

# STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA

# 2023



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA







# STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA: 2023

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**higher education  
& training**

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Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**



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## FOREWORD

Director-General: Department of Higher Education and Training

The Department of Higher Education and Training (the Department) has published the 14th series of the *Statistics on Post-School Education and Training in South Africa* for 2023. The report aims to provide stakeholders with comprehensive statistical insights into the Post-School Education and Training (PSET) sector. It covers key areas such as student enrolment and completion (which are essential indicators of access and success), along with additional performance data across both public and private PSET institutions.

In addition to student related data, the report includes data on staffing levels at PSET institutions, Workplace-Based Learning (WBL), financial data, including those related to the National Skills Fund (NSF), National Student Financial Aid Scheme (NSFAS) and Funza Lushaka, the skills development levy fund and voted funds. It is important to note that data from institutions administered by other government departments and state entities, such as Agricultural and Nursing colleges, are excluded from this report.

Stakeholders can access previous editions of the report dating back to 2013 on the Department's website at [www.dhet.gov.za](http://www.dhet.gov.za). The Department encourages the use of data and information presented in this report for planning, budget allocation, and reporting purposes within the PSET system. The report serves as an important resource for various stakeholders, including government entities, researchers, policymakers, journalists and the general public. Decisions informed by high-quality data will enable the Department to achieve its strategic vision of *"a skilled and capable nation to support an inclusive economic growth path."*

*Feedback and suggestions for enhancing the report are encouraged and can be forwarded to [HETIS.Officer@dhet.gov.za](mailto:HETIS.Officer@dhet.gov.za)*

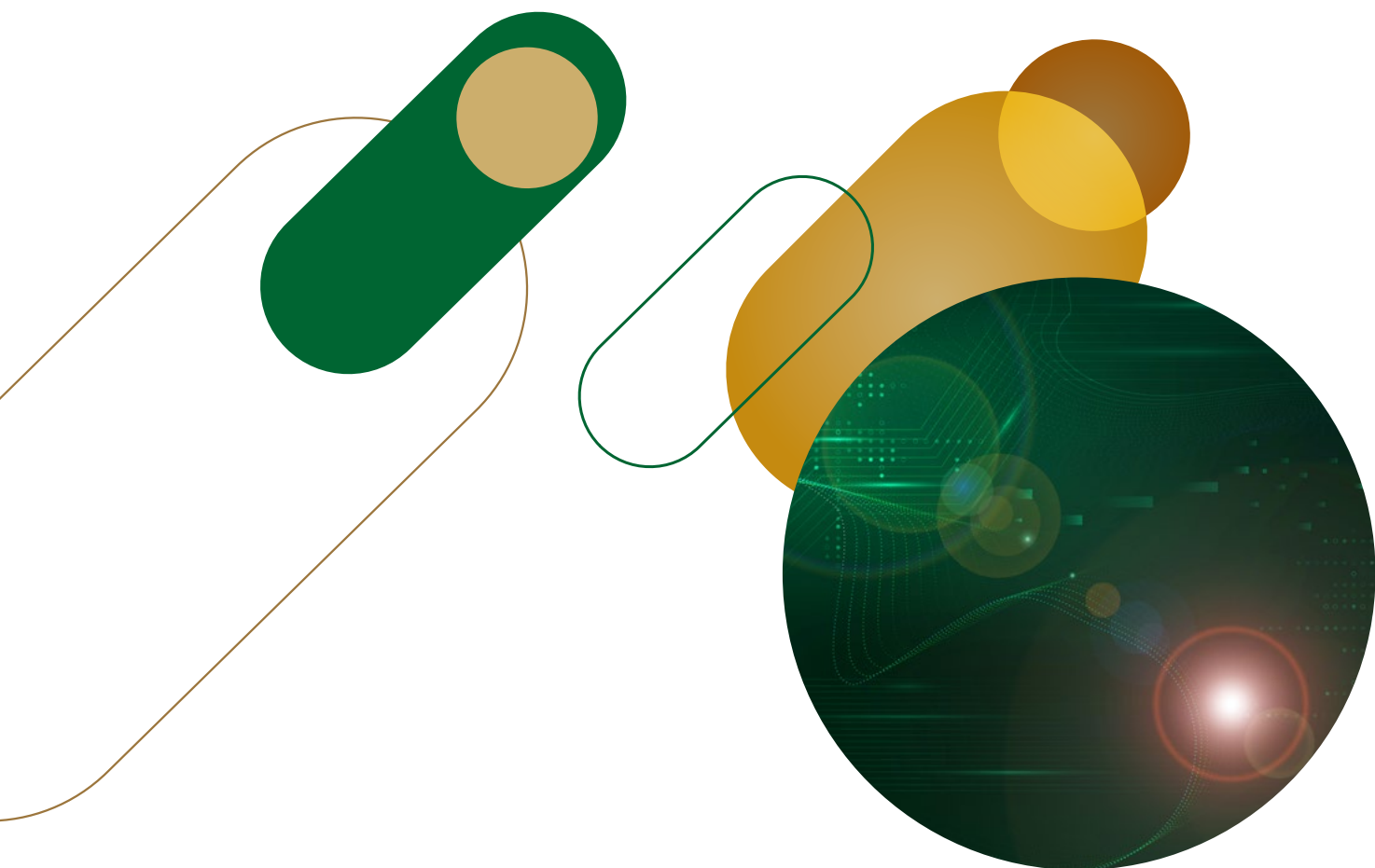
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# TABLE OF CONTENTS

<b>FOREWORD</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS</b>	<b>ii</b>
<b>LIST OF TABLES</b>	<b>v</b>
<b>LIST OF FIGURES</b>	<b>ix</b>
<b>LIST OF ACRONYMS AND ABBREVIATIONS</b>	<b>x</b>
<b>1. INTRODUCTION</b>	<b>1</b>
<b>2. SUMMARY OF FINDINGS</b>	<b>2</b>
<b>3. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: A STATISTICAL OVERVIEW</b>	<b>5</b>
<b>4. HIGHER EDUCATION INSTITUTIONS</b>	<b>6</b>
4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)	6
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)	7
4.2.1 Introduction	7
4.2.2 Enrolment in public Higher Education Institutions (HEIs)	7
4.2.3 Graduates from public Higher Education Institutions (HEIs)	18
4.2.4 Staffing in public Higher Education Institutions (HEIs)	24
4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)	25
4.3.1 Introduction	25
4.3.2 Enrolment in Private Higher Education Institutions	26
4.3.3 Graduates from Private Higher Education Institutions (PHEIs)	30
4.3.4 Staffing in Private Higher Education Institutions (PHEIs)	33
<b>5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES</b>	<b>34</b>
5.1 OVERVIEW OF TVET COLLEGES	34
5.1.1 Enrolment of students in TVET colleges	35
5.1.2 Overview of the TVET sector by province	38
5.1.3 Enrolment in TVET colleges by qualification levels and programmes	39
5.1.4 Examination results in TVET colleges	41
<b>6. COMMUNITY EDUCATION AND TRAINING COLLEGES</b>	<b>50</b>
6.1 OVERVIEW OF CET COLLEGES	50
6.1.1 Enrolment of students in CET colleges	51
6.1.2 Enrolment per CET college	54
6.1.3 Examination results in CET colleges	55
6.1.4 Staffing in CET colleges	60

<b>7. PRIVATE COLLEGES</b>	<b>62</b>
7.1 OVERVIEW OF PRIVATE COLLEGES	62
7.1.1 Enrolment of students in private colleges	62
7.1.2 Enrolment in private colleges by province	70
7.1.3 Examination results in private colleges	71
7.1.4 Staffing in private colleges	78
<b>8. SECTOR EDUCATION AND TRAINING AUTHORITY (SETA) SUPPORTED LEARNING PROGRAMMES</b>	<b>79</b>
8.1. INTRODUCTION	79
8.2. REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES	80
8.2.1 Workers registered for SETA-supported learning programmes	82
8.2.2 Workers certificated in SETA-supported learning programmes	83
8.2.3 Unemployed persons registered for SETA-supported learning programmes	84
8.2.4 Unemployed persons certificated in SETA-supported learning programmes	85
8.3. ARTISANS	87
8.3.1. Introduction	87
8.3.2 Learners entering artisanal learning programmes	88
8.3.3 Learners completing artisanal learning programmes	91
<b>9. FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING SECTOR</b>	<b>95</b>
9.1 INTRODUCTION	95
9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS	96
9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)	99
9.3.1 Introduction	99
9.3.2 NSFAS beneficiaries and amounts provided	99
9.3.3 Funza Lushaka bursary scheme	101
9.4 THE SKILLS DEVELOPMENT LEVY	102
9.4.1 Introduction	102
9.4.2 Distribution of the Skills Development Levy	103
9.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)	105
9.5.1 Introduction	105
9.5.2 Number of projects and beneficiaries supported by the NSF	106
9.5.3 NSF infrastructure grants	109
<b>10. APPENDIX: STATISTICAL TABLES</b>	<b>110</b>
<b>11. EXPLANATORY NOTES</b>	<b>123</b>
11.1 INTRODUCTION	123
11.2 SCOPE	123
11.3 METHODOLOGY	123
11.4 RESPONSE RATES	124
<b>12. GLOSSARY</b>	<b>125</b>
<b>13. CONTACT DETAILS</b>	<b>135</b>





# LIST OF TABLES

<b>Table 3.1:</b>	Overview of Post-School Education and Training Institutions and student enrolment, 2023	5
<b>Table 4.1:</b>	Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2023	8
<b>Table 4.2:</b>	Number of students enrolled in public HEIs by gender, field of study and qualification type, 2023	9
<b>Table 4.3:</b>	Number of students enrolled in public HEIs by qualification type and age group, 2023	13
<b>Table 4.4:</b>	Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2023	15
<b>Table 4.5:</b>	Number of students enrolled in public HEIs by primary disability and gender, 2023	17
<b>Table 4.6:</b>	Number of graduates from public HEIs by gender, field of study and qualification type, 2023	20
<b>Table 4.7:</b>	Number of graduates from public HEIs by qualification type and age group, 2023	20
<b>Table 4.8:</b>	Number of permanent staff in public HEIs, by population group, personnel category and gender, 2023	24
<b>Table 4.9:</b>	Number of students enrolled in PHEIs by gender, 2011–2023	26
<b>Table 4.10:</b>	Number of students enrolled in PHEIs by qualification type, 2018–2023	26
<b>Table 4.11:</b>	Number of students enrolled in PHEIs by NQF field, 2023	27
<b>Table 4.12:</b>	Number of students enrolled in PHEIs by population group and nationality, 2011–2023	28
<b>Table 4.13:</b>	Number of students enrolled in PHEIs by age group and gender, 2023	29
<b>Table 4.14:</b>	Number of foreign national students enrolled in PHEIs by country and qualification type, 2023	29
<b>Table 4.15:</b>	Number of graduates from PHEIs, by qualification type, 2018–2023	30
<b>Table 4.16:</b>	Number of graduates from PHEIs, by qualification type and population group, 2023	31
<b>Table 4.17:</b>	Number of graduates from PHEIs, by qualification type and age group, 2023	31
<b>Table 4.18:</b>	Number of graduates from PHEIs, by qualification type and gender, 2023	32
<b>Table 4.19:</b>	Number of staff in PHEIs by employment period and personnel categories, 2023	33
<b>Table 5.1:</b>	Enrolment in TVET colleges, 2010–2023	35
<b>Table 5.2:</b>	Enrolment cycle count of students in TVET colleges by qualification category and age group, 2023	36
<b>Table 5.3:</b>	Enrolment cycle count of students in TVET colleges by qualification category and population group, 2023	37
<b>Table 5.4:</b>	Enrolment cycle count of students in TVET colleges by qualification category and gender, 2023	37
<b>Table 5.5:</b>	Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2023	38
<b>Table 5.6:</b>	Enrolment cycle count of students in TVET colleges by qualification category and province, 2023	38
<b>Table 5.7:</b>	Enrolment cycle count of students in TVET colleges for NC(V) Level 2–4 programmes by gender, 2023	39
<b>Table 5.8:</b>	Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2023	40
<b>Table 5.9:</b>	Enrolment cycle count of students in TVET colleges for N6 Report 191 programmes by gender, 2023	40

LIST OF TABLES

<b>Table 5.10:</b>	Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2023	42
<b>Table 5.11:</b>	Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2023	43
<b>Table 5.12:</b>	Number of students in TVET colleges who registered, wrote and completed Report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2023	44
<b>Table 5.13:</b>	Number of students in TVET colleges who registered, wrote and completed Report 90/1 N4 to N6 part-qualifications for Engineering Studies by province, 2023	45
<b>Table 5.14:</b>	Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Business Studies by province, 2023	46
<b>Table 5.15:</b>	Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2023	47
<b>Table 5.16:</b>	Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2023	48
<b>Table 6.1:</b>	Number of students enrolled in CET colleges by programme, 2022 and 2023	51
<b>Table 6.2:</b>	Number of students enrolled in CET colleges by programme and gender, 2023	51
<b>Table 6.3:</b>	Number of students enrolled in CET colleges by programme and population group, 2023	52
<b>Table 6.4:</b>	Number of students enrolled in CET colleges by programme and age group, 2023	52
<b>Table 6.5:</b>	Number of students in CET colleges, by college and programme, 2023	54
<b>Table 6.6:</b>	Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012–2023	55
<b>Table 6.7:</b>	Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2023	56
<b>Table 6.8:</b>	Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, by province and gender, 2023	57
<b>Table 6.9:</b>	Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2023	58
<b>Table 6.10:</b>	Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2023	59
<b>Table 6.11:</b>	Number of staff in CET colleges, by college, staff category and gender, 2023	60
<b>Table 6.12:</b>	Number of staff in CET colleges, by staff category and population group, 2023	61
<b>Table 7.1:</b>	Number of students enrolled in private colleges by qualification category, 2010–2023	64
<b>Table 7.2:</b>	Number of students enrolled in private colleges by qualification category and age group, 2023	65
<b>Table 7.3:</b>	Number of students enrolled in private colleges by qualification category and population group, 2023	65
<b>Table 7.4:</b>	Number of students enrolled in private colleges by qualification category and gender, 2023	66
<b>Table 7.5:</b>	Number of foreign national students enrolled in private colleges by country, 2023	67
<b>Table 7.6:</b>	Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2023	68
<b>Table 7.7:</b>	Number of students in private colleges by Occupational Qualifications and gender, 2023	69
<b>Table 7.8:</b>	Number of students in private colleges by qualification category and province, 2023	70
<b>Table 7.9:</b>	Number of students and lecturers in private colleges by province, 2023	71
<b>Table 7.10:</b>	Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2023	72





<b>Table 7.11:</b>	Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2023	73
<b>Table 7.12:</b>	Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 part-qualifications for Engineering Studies, 2023	73
<b>Table 7.13:</b>	Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part qualification for Engineering Studies, 2023	74
<b>Table 7.14:</b>	Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Business Studies, 2023	75
<b>Table 7.15:</b>	Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2023	76
<b>Table 7.16:</b>	Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2023	77
<b>Table 7.17:</b>	Number of staff in private colleges, by personnel category and gender, 2023	78
<b>Table 8.1:</b>	Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12–2023/24	80
<b>Table 8.2:</b>	Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12–2023/24	81
<b>Table 8.3:</b>	Number of workers registered for learnerships by SETA, 2023/24	82
<b>Table 8.4:</b>	Number of workers certificated in learnerships by SETA, 2023/24	83
<b>Table 8.5:</b>	Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2023/24	84
<b>Table 8.6:</b>	Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2023/24	85
<b>Table 8.7:</b>	Number of learners entering artisanal learning programmes, by sector, 2011/12–2023/24	88
<b>Table 8.8:</b>	Number of learners entering artisanal learning programmes, by province and gender, 2023/24	89
<b>Table 8.9:</b>	Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs), scarce skills, population group and gender, 2023/24	90
<b>Table 8.10:</b>	Number of learners completing artisanal learning programmes by sector, 2011/12–2023/24	91
<b>Table 8.11:</b>	Number of learners completing artisanal learning programmes by province and gender, 2023/24	92
<b>Table 8.12:</b>	Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills, population group and gender, 2023/24	93
<b>Table 8.13:</b>	Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15–2023/24	94
<b>Table 9.1:</b>	Funding for key Post-School Education and Training Institutions, 2011/12–2023/24	96
<b>Table 9.2:</b>	Number of students who received loans/bursaries from NSFAS and the amount provided, by sub-sector, 2011–2023	99
<b>Table 9.3:</b>	Number of students who received loans/bursaries from NSFAS by gender, 2011–2023	100
<b>Table 9.4:</b>	Number of public HEIs students who received Funza Lushaka bursaries by gender and the amount provided, 2011–2023	101
<b>Table 9.5:</b>	Distribution of the Skills Development Levy, 2011/12–2023/24	103
<b>Table 9.6:</b>	Number of NSF supported projects and beneficiaries/learners funded by province, 2013/14–2023/24	106

LIST OF TABLES

<b>Table 9.7:</b>	Number of NSF beneficiaries/learners funded by gender, 2016/17–2023/24	107
<b>Table 9.8:</b>	Number of NSF beneficiaries/learners funded by area type, 2016/17– 2023/24	107
<b>Table 9.9:</b>	Distribution of NSF funding across key projects and number of beneficiaries/learners, 2013/14–2023/24	108
<b>Table 9.10:</b>	Distribution of NSF infrastructure budget, 2012/13–2023/24	109
<b>Table 10.1:</b>	Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2023	110
<b>Table 10.2:</b>	Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2023	111
<b>Table 10.3:</b>	Number of first-time undergraduate students enrolled in public HEIs by institution, 2009–2023	112
<b>Table 10.4:</b>	Full-time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2023	113
<b>Table 10.5:</b>	Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2023	114
<b>Table 10.6:</b>	Summaries of graduation rates in public HEIs by qualification type and institution, 2023	115
<b>Table 10.7:</b>	Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2023	116
<b>Table 10.8:</b>	Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2023	117
<b>Table 10.9:</b>	Number and percentage of permanent staff in public HEIs. by population group, gender. personnel categories and institution, 2023	118
<b>Table 10.10:</b>	Enrolment cycle count of students in TVET colleges by college and qualification category, 2023	119
<b>Table 10.11:</b>	Funding allocated for public HEIs, by institution name, 2019/20–2023/24	120
<b>Table 10.12:</b>	Funding allocated for TVET colleges, by college name, 2019/20–2023/24	121
<b>Table 10.13:</b>	Funding allocation for CET colleges, by college name, 2019/20–2023/24	122





# LIST OF FIGURES

<b>Figure 3.1:</b>	Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2023	5
<b>Figure 4.1:</b>	Number of students enrolled in public and private HEIs, 2010–2023	6
<b>Figure 4.2:</b>	Number of students enrolled in public HEIs by attendance mode, 2010–2023	7
<b>Figure 4.3:</b>	Proportion of student enrolment in public HEIs, by attendance mode and gender, 2023	8
<b>Figure 4.4:</b>	Number of students enrolled in public HEIs by major field of study, 2010–2023	10
<b>Figure 4.5:</b>	Proportion of students enrolled in public HEIs by major field of study, 2023	11
<b>Figure 4.6:</b>	Number of students enrolled in public HEIs by qualification type, 2010–2023	12
<b>Figure 4.7:</b>	Proportion of students enrolled in public HEIs by qualification type, 2023	13
<b>Figure 4.8:</b>	Number of first-time undergraduate students enrolled in public HEIs, 2010–2023	14
<b>Figure 4.9:</b>	Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2023	16
<b>Figure 4.10:</b>	Number of graduates from public HEIs by major field of study, 2010–2023	18
<b>Figure 4.11:</b>	Number of graduates from public HEIs by qualification type, 2010–2023	19
<b>Figure 4.12:</b>	Average graduation rates in public HEIs by qualification type, 2023	21
<b>Figure 4.13:</b>	Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2010–2023	22
<b>Figure 4.14:</b>	Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2010–2023	23
<b>Figure 6.1:</b>	Proportions of students enrolled in CET colleges by gender and age group, 2023	53
<b>Figure 7.1:</b>	Number of students enrolled in private colleges, 2010–2023	62
<b>Figure 7.2:</b>	Number of students enrolled in private colleges by qualification category, 2010–2023	63

# LIST OF ACRONYMS AND ABBREVIATIONS

<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>AET</b>	Adult Education and Training
<b>AGRISETA</b>	Agriculture Sector Education and Training Authority
<b>ARPL</b>	Artisan Recognition of Prior Learning
<b>BANKSETA</b>	Banking Sector Education and Training Authority
<b>BFA</b>	Bachelor of Fine Arts
<b>BSc</b>	Bachelor of Science
<b>BTech</b>	Bachelor of Technology
<b>CATHSSETA</b>	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
<b>CESM</b>	Classification of Educational Subject Matter
<b>CET</b>	Community Education and Training
<b>CETA</b>	Construction Education and Training Authority
<b>CETMIS</b>	Community Education and Training Management Information System
<b>CHIETA</b>	Chemical Industries Education and Training Authority
<b>CLC</b>	Community Learning Centre
<b>COS</b>	Centres of Specialisation
<b>DHET</b>	Department of Higher Education and Training (further referred to as the Department)
<b>ETDP SETA</b>	Education, Training and Development Practices Sector Education and Training Authority
<b>EWSETA</b>	Energy and Water Sector Education and Training Authority
<b>FASSET</b>	Finance and Accounting Services Sector Education and Training Authority
<b>FET</b>	Further Education and Training
<b>FOODBEV</b>	Food and Beverages Manufacturing Industry Sector Education and Training Authority
<b>FP&amp;M SETA</b>	Fibre Processing and Manufacturing Sector Education and Training Authority
<b>FTE</b>	Full-Time Equivalent
<b>GETC</b>	General Education and Training Certificate
<b>GETC-ABET</b>	General Education and Training Certificate: Adult Basic Education and Training
<b>HE</b>	Higher Education
<b>HEI</b>	Higher Education Institution
<b>HEMIS</b>	Higher Education Management Information System
<b>HETIS</b>	Higher Education and Training Information System
<b>HWSETA</b>	Health and Welfare Sector Education and Training Authority
<b>INDLELA</b>	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
<b>INSETA</b>	Insurance Sector Education and Training Authority
<b>ICT</b>	Information and Communications Technology
<b>IPAP</b>	Industrial Policy Action Plan
<b>LGSETA</b>	Local Government Sector Education and Training Authority
<b>MBChB</b>	Bachelor of Medicine and Bachelor of Surgery
<b>MERSETA</b>	Manufacturing, Engineering and Related Services Sector Education and Training Authority
<b>MICT SETA</b>	Media, Information and Communication Technologies Sector Education and Training Authority
<b>MQA</b>	Mining Qualifications Authority
<b>NAD</b>	National Artisan Development
<b>NADSC</b>	National Artisan Development Support Centre
<b>NAMB</b>	National Artisan Moderation Body



<b>NATED</b>	National Technical Education
<b>NC(V)</b>	National Certificate (Vocational)
<b>NDP</b>	National Development Plan
<b>NEET</b>	Not in Employment, Education or Training
<b>NGP</b>	New Growth Path
<b>NQF</b>	National Qualifications Framework
<b>NSC</b>	National Senior Certificate
<b>NSDP</b>	National Skills Development Plan
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>OFO</b>	Organising Framework for Occupations
<b>OQSF</b>	Occupational Qualifications Sub-Framework
<b>PED</b>	Provincial Education Department
<b>PFMA</b>	Public Finance Management Act
<b>PhD</b>	Doctor of Philosophy
<b>PHEI</b>	Private Higher Education Institution
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning programmes
<b>PLP</b>	Pre-Vocational Learning Programme
<b>PSET</b>	Post -School Education and Training
<b>PSETA</b>	Public Service Sector Education and Training Authority
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>SADC</b>	Southern African Development Community
<b>SAPSE</b>	South African Post-Secondary Education
<b>SAQA</b>	South African Qualifications Authority
<b>SARS</b>	South African Revenue Service
<b>SASSETA</b>	Safety and Security Sector Education and Training Authority
<b>SDA</b>	Skills Development Act
<b>SDL</b>	Skills Development Levy
<b>SDLA</b>	Skills Development Levies Act
<b>SDPs</b>	Skills Development Providers
<b>SERVICES SETA</b>	Services Sector Education and Training Authority
<b>SET</b>	Science, Engineering and Technology
<b>SETA</b>	Sector Education and Training Authority
<b>SETMIS</b>	Skills Education and Training Management Information System
<b>SNE</b>	Special Needs Education
<b>SIPs</b>	Special Infrastructure Projects
<b>SOP</b>	Standard Operating Procedure
<b>SSPs</b>	Sector Skills Plans
<b>TETA</b>	Transport Education and Training Authority
<b>TVET</b>	Technical and Vocational Education and Training
<b>TVETMIS</b>	Technical and Vocational Education and Training Management Information System
<b>UNISA</b>	University of South Africa
<b>WBL</b>	Workplace-Based Learning
<b>W&amp;RSETA</b>	Wholesale and Retail Sector Education and Training Authority

# 1. INTRODUCTION

The Department of Higher Education and Training (the Department) seeks to improve economic participation and social development, and the following medium-term outcomes have been identified:

- a) Improved energy transition and a just energy transition;
- b) Increased employment opportunities;
- c) Improved education outcomes and skills;
- d) Social cohesion and nation building; and
- e) A capable and professional public service.

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 colleges<sup>1</sup>.

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) Unit level record data submitted by the Technical and Vocational Education and Training colleges to the Department, which contains student enrolment data;
- d) Community Education and Training Management Information System (CETMIS) for student enrolment data and Annual Survey data which contain 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) Unit level record data submitted to the Department by the Sector Education and Training Authorities (SETAs);
- 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 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.

<sup>1</sup> 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.





## 2. SUMMARY OF FINDINGS

### *Post-School Education and Training Institutions*

In 2023, the Post-School Education and Training system had 365 institutions namely: 26 public Higher Education Institutions, 131 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 149 registered Private colleges and 9 Community Education and Training (CET) colleges.

### *Enrolment in Post-School Education and Training Institutions*

- a) In 2023, over 1.3 million students enrolled in public and private HEIs, with public HEIs accounting for the majority (1 071 715) of enrollments while private HEIs enrolled 286 454 students. The target in the National Development Plan (NDP)<sup>2</sup> is 1.6 million enrolments by 2030.
- b) Of the 2023 public HEIs enrolments, nearly two thirds of students (65.3% or 700 123) were enrolled through contact mode of learning, while 34.7% (371 592) chose distance mode.
- c) Enrolment in TVET colleges reached 564 089 in 2023, reflecting an 8.8% or 45 505 increase when compared with that of 2022 (518 584). 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) A total of 120 081 students were enrolled in CET colleges in 2023, representing a decrease of 8.2% (10 671) compared to enrolments recorded in 2022 (130 752). The NDP has set a target of 1 million students in this subsector by 2030.
- e) In 2023, private colleges enrolled a total of 80 785 students. However, this figure reflects enrolments from only 98 of the 149 private colleges registered with the Department in 2023. The number of registered private colleges has fluctuated over time. It is important to note that in terms of Communiqué 1 of 2020, 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. Instead, they must be accredited by the Quality Council for Trades and Occupations (QCTO) or its delegated Quality Assurance Partners.

### *Public and Private Higher Education Institutions Graduates*

- a) There were 220 758 graduates in public HEIs in 2023, which reflects a 2.2% (4 944) decrease when compared with the number of graduates reported in 2022 (225 702). The majority of graduates were in the SET (29.8% or 65 680), followed by Business and Management (26.2% or 57 745), Other Humanities (25.7% or 56 771) and Education (18.4% or 40 562) fields of study. A large number of graduates obtained undergraduate degrees (97 927 or 44.4%), followed by undergraduate certificates and diplomas (51 519 or 23.3%), and postgraduate below Master's Level (35 211 or 16.0%).
- b) The number of graduates of doctoral degrees in 2023 was 3 620, and this was 1.9% (70) lower when compared with 2022 (3 690). The Department plans to produce 4 300 PhD graduates by 2024.
- c) Graduates from private HEIs reached 60 927 in 2023, an increase of 6.3% (3 625) when compared to 57 302 in 2022.
- d) The majority of students in private HEIs in 2023 graduated in Higher Certificate 120-Credits (16 765 or 27.5%), Bachelor's Degrees 360-Credits (16 544 or 27.2%) and Diploma 360-Credits (7 654 or 12.6%). The lowest proportion of graduates obtained Doctoral Degrees 360-Credits (0.1% or 56).

<sup>2</sup> National Development Plan, November 2011.

***TVET Colleges' Completion Rates***

- a) A total of 50 572 students completed N3, N6 and NC(V) Level 4 in TVET colleges in 2023, which are key exit levels in this sector. This translated to the following completion rates: 50.8% for N3, 64.2% for N6 and 58.2% for NC(V) Level 4.
- b) The completion for N6 Business Studies was higher (32 425), translating to a 67.0% completion rate, while 2 910 students completed N6 Engineering Studies resulting in a completion rate of 44.0%.

***CET Colleges' Completion Rates***

- a) A total of 10 535 students completed the GETC: ABET Level 4 qualification in 2023, resulting in a completion rate of 39.2%.
- b) In 2023, three colleges recorded completion rates higher than the national average of 39.2%, with the highest rates observed in KwaZulu-Natal (45.0%), followed by Mpumalanga (44.0%) and Eastern Cape CET colleges 42.3%.

***Private Colleges' Completion Rates***

- a) In the private college sector, 11 915 students completed N3, N6 and NC(V) Level 4 in 2023, which are key exit levels in this sub-sector. This translated to the following completion rates: 47.8% for N3, 61.7% for N6 and 51.7% for NC(V) Level 4.
- b) In 2023, the completion for N6 Business Studies was 5 791 which translated to a 67.5% completion rate, which was higher than the 1 653 students who completed N6 Engineering Studies with a completion rate of 47.4%.

***Sector Education and Training Authority (SETA) Supported Learning Programmes***

- a) There were 148 960 learners registered for SETA-supported learning programmes during the 2023/24 financial year, which was 16.9% (21 548) higher than registrations recorded in the 2022/23 financial year (127 412).
- b) Over half of the learners registered for learnerships (53.2% or 79 275), while (37.0% or 55 132) were in skills programmes, and the remaining (9.8% or 14 553) were in internships.
- c) The total number of certifications for SETA-supported learning programmes during the 2023/24 financial year was 84 105, which was 10.5% (8 005) higher when compared with the 2022/23 financial year (76 100).
- d) The majority of certifications were in skills programmes (62.6% or 52 666) followed by learnerships (28.3% or 23 826), with internships constituting a smaller proportion (9.1% or 7 613).
- e) During the 2023/24 financial year, 18 144 learners entered artisanal learning programmes, with 83.1% (15 074) of them falling under the Special Infrastructure Projects (SIPs) scarce skills category.
- f) A total of 16 277 learners completed their artisanal learning programmes during the 2023/24 financial year, of which 85.3% (13 878) 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)<sup>3</sup>***

- a) NSFAS allocated R44.6 billion for student funding during the 2023 academic year, which was R1.9 billion (4.5%) higher than what was allocated in 2022 (R42.6 billion).
- b) The number of students who benefitted from NSFAS funding was 763 756 in 2023, representing a 6.9% (56 561) decrease when compared with the number of beneficiaries in 2022 (820 317).
- c) The number of students who benefitted from NSFAS was higher for public HEIs (504 569 or 66.1%) as compared with TVET colleges (259 187 or 33.9%).

<sup>3</sup> The data for 2023 is based on preliminary unaudited figures.





### *The Funza Lushaka Bursary Scheme*

- a) A total of 11 504 students were awarded Funza Lushaka bursaries in 2023 which are aimed at assisting students who enrolled in the education field of study, reflecting an 11.1% (1 437) decrease from the 12 941 recorded in 2022.
- b) The total amount allocated for this bursary was R1.22 billion, which was 1.3% (R16.1 million) lower when compared with 2022 (R1.23 billion).

### *The Skills Development Levy Fund*

- a) During the 2023/24 financial year, approximately R22.4 billion was collected through the skills levy system. In line with the Skills Development Act, approximately R4.5 billion was allocated to the National Skills Fund (NSF) while R17.9 billion was disbursed to Sector Education and Training Authorities (SETAs).
- b) Of the R17.9 billion allocated to SETAs, nearly R11.1 billion was spent on discretionary grants, around R2.4 billion went towards administrative costs, and approximately R4.5 billion was paid back to levy-paying firms in the form of mandatory grants.

### *National Skills Fund*

- a) During the 2023/24 financial year, the NSF supported 208 skills development projects, marking a decrease of 5.9% (13) compared to the 221 projects supported in the previous financial year (2022/23).
- b) The number of beneficiaries reached 31 135 in the 2023/24 financial year, compared to 24 318 in the 2022/23 year, representing a 21.9% (6 817) increase between the two financial years.
- c) During the 2023/24 financial year, the NSF allocated over R4.6 billion to skills development interventions, reflecting a 185.2% increase (R3.0 billion) compared to the R1.6 billion disbursed in the 2022/23 financial year.
- d) In the 2023/24 financial year, a significant portion of NSF funds, amounting to R 2.4 billion (51.4%), were allocated to bursaries, benefiting 2 427 beneficiaries. This was followed by allocations to Support to NGP (Public & Private) (31.0% or R1.4 billion), while 12.5% (R571.7 million) was allocated to TVET colleges. The lowest proportion of the funds were allocated for rural development (0.1% or R3.2 million).

### *Funding of Key Post-School Education and Training Institutions*

- a) The total funding allocated to public HEIs, TVET colleges and CET colleges during the 2023/24 financial year was R59.43 billion, and this was 2.9% (R1.76 billion) less than what was allocated in 2022/23 (R61.20 billion).
- b) A larger proportion of the R59.43 billion allocated during the 2023/24 financial year was transferred to public HEIs (R44.63 billion), followed by TVET colleges (R12.00 billion), and the least amount was allocated to CET colleges (R2.80 billion).

### 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. as well as registration and certifications for SETA-Supported Workplace-Based Learning (WBL) programmes.

**Table 3.1: Overview of Post-School Education and Training Institutions and student enrolment, 2023**

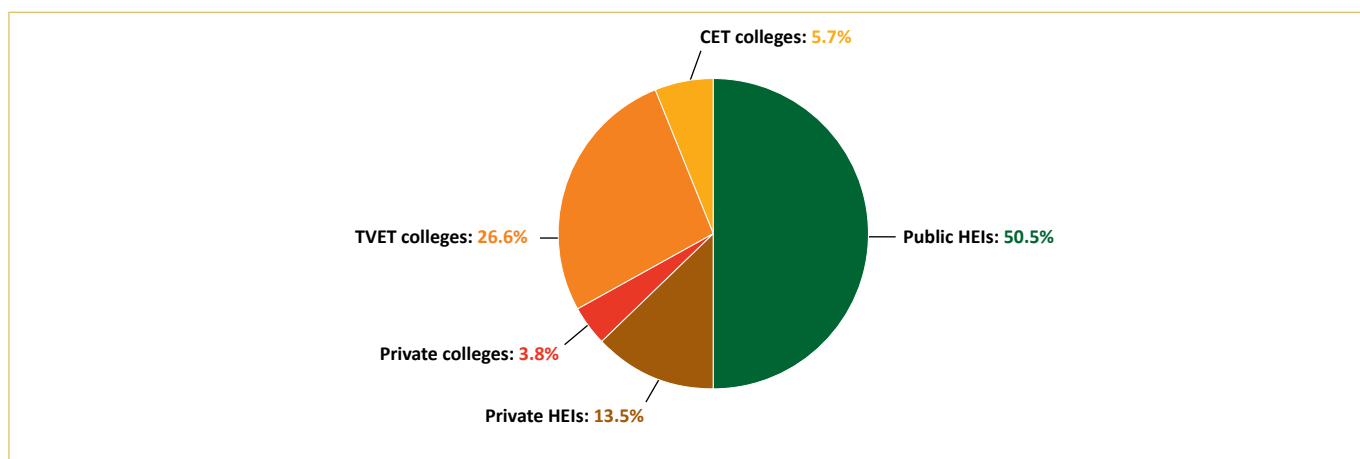
	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	138	164	50	9	149	208	372
Number of students enrolled	1 071 715	286 454	1 358 169	564 089	120 081	80 785	764 955	2 123 124

Sources: 2023 HEMIS database, data extracted in November 2024.  
 Annual report submitted by private HEIs to DHET for the 2023 year of reporting.  
 2023 TVET College Enrolment, Final, Q2 April 2025.  
 2023 Private Annual Survey Integrated, 29 January 2025, extracted in January 2025.  
 CETMIS 2023, data extracted in April 2025.

- 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 became Community Learning Centres (CLC) 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 83.5%.
- Note 6: The 2023 figure represents enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

There were 372 registered and established PSET institutions in 2023. Of these, 85 were public institutions comprising 26 public HEIs, 50 TVET colleges and 9 CET colleges. The remaining 287 were private institutions, consisting of 138 private HEIs and 149 private colleges. Collectively, these institutions enrolled over 2.1 million students, with the majority (more than 1.3 million) enrolled in higher education institutions. Public PSET institutions made up the majority of enrolments with more than 1.7 million students (82.7%), while private institutions enrolled 367 239 students (17.3%).

**Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2023**



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

During 2023, public higher education institutions remained the most popular choice for students, accounting for 50.5% of total enrolments. This was followed by TVET colleges (26.6%), while private higher education institutions enrolled 13.5%. The smallest shares of enrolments were recorded by CET colleges (5.7%) and private colleges (3.8%).



## 4. HIGHER EDUCATION INSTITUTIONS

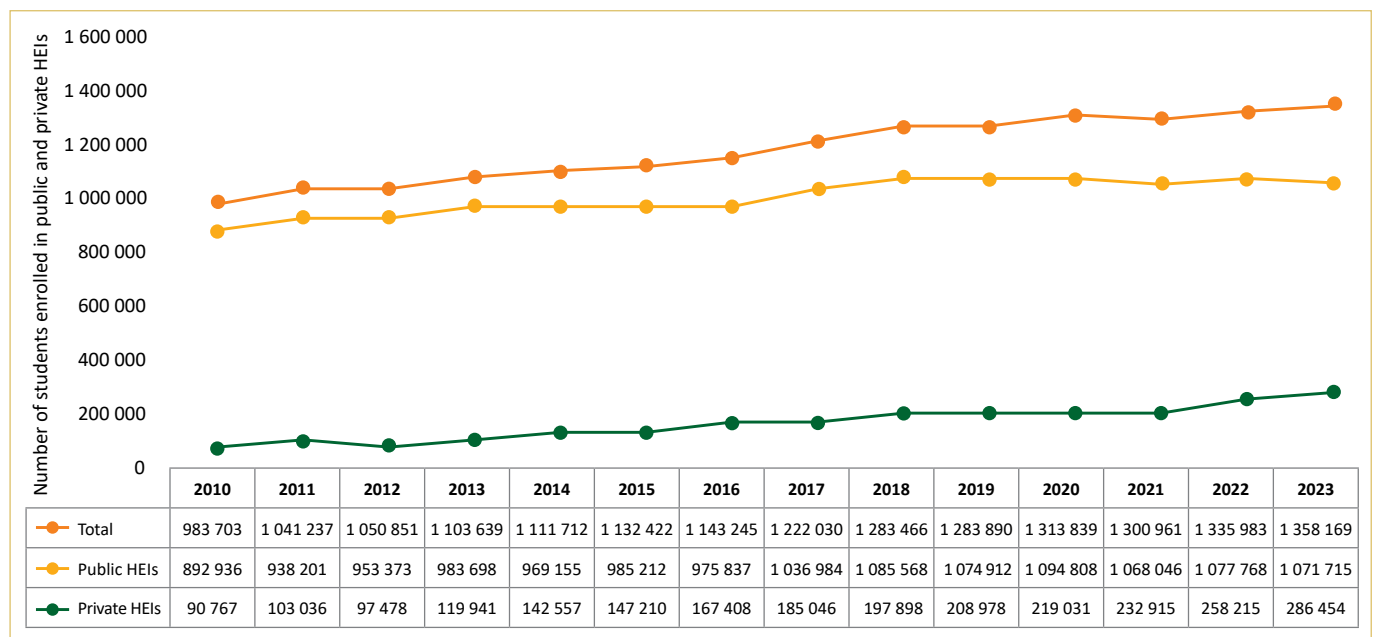
### 4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

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

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

In 2023, the Higher Education sector comprised 26 universities and 138 private higher education institutions (PHEIs). To expand access to university education in Mpumalanga and the Northern Cape, the Department established the University of Mpumalanga and Sol Plaatje University, both of which enrolled students for the first time in 2014. Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015 and the Department continues to oversee the development of universities.

**Figure 4.1: Number of students enrolled in public and private HEIs, 2010–2023**



**Sources:** *Statistics on Post-School Education and Training in South Africa, 2022. 2023 HEMIS database, data extracted in November 2024. Annual report submitted by private HEIs to the DHET for the 2023 year of reporting.*

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

Enrolment in both public and private HEIs has shown a steady increase over the past 13 years. In 2023, there were 1 358 169 students enrolled in this sector, with public HEIs accounting for 78.9% (1 071 715) and private HEIs for 21.1% (286 454). Over the 13-year period (2010-2023), enrolment increased by 38.1% (374 466), and the most significant increase was observed in private HEIs, where enrolled increased by 215.6% or 195 687. Enrolment in public HEIs increased by 20.0% (178 779) in the same period.

Public and private HEIs enrolment in 2023 reflects a 1.7% increase when compared with 2022 (1 335 983). An increase of 10.9% (28 239) was recorded in private HEIs between 2022 and 2023, while public HEIs enrolment declined slightly by 0.6% (6 053).

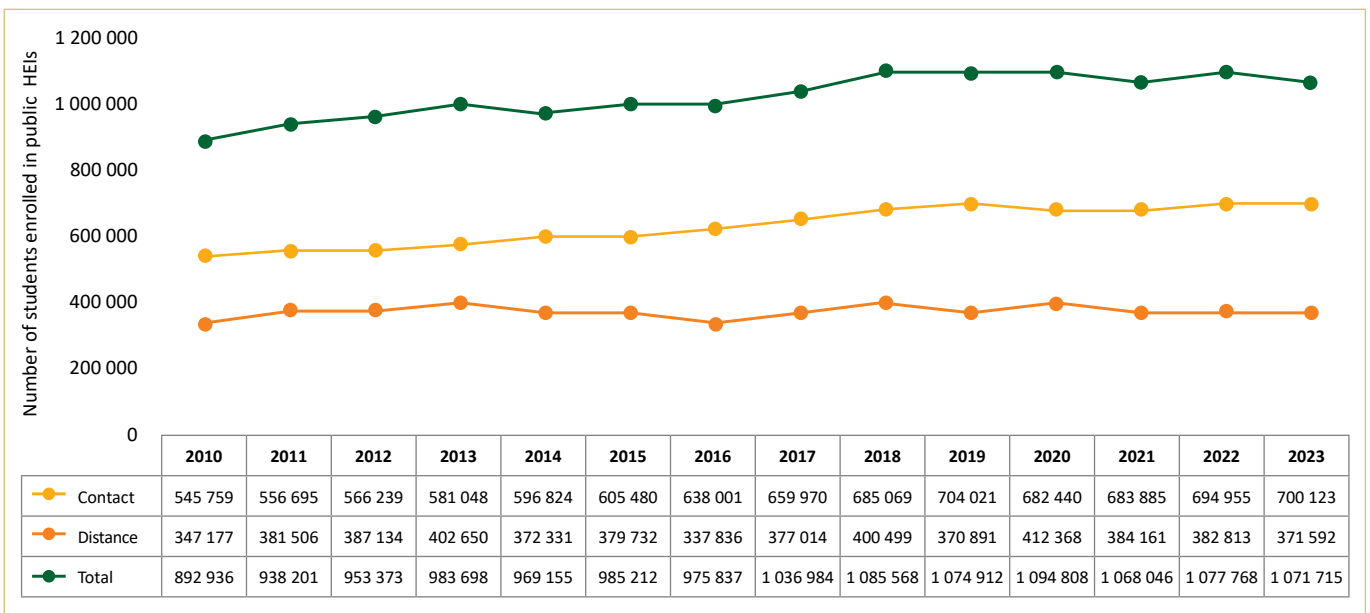
## 4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

### 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 public HEIs 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, 2010–2023**



Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023 HEMIS database, data extracted in November 2024.*

- 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.

In 2023, total enrolment in public HEIs reached 1 071 715, reflecting a 0.6% (6 053) decrease compared to 2022 enrolment (1 077 768). The main contributor to the 2023 decline in enrolment was a 2.9% (11 221) decrease in distance mode of learning. In contrast, contact mode enrolments increased slightly by 0.7% (5 168) over the same period.

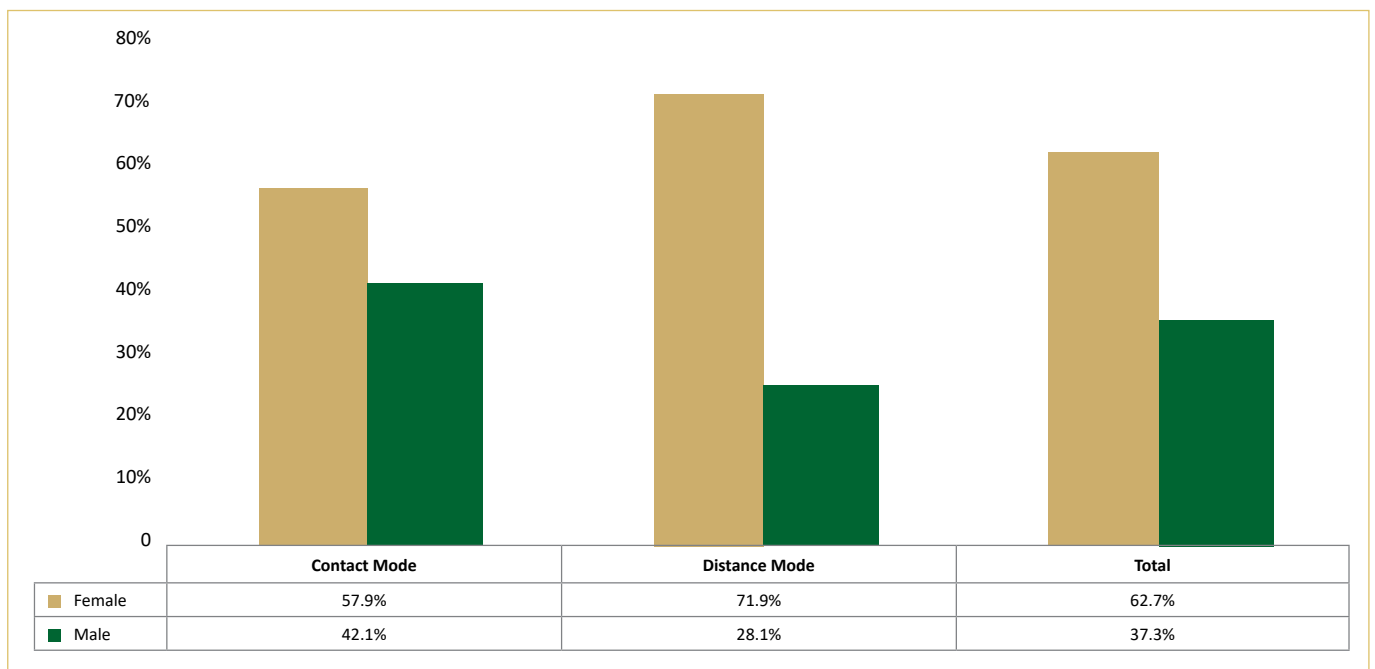
Of the 2023 enrolments, nearly two thirds of students (65.3% or 700 123) were enrolled through contact mode of learning, while 34.7% (371 592) chose distance mode. This means that 328 531 more students opted for contact mode over distance learning.



Tshwane University of Technology recorded the highest number of students enrolled through contact mode (27 856), followed by the University of Johannesburg (23 141) and the University of Pretoria (19 617). UNISA, which offers courses exclusively through distance mode, accounted for 94.3% of all enrolments in this mode.

Over the period 2010-2023, enrolments in contact mode of learning have consistently surpassed those in distance mode. In this period, the overall student enrolment increased by 20.0% (178 779), and the largest increase was observed in contact mode of learning (28.3% or 154 364), while enrolments in distance mode of learning increased by 7.0% (24 415).

**Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2023**



Source: 2023 HEMIS database, data extracted in November 2024.

In 2023, females made up 62.7% of total enrolments in public HEIs, compared to 37.3% for males. Female enrolment was higher than male enrolment in both contact and distance mode of learning. The difference was particularly notable in the distance mode, where the proportion of females exceeded that of males by 43.8 percentage points.

**Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2023**

Population Group	Contact			Distance			Total			
	Female	Male	Unspecified	Female	Male	Unspecified	Female	Male	Unspecified	Total
African	327 319	238 366	245	228 217	86 961	5	555 536	325 327	250	881 113
Coloured	23 672	13 914	48	13 049	4 895	1	36 721	18 809	49	55 579
Indian/Asian	12 777	9 861	18	7 997	3 590	0	20 774	13 451	18	34 243
White	36 841	29 223	132	16 955	8 366	2	53 796	37 589	134	91 519
Unspecified	4 185	3 504	18	976	578	0	5 161	4 082	18	9 261
<b>Total</b>	<b>404 794</b>	<b>294 868</b>	<b>461</b>	<b>267 194</b>	<b>104 390</b>	<b>8</b>	<b>671 988</b>	<b>399 258</b>	<b>469</b>	<b>1 071 715</b>

Source: 2023 HEMIS database, data extracted in November 2024.

In 2023, four out of every five students enrolled in public HEIs were African (82.2% or 881 113). White, Coloured, and Indian/Asian students represented smaller proportions, accounting for 8.5% (91 519), 5.2% (55 579), and 3.2% (34 243) respectively. There were 272 730 more females than males enrolled in public HEIs, with female enrolments surpassing male enrolments across all population groups. The largest gender disparity was seen among African students, where 230 209 more females than males enrolled. The smallest gender difference occurred among the Indian/Asian students, where 7 323 more females than males enrolled.

The majority of students enrolled in both contact and distance mode of learning were African females. The largest gender disparity was in the distance mode of learning, where 141 256 more females enrolled as opposed to males. The smallest gender disparity for both contact and distance mode of learning was observed among the Indian/Asian students.

**Table 4.2: Number of students enrolled in public HEIs by gender, field of study and qualification type, 2023**

Qualification Type	Female					Male					Unspecified gender	Total enrolment
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Occasional	877	773	126	1 541	3 317	916	628	38	555	2 137	4	5 458
Undergraduate Certificates and Diplomas	37 944	76 537	11 594	46 383	172 458	41 444	39 046	2 018	21 190	103 698	7	276 163
Undergraduate Degree	88 717	59 699	104 337	125 969	378 722	78 871	39 908	36 152	57 879	212 809	239	591 770
Advanced Diploma and Postgraduate Certificate in Education	4 929	8 602	7 109	2 026	22 666	5 383	4 772	3 743	1 184	15 081	4	37 751
Postgraduate below Master's Level	10 711	15 580	9 404	11 976	47 671	8 244	10 644	3 531	4 677	27 096	36	74 803
Master's Degrees	15 665	5 935	3 089	9 804	34 494	13 113	5 307	1 584	5 695	25 698	103	60 295
Doctoral Degrees	6 024	1 528	1 473	3 636	12 660	6 285	1 956	1 095	3 404	12 739	76	25 475
<b>Total</b>	<b>164 867</b>	<b>168 653</b>	<b>137 132</b>	<b>201 335</b>	<b>671 988</b>	<b>154 255</b>	<b>102 261</b>	<b>48 160</b>	<b>94 583</b>	<b>399 258</b>	<b>469</b>	<b>1 071 715</b>

Source: 2023 HEMIS database, data extracted in November 2024.

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

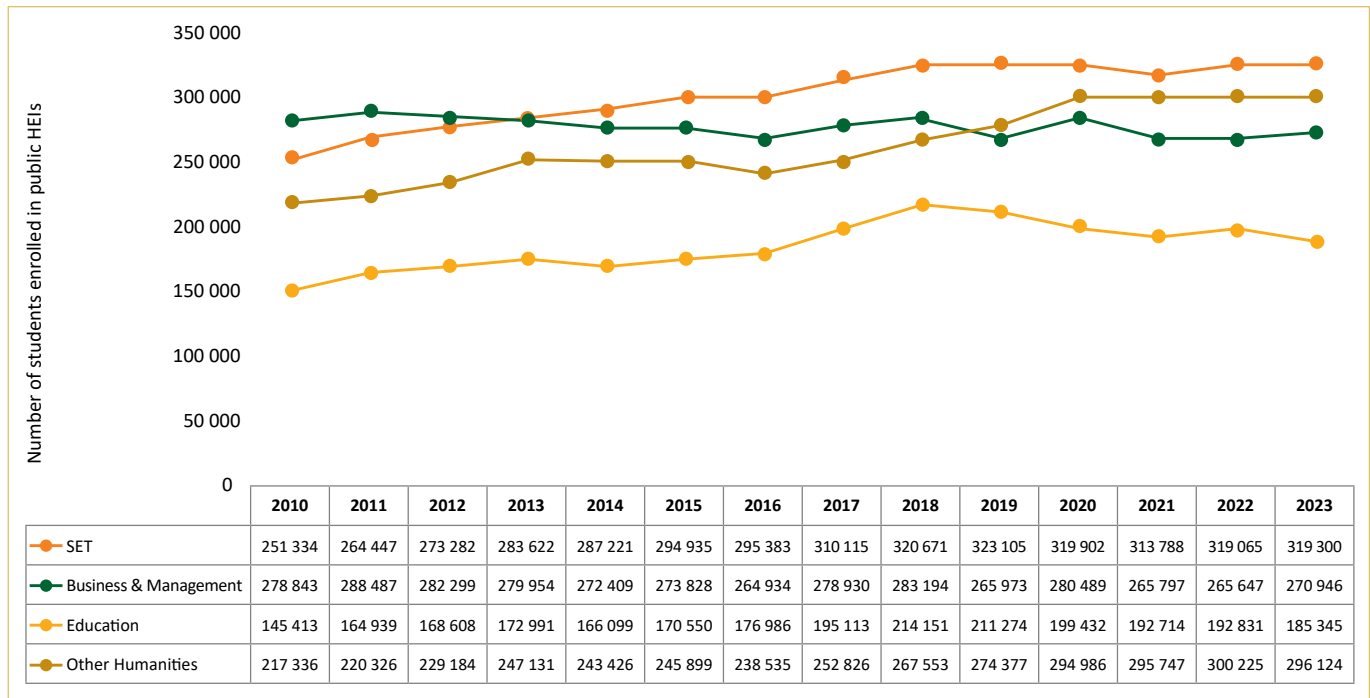
Note 2: Gender information was provided for records in the following fields of study: SET (178), Business and Management (32), Education (53) and other Humanities (206).

In 2023, female enrolment reached 671 988, which was 272 730 higher than male enrolment (399 258). Female enrolment exceeded male enrolment across all fields of study, with the largest gap in the Other Humanities field of study, where 106 752 more females than males were enrolled. It should also be noted that nearly three quarters of enrolments in the Education field of study were females (74.0% or 137 132), compared to 26.0% (48 160) males. Similarly, in the Other Humanities field of study female enrolment was higher 68.0% (201 335) compared to 32.0% (94 583) males.



For qualification types, female enrolment was higher in almost all categories, with the largest gap observed in Undergraduate Degrees, where 165 913 more females enrolled than males. Doctoral Degrees were the only qualification type with higher male enrolment, with 79 more males than females. Although female enrolment in Doctoral Degrees was slightly lower overall, the data reveals that more females pursued Doctoral Degrees in the Education and Other Humanities, while males were more represented in the SET and Business and Management fields of study.

**Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2010–2023**

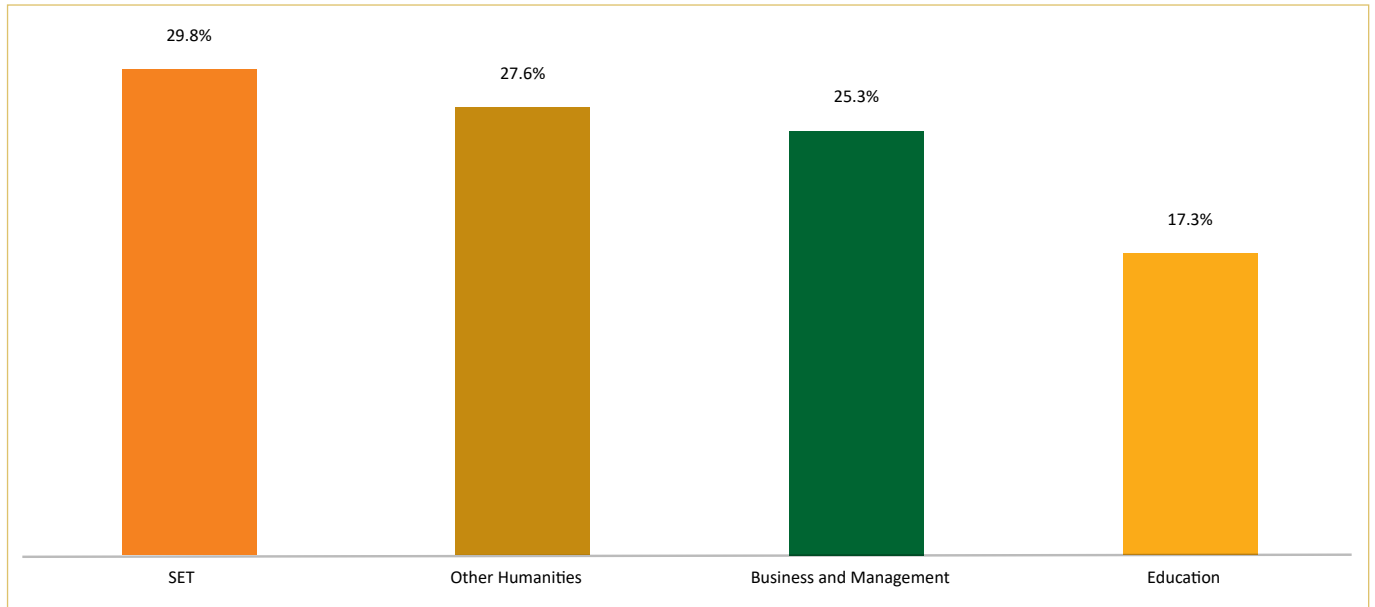


Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023 HEMIS database, data extracted in November 2024.*

In 2023, the majority of students enrolled for qualifications within the SET field of study (319 300), followed by Other Humanities (296 124), Business and Management (270 946) and the lowest was in the Education field of study (185 345). Between 2022 and 2023, enrolments increased in the Business and Management (2.0% or 5 299) and SET (0.1% or 235), and declined in the Education (3.9% or 7 487) and Other Humanities (1.4% or 4 101) fields of study.

Since 2013, enrolment has been the highest in the SET field, while enrolment in the Education field has remained the lowest since 2010. Between 2010 and 2023, total enrolment grew by 20.0% (178 789), and the largest increase occurred in the Other Humanities (36.3% or 78 788), followed by Education (27.5% or 39 932) and SET (27.0% or 67 966). The only decline was in the Business and Management field, which saw a decrease of 2.8% (7 897 students).

**Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2023**



*Source: 2023 HEMIS database, data extracted in November 2024.*

In 2023, the largest share of students was enrolled in the SET field of study (29.8%), followed by Other Humanities (27.6%) and Business and Management (25.3%), with the smallest proportion in the Education field (17.3%).

Almost one third of students were enrolled at UNISA (32.7% or 350 407), followed by Tshwane University of Technology (5.6% or 60 134), North West University (5.1% or 55 096), University of Pretoria (5.0% or 53 911) and University of Johannesburg (5.0% or 53 564). The lowest enrolment was at Sol Plaatje University (0.4% or 4 482).

UNISA had the highest enrolment across all fields of study, with 128 931 students in Other Humanities, 97 354 in Business and Management, 85 073 in Education, and 39 049 in SET. The University of Pretoria recorded the second largest enrolment in the SET field of study (3.4% or 25 047), while Tshwane University of Technology had the second highest enrolment in Business and Management (7.7% or 20 740). North West University ranked second in Education (8.6% or 15 935), while the University of the Free State recorded the second highest enrolment in the Other Humanities field of study (4.8% or 14 307) -(see Table 10.1 of the Appendix).



**Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2010–2023**



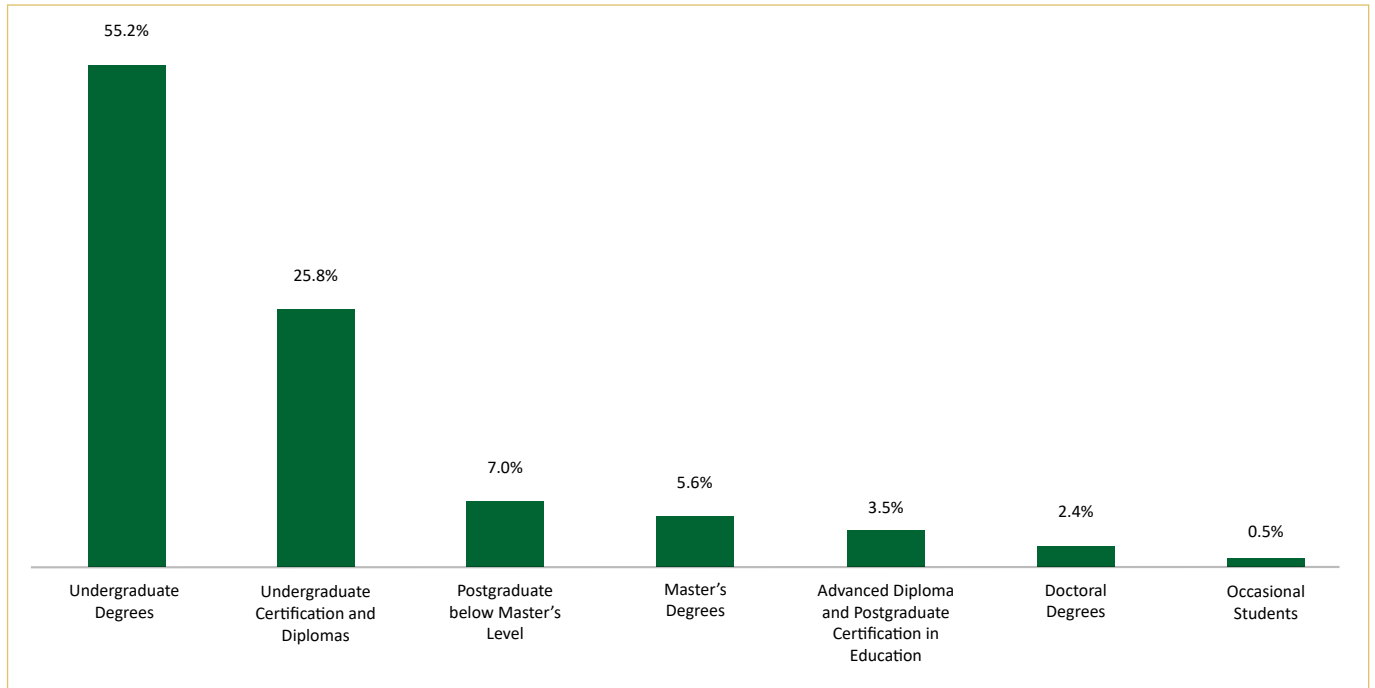
Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
 2023 HEMIS database, data extracted in November 2024.

In 2023, undergraduate degrees accounted for the largest share of enrolment, with 591 770 students, making up more than half of the total enrolment (see Figures 4.6 and 4.7). This was followed by 276 163 enrolments in undergraduate certificates and diplomas, and 74 803 in postgraduate qualifications below Master’s Level. Occasional students represented less than one percent of enrolments, with 5 458 students.

Overall enrolment declined between 2022 and 2023 as highlighted in Figure 4.2. The most significant drop was seen in undergraduate certificates and diplomas (5 100), followed by undergraduate degrees (4 096). Despite the overall decline, increases were recorded for postgraduate below Master’s Level (2 850), Master’s degrees (819) and Doctoral degrees (683).

Throughout the period under review (2010-2023), the majority of public HEIs students enrolled in undergraduate degrees. Overall enrolment increased during this period, with the largest growth seen in undergraduate degrees (150 836), as well as Doctoral and Master’s degrees (13 885 and 13 596 respectively). Decreases were recorded for occasional students (21 986), undergraduate certificates and diplomas (9 785) and postgraduate below Master’s Level (5 518).

**Figure 4.7: Proportion of students enrolled in public HEIs by qualification type, 2023**



Source: 2023 HEMIS database, data extracted in November 2024.

More than half of enrolments in public HEIs in 2023 were for undergraduate degrees (55.2%), followed by undergraduate certificates and diplomas (25.8%), postgraduate below Master’s Level (7.0%) and the lowest were enrolled as occasional students (0.5%).

UNISA enrolled the highest proportion of students in the following qualification types: undergraduate degrees (196 665), undergraduate certificates and diplomas (105 906), postgraduate below Master’s Level (25 783), doctoral degrees (3 164) and occasional students (2 240). For Master’s degrees, the University of Witwatersrand had the highest enrolment (7 899), followed by University of Pretoria (6 220) and University of Cape Town (5 981) (see Table 10.1 of the Appendix).

**Table 4.3: Number of students enrolled in public HEIs by qualification type and age group, 2023**

Qualification Type	≤18 years	19–24 years	25–29 years	30–39 years	40–49 years	50–59 years	≥60 years	Total
Occasional students	74	1 975	1 263	1 381	572	164	29	5 458
Undergraduate Certificates and Diplomas	27 693	161 114	51 739	28 495	5 752	1 296	74	276 163
Undergraduate Degrees	84 943	337 255	84 121	61 747	19 003	4 246	455	591 770
Advanced Diploma and Postgraduate Certificate in Education	0	12 797	11 780	8 989	2 984	1 173	28	37 751
Postgraduate below Master's Level	3	24 529	17 519	21 400	9 102	2 063	187	74 803
Master's Degrees	1	10 546	16 385	21 007	9 072	2 914	370	60 295
Doctoral Degrees	0	354	4 414	10 202	6 194	3 488	823	25 475
<b>Total</b>	<b>112 714</b>	<b>548 570</b>	<b>187 221</b>	<b>153 221</b>	<b>52 679</b>	<b>15 344</b>	<b>1 966</b>	<b>1 071 715</b>

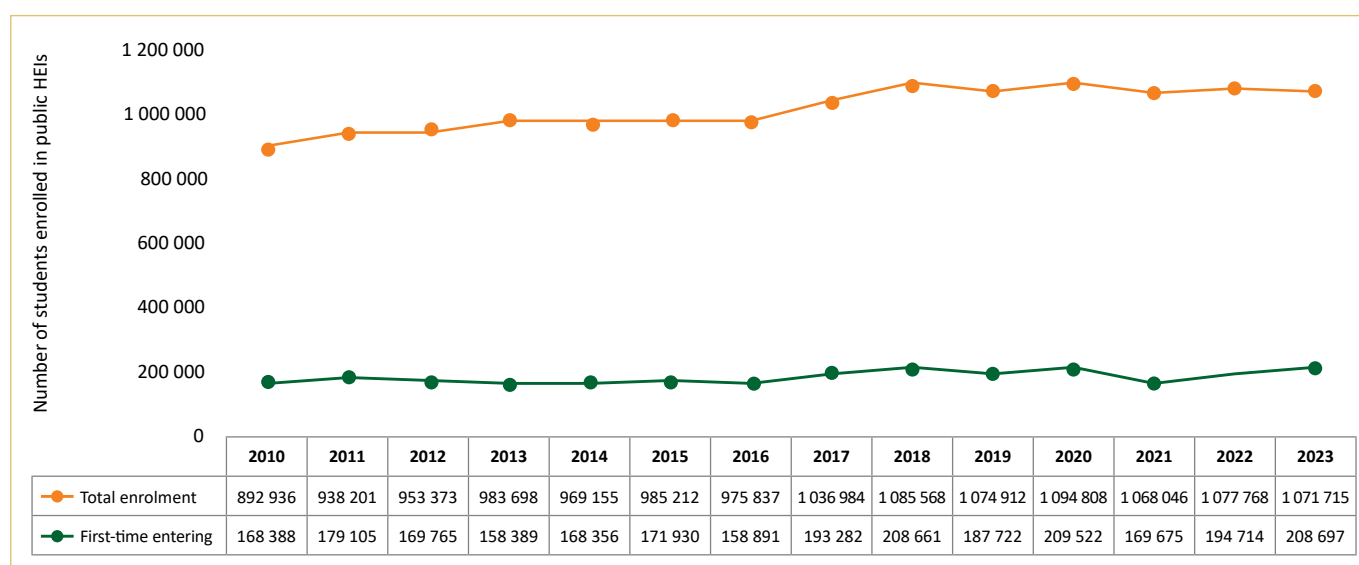
Source: 2023 HEMIS database, data extracted in November 2024.



More than half of the students enrolled in public HEIs in 2023 were between the ages 19-24 years (51.2% or 548 570), and this was followed by students aged 25-29 years (187 221 or 17.5%), and 30-39 years (153 221 or 14.3%). The enrolment numbers declined for the older age groups (40 years and older).

Students in the age groups 18-39 years primarily enrolled in undergraduate degrees and undergraduate certificates and diplomas, while those aged 50 years and older pursued undergraduate and doctoral degrees. Students between 40-49 years of age mainly enrolled in undergraduate degrees and postgraduate below Master’s Level. Enrolment for Master’s and Doctoral degrees was dominated by students in the 30-39 years old age group, while students in the 19-24 years age group dominated enrolments in other qualification types.

**Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2010–2023**



Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023 HEMIS database, data extracted in November 2024.*

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.

The number of first-time entering students in public HEIs was 208 697 in 2023, and this was 19.5% of total enrolment in the same year (1 071 715). The largest share of these students enrolled at UNISA (53 128 or 25.5%), followed by Tshwane University of Technology (14 737 or 7.1%), North West University (13 138 or 6.3%), and University of Johannesburg (11 471 or 5.5%).

Between 2022 and 2023, the number of first-time entering students increased by 7.2% (13 983), and the largest enrolment increases were seen at UNISA (9 998), Tshwane University of Technology (1 135), Vaal University of Technology (1 087) and University of Johannesburg (1 047). In terms of percentage growth, Sol Plaatje University recorded a 27.7% increase, followed by Vaal University of Technology (56.6%) and UNISA (23.2%). Despite the overall increase, nine of the 26 public HEIs experienced declines, with Nelson Mandela University recording the largest drop of 19.2% or 1 617.

Over the 14-year period (2010-2023), enrolment for first-time entering students increased by 23.9% (40 309). The main contributors to this increase were North West University, UNISA, University of the Free State, and Tshwane University of Technology, which increased by 5 932; 5 920; 3 353 and 3 116 students respectively.

**Table 4.4: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2023**

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	25	333	3 738	97	580	1 861	1 818	8 452	56	409	3 395	194	830	472	330	5 686	14 138
Democratic Republic of the Congo	7	852	530	238	188	215	131	2 161	10	88	194	55	77	49	21	494	2 655
Namibia	12	24	591	24	221	578	258	1 708	6	50	308	50	142	93	59	708	2 416
Lesotho	5	133	700	54	270	525	262	1 949	4	31	137	24	149	54	27	426	2 375
Nigeria	3	69	261	20	107	405	1 082	1 947	5	20	174	16	63	58	78	414	2 361
Swaziland	3	129	662	35	147	239	189	1 404	12	50	285	34	190	67	35	673	2 077
Ghana	1	6	35	6	22	143	562	775	1	7	28	2	20	20	203	281	1 056
Zambia	3	19	246	10	50	209	220	757		12	117	2	31	21	27	210	967
Botswana	4	8	160	2	52	270	178	674	6	5	129	4	30	23	30	227	901
Kenya	20	9	126	3	32	217	304	711	1	2	36	1	14	23	43	120	831
Other Foreign Nationalities	1 175	489	1 939	128	552	1 887	1 919	8 089	34	96	663	57	230	229	668	1 977	10 066
<b>Total</b>	<b>1 258</b>	<b>2 071</b>	<b>8 988</b>	<b>617</b>	<b>2 221</b>	<b>6 549</b>	<b>6 923</b>	<b>28 627</b>	<b>135</b>	<b>770</b>	<b>5 466</b>	<b>439</b>	<b>1 776</b>	<b>1 109</b>	<b>1 521</b>	<b>11 216</b>	<b>39 843</b>

Source: 2023 HEMIS database, data extracted in November 2024.

- 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 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”.

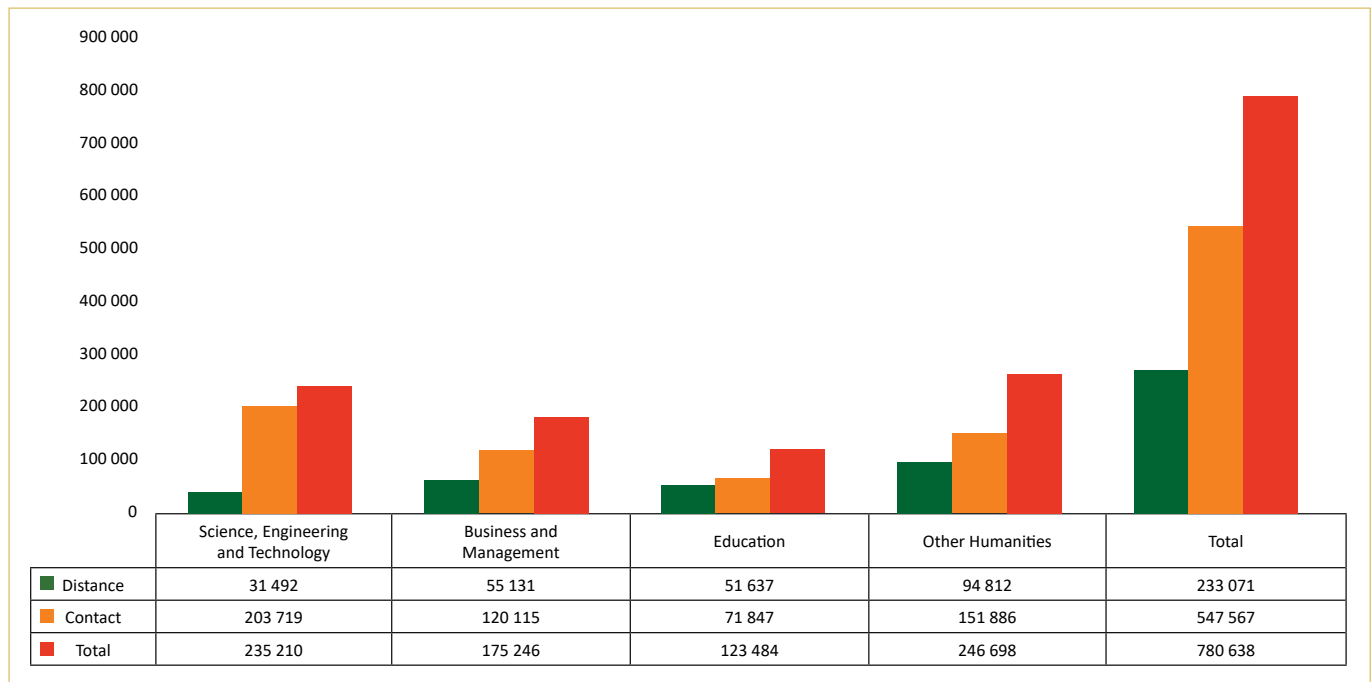
The total number of foreign national students enrolled in public HEIs in 2023 was 39 843, which was 3.7% of total enrolment (1 071 715). More than one third of foreign national students were from Zimbabwe (35.5% or 14 138) and more than half of them were enrolled through the contact mode of learning (8 452 or 59.8%). Zimbabwean students showed a comparable distribution in enrolment between the contact and distance modes of learning (59.8% and 40.2% respectively). In contrast, students from other countries predominantly opted for the contact mode of learning. The lowest proportion of foreign national students enrolled in Public HEIs in 2023 were from Kenya (2.1% or 831), Botswana (2.3% or 901) and Zambia (2.4% or 967).

A large number of foreign national students enrolled through the contact mode of learning (71.8% or 28 627), while a minority of them enrolled through the distance mode of learning (28.2% or 11 216). The majority of students who enrolled through the contact mode of learning enrolled for undergraduate degrees (31.4% or 8 988), followed by enrolment for doctoral degrees (24.2% or 6 923) and Master’s degrees (22.9% or 6 549). While contact mode of learning enrolment was largely dominated by undergraduate degrees, the majority of students from Nigeria, Ghana and Kenya opted to pursue doctoral degrees (1 082, 562 and 304 respectively).





**Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2023**



Source: 2023 HEMIS database, data extracted in November 2024.

Distance learning mode had the highest share of Full-Time Equivalent (FTEs) in the Other Humanities field of study (40.7% or 94 812), whereas the lowest proportion was observed in the SET field of study (13.5% or 31 492). Conversely, in the SET field of study, 86.6% (203 719) of FTE enrolments were through the contact mode of learning, while the Education field of study showed similar proportions for contact and distance mode of learning (58.2% and 41.8% respectively).

The SET field of study experienced the largest disparity in FTE enrolments, with 172 227 more students enrolling through the contact mode of learning compared to the distance mode. The gap was smaller in the Education field of study (20 210).

Tshwane University of Technology had the highest FTE for students enrolled through the contact mode of learning (44 573), followed by the University of Johannesburg (39 890), the University of Pretoria (39 347) and North West University (39 261). The institutions with the lowest FTE enrolments for students in contact learning mode were Sol Plaatje University and Sefako Makgatho Health Sciences University (4 175 and 5 571 respectively). University of South Africa (UNISA) (which only offers programmes through distance mode of learning) recorded the highest FTE for this mode (221 940), accounting for 95.2% of the total FTEs for distance mode of learning (see Table 10.4 of the Appendix).

**Table 4.5: Number of students enrolled in public HEIs by primary disability and gender, 2023**

Barriers to Learning	Female	Male	Unspecified	Total
Hearing (even with a hearing aid)	1 637	1 102	2	2 741
Sight	1 418	1 073	2	2 493
Physical (moving, standing, grasping)	1 342	941	9	2 292
Intellectual (difficulties in learning)	784	733	12	1 529
Emotional (behavioural or psychological)	815	440	14	1 269
Communication (talking, listening)	69	159	1	229
Multiple	53	36	0	89
Disabled but unspecified	1 801	1 273	6	3 080
<b>Total</b>	<b>7 919</b>	<b>5 757</b>	<b>46</b>	<b>13 722</b>

Source: 2023 HEMIS database, data extracted in November 2024.

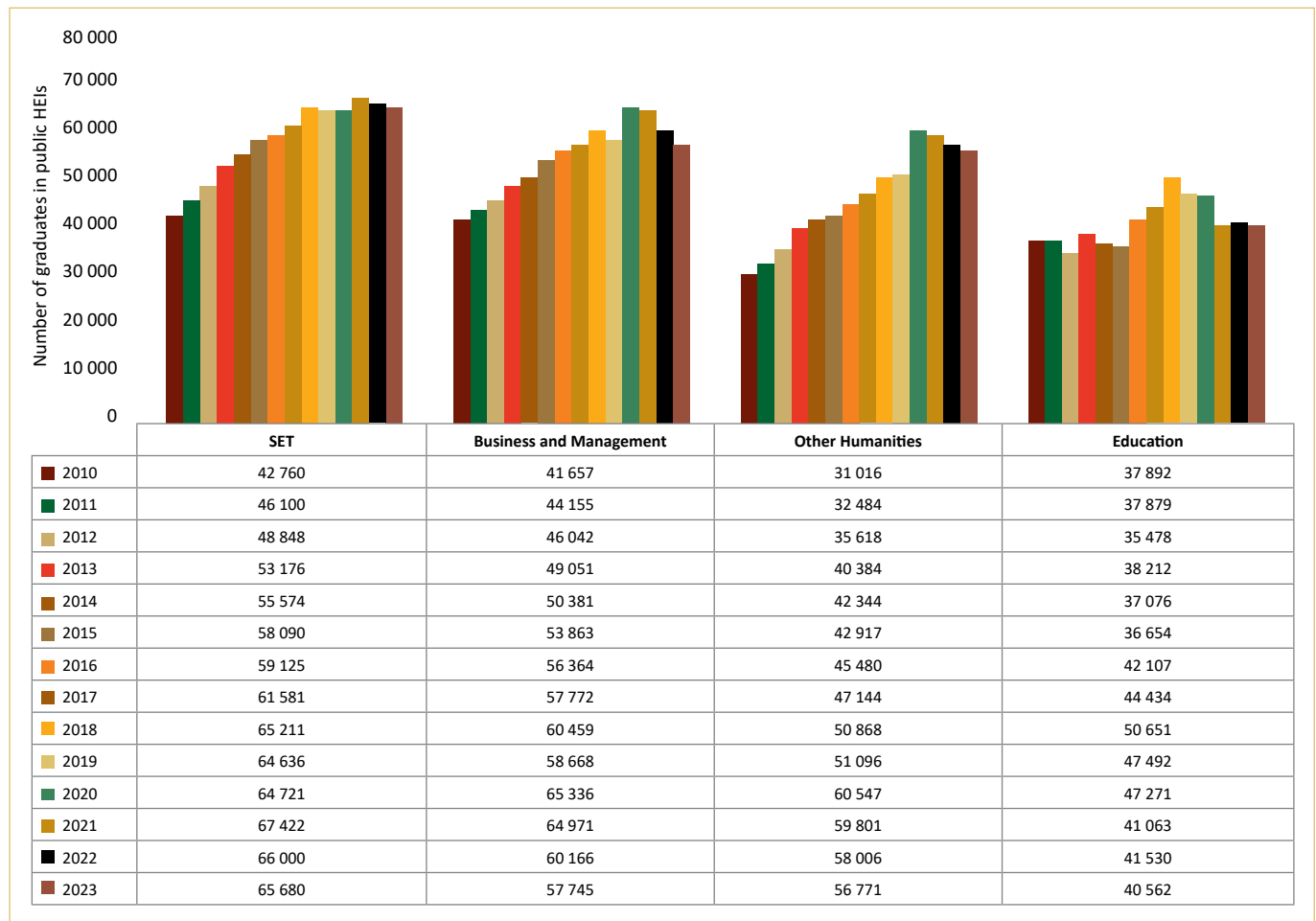
In 2023, the reported number of students living with a disability was 13 722, constituting 1.3% of total enrolment in public HEIs (1 071 715). Among these students, the most prevalent disability was related to hearing (20.0% or 2 741), followed by a sight disability (18.2% or 2 493) and a physical disability (16.7% or 2 292). A significant number of students (22.4% or 3 080) chose not to disclose the type of disability they had.

The majority of students who disclosed having a disability were females (57.7% or 7 919), while 42.0% or 5 757 were males. The largest gender gap was found among students with hearing and physical disabilities, where 535 and 401 more females reported to have these disabilities compared to males. Despite the overall higher number of females with disabilities, a slightly higher number of male students (90 more) reported having 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, 2010–2023**



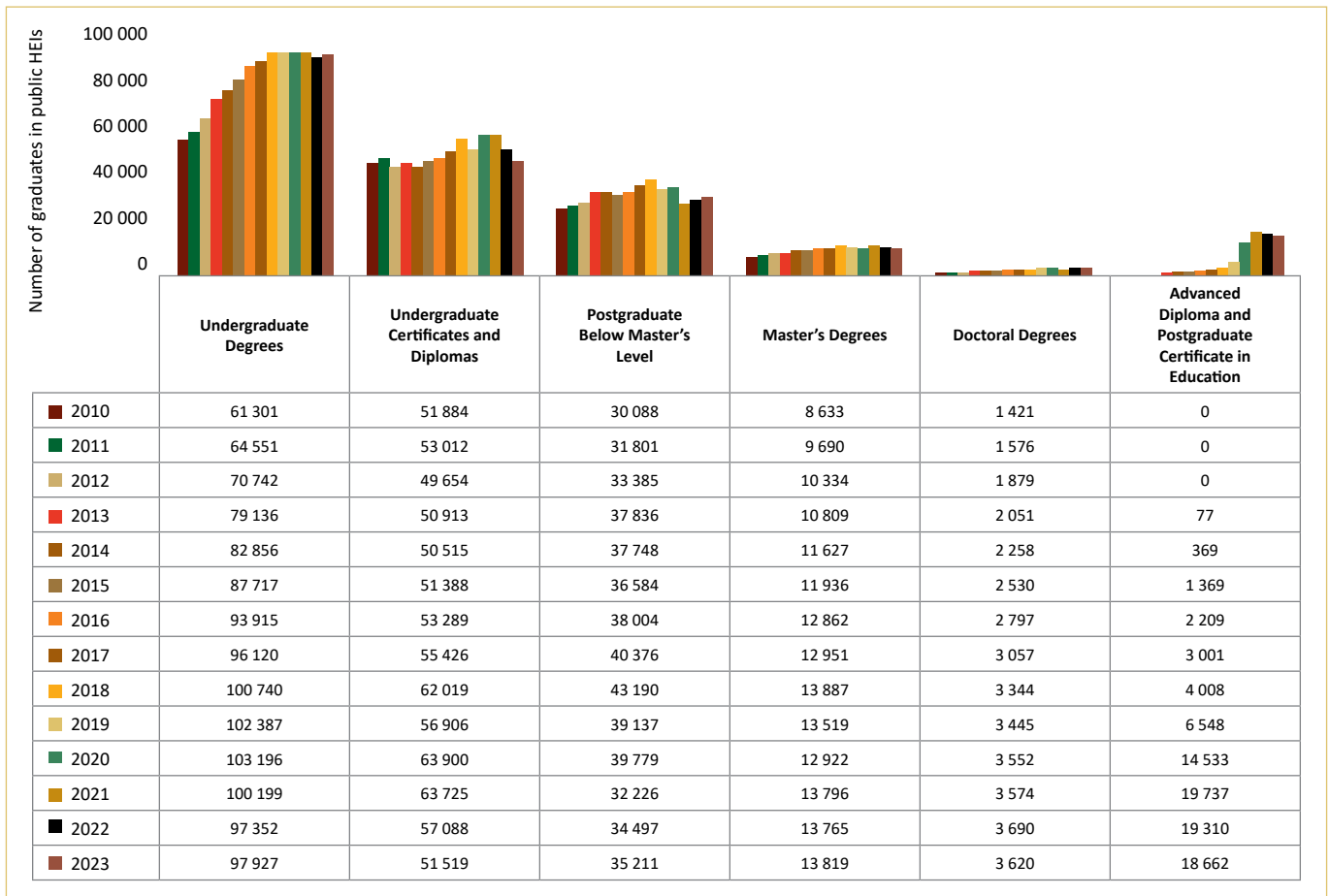
Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023 HEMIS database, data extracted in November 2024.*

There were 220 758 graduates from public HEIs in 2023, and the majority of graduates obtained their qualifications in the SET (29.8% or 65 680), followed by Business and Management (26.2% or 57 745), Other Humanities (25.7% or 56 771) and Education (18.4% or 40 562) fields of study. A significant proportion of graduates were from UNISA (25.6% or 56 549), University of Pretoria (6.5% or 14 306), University of Johannesburg (6.1% or 13 506), Tshwane University of Technology (6.1% or 13 436) and North West University (5.6% or 12 358) – see Table 10.5 of the Appendix.

In the Education field of study, UNISA produced over 40% of the 2023 graduates (43.1% or 17 482). A higher proportion of the graduates in the Other Humanities (33.8% or 19 213) and Business and Management (23.3% or 13 482) fields of study were also from UNISA. Over 33% of the graduates in the SET field of study were recorded in UNISA (9.7% or 6 373), University of Pretoria (9.0% or 5 931), Tshwane University of Technology (8.0% or 5 238) and University of Witwatersrand (6.8% or 4 461) -see Table 10.5 of the Appendix.

The number of graduates in 2023 was 2.2% (4 944) lower when compared with graduates reported in 2022 (225 702), and 51.8% (75 332) higher when compared with 2010 (153 325). Across all fields of study, there were decreases in the number of graduates in 2023 when compared to 2022. The most significant decline occurred in the Business and Management field of study, where the number of graduates decreased by 4.0% (2 421).

**Figure 4.11: Number of graduates from public HEIs by qualification type, 2010–2023**



Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023 HEMIS database, data extracted in November 2024.*

Note: The total number of graduates for 2009, 2019, 2020, 2022 and 2023 include students with unspecified Classification of Educational Subject Matter (CESM). These figures were 42; 50, 7, 1 and 1 respectively.

The majority of the 220 758 graduates produced in 2023 obtained undergraduate degrees (97 927 or 44.4%), followed by undergraduate certificates and diplomas (51 519 or 23.3%), and postgraduate below Master’s Level (35 211 or 16.0%), these proportions follow a similar pattern from the previous years. Master’s degree graduates accounted for 6.3% of the total graduates in 2023, and the majority of these were from the University of Pretoria (1 956 or 14.2%), the University of Witwatersrand (1 868 or 13.5%), and the University of Stellenbosch (1 551 or 11.2%) – see Table 10.5 of the Appendix.



**Table 4.6: Number of graduates from public HEIs by gender, field of study and qualification type, 2023**

Qualification Type	Female					Male					Unspecified gender	Total number of graduates
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Undergraduate Certificates and Diplomas	8 088	13 411	2 883	9 920	34 302	7 408	5 794	399	3 615	17 216	1	51 519
Undergraduate Degrees	15 634	9 814	19 963	20 378	65 789	12 195	6 558	5 114	8 231	32 098	41	97 928
Advanced Diploma and Postgraduate Certificate in Education	2 183	4 148	4 303	1 506	12 140	1 780	1 962	2 011	768	6 521	2	18 662
Postgraduate below Master's Level	5 898	7 274	3 371	5 865	22 408	4 117	5 218	1 263	2 181	12 779	24	35 211
Master's Degrees	3 599	1 640	581	2 087	7 907	2 983	1 442	261	1 215	5 901	12	13 819
Doctoral Degrees	811	216	211	504	1 742	953	265	200	459	1 877	2	3 620
<b>Total</b>	<b>36 213</b>	<b>36 503</b>	<b>31 312</b>	<b>40 259</b>	<b>144 287</b>	<b>29 436</b>	<b>21 238</b>	<b>9 247</b>	<b>16 469</b>	<b>76 389</b>	<b>82</b>	<b>220 758</b>

Source: 2023 HEMIS database, data extracted in November 2024.

Note: The total number of graduates includes 82 students who did not specify their gender, and one record with unspecified Classification of Educational Subject Matter (CESM).

Almost two thirds of the graduates were females (65.4% or 144 287), while 34.6% (76 389) were males. The number of female graduates were higher in almost all qualification types (except doctoral degrees), with the largest gender disparities observed for undergraduate degrees (33 691) and undergraduate certificates and diplomas (17 086).

Male graduates for doctoral degrees outnumbered females by 134. However, a sizable portion of both male and female graduates obtained their doctoral degrees in the SET field of study (953 and 811 respectively). In 2023, the number of female graduates exceeded male graduates by 67 898. Across all fields of study, female graduates outnumbered males, particularly in the Education and Other Humanities, where 22 065 and 23 790 more females than males completed their degrees.

It is important to highlight that should also be noted that over 77% of graduates in the Education field of study were females (31 312 out of the overall total of 40 562). Additionally, more than 70% of graduates in the Other Humanities field of study were also female (40 259 out of the overall total of 56 771). Female graduates in the SET field of study surpassed males by 6 777, while the gender disparities were more pronounced in the Other Humanities and Education fields of study, with 23 790 and 22 065 more females than males respectively.

**Table 4.7: Number of graduates from public HEIs by qualification type and age group, 2023**

Qualification Type	≤18 years	19–24 years	25–29 years	30–39 years	40–49 years	50–59 years	≥60 years	Total
Undergraduate Certificates and Diplomas	976	29 668	12 235	6 752	1 529	340	19	51 519
Undergraduate Degrees	70	65 129	16 595	11 480	3 720	863	70	97 927
Advanced Diploma and Postgraduate Certificate in Education	0	8 244	5 432	3 394	1 159	420	13	18 662
Postgraduate below Master's Level	3	16 093	7 049	7 958	3 261	769	78	35 211
Master's Degrees	0	2 211	4 131	4 736	2 022	635	84	13 819
Doctoral Degrees	0	15	468	1 509	897	562	169	3 620
<b>Total</b>	<b>1 049</b>	<b>121 360</b>	<b>45 910</b>	<b>35 829</b>	<b>12 588</b>	<b>3 589</b>	<b>433</b>	<b>220 758</b>

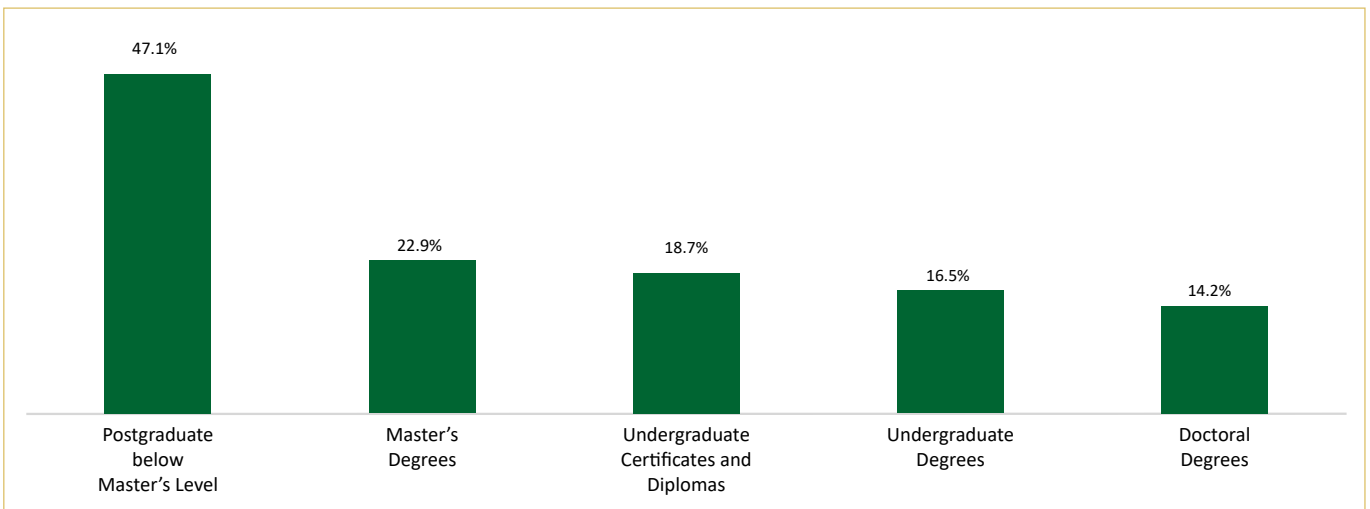
Source: 2023 HEMIS database, data extracted in November 2024.

In 2023, the majority of graduates from public HEIs were between the ages 19-24 years (55.0%, or 121 360), followed by those aged between 25 and 29 (20.8% or 45 910), and those aged between 30 and 39 (16.2% or 35 829). A smaller proportion of graduates were 60 years and older (0.2% or 433).

A large number of students across all age groups (apart from those 18 years and younger and 60 years and older) graduated mainly with undergraduate degrees. Nine in ten graduates aged 18 years and younger (93.0% or 976) obtained undergraduate certificates and diplomas, while over one third of graduates in the 60 years and older age group achieved doctoral degrees (169 or 39.0%).

When looking at the various qualification types, the majority of Master’s and doctoral degree graduates were in the 30-39 year old age group, while the other qualifications were dominated by 19-24 year olds.

**Figure 4.12: Average graduation rates in public HEIs by qualification type, 2023**



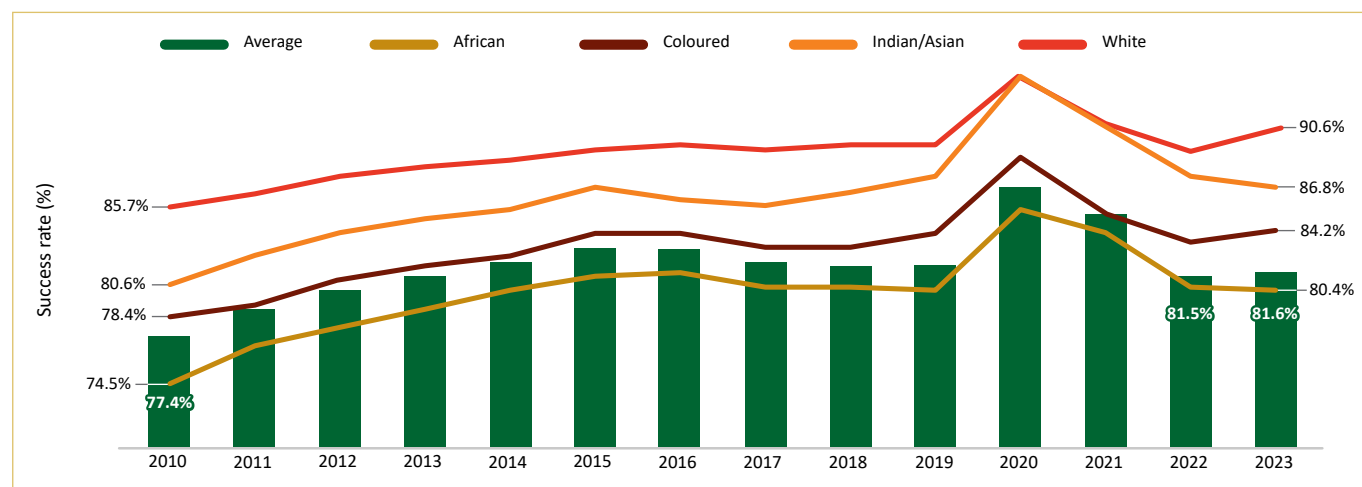
**Source:** 2023 HEMIS database, data extracted in November 2024.

**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 (47.1%) and the lowest was for doctoral degrees (14.2%). High graduation rates for postgraduate below Master’s Level were recorded by Rhodes University (79.9%), University of Mpumalanga (78.9%) and the University of Zululand (75.8%). Due to the method of calculation, these high graduation rates are as a result of the low number of enrolments in the postgraduate below Master’s Level for these institutions – 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, 2010–2023**



**Source:** 2023 HEMIS database, data extracted in November 2024.

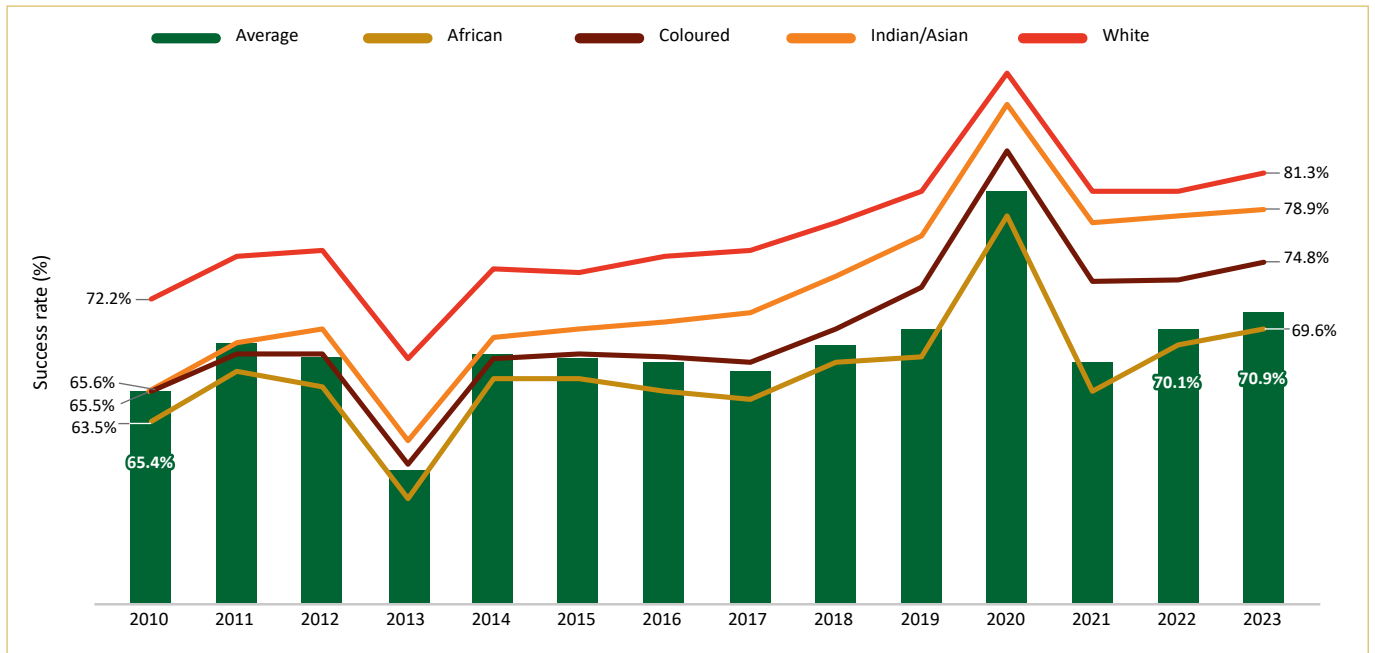
**Note:** Success rates are determined as follows: a calculation is made of Full-Time Equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success 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.

In 2023, the average undergraduate success rate for students enrolled in the contact mode of learning was 81.6%, which was 0.1 of a percentage point higher compared with 2022 (81.5%). Success rates increased for all population groups between 2022 and 2023 except for Indian/Asian population group, and the highest increase was for White students (1.3 percentage points) and the lowest was for African students which showed no change. White, Indian/Asian and Coloured students had success rates above average in 2023 (90.6%; 86.8% and 84.2% respectively). In contrast, African students had a below average success rate of 80.4%.

Among the 26 public HEIs, 15 reported success rates for contact-mode students that exceeded the 81.6% average. The top three leading universities in this regard were Sefako Makgatho Health Science University (88.6%), University of Johannesburg (88.0%), and University of Pretoria (86.2%) - see Table 10.7 of Appendix.

When comparing 2010 and 2023, the success rate for contact students grew by 4.2 percentage points (from 77.4% to 81.6%). The largest increases during this time were for Indian/Asian students (6.2 percentage points) and African students (5.9 percentage points).

**Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2010–2023**



Source: 2023 HEMIS database, data extracted in November 2024.

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 success rate for undergraduate students enrolled through the distance mode of learning was 70.9% in 2023, reflecting a 0.8 of a percentage point increase when compared with that of 2022. Success rates increased for almost all population groups between 2022 and 2023, and the highest increases were for White (1.3 percentage points) and Coloured students (1.1 percentage points). White, Indian/Asian and Coloured students achieved success rates above the average in 2023 (81.3%; 78.9% and 74.8% respectively), while African students attained a below average success rate (69.6%).

In 2023, only 11 out of 26 public HEIs provided programmes through distance mode of learning (see Table 10.2 of the Appendix). These public HEIs recorded success rates higher than average except for UNISA with 70.4%. The University of Witwatersrand led with the success rate at (91.9%), followed by University of Johannesburg (89.9%), Rhodes University (89.7%) and the University of Cape Town (87.4%) – see Table 10.7 of the Appendix.

Over the past thirteen years (2010-2023), the success rate for students enrolled through the distance mode of learning improved by 5.5 percentage points (from 65.4% to 70.9%), with Indian/Asian students experiencing the biggest increase (13.4 percentage points) and African students experiencing the lowest rise (6.1 percentage points).



#### 4.2.4 Staffing in public Higher Education Institutions (HEIs)

**Table 4.8: Number of permanent staff in public HEIs, by population group, personnel category and gender, 2023**

Population Group	Instruction and Research Staff		Administrative Staff		Service Staff		Total		
	Female	Male	Female	Male	Female	Male	Female	Male	Total
African	4 389	5 715	11 228	9 481	5 730	4 908	21 347	20 104	41 451
Coloured	872	718	3 352	1 906	515	401	4 739	3 025	7 764
Indian/Asian	952	713	1 073	631	6	38	2 031	1 382	3 413
White	3 986	3 211	3 840	1 740	22	41	7 848	4 992	12 840
Unknown	104	286	32	49	3	1	139	336	475
<b>Total</b>	<b>10 303</b>	<b>10 643</b>	<b>19 525</b>	<b>13 807</b>	<b>6 276</b>	<b>5 389</b>	<b>36 104</b>	<b>29 839</b>	<b>65 943</b>

Source: 2023 HEMIS database, data extracted in November 2024.

Note: Total includes unknown population group and gender.

The total number of permanent staff members in public HEIs was 65 943 in 2023, which was an increase of (0.8% or 529) compared to 2022 (65 414). Among these permanent staff members, more than half were administrative staff (50.5% or 33 332), followed by instruction and research staff (31.8% or 20 946) and service staff (17.7% or 11 665). Over 37% of permanent staff were at the following universities: UNISA (8.8% or 5 806), the University of Witwatersrand (7.4% or 4 875), the University of Cape Town (7.2% or 4 768), the University of Johannesburg (7.0% or 4 643), and the University of Pretoria (7.0% or 4 634) – see Table 10.9 of the Appendix.

The number of female permanent employees was 36 104 (54.8% of the total staff), which was 6 265 more than the number of male permanent employees (29 839 or 45.2% of the total staff). The administrative and service staff categories had a higher representation of females compared to males, while the instruction and research staff category had more male employees. The most significant gender gap was observed in the administrative staff category, with 5 718 more female employees than males. In contrast, 340 more males than females were employed as instruction and research personnel which shows a decline compared to the difference of 404 in 2022. Notable disparities in the instruction and research staff category were observed among African employees, where 1 326 more females than males were permanent staff members.

Despite a general predominance of permanent female employees over males, the proportion of females in the instruction and research category was 49.2%, and only 12 of the 26 public HEIs had an above-average representation of female staff in this category – see Table 10.9 of the Appendix.

Regarding the population group, the majority of permanent staff were Africans (62.9% or 41 451), followed by White staff (19.5% or 12 840). The minority of permanent employees were Coloured (11.8% or 7 764) and Indian/Asian (5.2% or 3 413). The majority of African, Coloured and Indian/Asian staff were employed as administrative staff, while more than half of White staff were employed in the instruction and research category (7 197 out of 12 840).

In addition, Table 10.9 of the Appendix shows that 99.4% of black staff members (i.e., African, Indian/Asian, and Coloured) were employed as service staff, 83.0% as administrative staff, and 63.8% as instruction and research employees.

In the instruction and research category, black staff were in relatively lower numbers at the University of Stellenbosch, University of Pretoria, University of the Free State, and North West University (32.3%, 39.5%, 42.1%, and 44.6%, respectively), whereas the University of Venda, Mangosuthu University of Technology, Walter Sisulu University and the University of Limpopo employed more than 94% of black staff in this category- see Table 10.9 of the Appendix.

### 4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)

#### 4.3.1 Introduction

In terms of the Public Notice (Government Gazette No. 19389, of 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. 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, of 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 numbers for private higher education institutions (PHEIs) provided below are based on student enrolment for institutions listed on the Register of PHEIs as of 06 November 2023. In 2023, the Directorate issued annual reporting letters to 138 Institutions. In 2024, the year in which the 2023 data is reported to the Department, 122 out of 138 (122/138) institutions were required to submit student and staff data to the Department in accordance with section 57(2)(c) of the Act and Regulation 27(3). The following 16 institutions did not submit student data since they did not have students enrolled for the 2023 year of reporting: a. Academy for Organizational Change (Pty) Ltd; b. Chatsmed Candlelight Nursing School (Pty) Ltd; c. Eco-Training (Pty) Ltd; d. Empliweni Education (Pty) Ltd; e. Felix Higher Education and Training (Pty) Ltd; f. Instill Education (Pty) Ltd; g. Keobakile Nursing Academy (Pty) Ltd; h. Lenmed Nursing College (Pty) Ltd; i. Marematlou Training Institute (Pty) Ltd; j. Nazarene Theological College NPC; k. Sizanesu Nursing Training Institute (Pty) Ltd; l. Striving Minds Nursing Academy (Pty) Ltd; m. South African Wildlife College (Pty) Ltd; n. Thutobopelo Nursing Academy (Pty) Ltd; o. Thulaganyo Nursing School (Pty) Ltd; and p. Trifocus Fitness Academy (Pty) Ltd.

Student data from the following 2 (two) institutions who are currently serving a phase-out period because their registration has been cancelled also submitted their data: a. Monash South Africa (External company incorporated in Australia); and b. The Private Hotel School (Pty) Ltd. This brings the total number to 122 plus two (2) which equals 124 Institutions. Except that the following institution did not submit student data when it was supposed to: a. The IHT Hotel School (Pty) Ltd.

The obligation to submit annual reports from the following 6 (six) institutions fell away since their registration was either cancelled in 2023 or in the course of 2024: a. City Varsity (Pty) Ltd; b. Damelin (Pty) Ltd; c. Icesa City Campus (Pty) Ltd; d. Lyceum College (Pty) Ltd; e. Nazarene Theological College NPC; and f. Towerstone (Pty) Ltd. This means that 132/132 annual reports will be assessed for compliance.

From 2016, it became mandatory for PHEIs to submit audited student data to the Department as part of their annual reporting. The current Register of PHEIs is available on the Department’s website through the link: <http://www.dhet.gov.za>.



### 4.3.2 Enrolment in Private Higher Education Institutions

**Table 4.9: Number of students enrolled in PHEIs by gender, 2011–2023**

Year	Female	% of total	Male	% of total	Unspecified	% of total	Total
2011	54 160	52.6%	48 876	47.4%	0	0.0%	103 036
2012	53 774	55.2%	43 704	44.8%	0	0.0%	97 478
2013	64 335	53.6%	55 606	46.4%	0	0.0%	119 941
2014	73 776	51.8%	65 431	45.9%	3 350	2.3%	142 557
2015	80 532	54.7%	66 516	45.2%	162	0.1%	147 210
2016	91 493	54.7%	73 801	44.1%	2 114	1.3%	167 408
2017	105 983	57.3%	77 754	42.0%	1 309	0.7%	185 046
2018	115 106	58.2%	82 347	41.6%	445	0.2%	197 898
2019	122 021	58.4%	86 037	41.2%	920	0.4%	208 978
2020	131 149	59.9%	86 721	39.6%	1 161	0.5%	219 031
2021	141 751	60.9%	89 485	38.4%	1 679	0.7%	232 915
2022	160 108	62.0%	97 573	37.8%	534	0.2%	258 215
2023	177 899	62.1%	107 773	37.6%	782	0.3%	286 454

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. Annual report submitted by PHEIs to DHET for the 2023 year of reporting.*

Note 1: Only the data from 2016 onward was audited.

Note 2: Unspecified refers to the number of students who did not declare their gender.

The figures show that the total number of students enrolled at PHEIs in 2023 was 286 454 which is an increase of 28 239 (10.9%) in comparison to the total student enrolment in 2022 which was 258 215. Over the 13-year period under review, the number of students enrolled in PHEIs has more than doubled from 103 036 in 2011 to 286 454 in 2023 representing an increase of 183 418 (178.0%). The female enrolment in PHEIs was consistently higher than that of males over the period 2011 to 2023. In 2023, the female enrolment in PHEIs was 70 126 or 24.5 percentage points higher than that of males. The number of students who did not report on gender increased from 534 in 2022 to 782 in 2023 which is an increase of 46.4%.

**Table 4.10: Number of students enrolled in PHEIs by qualification type, 2018–2023**

Year	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)	Total
2018	34 409	3 232	6 441	55 495	2 801	6 498	0	0	66 697	10 937	4 337	6 688	363	197 898
2019	39 881	3 811	5 222	57 046	3 977	8 162	0	0	70 905	8 814	4 529	6 194	437	208 978
2020	39 189	6 579	2 999	47 785	3 678	9 906	0	249	83 715	13 447	4 974	6 097	413	219 031
2021	40 324	3 316	1 568	48 756	4 030	9 191	5 495	569	88 874	18 640	5 513	6 225	414	232 915
2022	44 866	3 439	915	50 715	4 942	10 556	6 980	827	104 423	17 148	6 640	6 175	589	258 215
2023	48 940	3 342	881	52 672	7 110	11 990	6 715	992	109 264	30 185	7 544	6 209	610	286 454
Percentage contribution for 2023	17.1%	1.2%	0.3%	18.4%	2.5%	4.2%	2.3%	0.3%	38.1%	10.5%	2.6%	2.2%	0.2%	100%

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. Annual report submitted by PHEIs to DHET for the 2023 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.

The Bachelor’s degree 360-Credits reported the highest enrolment (38.1% or 109 264) followed by enrolments in the Diploma 360-Credits programmes (18.4 % or 52 672). The third highest was the enrolment in the Higher Certificate programmes at (17.1% or 48 940) whilst the lowest enrolment was for the Doctoral degree with an enrolment of (0.2% or 610). The Honours degree, Advanced Diploma and the Postgraduate Certificate are in the middle with an average percentage of 2.5%.

The figures show that 90.8% or 260 101 students of the total enrolment were enrolled for undergraduate programmes, which is more than 9 out of every 10 students in PHEIs in 2023. The figure is similar for the 2022 academic year.

**Table 4.11: Number of students enrolled in PHEIs by NQF field, 2023**

NQF field	2022	2023	Percentage of enrolments in 2023	Percentage Change between 2022 and 2023	Number of PHEIs in 2023
1. Agriculture and Nature Conservation	322	332	0.1%	3.1%	3
2. Culture and Arts	11 442	12 793	4.5%	11.8%	38
3. Business, Commerce and Management Studies	130 077	134 339	46.9%	3.3%	45
4. Communication Studies and Language	7 528	18 935	6.6%	151.5%	17
5. Education, Training and Development	46 094	46 383	16.2%	0.6%	19
6. Manufacturing, Engineering and Technology	244	5 851	2.0%	2 298.0%	2
7. Human and Social Studies	13 707	12 833	4.5%	-6.4%	32
8. Law, Military Science and Security	15 686	17 493	6.1%	11.5%	6
9. Health Sciences and Social Services	3 403	4 711	1.6%	38.4%	19
10. Physical, Mathematical, Computer and Life Sciences	24 785	19 618	6.8%	-20.8%	15
11. Services	4 486	12 167	4.2%	171.2%	12
12. Physical Planning and Construction	441	999	0.3%	126.5%	7
<b>Total</b>	<b>258 215</b>	<b>286 454</b>	<b>100.0%</b>	<b>10.9%</b>	<b>215</b>

Sources: Annual report submitted by PHEIs to DHET for the 2023 year of reporting. Statistics on Post-School Education and Training in South Africa, 2022.

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 2023, the highest number of students in PHEIs were enrolled for programmes on NQF field 3, Business, Commerce and Management Studies, which is 46.9% or 134 339 of the total enrolment. The second highest enrolment was observed on programmes on NQF field 5, Education, Training and Development (16.2%). Enrolment in this field increased slightly by 0.6% between 2022 and 2023. The third largest enrolments were on programmes within NQF Field 10, Physical, Mathematical, Computer and Life Sciences with 6.8% or 19 618 of the total enrolment, which is a decrease of 5 167 (20.8%) when compared with 2022 enrolment (24 785).

A decrease of 6.4% (874) was also observed on NQF field 7, Human and Social Studies. Enrolment on NQF field 8, Law, Military Science and Security was the fourth largest and 17 493 (6.1%) students were enrolled in 2023. This figure was 11.5% or 1 807 higher when compared with 2022 (15 686). The lowest student enrolments were in NQF field 1, Agriculture and Nature Conservation with an enrollment of 332 (0.1%), followed by NQF field 12, Physical Planning and Construction with an enrolment 999 (0.3%) and NQF Field 9, Health Sciences and Social Services 4 711 (1.6%).

In 2023, 45/132 PHEIs offered programmes in NQF field 3, Business, Commerce and Management Studies whilst only 2/132 PHEIs offered programmes in NQF field 6, Manufacturing, Engineering and Technology and 7/132 Institutions offer programmes in NQF field 12, Physical Planning and Construction.



**Table 4.12: Number of students enrolled in PHEIs by population group and nationality, 2011–2023**

Year	African		Coloured		Indian/Asian		White		Total South African students	Foreign National Students		Unspecified	% of foreign national Students against the overall total	Total
	Enrolment	% of Total enrolment for South African Students	Enrolment	% of Total enrolment for South African Students	Enrolment	% of Total enrolment for South African Students	Enrolment	% of Total		Enrolment	% against overall total			
2011	56 988	60.8%	7 526	8.0%	5 913	6.3%	23 311	24.9%	93 738	9 298	9.0%	0	0	103 036
2012	56 813	65.0%	6 876	7.9%	5 222	6.0%	18 500	21.2%	87 411	10 067	10.3%	0	0	97 478
2013	64 933	61.0%	8 183	7.7%	6 649	6.2%	26 664	25.1%	106 429	13 512	11.3%	0	0	119 941
2014	80 983	64.1%	12 716	10.1%	10 396	8.2%	22 191	17.6%	126 286	12 921	9.1%	3 350	2.3	142 557
2015	83 997	64.5%	11 127	8.5%	9 456	7.3%	25 740	19.8%	130 320	15 670	10.6%	1 220	0.8	147 210
2016	99 972	67.1%	11 223	7.5%	10 494	7.0%	27 212	18.3%	148 901	16 393	9.8%	2 114	1.3	167 408
2017	112 124	67.0%	13 491	8.1%	11 955	7.1%	29 780	17.8%	167 350	16 387	8.9%	1 309	0.7	185 046
2018	122 342	67.6%	14 057	7.8%	12 756	7.0%	31 802	17.6%	180 957	16 496	8.3%	445	0.2	197 898
2019	128 519	67.1%	16 260	8.5%	14 594	7.6%	32 131	16.8%	191 504	16 554	7.9%	920	0.4	208 978
2020	133 506	66.0%	18 075	8.9%	15 898	7.9%	34 848	17.2%	202 327	15 543	7.1%	1 161	0.5	219 031
2021	142 518	65.7%	20 175	9.3%	16 628	7.7%	37 511	17.3%	216 832	14 404	6.2%	1 679	0.7	232 915
2022	159 948	66.2%	24 053	10.0%	17 717	7.3%	39 949	16.5%	241 667	16 014	6.2%	534	0.2	258 215
2023	181 546	67.3%	26 529	9.8%	20 049	7.4%	41 583	15.4%	269 707	15 965	5.6%	782	0.3%	286 454

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. Annual report submitted by PHEIs to DHET for the 2023 year of reporting.*

Note 1: Only the 2016-2023 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: The proportion for population group is based on the total enrolment for South African Student.

Most of the students who were enrolled in PHEIs in 2023 were South Africans with a reported enrolment of 94.2% or 269 707, while 5.6% or 15 965 of students were foreign nationals. Only 0.3% or 782 of the total enrolment opted not to report on population group, gender and/or nationality. Between 2022 and 2023, the number of South African students enrolled in PHEIs increased by 11.6% or 28 040, while that of foreign nationals decreased by 0.3% or 49.

The figures show that in 2023, among South African students, the highest student enrolment was in the African population group, which was 67.3% or 181 546, followed by the White population group which was 15.4% or 41 583. The coloured and Indian/Asian population groups contributed 9.8% or 26 529 and 7.4% or 20 049, respectively. Overall, there has been a steady increase in student enrolment across the race groups since 2011.

Over the period 2011 to 2023, student enrolment has increased significantly in all population groups, and the highest increase of 252.5% was recorded for Coloured students. In absolute terms, African student enrolment saw the largest increase, with 124 558 more students enrolled in 2023 compared to 2011, representing a 218.6% increase.

**Table 4.13: Number of students enrolled in PHEIs by age group and gender, 2023**

Age Group	Female	Male	Total
<18 years	2 211	1 830	4 041
18–24 years	71 690	48 909	120 599
25–31 years	32 861	17 085	49 947
32–38 years	33 905	16 771	50 676
39–45 years	23 963	13 348	37 311
≥46 years	13 562	10 096	23 658
Unspecified	0	0	223
<b>Total</b>	<b>178 192</b>	<b>108 039</b>	<b>286 454</b>

Source: Annual report submitted by PHEIs to DHET for the 2023 year of reporting.

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

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

The figures show that the majority of students enrolled in PHEIs in 2023 were aged between 18 - 24 years with an enrolment of 42.1% or 120 599, followed by the 32 - 38 years old age group with an enrolment of 17.7% or 50 676 and the 25 – 31 years old with an enrolment of 17.4% or 49 947. A smaller number of students were less than 18 years (1.4% or 4 041). The number of females was consistently higher than that of males in all age groups, which is also consistent with the 2022 pattern of enrolment.

**Table 4.14: Number of foreign national students enrolled in PHEIs by country and qualification type, 2023**

Country	Higher Certificate (120-Credits)	Advanced Certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Certificate (120-Credits)	Post-graduate Diploma (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 Degrees (360-Credits)	Total
Zimbabwe	617	11	15	340	22	81	236	4	1 977	132	161	116	15	3 727
Namibia	855	8	0	487	149	9	215	209	1 988	28	293	220	9	4 470
Eswatini	176	6	1	18	32	2	74	0	965	13	28	42	3	1 360
Lesotho	54	5	1	34	16	2	25	0	174	7	8	21	0	347
Nigeria	32	0	1	35	0	3	137	2	143	11	8	61	6	439
Democratic Republic of the Congo	73	0	1	101	8	3	14	0	246	7	12	19	2	486
Botswana	38	10	1	13	7	1	20	4	172	1	10	17	4	298
Zambia	36	2	0	21	1	1	24	0	133	5	18	27	5	266
Kenya	19	0	11	4	1	1	17	0	61	4	2	5	3	128
United States of America	15	0	0	1	1	1	0	0	38	5	7	12	28	108
Other Foreign Nationalities	608	15	17	606	46	26	262	2	2 119	131	102	310	52	4 296
Unspecified	1	0	0	23	0	0	1	0	15	0	0	0	0	40
<b>Total</b>	<b>2 523</b>	<b>57</b>	<b>48</b>	<b>1 683</b>	<b>283</b>	<b>130</b>	<b>1 025</b>	<b>221</b>	<b>8 016</b>	<b>344</b>	<b>642</b>	<b>850</b>	<b>127</b>	<b>15 965</b>
<b>Percentage (%)</b>	<b>15.8%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>10.5%</b>	<b>1.8%</b>	<b>0.8%</b>	<b>6.4%</b>	<b>1.4%</b>	<b>50.2%</b>	<b>2.2%</b>	<b>4.0%</b>	<b>5.3%</b>	<b>0.8%</b>	<b>100%</b>

Source: Annual report submitted by PHEIs to DHET for the 2023 year of reporting.

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

Note 2: Other Foreign Nationalities include students from countries not listed above.





The figures show that enrolment by foreign national students in the PHEIs in 2023 was 15 965, which is 5.6% of the total student enrolment at PHEIs. The number of foreign national students decreased by 0.3% or 49 between 2022 and 2023. The highest number of enrolled foreign national students were from Namibia with a figure of 28.0% or 4 470, followed by Zimbabwe (23.3% or 3 727) and Eswatini (8.5% or 1 360). The smallest proportion of students were from the United States of America (0.7% or 108).

The highest proportion of foreign national students were enrolled on programmes offered at Bachelor’s degree (360-Credits) level (50.2% or 8 016), and the majority of them were from Namibia (1 988 or 24.8%), followed by Zimbabwe (1 977 or 24.7%). Furthermore, a total of 2 523 or 15.8% of foreign national students were enrolled on Higher Certificate qualifications, and 10.5% or 1 683 were enrolled on Diploma (360-Credits) qualifications.

The figures also show that a total of 850 (5.3%) of foreign national students were enrolled on Master’s degree qualifications and 127 (0.8%) were enrolled for Doctoral degrees. Of the students enrolled for Doctoral degrees, it is noted that the highest number, 28 (from total of 127), were from the United States of America, and they were mainly enrolled for the Doctoral degree in Theology (27) and Doctoral degree in Philosophy (1).

### 4.3.3 Graduates from Private Higher Education Institutions (PHEIs)

**Table 4.15: Number of graduates from PHEIs, by qualification type, 2018–2023**

Year	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)	Total
2018	7 790	393	1 905	7 297	891	1 008	0	0	11 068	1 207	1 394	988	31	33 972
2019	11 197	1 032	1 624	8 264	1 137	2 757	0	0	12 817	874	1 226	1 575	23	42 526
2020	13 134	1 739	1 543	10 227	1 138	2 500	0	0	12 704	1 059	1 616	1 383	42	47 085
2021	14 161	1 430	1 252	8 394	2 302	4 607	2 035	14	14 845	1 290	2 406	1 772	43	54 551
2022	16 021	1 426	495	7 870	2 455	2 504	3 862	126	16 173	2 107	2 660	1 570	33	57 302
2023	16 765	1 185	166	7 654	2 811	5 300	2 741	102	16 544	3 039	3 131	1 433	56	60 927
Percentage contribution for 2023	27.5%	1.9%	0.3%	12.6%	4.6%	8.7%	4.5%	0.2%	27.2%	5.0%	5.1%	2.4%	0.1%	100.0%

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. Annual report submitted by PHEIs to DHET for the 2023 year of reporting.*

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

The total number of graduates in private HEIs was 60 927 in 2023, which was 6.3% (3 625) higher when compared with 2022 (57 302). The majority of graduates obtained a Bachelor’s degree (360-credits) qualification (16 544 or 27.2%), and Higher Certificate (120-credits) qualification (16 765 or 27.5%), while fewer graduates obtained Doctoral and Bachelor’s degree (240-credits) qualifications (56 and 102 respectively).

Between 2022 and 2023, the highest increase in the number of graduates was recorded for the Postgraduate Diploma (120-credits), where graduates more than doubled from 2 504 to 5 300. Despite the overall increase in the number of graduates between 2022 and 2023, decreases were observed in six qualification types, and the most substantial decrease in absolute numbers occurred in Postgraduate Certificates (120-credits) qualification, which decreased by 1 121 (29.0%).

**Table 4.16: Number of graduates from PHEIs, by qualification type and population group, 2023**

Qualification Type	African	White	Indian/Asian	Coloured	Foreign	Unspecified	Total
Higher Certificate (120-Credits)	10 657	2 185	1 335	1 848	691	49	16 765
Advanced Certificate (120-Credits)	695	197	109	164	20	0	1 185
Diploma (240-Credits)	88	45	10	12	11	0	166
Diploma (360-Credits)	5 699	819	323	521	284	8	7 654
Advanced Diploma (120-Credits)	1 967	332	184	225	100	3	2 811
Postgraduate Diploma (120-Credits)	3 462	633	529	266	380	30	5 300
Postgraduate Certificate (120-Credits)	1 262	887	187	379	15	11	2 741
Bachelor's Degree (240-Credits)	46	10	2	6	37	1	102
Bachelor's Degree (360-Credits)	8 346	3 683	1 954	1 525	1 017	19	16 544
Bachelor's Degree (480-Credits)	1 168	1 054	454	343	20	0	3 039
Honours Degree (120-Credits)	1 541	779	390	245	171	5	3 131
Master's Degree (120-Credits)	821	143	220	72	177	0	1 433
Doctoral Degree (360-Credits)	25	23	4	0	2	2	56
<b>Total</b>	<b>35 777</b>	<b>10 790</b>	<b>5 701</b>	<b>5 606</b>	<b>2 925</b>	<b>128</b>	<b>60 927</b>

Source: Annual report submitted by PHEIs to DHET for the 2023 year of reporting.

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

In 2023, there were 60 927 students who graduated from PHEIs and the highest number of graduates were Africans (58.7% or 35 777), followed by Whites (17.7% or 10 790), Indian/Asians (9.4% or 5 701) and Coloureds (9.2% or 5 606).

The majority of African and Coloured students obtained Higher Certificate (120-credits) qualifications, while Indian/Asian and White students mainly obtained Bachelor’s degree (360-credits) qualifications. In terms of the different qualification types, the majority of graduates were African students.

White students represented the second largest group of graduates in nearly all qualification types, except for the Bachelor’s degree (240-credits) and Master’s degree (120-credits). Foreign national students held the second largest number of graduates for the Bachelor’s degree (240-credits), while Indian/Asian students were the second largest group to obtain the Master’s degree (120 credits).

**Table 4.17: Number of graduates from PHEIs, by qualification type and age group, 2023**

Qualification Type	<18 years	18–24 years	25–31 years	32–38 years	39–45 years	>45 years	Unspecified	Total
Higher Certificate (120-Credits)	28	7 926	3 610	2 758	1 575	852	16	16 765
Advanced Certificate (120-Credits)	0	36	128	396	352	273	0	1 185
Diploma (240-Credits)	0	50	31	22	34	29	0	166
Diploma (360-Credits)	27	2 585	1 839	1 469	1 081	651	2	7 654
Advanced Diploma (120-Credits)	0	161	524	907	739	480	0	2 811
Postgraduate Diploma (120-Credits)	0	351	1 118	1 549	1 137	1 143	2	5 300
Postgraduate Certificate (120-Credits)	0	376	1 489	548	191	137	0	2 741
Bachelor's Degree (240-Credits)	0	5	19	17	22	39	0	102
Bachelor's Degree (360-Credits)	9	7 114	3 563	2 828	2 016	1 011	2	16 543
Bachelor's Degree (480-Credits)	1	1 537	814	331	207	147	2	3 039
Honours Degree (120-Credits)	0	889	763	614	534	332	1	3 133
Master's Degree (120-Credits)	0	9	161	391	459	412	0	1 432
Doctoral Degree (360-Credits)	0	2	2	8	3	41	0	56
<b>Total</b>	<b>65</b>	<b>21 041</b>	<b>14 061</b>	<b>11 838</b>	<b>8 350</b>	<b>5 547</b>	<b>25</b>	<b>60 927</b>

Source: Annual report submitted by PHEIs to DHET for the 2023 year of reporting.

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





In 2023, the highest number of graduates were between the ages of 18-24 years (34.5% or 21 041), followed by 25–31-year-olds (23.1 % or 14 061), 32–38-year-olds (19.4% or 11 838) and 39-45-year-olds (13.7% or 8 350). The lowest proportion of graduates were those aged less than 18 years (0.1% or 65).

Students in the younger age groups (31 years and younger) graduated primarily with Higher Certificate (120-credits) qualifications, while the majority of those between the ages 32 and 45 years obtained Bachelor’s Degree (360-credits) qualifications. Even though over a third of graduates were between the ages 18-24 years, the majority of Advanced Diploma (120-credits) and Postgraduate Diploma (120-credits) graduates were in the age groups 32-38 years. When it comes to Master’s degree, 60.8% of the graduates were in the older age groups (39 years and older).

**Table 4.18: Number of graduates from PHEIs, by qualification type and gender, 2023**

Qualification Type	Male	Female	Unspecified	Total
Higher Certificate (120 Credits)	6 157	10 596	12	16 765
Advanced Certificate (120 Credits)	395	790	0	1 185
Diploma (240 Credits)	70	96	0	166
Diploma (360 Credits)	2 719	4 934	1	7 654
Advanced Diploma (120 Credits)	1 143	1 666	2	2 811
Postgraduate Diploma (120 Credits)	2 351	2 949	0	5 300
Postgraduate Certificate (120 Credits)	708	2 033	0	2 741
Bachelor’s Degree (240 Credits)	36	66	0	102
Bachelor’s Degree (360 Credits)	6 848	9 691	3	16 542
Bachelor’s Degree (480 Credits)	486	2 552	1	3 039
Honours Degree (120 Credits)	1 128	2 004	1	3 133
Master’s Degree (120 Credits)	725	708	0	1 433
Doctoral Degree (360 Credits)	37	19	0	56
<b>Total</b>	<b>22 803</b>	<b>38 104</b>	<b>20</b>	<b>60 927</b>

**Source:** Annual report submitted by PHEIs to DHET for the 2023 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.

The majority of 2023 graduates in private HEIs were female (62.5% or 38 104) and the male graduates accounted for 37.4% or 22 803 of the total (60 927). The number of female graduates exceeded the number of male graduates by 25% or 15 301. The largest difference was observed in the Higher Certificate (120-credits) qualification, where 4 439 more females than males graduated.

The number of female graduates exceeded male graduates in almost all qualification types except Master’s and Doctoral degrees, where male graduates were slightly higher than females. The majority of both female and males graduated mainly with a Higher Certificate (120-credits) and Bachelor’s Degree (360-credits) qualifications.

#### 4.3.4 Staffing in Private Higher Education Institutions (PHEIs)

**Table 4.19: Number of staff in PHEIs by employment period and personnel categories, 2023**

Employment Period	Academic/Research	Service Staff	Support Staff	Total
Full-time	4 016	1 037	6 175	11 228
Part-time	4 109	94	1 277	5 480
<b>Total</b>	<b>8 125</b>	<b>1 131</b>	<b>7 452</b>	<b>16 708</b>

*Source: Annual report submitted by PHEIs to DHET for the 2023 year of reporting.*

The figures show that the total number of full-time and part-time staff in PHEIs was 16 708 in 2023. Of this total, 67.2% or 11 228 were full-time staff while 32.8% or 5 480 were appointed on a part-time basis. The majority of staff were employed as academic/research staff (48.6% or 8 125), followed by 44.6% (7 452) support staff, while 6.8% (1 131) were employed as services staff. Three quarters (75.5% or 4 109) of the part-time staff were appointed as Academics/ Researchers.





## 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 (CET) Act, No. 16 of 2006, as amended. In 2023 there were 50 public TVET colleges with 279 head offices, campuses, other delivery sites and units for which enrolment was reported. 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 (2 000 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 NC(V) 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 Sector Education Training and Authorities (SETAs) and the National Skills Fund (NSF) through the levy grant system. The trade programme offerings through the COS 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, 2010–2023**

Year	Qualification Category						Total
	NC(V)	Report 191 (N1–N6)	Occupational Qualifications	Other/skills programmes	PLP	Level 5 and Level 6 Qualifications	
2010	130 039	169 774	23 160	35 420	n.a	n.a	358 393
2011	124 658	222 754	20 799	32 062	n.a	n.a	400 273
2012	140 575	359 624	62 359	95 132	n.a	n.a	657 690
2013	154 960	442 287	19 000	23 371	n.a	n.a	639 618
2014	166 433	486 933	19 825	29 192	n.a	n.a	702 383
2015	165 459	519 464	20 533	32 424	n.a	n.a	737 880
2016	177 261	492 026	13 642	22 468	n.a	n.a	705 397
2017	142 373	510 153	10 969	24 533	n.a	n.a	688 028
2018	131 212	482 175	20 106	23 355	285	n.a	657 133
2019	138 912	494 070	22 886	14 025	3 597	n.a	673 490
2020	146 637	274 907	20 130	3 888	5 250	1 465	452 277
2021	141 768	416 949	18 277	6 653	4 581	855	589 083
2022	135 727	356 575	15 837	4 505	4 420	1 520	518 584
2023	134 005	402 653	15 474	6 997	4 323	637	564 089

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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 (credit bearing). 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 2023, namely: Nkangala, Sedibeng, Taletso and Western TVET colleges.

Note 9: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Total enrolment in TVET colleges was 564 089 in 2023, and this was 8.8% (45 505) higher compared to enrolment recorded in 2022 (518 584). The most significant percentage growth was seen in skills programmes, which increased by 55.3% (2 492), followed by Report 191 programmes, which grew by 12.9% (46 078). Despite this overall increase between 2022 and 2023, decreases were recorded in Level 5 and 6 qualifications, which decreased by 58.1% (883), followed by Occupational Qualifications (2.3% or 363), PLP (2.2% or 97) and NC(V) (1.3% or 1 722).

Since 2010, the majority of enrolments have consistently been higher in Report 191 programmes, followed by NC(V). In 2023, almost three-quarters of enrolments were in Report 191 (402 653 or 71.4%), followed by NC(V) (134 005 or 23.8%). Other qualifications (Occupational Qualifications (15 474 or 2.7%), skills programmes (6 997 or 1.2%), PLP (4 323 or 0.8%) and Level 5 and 6 Qualifications (637 or 0.1%) accounted for a smaller share.

In 2023, TVET colleges with the highest enrolment were Majuba (28 477 or 5.0%), South West Gauteng (22 465 or 4.0%), Northlink (20 106 or 3.6%), Sedibeng (19 510 or 3.5%), Motheo (19 042 or 3.4%) and Tshwane North (18 889 or 3.3%). The lowest enrolments were in College of Cape Town (1 803 or 0.3%), Ehlanzeni (2 130 or 0.4%) and Lephalale (2 178 or 0.4%) TVET colleges - see Table 10.10 of the Appendix.

**Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2023**

Qualification Category	15–19 years	20–24 years	25–29 years	30–34 years	35–39 years	≥40 years	Unspecified	Total
NC(V)	9 216	80 655	35 207	6 712	1 634	580	1	134 005
Report 191 (N1–N6)	44 402	261 741	62 473	19 172	8 322	6 527	16	402 653
Occupational Qualifications	1 230	5 648	4 224	2 275	981	1 116	0	15 474
Skills programmes	442	2 206	2 028	1 158	533	630	0	6 997
PLP	1 077	2 633	480	95	31	7	0	4 323
Level 5 and Level 6 Qualifications	48	125	108	136	72	148	0	637
<b>Total</b>	<b>56 415</b>	<b>353 008</b>	<b>104 520</b>	<b>29 548</b>	<b>11 573</b>	<b>9 008</b>	<b>17</b>	<b>564 089</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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 2023, namely: Nkangala, Sedibeng, Taletso and Western TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Enrolment in TVET colleges in 2023 was largely concentrated among students aged 20–24 years, who accounted for nearly two-thirds of all enrolments (353 008 or 62.6%), followed by the 25–29 age group (104 520 or 18.5%). Most age groups (except those aged 40 years and older) had the highest enrolments in Report 191 programmes, followed by NC(V) qualifications. In contrast, students aged 40 years and older had the highest participation in Report 191 programmes, with Occupational Qualifications as their second most common choice. Even though the 20–24 age group had the highest overall enrolment, students aged 40 years and older comprised the majority of those enrolled in Level 5 and 6 Qualifications.

**Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2023**

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	129 590	4 043	96	256	20	134 005
Report 191 (N1–N6)	380 694	19 246	634	1 959	120	402 653
Occupational Qualifications	11 813	3 378	28	251	4	15 474
Skills programmes	5 163	1 559	44	228	3	6 997
PLP	3 979	325	0	18	1	4 323
Level 5 and Level 6 Qualifications	417	215	1	4	0	637
<b>Total</b>	<b>531 656</b>	<b>28 766</b>	<b>803</b>	<b>2 716</b>	<b>148</b>	<b>564 089</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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 2023, namely: Nkangala, Sedibeng, Taletso and Western TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

In 2023, African students accounted for the largest share of enrolments in TVET colleges (94.3% or 531 656). Smaller proportion of students enrolled were Coloured, White and Indian/Asian (5.1%, 0.5% and 0.1% respectively). Students across different population groups enrolled primarily in Report 191 and NC(V) programmes. Enrolment was also dominated by African students across all qualification categories.

**Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2023**

Qualification Category	Female	Male	Total	Female	Male
NC(V)	93 990	40 015	134 005	70.1%	29.9%
Report 191 (N1–N6)	251 442	151 211	402 653	62.4%	37.6%
Occupational Qualifications	9 523	5 951	15 474	61.5%	38.5%
Skills programmes	2 619	4 378	6 997	37.4%	62.6%
PLP	2 301	2 022	4 323	53.2%	46.8%
Level 5 and Level 6 Qualifications	503	134	637	79.0%	21.0%
<b>Total</b>	<b>360 378</b>	<b>203 711</b>	<b>564 089</b>	<b>63.9%</b>	<b>36.1%</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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 2023, namely: Nkangala, Sedibeng, Taletso and Western TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

In 2023, almost two-thirds of students in TVET colleges were female (360 378 or 63.9%), while males accounted for 203 711 (36.1%). Female enrolment exceeded that of males in almost all programmes, except for skills programmes, where 1 759 more males than females enrolled. The highest female proportion was observed in Level 5 and 6 Qualifications (79.0%), while males' proportion was higher in skills programmes (62.6%). The largest gender gap was observed in Report 191, where 100 231 more females than males enrolled.





## 5.1.2 Overview of the TVET sector by province

**Table 5.5: Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2023**

Province	TVET colleges	Students
Eastern Cape	8	67 242
Free State	4	47 505
Gauteng	8	141 133
KwaZulu-Natal	9	109 894
Limpopo	7	58 998
Mpumalanga	3	30 105
North West	3	34 197
Northern Cape	2	12 548
Western Cape	6	62 467
<b>Total</b>	<b>50</b>	<b>564 089</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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.

Of the 564 089 students enrolled in TVET colleges in 2023, Gauteng had the highest enrolment (141 133 or 25.0%), followed by KwaZulu-Natal (109 894 or 19.5%), Eastern Cape (67 242 or 11.9%) and Western Cape (62 467 or 11.1%). The lowest enrolments were recorded in Northern Cape (12 548 or 2.2%) and Mpumalanga (30 105 or 5.3% respectively). These provinces also have fewer colleges (2 and 3 respectively) when compared to other provinces.

**Table 5.6: Enrolment cycle count of students in TVET colleges by qualification category and province, 2023**

Province	NC(V)	Report 191 (N1–N6)	Occupational Qualifications	Skills programmes	PLP	Level 5 and Level 6 Qualifications	Total
Eastern Cape	17 344	47 552	1 786	0	472	88	<b>67 242</b>
Free State	6 696	38 579	1 217	758	255	0	<b>47 505</b>
Gauteng	30 508	107 798	1 708	180	939	0	<b>141 133</b>
KwaZulu-Natal	28 503	76 082	2 030	2 147	1 004	128	<b>109 894</b>
Limpopo	21 910	34 946	1 288	362	492	0	<b>58 998</b>
Mpumalanga	10 853	18 359	676	10	207	0	<b>30 105</b>
North West	8 002	25 428	235	200	332	0	<b>34 197</b>
Northern Cape	1 691	10 133	365	183	117	59	<b>12 548</b>
Western Cape	8 498	43 776	6 169	3 157	505	362	<b>62 467</b>
<b>Total</b>	<b>134 005</b>	<b>402 653</b>	<b>15 474</b>	<b>6 997</b>	<b>4 323</b>	<b>637</b>	<b>564 089</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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 2023, namely: Nkangala, Sedibeng, Taletso and Western TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

TVET colleges in Gauteng accounted for a significant share of enrolments in Report 191 and NC(V) (107 798 or 26.8% and 30 508 or 22.8% of the total enrolment within these qualifications, respectively). On the other hand, more than one third of Occupational Qualifications enrolment were in Western Cape TVET colleges (6 169 or 39.9%), and almost 50% of skills programmes enrolments were in the same province (3 157 or 45.5%). Additionally, almost a quarter of PLP enrolments were in KwaZulu-Natal TVET colleges (1 004 or 23.2%). Although Level 5 and 6 qualifications had the lowest overall enrolment in 2023, the majority of students in these programmes were in the Western Cape (362 or 56.8%) and KwaZulu-Natal province (128 or 20.1%).

### 5.1.3 Enrolment in TVET colleges by qualification levels and programmes

**Table 5.7: Enrolment cycle count of students in TVET colleges for NC(V) Level 2–4 programmes by gender, 2023**

Programme	Female	Male	Total
1. Civil Engineering and Building Construction	6 170	4 369	10 539
2. Drawing Office Practice	75	76	151
3. Education and Development	3 289	251	3 540
4. Electrical Infrastructure and Construction	15 345	12 714	28 059
5. Engineering and Related Design	2 281	2 718	4 999
6. Finance, Economics and Accounting	6 150	1 654	7 804
7. Hospitality	7 323	1 427	8 750
8. Information Technology and Computer Science	4 242	3 251	7 493
9. Management	4 294	1 248	5 542
10. Marketing	3 839	1 341	5 180
11. Mechatronics	585	431	1 016
12. Office Administration	23 010	3 964	26 974
13. Primary Agriculture	2 956	1 287	4 243
14. Primary Health	1 004	88	1 092
15. Process Instrumentation	122	61	183
16. Process Plant Operations	661	247	908
17. Safety in Society	3 433	1 508	4 941
18. Tourism	6 285	1 961	8 246
19. Transport and Logistics	2 926	1 419	4 345
<b>Total</b>	<b>93 990</b>	<b>40 015</b>	<b>134 005</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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

Of the 134 005 students enrolled in NC(V) programmes in 2023, the highest proportion enrolled for Electrical Infrastructure and Construction (28 059 or 20.9%), followed by Office Administration (26 974 or 20.1%). NC(V) programme enrolment was female dominated, and 53 975 more females than males enrolled in this programme. In terms of proportions, females' share was 70.1% (93 990) compared to 29.9% (40 015) for males.

The most notable gender gap was in Office Administration, where 19 046 more females than males were enrolled. In contrast, Engineering and Related Design and Drawing Office Practice had a slightly higher male enrolment (437 and 1 more males than females). It is also worth highlighting that female enrolment in Education and Development and Primary Health was 13 and 11 times higher than males respectively.



Among female students enrolled in NC(V) programmes, nearly a quarter of them enrolled in Office Administration (23 010 or 24.5%), followed by Electrical Infrastructure and Construction (15 345 or 16.3%) and Hospitality (7 323 or 7.8%). Male students, on the other hand, predominantly enrolled in Electrical Infrastructure and Construction (12 714 or 31.8%), followed by Civil Engineering and Building Construction (4 369 or 10.9%) and Office Administration (3 964 or 9.9%).

**Table 5.8: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2023**

Report 191	Female	Male	Total	Female	Male
Non-National Certificate	61	254	315	19.4%	80.6%
N1	13 381	14 735	28 116	47.6%	52.4%
N2	23 447	26 457	49 904	47.0%	53.0%
N3	18 179	19 448	37 627	48.3%	51.7%
N4	83 197	42 465	125 662	66.2%	33.8%
N5	57 671	26 158	83 829	68.8%	31.2%
N6	55 506	21 694	77 200	71.9%	28.1%
<b>Total</b>	<b>251 442</b>	<b>151 211</b>	<b>402 653</b>	<b>62.4%</b>	<b>37.6%</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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.

Female enrolment in Report 191 programmes was 251 442 (62.4%), which was 100 231 more than that of males (151 211 or 37.6%). Despite the overall higher female enrolment, male had higher enrolment in N1-N3 and Non-National Certificates. Females, on the other hand, had higher enrolment in N4-N6 (which includes both Engineering and Business Studies Programmes). The most significant gender gap was observed in N4, where female enrolment exceeded that of males by 40 732.

**Table 5.9: Enrolment cycle count of students in TVET colleges for N6 Report 191 programmes by gender, 2023**

Programme	Female	Male	Total
1. Art and Design	119	104	223
2. Business Management	5 382	2 085	7 467
3. Clothing Production	346	110	456
4. Educare	3 619	174	3 793
5. Engineering Studies	7 566	7 203	14 769
6. Farming Management	979	514	1 493
7. Financial Management	4 934	1 872	6 806
8. Hospitality and Catering Services	2 058	555	2 613
9. Human Resource Management	5 840	1 821	7 661
10. Legal Secretary	659	158	817
11. Management Assistant	11 548	2 415	13 963
12. Marketing Management	2 467	1 072	3 539
13. Medical Secretary	285	24	309
14. Popular Music: Composition	0	6	6
15. Popular Music: Performance	47	44	91
16. Popular Music: Studio Work	14	81	95
17. Public Management	7 065	2 504	9 569
18. Public Relations	414	102	516
19. Tourism	2 164	850	3 014
<b>Total</b>	<b>55 506</b>	<b>21 694</b>	<b>77 200</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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

Female enrolment in Report 191 N6 programmes was 55 506 (71.9%), which was 33 812 higher when compared with male enrolment (21 694 or 28.1%). The three programmes with the highest enrolments were Engineering Studies (14 769 or 19.1%), Management Assistant (13 963 or 18.1%) and Public Management (9 569 or 12.4%).

A significant proportion of female enrolments in Report 191 N6 programmes was concentrated in four programmes: Management Assistant (11 548 or 20.8%), Engineering Studies (7 566 or 13.6%), Public Management (7 065 or 12.7%) and Human Resource Management (5 840 or 10.5%). Among male students, almost two-thirds of them enrolled in the following N6 programmes: Engineering Studies (7 203 or 33.2%), Public Management (2 504 or 11.5%), Management Assistant (2 415 or 11.1%) and Business Management (2 085 or 9.6%). The largest gender disparity was in the Management Assistant programme, where female enrolment exceeded male enrolment by 9 133.

#### 5.1.4 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 5.10: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2023**

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate
Report 190/1 N3	10 825	7 574	3 649	11 220	7 432	3 976	22 045	15 006	7 625	50.8%
Report 190/1 N6	46 057	41 136	26 845	16 439	13 894	8 490	62 496	55 030	35 335	64.2%
NC(V) Level 4	11 348	10 231	6 108	3 380	2 857	1 504	14 728	13 088	7 612	58.2%
<b>Total</b>	<b>68 230</b>	<b>58 941</b>	<b>36 602</b>	<b>31 039</b>	<b>24 183</b>	<b>13 970</b>	<b>99 269</b>	<b>83 124</b>	<b>50 572</b>	<b>60.8%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: “Number Registered” refers to the number of students who registered for the relevant examinations in 2023 and were eligible to complete the relevant qualifications during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the relevant qualifications in 2023.
- Note 3: “Number Wrote” refers to the number of students who wrote the relevant examinations in 2023 and were eligible to complete the relevant qualifications during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the relevant qualifications in 2023.
- Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2023 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2023.

A total of 99 269 students registered for the Report 190/1 (N3 and N6) and NC(V) Level 4 examinations at TVET colleges in 2023. Of these, 83 124 students wrote exams, and 50 572 completed, resulting in an overall completion rate of 60.8%. The highest number of completions was recorded for Report 190/1 N6 part-qualification (35 335), followed by Report 190/1 N3 part-qualification (7 625), while the lowest number completed NC(V) Level 4 (7 612). Regarding completion rates, Report 190/1 N6 part-qualification had the highest rate at 64.2%, followed by NC(V) Level 4 at 58.2%, while Report 190/1 N3 part-qualification had the lowest completion rate at 50.8%.

In 2023, more female students than male students registered, wrote, and completed the Report 190/1 N6 part-qualification and NC(V) Level 4. However, male registrations and completions were slightly higher than those of females for Report 190/1 N3 part-qualification. The largest gender disparity in completions was observed in Report 190/1 N6 part-qualification, where 18 355 more female students completed the qualification compared to their male counterparts.

**Table 5.11: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2023**

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	7 066	3 446	2 167	62.9%	2 525	2 086	1 278	61.3%	1 575	1 415	719	50.8%
Free State	2 718	1 330	985	74.1%	1 087	839	578	68.9%	787	718	480	66.9%
Gauteng	13 458	6 632	4 565	68.8%	5 009	3 867	2 434	62.9%	3 033	2 655	1 462	55.1%
KwaZulu-Natal	12 201	7 350	4 622	62.9%	5 648	4 669	3 008	64.4%	3 102	2 779	1 457	52.4%
Limpopo	7 357	5 406	4 016	74.3%	3 609	3 070	2 063	67.2%	2 578	2 361	1 376	58.3%
Mpumalanga	4 849	2 717	2 068	76.1%	2 685	2 074	1 443	69.6%	1 553	1 320	834	63.2%
North West	3 071	1 423	1 091	76.7%	1 345	1 094	766	70.0%	610	537	389	72.4%
Northern Cape	964	427	278	65.1%	324	240	137	57.1%	198	180	117	65.0%
Western Cape	5 595	2 567	1 922	74.9%	2 113	1 624	1 140	70.2%	1 292	1 123	778	69.3%
<b>Total</b>	<b>57 279</b>	<b>31 298</b>	<b>21 714</b>	<b>69.4%</b>	<b>24 345</b>	<b>19 563</b>	<b>12 847</b>	<b>65.7%</b>	<b>14 728</b>	<b>13 088</b>	<b>7 612</b>	<b>58.2%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2023 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 2023.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualification.

In 2023, the national completion rate for NC(V) qualifications was highest at Level 2 (69.4%), followed by Level 3 (65.7%), and lowest at Level 4 (58.2%). The largest proportion of students registered, wrote and completed examinations for NC(V) Level 2.

TVET colleges in North West province recorded the highest completion rates for NC(V) Levels 2 and 4, at 76.7% and 72.4%, respectively. Meanwhile, the Western Cape province recorded the highest completion rate for NC(V) Level 3 at 70.2%. Six provinces (North West, Western Cape, Free State, Northern Cape, Mpumalanga and Limpopo) recorded higher than average completion rates for NC(V) Level 4. The lowest completion rate for NC(V) Level 4 was recorded in Eastern Cape province (50.8%).



**Table 5.12: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2023**

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	4 714	3 299	1 875	56.8%	4 682	3 716	1 127	30.3%	2 055	1 539	641	41.7%
Free State	4 186	2 562	1 742	68.0%	4 065	2 666	1 010	37.9%	1 485	936	424	45.3%
Gauteng	7 153	5 273	3 301	62.6%	8 873	4 247	1 851	43.6%	5 581	3 168	1 929	60.9%
KwaZulu-Natal	4 053	3 102	1 967	63.4%	11 092	8 471	2 921	34.5%	5 087	4 050	1 819	44.9%
Limpopo	2 199	1 588	1 148	72.3%	2 364	1 563	634	40.6%	2 204	1 584	745	47.0%
Mpumalanga	2 014	1 613	1 025	63.5%	2 723	1 643	779	47.4%	1 997	1 259	634	50.4%
North West	2 522	2 062	1 252	60.7%	2 500	1 349	626	46.4%	1 228	747	449	60.1%
Northern Cape	1 024	615	405	65.9%	1 304	941	370	39.3%	499	357	175	49.0%
Western Cape	2 484	1 451	889	61.3%	4 043	2 817	1 259	44.7%	1 909	1 366	809	59.2%
<b>Total</b>	<b>30 349</b>	<b>21 565</b>	<b>13 604</b>	<b>63.1%</b>	<b>41 646</b>	<b>27 413</b>	<b>10 577</b>	<b>38.6%</b>	<b>22 045</b>	<b>15 006</b>	<b>7 625</b>	<b>50.8%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2023 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 2023.
- 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 2023 academic year.

The national completion rates for Report 190/1 N1 to N3 part-qualifications for Engineering Studies in 2023 varied across all levels, with Report 190/1 N1 recording the highest rate (63.1%) and the lowest was on N2 (38.6%). The majority of students registered and wrote examinations for the N2 part-qualification, however, the highest number of completions were recorded for N1 (13 604) when compared to N2 (10 577) and N3 (7 625).

In terms of provincial performance, Limpopo province achieved the highest completion rate for N1 (72.3%), while Mpumalanga recorded the best performance for N2 (47.4%), and Gauteng recorded the best performance for N3 (60.9%). The completion rates for Eastern Cape were consistently below the national average across all levels.

**Table 5.13: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2023**

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	2 231	1 733	886	51.1%	1 658	1 396	612	43.8%	1 494	1 289	546	42.4%
Free State	1 174	803	490	61.0%	778	588	328	55.8%	531	424	194	45.8%
Gauteng	5 213	2 717	1 512	55.6%	2 955	1 963	984	50.1%	1 831	1 290	640	49.6%
KwaZulu-Natal	4 872	3 681	1 931	52.5%	2 899	2 440	1 284	52.6%	1 731	1 440	633	44.0%
Limpopo	4 907	3 041	993	32.7%	2 218	1 780	774	43.5%	1 306	1 034	382	36.9%
Mpumalanga	1 851	1 174	602	51.3%	1 305	903	435	48.2%	570	336	144	42.9%
North West	909	614	346	56.4%	642	443	202	45.6%	296	229	108	47.2%
Northern Cape	189	147	51	34.7%	64	58	13	22.4%	25	22	10	45.5%
Western Cape	1 803	1 285	755	58.8%	996	841	391	46.5%	631	557	253	45.4%
<b>Total</b>	<b>23 149</b>	<b>15 195</b>	<b>7 566</b>	<b>49.8%</b>	<b>13 515</b>	<b>10 412</b>	<b>5 023</b>	<b>48.2%</b>	<b>8 415</b>	<b>6 621</b>	<b>2 910</b>	<b>44.0%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2023 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 2023.
- 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 2023 academic year.

The national completion rates for Report 190/1 N4 to N6 Engineering Studies in 2023 were as follows: N4 (49.8%), N5 (48.2%), and N6 (44.0%). The majority of the students completed the N4 part-qualification (7 566) followed by N5 (5 023) and the lowest number completed N6 (2 910).

Free State achieved the highest completion rate for N4 and N5 (61.0% and 55.8% respectively), while Gauteng recorded the highest completion rate for N6 (49.6%). In terms of actual numbers, Gauteng had the highest number of students who registered to write examinations across all levels, while KwaZulu-Natal had the highest number of students who wrote and completed for N4 and N5. The completion rates for Limpopo were below the national average across all levels.



**Table 5.14: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Business Studies by province, 2023**

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	13 007	10 488	6 357	60.6%	9 236	8 260	4 889	59.2%	7 231	6 627	3 906	58.9%
Free State	10 985	7 599	5 404	71.1%	6 098	5 040	3 486	69.2%	4 640	4 191	2 900	69.2%
Gauteng	20 939	15 288	10 982	71.8%	13 145	11 036	7 978	72.3%	10 764	9 310	6 941	74.6%
KwaZulu-Natal	19 494	15 580	10 006	64.2%	13 676	12 008	7 951	66.2%	12 199	11 023	7 377	66.9%
Limpopo	7 398	6 286	3 950	62.8%	5 567	5 049	3 247	64.3%	5 228	4 843	3 123	64.5%
Mpumalanga	4 868	3 628	2 774	76.5%	2 798	2 361	1 814	76.8%	2 426	2 080	1 586	76.3%
North West	4 472	3 270	2 271	69.4%	2 474	2 097	1 459	69.6%	1 970	1 812	1 279	70.6%
Northern Cape	5 041	3 573	2 163	60.5%	1 596	1 392	792	56.9%	1 171	1 074	533	49.6%
Western Cape	16 733	12 475	7 846	62.9%	10 838	8 808	5 864	66.6%	8 452	7 449	4 780	64.2%
<b>Total</b>	<b>102 937</b>	<b>78 187</b>	<b>51 753</b>	<b>66.2%</b>	<b>65 428</b>	<b>56 051</b>	<b>37 480</b>	<b>66.9%</b>	<b>54 081</b>	<b>48 409</b>	<b>32 425</b>	<b>67.0%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2023 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 2023.
- 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 2023 academic year.

In 2023, the national completion rates for Report 190/1 N4, N5 and N6 Business Studies were (66.2%, 66.9% and 67.0% respectively). These rates were higher than those of Engineering Studies, particularly at the N6 level, where the Business Studies completion rate exceeded that of Engineering Studies by 23.0 percentage points. Additionally, across all N Levels, a higher number of students registered, wrote, and completed Business Studies compared to Engineering Studies (see Tables 5.13 and 5.14).

The highest number of completions was recorded for the Report 190/1 N4 part-qualification (51 753), and the number declined for the higher levels (37 480 for N5 and 32 425 for N6). At the provincial level, Mpumalanga achieved the highest completion rates across all levels, with 76.5% for N4, 76.8% for N5, and 76.3% for N6. The Northern Cape recorded the lowest number of students who registered, wrote and completed N5 and N6, while North West recorded the lowest number of students who registered and wrote N4. The lowest completion rates were recorded in the Northern Cape across all levels.

**Table 5.15: Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2023**

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	464	425	169	39.8%	283	245	120	49.0%	747	670	289	43.1%
2. L4:Drawing Office Practice	2	2	2	100.0%	2	1	0	0.0%	4	3	2	66.7%
3. L4:Education and Development	505	442	364	82.4%	35	29	23	79.3%	540	471	387	82.2%
4. L4:Electrical Infrastructure Construction	722	659	150	22.8%	460	412	103	25.0%	1 182	1 071	253	23.6%
5. L4:Engineering and Related Design	670	609	262	43.0%	663	531	239	45.0%	1 333	1 140	501	43.9%
6. L4:Finance, Economics and Accounting	678	593	278	46.9%	134	110	50	45.5%	812	703	328	46.7%
7. L4:Hospitality	1 058	941	512	54.4%	152	122	62	50.8%	1 210	1 063	574	54.0%
8. L4:Information Technology and Computer Science	268	236	89	37.7%	200	166	87	52.4%	468	402	176	43.8%
9. L4:Management	502	458	335	73.1%	117	107	79	73.8%	619	565	414	73.3%
10. L4:Marketing	465	416	177	42.5%	119	94	40	42.6%	584	510	217	42.5%
11. L4:Mechatronics	28	22	9	40.9%	34	25	10	40.0%	62	47	19	40.4%
12. L4:Office Administration	3 572	3 205	2 321	72.4%	525	435	313	72.0%	4 097	3 640	2 634	72.4%
13. L4:Primary Agriculture	422	400	209	52.3%	137	127	83	65.4%	559	527	292	55.4%
14. L4:Primary Health	189	179	126	70.4%	14	14	8	57.1%	203	193	134	69.4%
15.L4:Process Plant Operations	41	40	20	50.0%	10	9	6	66.7%	51	49	26	53.1%
16. L4:Safety In Society	387	359	186	51.8%	131	110	55	50.0%	518	469	241	51.4%
17. L4:Tourism	964	877	647	73.8%	222	196	141	71.9%	1 186	1 073	788	73.4%
18. L4:Transport and Logistics	411	368	252	68.5%	142	124	85	68.5%	553	492	337	68.5%
<b>Total</b>	<b>11 348</b>	<b>10 231</b>	<b>6 108</b>	<b>59.7%</b>	<b>3 380</b>	<b>2 857</b>	<b>1 504</b>	<b>52.6%</b>	<b>14 728</b>	<b>13 088</b>	<b>7 612</b>	<b>58.2%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2023.
- 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 2023 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 2023.
- Note 5: NC(V) Level 4 is a full qualification.

In 2023, 13 088 students wrote the NC(V) Level 4 examinations, and 7 612 of them passed resulting an overall completion rate of 58.2%. This completion rate was 3.1 percentage points lower than what was recorded in 2022 (61.3%). Office Administration recorded the highest number of completions, representing 34.6% (2 634) of total completions. Tourism followed with 10.4% (788), while Hospitality ranked third at 7.5% (574). The highest completion rates were observed in Education and Development (82.2%), Tourism (73.4%), Management (73.3%) and Office Administration (72.4%). Conversely, Electrical Infrastructure Construction (23.6%) and Mechatronics (40.4%) recorded the lowest completion rates. Drawing Office Practice, Mechatronics, and Process Plant Operations were among the least popular programmes, with fewer students registering, writing, and completing these programmes.

Female students significantly outnumbered male students in terms of the number of students who registered, wrote and completed NC(V) Level 4 qualifications in 2023. Over 80% of students who completed NC(V) Level 4 were female (6 108) and their completion rate stood at 59.7%. This was higher than the 1 504 male students who completed the same qualification, with an overall completion rate of 52.6%. Among females, over a third (38.0% or 2 321) completed their qualification in Office Administration, followed by Tourism (10.6% or 647) and Hospitality (8.4% or 512), while the majority of male students completed Office Administration (20.8% or 313) and Engineering and Related Design (15.9% or 239) and Tourism (9.4% or 141) programmes. Despite lower participation rates, male students had notable completion rates in programmes such as Education and Development (79.3%) and Management (73.8%), while females' completion rates were the highest in Drawing Office Practice (100.0%) and Education and Development (82.4%).

**Table 5.16: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2023**

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. Art and Design	139	131	112	85.5%	111	101	88	87.1%	250	232	200	86.2%
2. Business Management	5 077	4 611	2 862	62.1%	1 890	1 652	1 075	65.1%	6 967	6 263	3 937	62.9%
3. Clothing Production	348	322	245	76.1%	95	81	62	76.5%	443	403	307	76.2%
4. Educare	3 628	3 380	3 071	90.9%	187	166	145	87.3%	3 815	3 546	3 216	90.7%
5. Engineering Studies	4 342	3 491	1 524	43.7%	4 073	3 130	1 386	44.3%	8 415	6 621	2 910	44.0%
6. Farming: Management	1 296	1 254	801	63.9%	605	571	352	61.6%	1 901	1 825	1 153	63.2%
7. Financial Management	4 140	3 792	2 785	73.4%	1 558	1 401	1 058	75.5%	5 698	5 193	3 843	74.0%
8. Hospitality and Catering Services	1 837	1 693	1 320	78.0%	482	434	323	74.4%	2 319	2 127	1 643	77.2%
9. Human Resource Management	4 717	4 329	3 113	71.9%	1 441	1 281	858	67.0%	6 158	5 610	3 971	70.8%
10. Legal Secretary	530	464	195	42.0%	119	103	42	40.8%	649	567	237	41.8%
11. Management Assistant	8 416	7 402	4 188	56.6%	1 698	1 417	744	52.5%	10 114	8 819	4 932	55.9%
12. Marketing Management	2 166	1 859	946	50.9%	906	734	367	50.0%	3 072	2 593	1 313	50.6%
13. Medical Secretary	323	282	117	41.5%	24	17	8	47.1%	347	299	125	41.8%
14. Popular Music: Composition	0	0	0	n.a	6	5	4	80.0%	6	5	4	80.0%
15. Popular Music: Performance	45	38	37	97.4%	41	37	37	100.0%	86	75	74	98.7%
16. Popular Music: Studio Work	8	7	7	100.0%	58	53	46	86.8%	66	60	53	88.3%
17. Public Management	6 665	6 119	4 185	68.4%	2 273	2 042	1 445	70.8%	8 938	8 161	5 630	69.0%
18. Public Relations	250	236	93	39.4%	48	47	11	23.4%	298	283	104	36.7%
19. Tourism	2 130	1 726	1 244	72.1%	824	622	439	70.6%	2 954	2 348	1 683	71.7%
<b>Total</b>	<b>46 057</b>	<b>41 136</b>	<b>26 845</b>	<b>65.3%</b>	<b>16 439</b>	<b>13 894</b>	<b>8 490</b>	<b>61.1%</b>	<b>62 496</b>	<b>55 030</b>	<b>35 335</b>	<b>64.2%</b>

Source: National Examinations Database, November 2023.

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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.

Note 2: "Number Registered" refers to the number of students who registered for the 2023 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the N6 part-qualification in 2023.

Note 3: "Number Wrote" refers to the number of students who wrote the 2023 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2023.

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 2023 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 2023.

Note 5: "n.a" means not applicable, and applies in cases where there were no students who wrote and completed a particular programme.

Of the 55 030 students who wrote the examination for Report 190/1 N6 part-qualifications in 2023, 35 335 of them completed, resulting in a 64.2% completion rate. The majority of students wrote examinations in the following programmes: Management Assistant (8 819), Public Management (8 161) and Engineering Studies (6 621). Completions were, however, higher in Public Management (5 630) followed by Management Assistant (4 932) and Human Resource Management (3 971).

Almost three-quarters of students who wrote examinations for N6 part-qualifications were female (74.8% or 41 136) while (25.2% or 13 894) were males. Subsequently, more female students completed N6 part-qualifications (76.0% or 26 845), with an overall completion rate of 65.3%, while males' completion was 24.0% (8 490) of the total with a completion rate of 61.1%.

More than three-quarters of females completed their Report 190/1 N6 part-qualifications in Management Assistant (15.6% or 4 188), Public Management (15.6% or 4 185), Human Resources Management (11.6% or 3 113), Educare (11.4% or 3 071), Business Management (10.7% or 2 862) and Financial Management (10.4% or 2 785). On the other hand, more than two-thirds of male students completed Report 190/1 N6 part-qualification in Public Management (17.0% or 1 445), followed by Engineering Studies (16.3% or 1 386), Business Management (12.7% or 1 075), Financial Management (12.5% or 1 058) and Human Resources Management (10.1% or 858).

The largest gender disparities in completions were in Management Assistant, Educare and Public Management programmes, where 3 444, 2 926 and 2 740 more female students completed compared to their male counterparts. Although overall completions were higher for females compared to males, a slightly higher number of males completed N6: Popular Music: Studio Work and N6: Popular Music: Composition.





## 6. COMMUNITY EDUCATION AND TRAINING COLLEGES

### 6.1 OVERVIEW OF CET COLLEGES

This report is presented against the backdrop of downward spiralling enrolments being experienced in the sector. For the last five years, since the collection of data at unit level where each student is being accounted for and audited, student enrolments have been dwindling, particularly during the Covid-19 era.

This spectre of dwindling student numbers has been raised by both the Internal Audit as well as the Auditor-General South Africa. In terms of figures, student data for 2023 show a decline from the figure of 130 752 in 2022 to a figure of 120 081 in 2023. This is a decline of 8.2% in enrolments, or a figure of 10 671 students. This figure is substantial, noting the number of students categorised as Not in Employment, Education or Training (NEET) during the period under review. The Quarterly Labour Force Survey published in the fourth quarter of 2023 indicates that approximately 3.4 million (33.0%) out of 10.2 million young people aged 15-24 years were NEET, and further that the overall NEET rate increased by 0.7 of a percentage point in Q4:2022 compared to Q4:2023. The CET sector has not been able to capitalise on this convenient demographic to increase enrolments.

As a response to dwindling student enrolments, the CET sector has introduced various measures intended at increasing student figures. The measures include, but not exhaustively, the following:

- Intensification of the implementation of responsive and diversified learning programmes in order to address community needs. On that score, funding has been sought from the National Skills Fund and other SETAs for the purposes of implementing skills programmes in order to attract students whilst simultaneously addressing immediate skills shortages amongst community members.
- Colleges, in conjunction with SETAs and the QCTO, are being accredited to offer skills programmes. In this way, learning centres will be better positioned to offer diversified and responsive programmes. In addressing the lack of physical infrastructure, funding has been made available to construct CET learning centres. Though not sufficient, an initial disbursement of R1 billion has been made available for the purposes of construction of CET learning centres and there is indication that additional funding will be availed in the medium term.
- In order to address the issue of visibility of the sector in communities, advocacy and marketing programmes of the CET colleges has been prioritised. To that effect, an advocacy strategy has been devised for the CET sector.

An important observation made relating to CET colleges data is that whilst student numbers have been decreasing, lecturer establishments have been stable over the same period. In 2022, the CET sector employed 11 545 lecturers, compared to 9 864 in 2023. The latter shows that lecturer numbers have decreased year on year. These lecturer establishments create an anomalous academic situation because the student-lecturer ratios continue to decline with no commensurate improvement in the quality of student results. Adding to the vexed question of dwindling student-lecturer ratios is that some gazetted centres have no students, whilst they do have lecturers. This is a matter that the CET sector is currently seized with and an audit of centres will be carried out in 2025.

This report should be read in conjunction with the matters raised in this overview of the CET landscape.

### 6.1.1 Enrolment of students in CET colleges

**Table 6.1: Number of students enrolled in CET colleges by programme, 2022 and 2023**

Programme	2022	2023	Proportion of enrolments in 2023
AET Level 1	1 252	1 025	0.9%
AET Level 2	2 228	2 096	1.7%
AET Level 3	3 766	3 680	3.1%
GETC: ABET Level 4 (NQF Level 1)	50 753	51 096	42.6%
Grade 12 (NQF Level 4)	64 057	54 653	45.5%
Non-formal programmes	8 138	6 310	5.3%
Occupational Qualifications	558	1 221	1.0%
<b>Total</b>	<b>130 752</b>	<b>120 081</b>	<b>100.0%</b>

Source: CETMIS 2023, data extracted in April 2025.

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, Senior Certificate and Amended Senior Certificate.

Note 3: Total enrolment is based on a response rate of 83.5%.

The table shows that the number of students enrolled in CET colleges in 2023 was 120 081, reflecting an 8.2% (10 671) decrease compared to enrolments recorded in 2022 (130 752). The main contributor to the decline was enrolment in Grade 12, which decreased by 9 404 students between 2022 and 2023. This observation could be as a result of the Department of Basic Education ramping up its second-chance matriculation programme. However, it is noteworthy that despite the overall decrease, enrolment in occupational qualifications showed significant growth and increased by 118.8% (663) between 2022 and 2023, thanks to the role played by the National Skills Fund and the SETAs.

In 2023, Grade 12 enrolments accounted for the largest share (45.5% or 54 653). This was followed closely by GETC: ABET Level 4 (42.6% or 51 096), and non-formal programmes (5.3% or 6 310). Enrolments in AET Levels 1–3 and occupational qualifications remained comparatively low and accounted for less than 7% of the overall student enrolment in 2023. It also needs to be emphasised that the lack of workshops and equipment plays a role in smaller enrolments in occupational skills programmes.

**Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2023**

Programme	Female	Male	Total	Female	Male
AET Level 1	501	524	1 025	48.9%	51.1%
AET Level 2	1 191	905	2 096	56.8%	43.2%
AET Level 3	1 882	1 798	3 680	51.1%	48.9%
GETC: ABET Level 4 (NQF Level 1)	37 897	13 199	51 096	74.2%	25.8%
Grade 12 (NQF Level 4)	37 591	17 062	54 653	68.8%	31.2%
Non-formal programmes	5 081	1 229	6 310	80.5%	19.5%
Occupational Qualifications	948	273	1 221	77.6%	22.4%
<b>Total</b>	<b>85 091</b>	<b>34 990</b>	<b>120 081</b>	<b>70.9%</b>	<b>29.1%</b>

Source: CETMIS 2023, data extracted in April 2025.

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, Senior Certificate and Amended Senior Certificate.

Note 3: Total enrolment is based on a response rate of 83.5%.



The CET college sub-sector continues to be female dominated. In 2023, females accounted for 70.9% (85 091) of total enrolments, compared to 29.1% (34 990) for males. Female participation exceeded that of males in almost all programmes, except AET Level 1, where male enrolment was slightly higher.

A significant proportion of female students enrolled in non-formal programmes (80.5%), occupational qualifications (77.6%), GETC: ABET Level 4 (74.2%) and Grade 12 (68.8%). The largest gender gaps were observed in GETC: ABET Level 4 and Grade 12, where female enrolment exceeded those of males by 24 698 and 20 529 respectively.

**Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2023**

Programme	African	Coloured	Indian/Asian	White	Unspecified	Total
AET Level 1	871	149	3	2	0	1 025
AET Level 2	1 852	239	0	3	2	2 096
AET Level 3	3 112	552	4	5	7	3 680
GETC: ABET Level 4 (NQF Level 1)	48 119	2 743	85	92	57	51 096
Grade 12 (NQF Level 4)	52 290	1 959	95	177	132	54 653
Non-formal programmes	6 260	30	3	6	11	6 310
Occupational Qualifications	1 161	60	0	0	0	1 221
<b>Total</b>	<b>113 665</b>	<b>5 732</b>	<b>190</b>	<b>285</b>	<b>209</b>	<b>120 081</b>

Source: CETMIS 2023, data extracted in April 2025.

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, Senior Certificate and Amended Senior Certificate.

Note 3: Total enrolment is based on a response rate of 83.5%.

In 2023, African students accounted for the majority of enrolments in CET colleges, representing 94.7% (113 665) of the total. The remaining population groups made up less than 6% of enrolments (i.e. Coloured 4.8% (5 732), while White and Indian/Asian students accounted for 0.2% each (285 and 190 respectively). African, White and Indian/Asian students primarily enrolled in Grade 12, followed by GETC:ABET Level 4, while Coloured students enrolled mainly in GETC:ABET Level 4 and Grade 12.

**Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2023**

Age category	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
<15 years	15	20	16	11	0	1	0	63
15–19 years	210	499	1 411	5 992	8 919	306	80	17 417
20–24 years	95	229	720	15 459	23 723	1 278	374	41 878
25–29 years	73	147	299	10 869	9 241	1 210	272	22 111
30–34 years	69	108	206	7 530	6 268	1 003	243	15 427
35–39 years	79	138	193	5 122	3 409	762	131	9 834
≥40 years	484	955	835	6 113	3 093	1 750	121	13 351
<b>Total</b>	<b>1 025</b>	<b>2 096</b>	<b>3 680</b>	<b>51 096</b>	<b>54 653</b>	<b>6 310</b>	<b>1 221</b>	<b>120 081</b>

Source: CETMIS 2023, data extracted in April 2025.

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

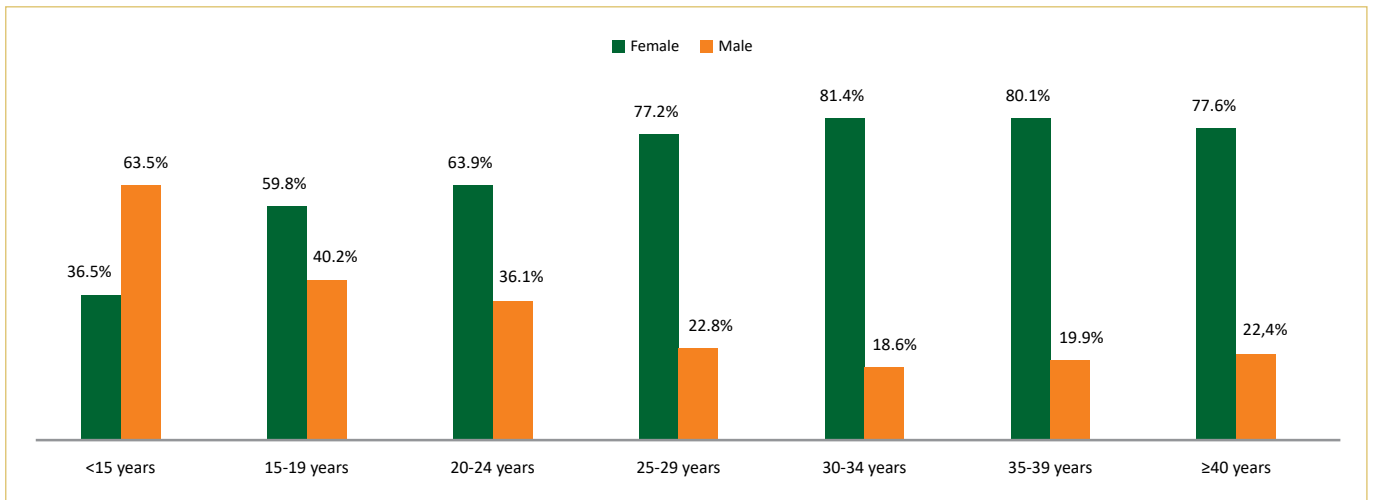
Note 2: Grade 12 enrolment figure includes enrolment for National Senior Certificate, Senior Certificate and Amended Senior Certificate.

Note 3: Total enrolment is based on a response rate of 83.5%.

In 2023, the majority of students in CET colleges were aged 20–24 years (34.9% or 41 878). This was followed by students aged 25–29 years (18.4% or 22 111), 15–19 years (14.5% or 17 417), 30–34 years (12.8% or 15 427), and those aged 40 years and older (11.1% or 13 351). Lower enrolment was recorded among students younger than 15 years (0.1% or 63) and those aged 35–39 years (8.2% or 9 834).

Students under 15 years were primarily enrolled in AET Levels 1–3, which focus on basic foundational skills like literacy, numeracy and communication. Those in the 15–19 and 20–24 age groups mainly enrolled in Grade 12, followed by GETC: ABET Level 4. The majority of older students (aged 25 and above) enrolled mainly in GETC: ABET Level 4 followed by Grade 12. Of interest in the enrolment pattern is that the majority of students enrolled fall within the youth age bracket (15 – 34 years) at 80.6%.

**Figure 6.1: Proportions of students enrolled in CET colleges by gender and age group, 2023**



Source: CETMIS 2023, data extracted in April 2025.

- 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, Senior Certificate and Amended Senior Certificate.
- Note 3: Total enrolment is based on a response rate of 83.5%.

Female enrolment exceeded that of males across almost all age groups (except for students younger than 15 years). The gender gap was more than 50 percentage points in the older age groups (25 years and older) and lower in the lower age group (15-24 years).





### 6.1.2 Enrolment per CET college

**Table 6.5: Number of students in CET colleges, by college and programme, 2023**

College	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CET College	181	446	489	8 400	1 029	2 003	0	12 548
Free State CET College	148	179	713	3 928	6 511	713	109	12 301
Gauteng CET College	66	188	468	5 832	39 798	191	378	46 921
KwaZulu-Natal CET College	110	148	198	10 968	1 971	1 759	300	15 454
Limpopo CET College	27	30	23	7 007	379	517	0	7 983
Mpumalanga CET College	131	654	692	5 611	357	553	233	8 231
North West CET College	159	156	437	5 602	805	568	102	7 829
Northern Cape CET College	37	31	51	728	752	6	0	1 605
Western Cape CET College	166	264	609	3 020	3 051	0	99	7 209
<b>Total</b>	<b>1 025</b>	<b>2 096</b>	<b>3 680</b>	<b>51 096</b>	<b>54 653</b>	<b>6 310</b>	<b>1 221</b>	<b>120 081</b>

Source: CETMIS 2023, data extracted in April 2025.

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, Senior Certificate and Amended Senior Certificate.

Note 3: Total enrolment is based on a response rate of 83.5%.

In 2023, Gauteng CET College recorded the highest number of enrolments, accounting for 39.1% (46 921) of all enrolments. Gauteng CET College was followed by KwaZulu-Natal CET College (12.9% or 15 454), Eastern Cape CET College (10.4% or 12 548), and Free State CET College (10.2% or 12 301). The Northern Cape recorded the lowest enrolment (1.3% or 1 605).

The vast majority of students in Gauteng CET College were enrolled in Grade 12 (84.8% or 39 798). Similarly, Free State, Northern Cape, and Western Cape CET colleges also recorded the majority of their enrolments in Grade 12. In contrast, CET colleges in Limpopo, North West, KwaZulu-Natal, Mpumalanga, and the Eastern Cape were dominated by enrolments in GETC: ABET Level 4, and the proportions were higher in Limpopo (87.8%), North West (71.6%) and KwaZulu-Natal (71.0%).

It is also worth noting that almost three-quarters (72.8%) of students enrolled in Grade 12 were from Gauteng CET College, highlighting the province’s significant contribution to offering second chance matriculation programme. KwaZulu-Natal CET College, on the other hand, accounted for almost a quarter (21.4%) of all GETC: ABET Level 4 enrolments. While enrolments in occupational qualifications were relatively lower, the majority of students pursuing this qualification were in Gauteng, KwaZulu-Natal and Mpumalanga CET colleges.

### 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 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, 2012–2023**

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%
2021	58 262	42 179	19 417	*46.0%
2022	41 586	25 314	10 383	41.0%
2023	43 253	26 894	10 535	39.2%

Source: *National Examinations Database, November 2023.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2012-2023 academic years. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2012-2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2012-2023 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level qualification during the 2012-2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2012-2023 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level qualification during the 2012-2023 academic years. This number excludes students who wrote individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2023.
- 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 2012-2023 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 2012-2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET Level qualification in the 2012-2023 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 2023.
- Note 6: \*Data for 2021 were revised.

In 2023, a total of 10 535 students completed the GETC: ABET Level 4 qualification, representing a 1.5% (152) increase compared to 2022 (10 383). Despite this, the completion rate has been on a downward trend since 2013, with slight improvement in 2018 and a peak of 77.2% in 2019. The completion rate in 2023 was 39.2%, 1.8 percentage points lower than in 2022 (41.0%).





**Table 6.7: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2023**

Province	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	7 201	3 983	1 685	42.3%
Free State	2 440	1 640	606	37.0%
Gauteng	7 581	4 329	1 381	31.9%
KwaZulu-Natal	10 542	6 834	3 077	45.0%
Limpopo	4 207	3 346	1 192	35.6%
Mpumalanga	4 319	2 862	1 258	44.0%
North West	3 402	2 458	808	32.9%
Northern Cape	573	376	113	30.1%
Western Cape	2 988	1 066	415	38.9%
<b>Total</b>	<b>43 253</b>	<b>26 894</b>	<b>10 535</b>	<b>39.2%</b>

Source: *National Examinations Database, November 2023.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: “Number Registered” refers to the number of students who registered for the 2023 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2023.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2023 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2023.
- 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 2023 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 2023.
- Note 5: “Completion rate” refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2023 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 2023.

In 2023, the national completion rate for the GETC: ABET Level 4 qualification was 39.2%. KwaZulu-Natal recorded the highest number of students who registered, wrote, and completed the qualification. Only three provinces surpassed the national average completion rate: KwaZulu-Natal (45.0%), Mpumalanga (44.0%), and Eastern Cape (42.3%). The lowest completion rate was observed in Northern Cape, at 30.1%.

**Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, by province and gender, 2023**

Province	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
Eastern Cape	5 658	3 151	1 388	44.0%	1 543	832	297	35.7%	7 201	3 983	1 685	42.3%
Free State	1 556	1 090	429	39.4%	884	550	177	32.2%	2 440	1 640	606	37.0%
Gauteng	4 141	2 448	862	35.2%	3 440	1 881	519	27.6%	7 581	4 329	1 381	31.9%
KwaZulu-Natal	8 608	5 689	2 591	45.5%	1 934	1 145	486	42.4%	10 542	6 834	3 077	45.0%
Limpopo	3 449	2 783	1 041	37.4%	758	563	151	26.8%	4 207	3 346	1 192	35.6%
Mpumalanga	3 329	2 214	1 033	46.7%	990	648	225	34.7%	4 319	2 862	1 258	44.0%
North West	2 282	1 643	571	34.8%	1 120	815	237	29.1%	3 402	2 458	808	32.9%
Northern Cape	315	209	59	28.2%	258	167	54	32.3%	573	376	113	30.1%
Western Cape	1 648	562	206	36.7%	1 340	504	209	41.5%	2 988	1 066	415	38.9%
<b>Total</b>	<b>30 986</b>	<b>19 789</b>	<b>8 180</b>	<b>41.3%</b>	<b>12 267</b>	<b>7 105</b>	<b>2 355</b>	<b>33.1%</b>	<b>43 253</b>	<b>26 894</b>	<b>10 535</b>	<b>39.2%</b>

Source: *National Examinations Database, November 2023.*

- Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2023 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 2023.

In 2023, a total of 8 180 females and 2 355 males completed GETC: ABET Level 4 qualification. Female students outnumbered males in terms of registration, writing, and completion of this qualification. The largest gender disparities in terms of completions were in KwaZulu-Natal and Eastern Cape, where females outnumbered males by 2 105 and 1 091, respectively.

Females had a higher overall completion rate (41.3%) compared to males (33.1%). Mpumalanga recorded the highest completion rate for females at 46.7%, while KwaZulu-Natal had the highest rate for males at 42.4%. Conversely, the lowest completion rates for females were in Northern Cape (28.2%), and for males in Limpopo (26.8%).





**Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2023**

Content Learning Area	Number wrote	Number completed	Pass rate
1. Ancillary Health Care	23 193	14 992	64.6%
2. Applied Agriculture and Agricultural Technology	3 059	2 107	68.9%
3. Arts and Culture	1 452	1 099	75.7%
4. Early Childhood Development	15 994	12 598	78.8%
5. Economics and Management Sciences	3 985	1 803	45.2%
6. Human and Social Sciences	4 287	2 506	58.5%
7. Information and Communication Technology	1 355	1 083	79.9%
8. Life Orientation	27 348	21 327	78.0%
9. Mathematical Literacy	26 122	13 619	52.1%
10. Mathematics and Mathematical Sciences	3 385	2 173	64.2%
11. Natural Sciences	1 841	1 245	67.6%
12. Small Medium and Micro Enterprises	7 128	5 312	74.5%
13. Technology	482	251	52.1%
14. Travel and Tourism	11 565	8 707	75.3%
15. Wholesale and Retail	2 589	1 174	45.3%
<b>Total</b>	<b>133 785</b>	<b>89 996</b>	<b>67.3%</b>

**Source:** *National Examinations Database, November 2023.*

- Note 1: The number of students who WROTE and PASSED includes those who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- 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 2023 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: ABET Level 4 qualification or not during the 2023 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 2023.

In 2023, the number of students who wrote content learning area subjects was 133 785 and 89 996 of them passed. Over 50% of the students wrote Life Orientation (27 348 or 20.4%), Mathematical Literacy (26 122 or 19.5%) and Ancillary Health Care (23 193 or 17.3%), while fewer students wrote Technology (482 or 0.4%). The highest completions were subsequently recorded in the same subjects: i.e. Life Orientation (21 327 or 23.7%), Ancillary Health Care (14 992 or 16.7%) and Mathematical Literacy (13 619 or 15.1%).

The overall pass rate across the 15 subjects was 67.3%, and the highest pass rates were achieved in Information and Communication Technology (79.9%), Early Childhood Development (78.8%) and Life Orientation (78.0%). Seven subjects recorded pass rates below the average, with the lowest being Economics and Management Sciences (45.2%) and Wholesale and Retail (45.3%).

**Table 6.10: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2023**

Language Learning Area	Number wrote	Number completed	Pass rate
1. Afrikaans	780	675	86.5%
2. English	29 943	18 206	60.8%
3. IsiNdebele	203	185	91.1%
4. IsiXhosa	3 853	3 653	94.8%
5. IsiZulu	5 782	5 489	94.9%
6. Sepedi	2 314	1 988	85.9%
7. Sesotho	632	569	90.0%
8. Setswana	1 658	1 432	86.4%
9. SiSwati	956	907	94.9%
10. Tshivenda	701	690	98.4%
11. Xitsonga	890	818	91.9%
<b>Total</b>	<b>47 712</b>	<b>34 612</b>	<b>72.5%</b>

Source: *National Examinations Database, November 2023.*

- Note 1: The number of students who WROTE and PASSED includes those who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- 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 2023 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: ABET Level 4 qualification or not during the 2023 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 2023.

A total of 47 712 students wrote GETC: ABET Level 4 language learning areas and 34 612 of them passed, resulting in a pass rate of 72.5%. Nearly two-thirds of the students wrote English (29 943 or 62.8%). This was followed by isiZulu (5 782 or 12.1%), and IsiXhosa (3 853 or 8.1%), while fewer students wrote IsiNdebele (203 or 0.4%).

The highest completions were subsequently recorded in English (18 206 or 52.6%), followed by isiZulu (5 489 or 15.9%) and IsiXhosa (3 653 or 10.6%). The average pass rate across the 11 languages was 72.5%, with the highest pass rate achieved in Tshivenda (98.4%), isiZulu (94.9%), SiSwati (94.9%) and IsiXhosa (94.8%). The average pass rate was exceeded in almost all languages except English which recorded the lowest pass rate of 60.8%.





### 6.1.4 Staffing in CET colleges

**Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2023**

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	1 853	316	2 169	10	5	15	1 864	323	2 187
Free State CET College	3	1	4	555	249	804	82	63	145	640	313	953
Gauteng CET College	1	1	2	1 115	580	1 695	148	120	268	1 264	701	1 965
KwaZulu-Natal CET College	2	2	4	1 781	422	2 203	33	11	44	1 816	435	2 251
Limpopo CET College	1	2	3	774	152	926	3	0	3	778	154	932
Mpumalanga CET College	0	4	4	993	101	1 094	4	1	5	997	106	1 103
Northern Cape CET College	0	4	4	109	36	145	5	1	6	114	41	155
North West CET College	1	2	3	435	117	552	170	57	227	606	176	782
Western Cape CET College	2	1	3	194	82	276	88	47	135	284	130	414
National	11	19	30	7 809	2 055	9 864	543	305	848	8 363	2 379	10 742
Percentage	36.7%	63.3%	100.0%	79.2%	20.8%	100.0%	64.0%	36.0%	100.0%	77.9%	22.1%	100.0%

Source: Annual Survey Staff Data\_30 April 2025.

- 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: Total staff reported excludes volunteering staff.
- Note 5: Staff information is based on a response rate of 81.9%.

In 2023, the total number of staff employed across Community Education and Training (CET) colleges was 10 742. The majority were lecturers (9 864 or 91.8%), reflecting the sector’s primary focus on instructional delivery. Support staff accounted for 848 or 7.9%, while management staff represented a lower proportion (30 or 0.3%). At the CET college level, KwaZulu-Natal recorded the highest number of staff members (2 251 or 21.0%), followed by Eastern Cape (2 187 or 20.4%) and Gauteng (1 965 or 18.3%).

These figures indicate a concentration of staff in colleges that have a higher number of students, as reflected in Table 6.5. However, it needs to be noted that KwaZulu-Natal and Eastern Cape collectively contribute 23% to the total student body whilst enjoying the benefit of 41% of total staff, an observation which is anomalous across the CET sector as it skews the lecturer: student ratios.

The number of lecturers was higher in KwaZulu-Natal (2 203), Eastern Cape (2 169), and Gauteng (1 695) CET colleges. In terms of support staff, more than 90% were concentrated in four CET colleges: Gauteng (268 or 31.6%), North West (227 or 26.8%), Free State (145 or 17.1%) and Western Cape (135 or 15.9%).

Gender distribution across CET colleges in 2023 showed notable disparities. Of the 10 742 staff members, females represented a significant majority at (77.9% or 8 363), while males accounted for 22.1% or 2 379). The largest gender disparities were observed in the Eastern Cape and KwaZulu-Natal CET colleges, where female staff outnumbered their male counterparts by 1 541 and 1 381, respectively. The gender disparities were also higher among lecturers, where 79.2% (7 809) were female and 20.8% (2 055) were male. The most significant gender gaps were noticeable in the Eastern Cape and KwaZulu-Natal CET colleges, with 1 537 and 1 359 more female lecturers than male lecturers, respectively. The gender gap narrowed in the support staff category, with 64.0% (543) females compared to 36.0% (305) males. In contrast, a different picture was observed in the management staff category, with males representing the majority 63.3% or 19, while females accounted for only 36.7% or 11.

**Table 6.12: Number of staff in CET colleges, by staff category and population group, 2023**

College	Management Staff						Lecturer Staff						Support Staff						Total number of staff
	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total	
Eastern Cape CET College	3	0	0	0	0	3	2 136	31	0	1	1	2 169	15	0	0	0	0	15	2 187
Free State CET College	4	0	0	0	0	4	792	11	1	0	0	804	143	2	0	0	0	145	953
Gauteng CET College	2	0	0	0	0	2	1 669	16	1	8	1	1 695	267	1	0	0	0	268	1 965
KwaZulu-Natal CET College	4	0	0	0	0	4	2 190	3	9	0	1	2 203	43	0	1	0	0	44	2 251
Limpopo CET College	3	0	0	0	0	3	924	2	0	0	0	926	3	0	0	0	0	3	932
Mpumalanga CET College	4	0	0	0	0	4	1 094	0	0	0	0	1 094	5	0	0	0	0	5	1 103
Northern Cape CET College	3	1	0	0	0	4	111	32	0	2	0	145	5	1	0	0	0	6	155
North West CET College	3	0	0	0	0	3	552	0	0	0	0	552	227	0	0	0	0	227	782
Western Cape CET College	2	1	0	0	0	3	144	129	0	3	0	276	67	66	0	2	0	135	414
National	28	2	0	0	0	30	9 612	224	11	14	3	9 864	775	70	1	2	0	848	10 742
Percentage	93.3%	6.7%	0.0%	0.0%	0.0%	100.0%	97.4%	2.3%	0.1%	0.1%	0.0%	100.0%	91.4%	8.3%	0.1%	0.2%	0.0%	100.0%	

Source: Annual Survey Staff Data\_30 April 2025.

- 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: Total staff reported excludes volunteering staff.
- Note 5: Staff information is based on a response rate of 81.9%.

The African population group constituted the largest proportion of staff members in CET colleges, accounting for 97.0% (10 415). The highest proportions were also observed among lecturers, where 97.4% (9 612) of them were Africans, while the other population groups constituted smaller proportions (2.3% or 224) Coloured, and 0.1% each for White and Indian/Asian staff members. The management staff consisted only of Coloured and African population groups, and the majority were African (93.3% or 28).

In five CET colleges, over 98% of staff members were Africans, while all staff members in Mpumalanga and North West CET colleges were Africans. Although the Northern Cape CET College also employed a majority of African staff (76.8% or 119), the proportion was notably lower than in the other seven colleges.

In the Western Cape CET college, the proportions of African and Coloured staff members were nearly equal (51.4% or 213 and 47.3% or 196 respectively). Among lecturers in Western Cape CET college, Africans accounted for 52.2% or 144, and this was slightly higher than the Coloured representation of 46.7% or 129. The proportion of African and Coloured support staff in this college was also similar (49.6% and 48.9% respectively).



## 7. PRIVATE COLLEGES

### 7.1 OVERVIEW OF PRIVATE COLLEGES

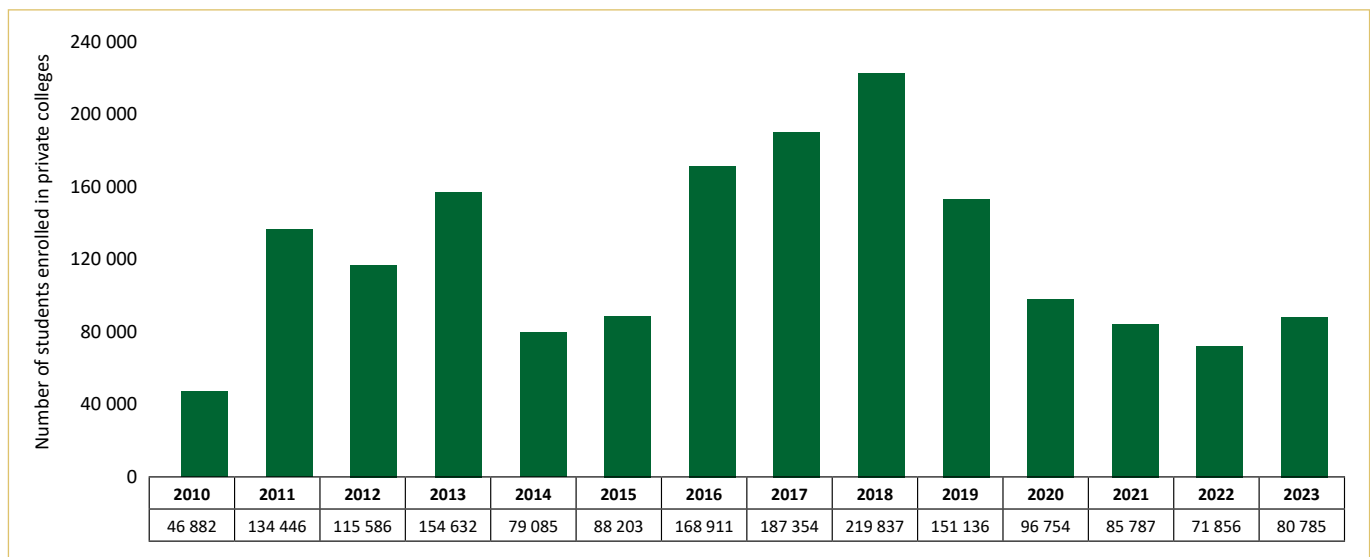
Section 29 (3) (b) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) requires that private education institutions be registered with the state, that is, the Department of Higher Education and Training (the Department). The Continuing Education and Training (CET) Act and the *Regulations for the Registration of Private Further Education & Training Colleges, 2007* provide 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 from them at specified intervals.

The legal framework cited above currently requires the Department to register private education institutions that offer General and Further Education and Training qualifications and part- qualifications such as National Certificate: Vocational (NC(V)), N1-N3 Engineering Studies and Adult Education and Training (AET), as private colleges. Therefore, 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).

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 analysed 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, 2010–2023**



Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023\_Private\_Annual\_Survey\_Integrated\_29\_January\_2025, extracted in January 2025.*

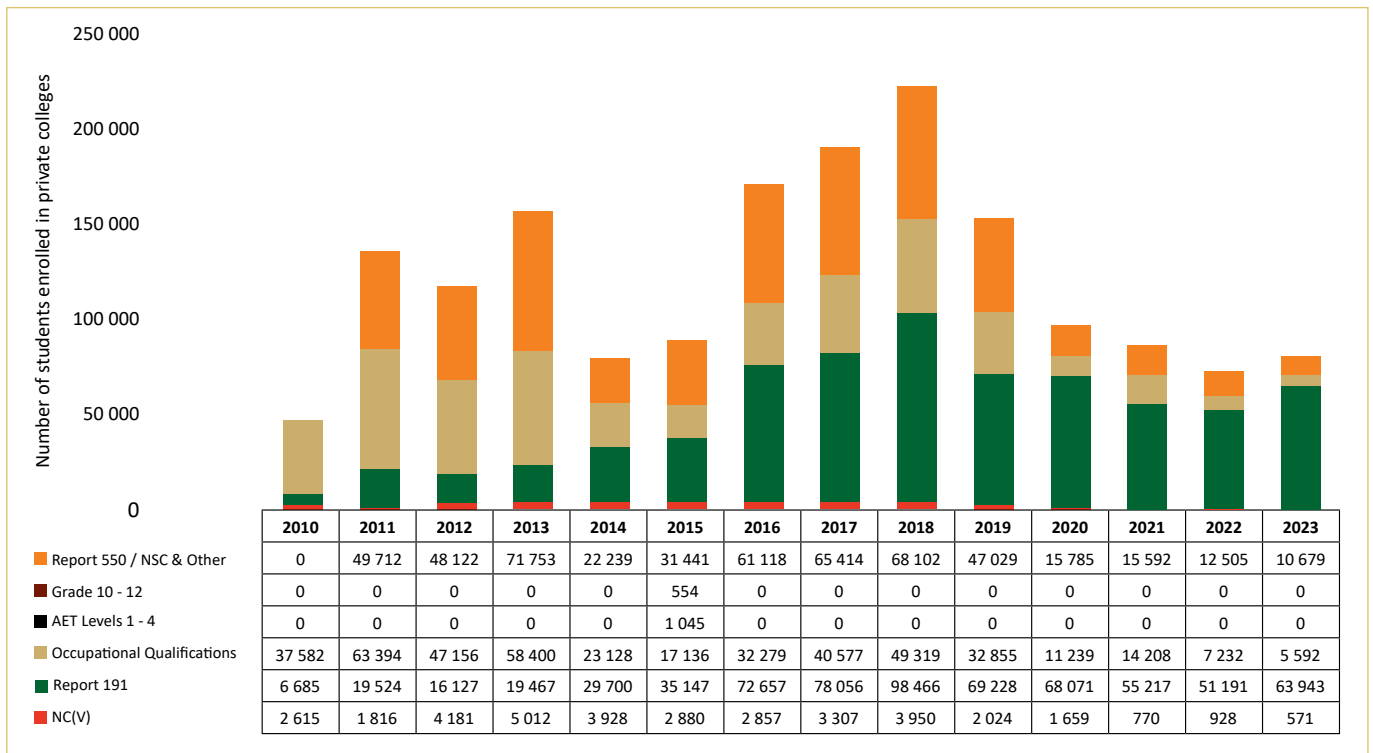
Note: The 2023 figure represents enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

The total enrolment in private colleges was 80 785 in 2023, which was 8 929 or 12.4% higher than enrolment in 2022 (71 856), and 72.3% (33 903) higher than what was reported in 2010 (46 882). The decline in the number of students enrolled in private colleges since 2020 can be attributed to changes in the Department’s regulations governing the registration of private colleges.

Reference can be made to Communiqué 1 of 2020, published in 2020, which emphasised that Skills Development Providers that offer occupational qualifications and part-qualifications on the Occupational Qualification 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.

The total enrolment therefore reflects the number of registered private colleges which submitted data to the Department, and as such, no statistical imputation or estimation is applied to the colleges which did not submit data. It must also be noted that the response rate improved from 56.0% in 2022 to 65.8% in 2023.

**Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010–2023**



Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
*2023\_Private\_Annual\_Survey\_Integrated\_29\_January\_2025, extracted in January 2025.*

- 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, consisting of knowledge unit standards, practical unit standards and work experience unit standards.
- Note 4: “Other” refers to skills development and short courses.
- Note 5: The 2023 figure represents enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.



In 2023, more than three-quarters of students in private colleges enrolled in Report 191 programmes (79.2% or 63 943), followed by Report 550/NSC and “other” programmes (13.2% or 10 679). A similar trend was observed since 2015. The lowest enrolment in the private college sector has been in the NC(V) qualification category over the last 14 years (2010-2023), with the 2023 proportion being the lowest (0.7% or 571).

**Table 7.1: Number of students enrolled in private colleges by qualification category, 2010–2023**

Year	NC(V)	Report 191	Occupational Qualifications	AET Levels 1–4	Grades 10–12	Report 550/NSC & Other	Total
2010	2 615	6 685	37 582	n. a	n. a	n. a	<b>46 882</b>
2011	1 816	19 524	63 394	n. a	n. a	49 712	<b>134 446</b>
2012	4 181	16 127	47 156	n. a	n. a	48 122	<b>115 586</b>
2013	5 012	19 467	58 400	n. a	n. a	71 753	<b>154 632</b>
2014	3 928	29 700	23 128	n. a	n. a	22 329	<b>79 085</b>
2015	2 880	35 147	17 136	1 045	554	31 441	<b>88 203</b>
2016	2 857	72 657	32 279	n. a	n. a	61 118	<b>168 911</b>
2017	3 307	78 056	40 577	n. a	n. a	65 414	<b>187 354</b>
2018	3 950	98 466	49 319	n. a	n. a	68 102	<b>219 837</b>
2019	2 024	69 228	32 855	n. a	n. a	47 029	<b>151 136</b>
2020	1 659	68 071	11 239	n. a	n. a	15 785	<b>96 754</b>
2021	770	55 217	14 208	n. a	n. a	15 592	<b>85 787</b>
2022	928	51 191	7 232	n. a	n. a	12 505	<b>71 856</b>
2023	571	63 943	5 592	n. a	n. a	10 679	<b>80 785</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023\_Private\_Annual\_Survey\_Integrated\_29\_January\_2025, extracted in January 2025.*

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, 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: “n.a” means that no private colleges were offering the programmes in the years indicated.

Note 6: The 2023 figure represents enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

Over the period under review (2010-2023), enrolment increased by 72.3% (33 903), and the major contribution to the increase was enrolment in Report 191 which increased by 57 258. Meanwhile, declines were recorded in the same period, with the largest being Occupational Qualifications (31 990), and the lowest decline was for NC(V) (2 044). The decline in Occupational Qualifications is attributed to legislative changes affecting the registration of colleges offering programmes under the QQSF as they are no longer required to register with the Department.

Between 2022 and 2023, enrolment increased by 12.4% (8 929), and the only contributor to the increase was Report 191 which increased by 12 752 (24.9%). Despite this overall increase between the two years, declines were recorded for occupational qualifications (1 640), Report 550/NSC and “other” programmes (1 826) and NC(V) (357).

**Table 7.2: Number of students enrolled in private colleges by qualification category and age group, 2023**

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	349	113	10	24	23	52	571
Report 191 (N1–N3)	10 327	10 175	5 574	3 367	1 456	1 071	31 970
Report 191 (N4–N6)	8 461	11 075	5 247	3 341	2 115	1 734	31 973
Occupational Qualifications	1 506	1 867	1 075	574	246	324	5 592
Report 550/ NSC	1 005	840	120	126	32	45	2 168
Skills Programmes and Short Courses	1 610	2 200	1 509	1 179	806	1 207	8 511
<b>Total</b>	<b>23 258</b>	<b>26 270</b>	<b>13 535</b>	<b>8 611</b>	<b>4 678</b>	<b>4 433</b>	<b>80 785</b>

Source: 2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.

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, consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: The figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

In 2023, almost a third of students who enrolled in private colleges were between the ages 20-24 years (32.5% or 26 270), followed by 15-19 years (28.8% or 23 258) and 25-29 years (16.8% or 13 535). The lowest proportion of students were in the age group 40 years and older (5.5% or 4 433).

More than three-quarters of the 20–24-year-old students in private colleges enrolled for Report 191 (N1-N6) (80.9% or 21 250), and the proportions were similar within the age groups 15-19 years (80.8% or 18 788), 25-29 years (79.9% or 10 821), 30-34 years (77.9% or 6 708), and 35-39 years (76.3% or 3 571). It is worth noting that enrolment across all the programmes was dominated by the younger age groups (15-24 years) and declined for the older age groups.

**Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2023**

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V) Levels 2–4	501	33	10	27	0	571
Report 191 (N1–N3)	26 043	951	881	4 086	9	31 970
Report 191 (N4–N6)	27 788	1 341	679	2 144	21	31 973
Occupational Qualifications	4 181	603	69	712	27	5 592
Report 550/NSC	2 047	53	34	34	0	2 168
Skills Programmes and Short Courses	-	-	-	-	-	8 511
<b>Total</b>	<b>60 560</b>	<b>2 981</b>	<b>1 673</b>	<b>7 003</b>	<b>57</b>	<b>80 785</b>

Source: 2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.

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, consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: "Unspecified" refers to the number of students who did not report on the population group.

Note 5: "-" means that the data is not available by population group.

Note 6: The totals for the population groups do not add up to the overall total, as the "Other" qualification category is reported by population group.

Note 7: The figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.



The majority of students enrolled in private colleges in 2023 were Africans (75.0% or 60 560), followed by White and Coloured students (8.7% or 7 033 and 3.7% or 2 981 respectively). A higher proportion of the African and Coloured students enrolled in Report 191 (N4-N6), while White and Indian/Asian students enrolled mainly in Report 191 (N1-N3) programmes.

The lowest enrolment was recorded in NC(V) Levels 2-4 and Report 550/NSC programmes across all population groups. Despite the low enrolments in NC(V) and Report 550/NSC programmes, the proportion of African students enrolled in these programmes was notably the highest (87.7% or 501 and 94.4% or 2 047 respectively) when compared to the other population groups.

**Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2023**

Qualification Category	Female	Male	Total	Female	Male
NC(V) Levels 2-4	205	366	571	35.9%	64.1%
Report 191 (N1-N3)	10 058	21 912	31 970	31.5%	68.5%
Report 191 (N4-N6)	15 432	16 541	31 973	48.3%	51.7%
Occupational Qualifications	2 962	2 630	5 592	53.0%	47.0%
Report 550/ NSC	1 302	866	2 168	60.1%	39.9%
Skills Programmes and Short Courses	3 730	4 781	8 511	43.8%	56.2%
<b>Total</b>	<b>33 689</b>	<b>47 096</b>	<b>80 785</b>	<b>41.7%</b>	<b>58.3%</b>

*Source: 2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.*

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, consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: The figures represent enrolment at only 90 of the 149 registered private colleges that responded to the departmental Annual Survey.

The number of male students enrolled in private colleges was 47 096 (58.3%), which was 13 407 more than that of female students (33 689 or 41.7%). Male enrolment was higher in nearly all programme types, with the largest gender disparity observed in Report 191(N1 -N3), where 11 854 more males enrolled than females. A higher number of males also enrolled in Report 191 (N4-N6), Skills Programmes and Short Courses and NC(V) Levels 2-4. On the other hand, female enrolment exceeded male enrolment in Report 550/NSC and Occupational Qualifications, with 436 and 332 more females than males respectively.

**Table 7.5: Number of foreign national students enrolled in private colleges by country, 2023**

Country	Total	% of foreign national students
Zimbabwe	671	37.0%
Democratic Republic of the Congo	191	10.5%
Lesotho	178	9.8%
Namibia	131	7.2%
Nigeria	79	4.4%
Zambia	77	4.2%
Botswana	72	4.0%
Mozambique	72	4.0%
Angola	62	3.4%
Congo	52	2.9%
Swaziland/Eswatini	44	2.4%
Ghana	29	1.6%
Malawi	26	1.4%
Other Foreign Nationalities	129	7.1%
<b>Total</b>	<b>1 813</b>	<b>100.0%</b>

*Source: 2023\_Private\_Annual\_Survey\_Integrated\_29\_January\_2025, extracted in January 2025.*

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

Note 2: The figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

The number of foreign national students enrolled in private colleges in 2023 was 1 813, which represents 2.2% of the total enrolments in 2023 (80 785). The highest proportion of foreign national students were from Zimbabwe (37.0% or 671), followed by Democratic Republic of the Congo (10.5% or 191) and Lesotho (9.8% or 178). Students from Malawi contributed the least to the number of foreign national students with only 26 or 1.4% being enrolled in private colleges in 2023. The majority of the foreign national students were from the 12 Southern African Development Community (SADC) region (84.2% or 1 527).



**Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2023**

Barriers to Learning	Female	Male	Total
1. Albinism	3	2	5
2. Attention deficit disorder with/without hyperactivity (ADHD)	17	146	163
3. Autistic spectrum disorders	2	10	12
4. Behavioural/conduct disorder (including severe behavioural problems)	12	30	42
5. Blindness	0	2	2
6. Cerebral palsy	1	1	2
7. Deafness	0	3	3
8. Epilepsy	10	13	23
9. Hard of hearing	19	10	29
10. Mild to moderate intellectual disability	1	8	9
11. Moderate to severe/profound intellectual disability	0	1	1
12. Partial sightedness/Low vision	16	24	40
13. Physical disability	34	23	57
14. Psychiatric disorder	5	2	7
15. Severely intellectually disabled	1	0	1
16. Specific learning disability	6	23	29
<b>Total</b>	<b>127</b>	<b>298</b>	<b>425</b>

Source: 2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.

Note: The figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

In 2023, 425 students in private colleges were reported to have a disability, accounting for 0.5% of total enrolments (80 785). The majority of students reported having attention deficit disorder with or without hyperactivity (ADHD) (163 or 38.4%) and physical disability (57 or 13.4%).

Over two-thirds of students who reported having a disability were males (298 or 70.1%) compared to (127 or 29.9%) of females. This indicates that 171 more males reported having a disability compared to females. The largest gender disparities were observed in the ADHD category, where 129 more male students reported having a disability compared to females.

**Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2023**

Occupational Qualifications Fields	Female	Male	Total
1. Business, Commerce and Management Studies	1 123	437	1 560
2. Communication Studies and Language	1	0	1
3. Education, Training and Development	251	174	425
4. Health Sciences and Social Services	360	72	432
5. Human and Social Studies	47	38	85
6. Law, Military Science and Security	749	824	1 573
7. Manufacturing, Engineering and Technology	165	505	670
8. Physical Planning and Construction	100	396	496
9. Physical, Mathematical, Computer and Life Sciences	54	71	125
10. Services	112	113	225
<b>Total</b>	<b>2 962</b>	<b>2 630</b>	<b>5 592</b>

Source: *2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.*

Note 1: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, 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 figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

In 2023, occupational qualifications accounted for the third highest enrolment in private colleges (5 592 or 6.9%), and the majority of students enrolled in Law, Military Science and Security (1 573 or 28.1%), followed by Business, Commerce and Management Studies (1 560 or 27.9%) and Manufacturing, Engineering and Technology (670 or 12.0%).

A larger share of female students (2 962 or 53.0%) enrolled in occupational qualifications compared to male students (2 630 or 47.0%). More than 75.0% of female students' enrolment was in the following top three fields: Business, Commerce and Management Studies, Law, Military Science and Security and Health Sciences and Social Services.

Meanwhile, 67.1% of enrolments for males were in Law, Military Science and Security, Manufacturing, Engineering and Technology and Business, Commerce and Management Studies. The largest gender gap was in the Business, Commerce and Management Studies field, where 686 more females enrolled than males.



## 7.1.2 Enrolment in private colleges by province

**Table 7.8: Number of students in private colleges by qualification category and province, 2023**

Province	NC(V)	Report 191 N1–N3	Report 191 N4–N6	Occupational Qualifications	Report 550/ NSC	Skills Programmes and Short Courses	Total
Eastern Cape	55	385	1 235	89	0	38	<b>1 802</b>
Free State	39	515	556	71	264	56	<b>1 501</b>
Gauteng	339	14 417	14 761	2 273	914	3 960	<b>36 664</b>
KwaZulu-Natal	0	3 760	5 513	241	221	463	<b>10 198</b>
Limpopo	0	3 464	2 494	300	108	405	<b>6 771</b>
Mpumalanga	0	6 673	4 454	304	166	328	<b>11 925</b>
North West	0	1 953	1 327	236	253	273	<b>4 042</b>
Northern Cape	0	0	0	0	0	0	<b>0</b>
Western Cape	138	803	1 633	2 078	242	2 988	<b>7 882</b>
<b>Total</b>	<b>571</b>	<b>31 970</b>	<b>31 973</b>	<b>5 592</b>	<b>2 168</b>	<b>8 511</b>	<b>80 785</b>

*Source:* 2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.

Note : The figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

The majority of students who enrolled for qualifications in private colleges were from Gauteng (45.4% or 36 664), followed by Mpumalanga (14.8% or 11 925) and KwaZulu-Natal (12.6% or 10 198). Private colleges in Gauteng made a notable contribution across all qualification categories, with the province having the highest enrolment recorded for Report 191 (N4-N6) (14 761) and (N1-N3) (14 417).

Private colleges in seven provinces enrolled the majority of their students in Report 191 (N1-N6) programmes. However, in the Western Cape, the majority of students (37.9% or 2 988) enrolled in Skills Programmes and Short Courses, followed by 26.4% (2 078) enrolments in Occupational Qualifications. No enrolments were recorded in the Northern Cape province.

Even though less than 1% of the 2023 enrolments in private colleges were in NC(V) programmes, the majority of students enrolled in this qualification were in Gauteng colleges (59.4% or 339), followed by Western Cape (24.2% or 138) and Eastern Cape (9.6% or 55). Private colleges in five provinces did not have students enrolled in NC(V) programmes.

**Table 7.9: Number of students and lecturers in private colleges by province, 2023**

Province	Lecturers	Students
Eastern Cape	70	1 802
Free State	80	1 501
Gauteng	679	36 664
KwaZulu-Natal	164	10 198
Limpopo	143	6 771
Mpumalanga	125	11 925
North West	57	4 042
Northern Cape	0	0
Western Cape	105	7 882
<b>Total</b>	<b>1 423</b>	<b>80 785</b>

Source: 2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.

Note: The figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

The number of lecturers reported by private colleges in 2023 was 1 423, with Gauteng accounting for the majority of lecturers (47.7% or 679), followed by KwaZulu-Natal (11.5% or 164) and Limpopo (10.0% or 143). The lecturer-to-student ratio in private colleges was 1:57 on average, with higher ratios in Mpumalanga (1:95), Western Cape (1:75) and North West (1:70).

### 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, 2023**

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate
Report 190/1 N3	5 389	3 364	1 621	10 458	5 811	2 761	15 847	9 175	4 382	47.8%
Report 190/1 N6	9 626	8 044	5 256	5 693	4 017	2 188	15 319	12 061	7 444	61.7%
NC(V) Level 4	125	105	56	79	67	33	204	172	89	51.7%
<b>Total</b>	<b>15 140</b>	<b>11 513</b>	<b>6 933</b>	<b>16 230</b>	<b>9 895</b>	<b>4 982</b>	<b>31 370</b>	<b>21 408</b>	<b>11 915</b>	<b>55.7%</b>

**Source:** *National Examinations Database, November 2023.*

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2023 and were eligible to complete the relevant qualifications during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the relevant qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2023 and were eligible to complete the relevant qualifications during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the relevant qualifications in 2023.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2023 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2023.

The number of students who registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2023 was 31 370, of which 21 408 wrote examinations and 11 915 completed translating to a completion rate of 55.7%. The highest completion was for Report 190/1 N6 (7 444), followed by Report 190/1 N3 (4 382) and the lowest was for NC(V) Level 4 (89). Completion rates were however highest for Report 190/1 N6 (61.7%), followed by NC(V) Level 4 (51.7%), with the lowest rate observed for Report 190/1 N3 (47.8%). These rates were lower compared to those of TVET colleges (see Table 5.10).

A large number of male students registered, wrote, and completed examinations for the Report 190/1 N3 part-qualification (Engineering Studies). In contrast, the majority of female students registered, wrote, and completed the Report 190/1 N6 part-qualification and the NC(V) Level 4 qualification. In terms of completions, the largest gender disparity was observed for Report 190/1 N6 part-qualification, where 3 068 more female students completed as compared to males.

**Table 7.11: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2023**

Qualification	Number registered	Number wrote	Number completed	Completion rate
NC(V) Level 2	1 502	645	417	64.7%
NC(V) Level 3	404	307	214	69.7%
NC(V) Level 4	204	172	89	51.7%
<b>Total</b>	<b>2 110</b>	<b>1 124</b>	<b>720</b>	<b>64.1%</b>

Source: *National Examinations Database, November 2023.*

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2023 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 2023.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualification.

In 2023, the number of students registered for NC(V) Levels 2–4 in private colleges was 2 110, with 1 124 writing exams and 720 completing, resulting in a 64.1% completion rate. The completion rate for 2023 was 2.5 percentage points lower when compared to 2022 (66.6%). NC(V) Level 2 had the highest number of completions (417), while Levels 3 and 4 recorded 214 and 89 completions, respectively. The completion rate was highest for NC(V) Level 3 (69.7%), followed by NC(V) Level 2 (64.7%) and lower for NC(V) Level 4 (51.7%).

**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, 2023**

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N1	11 424	7 783	5 153	66.2%
Report 191 N2	25 823	15 003	5 215	34.8%
Report 191 N3	15 847	9 175	4 382	47.8%
<b>Total</b>	<b>53 094</b>	<b>31 961</b>	<b>14 750</b>	<b>46.1%</b>

Source: *National Examinations Database, November 2023.*

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2023 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 2023.
- 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 2023 academic year.

In 2023, private colleges registered 53 094 students for Report 190/1 N1- N3 examinations. Of these students, 31 961 students wrote examinations, and 14 750 completed, yielding a completion rate of 46.1%. The Report 190/1 N2 part-qualification had the highest number of students who registered, wrote and completed examinations. The highest completion rate was however recorded for Report 190/1 N1 part-qualification (66.2%), and the lowest was observed for Report 190/1 N2 part-qualification (34.8%).

**Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies, 2023**

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	12 688	7 450	3 270	43.9%
Report 191 N5	7 602	5 198	2 517	48.4%
Report 191 N6	5 252	3 487	1 653	47.4%
<b>Total</b>	<b>25 542</b>	<b>16 135</b>	<b>7 440</b>	<b>46.1%</b>

Source: *National Examinations Database, November 2023.*

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the N6 part-qualification in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2023 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 2023.
- 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 2023 academic year.

In 2023, private colleges registered 25 542 students for Report 190/1 N4 - N6 part-qualifications for Engineering Studies. Of these, 16 135 wrote examinations, and 7 440 completed, resulting in a completion rate of 46.1%. The Report 190/1 N4 part-qualification had the highest number of registrations, examination participation and completions. However, the highest completion rate was recorded for Report 190/1 N5 part-qualification (48.4%), followed closely by Report 190/1 N6 part-qualification (47.4%) and the lowest completion rate was recorded for 190/1 N4 part-qualification (43.9%).

**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, 2023**

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	26 729	17 432	9 035	51.8%
Report 191 N5	13 257	10 992	6 296	57.3%
Report 191 N6	10 067	8 574	5 791	67.5%
<b>Total</b>	<b>50 053</b>	<b>36 998</b>	<b>21 122</b>	<b>57.1%</b>

Source: *National Examinations Database, November 2023.*

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 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 were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 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 were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2023.
- 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 2023 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 2023.
- 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 2023.
- 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 2023 academic year.

In 2023, a total of 50 053 students registered for Report 190/1 N4–N6 Business Studies examinations at private colleges. Of these, 36 998 wrote the exams, and 21 122 completed, resulting in an overall completion rate of 57.1%. The number of students who registered, wrote and completed Report 190/1 Business Studies were higher on N4 and declined for the higher levels (i.e. N5 and N6).

However, the completion rate was highest for Report 190/1 N6 (67.5%), followed by N5 (57.3%) and lowest for N4 (51.8%). Completion rates for Business Studies were consistently higher than those for Engineering Studies (see Table 7.13), with the most notable difference at the N6 Level, where the Business Studies completion rate was 20.1 percentage points higher.



**Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2023**

NC(V) Level 4 Programme	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	1	1	1	100.0%	3	3	2	66.7%	4	4	3	75.0%
2. L4: Finance, Economics and Accounting	1	1	1	100.0%	0	0	0	n.a	1	1	1	100.0%
3. L4: Hospitality	0	0	0	n.a	5	5	5	100.0%	5	5	5	100.0%
4. L4: Information Technology and Computer Science	3	3	2	66.7%	29	27	16	59.3%	32	30	18	60.0%
5. L4: Management	16	12	10	83.3%	4	1		0.0%	20	13	10	76.9%
6. L4: Marketing	13	11	5	45.5%	3	2	1	50.0%	16	13	6	46.2%
7. L4: Office Administration	45	41	26	63.4%	9	9	3	33.3%	54	50	29	58.0%
8. L4: Safety in Society	34	26	5	19.2%	22	17	3	17.6%	56	43	8	18.6%
9. L4: Tourism	12	10	6	60.0%	4	3	3	100.0%	16	13	9	69.2%
<b>Total</b>	<b>125</b>	<b>105</b>	<b>56</b>	<b>53.3%</b>	<b>79</b>	<b>67</b>	<b>33</b>	<b>49.3%</b>	<b>204</b>	<b>172</b>	<b>89</b>	<b>51.7%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2023 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 2023.
- Note 6: NC(V) Level 4 is a full qualification.
- Note 7: "n.a" means not applicable.

In 2023, a total of 204 students registered to write examinations in private colleges for NC(V) Level 4 qualifications, of which 172 wrote examinations, and 89 successfully completed their qualifications, resulting in a completion rate of 51.7%. Despite the low number of completions, Office Administration accounted for one-third of the total completions (32.6% or 29), followed by Information Technology and Computer Science (20.2% or 18), Management (11.2% or 10) and Tourism (10.1% or 9).

Female students had a higher completion rate (53.3% or 56) compared to male students (49.3% or 33). The majority of female students completed their NC(V) Level 4 qualification in Office Administration (26) and Management (10). Despite a low number of completions for male students, almost two-thirds of them completed their qualification in Information Technology and Computer Science (16) and Hospitality (5).

**Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2023**

Report 191 N6 Programme	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. Art and Design	32	30	29	96.7%	26	23	18	78.3%	58	53	47	88.7%
2. Business Management	513	432	252	58.3%	322	262	146	55.7%	835	694	398	57.3%
3. Clothing Production	20	16	10	62.5%	8	6	5	83.3%	28	22	15	68.2%
4. Educare	2 663	2 342	2 041	87.1%	195	164	128	78.0%	2 858	2 506	2 169	86.6%
5. Engineering Studies	1 874	1 342	629	46.9%	3 378	2 145	1 024	47.7%	5 252	3 487	1 653	47.4%
6. Farming: Management	54	45	29	64.4%	45	36	20	55.6%	99	81	49	60.5%
7. Financial Management	295	253	173	68.4%	144	113	70	61.9%	439	366	243	66.4%
8. Hospitality and Catering Services	222	201	134	66.7%	59	46	32	69.6%	281	247	166	67.2%
9. Human Resource Management	1 121	950	600	63.2%	342	276	160	58.0%	1 463	1 226	760	62.0%
10. Legal Secretary	94	82	24	29.3%	26	25	6	24.0%	120	107	30	28.0%
11. Management Assistant	565	485	251	51.8%	88	70	32	45.7%	653	555	283	51.0%
12. Marketing Management	165	130	78	60.0%	118	86	35	40.7%	283	216	113	52.3%
13. Medical Secretary	419	356	110	30.9%	29	24	7	29.2%	448	380	117	30.8%
14. Popular Music: Composition	1	1	0	0.0%	6	4	2	50.0%	7	5	2	40.0%
15. Popular Music: Studio Work	26	22	19	86.4%	243	184	162	88.0%	269	206	181	87.9%
16. Public Management	1 058	919	683	74.3%	468	396	276	69.7%	1 526	1 315	959	72.9%
17. Public Relations	241	217	94	43.3%	73	57	27	47.4%	314	274	121	44.2%
18. Tourism	263	221	100	45.2%	123	100	38	38.0%	386	321	138	43.0%
<b>Total</b>	<b>9 626</b>	<b>8 044</b>	<b>5 256</b>	<b>65.3%</b>	<b>5 693</b>	<b>4 017</b>	<b>2 188</b>	<b>54.5%</b>	<b>15 319</b>	<b>12 061</b>	<b>7 444</b>	<b>61.7%</b>

Source: National Examinations Database, November 2023.

- 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 2023 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2023.
- Note 2: "Number Registered" refers to the number of students who registered for the 2023 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2023 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the N6 part-qualification in 2023.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2023 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2023 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2023.
- 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 2023 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 2023.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2023 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 2023.

In 2023, a total of 12 061 students at private colleges wrote examinations for Report 190/1 N6 part-qualification, with 7 444 completing, resulting in a completion rate of 61.7%. More than 70% of students wrote examinations in the following programmes: Engineering Studies (3 487), Educare (2 506), Public Management (1 315) and Human Resource Management (1 226). Subsequently, more students completed their N6 part-qualification in Educare (2 169), Engineering Studies (1 653), Public Management (959) and Human Resources Management (760).

The majority of students who completed the Report 190/1 N6 part-qualification examinations were female, with an overall completion rate of 65.3%. A significant number of them completed their part-qualifications in Educare (2 041), followed by Public Management (683), Engineering Studies (629), and Human Resource Management (600).

For male students, the completion rate was 54.5%, with almost half completing their part-qualifications in Engineering Studies (1 024), followed by Public Management (276), Popular Music: Studio Work (162), and Human Resource Management (160). The largest gender disparity was observed in Educare, where 1 913 more female students completed compared to males.

#### 7.1.4 Staffing in private colleges

**Table 7.17: Number of staff in private colleges, by personnel category and gender, 2023**

Personnel Category	Female	Male	Total
Management Staff	217	230	447
Lecturing Staff	589	834	1 423
Support Staff	798	379	1 177
<b>Total</b>	<b>1 604</b>	<b>1 443</b>	<b>3 047</b>

*Source: 2023 Private Annual Survey Integrated 29 January 2025, extracted in January 2025.*

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 figures represent enrolment at only 98 of the 149 registered private colleges that responded to the departmental Annual Survey.

The total number of staff members reported by 98 private colleges which submitted 2023 data to the Department was 3 047. Almost half of the staff were employed as lecturers (46.7% or 1 423), followed by support staff (38.6% or 1 177) and management staff (14.7% or 447). In terms of gender distribution, more than half of the staff members in private colleges were females (52.6% or 1 604) compared to (47.4% or 1 443) of males.

Although the overall majority of staff members were female, most lecturers were males (834 or 58.6%), while a significant proportion of support staff 67.8% (798) were females. A slightly higher proportion of management staff were males (51.5% or 230), as opposed to 48.5% (217) females. The greatest gender disparity was observed in the support staff category, where 419 more females than males were employed.

## 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 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 realize the slogan of "together turning every workplace into a training space" by ensuring that a significant number of young people 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 – 2022/23 was collected through the Skills Education and Training Management Information System (SETMIS), which is a unit-level record data system for the SETAs. Audited data for 2023/24 were collected from the SETAs and used for reporting in this publication.



## 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, 2011/12–2023/24**

Year	Registered				Certificated			
	Learnerships	Internships	Skills Programmes	Total registered	Learnerships	Internships	Skills Programmes	Total certificated
2011/12	43 871	3 452	87 906	<b>135 229</b>	29 197	878	87 527	<b>117 602</b>
2012/13	50 885	6 127	74 587	<b>131 599</b>	37 158	2 195	86 491	<b>125 844</b>
2013/14	75 782	8 017	92 508	<b>176 307</b>	38 796	2 510	109 547	<b>150 853</b>
2014/15	77 931	12 006	137 880	<b>227 817</b>	40 891	3 663	106 459	<b>151 013</b>
2015/16	94 369	13 135	123 593	<b>231 097</b>	43 322	3 352	127 144	<b>173 818</b>
2016/17	101 447	17 216	131 017	<b>249 680</b>	58 080	6 777	116 141	<b>180 998</b>
2017/18	111 681	12 935	144 531	<b>269 147</b>	48 002	6 496	122 979	<b>177 477</b>
2018/19	105 548	15 482	150 674	<b>271 704</b>	61 841	6 123	144 460	<b>212 424</b>
2019/20	81 988	11 784	128 438	<b>222 210</b>	57 888	7 711	114 032	<b>179 631</b>
2020/21	46 546	6 022	65 973	<b>118 541</b>	37 684	7 405	81 636	<b>126 725</b>
2021/22	71 921	9 598	48 745	<b>130 264*</b>	44 164	3 607	46 944	<b>94 715*</b>
2022/23	60 809	13 085	53 518	<b>127 412</b>	22 068	2 051	51 981	<b>76 100</b>
2023/24	79 275	14 553	55 132	<b>148 960</b>	23 826	7 613	52 666	<b>84 105</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
2023/24 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It 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 2012<sup>4</sup>.

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

Note 3: Internship data includes only those who were recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

Note 4: "Skills Programmes" refer to a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed.

Note 5: 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 6: Unemployed persons refer to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 7: \* Total registered and total certificated includes 3 401 (1 021 registrations and 2 380 certifications) records with unspecified economic status.

In the 2023/24 financial year, 148 960 learners registered for SETA-supported learning programmes, with learnerships accounting for the largest proportion (53.2% or 79 275), followed by skills programmes (37.0% or 55 132), while internships accounted for the least number of registrations (9.8% or 14 553). Learnerships registration accounted for the majority of registrations since the 2021/22 financial year, while skills programmes dominated in prior years (2011/12 - 2020/21 financial years).

The total number of registrations in the 2023/24 financial year increased by 16.9% (21 548) compared to the 2022/23 financial year. The largest increase was recorded for learnerships, which grew by 30.4% (18 466), while internships and skills programmes increased by 11.2% and 3.0% respectively.

<sup>4</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

In terms of completions, 84 105 learners completed SETA-supported learning programmes in 2023/24 financial year. Almost two-thirds of certifications were in skills programmes (62.6% or 52 666), followed by learnerships (28.3% or 23 826), while internships accounted for the lowest proportion (9.1% or 7 613). Certifications in the 2023/24 financial year were 10.5% (8 005) higher when compared to 2022/23, and the most significant growth was recorded for internships (271.2% or 5 562). Certifications for learnerships and skills programmes increased by 8.0% and 1.3% respectively during the same period.

**Table 8.2: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12–2023/24**

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
2021/22	40 297	31 624	6 256	3 342	23 213	25 532	69 766	60 498	24 793	19 371	2 360	1 247	20 482	26 462	47 635	47 080
2022/23	35 706	25 103	9 047	4 038	27 503	26 015	72 256	55 156	12 253	9 815	1 262	789	23 233	28 748	36 748	39 352
2023/24	47 084	32 191	9 304	5 248	33 118	22 013	89 506	59 452	14 964	8 849	4 933	2 680	30 419	22 247	50 316	33 776

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. 2023/24 SETA Audited data.*

- Note 1: “Learnerships” refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It 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 2012<sup>5</sup>.
- Note 2: “Internships” refer to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).
- Note 3: Internship data includes only those who were recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.
- Note 4: “Skills Programmes” refer to a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed.
- Note 5: 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 6: The imbalances in the gender figures for the 2011/12-2015/16 financial years are attributed to SETAs not fully reporting on equity thereby making the equity data not equivalent to the totals.
- Note 7: Unemployed persons refer to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.
- Note 8: The totals for 2023/24 include a few records with unspecified gender.

<sup>5</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

The majority of learners registered for SETA-supported learning programmes during the 2023/24 financial year were females (60.1% or 89 506), while males accounted for 39.9% (59 452). This reflects a gender gap of 30 054 more females registered compared to males. The largest gender disparities were observed in learnerships and skills programmes, with 14 893 and 11 105 more females registered than males. The number of females registered has been consistently higher than that of males throughout the period under review (2011/12 – 2023/24 financial years).

In terms of certifications, females accounted for 59.8% (50 316) of total certifications, while the male proportion was 40.2% (33 776). This translates to 16 540 more females certificated compared to males. The largest gender gaps were observed in skills programmes and learnerships, with 8 172 and 6 115 more females certificated as compared to males. In all the financial years under review (except for 2019/20 and 2022/23), the number of females certificated generally exceeded that of males.

### 8.2.1 Workers registered for SETA-supported learning programmes

**Table 8.3: Number of workers registered for learnerships by SETA, 2023/24**

SETA	Target	Actual	Achieved
AGRISETA	910	737	81.0%
BANKSETA	2 111	2 013	95.4%
CATHSSETA	225	341	151.6%
CETA	350	298	85.1%
CHIETA	671	624	93.0%
ETDP SETA	0	0	n.a
EWSETA	150	154	102.7%
FASSET	500	243	48.6%
FOODBEV	1 580	1 692	107.1%
FP&M SETA	1 077	1 020	94.7%
HWSETA	1 062	302	28.4%
INSETA	900	1 050	116.7%
LGSETA	1 250	1 233	98.6%
MERSETA	1 000	1 127	112.7%
MICT SETA	0	0	n.a
MQA	680	797	117.2%
PSETA	0	175	n.a
SASSETA	605	674	111.4%
SERVICES	1 000	554	55.4%
TETA	700	351	50.1%
W&RSETA	4 815	5 677	117.9%
<b>Total</b>	<b>19 586</b>	<b>19 062</b>	<b>97.3%</b>

Source: 2023/24 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It 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 2012<sup>6</sup>.

Note 2: "n.a." means not applicable.

<sup>6</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

During the 2023/24 financial year, a total of 19 062 workers were registered for learnerships, representing 24.0% of the overall learnership registrations reported in Table 8.1 (79 275). This figure was 524 less than the planned target of 19 586, resulting in an achievement rate of 97.3%. HWSETA, SERVICES SETA and TETA were the main contributors to the underachievement, and registered 760, 446 and 349 fewer unemployed persons respectively compared to their planned targets. Ten SETAs did not meet their registration targets during this period, with the lowest achievements recorded for HWSETA (28.4%), FASSET (48.6%), TETA (50.1%) and SERVICES SETA (55.4%).

Despite the overall underachievement in learnership registrations, eight SETAs exceeded their planned targets, with the largest being W&RSETA, which exceeded its target by 862.

## 8.2.2 Workers certificated in SETA-supported learning programmes

**Table 8.4: Number of workers certificated in learnerships by SETA, 2023/24**

SETA	Target	Actual	Achieved
AGRISETA	642	730	113.7%
BANKSETA	600	523	87.2%
CATHSSETA	135	179	132.6%
CETA	142	120	84.5%
CHIETA	336	70	20.8%
ETDP SETA	0	0	n.a
EWSETA	100	46	46.0%
FASSET	250	0	0.0%
FOODBEV	865	733	84.7%
FP&M SETA	972	711	73.1%
HWSETA	735	0	0.0%
INSETA	600	0	0.0%
LGSETA	1 450	0	0.0%
MERSETA	1 000	166	16.6%
MICT SETA	0	0	n.a
MQA	500	449	89.8%
PSETA	0	51	n.a
SASSETA	360	455	126.4%
SERVICES	1 070	430	40.2%
TETA	350	0	0.0%
W&RSETA	642	2 144	334.0%
<b>Total</b>	<b>10 749</b>	<b>6 807</b>	<b>63.3%</b>

Source: 2023/24 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It 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 2012<sup>7</sup>.

Note 2: "n.a." means not applicable.

<sup>7</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



The total number of workers certified for learnerships during the 2023/24 financial year was 6 807, representing 28.6% of the total learnership certifications indicated in Table 8.1 (23 826). The number of certifications was 3 942 less than the target, resulting in an overall achievement rate of 63.3%.

Fourteen SETAs did not meet their targets during the 2023/24 financial year. The lowest achievement rates were recorded by MERSETA (16.6%) and CHIETA (20.8%), additionally five SETAs (FASSET, HWSETA, INSETA, LGSETA and TETA) did not certify any learners for this learning programme. On the other hand, W&R SETA, SASSETA, AGRISSETA, and CATHSSETA, exceeded their targets, certifying 1 502, 95, 88 and 44 more learners respectively than planned.

### 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, 2023/24**

SETA	Learnerships			Internships			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISSETA	1 980	2 885	145.7%	635	392	61.7%	2 615	3 277
BANKSETA	1 416	1 835	129.6%	520	543	104.4%	1 936	2 378
CATHSSETA	250	2 011	804.4%	329	79	24.0%	579	2 090
CETA	1 702	1 606	94.4%	250	214	85.6%	1 952	1 820
CHIETA	1 085	1 444	133.1%	615	577	93.8%	1 700	2 021
ETDP SETA	500	502	100.4%	800	1 177	147.1%	1 300	1 679
EWSETA	750	974	129.9%	200	334	167.0%	950	1 308
FASSET	4 894	10 639	217.4%	2 500	3 047	121.9%	7 394	13 686
FOODBEV	1 890	2 733	144.6%	473	460	97.3%	2 363	3 193
FP&M SETA	2 785	2 860	102.7%	715	636	89.0%	3 500	3 496
HWSETA	1 850	610	33.0%	1 045	118	11.3%	2 895	728
INSETA	1 200	1 405	117.1%	850	919	108.1%	2 050	2 324
LGSETA	1 500	2 848	189.9%	600	609	101.5%	2 100	3 457
MERSETA	3 210	3 869	120.5%	375	104	27.7%	3 585	3 973
MICT SETA	3 478	4 418	127.0%	1 500	1 683	112.2%	4 978	6 101
MQA	1 200	1 507	125.6%	750	1 517	202.3%	1 950	3 024
PSETA	80	83	103.8%	70	137	195.7%	150	220
SASSETA	1 200	1 196	99.7%	600	971	161.8%	1 800	2 167
SERVICES	8 062	3 890	48.3%	535	762	142.4%	8 597	4 652
TETA	850	1 312	154.4%	300	273	91.0%	1 150	1 585
W&RSETA	9 630	11 586	120.3%	856	1	0.1%	10 486	11 587
<b>Total</b>	<b>49 512</b>	<b>60 213</b>	<b>121.6%</b>	<b>14 518</b>	<b>14 553</b>	<b>100.2%</b>	<b>64 030</b>	<b>74 766</b>

Source: 2023/24 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It 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 2012<sup>8</sup>.

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

Note 3: Internship data includes only those recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

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

<sup>8</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.

The total number of unemployed persons registered for learnership and internship programmes during the 2023/24 financial year was 74 766. The majority registered for learnerships (60 213 or 80.5%), while 14 553 or 19.5% registered for internships. Registrations for learnerships by unemployed persons accounted for 76.0% (i.e., 60 213) of the 79 275 reflected in Table 8.1.

Both learnerships and internships recorded overachievement rates of 121.6% and 100.2%, respectively. Despite the overall overachievement in learnerships, SERVICES SETA and HWSETA recorded the largest underachievement and registered 4 172 and 1 240 fewer unemployed persons than planned. Four SETAs did not meet their targets for learnership registrations: HWSETA (33.0%), SERVICES SETA (48.3%), CETA (94.4%), and SASSETA (99.7%).

The total number of internship registrations was 14 553, which was 35 more than the target of 14 518, resulting in an overachievement rate of 100.2%. However, ten SETAs did not meet their planned internship targets. The lowest achievement rates were noted for W&R SETA (0.1%), HWSETA (11.3%), and CATHSSETA (24.0%).

## 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, 2023/24**

SETA	Learnerships			Internships			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISSETA	1 200	1 185	98.8%	268	271	101.1%	14 68	1 456
BANKSETA	916	507	55.3%	755	0	0.0%	16 71	507
CATHSSETA	144	171	118.8%	188	224	119.1%	332	395
CETA	2 250	898	39.9%	200	199	99.5%	24 50	1 097
CHIETA	565	181	32.0%	322	353	109.6%	887	534
ETDP SETA	0	0	n.a	220	492	223.6%	220	492
EWSETA	500	645	129.0%	150	152	101.3%	650	797
FASSET	2 622	3	0.1%	1 250	1 481	118.5%	3 872	1 484
FOODBEV	1 473	666	45.2%	105	123	117.1%	1 578	789
FP&M SETA	2 490	2 220	89.2%	550	515	93.6%	3 040	2 735
HWSETA	1 270	343	27.0%	870	0	0.0%	2 140	343
INSETA	630	462	73.3%	250	264	105.6%	880	726
LGSETA	1 125	0	0.0%	250	146	58.4%	1 375	146
MERSETA	2 764	144	5.2%	182	81	44.5%	2 946	225
MICT SETA	1 712	2 754	160.9%	750	903	120.4%	2 462	3 657
MQA	850	1 271	149.5%	250	1 100	440.0%	1 100	2 371
PSETA	0	0	n.a	53	33	62.3%	53	33
SASSETA	1 000	538	53.8%	400	471	117.8%	1 400	1 009
SERVICES	2 612	2 171	83.1%	281	295	105.0%	2 893	2 466
TETA	425	0	0.0%	150	403	268.7%	575	403
W&RSETA	3 745	2 860	76.4%	375	107	28.5%	4 120	2 967
<b>Total</b>	<b>28 293</b>	<b>17 019</b>	<b>60.2%</b>	<b>7 819</b>	<b>7 613</b>	<b>97.4%</b>	<b>36 112</b>	<b>24 632</b>

Source: 2023/24 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It 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 2012<sup>9</sup>.

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

Note 3: Internship data includes only those recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

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

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

<sup>9</sup> The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.





The total number of unemployed persons certified in SETA-supported learning programmes for both learnerships and internships during the 2023/24 financial year was 24 632, representing 29.3% of the total certifications during this period (84 105). Almost 70% of these certifications were for learnerships (69.1% or 17 019), while internships accounted for 30.9% (7 613).

Learnership certifications for unemployed persons made up 71.4% (i.e., 17 019) of the 23 826 total learnership certifications reflected in Table 8.1.

There was an overall underachievement of 11 480 certifications, and the largest contributors to this underachievement were MERSETA and FASSET, which fell short of their planned targets by 2 721 and 2 388 respectively. Despite the overall shortfall, MQA and MICT SETA exceeded their targets by 1 271 and 1 195 respectively.

The lowest performance was observed in learnership certifications, with 11 274 fewer learners certificated than planned, resulting in a certification rate of 60.2%. Fifteen SETAs underperformed in this intervention, with the lowest achievements recorded by FASSET (0.1%), MERSETA (5.2%), and HWSETA (27.0%). LGSETA and TETA reported zero certifications for this intervention. In contrast, four SETAs exceeded their targets: MICT SETA (160.9%), MQA (149.5%), EWSETA (129.0%), and CATHSSETA (118.8%).

For internships, 7 613 unemployed individuals were certified, which was 206 lower than the target, resulting in an achievement rate of 97.4%. Eight SETAs did not meet their planned targets, with the lowest achievement rates recorded by W&R SETA (28.5%), MERSETA (44.5%), and LGSETA (58.4%). BANKSETA and HWSETA did not certify any learners for this programme. Despite the overall underachievement, thirteen SETAs exceeded their targets for internship certifications, with MQA SETA leading at 440.0%, surpassing the planned target by 850 certifications.

## 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 6 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, 2011/12–2023/24**

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
AGRISETA	96	70	116	244	347	227	193	303	396	564	785	671	803
CATHSSETA	563	662	312	840	514	683	639	699	1 112	194	262	251	303
CETA	1 849	579	1 342	2 104	1 737	2 024	8 731	8 913	1 812	1 889	2 191	2 947	2 706
CHIETA	2 541	1 989	1 694	2 164	3 372	4 263	3 172	2 144	2 543	1 148	1 770	1 783	2 042
EWSETA	1 046	1 316	390	507	1 378	1 287	1 789	1 165	672	467	724	1 020	851
FOODBEV	15	0	267	70	45	178	167	218	141	191	76	433	446
FP&M SETA	351	584	426	958	459	419	290	257	270	267	160	673	157
HWSETA	0	0	0	109	119	87	74	170	237	136	91	115	0
INDLELA	5 227	5 795	7 865	7 122	5 734	7 311	5 508	4 065	3 056	1 849	2 895	2 401	1 979
LGSETA	413	528	294	754	1 020	888	646	191	44	59	0	0	0
MERSETA	6 254	4 951	10 394	7 606	8 130	8 038	6 755	7 353	1 524	997	1 619	4 522	2 772
MQA	2 525	2 365	2 468	2 621	1 848	1 978	1 872	1 459	1 847	1 644	2 160	2 622	2 372
PSETA	78	53	2	48	33	34	20	76	60	80	0	0	0
SASSETA	0	516	385	539	467	401	77	117	165	117	128	119	79
SERVICES	2 104	984	968	761	1 127	1 416	1 416	1 515	1 031	448	645	968	1 321
TETA	1 019	711	538	1 579	1 778	1 314	981	897	682	130	157	329	635
W&RSETA	334	746	209	276	532	269	0	440	626	122	716	1 074	1 678
ARPL Unspecified	0	0	0	0	0	0	0	0	0	0	0	535	0
<b>Total</b>	<b>24 415</b>	<b>21 849</b>	<b>27 670</b>	<b>28 302</b>	<b>28 640</b>	<b>30 817</b>	<b>32 330</b>	<b>29 982</b>	<b>16 218</b>	<b>10 302</b>	<b>14 379</b>	<b>20 463</b>	<b>18 144</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2024.*

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: ARPL refers to Artisan Recognition of Prior Learning.

Note 4: ARPL data were previously reported under each SETA.

In the 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 most significant decreases in learner registration for these programmes occurred in MERSETA, FP&M SETA, and INDLELA, with reductions of 1 750 (38.7%), 516 (76.7%), and 422 (17.6%) learners respectively. Despite the overall reported between 2022/23 and 2023/24 financial years, seven SETAs recorded increases, with the largest being W&R SETA, which increased by 604. During the 2023/24 financial year, the majority of registrations in artisanal learning programmes were reported in MERSETA (2 772 or 15.3%), CETA (2 706 or 14.9%), MQA (2 372 or 13.1%) and CHIETA (2 042 or 11.3%).

Over the thirteen-year period (2011/12 - 2023/24), the number of learners enrolling in artisanal learning programmes decreased by 25.7% or 6 271. The largest decline was recorded for MERSETA and INDLELA with reductions of 3 482 and 3 248 less learners, respectively. However, some sectors saw an increase in learner registrations, including W&RSETA, CETA, AGRISETA and FOODBEV (1 344, 857, 707 and 431 learners respectively) over the same period.

**Table 8.8: Number of learners entering artisanal learning programmes, by province and gender, 2023/24**

Province	Female	Male	Total
Western Cape	402	885	1 287
Eastern Cape	253	509	762
Northern Cape	140	475	615
Free State	238	470	708
KwaZulu-Natal	1 110	2 360	3 470
North West	361	765	1 126
Gauteng	1 366	2 993	4 359
Mpumalanga	796	1 684	2 480
Limpopo	988	1 502	2 490
Not specified	212	635	847
<b>Total</b>	<b>5 866</b>	<b>12 278</b>	<b>18 144</b>

*Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2024.*

Note: 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.

The majority of the learners enrolled in the artisanal learning programmes were from Gauteng (4 359 or 24.0%), followed by KwaZulu-Natal (3 470 or 19.1%), Limpopo (2 490 or 13.7%) and Mpumalanga (2 480 or 13.7%) in the 2023/24 financial year. The Northern Cape recorded the lowest number of learners (615 or 3.4%) in the same period.

Over two-thirds of learners registered for artisanal learning programmes were males (67.7% or 12 278) while nearly one-third were females (32.3% or 5 866). The gender disparities were most noticeable in Gauteng and KwaZulu-Natal provinces, where 1 627 and 1 250 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, population group and gender, 2023/24**

Trade	African		Coloured		Indian/Asian		White		Total		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Automotive Motor Mechanic	145	430	2	92	1	42	1	142	149	706	855
Boilermaker	253	743	6	62	0	7	0	58	259	870	1 129
Bricklayer	467	476	11	38	0	1	0	1	478	516	994
Carpenter	192	161	4	43	0	0	0	2	196	206	402
Carpenter/ Joiner	26	24	0	0	0	0	0	0	26	24	50
Diesel Mechanic	193	785	7	85	2	27	1	245	203	1 142	1 345
Electrician	1 546	2 212	33	179	2	54	7	278	1 588	2 723	4 311
Fitter & Turner	172	283	2	24	0	0	1	51	175	358	533
Joiner	0	1	0	0	0	0	0	0	0	1	1
Mechanical Fitter	381	1 281	4	98	0	36	1	92	386	1 507	1 893
Millwright	243	549	8	29	1	14	2	215	254	807	1 061
Pipe fitter	5	1	0	0	0	0	0	0	5	1	6
Plumber	318	483	15	58	0	4	1	71	334	616	950
Rigger	49	340	1	9	0	0	1	12	51	361	412
Welder	310	650	12	106	0	11	2	41	324	808	1 132
<b>Total</b>	<b>4 300</b>	<b>8 419</b>	<b>105</b>	<b>823</b>	<b>6</b>	<b>196</b>	<b>17</b>	<b>1 208</b>	<b>4 428</b>	<b>10 646</b>	<b>15 074</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2024.

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.

The number of learners registered for scarce skills artisanal programmes (Special Infrastructure Projects (SIPs)) was 15 074, which represents 83.1% of the total number of artisans registered in the 2023/24 financial year (18 144). The Electrician trade remains the most popular, with 28.6% (4 311) of learners receiving training in this trade, followed by Mechanical Fitter (12.6% or 1 893).

In scarce skills trades, the proportion of male registrations were significantly higher (70.6% or 10 646), compared to 29.4% (4 428) females – which is a difference of 6 218 more males than females. The largest gender disparities were observed in the Electrician, Mechanical Fitter and Diesel Mechanic, where 1 135; 1 121; and 939 more males were trained than females. Pipe fitter and Carpenter/Joiner were the only trades where a slightly higher number of females were trained as compared to males.

Africans made up the majority of registrations in scarce skills artisanal learning programmes, with 12 719 learners (84.4% of the total), followed by White learners (1 225 or 8.1%), Coloured learners (928 or 6.2%), and Indian/Asian learners (202 or 1.3%). The top three trades varied among population groups. For instance, over half of the African learners (6 416 or 50.0%) registered in the Electrician, Mechanical Fitter and Boilermaker trades, while 61.1% (748) of White learners registered in the Electrician, Diesel Mechanic and Millwright trades.

Among Coloured learners, 46.6% (432) registered in the Electrician, Welder and Mechanical fitter trades, while more than two thirds of Indian/Asian learners (135 or 66.8%) chose to register in the Electrician, Automotive Motor Mechanic and Mechanical Fitter trades. The largest gender disparity for African learners was observed in the Mechanical Fitter trade, while Indian/Asian, White and Coloured learners had the largest gender gap in the Electrician trade.

### 8.3.3 Learners completing artisanal learning programmes

**Table 8.10: Number of learners completing artisanal learning programmes by sector, 2011/12–2023/24**

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
AGRISETA	77	149	100	121	154	228	195	275	280	271	264	313	669
CATHSETA	282	1 007	1 161	86	0	0	1 590	190	56	0	44	59	122
CETA	699	520	9	5	504	1 344	957	1 798	1 824	1 446	2 741	4 381	2 379
CHIETA	989	1 279	387	547	743	946	344	1 287	1 980	1 389	1 633	1 433	973
EWSETA	571	37	1 841	360	470	697	629	1 560	3 085	1 631	2 582	1 715	1 738
FOODBEV	160	36	168	0	0	13	63	146	119	113	104	206	190
FP&M SETA	0	0	4	30	101	124	114	171	493	471	369	834	550
HWSETA	0	0	0	8	36	74	91	56	214	271	151	120	60
INDLELA	3 392	1 355	2 077	3 177	2 952	3 224	4 133	3 227	3 087	965	1 888	2 036	1 548
LGSETA	226	305	81	383	87	232	453	368	549	263	309	89	271
MERSETA	3 155	7 166	7 522	6 869	8 352	9 660	7 938	6 224	6 411	4 008	4 895	3 103	3 024
MQA	2 566	2 035	3 597	1 617	1 382	1 807	1 931	1 712	2 465	2 262	1 734	1 587	2 139
PSETA	1	5	0	0	30	15	35	22	11	33	10	65	62
SASSETA	0	0	101	0	0	227	171	201	294	114	88	97	134
SERVICES	1 521	841	185	348	550	1 245	1 427	1 280	1 719	1 093	1 740	1 452	1 651
TETA	208	169	478	718	714	1 359	1 075	1 109	1 463	770	984	449	631
W&RSETA	176	373	399	120	39	3	5	1	0	6	0	378	136
TRADE Test Centres: Unspecified	0	0	0	0	0	0	0	0	0	0	0	1 745	0
<b>Total</b>	<b>14 023</b>	<b>15 277</b>	<b>18 110</b>	<b>14 389</b>	<b>16 114</b>	<b>21 198</b>	<b>21 151</b>	<b>19 627</b>	<b>24 050</b>	<b>15 106</b>	<b>19 536</b>	<b>20 062</b>	<b>16 277</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2024.*

In the 2023/24 financial year, 16 277 learners completed artisanal learning programmes, representing an 18.9% decrease (3 785 fewer completions) compared to 20 062 in 2022/23. The primary contributor to this decline was CETA, with a decrease of 2 002 completions. Despite the overall drop, eight SETAs recorded increases during this period, and the largest increase was observed at MQA (552). Unlike the 2022/23 financial year, learners who came through the Trade Test Centers/Unspecified, were all specified under SETAs.

MERSETA contributed 18.6% or 3 024 towards completions in the 2023/24 financial year, followed by CETA (14.6% or 2 379) and MQA (13.1% or 2 139). Over the thirteen-year period (2011/12 - 2023/24), completions increased by 16.1% (2 254). The largest contributors to this increase were CETA (1 680) and EWSETA (1 167). In contrast, INDLELA recorded the most significant decrease of 1 844 in this period. MERSETA was the leading contributor to completions from 2012/13 to 2021/22 as well as 2023/24 financial years.



**Table 8.11: Number of learners completing artisanal learning programmes, by province and gender, 2023/24**

Province	Female	Male	Total
Western Cape	141	655	796
Eastern Cape	168	575	743
Northern Cape	78	348	426
Free State	127	296	423
KwaZulu-Natal	643	1 540	2 183
North West	156	579	735
Gauteng	1 517	4 947	6 464
Mpumalanga	475	1 462	1 937
Limpopo	872	1 292	2 164
Not specified	74	332	406
<b>Total</b>	<b>4 251</b>	<b>12 026</b>	<b>16 277</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2024.

Note: 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.

In the 2023/24 financial year, most learners completing artisanal learning programs were in Gauteng (39.7% or 6 464), followed by KwaZulu-Natal (13.4% or 2 183) and Limpopo (13.3% or 2 164). The lowest proportion was in Free State (2.6% or 423). As a result, a significant proportion of female learners who completed artisanal learning programs were from Gauteng, Limpopo, and KwaZulu-Natal, while the majority of male learners were from Gauteng, KwaZulu-Natal, and Mpumalanga.

Similar to registrations, males comprised the majority of students completing artisanal learning programmes (73.9% or 12 026), while females represented a smaller share (26.1% or 4 251). The largest gender gap was in Gauteng, where 3 430 more males completed artisanal learning programmes compared to females. Although the male share was higher overall, Limpopo was the only province where the gap between female and male shares was smaller, with females at 40.3% and males at 59.7%.

**Table 8.12: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs), scarce skills, population group and gender, 2023/24**

Trade	African		Coloured		Indian/Asian		White		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Automotive Motor Mechanic	41	254	3	59	1	50	1	141	46	504
Boilermaker	167	574	3	52	0	8	0	58	170	692
Bricklayer	237	223	0	0	0	0	1	2	238	225
Carpenter	40	77	0	3	0	1	0	4	40	85
Diesel Mechanic	178	789	2	64	0	50	1	330	181	1 233
Electrician	1 430	2 900	16	131	5	52	8	583	1 459	3 666
Fitter & Turner	101	263	2	34	0	3	1	63	104	363
Joiner	0	2	0	3	0	0	0	0	0	5
Mechanical Fitter	328	1 116	9	71	0	24	1	87	338	1 298
Millwright	161	491	3	19	0	12	5	98	169	620
Pipe Fitter	13	8	3	1	0	0	0	0	16	9
Plumber	380	700	0	34	1	13	1	148	382	895
Rigger	35	307	1	18	0	1	0	8	36	334
Welder	126	483	8	89	0	9	1	54	135	635
<b>Total</b>	<b>3 237</b>	<b>8 187</b>	<b>50</b>	<b>578</b>	<b>7</b>	<b>223</b>	<b>20</b>	<b>1 576</b>	<b>3 314</b>	<b>10 564</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2024.

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.

The scarce skills trades (13 878) accounted for about 85.3% of completions in artisanal learning programmes (16 277), with more than a third being in the Electrician trade (5 125 or 36.9%), followed by Mechanical fitter (1 636 or 11.8%), Diesel Mechanic (1 414 or 10.2%) and Plumber (1 277 or 9.2%). Large gender disparities were recorded in the Electrician, Diesel Mechanic and Mechanical Fitter trades, where 2 207; 1 052; and 960 more males completed as compared to females. Even though males made up the majority of artisans completing scarce skills trades, a slightly higher number of females completed Bricklaying and Plumber trades.

A higher proportion of males completed the scarce skills trades (76.1% or 10 564) as compared to 23.9% (3 314) of females. Although fewer females completed artisanal learning programmes within the scarce skills trades, nearly half of them were qualified as electricians, (44.0% or 1 459), while the proportion of males who completed the same trade was 34.7% or 3 666. African learners constituted the majority of completions for scarce skills artisanal learning programmes, with 11 424 learners or 82.3% of the total, followed by White (1 596 or 11.5%), Coloured (628 or 4.5%), and Indian/Asian (230 or 1.7%).

The top 3 trades registered by learners in different population groups varied. For example, three in every five African learners (6 854 or 60.0%) completed the Electrician, Mechanical Fitter and Plumber trades, while more than two thirds of White learners (1 071 or 67.1%) completed the Electrician, Diesel Mechanic and Plumber trades.

Among Coloured learners, more than half of them (324 or 51.6%) completed in the Electrician, Mechanical Fitter and Welder trades, while over two thirds of Indian/Asian learners (158 or 68.7%) completed in the Electrician, Automotive Motor Mechanic and Diesel Mechanic trades.



The most pronounced gender gaps among African, White and Coloured learners were identified in the Electrician trade. Within the African population group, males outperformed females in the Electrician trade, with 1 470 more males completing compared to their female counterparts.

**Table 8.13: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15–2023/24**

SETA	Economic Sectors	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
AGRISETA	Agriculture	190	186	219	193	277	234	234	280	314	686
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	0	1	1	0	0	0	13	56	148	235
CETA	Construction	479	582	1 058	1 500	1 427	1 279	1 253	2 682	4 216	3 694
CHIETA	Chemicals	572	861	1 020	917	1 314	2 013	819	1 545	1 308	1 170
ETDPSETA	Education & Training	0	0	0	0	0	0	0	0	0	0
EWSETA	Energy & Water	964	1 170	993	666	1 202	1 969	1 232	3 359	3 355	2 959
FOODBEV	Food Processing	2	0	14	63	69	106	66	115	219	232
FP&MSETA	Fibre Processing & Manufacturing	98	106	106	111	189	449	223	402	434	878
HWSETA	Health & Welfare	16	79	73	116	59	175	209	100	141	168
INDLELA	Non-SETA Candidates	4 983	3 791	3 692	4 381	3 277	2 405	587	1 935	1 865	1 426
LGSETA	Local Government	486	98	233	415	442	566	210	311	215	595
MERSETA	Manufacturing & Engineering	6 890	6 600	7 061	6 108	6 320	4 182	4 651	4 511	3 633	4 665
MICT SETA	Media, Information and Communication	0	0	0	0	0	0	0	0	0	0
MQA	Mining and Minerals	1 876	2 056	1 974	1 963	1 978	1 734	1 372	1 435	1 855	1 924
PSETA	National & Provincial Government	0	29	14	36	15	11	32	10	48	48
SASSETA	Safety & Security	12	21	133	168	260	245	170	98	100	131
SERVICES	Services Sector	1 685	928	1 271	1 246	1 272	1 639	907	1 948	2 131	2 114
TETA	Transport	1 028	1 402	1 541	1 212	1 250	1 312	516	870	1 048	1 062
W&R SETA	Wholesale & Retail SETA	0	0	3	5	4	0	6	0	46	202
<b>Total</b>		<b>19 281</b>	<b>17 910</b>	<b>19 406</b>	<b>19 100</b>	<b>19 355</b>	<b>18 319</b>	<b>12 500</b>	<b>19 657</b>	<b>21 076</b>	<b>22 189</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2024.

Note: Certificated means number of issued National Trade Certificates.

The total number of artisans issued with national trade certificates by SETAs and INDLELA during the 2023/24 financial year was 22 189. The majority of certificates were issued by MERSETA (4 665 or 21.0%) followed by CETA (3 694 or 16.6%), EWSETA (2 959 or 13.3%), SERVICES SETA (2 114 or 9.5%) and MQA (1 924 or 8.7%).

The number of certificates issued during the 2023/24 financial year was 5.3% (1 113) higher when compared with the 2022/23 financial year (21 076). The major contributors to the increase were MERSETA (1 032), FP&M SETA (444), LGSETA (380) and AGRISSETA (380). While there was an overall increase, significant declines were recorded at CETA (522), INDLELA (439) and EWSETA (396).

Over the ten-year period (2014/15 – 2023/24 financial years), the number of certificates issued increased by 15.1% (2 908), and the largest increase were recorded by CETA (3 215) and EWSETA (1 995). Despite the overall increase during this period, INDLELA and MERSETA recorded the largest declines, with 3 557 and 2 225 fewer certificates issued. MERSETA issued the largest number of certificates in almost all the financial years, except in 2022/23 where it was the second largest.

## 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 enrollment 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 enrollment 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 01 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, 2011/12–2023/24**

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
		<b>Total</b>	<b>4 375 311</b>	<b>1 413 194</b>	<b>25 142 664</b>
2012/13	20 902 779	Subsidies	0	n.a.	0
		Conditional Grant	4 844 607	n.a.	4 844 607
		<b>Total</b>	<b>4 844 607</b>	<b>1 535 932</b>	<b>27 283 318</b>
2013/14	22 388 767	Subsidies	3 013 189	n.a.	3 013 189
		Conditional Grant	2 454 188	n.a.	2 454 188
		<b>Total</b>	<b>5 467 377</b>	<b>1 669 252</b>	<b>29 525 396</b>
2014/15	24 155 093	Subsidies	3 185 827	n.a.	3 185 827
		Conditional Grant	2 631 346	n.a.	2 631 346
		<b>Total</b>	<b>5 817 173</b>	<b>1 927 300</b>	<b>31 899 566</b>
*2015/16	26 342 110	Subsidies	1 239 740	91 758	1 331 498
		Operational	4 873 078	1 728 103	6 601 181
		<b>Total</b>	<b>6 112 818</b>	<b>1 819 861</b>	<b>34 274 789</b>
2016/17	27 964 560	Subsidies	1 566 747	98 053	1 664 800
		Operational	4 982 866	1 845 337	6 828 203
		<b>Total</b>	<b>6 549 613</b>	<b>1 943 390</b>	<b>36 457 563</b>
2017/18	31 580 302	Subsidies	1 495 749	103 897	1 599 646
		Operational	5 251 088	2 030 926	7 282 014
		<b>Total</b>	<b>6 746 837</b>	<b>2 134 823</b>	<b>40 461 962</b>
2018/19	36 896 878	Subsidies	4 287 538	109 923	4 397 461
		Operational	5 706 181	2 070 142	7 776 323
		<b>Total</b>	<b>9 993 719</b>	<b>2 180 065</b>	<b>49 070 662</b>
2019/20	42 358 941	Subsidies	5 204 965	150 835	5 355 800
		Operational	6 338 721	2 057 787	8 396 508
		<b>Total</b>	<b>11 543 686</b>	<b>2 208 622</b>	<b>56 111 249</b>
2020/21	43 070 379	Subsidies	5 315 043	156 812	5 471 855
		Operational	6 439 198	1 812 914	8 252 112
		<b>Total</b>	<b>11 754 241</b>	<b>1 969 726</b>	<b>56 794 346</b>
2021/22	43 047 445	Subsidies	5 184 519	206 779	5 391 298
		Operational	6 195 965	1 943 073	8 139 038
		<b>Total</b>	<b>11 380 484</b>	<b>2 149 852</b>	<b>56 577 781</b>
2022/23	46 352 812	Subsidies	5 490 918	215 151	5 706 069
		Operational	6 759 675	2 378 865	9 138 540
		<b>Total</b>	<b>12 250 593</b>	<b>2 594 016</b>	<b>61 197 421</b>
2023/24	44 631 942	Subsidies	4 736 879	213 851	4 950 730
		Operational	7 266 506	2 583 349	9 849 855
		<b>Total</b>	<b>12 003 385</b>	<b>2 797 200</b>	<b>59 432 527</b>
<b>Share of total expenditure in 2023/24</b>	<b>75.1%</b>		<b>20.2%</b>	<b>4.7%</b>	<b>100.0%</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
*DHET Annual Report, 2023/24.*

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 allocations.

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.

In the 2023/24 financial year, the Department provided R59.43 billion in total financing to public PSET institutions, with the majority of that amount transferred to public HEIs (R44.63 billion), followed by TVET colleges (R12.00 billion), and the least amount was allocated to CET colleges (R2.80 billion). The total funding for 2023/24 was 2.9% (R1.76 billion) less than what was allocated in 2022/23 (R61.20 billion).

Funding for public HEIs and TVET colleges decreased by R1.72 billion (3.7%) and R247.21 million (2.0%) respectively between 2022/23 and 2023/24 financial years, while funding for CET colleges increased by R203.18 million (7.8%).

In the 2023/24 financial year, more than 40% of the transfers to public HEIs were made to the following institutions: UNISA (R5.25 billion or 11.8%), the University of Pretoria (R3.29 billion or 7.4%), the University of Witwatersrand (R2.74 billion or 6.1%), University of Johannesburg (R2.72 billion or 6.1%), the University of KwaZulu-Natal (R2.69 billion or 6.0%) and Tshwane University of Technology (R2.68 billion or 6.0%), and. The lowest amount was allocated to Mangosuthu University of Technology (R527.64 million or 1.2%).

Between the 2022/23 and 2023/24 financial years, funding to public HEIs decreased by 3.7% (R1.72 billion), and the largest decreases were recorded for Sefako Makgatho Health Sciences University (16.8% or R190.64 million), Mangosuthu University of Technology (16.3% or R102.39 million), Sol Plaatje University (14.1% or R103.22), Walter Sisulu University (10.6% or R153.09 million), and the Vaal University of Technology (10.1% or R95.49 million). This is mainly due to budget cuts required to address the economic constraints in the country made to earmarked funds and infrastructure grants during the 2022/23 financial year.

Over the last five financial years (2019/20 and 2023/24), there was a notable increase of R2.27 billion in transfers to public HEIs. Notably, UNISA saw the most substantial increase within this timeframe, receiving an additional R888.34 million in funding. The reduction during this period was observed at University of Mpumalanga (R173.36 million), Rhodes University (R154.11 million), University of Fort Hare (R124.16 million), North West University (R64.66 million), Sol Plaatje University, Northern Cape (R64.94 million), Sefako Makgatho Health Sciences University (R54.92 million), Cape Peninsula University of Technology (R47.32 million), Mangosuthu University of Technology (R36.10 million) and University of Limpopo (R35.73 million). The three leading institutions in terms of funding allocation have been UNISA, the University of Pretoria, and the University of KwaZulu-Natal over the last five years (excluding 2021/22 and 2023/24) – see Table 10.11 of the Appendix.

Since the 2015/16 financial year, the Department has provided funding to TVET and CET colleges in the form of operational costs and subsidies. In the 2023/24 financial year, operational costs accounted for over half of the total funding given to TVET colleges (60.5% or R7.27 billion), while subsidies made up 39.5% (R4.74 billion).

According to Table 10.12 of the Appendix, during the 2023/24 financial year, Majuba TVET college received a larger share of the TVET college subsidies (R300.03 million or 6.3%), followed by South West Gauteng (R231.39 million or 4.9%), Gert Sibande (R220.61 million or 4.7%), Coastal (R170.24 million or 3.6%), Ekurhuleni West (R167.43 million or 3.5%) and Umfolozi (R144.25 million or 3.0%). Lephalale TVET college received the least amount of funding (R10.67 million or 0.2%).

Between the 2022/23 and 2023/24 financial years, the amount of subsidies transferred to TVET colleges decreased by R754.04 million (13.7%) and operating expenses increased by R506.83 million (7.5%). Over the five financial years (2019/20 - 2023/24), subsidies allocated to TVET colleges decreased by R468.09 million (9.0%), and the largest decreases occurred in King Hintsa (61.4% or R47.10 million), Letaba (48.1% or R50.15 million) and East Cape Midlands (47.7% or R60.58 million). Despite the overall decrease, large increases were recorded in South Cape (105.4% or R28.55 million) and uMgungundlovu (100.4% or R55.37 million) in the same period.





A larger proportion of CET colleges funding in 2023/24 was allocated for operational costs (92.4% or R2.58 billion), while 7.6% (R213.85 million) was allocated for subsidies. Gauteng CET college received the larger portion of subsidies (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%).

The subsidies amount to CET colleges decreased by R1.30 million (0.6%) while operational costs increased by R204.48 million (8.6%) between 2022/23 and 2023/24 financial years. Despite receiving the lowest funding in comparison to public HEIs and TVET colleges, subsidy allocation for the CET colleges sector increased by 41.8% (R63.02 million), over the five-year period (2019/20 – 2023/24 financial years). The largest increases were observed in KwaZulu-Natal and Northern Cape CET colleges (231.9% or R25.26 million and 344.6% or R9.26 million respectively). Conversely, the allocation for North-West CET college and Gauteng CET college declined by R3.09 million or 15.5% and R6.50 million or 13.2% respectively in the same period - See Table 10.13 of the Appendix.

### 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. 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 NSFAS and the amount provided, by sub-sector, 2011–2023**

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%
2021	535 644	33 425 892 038	269 598	4 617 908 645	805 242	38 043 800 683	2.6%
2022	554 236	37 281 739 953	266 081	5 349 577 066	820 317	42 631 317 019	12.1%
2023	504 569	37 252 212 103	259 187	7 305 856 242	763 756	44 558 068 345	4.5%

Sources: *Statistics on Post-School Education and Training in South Africa, 2020. 2021-2023 NSFAS database, data extracted in November 2024.*

- 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.
- Note 5: The data for 2023 is based on preliminary unaudited figures.

The number of NSFAS beneficiaries reached 763 756 in 2023, and more than two thirds of the beneficiaries were students in public HEIs (66.1% or 504 569), while TVET college beneficiaries accounted for 33.9% (259 187) of the total. Similar proportions were recorded since 2014. The number of beneficiaries funded in 2023 was 6.9% (56 561) lower when compared to 2022 (820 317). This marks the first decline recorded after consecutive positive growths were recorded over the previous seven academic years (2016-2022). Between 2022 and 2023, beneficiaries for both public HEIs and TVET colleges declined by 49 667 and 6 894 respectively.





Total funding provided through NSFAS in 2023 was R44.6 billion, of which the largest proportion was allocated to public HEIs (83.6% or R37.3 billion), while 16.4% (R7.3 billion) was allocated to TVET college students. The funding allocated in 2023 was R1.9 billion (4.5%) higher than what was allocated in 2022 (R42.6 billion). Public HEIs allocation decreased by 0.1% (R29.5 million) between 2022 and 2023, while TVET college funding increased by 36.6% (R2.0 billion) in the same period.

Over the 13-year period (2011-2023), NSFAS funding increased by R38.6 billion, with the largest increase seen at public HEIs (R32.4 billion), while funding for TVET colleges increased by R6.2 billion. During the same period, the number of beneficiaries at both public HEIs and TVET colleges more than doubled. However, the largest increase was reported for public HEIs (287 350) beneficiaries, while TVET colleges saw an increase of 144 219.

**Table 9.3: Number of students who received loans/bursaries from NSFAS by gender, 2011–2023**

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	<b>217 219</b>	68 582	46 386	<b>114 968</b>	192 824	139 363	<b>332 187</b>
2012	113 372	81 560	<b>194 932</b>	112 465	75 717	<b>188 182</b>	225 837	157 277	<b>383 114</b>
2013	114 696	80 691	<b>195 387</b>	131 921	89 057	<b>220 978</b>	246 617	169 748	<b>416 365</b>
2014	109 751	76 409	<b>186 160</b>	143 914	84 728	<b>228 642</b>	253 665	161 137	<b>414 802</b>
2015	104 825	74 136	<b>178 961</b>	151 208	84 780	<b>235 988</b>	256 033	158 916	<b>414 949</b>
2016	130 297	95 653	<b>225 950</b>	146 770	78 787	<b>225 557</b>	277 067	174 440	<b>451 507</b>
2017	140 800	119 202	<b>260 002</b>	124 314	76 025	<b>200 339</b>	265 114	195 227	<b>460 341</b>
2018	205 494	141 472	<b>346 966</b>	154 850	84 947	<b>239 797</b>	360 344	226 419	<b>586 763</b>
2019	233 739	160 028	<b>393 767</b>	221 147	125 123	<b>346 270</b>	454 886	285 151	<b>740 037</b>
2020	298 440	179 243	<b>504 336*</b>	169 679	88 246	<b>261 404*</b>	468 119	267 489	<b>765 740*</b>
2021	343 443	192 201	<b>535 644</b>	185 030	84 568	<b>269 598</b>	528 473	276 769	<b>805 242</b>
2022	361 507	192 729	<b>554 236</b>	187 005	79 076	<b>266 081</b>	548 512	271 805	<b>820 317</b>
2023	332 450	172 119	<b>504 569</b>	182 691	76 496	<b>259 187</b>	515 141	248 615	<b>763 756</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2020. 2021-2023 NSFAS database, data extracted in November 2024.*

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.

Note 3: The data for 2023 is based on preliminary unaudited figures.

In 2023, three in every five NSFAS beneficiaries were females (67.4% or 515 141), while males accounted for 32.6% (248 615) of the total (763 756). The proportion of female beneficiaries in 2023 was the highest recorded across all academic years under review (2011–2023). Female beneficiaries made up a larger proportion in TVET colleges (70.5% or 182 691) compared to public HEIs (65.9% or 332 450). In 2023, the largest gender disparity was observed in Public HEIs, where 160 331 more female beneficiaries received NSFAS bursaries compared to males. This aligns with the overall trend of higher female enrolment in both public HEIs and TVET colleges. Between 2022 and 2023, female beneficiaries decreased by 6.1% (33 371), while male recipients decreased by 8.5% (23 190).

Over the period 2011 – 2023, the growth in female beneficiaries was significantly higher and increased by 167.2% (322 317), compared to a 78.4% (109 252) increase for males. The largest gender disparities occurred in 2022, as 168 778 and 107 929 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, 2011–2023**

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	199 432*	7 826	3 893	12 964*	6.5%	1 215 455 264
2021	143 284	49 417	192 714*	7 518	4 101	11 619	6.0%	1 182 948 903
2022	143 122	49 687	192 831*	8 372	4 569	12 941	6.7%	1 231 701 570
2023	137 132	48 160	185 345*	7 643	3 861	11 504	6.2%	1 215 567 511

Sources: *Statistics on Post-School Education and Training in South Africa, 2020. 2021-2023 NSFAS database, data extracted in November 2024.*

Note: \*Includes students with no information on gender.

The number of Funza Lushaka bursaries recipients was 11 504 in 2023, reflecting an 11.1% (1 437) decrease from the 12 941 recorded in 2022. During this period, the number of female and male beneficiaries declined by 729 and 708 respectively. In 2023, the majority of beneficiaries were females (7 643 or 66.4%) compared to males (3 861 or 33.6%). Similar proportions were observed in the previous academic years (2011-2022). Over the thirteen-year period (2011–2023) the number of beneficiaries increased by 29.4% (2 611), and the largest increase was recorded for females (1 528) as opposed to males (1 083).

The proportion of students who enrolled in the Education field of study in 2023 and obtained Funza Lushaka bursaries was 6.2%, which was 0.5 of a percentage point lower when compared with 2022 (6.7%), and 0.8 of a percentage point higher when compared with 2011 (5.4%).

In terms of funding, R1.22 billion was provided for Funza Lushaka bursary recipients in 2023, and this was 1.3% (R16.1 million) lower when compared to 2022 (R1.23 billion). A higher increase of 174.5% (R772.7 million) was observed over the period 2011 – 2023. In addition, the average allocation per beneficiary has increased from R49 797 in 2011 to R105 665 in 2023.





## 9.4 THE SKILLS DEVELOPMENT LEVY

### 9.4.1 Introduction

The Skills Development Levies Act, 1999 (*Act No. 9 of 1999*) directs employers to contribute 1% of their payroll towards skills development. The South African Revenue Service (SARS) collects the skills levies and report to the Department of Higher Education and Training on a monthly basis. The Department of Higher Education and Training transfers monthly, 80% of the levies to the Sector Education and Training Authorities (SETAs) and the remaining 20% 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 skills development 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 levies to implement projects identified in their Sector Skills Plans within the framework of the National Skills Development Strategy 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 (NQF).

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, 2011/12–2023/24**

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	1 608 104	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	1 919 804	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	97 200*
2021/22	19 011 609	3 802 322	15 209 287	1 996 219	3 802 322	9 410 746	67 743
2022/23	20 808 849	4 161 770	16 647 080	2 184 929	4 161 770	10 300 381	96 147
2023/24	22 394 463	4 478 892	17 915 570	2 351 419	4 478 893	11 085 259	111 646
<b>Total</b>	<b>205 228 705</b>	<b>41 039 880</b>	<b>164 188 825</b>	<b>21 442 149</b>	<b>47 505 328</b>	<b>95 241 351</b>	<b>762 803</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022. DHET Levy System, data extracted in April 2024.*

- 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".
- Note 6: As a result of rounding off, numbers may not necessarily add up to totals.
- Note 7: \* QCTO data for 2020/21 have been revised.
- Note 8: There was a decrease in mandatory grants from 50% to 20% since the 2013/14 financial year, which led to an increase in discretionary grant allocations.

In the 2023/24 financial year, approximately R22.4 billion was collected through the Skills Development Levy (SDL) fund, this amount represents a 7.6% increase, or R1.6 billion, from the R20.8 billion collected in the 2022/23 financial year. In accordance with the Skills Development Act, approximately R4.5 billion (20.0%) was allocated to the National Skills Fund (NSF) while R17.9 billion (80.0%) was disbursed to Sector Education and Training Authorities (SETAs).

The amount allocated to SETAs was spent on discretionary grants (R11.1 billion) – which are aimed at encouraging stakeholders to contribute towards skills development through PIVOTAL programmes such as learnerships, Work Integrated Learning, bursaries, skills programmes, Adult Education and Training programmes and candidacy. These PIVOTAL programmes can result in a part qualification or full qualification (i.e. any program that is linked to an NQF qualification). The other amounts were utilised for administrative costs (R2.4 billion), while approximately R4.5 billion was paid back to levy-paying firms in the form of mandatory grants.





Over the 13-year period (2011/12 - 2023/24 financial years), R205.2 billion was collected through the SDL fund. Approximately R164.2 billion was allocated to the SETAs, while R41.0 billion was allocated to the NSF. During this period, the allocation to the SETAs and the NSF more than doubled, with the most significant increase being the R9.8 billion increase in funding allocated to the SETAs. The only decrease recorded during this time was in the mandatory grants, which saw a reduction of R575 million.

This decrease is attributed to a change in policy where mandatory grant allocation was decreased from 50% to 20% since the 2013/14 financial year, resulting in an increase in discretionary grant allocations. Between 2013/14 and 2023/24 financial years, the SETA administration fee transferred to Quality Council for Trades & Occupations (QCTO) increased by R96.0 million (from R15.4 million to R111.6 million).

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

### 9.5.1 Introduction

The National Skills Fund (NSF) was established in 1999 in terms of section 27(1) of the Skills Development Act, 1998 (Act No. 97 of 1998) (SDA), stating the following:

“The National Skills Fund is hereby established”. The NSF is thereby not established with legal persona, however, it was listed as a Schedule 3A public entity in terms of the PFMA. In terms of section 29(1) of the SDA, the Director-General of the Higher Education is the accounting authority of the NSF as contemplated by section 49(2) (b) of the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA). Within the framework of the Director-General’s delegation of authority, the day-to-day operations of the NSF are managed by the Executive Officer: National Skills Fund.

The NSF reports through the structures and processes of the Department in so far as the compliance with the PFMA and other legislation as required in line with PFMA processes of reporting to the Accounting Authority and the Executive Authority.

In terms of the SDA the funds received by the NSF may be used for the primary objectives as defined by the prescripts of the Skills Development Act (SDA) namely:

- i. To fund projects identified in the National Skills Development Strategy now called the National Skills Development Plan (NSDP) as national priorities (section 28(1) of the SDA);
- ii. To fund projects related to the achievement of the purposes of the SDA as the Director General of the DHET determines (section 28(1) of the SDA);
- iii. To fund any activity undertaken by the Minister of Higher Education to achieve a national standard of good practice in skills development (section 30B of the SDA);
- iv. To administer the NSF within the prescribed limit (section 28(3) of the SDA), and
- v. Regulations to prescribe the limit for the administration of the NSF at 10% of revenue were approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010.

NSF is funded through section 27(2) of the Skills Development Act (SDA) (Act No. 97 of 1998) which stipulates that:

The Fund must be credited with -

- i. 20% of the skills development levies as contemplated in the Skills Development Levies Act (SDLA);
- ii. skills development levies collected and transferred to the Fund, in terms of the SDLA in respect of those sectors in which there are no SETAs;
- iii. money appropriated by Parliament for the Fund;
- iv. interest earned on investments contemplated in section 29(3);
- v. donations to the Fund, and
- vi. money received from any other source.

The NSF provides funding for Skills Development Initiatives and associated services in line with the NSF Strategic Plan, the NSF Annual Performance Plan (APP), the guidelines and requirements of the NSF Funding Framework, Skills Development Funding Standard Operating Procedure (SOP) and within the prescripts of the Public Finance Management Act (PFMA), which provide for an open, transparent, fair and competitive process to achieve the best value for money. In the majority of cases, this is the preferred approach for providing funding to achieve the best return for Skills Development and to ensure all proponents wishing to conduct business with the Government are given a fair and reasonable opportunity to do so.

The data depicted below provides an overview of the number of projects funded by the NSF against the beneficiaries/learners, coupled with 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 by province, 2013/14–2023/24**

Province	Number of projects											Number of beneficiaries										
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Eastern Cape	11	13	16	23	18	36	33	27	35	30	18	3 134	5 045	5 479	5 898	9 271	9 767	7 483	7 127	10 499	2 875	4 161
Free State	4	4	4	4	4	6	22	21	22	7	8	857	2 541	1 674	2 859	2 148	2 944	2 251	1 997	6 450	843	1 409
Gauteng	18	20	23	25	27	38	51	40	39	84	83	2 220	15 980	19 039	10 684	9 781	12 095	9 571	6 881	30 848	4 285	4 485
KwaZulu-Natal	21	19	18	24	21	48	46	39	39	36	40	11 903	11 516	16 976	8 012	10 450	10 282	10 734	6 374	11 906	4 524	6 516
Limpopo	11	10	10	11	12	23	29	27	38	21	14	5 261	8 668	6 598	7 147	6 649	7 641	4 967	3 009	5 922	3 435	3 639
Mpumalanga	4	5	4	6	5	13	28	20	33	13	15	1 591	4 604	2 902	2 497	2 040	2 929	2 884	3 020	3 371	1 996	2 757
Northern Cape	5	4	4	4	2	3	12	11	16	6	5	625	601	1 003	1 603	1 602	1 569	1 260	977	641	600	923
North West	6	5	5	5	4	13	27	22	25	1	3	1 727	3 534	1 730	2 010	3 204	3 807	3 195	2 425	4 983	1 028	1 347
Western Cape	13	13	16	18	17	26	27	25	25	17	17	6 188	10 128	8 502	7 293	11 952	7 687	6 597	3 184	6 903	4 732	3 471
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	-	6	5	n.a.	n.a.	n.a.	166	141	330	-	-	9*	-	2 427
Total	164	185	207	170	173	297	358	304	272	221	208	77 913	62 617	63 903	48 169	57 238	59 051	48 942	34 994	81 532	24 318	31 135

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
*NSF organisational report (2021-2023).*  
*NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2014 to 31 March 2024.*

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. Bursaries were classified separately under National Projects from 2023/24 Financial Year.

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

Note 4: 81 532 beneficiaries were funded during the 2021/22 financial year. A total of 244 beneficiaries did not provide their provincial status during the time of reporting in preparation for the NSF Annual report. However, the information was subsequently reported as follows: EC – 222, FS – 3, KZN – 2, LP – 1, NW – 5, WC – 2, and beneficiaries without provincial status – 9.

Note 5: \* The provincial status for these beneficiaries was not specified.

Note 6: The number of projects and beneficiaries/learners per province are counted from the Annual Performance Report (APR) Lead schedule.

Note 7: Dash (-) means that data is not available.

During the 2023/24 financial year, the NSF funded 208 projects, benefitting 31 135 recipients. This represents a 28.0% (6 817) increase in beneficiaries compared to the 24 318 recorded in the 2022/23 financial year. The largest increases during this period were observed in KwaZulu-Natal and Eastern Cape, with beneficiary numbers increasing by 1 992 and 1 286, respectively. However, the Western Cape experienced a decline, with 1 261 fewer beneficiaries than the previous financial year. Provincially, almost half of the beneficiaries were concentrated in three provinces: KwaZulu-Natal (20.9% or 6 516), Gauteng (14.4% or 4 485), and Eastern Cape (13.4% or 4 161).

Between the 2013/14 and 2023/24 financial years, the number of beneficiaries decreased by 46 778 (60.0%). This significant decline is largely attributed to the 44 407 multi-provincial beneficiaries that were only recorded in the 2013/14 financial year.

**Table 9.7: Number of NSF beneficiaries/learners funded by gender, 2016/17–2023/24**

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
2021/22	51 109	30 423	81 532
2022/23	14 426	9 892	24 318
2023/24	19 584	11 551	31 135

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
*NSF organisational report (2019 - 2023).*  
*NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2023.*

Note: The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS, National Research Foundation and international scholarships. Bursaries were classified separately under National Projects from 2023/24 Financial Year.

Throughout most of the financial years under review (except for 2019/20), the majority of NSF beneficiaries were females. In the 2023/24 financial year, females accounted for 62.9% (19 584) of beneficiaries, compared to 37.1% (11 551) males. The gender gap was pronounced in 2021/22, with 20 686 more females funded than males. This gap narrowed to 4 534 in 2022/23 and increased to 8 033 in 2023/24 financial year.

**Table 9.8: Number of NSF beneficiaries/learners funded by area type, 2016/17–2023/24**

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
2021/22	37 188	44 344	81 532
2022/23	10 284	14 034	24 318
2023/24	19 686	11 449	31 135

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
*NSF organizational report (2019-2024).*  
*NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2024.*

Note: The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS, National Research Foundation and international scholarships. Bursaries were classified separately under National Projects from 2023/24 Financial Year.

Between the 2016/17 and 2020/21 financial years, the majority of NSF beneficiaries were from rural areas. However, this trend began to shift between 2021/22 and 2022/23 financial years, with the majority of beneficiaries coming from urban areas. In the 2023/24 financial year, 63.2% (19 686) beneficiaries were from rural areas, while 36.8% (11 449) were from urban areas.



**Table 9.9: Distribution of NSF funding across key projects and number of beneficiaries/learners, 2013/14–2023/24**

Project	Number of beneficiaries											Amount disbursed R'000											% of total amount disbursed 2023/24
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	
Bursaries	30 162	15 216	17 747	19 171	16 643	10 815	6 655	6 733	55 017	798	2 427	1 272 200	1 074 769	1 551 362	1 390 404	969 714	1 057 916	647 759	381 287	1 794 487	81 739	2 360 625	51.4%
NSF disbursement to TVET colleges	25 850	23 112	14 835	2 844	7 326	9 698	5 357	1 988	3 010	4 989	8 897	493 123	507 020	453 705	209 610	233 810	486 897	1 117 515	493 124	686 266	255 980	571 656	12.5%
Support to NGP (Public & Private)	9 238	6 099	5 562	10 029	n.a	n.a	n.a	n.a	n.a	n.a	19 103	428 456	225 262	213 430	544 431	n.a	n.a	n.a	n.a	n.a	n.a	1 420 345	31.0%
Support to IPAP (Public)	626	3 228	5 778	657	377	3 613	4 407	460	413	-	0	64 800	58 653	181 136	32 311	0	64 217	36 287	10 266	8 925	105 538	17 336	0.4%
Rural Development	3 156	7 731	12 627	15 468	32 892	34 925	32 523	25 813	23 092	18 531	708	101 008	221 235	233 779	241 744	1 795 634	531 849	1 102 351	490 520	123 272	710 750	3 194	0.1%
Other National Priorities	8 881	7 231	7 354	0	0	0	0	0	0	0	n.a	618 826	1 003 604	1 723 750	2 597 398	3 970 941	149 901	204 565	313 396	748 279	454 885	215 334	4.7%
<b>Total</b>	<b>77 913</b>	<b>62 617</b>	<b>63 903</b>	<b>48 169</b>	<b>57 238</b>	<b>59 051</b>	<b>48 942</b>	<b>34 994</b>	<b>81 532</b>	<b>24 318</b>	<b>31 135</b>	<b>2 978 413</b>	<b>3 090 543</b>	<b>4 357 162</b>	<b>5 015 898</b>	<b>6 970 099</b>	<b>2 290 780</b>	<b>3 108 477</b>	<b>1 688 593</b>	<b>3 361 229</b>	<b>1 608 892</b>	<b>4 588 490</b>	<b>100.0%</b>

**Sources:** *Statistics on Post-School Education and Training in South Africa, 2022.*  
*NSF audited financial statements for the years ending 31 March 2014 to 31 March 2024.*

- 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: 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 4: “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 5: As a result of rounding off, numbers and percentages may not necessarily add up to totals.
- Note 6: 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 7: 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 8: “n.a.” means not applicable.
- Note 9: Dash (-) means that data is not available.

During the 2023/24 financial year, the NSF disbursed R4.6 billion to skills development interventions, representing a 185.2% increase (R3.0 billion) compared to the R1.6 billion disbursement recorded in the 2022/23 financial year. The most significant growth was in the amount disbursed under bursaries, which increased by 2788.0% (R2.3 billion). This was the highest disbursement during the period under review (2013/14 to 2023/24 financial years), largely driven by the R2.1 billion disbursed for the 2021 NSFAS shortfall. NSF disbursement to TVET colleges also increased significantly by 123.3% (R315.7 million) in the same period.

However, despite the overall increase in disbursements for the 2023/24 financial year compared to the 2022/23 financial year, notable decreases were observed in the amount allocated for rural development (99.6% or R707.6 million), support to IPAP (83.6% or R88.2 million) and other national priorities (52.7% or R239.6 million).

The number of beneficiaries increased by 28.0% (6 817) between 2022/23 and 2023/24 financial years (from 24 318 to 31 135). Despite the overall increase in the number of beneficiaries, a notable decrease was recorded for rural development beneficiaries, which declined substantially by 17 823. The amount allocated for rural development projects also declined by R707.6 million during the same period.

During the 2023/24 financial year, more than half of NSF disbursements were allocated to bursaries (51.4% or R2.4 billion), benefiting 2 427 beneficiaries. This was followed by support to NGP projects (31.0% or R1.4 billion), while 12.5% (R571.7 million) was disbursed to TVET colleges. The lowest share of funding was allocated to rural development projects (0.1% or R3.2 million).

Over the period under review (2013/14 – 2023/24), NSF disbursements increased by 54.1% (R1.6 billion). The largest increase was recorded for support to NGP project (231.5% or R991.9 million), followed by an 85.6% (R1.1 billion) increase in bursary allocations. Declines were noted in allocations for other national priorities, rural development, and support to IPAP projects. Over the same period, the number of beneficiaries decreased by 60.0% (46 778). Significant decreases were recorded in bursary allocations, which dropped by 27 735 beneficiaries, and NSF disbursements to TVET colleges, which declined by 16 953 beneficiaries.

### 9.5.3 NSF infrastructure grants

**Table 9.10: Distribution of NSF infrastructure budget, 2012/13–2023/24**

Year	Amount disbursed		
	Public HEIs/TVET colleges/CET colleges (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
2021/22	545 377	0	545 377
2022/23	86 311	58 049	144 360
2023/24	34 224	103 649	137 873
<b>Total</b>	<b>2 895 982</b>	<b>240 635</b>	<b>3 136 617</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2022.*  
NSF audited financial statements for the year ending 31 March 2013 to 31 March 2024.

Note 1: "Other" includes institutions other than government.

Note 2: The negative amount indicated in 2015/16 refers to overprovision 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.

Over the period under review (2012/13 – 2023/24), the NSF has supported the improvement of infrastructure in public Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges, and state-owned enterprises. During this period, more than R3.1 billion was allocated to skills infrastructure development, which is considered a national government priority. The infrastructure budget increased by 155.6% (R83.9 million) over this period.

In 2023/24, the NSF spent R137.9 million for additions to TVET college infrastructure assets, which was 4.5% (R6.5 million) lower than the amount spent in the 2022/23 financial year. The R103.6 million expenditure in the 2023/24 financial year was allocated to the SANReN (South African National Research Network) and SABEN (South African Broadband Education Network) project, aimed at addressing bandwidth challenges at TVET colleges. The remaining R34.2 million was allocated to two TVET college campus assets at Ikhala and Umgungundlovu.



## 10. APPENDIX: STATISTICAL TABLES

**Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2023**

Institution	Major Field of Study					Qualification Type							
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in Education	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	16 912	10 064	5 446	3 059	35 482	125	20 936	8 283	3 495	1 453	846	344	35 482
2. University of Cape Town	13 921	6 064	703	8 346	29 034	464	295	16 840	415	2 863	5 981	2 176	29 034
3. Central University of Technology, Free State	10 175	5 260	5 391	1 675	22 501	46	10 716	9 013	1 198	829	486	213	22 501
4. Durban University of Technology	12 707	13 818	1 822	4 227	32 574	0	19 444	8 011	2 197	1 069	1 061	792	32 574
5. University of Fort Hare	3 713	2 678	3 431	6 976	16 797	48	157	14 232	259	892	823	386	16 797
6. University of the Free State	9 188	6 565	9 282	14 307	39 342	150	2 206	30 513	284	2 807	2 312	1 070	39 342
7. University of Johannesburg	18 370	20 682	4 791	9 721	53 564	40	8 795	30 105	2 197	4 880	5 404	2 143	53 564
8. University of KwaZulu-Natal	17 358	5 770	7 558	13 914	44 600	71	0	33 446	496	3 296	4 476	2 815	44 600
9. University of Limpopo	10 162	3 112	3 226	6 690	23 190	35	0	20 342	235	1 060	1 178	340	23 190
10. Mangosuthu University of Technology	8 369	4 617	0	1 326	14 312	0	13 228	408	603	67	6	0	14 312
11. University of Mpumalanga	3 737	1 632	874	2 257	8 500	0	2 632	5 293	137	242	172	24	8 500
12. Nelson Mandela University	10 441	11 204	2 241	7 475	31 362	169	11 803	14 534	1 723	1 157	1 420	556	31 362
13. North West University	12 781	12 547	15 935	13 833	55 096	215	4 973	41 940	882	2 858	2 751	1 477	55 096
14. University of Pretoria	25 047	9 135	8 628	11 101	53 911	433	456	34 220	1 292	8 735	6 220	2 555	53 911
15. Rhodes University	2 289	1 212	1 173	3 432	8 106	95	77	5 980	184	557	719	494	8 106
16. Sefako Makgatho Health Science University	6 453	0	0	276	6 729	2	145	4 959	0	246	1 206	171	6 729
17. Sol Plaatje University, Northern Cape	1 101	657	1 452	1 272	4 482	0	957	3 018	213	240	54	0	4 482
18. University of South Africa	39 049	97 354	85 073	128 931	350 407	2 240	105 906	196 665	11 186	25 783	5 463	3 164	350 407
19. University of Stellenbosch	15 867	6 326	2 114	8 499	32 806	607	215	21 291	475	3 538	5 063	1 617	32 806
20. Tshwane University of Technology	23 845	20 740	4 816	10 733	60 134	99	41 805	8 894	5 055	1 935	1 726	620	60 134
21. University of Venda	6 050	2 802	1 541	4 982	15 375	0	138	13 248	407	674	653	255	15 375
22. Vaal University of Technology	8 783	6 371	868	3 714	19 736	3	16 046	854	1 811	518	368	136	19 736
23. Walter Sisulu University	8 999	6 582	8 035	5 735	29 351	46	13 383	12 399	1 617	1 122	655	129	29 351
24. University of Western Cape	8 313	2 831	2 956	10 647	24 746	0	315	18 201	480	1 956	2 497	1 297	24 746
25. University of Witwatersrand	20 389	8 960	4 050	8 596	41 995	570	0	25 129	573	5 509	7 899	2 315	41 995
26. University of Zululand	5 279	3 966	3 938	4 401	17 583	0	1 535	13 952	337	517	856	386	17 583
<b>Total</b>	<b>319 300</b>	<b>270 946</b>	<b>185 345</b>	<b>296 124</b>	<b>1 071 715</b>	<b>5 458</b>	<b>276 163</b>	<b>591 770</b>	<b>37 751</b>	<b>74 803</b>	<b>60 295</b>	<b>25 475</b>	<b>1 071 715</b>

Source: 2023 HEMIS database, data extracted in November 2024.

- Note 1: SET majors mean majors in science, engineering and technology. These include majors in engineering, health sciences, life sciences, physical sciences, computer sciences and mathematical sciences.
- Note 2: Business majors include majors in accounting, management and all other business-related majors, such as marketing.
- Note 3: Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.
- Note 4: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.
- Note 5: The category "Undergraduate Degrees" includes also professional bachelor's degrees, which are those that have an approved formal time of four or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.
- Note 6: The category "Postgraduate, Below Master's Level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.
- Note 7: As a result of rounding off, numbers and percentages may not necessarily add up.
- Note 8: Because some students were coded as "major field of study unknown", totals may not add up.

**Table 10.2: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2023**

Institution	Contact									Distance								
	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information
1. Cape Peninsula University of Technology	27 381	6 382	185	1 175	78	35 201	20 688	14 505	8	187	24	5	63	2	281	157	124	0
2. University of Cape Town	11 636	3 817	1 879	5 113	4 752	27 197	14 825	12 334	38	788	420	79	332	218	1 837	1 424	410	3
3. Central University of Technology, Free State	21 753	373	16	341	18	22 501	12 337	10 164	0	0	0	0	0	0	0	0	0	0
4. Durban University of Technology	30 102	280	1 842	218	132	32 574	18 016	14 558	0	0	0	0	0	0	0	0	0	0
5. University of Fort Hare	16 455	271	20	51	0	16 797	9 946	6 851	0	0	0	0	0	0	0	0	0	0
6. University of the Free State	32 626	1 557	307	3 259	157	37 906	24 003	13 771	132	922	118	60	327	9	1 436	967	468	1
7. University of Johannesburg	46 756	1 079	1 583	2 013	79	51 510	28 369	23 141	0	1 482	107	118	284	63	2 054	1 322	732	0
8. University of KwaZulu-Natal	37 498	674	5 669	671	88	44 600	27 034	17 566	0	0	0	0	0	0	0	0	0	0
9. University of Limpopo	23 126	26	22	16	0	23 190	12 968	10 222	0	0	0	0	0	0	0	0	0	0
10. Mangosuthu University of Technology	14 275	21	12	4	0	14 312	7 514	6 798	0	0	0	0	0	0	0	0	0	0
11. University of Mpumalanga	8 470	16	7	7	0	8 500	5 255	3 245	0	0	0	0	0	0	0	0	0	0
12. Nelson Mandela University	26 521	2 318	319	2 183	0	31 341	18 405	12 936	0	17	0	0	4	0	21	16	5	0
13. North West University	33 434	1 601	489	10 991	71	46 586	27 831	18 751	4	5 882	646	100	1 866	16	8 510	7 152	1 356	2
14. University of Pretoria	27 383	1 590	3 351	16 385	14	48 723	28 998	19 617	108	4 545	169	116	352	6	5 188	3 750	1 436	2
15. Rhodes University	6 771	462	184	607	0	8 024	5 325	2 699	0	71	4	2	5	0	82	37	45	0
16. Sefako Makgatho Health Science University	6 345	51	113	220	0	6 729	4 298	2 431	0	0	0	0	0	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	3 838	593	13	38	0	4 482	2 811	1 671	0	0	0	0	0	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	0	0	0	0	299 796	16 346	11 028	21 997	1 240	350 407	251 332	99 075	0
19. University of Stellenbosch	7 739	5 546	1 146	16 324	2 051	32 806	18 732	13 996	78	0	0	0	0	0	0	0	0	0
20. Tshwane University of Technology	58 993	221	118	551	0	59 883	32 027	27 856	0	201	36	6	8	0	251	88	163	0
21. University of Venda	15 318	13	36	8	0	15 375	8 784	6 591	0	0	0	0	0	0	0	0	0	0
22. Vaal University of Technology	19 604	59	11	53	9	19 736	9 923	9 813	0	0	0	0	0	0	0	0	0	0
23. Walter Sisulu University	29 115	83	60	93	0	29 351	17 132	12 219	0	0	0	0	0	0	0	0	0	0
24. University of Western Cape	14 034	9 009	711	830	162	24 746	15 595	9 142	9	0	0	0	0	0	0	0	0	0
25. University of Witwatersrand	29 272	1 570	4 531	5 033	64	40 470	23 952	16 434	84	1 292	75	73	85	0	1 525	949	576	0
26. University of Zululand	17 485	22	32	12	32	17 583	10 026	7 557	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>565 930</b>	<b>37 634</b>	<b>22 656</b>	<b>66 196</b>	<b>7 707</b>	<b>700 123</b>	<b>404 794</b>	<b>294 868</b>	<b>461</b>	<b>315 183</b>	<b>17 945</b>	<b>11 587</b>	<b>25 323</b>	<b>1 554</b>	<b>371 592</b>	<b>267 194</b>	<b>104 390</b>	<b>8</b>
<b>Percentage</b>	<b>80.8%</b>	<b>5.4%</b>	<b>3.2%</b>	<b>9.5%</b>	<b>1.1%</b>	<b>100.0%</b>	<b>57.8%</b>	<b>42.1%</b>	<b>0.1%</b>	<b>84.8%</b>	<b>4.8%</b>	<b>3.1%</b>	<b>6.8%</b>	<b>0.4%</b>	<b>100.0%</b>	<b>71.9%</b>	<b>28.1%</b>	<b>0.0%</b>

Source: 2023 HEMIS database, data extracted in November 2024.

- 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: As a result of rounding off, numbers and percentages may not necessarily add up.  
 Note 4: Audited data was amended to ensure that totals balance.



**Table 10.3: Number of first-time undergraduate students enrolled in public HEIs by institution, 2009–2023**

Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1. Cape Peninsula University of Technology	8 106	7 876	7 949	7 604	7 595	7 343	7 980	7 186	7 183	6 753	6 784	7 067	8 522	8 904
2. University of Cape Town	3 637	3 464	3 875	3 748	3 877	4 105	4 235	4 102	3 690	3 957	3 996	4 243	3 703	4 161
3. Central University of Technology, Free State	3 321	2 722	2 803	3 408	3 795	3 683	4 316	4 995	4 220	4 430	3 972	4 241	4 724	4 464
4. Durban University of Technology	7 096	6 243	6 078	6 842	7 568	7 687	7 062	7 825	7 804	8 422	8 057	7 703	8 318	8 637
5. University of Fort Hare	2 468	2 592	2 811	2 276	2 718	2 950	2 792	3 153	3 422	3 421	3 638	3 395	3 964	3 645
6. University of the Free State	5 007	5 829	6 202	5 533	5 680	4 918	7 966	8 027	8 992	7 719	7 794	7 993	8 929	8 360
7. University of Johannesburg	10 230	12 404	10 181	10 142	11 902	10 443	11 311	9 784	9 574	9 953	9 970	10 534	10 424	11 471
8. University of KwaZulu-Natal	8 053	7 649	7 150	8 684	10 586	8 108	8 037	8 894	8 359	7 976	8 065	7 180	9 058	9 065
9. University of Limpopo	4 745	5 288	5 137	4 861	5 291	4 514	4 878	4 716	4 722	4 761	5 060	4 418	5 203	5 194
10. Mangosuthu University of Technology	2 769	2 510	2 840	2 883	2 684	2 791	3 138	3 677	3 439	3 658	3 463	2 718	3 435	3 409
11. University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	140	310	589	775	1 010	1 463	1 375	1 702	2 690	2 755
12. Nelson Mandela University	5 099	5 815	5 164	5 226	5 955	5 600	5 769	5 088	6 068	6 132	5 220	5 854	8 428	6 811
13. North West University	7 206	7 526	7 848	8 770	9 029	9 359	11 166	11 595	11 874	12 255	12 209	9 656	12 625	13 138
14. University of Pretoria	8 124	7 408	7 412	8 497	8 648	8 773	7 868	7 519	9 077	8 989	8 335	9 348	8 469	8 972
15. Rhodes University	1 451	1 230	1 275	1 372	1 491	1 472	1 267	1 339	1 361	1 483	1 608	1 348	1 549	1 527
16. Sefako Makgatho Health Science University	n.a.	n.a.	n.a.	n.a.	n.a.	926	979	993	1 229	919	714	925	1 087	1 023
17. Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	124	220	408	444	634	648	652	735	1 213	1 549
18. University of South Africa	47 208	60 912	52 227	33 828	34 897	43 181	19 164	54 434	67 484	48 271	78 144	36 585	43 130	53 128
19. University of Stellenbosch	4 599	4 535	3 936	4 553	5 161	5 285	5 025	5 200	5 189	5 054	5 160	5 165	5 926	6 113
20. Tshwane University of Technology	11 621	10 556	12 184	13 593	13 901	13 053	13 727	14 822	13 522	12 064	11 053	11 318	13 602	14 737
21. University of Venda	1 680	1 975	2 176	3 457	3 579	3 460	3 488	3 086	3 322	3 427	2 470	2 764	3 344	3 425
22. Vaal University of Technology	6 073	4 816	4 412	4 010	3 841	3 300	4 937	4 513	5 222	4 803	3 579	4 262	4 080	5 167
23. Walter Sisulu University	6 078	5 742	5 214	5 956	5 809	7 113	7 488	6 960	7 056	7 175	5 009	6 875	7 041	7 166
24. University of Western Cape	3 783	3 852	3 871	3 896	4 109	4 047	5 056	4 575	4 537	4 829	4 405	4 482	4 678	5 503
25. University of Witwatersrand	5 300	4 684	5 349	5 418	5 921	5 475	6 439	5 907	5 988	5 463	5 360	5 596	6 394	6 044
26. University of Zululand	4 734	3 477	3 671	3 832	4 055	3 814	3 806	3 673	3 683	3 697	3 430	3 568	4 178	4 329
<b>Total</b>	<b>168 388</b>	<b>179 105</b>	<b>169 765</b>	<b>158 389</b>	<b>168 356</b>	<b>171 930</b>	<b>158 891</b>	<b>193 282</b>	<b>208 661</b>	<b>187 722</b>	<b>209 522</b>	<b>169 675</b>	<b>194 714</b>	<b>208 697</b>

Sources: *Statistics on Post-School Education and Training in South Africa. 2023. 2023 HEMIS database, data extracted in November 2024.*

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, 2023**

Institution	Contact					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	12 455	7 009	3 428	4 435	27 328	13	170	0	34	218
2. University of Cape Town	9 392	4 315	403	6 322	20 432	32	0	0	170	202
3. Central University of Technology, Free State	6 596	2 909	4 550	1 598	15 654	0	0	0	0	0
4. Durban University of Technology	10 266	9 675	2 759	4 335	27 036	0	0	0	0	0
5. University of Fort Hare	3 243	1 949	2 732	6 038	13 962	0	0	0	0	0
6. University of the Free State	7 536	4 676	6 003	12 551	30 766	0	519	208	106	833
7. University of Johannesburg	13 150	13 432	2 925	10 383	39 890	184	228	363	7	782
8. University of KwaZulu-Natal	11 422	4 097	7 052	11 103	33 675	0	0	0	0	0
9. University of Limpopo	7 718	2 422	2 356	5 853	18 349	0	0	0	0	0
10. Mangosuthu University of Technology	4 691	2 906	3	1 885	9 485	0	0	0	0	0
11. University of Mpumalanga	2 934	1 922	1 036	1 680	7 572	0	0	0	0	0
12. Nelson Mandela University	8 160	7 915	1 802	6 392	24 270	2	0	0	0	2
13. North West University	9 914	8 145	6 962	14 239	39 261	211	299	5 088	700	6 298
14. University of Pretoria	17 190	6 876	4 665	10 616	39 347	677	3	1 008	233	1 921
15. Rhodes University	1 840	775	717	3 000	6 331	0	67	0	14	81
16. Sefako Makgatho Health Science University	5 287	0	0	285	5 571	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	1 060	555	1 371	1 189	4 175	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	30 232	53 388	44 970	93 350	221 940
19. University of Stellenbosch	12 309	5 250	1 716	6 680	25 956	0	0	0	0	0
20. Tshwane University of Technology	16 652	14 519	3 407	9 996	44 573	63	12	0	108	183
21. University of Venda	4 550	1 726	1 269	4 493	12 038	0	0	0	0	0
22. Vaal University of Technology	6 013	4 316	761	3 797	14 888	0	0	0	0	0
23. Walter Sisulu University	6 881	4 390	7 430	5 096	23 797	0	0	0	0	0
24. University of Western Cape	5 894	2 131	2 374	8 299	18 698	0	0	0	0	0
25. University of Witwatersrand	13 959	5 099	2 438	7 627	29 123	79	445	0	89	613
26. University of Zululand	4 604	3 105	3 687	3 993	15 389	0	0	0	0	0
<b>Total</b>	<b>203 719</b>	<b>120 115</b>	<b>71 847</b>	<b>151 886</b>	<b>547 567</b>	<b>31 492</b>	<b>55 131</b>	<b>51 637</b>	<b>94 812</b>	<b>233 071</b>
Percentage	37.2%	21.9%	13.1%	27.7%	100.0%	13.5%	23.7%	22.2%	40.7%	100.0%

Source: 2023 HEMIS database, data extracted in November 2024

- 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 for 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, 2023**

Institution	Major Field of Study					Formal Qualification						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	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	3 757	2 352	1 105	671	<b>7 885</b>	3 784	1 314	1 899	648	201	39	<b>7 885</b>
2. University of Cape Town	3 215	1 717	281	2 166	<b>7 379</b>	74	3 539	242	1 837	1 440	247	<b>7 379</b>
3. Central University of Technology, Free State	1 576	1 130	1 017	319	<b>4 042</b>	1 657	1 213	682	405	61	24	<b>4 042</b>
4. Durban University of Technology	2 729	3 452	459	1 238	<b>7 878</b>	4 256	1 456	1 259	632	192	83	<b>7 878</b>
5. University of Fort Hare	676	457	696	1 377	<b>3 205</b>	52	2 435	161	453	68	36	<b>3 205</b>
6. University of the Free State	2 578	1 663	1 883	3 017	<b>9 141</b>	1 137	5 187	223	1 788	617	189	<b>9 141</b>
7. University of Johannesburg	4 002	5 338	1 484	2 683	<b>13 506</b>	1 721	5 735	1 474	3 001	1 294	281	<b>13 506</b>
8. University of KwaZulu-Natal	2 944	1 458	1 846	2 686	<b>8 934</b>	0	5 321	453	1 995	796	369	<b>8 934</b>
9. University of Limpopo	1 897	918	782	1 440	<b>5 037</b>	0	3 761	201	771	270	34	<b>5 037</b>
10. Mangosuthu University of Technology	1 742	1 008	0	304	<b>3 053</b>	2 507	73	426	44	3	0	<b>3 053</b>
11. University of Mpumalanga	738	346	124	307	<b>1 515</b>	461	712	115	191	36	0	<b>1 515</b>
12. Nelson Mandela University	1 984	1 943	537	1 352	<b>5 815</b>	1 795	2 035	882	701	309	93	<b>5 815</b>
13. North West University	2 553	3 353	3 581	2 871	<b>12 358</b>	1 048	7 708	565	2 010	750	277	<b>12 358</b>
14. University of Pretoria	5 931	3 502	1 933	2 941	<b>14 306</b>	178	7 181	433	4 134	1 956	424	<b>14 306</b>
15. Rhodes University	631	351	384	902	<b>2 268</b>	28	1 287	164	445	235	109	<b>2 268</b>
16. Sefako Makgatho Health Science University	1 222	0	0	44	<b>1 266</b>	63	808	0	176	206	13	<b>1 266</b>
17. Sol Plaatje University, Northern Cape	198	65	301	289	<b>852</b>	170	424	153	97	8	0	<b>852</b>
18. University of South Africa	6 373	13 482	17 482	19 213	<b>56 549</b>	18 562	27 481	2 813	6 659	668	366	<b>56 549</b>
19. University of Stellenbosch	3 834	2 234	577	2 115	<b>8 760</b>	65	4 058	327	2 443	1 551	316	<b>8 760</b>
20. Tshwane University of Technology	5 238	5 045	959	2 194	<b>13 436</b>	7 854	1 620	2 499	994	397	72	<b>13 436</b>
21. University of Venda	1 192	613	538	865	<b>3 208</b>	25	2 147	337	459	168	72	<b>3 208</b>
22. Vaal University of Technology	2 023	1 525	270	1 021	<b>4 839</b>	3 125	189	1 115	349	50	11	<b>4 839</b>
23. Walter Sisulu University	1 553	1 569	1 392	1 523	<b>6 037</b>	2 478	1 875	1 214	357	102	11	<b>6 037</b>
24. University of Western Cape	1 812	687	818	2 168	<b>5 485</b>	159	3 332	405	996	447	146	<b>5 485</b>
25. University of Witwatersrand	4 461	2 803	1 144	1 971	<b>10 379</b>	0	4 620	329	3 234	1 868	328	<b>10 379</b>
26. University of Zululand	823	736	970	1 096	<b>3 625</b>	320	2 416	291	392	126	80	<b>3 625</b>
<b>Total</b>	<b>65 680</b>	<b>57 745</b>	<b>40 562</b>	<b>56 771</b>	<b>220 758</b>	<b>51 519</b>	<b>97 927</b>	<b>18 662</b>	<b>35 211</b>	<b>13 819</b>	<b>3 620</b>	<b>220 758</b>

Source: 2023 HEMIS database, data extracted in November 2024.

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.

Note 4: Because some students were coded as "major field of study unknown" or "unknown qualification type", totals may not add up.

**Table 10.6: Summaries of graduation rates in public HEIs by qualification type and institution, 2023**

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level	Master's Degrees (%)	Doctoral Degrees (%)
1. Cape Peninsula University of Technology	18.1	15.9	44.6	23.8	11.3
2. University of Cape Town	25.1	21.0	64.2	24.1	11.4
3. Central University of Technology, Free State	15.5	13.5	48.9	12.6	11.3
4. Durban University of Technology	21.9	18.2	59.1	18.1	10.5
5. University of Fort Hare	33.1	17.1	50.8	8.3	9.3
6. University of the Free State	51.5	17.0	63.7	26.7	17.7
7. University of Johannesburg	19.6	19.0	61.5	23.9	13.1
8. University of KwaZulu-Natal	n.a.	15.9	60.5	17.8	13.1
9. University of Limpopo	n.a.	18.5	72.7	22.9	10.0
10. Mangosuthu University of Technology	19.0	17.9	65.7	50.0	n.a.
11. University of Mpumalanga	17.5	13.5	78.9	20.9	0.0
12. Nelson Mandela University	15.2	14.0	60.6	21.8	16.7
13. North West University	21.1	18.4	70.3	27.3	18.8
14. University of Pretoria	39.0	21.0	47.3	31.4	16.6
15. Rhodes University	36.4	21.5	79.9	32.7	22.1
16. Sefako Makgatho Health Science University	43.4	16.3	71.5	17.1	7.6
17. Sol Plaatje University, Northern Cape	17.8	14.0	40.4	14.8	n.a.
18. University of South Africa	17.5	14.0	25.8	12.2	11.6
19. University of Stellenbosch	30.2	19.1	69.1	30.6	19.5
20. Tshwane University of Technology	18.8	18.2	51.4	23.0	11.6
21. University of Venda	18.1	16.2	68.1	25.7	28.2
22. Vaal University of Technology	19.5	22.1	67.4	13.6	8.1
23. Walter Sisulu University	18.5	15.1	31.8	15.6	8.5
24. University of Western Cape	50.5	18.3	50.9	17.9	11.3
25. University of Witwatersrand	n.a.	18.4	58.7	23.6	14.2
26. University of Zululand	20.8	17.3	75.8	14.7	20.7
Averages	18.7	16.5	47.1	22.9	14.2

Source: 2023 HEMIS database, data extracted in November 2024.

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, 2023**

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/Asian	White	Average	African	Coloured	Indian/Asian	White	Average
1. Cape Peninsula University of Technology	76.2	85.2	88.4	92.0	<b>78.5</b>	69.6	80.8	100.0	96.5	<b>77.1</b>
2. University of Cape Town	82.4	85.3	88.9	94.0	<b>85.9</b>	83.8	86.3	89.4	94.8	<b>87.4</b>
3. Central University of Technology, Free State	67.9	72.3	79.0	82.3	<b>68.1</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
4. Durban University of Technology	83.6	84.8	85.7	87.6	<b>83.7</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
5. University of Fort Hare	81.5	85.0	88.8	79.4	<b>81.6</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
6. University of the Free State	82.5	83.2	88.8	91.8	<b>83.1</b>	82.2	89.3	77.6	91.4	<b>85.0</b>
7. University of Johannesburg	87.7	88.1	93.2	92.6	<b>88.0</b>	88.7	82.7	88.3	95.1	<b>89.9</b>
8. University of KwaZulu-Natal	80.7	84.5	85.4	89.5	<b>81.3</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
9. University of Limpopo	79.7	77.3	84.5	97.8	<b>79.7</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
10. Mangosuthu University of Technology	78.5	86.5	76.9	82.5	<b>78.5</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
11. University of Mpumalanga	80.2	67.1	94.2	70.9	<b>80.2</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
12. Nelson Mandela University	72.1	80.0	83.8	89.7	<b>73.7</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
13. North West University	82.2	78.9	87.8	89.1	<b>83.5</b>	82.4	82.8	90.9	90.0	<b>84.3</b>
14. University of Pretoria	83.6	83.7	85.9	90.8	<b>86.2</b>	84.7	92.8	92.6	95.5	<b>85.3</b>
15. Rhodes University	82.2	84.4	84.2	90.3	<b>82.7</b>	87.9	100.0	100.0	100.0	<b>89.7</b>
16. Sefako Makgatho Health Science University	88.3	93.5	88.5	96.8	<b>88.6</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
17. Sol Plaatje University, Northern Cape	83.1	79.9	79.8	90.2	<b>82.7</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
18. University of South Africa	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>	69.3	74.2	78.7	80.1	<b>70.4</b>
19. University of Stellenbosch	76.3	83.6	83.9	89.9	<b>85.8</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
20. Tshwane University of Technology	75.1	75.6	84.3	86.3	<b>75.2</b>	69.1	84.6	96.7	67.4	<b>72.4</b>
21. University of Venda	83.0	89.0	86.3	73.3	<b>83.0</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
22. Vaal University of Technology	82.8	79.6	42.1	85.1	<b>82.8</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
23. Walter Sisulu University	83.3	78.1	91.9	94.0	<b>83.3</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
24. University of Western Cape	82.2	86.5	89.1	94.1	<b>84.2</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
25. University of Witwatersrand	81.2	85.2	86.9	92.0	<b>83.1</b>	90.8	96.9	98.3	95.4	<b>91.9</b>
26. University of Zululand	81.0	71.9	87.2	97.9	<b>81.0</b>	n.a.	n.a.	n.a.	n.a.	<b>n.a.</b>
Averages	80.4	84.2	86.8	90.6	<b>81.6</b>	69.6	74.8	78.9	81.3	<b>70.9</b>

Source: 2023 HEMIS database, data extracted in November 2024.

- 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, 2023**

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	123	193	275	208	397	313	132	133	266	155	141	114	28	30	18	9	0	1	117	91	59	31	1	2
2. University of Cape Town	103	149	444	484	352	179	112	87	856	474	180	81	65	49	93	38	0	0	313	269	245	136	2	0
3. Central University of Technology, Free State	68	115	169	147	228	138	8	6	33	13	6	3	4	2	2	2	0	0	67	51	42	25	1	2
4. Durban University of Technology	147	155	259	258	10	53	12	3	13	7	0	0	115	98	164	108	1	3	59	37	20	13	0	0
5. University of Fort Hare	96	142	276	190	2	20	8	6	13	6	0	1	3	0	5	2	0	0	31	23	18	13	0	0
6. University of the Free State	137	171	541	395	380	270	23	25	151	54	8	15	10	9	12	13	0	0	292	223	371	124	1	5
7. University of Johannesburg	293	378	638	842	623	564	44	30	123	40	11	3	99	76	90	23	0	0	245	194	218	105	3	1
8. University of KwaZulu-Natal	220	229	610	380	682	550	16	9	67	27	0	2	189	121	295	217	4	32	122	91	88	39	1	0
9. University of Limpopo	235	410	307	238	21	39	2	3	4	2	0	0	5	6	5	1	0	0	24	17	13	9	0	0
10. Mangosuthu University of Technology	68	116	183	149	14	25	2	1	1	3	0	0	15	28	6	5	0	0	6	2	3	2	0	0
11. University of Mpumalanga	66	104	135	104	110	75	0	1	1	0	0	0	3	0	3	2	0	0	11	9	5	5	0	0
12. Nelson Mandela University	124	141	359	216	330	255	72	54	190	104	31	12	19	17	31	16	1	0	157	139	190	98	4	5
13. North West University	263	382	553	462	119	146	34	36	136	85	5	10	18	21	21	16	0	0	517	421	676	300	4	11
14. University of Pretoria	186	190	635	502	545	837	26	16	102	33	1	16	60	25	53	25	0	0	432	340	417	183	1	9
15. Rhodes University	69	74	191	127	226	177	14	14	52	46	17	22	7	5	7	7	0	0	90	96	88	37	0	1
16. Sefako Makgatho Health Science University	341	277	272	196	260	276	1	5	1	1	0	0	27	34	0	0	0	0	51	41	41	7	0	0
17. Sol Plaatje University, Northern Cape	35	67	75	82	113	74	6	10	39	23	43	11	3	2	2	1	0	1	10	9	12	11	1	1
18. University of South Africa	522	662	1 529	1 396	277	111	23	39	77	47	2	1	72	35	44	31	0	0	335	170	285	148	0	0
19. University of Stellenbosch	72	77	216	116	11	20	128	94	660	452	68	89	25	28	34	19	0	0	444	445	632	256	2	0
20. Tshwane University of Technology	213	347	587	619	630	327	10	5	20	5	1	1	13	11	17	6	0	0	146	110	198	81	0	2
21. University of Venda	194	271	212	206	30	22	2	0	0	2	0	0	3	1	0	0	0	0	6	8	2	1	0	0
22. Vaal University of Technology	93	140	232	157	121	62	2	1	5	0	0	0	7	3	5	6	0	0	58	27	50	20	1	2
23. Walter Sisulu University	351	463	616	527	35	34	7	3	8	3	0	1	12	23	5	3	0	0	18	24	4	9	0	0
24. University of Western Cape	47	47	131	92	3	1	143	111	406	281	0	16	39	17	22	20	0	0	111	66	21	21	0	0
25. University of Witwatersrand	214	264	1 435	1 135	169	286	45	26	126	43	1	3	98	55	130	58	0	1	309	284	133	60	0	0
26. University of Zululand	109	151	348	253	42	54	0	0	2	0	0	0	13	17	9	3	0	0	15	24	9	6	0	0
Total	4 389	5 715	11 228	9 481	5 730	4 908	872	718	3 352	1 906	515	401	952	713	1 073	631	6	38	3 986	3 211	3 840	1 740	22	41

Source: 2023 HEMIS database, data extracted in November 2024.

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: 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, 2023**

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
1. Cape Peninsula University of Technology	847	1 021	969	75.4	91.2	99.7	47.2	60.5	55.6
2. University of Cape Town	1 178	2 794	796	48.0	85.5	99.5	51.5	59.1	67.3
3. Central University of Technology, Free State	321	433	378	63.2	84.5	99.2	45.8	56.8	62.2
4. Durban University of Technology	678	851	67	78.2	95.1	100.0	50.7	53.8	16.4
5. University of Fort Hare	309	523	23	82.5	94.1	100.0	44.7	59.7	8.7
6. University of the Free State	890	1 661	679	42.1	70.2	99.1	51.9	64.7	57.3
7. University of Johannesburg	1 359	2 079	1 205	67.7	84.5	99.7	50.1	51.4	52.9
8. University of KwaZulu-Natal	1 169	1 753	1 272	67.1	91.0	99.8	49.6	61.0	54.1
9. University of Limpopo	702	579	60	94.2	96.2	100.0	37.9	56.8	35.0
10. Mangosuthu University of Technology	238	352	39	96.6	98.6	100.0	38.2	54.8	35.9
11. University of Mpumalanga	194	255	185	89.7	96.1	100.0	41.2	56.5	59.5
12. Nelson Mandela University	723	1 204	638	59.1	76.1	98.6	51.5	64.0	57.4
13. North West University	1 692	2 249	295	44.6	56.6	94.9	49.2	61.6	43.4
14. University of Pretoria	1 275	1 950	1 409	39.5	69.2	99.3	55.2	61.9	38.8
15. Rhodes University	369	555	443	49.6	77.5	99.8	48.8	60.9	54.9
16. Sefako Makgatho Health Science University	777	518	536	88.2	90.7	100.0	54.1	60.6	48.5
17. Sol Plaatje University, Northern Cape	142	245	244	86.6	90.6	99.2	38.0	52.2	64.3
18. University of South Africa	1 858	3 557	391	72.8	87.8	100.0	51.2	54.4	71.4
19. University of Stellenbosch	1 313	2 385	190	32.3	62.8	98.9	51.0	64.7	42.6
20. Tshwane University of Technology	855	1 533	961	70.1	81.8	99.8	44.7	53.6	65.7
21. University of Venda	485	423	52	97.1	99.3	100.0	42.3	50.6	57.7
22. Vaal University of Technology	331	476	186	74.3	85.1	98.4	48.3	61.3	65.6
23. Walter Sisulu University	902	1 180	71	95.2	98.5	98.6	43.1	53.9	49.3
24. University of Western Cape	715	1 006	20	56.5	94.6	100.0	53.8	58.1	15.0
25. University of Witwatersrand	1 295	3 120	460	54.2	93.8	100.0	51.4	58.5	37.0
26. University of Zululand	329	630	96	88.1	97.6	100.0	41.6	58.4	43.8
Total	20 946	33 332	11 665	63.8	83.0	99.4	49.2	58.6	53.8

Source: 2023 HEMIS database, data extracted in November 2024.

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, 2023**

College	NC(V)	Report 191 (N1–N6)	Occupational Qualifications	Skills Programmes	PLP	Level 5 and Level 6 Qualifications	Total
1. Boland TVET College	1 559	7 108	1 166	58	198	20	10 109
2. Buffalo City TVET College	2 509	4 571	59	0	61	0	7 200
3. Capricorn TVET College	5 438	10 544	139	0	101	0	16 222
4. Central Johannesburg TVET College	1 923	14 446	105	71	0	0	16 545
5. Coastal TVET College	4 909	10 340	32	0	200	0	15 481
6. College Of Cape Town	330	689	745	39	0	0	1 803
7. Eastcape Midlands TVET College	2 493	5 955	328	0	119	76	8 971
8. Ehlanzeni TVET College	1 203	923	2	0	2	0	2 130
9. Ekurhuleni East TVET College	3 641	13 186	233	58	136	0	17 254
10. Ekurhuleni West TVET College	6 630	9 755	155	0	154	0	16 694
11. Elangeni TVET College	3 847	5 545	241	161	72	0	9 866
12. Esayidi TVET College	2 819	8 808	29	0	99	0	11 755
13. False Bay TVET College	1 385	8 731	450	1 591	127	233	12 517
14. Flavius Mareka TVET College	604	11 023	209	164	41	0	12 041
15. Gert Sibande TVET College	5 264	6 412	674	0	95	0	12 445
16. Goldfields TVET College	1 254	4 959	406	0	98	0	6 717
17. Ikhala TVET College	1 848	6 990	60	0	33	0	8 931
18. Ingwe TVET College	2 618	6 949	97	0	0	0	9 664
19. King Hintsa TVET College	1 297	4 467	101	0	0	0	5 865
20. King Sabata Dalindyebo TVET	2 879	8 154	108	0	0	0	11 141
21. Lephalale TVET College	879	952	347	0	0	0	2 178
22. Letaba TVET College	2 337	4 810	122	216	106	0	7 591
23. Lovedale TVET College	1 576	4 180	180	0	80	0	6 016
24. Majuba TVET College	5 417	21 577	261	1 012	180	30	28 477
25. Maluti TVET College	3 229	5 762	265	410	39	0	9 705
26. Mnambithi TVET College	1 772	5 813	84	0	84	0	7 753
27. Mopani South East TVET College	3 521	3 252	178	146	99	0	7 196
28. Motheo TVET College	1 609	16 835	337	184	77	0	19 042
29. Mthashana TVET College	1 833	6 032	121	243	165	0	8 394
30. Nkangala TVET College	4 386	11 024	0	10	110	0	15 530
31. Northern Cape Rural TVET College	655	5 138	262	6	75	59	6 195
32. Northern Cape Urban TVET College	1 036	4 995	103	177	42	0	6 353
33. Northlink College	2 165	14 361	2 097	1 364	119	0	20 106
34. Orbit TVET College	3 482	9 419	122	0	123	0	13 146
35. Port Elizabeth TVET College	2 124	6 286	853	0	179	12	9 454
36. Sedibeng TVET College	3 630	15 777	0	0	103	0	19 510
37. Sekhukhune TVET College	1 404	4 380	72	0	84	0	5 940
38. South Cape TVET College	761	5 795	391	0	0	109	7 056
39. South West Gauteng College	6 734	15 320	306	0	105	0	22 465
40. Taletso TVET College	2 085	7 081	0	32	72	0	9 270
41. Thekwini TVET College	1 661	6 255	296	44	88	0	8 344
42. Tshwane North TVET College	2 971	15 715	79	30	94	0	18 889
43. Tshwane South TVET College	2 672	10 254	830	0	281	0	14 037
44. Umfolozi TVET College	3 745	6 008	677	665	58	98	11 251
45. Umgungundlovu TVET College	2 500	5 704	289	22	58	0	8 573
46. Vhembe TVET College	5 328	10 208	112	0	102	0	15 750
47. Vuselela TVET College	2 435	8 928	113	168	137	0	11 781
48. Waterberg TVET College	3 003	800	318	0	0	0	4 121
49. Westcoast TVET College	2 298	7 092	1 320	105	61	0	10 876
50. Western TVET College	2 307	13 345	0	21	66	0	15 739
<b>Total</b>	<b>134 005</b>	<b>402 653</b>	<b>15 474</b>	<b>6 997</b>	<b>4 323</b>	<b>637</b>	<b>564 089</b>

Source: 2023 TVET College Enrolment\_Final\_02 April 2025.

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: Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing). 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 2023, namely: Nkangala, Sedibeng, Taletso and Western TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

**Table 10.11: Funding allocated for public HEIs, by institution name, 2019/20–2023/24**

Institution	2019/20	2020/21	2021/22	2022/23	2023/24
	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)
1. Cape Peninsula University of Technology	1 574 033	1 569 195	1 719 203	1 426 053	1 526 712
2. University of Cape Town	1 854 928	1 851 735	1 885 988	1 951 553	1 859 165
3. Central University of Technology, Free State	690 150	920 681	807 715	909 932	846 755
4. Durban University of Technology	1 365 212	1 466 708	1 411 351	1 602 116	1 409 893
5. University of Fort Hare	961 474	1 059 869	846 217	912 029	837 319
6. University of the Free State	1 628 630	1 634 523	1 654 954	1 961 626	1 924 681
7. University of Johannesburg	2 626 074	2 615 532	2 693 945	2 631 091	2 724 977
8. University of KwaZulu-Natal	2 692 336	2 936 829	2 796 113	2 951 925	2 693 165
9. University of Limpopo	1 451 549	1 269 675	1 164 609	1 244 954	1 415 824
10. University of Mpumalanga	1 063 589	1 069 647	911 937	963 210	890 230
11. Mangosuthu University of Technology	563 736	677 507	556 692	630 023	527 637
12. Nelson Mandela University	1 384 441	1 362 712	1 631 473	1 595 579	1 577 949
13. North-West University	2 566 843	2 298 083	2 328 664	2 549 469	2 502 182
14. University of Pretoria	3 105 279	3 143 953	3 190 157	3 354 071	3 288 142
15. Rhodes University	772 549	559 109	584 858	622 177	618 443
16. Sefako Makgatho Health Sciences University	998 938	936 496	1 037 401	1 134 656	944 015
17. Sol Plaatje University, Northern Cape	692 146	762 922	668 169	730 421	627 206
18. University of South Africa	4 356 776	4 632 420	4 706 779	5 276 257	5 245 116
19. University of Stellenbosch	2 086 014	2 033 820	2 088 407	2 283 446	2 180 749
20. Tshwane University of Technology	2 613 579	2 610 607	2 913 998	2 906 052	2 677 878
21. University of Venda	891 018	1 042 459	870 576	1 106 746	1 044 718
22. Vaal University of Technology	837 950	863 376	1 015 254	943 203	847 712
23. Walter Sisulu University	1 137 950	1 177 790	1 310 132	1 446 074	1 292 984
24. University of Western Cape	1 326 011	1 249 802	1 295 258	1 577 864	1 456 700
25. University of Witwatersrand	2 420 586	2 350 634	2 345 788	2 685 708	2 735 114
26. University of Zululand	697 150	974 295	611 807	956 577	936 676
<b>Total</b>	<b>42 358 941</b>	<b>43 070 379</b>	<b>43 047 445</b>	<b>46 352 812</b>	<b>44 631 942</b>

Source: DHET Annual Report 2018/19 - 2023/24.

**Table 10.12: Funding allocated for TVET colleges, by college name, 2019/20–2023/24**

College	2019/20	2020/21	2021/22	2022/23	2023/24
	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)
1. Boland TVET College	85 114	75 179	48 563	53 427	51 276
2. Buffalo City TVET College	69 443	74 073	73 262	64 602	66 940
3. Capricorn TVET College	190 257	212 683	186 490	183 179	141 345
4. Central JHB TVET College	96 816	84 097	96 955	147 394	89 074
5. Coastal TVET College	145 109	162 354	154 578	206 832	170 243
6. Cape Town TVET College	89 927	94 184	66 566	66 041	79 654
7. East Cape Midlands TVET College	126 899	79 064	63 915	64 968	66 318
8. Ehlanzeni TVET College	147 774	157 398	153 909	137 514	121 351
9. Ekurhuleni East TVET College	135 826	158 140	157 072	148 870	136 295
10. Ekurhuleni West TVET College	171 774	209 484	188 975	196 095	167 426
11. Elangeni TVET College	105 016	114 522	104 678	110 472	103 336
12. Esayidi TVET College	91 493	145 355	104 378	142 825	126 944
13. False Bay TVET College	81 994	69 654	57 353	70 278	58 431
14. Flavius Mareka TVET College	49 576	47 944	31 346	44 235	29 729
15. Gert Sibande TVET College	164 357	167 220	204 291	337 705	220 613
16. Goldfields TVET College	47 751	56 453	45 180	47 367	38 428
17. Ikhala TVET College	93 160	108 974	74 198	98 043	114 229
18. Ingwe TVET College	74 374	87 570	123 906	70 482	63 637
19. King Hintsa TVET College	76 747	40 879	56 379	42 459	29 643
20. King Sabata Dalindyebo TVET College	86 242	91 463	83 201	78 100	75 778
21. Lephale TVET College	9 726	9 826	8 168	19 781	10 674
22. Letaba TVET College	104 366	65 946	84 256	89 269	54 215
23. Lovedale TVET College	48 849	53 073	52 384	56 696	47 751
24. Majuba TVET College	220 240	237 855	238 224	342 483	300 028
25. Maluti TVET College	85 065	109 573	87 956	85 127	71 086
26. Mnambithi TVET College	65 916	69 998	63 476	67 881	60 546
27. Mopani South East TVET College	84 187	100 097	96 460	88 769	78 467
28. Motheo TVET College	102 463	98 033	87 886	91 319	99 292
29. Mthashana TVET College	100 344	81 216	125 047	139 500	124 820
30. Nkangala TVET College	147 408	166 578	167 253	155 572	142 955
31. Northern Cape Rural TVET College	48 358	53 837	43 424	52 714	34 899
32. Northern Cape Urban TVET College	84 845	87 196	87 143	74 399	69 340
33. Northlink TVET College	132 876	112 602	89 097	101 994	100 225
34. Orbit TVET College	88 821	81 301	76 780	77 545	75 252
35. Port Elizabeth TVET College	50 854	46 010	42 501	49 820	47 470
36. Sedibeng TVET College	148 707	182 986	161 980	163 738	129 356
37. Sekhukhune TVET College	45 776	39 730	32 388	57 643	28 124
38. South Cape TVET College	27 096	21 409	18 072	27 016	55 641
39. South West Gauteng TVET College	251 106	325 167	328 783	316 076	231 386
40. Taletso TVET College	89 341	101 226	131 078	100 471	83 884
41. Thekwini TVET College	60 959	65 373	64 102	56 584	59 399
42. Tshwane North TVET College	131 568	134 582	159 330	127 246	125 049
43. Tshwane South TVET College	146 015	58 086	76 143	85 383	87 737
44. Umfolozi TVET College	235 179	159 706	186 823	171 935	144 251
45. Umgungundlovu TVET College	55 156	106 483	122 847	89 900	110 530
46. Vhembe TVET College	136 609	126 439	102 318	106 354	101 235
47. Vuselela TVET College	92 098	92 723	91 879	108 537	81 475
48. Waterberg TVET College	61 836	74 316	70 223	62 095	67 233
49. West Coast TVET College	89 131	89 148	88 138	87 962	81 761
50. Western College TVET College	130 421	127 838	125 165	126 221	82 108
<b>Total</b>	<b>5 204 965</b>	<b>5 315 043</b>	<b>5 184 519</b>	<b>5 490 918</b>	<b>4 736 879</b>

Source: *DHET Annual Report 2018/19 - 2023/24.*

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 10.13: Funding allocation for CET colleges, by college name, 2019/20–2023/24**

College	2019/20	2020/21	2021/22	2022/23	2023/24
	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)	Total amount allocated (R'000)
1. Eastern Cape CET College	10 273	15 682	23 397	24 009	29 298
2. Free State CET College	7 808	10 979	16 096	16 690	18 689
3. Gauteng CET College	49 315	43 485	52 684	54 759	42 813
4. KwaZulu-Natal CET College	10 894	32 993	41 311	43 205	36 154
5. Limpopo CET College	18 925	12 546	19 071	19 944	24 398
6. Mpumalanga CET College	18 080	12 545	17 425	18 145	20 629
7. Northern Cape CET College	2 687	6 627	8 965	9 397	11 945
8. North-West CET College	19 941	9 409	13 213	13 676	16 855
9. Western Cape CET College	12 912	12 546	14 617	15 326	13 070
<b>Total</b>	<b>150 835</b>	<b>156 812</b>	<b>206 779</b>	<b>215 151</b>	<b>213 851</b>

Source: *DHET BAS report, 2018 - 2024.*

Note: Funding includes subsidy amounts transferred in respect of Community Learning Centres (CLC) 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 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 (ULR) data, while public HEIs, TVET colleges, CET colleges and SETAs submit ULR data as per the format prescribed by the Department. TVET colleges started submitting ULR data in 2016 through the Technical and Vocational Education and Training Management Information System (TVETMIS), while SETAs started submitting data through the Skills Education and Training Management Information System (SETMIS) in the 2019/20 financial year. In 2023, data from TVET colleges and SETAs were submitted manually due to technical challenges experienced with TVETMIS and SETMIS.

CET colleges have been submitting their ULR data since 2019, and started using the Community Education and Training Management Information System (CETMIS) in 2023 to capture 2022 student enrolment data. Aggregated data for previous years was used to report on enrolment and workplace-based learning programmes prior to implementation of the above-mentioned Management Information Systems.

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 identity number. Thus, all programme and subject enrolments were counted, whether the same student is counted more than once.

Since the implementation of TVETMIS, data used 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 occurs once a year, while Report 191 Engineering Studies intake is in trimesters, and enrolment for Report 191 Business and General Studies programmes is in semesters.

The data in this publication is as received from the institutions and entities, with no imputation or weighting applied. 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 2023 data are as follows:

- Public HEIs: **100.0%**
- Private HEIs: **99.2%**
- TVET colleges: **100.0%**
- Private colleges: **65.8%**
- CET colleges: **83.5%**

## 12. 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

Internship programmes are structured, planned, and managed workplace-based learning programmes that aim to provide practical experience to higher education or further education graduates in their field of study. For example, the primary objective of internship programmes in South Africa is to equip learners with work experience and skills to enhance their employability and provide a gateway to finding employment after the completion of the programme, which is usually 12 months long, but can last up to two consecutive years (*HRSC, 2010*).

An internship provides an environment where students gain skills and experience under the guidance of a supervisor. It can be a paid or unpaid experience and offers an opportunity to develop job-related skills before qualifying for a regular job. In South Africa, internships are more complex than apprenticeships and learnerships, with various differing types of internships, with various types catering to different educational and vocational qualifications (*Maake-Malatji, 2021*). The figure below illustrates the various types of internships and their purpose (*Blom, 2015*) (*Blom, 2016*) (*Gazette, 2018*).

Graduate internships target unemployed graduates who lack work experience in their field of study, providing them with practical experience and enhancing their employability. Internships for N-diploma, offer vocational training and experience as part of the qualification requirements, while internships for candidacy focus on practical training for individuals pursuing professional qualifications. Student internships are categorised as Category A, Category B, and Category C, providing work-based learning opportunities for individuals pursuing vocational, professional, and occupational qualifications respectively (*Mabeba, 2019*). The objectives of internships in South Africa include addressing skills shortages, meeting sector-specific needs, and providing unemployed graduates with work experience and skills to enhance their employability (*Mabeba, 2019*).

### 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:

1. To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act);
2. 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);
3. 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
4. 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 consists 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)*.

### Pass rate

The percentage of students who passed. It is calculated by dividing the total number of students who passed (pass plus conditional pass) by the total number of students who sat for an examination. *DHET: Dictionary of Terms and Concepts for Post-School Education and Training, 2024*.

### 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*.

### Personnel category

The classification that indicates the type of duties to be undertaken in a position which a staff member occupies at the institution, and the qualifications and experience normally required by the incumbent of that position. *DHET: Dictionary of Terms and Concepts for Post-School Education and Training, 2024*.

### 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 NC(V) 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 2023:

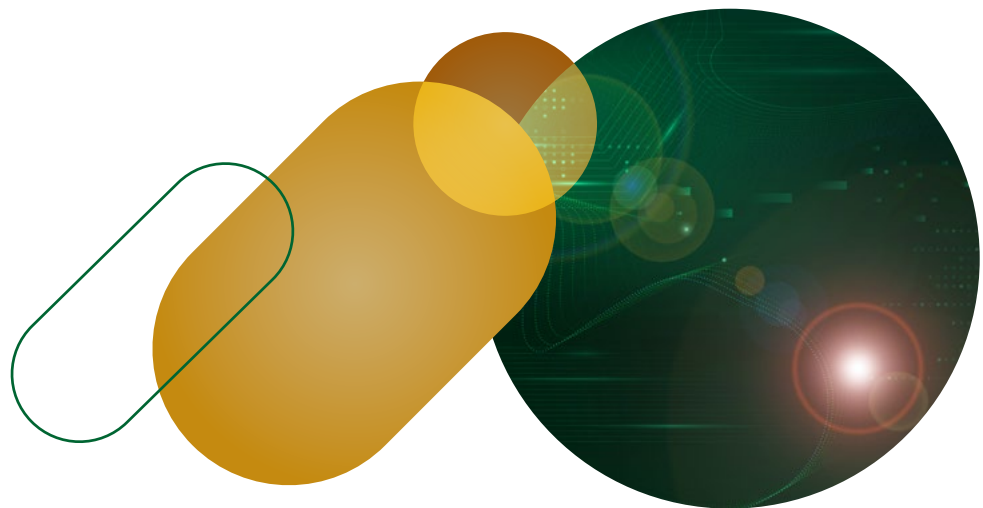
- 26 Public Higher Education Institutions
- 131 Private Higher Education Institutions
- 50 Technical and Vocational Education and Training (TVET) colleges
- 149 Private colleges
- 9 Community Education and Training (CET) colleges

Student enrolment in the Post-School Education and Training sector in 2023 was as follows:

Public Higher Education and Training Institutions:	<b>1 071 715</b>
Private Higher Education and Training Institutions:	<b>286 454</b>
Technical and Vocational Education and Training (TVET) colleges:	<b>564 089</b>
Private colleges:	<b>80 785*</b>
Community Education and Training colleges:	<b>120 081**</b>
Sector Education and Training Authority (SETA) programmes:	<b>148 960</b>

*\*This figure represents enrolment at only 98 of the 149 registered private colleges that responded to the Departmental Annual Survey.*

*\*\*This figure represents enrolment at only 1 496 of the 1 791 gazetted Learning Centres.*



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**higher education  
& training**

Department:  
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**REPUBLIC OF SOUTH AFRICA**

