

30
YEARS

Department of Higher
Education and Training

HIGHLIGHT OF KEY ACHIEVEMENTS



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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Department of Higher Education and Training (DHET) (2024).
*Highlight of key achievements for the Department of Higher Education
and Training over past 30 years.* Department of Higher Education
and Training, Pretoria.

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FOREWORD

The Department of Higher Education and Training is proud to present this comprehensive report, which highlights key achievements over the past 30 years in South Africa. This review provides a detailed account of the progress made by the Department and its affiliated entities in advancing the priorities outlined in the National Development Plan and the White Paper for Post-School Education and Training. Since the dawn of democracy in 1994, South Africa has witnessed significant shifts in its labour market dynamics, which the Post-School Education and Training system has adeptly responded to. The country's commitment to addressing the skills needs of a democratic society is evident in its development and implementation of robust legislative and policy frameworks aimed at democratizing the education system, enhancing equity and access, and improving the quality of education, training, and research.

Over the years, the Department has consistently rolled out targeted interventions to improve access, quality, and efficiency within the post-school education and training system. These achievements have been realized despite socio-economic challenges, including the disruptions caused by the COVID-19 pandemic, which significantly impacted the economy and government service delivery, including the Post-School Education and Training sector, leading to campus closures and declining enrolments. In response, the Post-School Education and Training system adopted a risk-adjusted strategy to combat the virus, implementing targeted interventions to support institutions and students. The DHET's commitment was exemplified by the **#Save the Academic Year, #Save Lives initiative**, ensuring that students continued to receive support and access to educational resources despite these disruptions.



This report serves as a strategic resource for reflecting on policy and legislative changes, structural shifts, and key achievements within the Post-School Education and Training system since 1994. It encompasses the progress made by Higher Education Institutions, Technical and Vocational Education and Training colleges, Community Education and Training colleges, and the skills development sector. Furthermore, this document aims to inform strategic planning and monitoring, enhancing the responsiveness of the Post-School Education and Training system to the evolving needs of society and the economy.

The Department has worked diligently to ensure this report meets stakeholders' needs. We welcome your feedback, which can be sent to: Khuluvhe.M@dhet.gov.za

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Section 29 of the Constitution states that “Everyone has the right to (a) basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible”.



INTRODUCTION

The Department of Higher Education and Training (DHET) was established in 2009 when the former Department of Education was split into two departments: Basic Education and Higher Education and Training. All functions pertaining to higher education, further education, adult education, qualifications, and skills development, which was in the former Department of Education and Department of Labour were absorbed into the newly formed DHET.

Section 29 of the Constitution states that “Everyone has the right to (a) basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures, must make progressively available and accessible”. Since its establishment, the endeavours of DHET are towards developing a skilled and capable workforce and the skills base of the country to support an inclusive growth path. As such its strategic thrusts are always reflective of this Constitutional imperative.

The DHET’s vision is for an integrated, coordinated and articulated Post-School Education and Training (PSET) system for improved economic participation and the social development of youth and adults. Its mandate is to develop a skilled and capable workforce whilst broadening the skills base of the country to support an inclusive growth path.

In 2013, Cabinet approved the White Paper for PSET which emphasises the importance of the post-school education and training system as an important institutional mechanism for transformation. The White Paper provides key policy directives including:

- a. increasing and expanding access to post-school education and training opportunities;
- b. improving quality of PSET provisioning;
- c. improving success of the PSET system;
- d. improving efficiency of the PSET system to ensure resources are used optimally; and
- e. enhancing responsiveness of the PSET system.













WHAT WE INHERITED IN 1994

Before 1994, all education and training institutions and education entities that form the current PSET system were subjected to different forms of administration, governance, and policy mandates. The education and training system was fragmented and uncoordinated. In 1994, only 1.7 million people had post-matriculation as their highest level of educational attainment (HLEA), out of which 56% were White, 36% were African, 4% were Coloured and 3% were Indian. In 1996, about 3.8 million people out of the total population of 17.1 million aged 26 years and above had no education; out of which about 3.5 million (93%) were African.

Since 1994, the DHET had to respond to progressive economic goals and increase access to opportunities for people to gain knowledge and acquire skills that stimulate economic growth. The post 1994 period is characterised by a progressive transformation agenda that seeks to expand access to education and training system and the conversion of educational institutions to eliminate inequities and prompt responses to economic and development needs of the country. **Table 1** shows that the education levels of persons aged 25–64 years have improved over the past eight years. The share of the population aged 25–64 years who have completed secondary education as their HLEA (Grade 12 or equivalent) increased from 27.4% in 2014 to 33.2% in 2022, while those who have degrees increased from 5.2% to 7.0% in the same period.

TABLE 1: Number and share of persons in the population aged 25–64 years by HLEA, 2014 and 2022

HLEA	Q3:2014		Q3:2022	
	Thousands	%	Thousands	%
 No schooling	1 118	4.4%	674	2.2%
 Less than primary schooling	2 526	10.0%	1 976	6.6%
 Primary schooling	1 234	4.9%	1 164	3.9%
 Some secondary schooling	9 527	37.8%	11 139	37.0%
 Secondary (Grade 12 or equivalent)	6 915	27.4%	10 003	33.2%
 Certificate	784	3.1%	907	3.0%
 Diploma	1 539	6.1%	1 702	5.7%
 Degree	1 310	5.2%	2 112	7.0%
 Other	271	1.1%	416	1.4%
 TOTAL	25 224	100.0%	30 095	100.0%

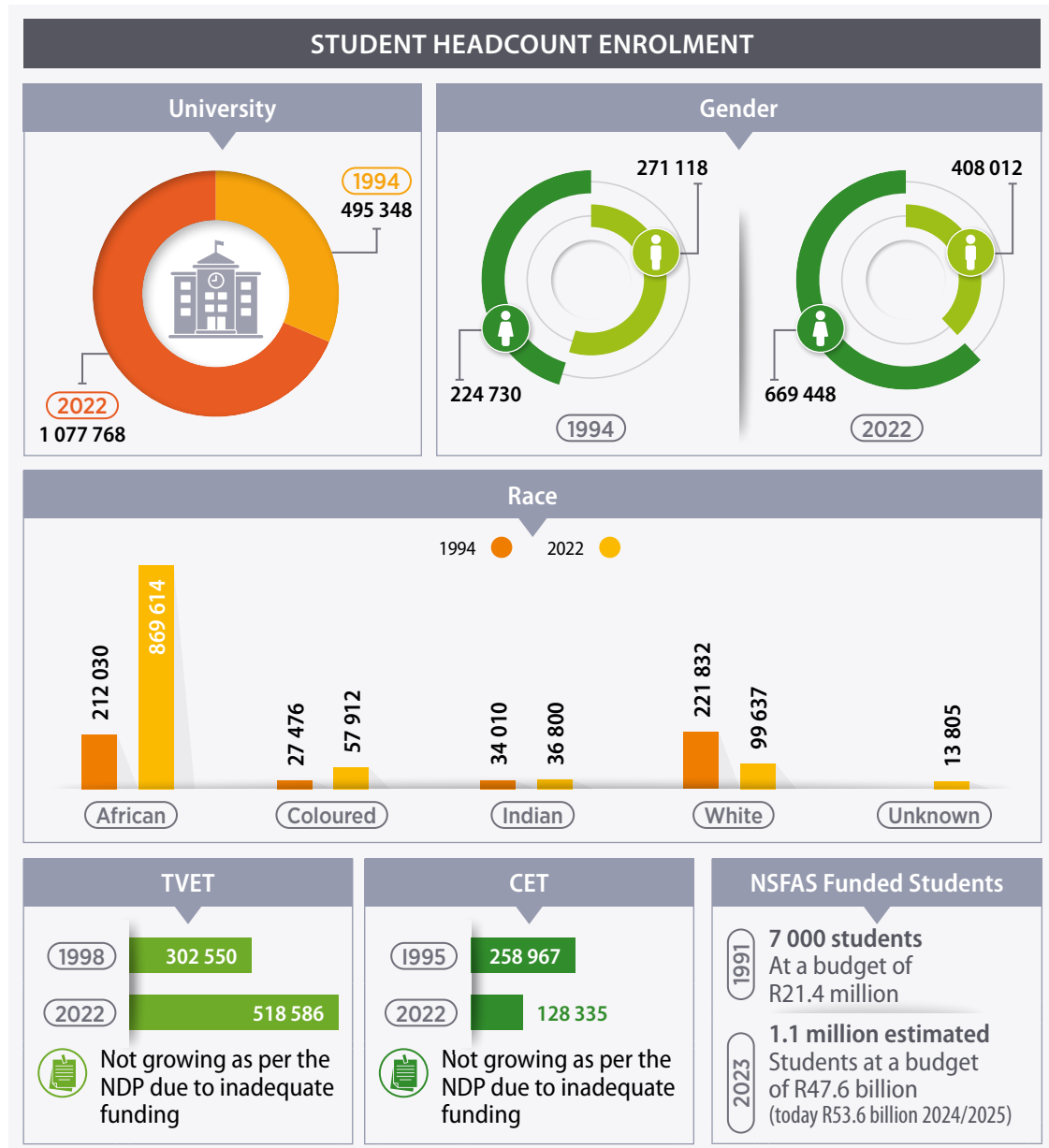
Source: Quarterly Labour Force Survey (QLFS) Q3:2014 and Q3:2022 (Nesstar, downloaded 04 May 2023).



EDUCATION AND TRAINING POLICIES, PROGRAMMES AND PLANS DEVELOPED BY THE DEMOCRATIC GOVERNMENT

The immediate priority after the 1994 period was to reconfigure the education and training system and bring it up to standard with the economic and development needs of the country and expand access, while transforming institutions to eliminate inequities, as well as respond to the changing international context. Since 1994, PSET policies had to respond to ambitious economic goals, to widen access to opportunities for people to learn the skills and gain the knowledge for economic prosperity. The PSET system had to be fundamentally transformed to respond to the demands for justice, equity, and redress. **Table 2** below reflect key changes to the size and shape of the post-school education and training system since 1994:

TABLE 2: Key changes in the PSET system



Several new policies and legislation have come into effect since 2009. These were introduced to facilitate the transition from a fragmented PSET system to an integrated system, and to take forward the policy imperatives of the DHET. The following are the eight main Legislative/Policy documents that provides strategic direction:

CONTINUING EDUCATION AND TRAINING ACT, ACT NO. 16 OF 2006 (CET ACT), PREVIOUSLY KNOWN AS THE FURTHER EDUCATION AND TRAINING ACT, ACT NO. 16 OF 2006 (FET ACT)

Provides for the establishment, governance, and funding of CET and TVET colleges, as well as matters related to the provision of continuing education and training.

GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, ACT NO. 58 OF 2001 (GENFETQA ACT)

Provides for the GENFETQA Council and for the quality assurance of general and further education.

HIGHER EDUCATION ACT, ACT NO. 101 OF 1997 (HE ACT)

Provides for a unified and nationally planned system of higher education and the CHE.

NATIONAL QUALIFICATIONS FRAMEWORK ACT, AS AMENDED, ACT NO. 67 OF 2008 (NQF ACT)

Provides for the National Qualifications Framework (NQF), SAQA and the Quality Councils (the CHE, the QCTO and Umalusi), for qualifications and the quality assurance of qualifications required on the sub-frameworks of the NQF. The 2019 amendment makes provision mainly for misrepresented or fraudulent qualifications.

NATIONAL STUDENT FINANCIAL AID SCHEME ACT, ACT NO. 56 OF 1999 (NSFAS ACT)

Provides for the granting of loans and bursaries to eligible students attending public Higher Education Institutions (HEIs), as well as for the administration of such loans and bursaries.

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT, ACT NO. 31 OF 2000

Provides for the continued existence of the South African Council for Educators, the functions of this Council and its composition.

SKILLS DEVELOPMENT LEVIES ACT, ACT NO. 9 OF 1999 (SDL ACT)

Provides for the imposition of skills development levies and matters related thereto.

SKILLS DEVELOPMENT ACT, ACT NO. 97 OF 1998 (SDA)

Provides for the NSA and the QCTO, and regulates apprenticeships, learnerships and matters related to skills development.

Other key strategic initiatives introduced in the last five years: 2019–2024



ONE COUNTRY, ONE SKILLS DEVELOPMENT INITIATIVE

DHET is intensifying efforts towards addressing the imbalances of skills supply and demand in South Africa through the development of a country wide Master Skills Plan (MSP) under the theme 'One Country One Skills Development Plan'. The Master Skills Plan for South Africa draws attention to the key issues that need to be addressed to ensure that South Africa has the skills it needs for both societal and economic development. This Plan provides strategic direction to the country's skills system, bring about coherence in skills provisioning and clarify institutional arrangements. The MSP identifies game-changing sectors - such as the hydrogen economy, agro-economy, digital technology, that will begin to articulate the skills requirements at domestic and global levels.



STUDENT FUNDING

A Bursary Scheme was introduced in 2018, which provides fully subsidised funding for poor and working-class students from families with gross combined annual incomes of up to R350 000. The scheme has been phased in on a year-by-year basis to first-time entering university students, over a five-year period. NSFAS and DHET have developed Guidelines for the Bursary Scheme for university students from 2019 which are aligned to the ensuing academic year. The 2022 academic year was the fifth year of the fully subsidised funding system for students. In 2023, NSFAS introduced the NSFAS Eligibility Criteria and Conditions for Financial Aid, also referred to as the 2023 Student Funding Policy. It should be noted that, at its inception in 1991, NSFAS had a budget of R21.4 million allocated to the first cohort of about 7 000 students. DHET is proud that NSFAS funded 1.1 million students with a budget allocation of R47.6 billion in the 2023 academic year. Of this amount, universities were allocated R38.6 billion and TVET Colleges R8.9 billion for the first time we have passed the one million mark. In 2023, South African Social Security Agency (SASSA) beneficiaries account for 49% of the funded students in 2023. Student funding has drastically grown over the years to fund children of the working class and the poor seeking to further their studies in public universities and TVET colleges. Between 2019 and 2023, NSFAS disbursed R192 billion benefiting 3 895 757 students in both universities and TVET colleges. This is a clear indication that government has been prioritising education and the quest to broaden access to those sections of our communities who had no access to post school education and training in past.



STUDENT ACCOMMODATION

The Department recognise that student accommodation is critical in the expansion of the PSET system. In the last two years, the Department completed student accommodation projects to the value of R2.5 billion targeting 9 721 students. Understanding the depth of the challenge on student accommodation, the Department is employing multiple approaches to accelerate and increase delivery of student accommodation. The lease to own schemes and the institution driven and department funded construction would address the completion of 300 000 beds by 2031.



ADDRESSING SOCIAL INCLUSION AND GENDER-BASED VIOLENCE IN PSET

The Policy Framework to Address Gender-Based Violence (GBV) in the PSET system was published in 2020, to fight GBV in all PSET institutions. The Department also finalised Gender Guidelines, Protocols and Ethics (2021), to support implementation of the Policy Framework. A Policy Framework for the Realisation of Social Inclusion in the PSET system was introduced in 2016 to assist PSET institutions to implement social inclusion measures as the country continues to battle long-standing historical and present-day inequalities in education access, experience, and performance.



NATIONAL QUALIFICATIONS FRAMEWORK

On 13 October 2023, President Cyril Ramaphosa promulgated the National Qualifications Framework (NQF) Amendment Act and is officially in operation. The NQF seeks to create a single integrated national framework for learning achievements and to facilitate access to, and mobility and progression within education, training, and career paths. The amendment to the act tightens the legal requirements and strengthens the hands of NQF bodies to inspire confidence in the education and training system. The Act gives the South African Qualifications Authority (SAQA) the legal responsibility to verify all national qualifications and part-qualifications, amongst others. Currently, the Department is busy with a further review and proposed amendments of the NQF Act to deal with matters that were not covered by the 2019 Amendment Act. The first draft has already been developed and circulated amongst the stakeholders for preliminary comments.



ARTICULATION POLICY

The Department has ensured coordinated implementation of the articulation policy within and across the post-school education and training sector through the unfurling post-school education and training articulation programme. This was done through the establishment of adequately capacitated, sustainable articulation networks within and across provinces. The networks are being realized through structured and coordinated development of Articulation Implementation Plans (AIPs), in collaboration with existing and new articulation partners within each province/region. Articulation Implementation Plans (AIPs) are led by the Cape Peninsula University of Technology, University of Limpopo, Durban University of Technology, Central University of Technology, Nelson Mandela University and Tshwane University of Technology supporting nine TVET Colleges. The support continues in 2023 and more universities will be on boarded in 2024. A total of R7 950 000 has been allocated for the implementation of this programme.



GLOBAL CONVENTION

In 2021, the Department brought together various government departments, universities, private higher education institutions, SAQA, quality councils, SETAs professional bodies, associations and other formations to a unified goal to support South Africa to ratify the **Global Convention** as the first step to encourage student and lecturer mobility amongst countries. The Global Convention was tabled at the Portfolio Committee (15 February 2023), the National Assembly (12 September 2023) and the Select Committee on Education and Technology, Sports, Arts and Culture (6 December 2023) and received support/recommendation to the ratification of the Convention. The Convention aims to help students, academics, lecturers and researchers move around the world to pursue their studies and research through:

- Providing a global platform for collaboration across borders and regions to develop better tools and practices for the recognition of higher education qualifications;
- Facilitating the recognition of qualifications and mobility of students, teachers and researchers worldwide;
- Creating a global framework for fair, transparent and non-discriminatory recognition of higher education qualifications; and
- Establishing universal principles for improving recognition practices.



The PSET system had to adopt a risk-adjusted strategy, informed by the National Command Council to combat the spread of the virus and limit its impact on the PSET sector.



The DHET's determination and commitment was not to leave any student behind through the following initiatives:

#SAVE THE ACADEMIC YEAR

#SAVE LIVES



KEY ACHIEVEMENTS PER PSET SECTOR

The Department has over the years been consistent in its roll out of targeted interventions to improve access and the quality of provisioning, as well as the efficiency of the post-school education and training system.

These outcomes are realised despite the socio-economic turbulences that the country has experienced during the period under review. For instance, the advent of the COVID-19 pandemic and its impact on the economy was a big challenge to government and its service delivery efforts. The past three years proved to be challenging years as the pandemic remained a major disruption for the economy and government service delivery. Surely, the PSET system was not spared. The national state of disaster and the nationwide lockdowns necessitated campus closures and, in some cases, led to declining admissions and enrolments in our institutions of higher learning. The PSET system had to adopt a risk-adjusted strategy, informed by the National Command Council to combat the spread of the virus and limit its impact on the PSET sector. The DHET's determination and commitment was not to leave any student behind through the **#Save the Academic Year**, **#Save Lives**, initiative. Linked to each Level of the Lockdown, the PSET system implemented targeted interventions geared towards curbing the spread of the pandemic at the institutions of learning, testing and providing support, ensuring that students had uninterrupted access to teaching and learning support materials, access to affordable data for access to educational content and websites, to name a few. As a result of these efforts, reorganized/restructured academic programmes enabled all the institutions and their students to complete academic requirements.

This section provides an overview of key achievements in each of the South African post-school education and training sector.

Achievements of the public university sector

The public university sector is made up of 26 public universities consisting of 11 traditional universities, nine comprehensive universities, and six universities of technology. Plans are currently underway to establish two new universities as government continues to intensify efforts towards addressing the country's persistent skills shortage. In addition to the two new universities that were established in 2013 in the Northern Cape and



Mpumalanga, the Department has now concluded the feasibility studies and designs for the construction of the University of Science and Innovation in Ekurhuleni Metro; and University of Policing and Crime Detection in Hammanskraal.

Access to public universities

The number of students enrolled at public universities has increased consistently from 1994 to 2022. **Figure 1** alongside shows that in 1994, enrolment in public universities was 495 356. This increased to 1 074 912 student enrolments in 2019 and 1 077 768 enrolments in 2022. Based on this enrolment trends between 1994 and 2022, it is likely that the NDP target for the university sector of 1.6 million enrolments will be met by 2030.

South Africa has done well in terms of gender transformation within the student composition. **Figure 2** shows in 2022, female students made up 62.1% of all students enrolled in public HEIs, compared to 37.9% of male students. Female students predominated in both the contact and distance learning modes (57.0% and 71.4%, respectively). The greatest gender disparity was observed in distance learning, where seven out of ten students (71.4%) were females compared to 28.6% of males.

FIGURE 1: Number of students enrolments in public universities, 1994–2022

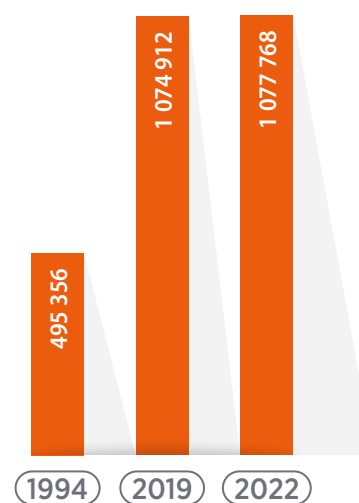
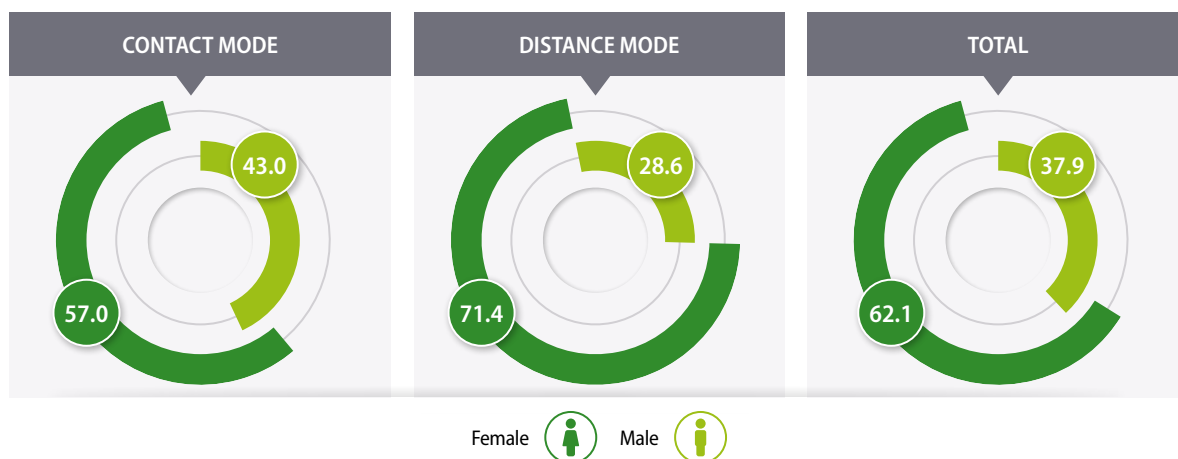


FIGURE 2: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2022



Source: DHET 2023, Statistics on PSET in South Africa: 2022

Table 3 shows that enrolment of females in SET has expanded rapidly, at 2.4% per year, while their enrolment in education grew even more rapidly. This shows that South Africa continues to soar high in terms of female representation even among field of studies that were previously male dominated.

TABLE 3.A: Public universities: Enrolments in Major Fields of study (Science, Engineering and Technology) by gender, 2010–2021

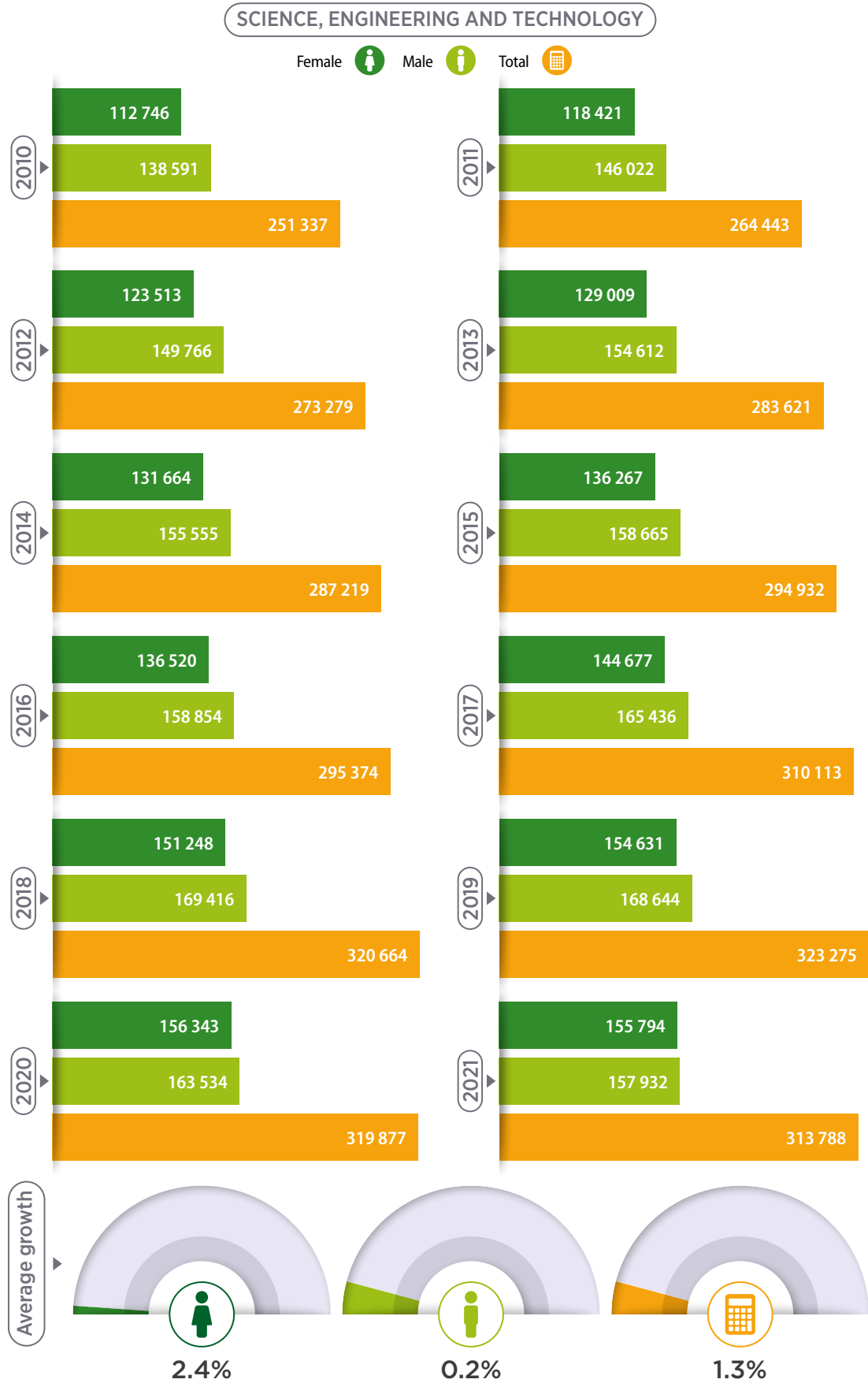


TABLE 3.B: Public universities: Enrolments in Major Fields of study (Business and Management) by gender, 2010–2021

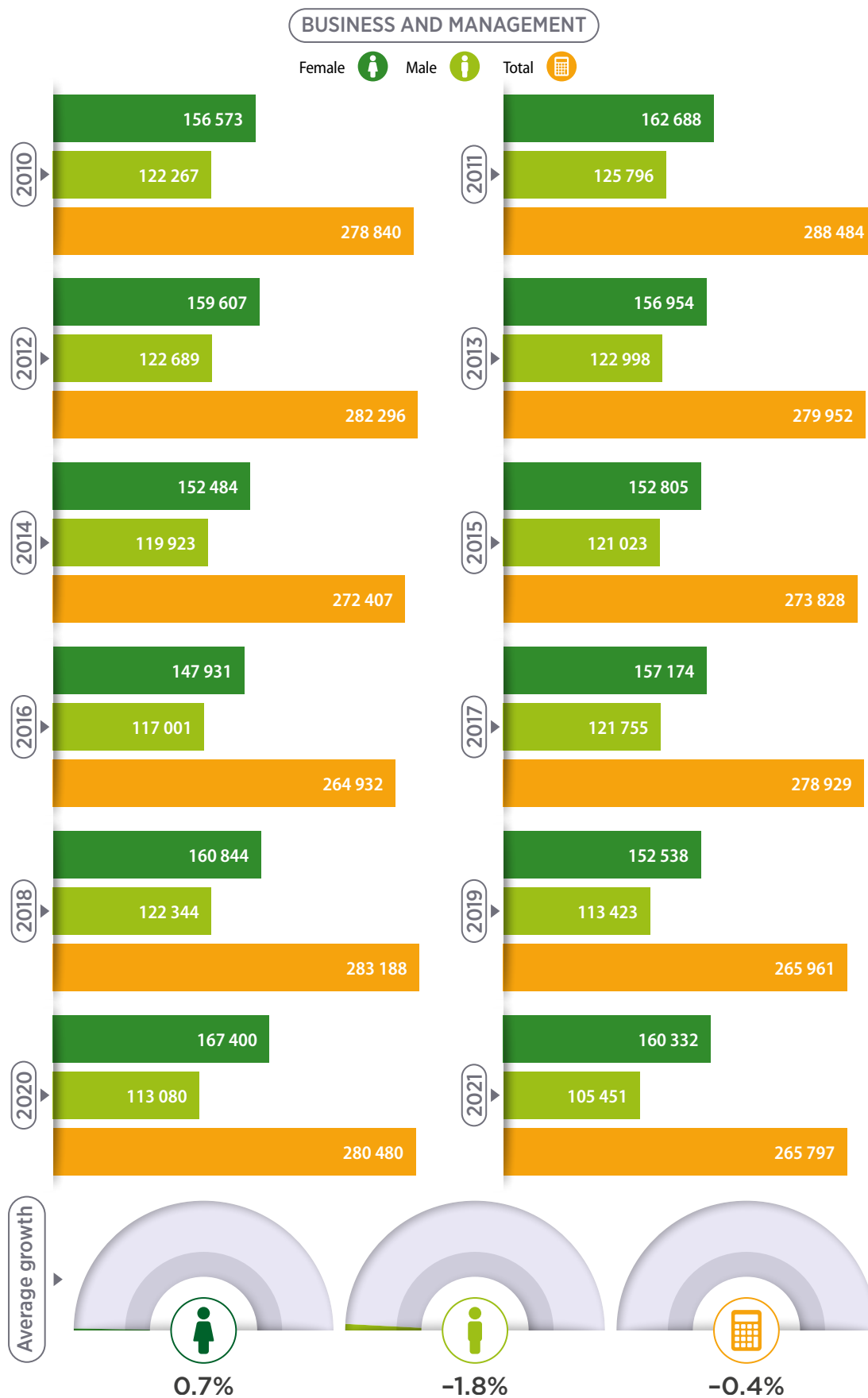


TABLE 3.C: Public universities: Enrolments in Major Fields of study (Education) by gender, 2010–2021



TABLE 3.D: Public universities: Enrolments in Major Fields of study (Humanities) by gender, 2010–2021

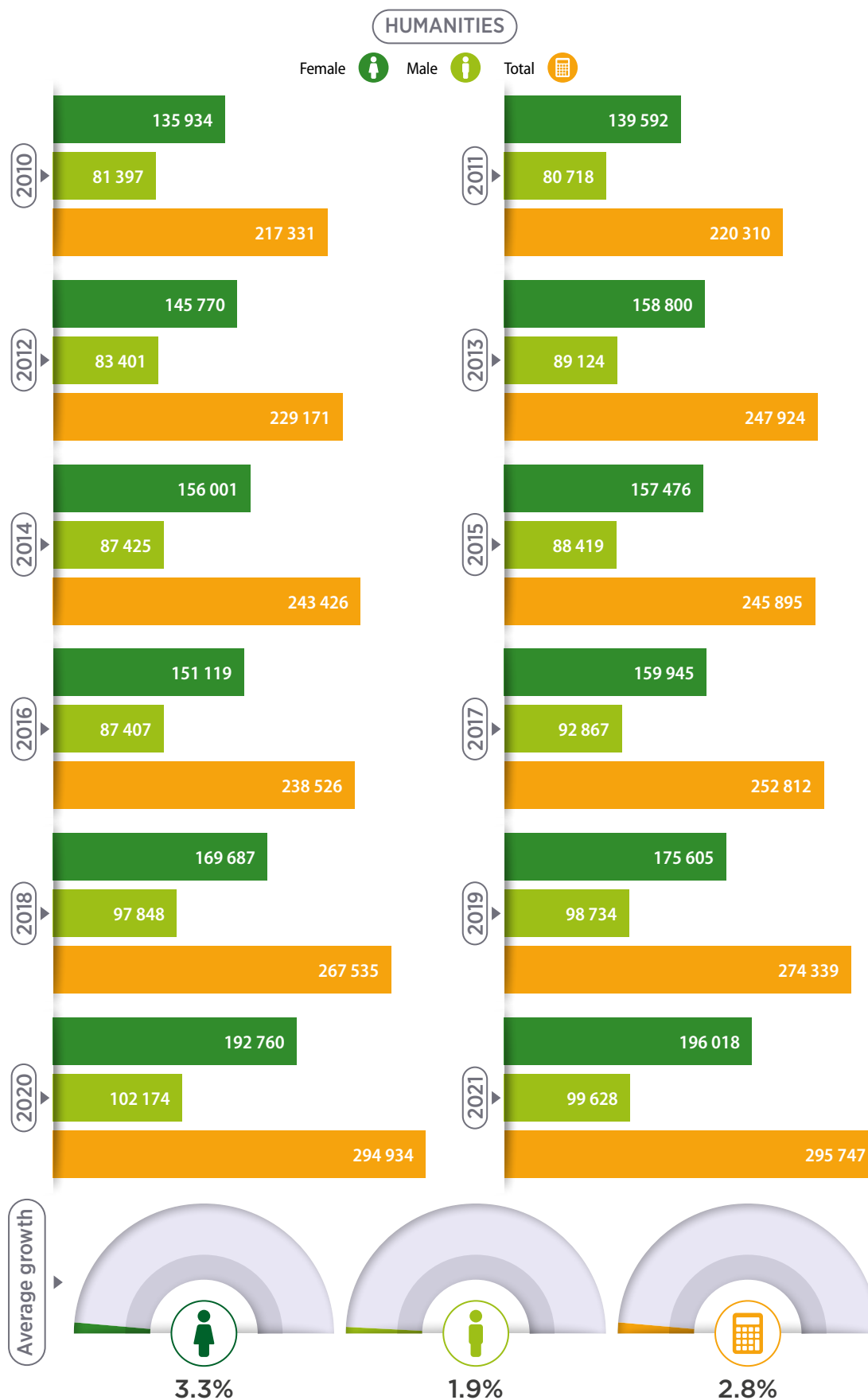


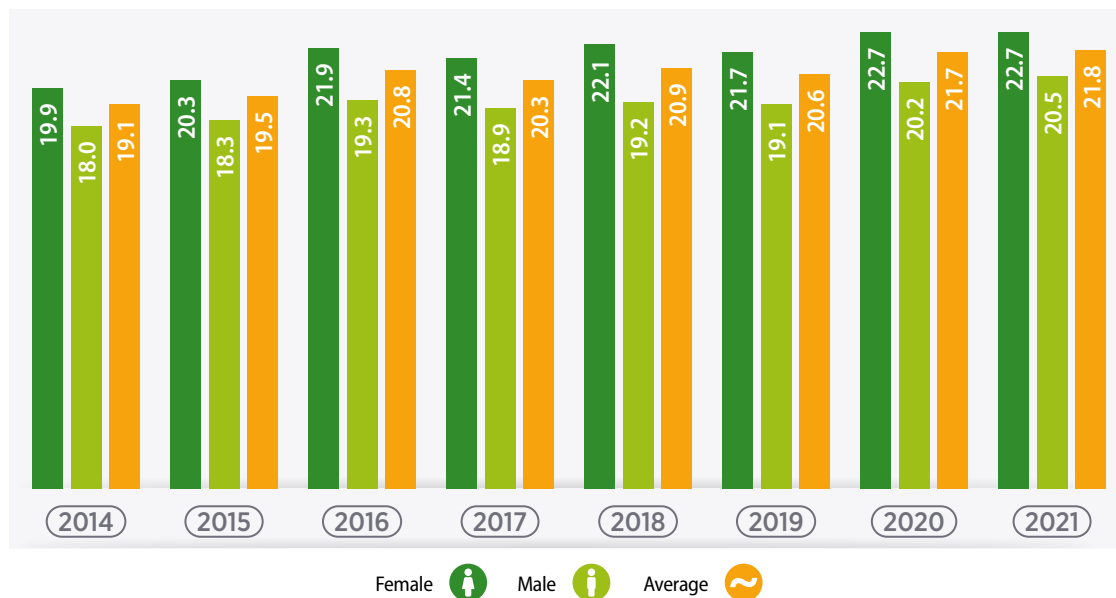
TABLE 3.D: Public universities: Enrolments in Major Fields of study (Total) by gender, 2010-2021



Success of public universities

Overall graduation rates in public universities improved substantially from 2014 to reach 21.8% in 2021. Graduation rates for female students remained consistently higher than those for male students during 2014–2021. However, both female and male graduation rates generally improved over the period under review.

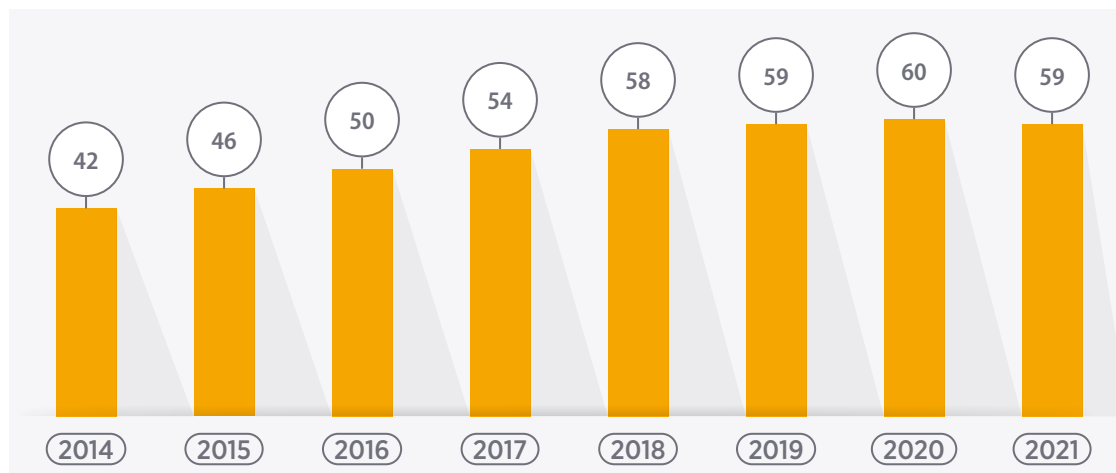
FIGURE 3: Graduation rate at public universities by gender, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2018a, 2019a, 2020a, 2021a, 2022a and 2023a).

The number of doctoral graduates per million of the population produced annually is an essential indicator of the country’s progress towards building the human capital stock of high-level skills needed to stimulate productivity in an economy. **Figure 4** indicates that the number of doctoral graduates per million of the population increased consistently throughout the period 2014 to 2021. There were 59 doctoral graduates per million of the population in 2021.

FIGURE 4: Number of doctoral degree graduates per million of the population per year, 2014–2021



Sources: DHET HEMIS database and Stats SA Mid-year population estimates

Throughput rates for public universities

Table 4 shows a noticeable improvement in throughput rates for public universities. For the 2019 cohort of first-year students, 28.3% of students graduated within the expected three-year timeframe. This was a substantial increase from 18.8% for the 2009 cohort.

TABLE 4: Throughput rates for first-time-entering student cohort in three-year degree programmes through contact and distance learning modes, 2009–2019 intake years

NATIONAL TOTAL: CONTACT AND DISTANCE								
INTAKE YEAR	GRADUATES (%)							
Year 1	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2009	18.8	35.1	46.0	52.0	55.7	58.1	59.7	60.9
2010	21.5	39.0	50.3	55.8	59.3	61.4	62.8	63.9
2011	20.9	38.0	49.0	54.6	57.7	59.9	61.3	62.8
2012	22.9	40.7	52.0	57.5	60.9	62.9	64.7	65.9
2013	26.8	46.5	58.0	63.9	67.3	69.6	71.0	
2014	28.3	48.1	60.0	66.0	69.6	71.7		
2015	28.6	49.1	60.8	67.0	70.4			
2016	29.9	50.3	63.5	68.9				
2017	27.3	49.6	62.2					
2018	27.1	49.4			DATA NOT AVAILABLE			
2019	28.3							

In the public university sector, the following programmes were introduced to support university academics to improve their qualifications and improve efficiency of the overall university sector:



THE NURTURING EMERGING SCHOLARS PROGRAMME (NESP)

Recruit postgraduate students with demonstrated academic ability who are interested in following an academic career. The NESP programme provide these postgraduate students with attractive, structured and development opportunities to enable them to apply for academic positions at universities. A total amount of R113 384 650 has been allocated to universities for the implementation of this programme since its inception in 2018. A total of 193 positions and scholarships have been awarded to universities and to date, a total of 111 positions have been filled.



THE NEW GENERATION OF ACADEMICS PROGRAMME (NGAP)

Recruits new academics against carefully designed and balanced equity considerations and disciplinary areas of greatest need into permanent posts at universities and support them through an intensive development programme that includes acquiring PhDs and development towards a fully-fledged academic. To date, the programme has allocated a total of 872 posts to universities which amounts to a total investment of R2 263 522 782. To date, 772 lecturers have been recruited and appointed at various public universities on a permanent basis. Of the 772 lecturers, 415 are females and 357 are males. In addition, 22 of the 772 lecturers are white and 750 are black african. A total of 188 of these lecturers have acquired their PhDs, and of these 101 are females and 87 are males. All 26 public universities are benefitting from the programme.



THE STAFF DEVELOPMENT PROGRAMME (USDP)

Supports existing permanent academics and professional staff at universities to achieve doctoral degrees through full scholarships. A total of R183 456 061 has been invested in the programme since its inception in 2018, to support a total of 420 academics in public universities. A total number of 324 academics are currently pursuing their PHDs with 196 being female and 128 being male. A total of 290 Black African academics and 34 white academics are supported through this programme. A total of 40 academics supported by the USD programme have completed their PHDs while 284 academics are still in the process of completing their PHDs. COVID-19 negatively affected the progress of many of these academics.



THE FUTURE PROFESSORS PROGRAMME (FPP)

Involves an innovative approach to growing a representative professoriate, through the implementation of a coherent, structured adequately supported programme that targets talented senior lecturers in universities and support them towards being eligible for professoriate positions. A total amount of R135 229 574 has been invested in this programme to support 171 senior lecturers into a structured programme to develop them towards professorship positions. Currently, 114 lecturers are supported in the programme with the rest to be onboarded in 2024/25. Of this 114, 54 are males and 60 are females, 99 are black African and 15 are white. All 26 universities are participating in the programme.





ENTREPRENEURSHIP DEVELOPMENT IN HIGHER EDUCATION (EDHE)

Intended to develop the entrepreneurship capacity of universities, students, academics and leaders. The goals of EDHE are in keeping with the intention that the UCDP should enable an integrated approach to capacity development across three focus areas, namely student development: staff development and programme/curriculum development. Since its inception in 2018, the Department has invested a total amount of R46 970 196 to the programme for the development of universities in entrepreneurship. The main EDHE successes are brought about by a few flagship annual projects that are executed with encouraging participation. These projects have become the catalytic actions that translate into capacity development within the universities and provide a launchpad for powerful inter-university and regional collaboration.



THE HIGHER EDUCATION LEADERSHIP AND MANAGEMENT PROGRAMME (HELMP)

Focusses on identifying and responding to the leadership and management development needs in the university system and on developing future academic and administrative leaders. As from the inception of the programme a total amount of R58 113 212 over a period of six years has been invested in this programme benefitting all the 26 universities.

Achievements of the TVET college sector

Over the last five years, the Department implemented an **integrated post school infrastructure programme** as part of the strategic thrust to expand access to education and training opportunities. In the TVET college sector in particular, there has been significant invested in the refurbishment and construction of new TVET college campuses across the country. To date, 12 new campuses have been completed and these include: Mgungundlovu TVET College (Msinga Campus); Esayidi TVET College (Umzimkhulu Campus); Mthashana TVET College (Nongoma and KwaGqikazi Campuses); East Cape Midlands TVET College (Aliwal North Campus); Ingwe TVET College (Ngqungushe Campus); Waterberg TVET College (Thabazimbi Campus); Mfolozi TVET college (Nkandla A and Bambanani). Ikhala TVET College; (Sterkspruit and Graff Reinet Campuses); Gert Sibanda TVET College (Balfour Campus).

Access to TVET colleges

The TVET college sector was heavily impacted by the Covid-19 pandemic, resulting in no enrolments in the colleges in the second semester of 2020. **Figure 5** shows that student enrolment in TVET colleges was 357 885 in 1999, 673 490 in 2019, and this decreased to 589 083 in 2021. Preliminary information shows that enrolments in TVET colleges further decreased to 518 586 in 2022

FIGURE 5: Number of students enrolments in TVET colleges, 1999–2021

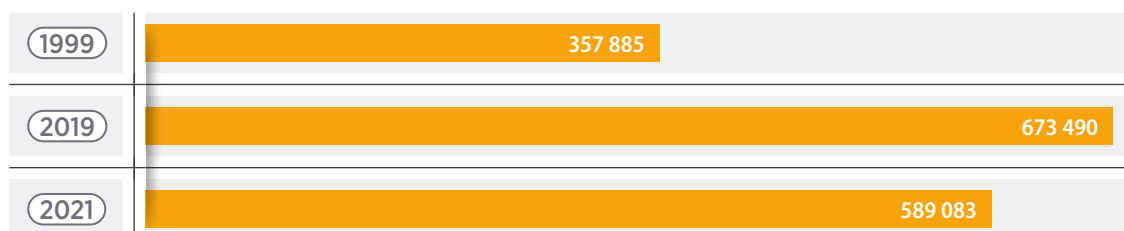


Table 5 shows that the number of female students enrolled in TVET colleges in 2021 was 371 384, which was 153 685 more compared to males (217 699). The proportion of females was higher than that of males in almost all qualification types except skills programmes, where 1 387 more males enrolled as compared to females. Report 191 had the greatest gender disparity, with 93 053 more females enrolling than males.

TABLE 5: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2021

			FEMALE %	MALE %	
QUALIFICATION CATEGORY	NC(V)	Female	98 237		
		Male	43 531		
		Total	141 768		
	Report 191 (N1–N6)	Female	255 001		
		Male	161 948		
		Total	416 949		
	Occupational Qualifications	Female	12 068		
		Male	6 209		
		Total	18 277		
	Other/skills programmes	Female	2 633		
		Male	4 020		
		Total	6 653		
	PLP	Female	2 676		
		Male	1 905		
		Total	4 581		
	Level 5 and Level 6 Qualifications	Female	769		
		Male	86		
		Total	855		
	Total	Female	371 384		
		Male	217 699		
		Total	589 083		

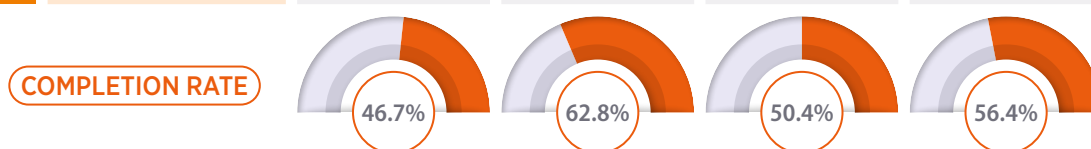
Source: DHET 2023, Statistics on PSET in South Africa: 2021

TVET colleges' Completion Rates

In 2021, a total of 47 750 students completed N3, N6 and NC(V) Level 4 in TVET colleges, which are key exit levels in this sector. This translated to the following completion rates: 46.7% for N3, 62.8% for N6 and 50.4% for NC(V) Level 4. Completion for N3 Engineering Studies was higher for males 4 168 as compared to 3 523 female students who completed the same level. Most female students completed N6, and NC(V) Level 4 programmes (21 548 and 8 719 respectively) compared to males (7 137 and 2 655 respectively). The completion for N6 Business Studies was higher (26 644), translating to a 66.3% completion rate, while 2 041 students completed N6 Engineering Studies resulting in a completion rate of 37.2%.

TABLE 6: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2021

	QUALIFICATION CATEGORY	Report 190/1 N3	Report 190/1 N6	NC(V) Level 4	Total
FEMALE	Number registered	9 576	37 462	19 498	66 536
	Number wrote	7 891	33 792	16 745	58 428
	Number completed	3 523	21 548	8 719	33 790
MALE	Number registered	10 720	13 524	7 233	31 477
	Number wrote	8 565	11 859	5 826	26 250
	Number completed	4 168	7 137	2 655	13 960
TOTAL	Number registered	20 296	50 986	26 731	98 013
	Number wrote	16 456	45 651	22 571	84 678
	Number completed	7 691	28 685	11 374	47 750



Source: DHET 2023, Statistics on PSET in South Africa: 2021

The following programmes were introduced in the TVET college sector in collaboration with local and international partners including the Sector Education and Training Authorities:

- The Department has adopted a policy on **professional qualifications for lecturers** in the TVET colleges. Fourteen universities were selected and appointed to develop TVET-specific professional qualifications. The Council on Higher Education has thus far, accredited professional qualifications from ten of the fourteen universities. Amongst these, eight universities offer the Advanced Diploma in Technical and Vocational Teaching (Adv Dip TVT). There are two post professional qualifications, namely, the Postgraduate Diploma in TVET (PgDip TVET) offered by the University of the Western Cape and PgDip in TVET Educational Leadership offered by the University of Pretoria. Over 500 TVET college lecturers have since improved their qualifications.

- The ETDP SETA, MerSETA, FASSET, and Intel South Africa have to date, established **Fourth Industrial Revolution Centres of Excellence and Artificial Intelligence Lab** in fourteen TVET colleges. A further seven by the ETDP SETA and about five by the MerSETA are in process of being established. These centres are geared towards entrenching 4IR and AI in all the TVET colleges, ensuring that both lecturers and students are capacitated and well prepared for learning in the twenty-first century and beyond.
- SETAs have also been massively investing in the construction of **Skills Development Centres**. The first skills development centre constructed in October 2021 is called the Sekhukhune Skills Development Centre linked with Sekhukhune TVET College in Limpopo. The second skills development centre constructed in March 2024 is called the Motheo Artisan Development Centre linked with Motheo TVET College. The constructed of these skills development centres was funded by Services SETA.
- In collaboration with the Allan and Gray Foundation, over four hundred lecturers were trained in **entrepreneurship** and over a thousand students were trained and are participating in entrepreneurship competitions.
- In collaboration with the GIZ, research was conducted on the **readiness of TVET colleges' digital transformation** in 2021/2022. The findings highlighted amongst others:
 - Low levels of awareness and a lack of true understanding of what DX entails and what institutional digitization demands.
 - Slow uptake of digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach.
 - Digital experiments are attempted but they are conducted in disparate silos with disconnected goals, resources, and vision.
 - Low skills and competency levels. The underlying idea is that lecturers who lack the necessary competencies to use ICT in their professional practice will not be able to deliver quality education and ultimately not be able to effectively guide the development of students' ICT competencies.
- To mitigate against these findings, a three-pronged approach was adopted where:
 - 1 220 lecturing staff were successfully trained in digital skills;
 - Over 3 000 exit level students were trained in digital skills, preparing them for the world of work; and
 - 220 management staff from 22 TVET colleges were successfully trained in digital transformation of their colleges. They have now developed digital transformation strategies and plans for their respective colleges.
- The TVET sector has made significant strides in the establishment of **Centres of Specialization**. From an initial investment of R150 million, the Department has upgraded infrastructure and expanded the number of centres to 53 at 21 TVET colleges, with a further investment of R88 million. These centres play a vital role in producing more artisans, with trade test centres having tested over 750 artisans, of which 600 have qualified. A total of 35 Trade Test Centres have been launched in public TVET colleges with the last one launched in Soweto in December 2023.
- The Department has also invested over R3.701 billion for the maintenance and repairs of TVET Colleges infrastructure through the **Capital Infrastructure and Efficiency Grant (CIEG)** since the grant inception during in the 2018/19 financial year. As a result of this investment, various TVET college campuses have been completed across the country.

Production of qualified artisans

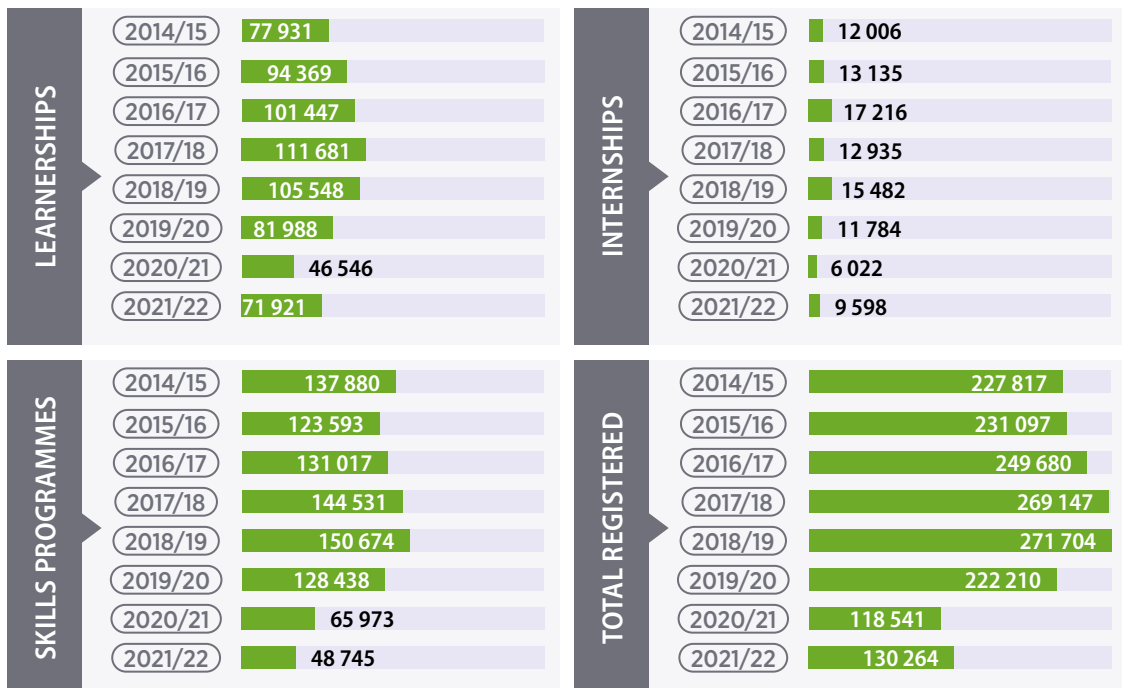
The average production of qualified artisans per year has been increasing. In 2022/23, 19 536 artisans were produced at the rate of 65% towards the 2030 NDP target of producing 30 000 artisans per annum. At this rate, the Department is confident that the number will significantly increase to meet the NDP target. The top ten artisanal trades in 2022/23 by order of priority include, amongst others, Electricians; Diesel Mechanics; Mechanical Fitters; Plumbers; Boilermakers; Welders; Millwright; Automotive Motor Mechanics; Fitter and Turner; and Riggers. Noted trends amongst others, are that over 75% of produced artisans are young people below the age of 35 years old and 23% are females.

The Tracer Study of 5 791 individuals conducted by the Department in 2021 found that 81% of the artisans who qualified in the 2019–2020 financial year were employed by a company, 1% were self-employed and 18% were unemployed. This highlights that about 81% of these artisans are participating in the labour market post completing their qualification. Of the 4 709 qualifying artisans that indicated they were employed by a company, 89% indicated they were employed by the same company where they did their apprenticeship.

Access to SETA-supported workplace-based learning programmes

Table 7 shows the number of workers and unemployed persons registered and certificated for SETA-supported learning programmes (learnerships, internships and skills programmes) for the period 2014/15 to 2021/22. In 2014/15 financial year, the post-school system registered about 227 817 Workplace-Based Learning Opportunities (WBL), due to the COVID-19 global health pandemic these opportunities were decimated to about 118 541 in 2020/21 and now as the economy is recovering, in 2021/22 the post-school system created 130 264 WBL opportunities.











TABLE 7: Number of workers and unemployed persons registered at SETA-supported learning programmes by programme type, 2014/15–2021/22



Sources: Statistics on Post-School Education and Training in South Africa (DHET, 2023a).

The skills development initiatives funded by National Skills Fund are on the increase

NSF has disbursed a total of R27.3 billion to fund a variety of skills development programmes benefiting 417 501 individuals, bursaries and scholarships covering 155 579 beneficiaries, infrastructure built/refurbishment at both universities and TVET colleges. A total of 573 080 individuals benefited from the NSF funding and, of the beneficiaries, 58.48% were female and 41.42% male. Targeted areas included the following categories:

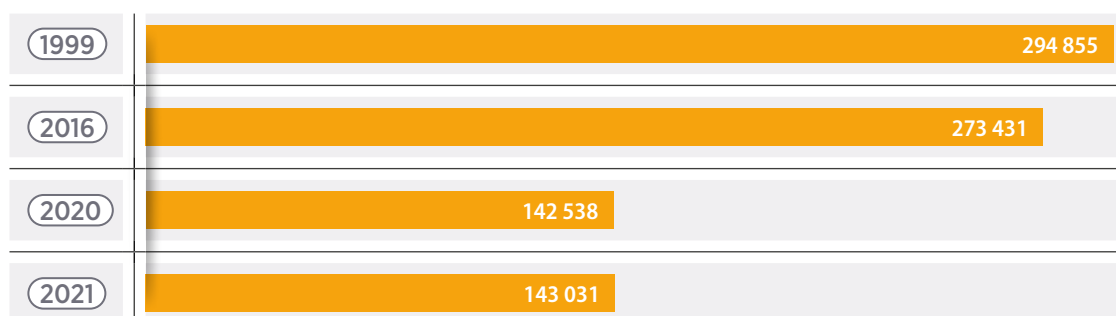
-  Agricultural and rural skills development
-  Information technology
-  Capacity development in the PSET sector
-  Research efforts
-  People living with disabilities have also been funded by the NSF
-  Promotion of small, medium and micro enterprises
-  Worker education
-  Scholarships and bursaries (domestic and international)
-  TVET infrastructure building
-  Funding NSFAS shortfall

The NSF also prioritised allocations to expand and improve the infrastructure of public HEIs, TVET colleges and CET colleges. More than R2.3 billion was disbursed towards skills infrastructure development regarded as a national priority of government since 2012/13 financial year, focussing on public HEIs.

Access to CET colleges

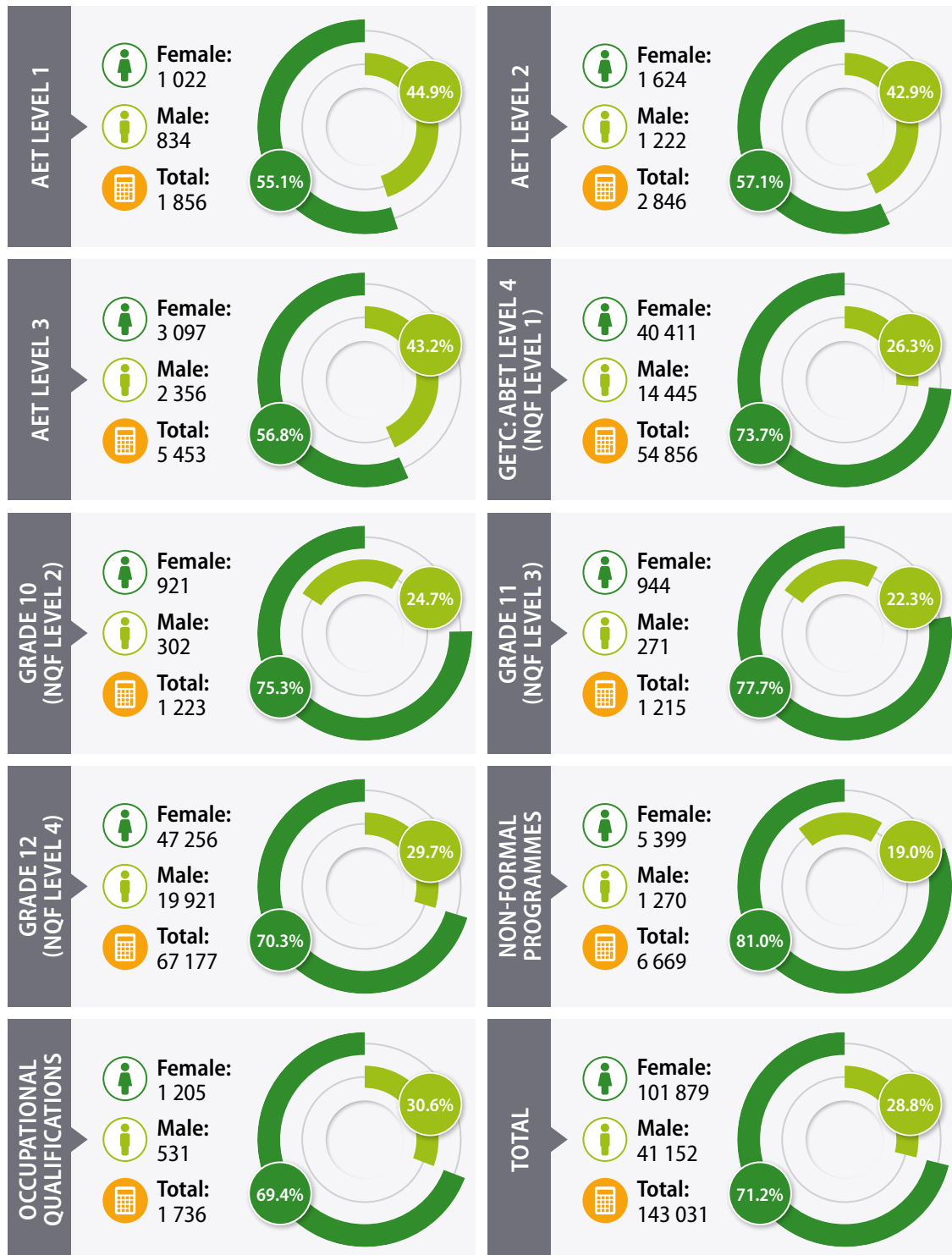
The CET institutional landscape has been reconfigured and rationalised from 3 279 community learning centres to 1 791 learning sites consisting of 200 community learning centres and 1 591 satellite centres to improve quality and access within the available budget. The reconfiguration has had major impacts on the number of student enrolments in CET colleges. **Figure 6** shows that 294 855 students enrolled in CET colleges in 1999, this declined to 273 431 in 2016, with only 143 031 students enrolled in CET colleges in 2021. It is worth noting that the 143 031 students enrolled in CET colleges in 2021 were 0.3% (493) higher than total enrolment in 2020 (142 538). However preliminary information shows that there were only 128 335 students enrolled in CET colleges.

FIGURE 6: Number of students enrolments in CET colleges, 1999–2021



CET colleges offer second chance matriculation programme, as a result, **Table 8** shows that in 2021, the majority of enrolments were for Grade 12 (67 177 or 47.0%), followed by enrolment in GETC: ABET Level 4 (54 856 or 38.4%). In 2021, there were more female students enrolled in CET colleges (71.2% or 101 879) as compared to male students (28.8% or 41 152). Females in the CET sector far exceed that of their male counterparts in all programmes.

TABLE 8: Number of students enrolled in CET colleges by programme and gender, 2021



Source: DHET 2023, Statistics on PSET in South Africa: 2021

CET colleges' Completion Rates

The examination results in CET colleges are for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 qualification. **Table 8** shows that the number of students who completed GETC: ABET level 4 in 2021 was 25 780, which was 13.2% (3 016) higher compared with 2020 (22 764). Over 60% of the students who wrote GETC: ABET Level 4 qualification examinations during the 2021 academic year completed the level, resulting in an average national completion rate of 61.1%. The 2021 completion rate was 3.2 percentage points higher when compared with 2020 (from 57.9% to 61.1%).

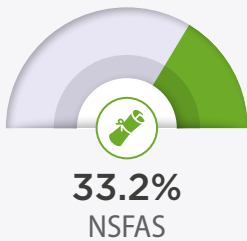
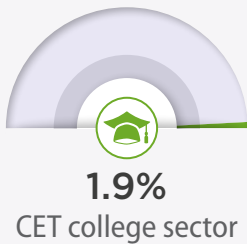
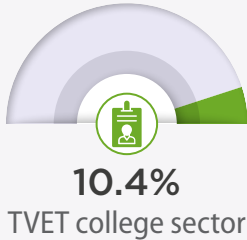
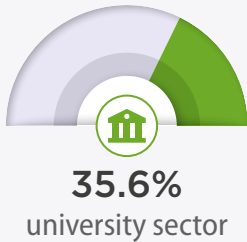
TABLE 9: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 to 2021

			COMPLETION RATE	
YEAR	2012	Number registered	109 883	41.8%
		Number wrote	55 735	
		Number completed	23 325	
	2013	Number registered	109 518	38.0%
		Number wrote	52 501	
		Number completed	19 945	
	2014	Number registered	133 363	37.6%
		Number wrote	102 534	
		Number completed	38 592	
	2015	Number registered	117 224	37.3%
Number wrote		91 603		
Number completed		34 125		
2016	Number registered	100 490	35.9%	
	Number wrote	78 105		
	Number completed	28 024		
2017	Number registered	85 136	38.0%	
	Number wrote	65 225		
	Number completed	24 757		
2018	Number registered	89 644	43.5%	
	Number wrote	64 700		
	Number completed	28 154		
2019	Number registered	75 980	77.2%	
	Number wrote	53 945		
	Number completed	41 638		
2020	Number registered	64 726	57.9%	
	Number wrote	39 340		
	Number completed	22 764		
2021	Number registered	58 262	61.1%	
	Number wrote	42 179		
	Number completed	25 780		

Source: DHET 2023, Statistics on PSET in South Africa: 2021



PUBLIC SPENDING ON PSET IN 2021/22



In the CET college sector, the following programmes were introduced in collaboration with the Sector Education and Training Authorities:

- Three CET colleges are due to commence construction in 2024.
- A newly built Community College Learning Centre (CLC) is at 60% completion and will start operating in 2024. The CLC has been built with funding received from the Wholesale and Retail SETA.
- Community colleges have increased the scope of their programme offerings to include skills, occupational programmes and non-formal programmes using R200 million funding received from the National Skills Fund and additional funds from SETAs.
- The Department has collaborated with Higher Health to build and support health and welfare services (including Civic Education, Gender Based Violence, and mental health programmes) to the students in the CET Sector.



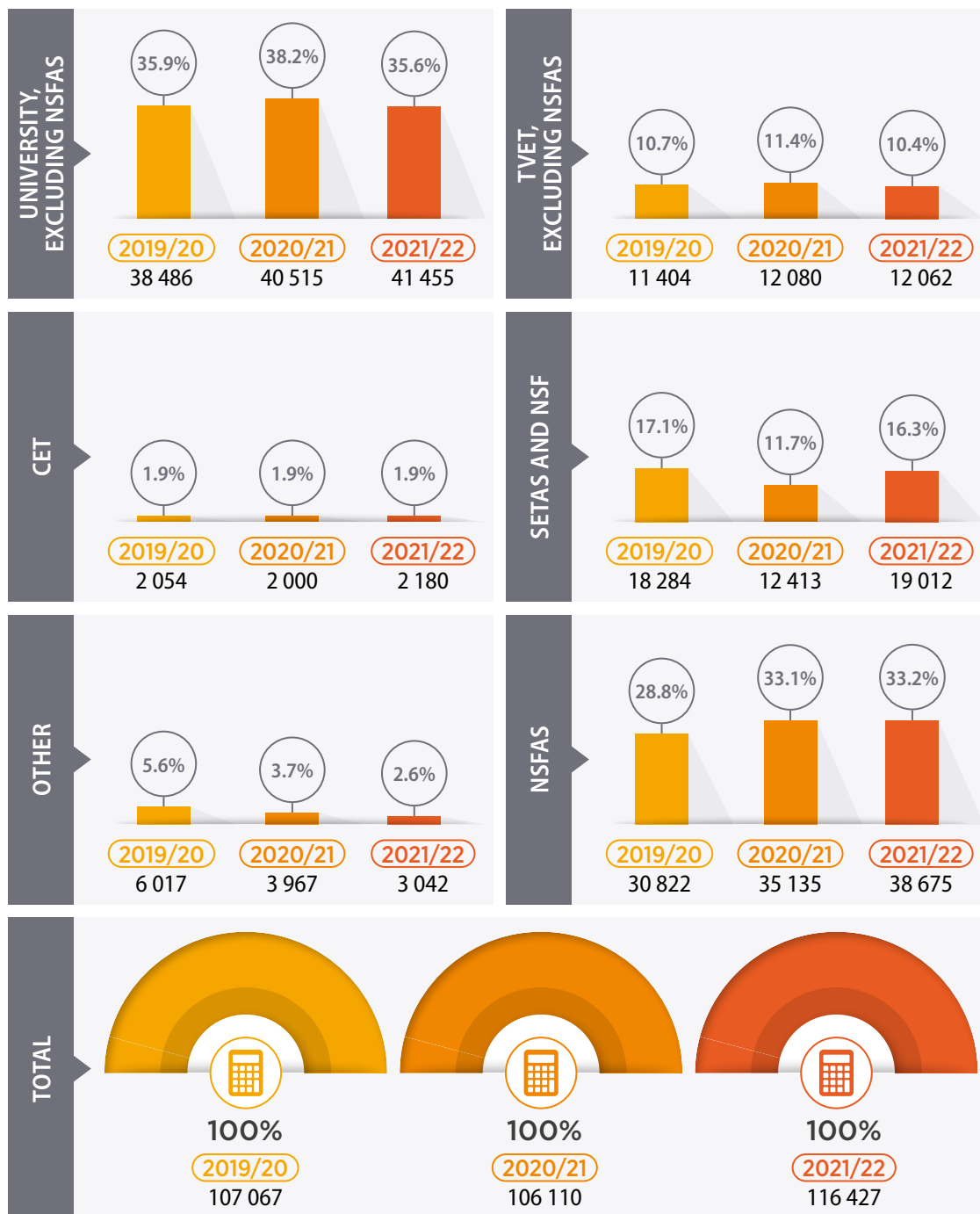
EFFICIENCY OF THE PSET SYSTEM

Efficiency measures how well the PSET system uses its resources to achieve its objectives. It speaks to a PSET system that makes optimal use of resources to produce the outputs and immediate outcomes of the PSET system.

Table 10 shows public spending on PSET for the period 2019/20 to 2021/22. Public spending on PSET was R116.4 billion in 2021/22, showing an increase of over R10 billion (or 9.7%) from R106.1 billion in 2020/21. Of public spending on PSET in 2021/22, about 35.6% was spent on the university sector, 10.4% on the TVET college sector and 1.9% on the CET college sector. Most importantly, over one-third (33.2%) of total public spending on PSET was for National Student Financial Aid Scheme (NSFAS) for both university and TVET college students.

Expenditure by skills levy institutions, namely SETAs and the NSF (which are funded by the Skills Levy and not public funds), was R19 billion (16.3%) in 2021/22. This figure reflects a significant improvement in skills levy collections after a decline to R12.4 billion in 2020/21 attributed to Covid-19.

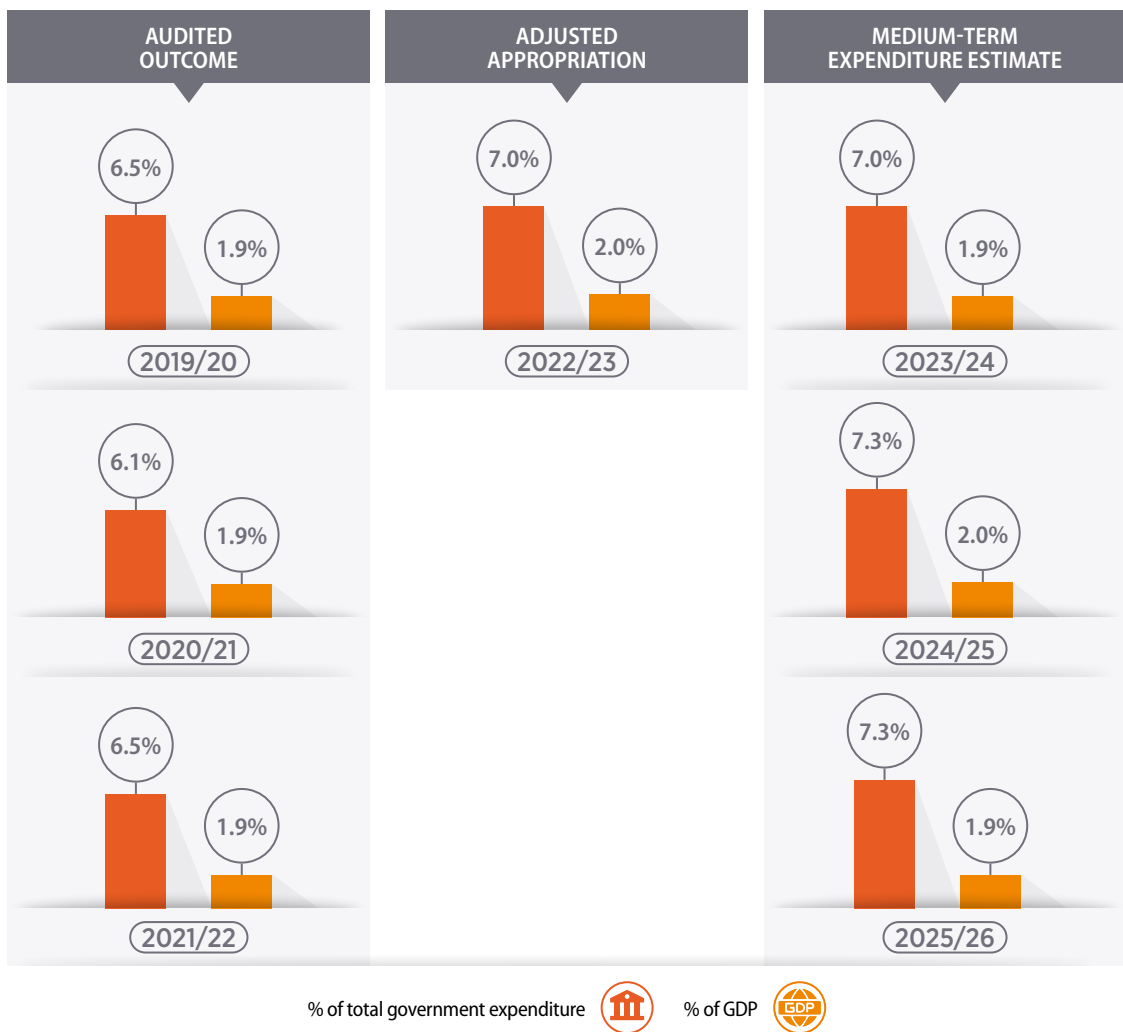
TABLE 10: Government spending, including skills levy, on PSET (Rmillion), 2019/20–2021/22



Source: Estimates of National Expenditure 2023 (National Treasury, 2023a)

Government continues to spend a large share of its national budget on post-education and training. **Figure 7** shows government spending on PSET as a percentage of total consolidated non-interest government expenditure and GDP. Spending on PSET as a percentage of GDP was 1.9% in 2019/20 and increased to 2% in 2022/23. On the other hand, spending on PSET as a percentage of overall consolidated government expenditure was 6.5% in 2021/22 and is projected to increase significantly to 7.3% in 2025/26.



FIGURE 7: Government spending on PSET as a percentage of total consolidated government expenditure and GDP, 2019/20–2025/26

Sources: Own calculations based on GDP Time Series Data from Budget Review 2023 (National Treasury, 2023b); Expenditure Priorities from Medium-Term Budget Policy Statement (National Treasury: 2020, 2021 and 2022); and Consolidated Spending Plans from Budget Review 2023 (National Treasury, 2023b).

Note 1: All calculations are based on nominal values, as reported in the source.

Note 2: Consolidated non-interest government expenditure includes spending by national departments, sub-national spending (including national transfers and sub-national own resources). It excludes debt-service costs.

A responsive PSET System

The Minister has recently gazetted the latest iteration of the **national list of occupations in high demand**. The gazette provides a list of occupations that have been identified as being high in demand at the national level. The list contains occupations that show relatively strong employment growth or experience shortages in the labour market, thereby providing information that could guide the education and training sector and the public at large by signalling the need to develop new qualifications, and informing enrolment planning, career guidance and skills strategies. A total of 350 occupations were identified to be in high demand and 92 occupations from the list are cross-cutting and have linkages to the sectors that have been identified as a priority towards the recovery of the South African economy as shown in **Table 11**. These sectors point to a significant demand for science- and technology-based occupations at both the professional and technician levels.

TABLE 11: Occupations in High Demand

ENGINEERING	ICT	ARTISANS
Electrical Engineer	Software Developer	Chef
Mechanical Engineer	Data Scientist	Electrician
Energy Engineering Technologist	Developer Programmer	Truck Driver (General)
Energy Engineer	ICT Systems Analyst	Boiler Maker
Electrical Engineering Technician	Information Technology Manager	Diesel Mechanic
Electronic Engineering Technician	Data Entry Operator	Mechanical Fitter
Civil Engineer	ICT Project Manager	Hairdresser
Mining Engineer	Programmer Analyst	Millwright
Aeronautical Engineer	Database Designer and Administrator	Forklift Driver
Personal Care Assistant	ICT Security Specialist	Bricklayer
Chemical Engineer	Computer Network and Systems Engineer	Fitter and Turne
Marine Engineering Technologist	ICT Trainer	Automotive Motor Mechanic
Biomedical Engineer	Technical ICT Support Services Manager	Plumber
Civil Engineering Technologist		Transportation Electrician
Industrial Engineer		Tailor
Mechanical Engineering Technician		Mining Technician
Metallurgical Engineer		Energy Efficiency Technician
Electronics Engineer		Rigger
Production Engineering Technologist		Confectionary Baker
Environmental Engineer		Metal Machinist
Explosive Ordnance Engineer		Instrument Mechanician
Metallurgical or Materials Technician		Electronic Equipment Mechanician
Special Class Electrician		Deck Hand
Engineering Supervisor		Landscape Contractor
Agricultural Engineer		Butcher
Industrial Engineering Technologist		Carpenter
Electrical Engineer		Remotely Operated Vehicle (ROV) Pilot
Mechanical Engineer		Telecommunications Technician
Energy Engineering Technologist		Solar Installer
Energy Engineer		Sewing Machine Operator
Electrical Engineering Technician		Welder
Electronic Engineering Technician		Rock Drill Operator
Civil Engineer		Mineral Processing Plant Operator
Mining Engineer		Pipe Fitter

ENGINEERING	ICT	ARTISANS
		Crane or Hoist Operator
		Clothing, Textile and Leather Goods Production Operator
		Tanker Driver
		Toolmaker
		Bus Driver
		Seed Processing Machine Operator
		Automotive Engine Mechanic
		Loader Operator
		Driller
		Electrical Installation Inspector
		Heavy Equipment Mechanic
		Road Construction Plant Operator
		Patternmaker
		Mining Operator
		Diamond Sorter and Evaluator
		Web Developer
		Carpenter and Joiner
		Aircraft Maintenance Mechanic
		Upholsterer
		Mechatronics Technician
		Metal Processing Plant Operator
		Electrical Line Mechanic
		Dairyman
		Vehicle Body Builder
		Scraper Operator
		Taxi Driver
		Agricultural Mobile Plant (Equipment) Operator
		Vehicle Painter

Source: DHET list of Occupations in High Demand (2024)

Table 12 shows the extent to which universities prepare students for occupations that are in high demand in the labour market. From 2014–2021, the science, engineering and technology (SET) field of study had the largest number of enrolments, which increased by an average growth rate of 1.3% per annum in total for both females and males. This trend demonstrates that university enrolment plans are, in a broad sense, responding positively to occupations that are in high demand.

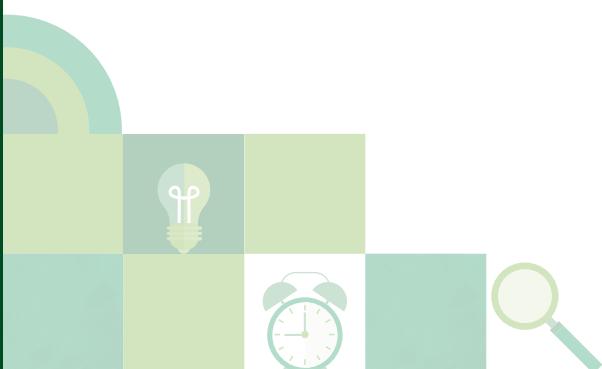
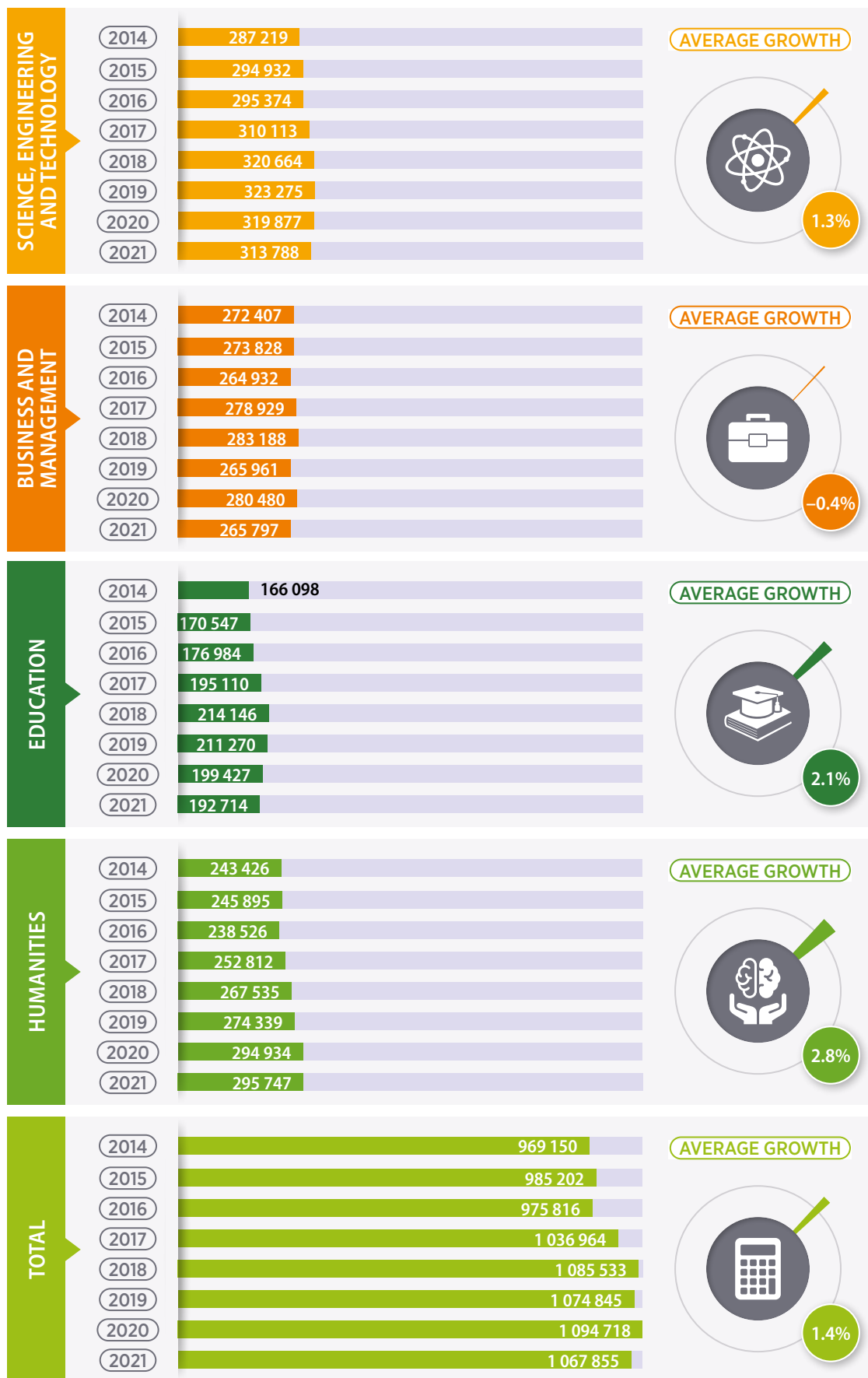


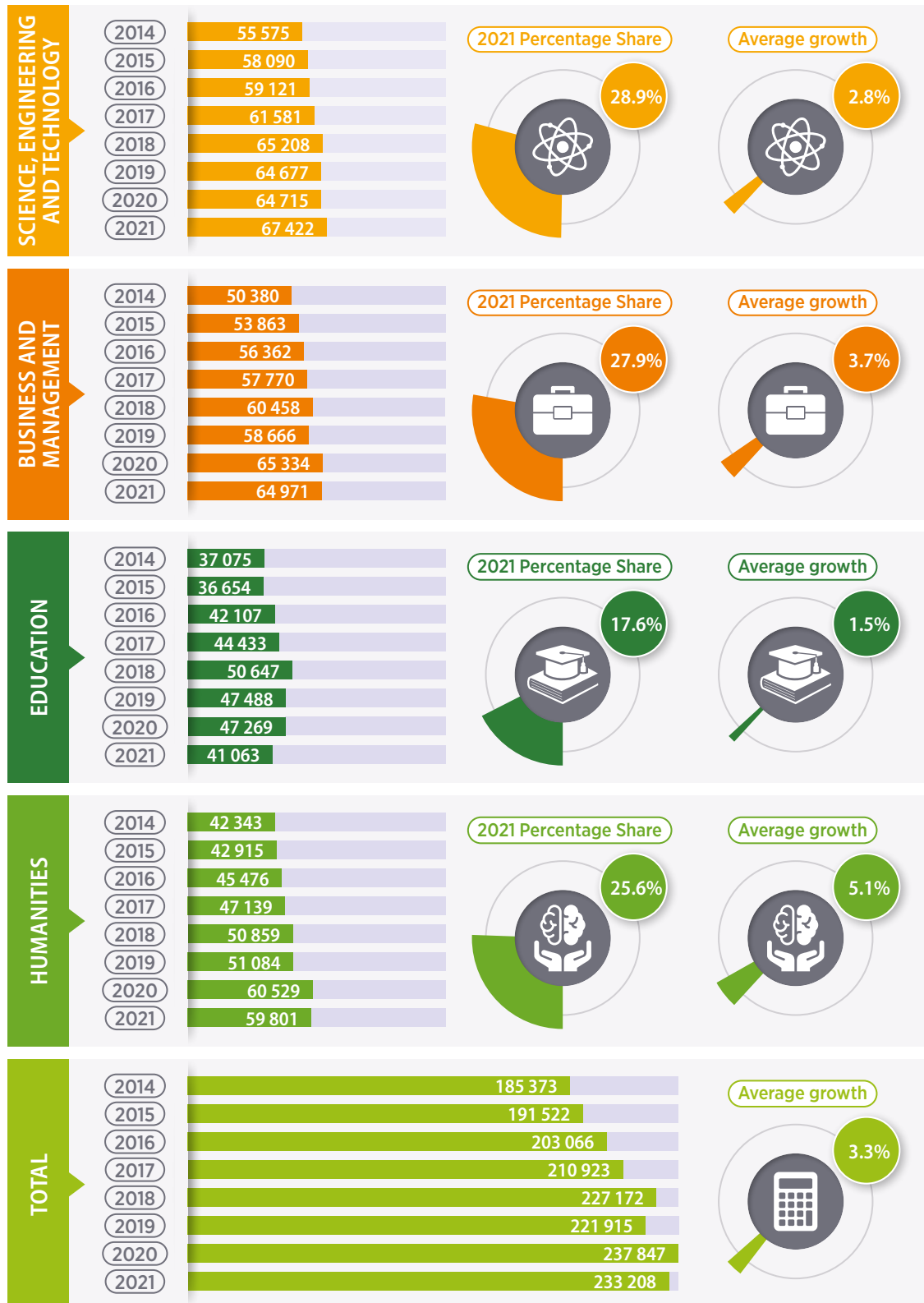
TABLE 12: Public HEIs: enrolment in major field of study, 2014–2021



Sources: DHET HEMIS database 2022

SET fields contributed the highest number of graduates over the period 2014–2022, as shown in **Table 13**. In 2021, the highest number of graduates was in SET fields at 28.9%, followed by the Business and Management field of study at 27.9%, Humanities at 25.6%, and Education at 17.6%. This trend demonstrates that South Africa has the potential to produce graduates with the necessary skills required in the labour market.

TABLE 13: Public HEIs: Graduates by major field of study, 2014–2021



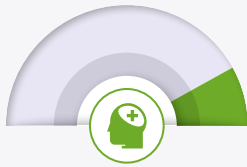
Sources: DHET HEMIS database 2022.

Through the Labour Market Intelligence research programme, the Department in collaboration with a consortium of researchers led by the University of Cape Town has worked tirelessly to hold the promise of refining our tools for an evidence-based skill planning approach. In addition to conducting skills needs assessment at a national level, the Department have been successful in adopting a sector-specific approach to skills planning. In supporting industry-specific skills planning, the Department collaborated with the Council for Scientific and Industrial Research (CSIR), within the broader Labour Market Intelligence research programme, to proactively undertake a skills needs assessment which considers all the skills that will be required across all segments of the emerging green hydrogen value chain. The assessment also included the identification of skills gaps that exist, as well as possible interventions to bridge the gaps so that the country can participate in the global hydrogen economy. The project has identified 138 occupations required within the value chain categorised into engineers, technicians, tradespersons, specialists, managerial occupations as well as elementary level occupations. Many of these occupations currently exist in our economy, but some will require top-up skills or new qualifications in order to include green hydrogen capabilities. The most required capabilities include hydrogen properties, behaviour and potential hazards created, safety when working with or around hydrogen, knowledge of hydrogen-related regulations, standards, and codes, and understanding of electrochemical reactions, processes, and hydrogen production processes.

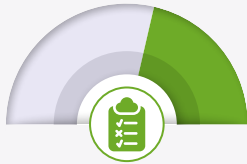
International scholarships programme

To respond to the human development imperatives of the country the Department has also implemented an **international scholarships programme** to widen training opportunities and respond to skills gap areas. These opportunities have been available to South Africans to study diplomas, undergraduate and post graduate degrees, and short-term study capacity building programmes for staff in a wide range of studies. To date the department directly administers and co-administers 8 flagship scholarships and promotes about 25 scholarship opportunities annually based on various bilateral agreements in Asia, Africa and Europe.

To date the international scholarships programmes has produced just over 790 alumni and about 1 200 South Africans have benefited from these programmes over the past five years. These benefits have not been limited to South African youth but also staff in government departments and the PSET sector who have had access to fully funded full time degrees programmes and short-term capacity building programmes. The aim of the international training opportunities has been to address the skills gaps in the country in particular the STEM areas, post-graduate studies, building a pipeline of future academics, capacity building for staff. We have also, for the past 5 years, been putting in structures to provide adequate student support for the scholarship awardees so as to increase student access and success and its capacity to be sending an increased number of about 850 students a year going forward, to about 15 partner countries.



418 943
students attended
one of Higher
Health's Mental
Health knowledge
transfer sessions



285 618
students completed
a mental health risk
assessment



33 418
students called
Higher Health's
toll-free helpline



27 183
students received
psychosocial
counselling



60 601
crises managed by
Higher Health



HIGHER HEALTH INITIATIVES

Through Higher Health, sexual and gender-based violence in the PSET system was prioritised and a policy framework on **Gender Based Violence (GBV)** was launched by the Minister in July 2020. This framework is aligned with the Presidency Gender Based Violence National Strategic Plan. In addition, an increasing number of students are completing the GBV risk assessment, indicating that students are open to reflecting on their personal risk. Over the five-year period, **265 518** students had completed the GBV risk assessments, and **12 603** had been referred for counselling. Efforts continue to enhance our services to survivors and perpetrators, to sharpen our policies and interventions to address patriarchy, toxic masculinities, violence, and entitlement, and to create campuses that have safety features to mitigate risk.

In order to tackle the **mental health crisis** in the PSET, Higher Health launched a 24hr toll free crisis helpline for students as well as core curriculum on mental health across all our institutions. Research shows that one in 4 students suffer from a mental health disorder, which hampers their abilities to graduate. During the period under review, **418 943** students attended one of Higher Health's Mental Health knowledge transfer sessions; **285 618** students completed a mental health risk assessment; **33 418** students called Higher Health's toll-free helpline; **27 183** students received psychosocial counselling; and Higher Health managed **60 601** crises.

In July 2023, the Minister launched Higher Health's **Civic and Soft Skills Programme**. Higher Health developed this digital NQF Level 5 Skills Programme in partnership with the QCTO and HW SETA. This programme is a first of its kind in the Global South and is designed to address the many personal and social challenges facing the youth today. The formal accreditation of the course allows students who complete it to include the certification award on their CVs, making them more employable. This is the first civic education course in Africa which has been designed to build good citizenship and graduate attributes to complement hard skills.

The online programme covers six modules:

-  Civic engagement and Peer Education
-  Gender-Based Violence
-  Mental Health
-  Disability
-  Communicable diseases and Sexual & Reproductive Health
-  Alcohol and Substance Abuse Prevention: Developing Resilience

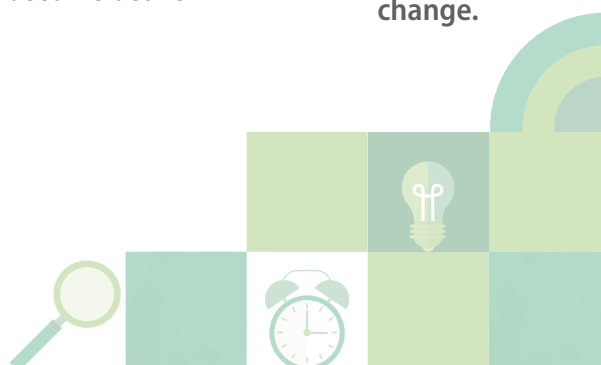
Two additional modules on Climate Change and Financial Literacy, as well as a sub-module on the History of our Democracy, is being added to the online programme. All PSET students, and youth who are NEET are encouraged to enrol on the programme. This programme is offered in all official languages and may be completed on any smart device. With the addition of the two modules, students will receive a QCTO-accredited 60 credit skills certificate.

Higher Health is partnering with UNESCO on various fronts, including the movement towards endorsement of the Higher Health Civic and Soft Skills Programme through a Direct Resolution by the Executive Board. If successful, Higher Health's Civic and Soft Skills Programme, becomes an implementing tool and joint programme of UNESCO, to be offered to other countries.

The Minister, Higher Education, Science and Innovation, in partnership with UNESCO, Higher Health, DHET, HSRC and the Department of Science & innovation, launched the **Transforming Mentalities Initiative** in August 2023. The initiative aims to support students to deconstruct stereotypes that enhance violence and address violent patterns of behaviour and mentalities. UNESCO maintained that it was committed to promoting change in attitudes and mentalities through education, culture and information. Higher Health overall theme of the initiative was that men can play a positive role in rejecting negative role models and become active catalysts for change.



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CONCLUSION

Without doubt the PSET landscape has improved since the dawn of democracy. The PSET system now has 342 institutions comprising 26 public Higher Education Institutions, 124 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 133 registered private colleges, 9 Community Education and Training (CET) colleges and 21 SETAs, funding support institutions (NSF and NSFAS), SAQA and the Quality Councils (QCTO & CHE), NSA, HRDC, and NIHSS. This makes South Africa's Post School Education and Training (PSET) sector one of the biggest in Africa, with highly developed institutions that feature in the global arena of international education, training, research, technology development and innovation. Further making South Africa the single largest research infrastructure and systems on the African continent.



The Department aspires to have a PSET system that is demand-led and responsive to the everchanging environment that require skills like never before to address the triple challenges facing the country.

Government continues to spend a large share of its national budget on education (i.e both at the basic education and post education and training) to the extent that exceeds the benchmarks set by UNESCO. This is a clear indication that government has been prioritising education and its quest to broaden access to those sections of our communities who had no access to post school education and training in past. Further to the above, the Minister of Higher Education and Science and Innovation introduced a Comprehensive Student Funding Model to fund missing middle students in the 2024 academic year. This is a clear targeted intervention that aims to support all the categories of students including those who are currently not supported by the National Financial Aid Scheme (NSFAS) bursary and funding policy to access education and training opportunities at our public institutions.

The Department aspires to have a PSET system that is demand-led and responsive to the everchanging environment that require skills like never before to address the triple challenges facing the country. Its approach to education, science and innovation remains transformative and cognisant of the catalytic role of research and development, vocational education and training for igniting the economy. The sector remains resolute despite declining resources, and challenges bedevilling access to PSET opportunities, limited enrolments, escalating student debts and uneven infrastructure.





DEPARTMENT OF
HIGHER EDUCATION AND TRAINING



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA