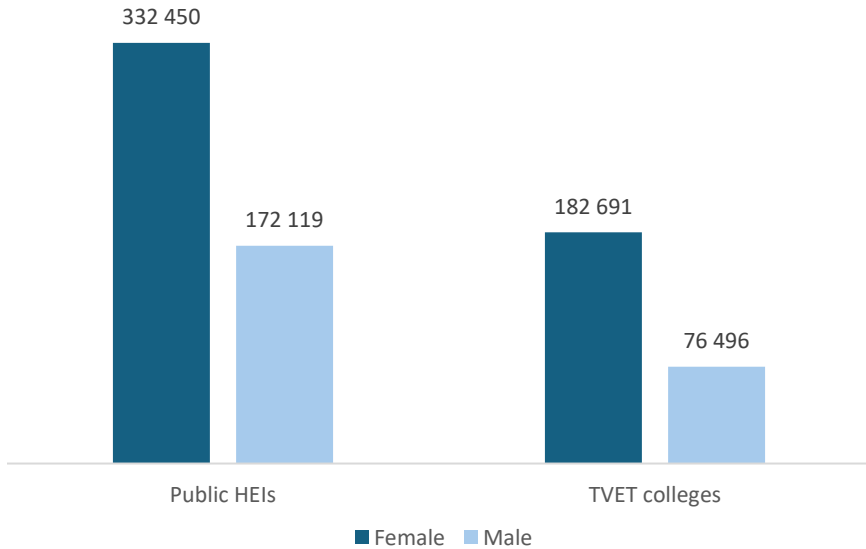


The proportion of funding for TVET college students was more than 20% in 2012-2015 and declined to below 18% since 2016

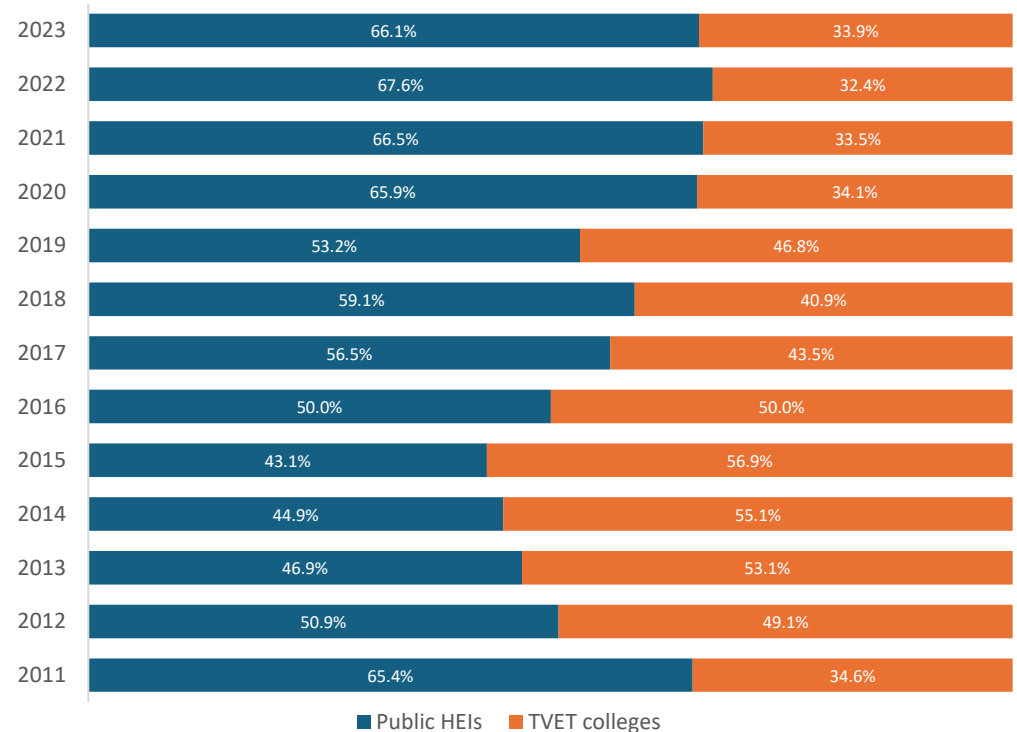
NSFAS BENEFICIARIES: 2023



763 756 students received NSFAS funding in 2023, and 504 569 of them were in public HEIs while 259 187 were in TVET colleges. The majority of beneficiaries were females in both sub-sectors



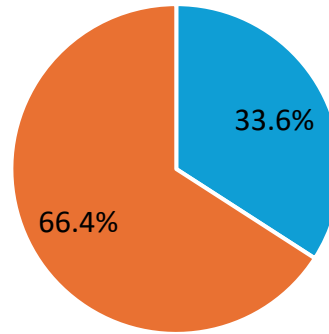
The highest share of NSFAS beneficiaries was in public HEIs in 2022 (67.6%), while TVET colleges recorded the largest share in 2015 (56.9%)



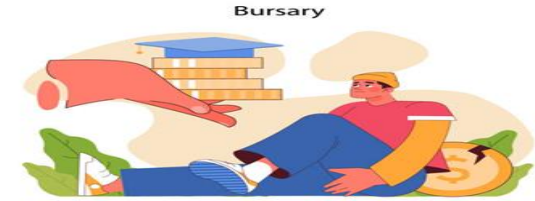
FUNZA LUSHAKA BURSARIES: 2023



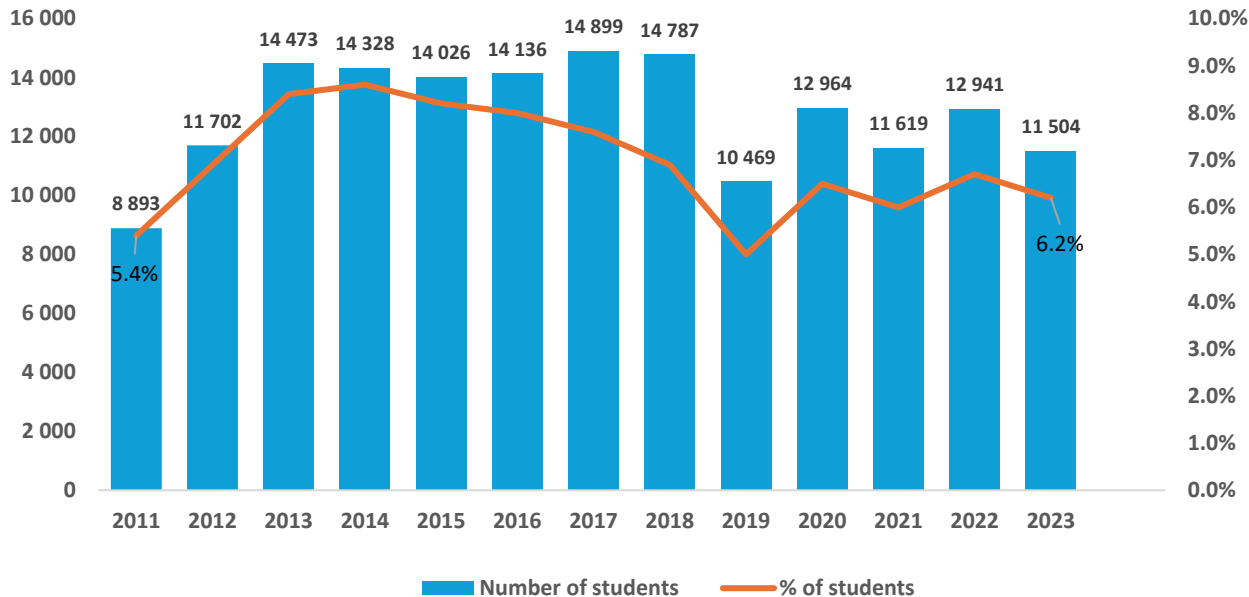
Over R1.2 billion was allocated for the Funza Lushaka bursaries in 2023 representing a 1.3% (R16.1 million) decrease compared with 2022 (R1.2 billion)



■ Male ■ Female



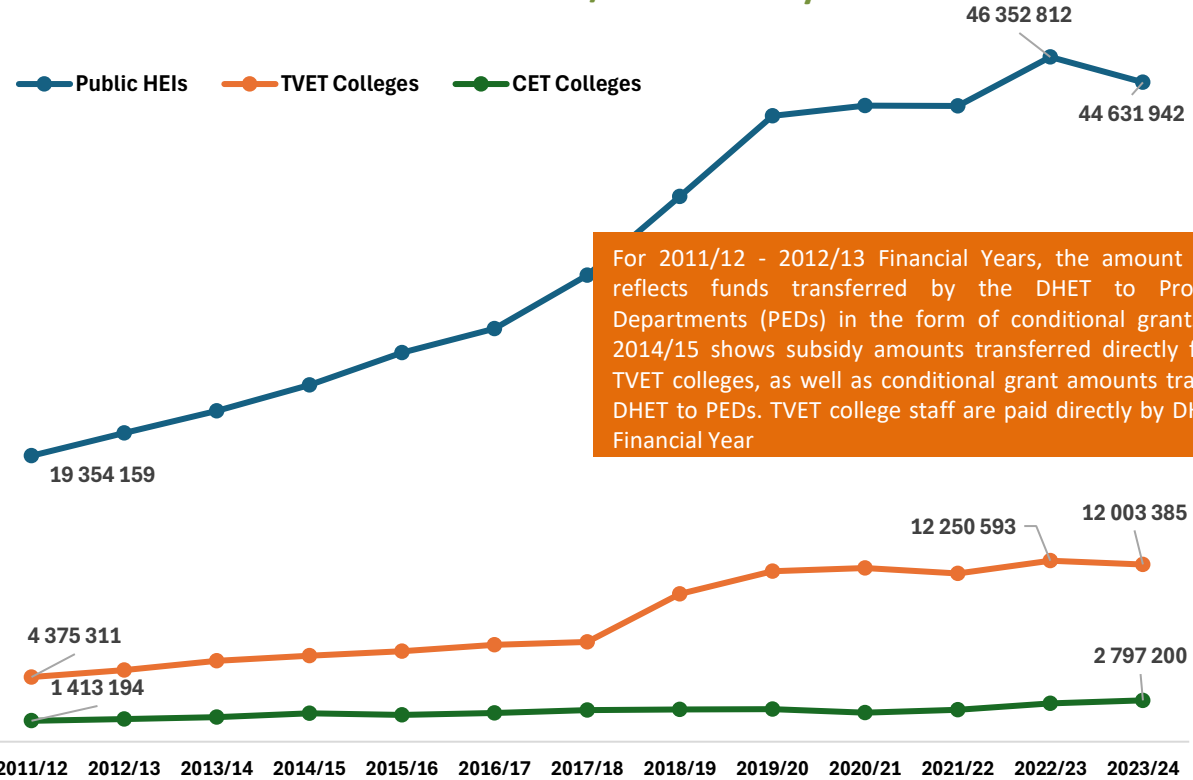
11 504 students received Funza Lushaka bursaries. The majority of beneficiaries were females (7 643 or 66.4%) compared to males (3 861 or 33.6%)



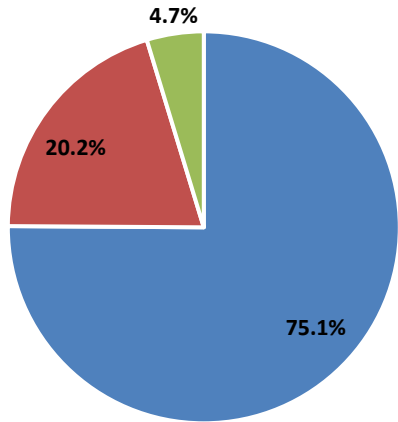
The proportion of students who enrolled in the Education field of study in 2023 and obtained Funza Lushaka bursaries was 6.2%, which was 0.8 percentage points higher when compared with 2011 (5.4%)



R59.43 billion was allocated to public Post-School Education and Training (PSET) Institutions in the 2023/24 financial year, which was 2.9% (R1.76 billion) less than what was allocated in the 2022/23 financial year



For 2011/12 - 2012/13 Financial Years, the amount for TVET colleges reflects funds transferred by the DHET to Provincial Education Departments (PEDs) in the form of conditional grants, while 2013/14-2014/15 shows subsidy amounts transferred directly from the DHET to TVET colleges, as well as conditional grant amounts transferred from the DHET to PEDs. TVET college staff are paid directly by DHET since 2015/16 Financial Year



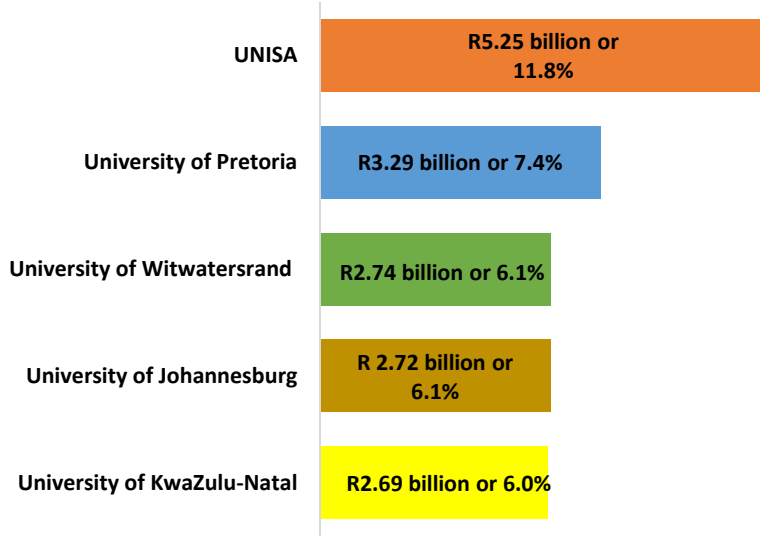
■ Public HEIs ■ TVET Colleges ■ CET Colleges

In the 2023/24 Financial Year, the majority of funds were allocated to public HEIs (R44.63 billion or 75.1%), while TVET and CET colleges were allocated R12.00 billion (20.2%) and R2.80 billion (4.7%) respectively

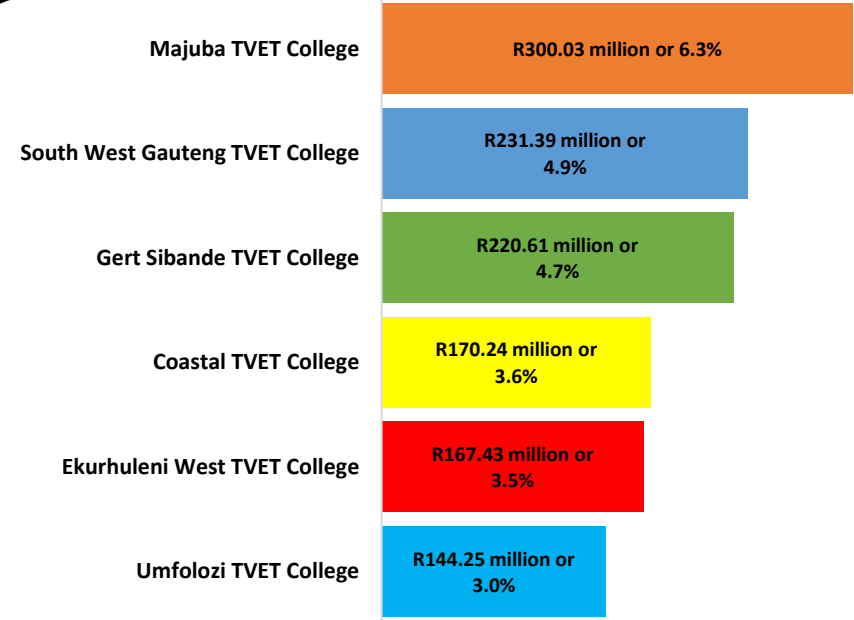
Until 2014, CET colleges were funded and administered by PEDs. This function has shifted to DHET with effect 1 April 2015 and CET Centres received funding from DHET for operational costs. DHET has been paying the salaries of the CET staff since the 2015/16 Financial Year

FUNDING OF KEY PUBLIC POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS: 2023/24 FINANCIAL YEAR

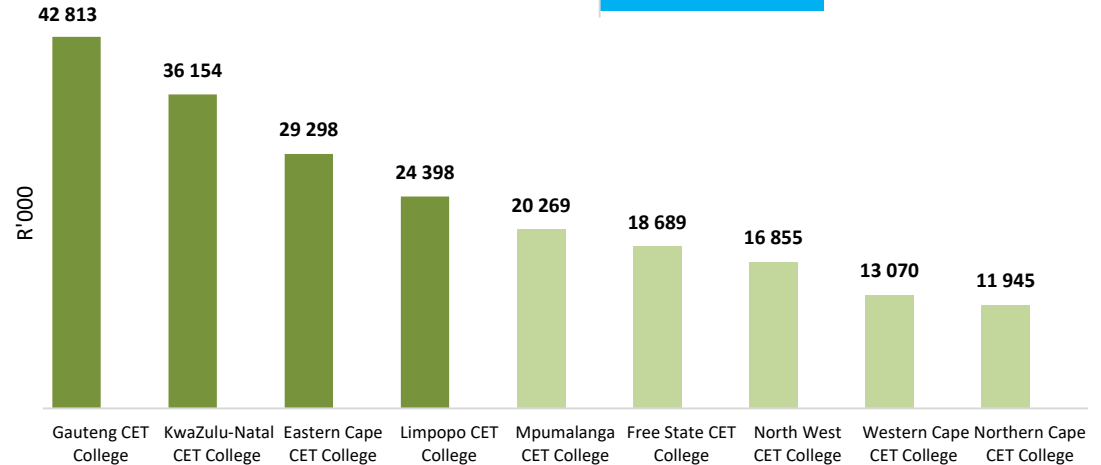
Allocation of funding was the highest in the following top 5 public HEIs



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



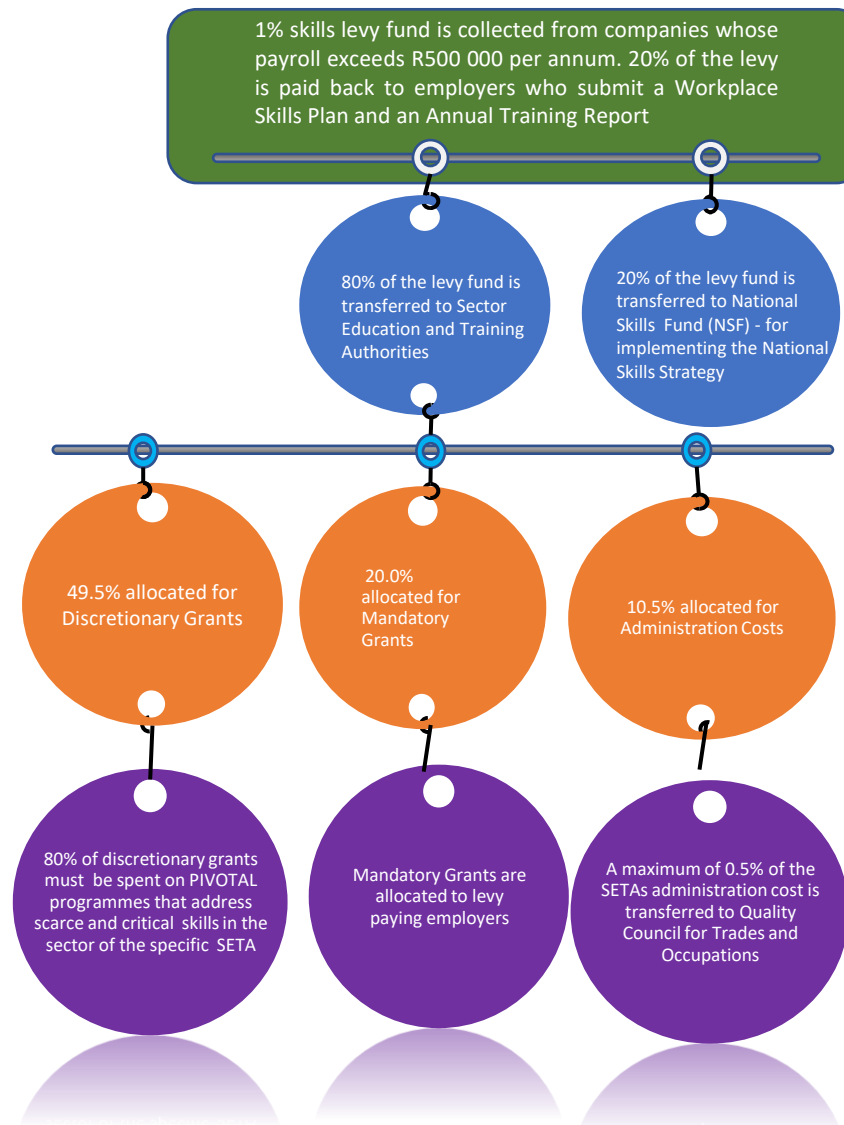
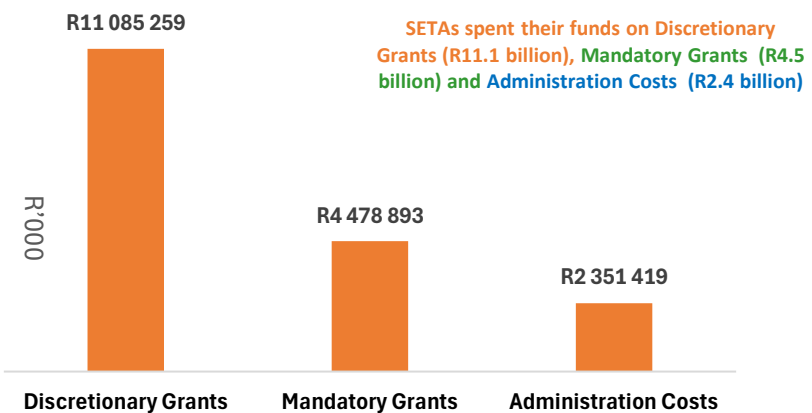
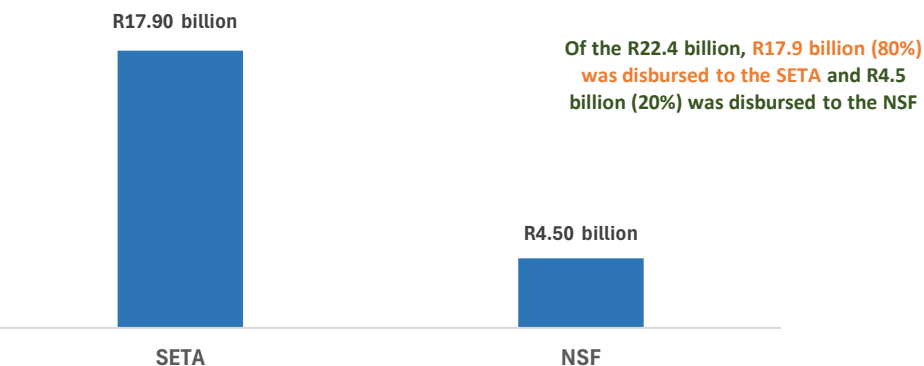
More than a quarter of the CET colleges subsidy was allocated to Gauteng CET college (R42.81 million or 20.0%) followed by KwaZulu-Natal CET college (R36.15 million or 16.9%), while the lowest amount was allocated to Northern Cape CET college (almost R11.95 million or 5.6%)



R 22.4 BILLION

was disbursed through the Skills Development Levy system in the 2023/24 financial year, which was 7.6% (R1.6 billion) higher when compared to R20.8 billion collected in the 2022/23 financial year

A graphical presentation of the allocation of the skills levy fund





higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

A FULL REPORT IS PUBLISHED ON THE WEBSITE

FOR FURTHER ENQUIRIES, PLEASE CONTACT:



012 312 5961/6191



HETIS.Officer@dhet.gov.za