

# Statistics on Post-School Education and Training in South Africa: 2018



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



# STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA: 2018

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& training

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Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

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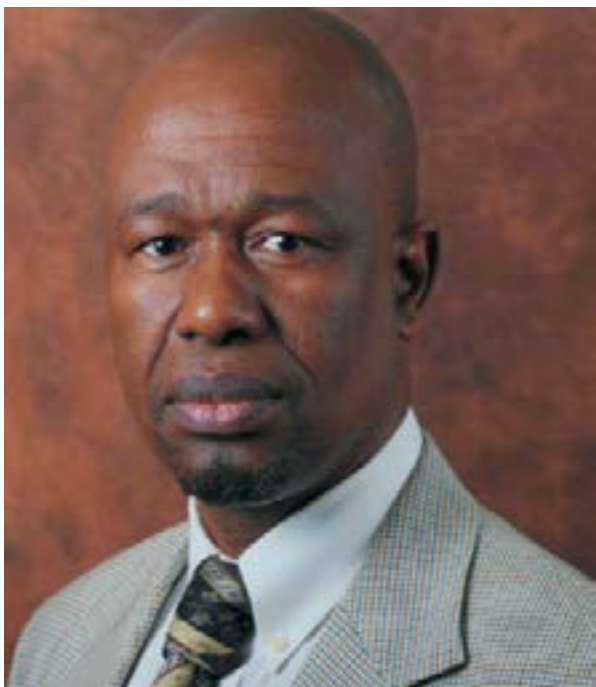
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## FOREWORD



The Department of Higher Education and Training (the Department) has been publishing the *Statistics on Post-School Education and Training in South Africa* since 2013 (with 2010 information). It is my pleasure to present the ninth issue of the report, which provides statistics on 2018 student enrolment and completion (which are key measures of access and success), as well as other kinds of performance data pertaining to public and private Post-School Education and Training (PSET) sectors. The report also includes statistics on staffing levels at PSET institutions, as well as information about Workplace-Based Learning (WBL), financial data, notably that pertaining to the National Student Financial Aid Scheme (NSFAS), the National Skills Fund (NSF), the skills levy fund, and voted funds.

Previous statistical reports of a similar nature have been published by the Department since 2010, and can be found on the Department's website at [www.dhet.gov.za](http://www.dhet.gov.za). Statistics pertaining to Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges that cover the decade prior to 2010, can be found in statistical publications available on the Department of Basic

Education's website at [www.education.gov.za](http://www.education.gov.za), and those pertaining to SETAs, on the Department of Labour's website at [www.labour.gov.za](http://www.labour.gov.za). It should be noted that this report also excludes data from institutions managed by other government departments and state entities (such as that from Agricultural and Nursing colleges).

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

The Department encourages better use of the data contained in this report to inform decision-making and policy formulation. Decisions emanating from good quality data will ensure that the Department realises Outcome Five of government's National Development Plan (NDP), namely that of having a skilled and capable workforce to support an inclusive growth path.

The Department strives to make this report responsive to stakeholders' needs. Therefore, feedback on the report, including suggestions for improvement, can be emailed to: [HETIS.Officer@dhet.gov.za](mailto:HETIS.Officer@dhet.gov.za).

A handwritten signature in black ink, appearing to read 'GF Qonde'. The signature is stylized and fluid.

**Mr GF Qonde**

Director-General: Department of Higher Education and Training

Pretoria, South Africa

## **ACKNOWLEDGEMENTS**

The Department of Higher Education and Training wishes to thank public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges, private colleges, Sector Education and Training Authorities (SETAs), the National Artisan Development Support Centre (NADSC), the National Student Financial Aid Scheme (NSFAS), and the National Skills Fund (NSF) – for providing data in order to make this publication possible. The statistical data provided excludes data from institutions managed by other government departments and state entities.

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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>AET</b>	Adult Education and Training
<b>AGRISETA</b>	Agriculture Sector Education and Training Authority
<b>BANKSETA</b>	Banking Sector Education and Training Authority
<b>CATHSSETA</b>	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
<b>CET</b>	Community Education and Training
<b>CETA</b>	Construction Education and Training Authority
<b>CHIETA</b>	Chemical Industries Education and Training Authority
<b>CLC</b>	Community Learning Centre
<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-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>HEQSF</b>	Higher Education Qualifications Sub-Framework
<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>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>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>NGP</b>	New Growth Path
<b>NQF</b>	National Qualifications Framework

<b>NRF</b>	National Research Foundation
<b>NSA</b>	National Skills Authority
<b>NSC</b>	National Senior Certificate
<b>NSDS</b>	National Skills Development Strategy
<b>NSF</b>	National Skills Fund
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>PED</b>	Provincial Education Department
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning programmes
<b>PLC</b>	Public Learning Centre
<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>RPL</b>	Recognition of Prior Learning
<b>RSA</b>	Republic of South Africa
<b>SAICA</b>	South African Institute of Chartered Accountants
<b>SAIVCET</b>	South African Institute for Vocational and Continuing Education and Training
<b>SANReN</b>	South African National Research and Education Network
<b>SABEN</b>	South African Broadband Education Networks
<b>SARS</b>	South African Revenue Service
<b>SASSETA</b>	Safety and Security Sector Education and Training Authority
<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>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>UoT</b>	Universities of Technology
<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 the capacity of the Post-School Education and Training (PSET) system to meet the skills needs and development of the country. The Department's objectives are as follows:

- a) increase the rate at which the key skills necessary for economic growth and social development are delivered;
- b) serve the growing number of young people and adults who seek education and training outside of the schooling system;
- c) provide alternative entry points into and pathways through the learning system;
- d) provide quality learning, irrespective of where learning takes place (i.e. college, university or workplace); and
- e) provide easy pathways across the various learning sites.

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 contain data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contain data provided to the Department by TVET colleges;
- d) Annual Surveys data submitted to the Department which contain data for CET and registered private colleges;
- e) The National Examinations Database, which contain 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;
- f) Quarterly reports provided to the Department by SETAs;

<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.

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

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

It is important to note that the Department uses the racial descriptors: “African”, “Coloured”, “White” and “Indian/Asian” for planning, monitoring and funding purposes. The Department places on record that these racial descriptors, which characterised apartheid policies and practices in the past, are being used to provide historical context and comparisons as well as to describe and measure the effects of present policy and practice on redressing the inequities of the past as required by the Constitution of South Africa.

## 2. SUMMARY OF FINDINGS

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

In 2018, there were 26 public Higher Education Institutions, 124 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 299 registered private colleges and 9 Community Education and Training (CET) colleges.

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

- a) Over 1.2 million students enrolled at public and private HEIs in 2018, with majority of enrolments in public HEIs (1 085 568) while private HEIs enrolled 197 898 students. The target in the National Development Plan (NDP)<sup>2</sup> is 1.6 million enrolments by 2030.
- b) The majority of enrolments in public HEIs were through the contact mode (685 069 or 63.1%), while 400 499 or 36.9% enrolled through the distance mode of learning.
- c) Enrolment in TVET colleges reached 657 133 in 2018, which was 4.5% (30 895) lower compared with 2017. 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) Students enrolled in private colleges were 219 837 in 2018, which was 17.3% (32 483) higher compared with 2017.

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

- a) There were 227 188 graduates in public HEIs in 2018, reflecting a 7.7% (16 257) increase compared with 2017. Similar to the previous years, majority of graduates were in the Science, Engineering and Technology 28.7% (65 211), followed by Business and Management (26.6% or 60 459), other Humanities (22.4% or 50 868) and Education 22.3% (50 651) fields of study.
- b) The majority of students graduated for undergraduate degrees (44.3% or 100 740), followed by graduates in undergraduate certificates and diplomas (27.3% or 62 019) and postgraduates below Master's level (19.0% or 43 190).
- c) Graduates for Doctoral degrees was 3 344 in 2018, which was 9.4% (287) higher compared with 2017 (3 057). The Department plans to produce a total of 12 000 PhD graduates over five years, namely, from 2014 to 2019. The actual number of PhD graduates from public HEIs for the period 2014 to 2018 is 13 986, which exceeds the target set by the Department in its 2014-2019 Strategic Plan.
- d) Graduates in private HEIs reached 33 972 in 2018, reflecting a 5.4% (1 950) decrease when compared with 2017 (35 922).
- e) Majority of students in private HEIs graduated in Bachelor's degree (32.6% or 11 068), followed by graduates for Higher Certificate (22.9% or 7 790).

### ***TVET colleges' Completion Rates***

- a) A total of 120 007 students completed N3, N6 and NC(V) Level 4 in TVET colleges in 2018, which are key exist levels in the sector. This translated to the following completion rates: 83.2% for N3, 87.1% for N6 and 53.9% for NC(V) Level 4.
- b) There were more male students who completed N3 engineering studies (19 120), while 15 673 female students competed the same level. The majority of female students completed N6 and NC(V) Level 4 programmes (50 777 and 8 598 respectively) as compared to males (22 600 and 3 239 respectively).
- c) The completion rate for N6 business studies was higher (59 863), translating to an 89.5% completion rate, while 13 514 students completed N6 engineering studies (completion rate of 78.2%).

### ***Private Colleges' Completion Rates***

- a) A total of 31 884 students completed N3, N6 and NC(V) Level 4 in private colleges in 2018, which are key exist levels in the sector. This translated to the following completion rates: 59.1% for N3, 82.9% for N6 and 45.5% for NC(V) Level 4.
- b) There were more male students who completed N3 engineering studies (7 358) compared to 4 939 female students who competed the same level. The majority of female students completed N6 and NC(V) Level 4 programmes (12 380 and 152 respectively) as compared to males (6 974 and 41 respectively).
- c) The completion rate for N6 business studies was higher (14 371), translating to an 87.2% completion rate, while 4 983 students completed N6 engineering studies (completion rate of 72.4%).

### ***CET colleges' Completion Rates***

- a) A total of 28 154 students completed GETC: ABET Level 4 qualification in 2018, resulting in a completion rate of 43.5%. This was the highest completion rate recorded over the period 2012-2018.
- b) Four colleges (Limpopo, Mpumalanga, Eastern Cape and KwaZulu-Natal recorded completion rates which were higher than the national average (55.0%; 46.0%; 45.6% and 44.3% respectively).

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

- a) There were 271 704 learners registered for SETA-supported learning programmes during the 2018/19 financial year, which was 1.0% (2 557) higher than learners registered in the 2017/18 financial year.
- b) More than half of the learners registered for skills programmes (55.5% or 150 674), followed by learnerships (38.8% or 105 548), while fewer learners registered for internships (5.7% or 15 482).
- c) A total of 212 424 learners were certificated for SETA-supported learning programmes, with majority of learners certificated for skills programmes (68.0% or 144 460), followed by learnerships (29.1% or 61 841), while fewer learners were certificated for internships (2.9% or 6 123).
- d) The number of learners entering artisanal learning programmes was 29 982 during the 2018/19 financial year, of which 79.6% (23 851) of these artisans were in the Special Infrastructure Projects scarce skills.

- e) A total of 19 627 learners completed their artisan programmes during the 2018/19 financial year, of which 83.5% (16 385) of them were in the scarce skills (i.e. occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012).

### ***National Student Financial Aid Scheme (NSFAS)***

- a) NSFAS allocated R21.1 billion during the 2018 academic year, which was 49.6% (R7.0 billion) higher than what was allocated in 2017.
- b) The number of students who benefitted from NSFAS funding was 586 783 in 2018, reflecting a 27.5% (126 422) increase when compared with 2017.
- c) The number of students who benefitted from NSFAS was higher for public HEIs (346 966 or 59.1%) as compared with TVET colleges (239 797 or 40.9%).

### ***The Funza Lushaka Bursary Scheme***

- a) A total of 14 787 students were awarded Funza Lushaka bursaries in 2018 which is aimed at assisting students who enrolled in the education field of study. This was a 0.8% or 112 decrease when compared to 2017.
- b) The total amount allocated for this bursary was R1.0 billion, which was 8.3% or R91.1 million lower than the amount allocated in 2017.

### ***The Skills Development Levy Fund***

- a) During the 2018/19 financial year, the skills levy system disbursed R17.5 billion, of which a larger proportion was disbursed to the SETAs (R14.0 billion) while the National Skills Fund (NSF) received R3.5 billion.
- b) Of the R14.0 billion disbursed to the SETAs, R8.6 billion was spent on discretionary grants, R3.5 billion was spent on mandatory grants and R1.8 billion was spent on administration costs.
- c) The NSF supported 297 projects during the 2018/19 financial year with 59 051 beneficiaries. The total amount disbursed through NSF was R2.3 billion, with almost half of these funds allocated for student bursaries (46.2% or R1.1 billion) while 23.2% (R531.8 million) were allocated for rural development and 21.3% (R486.9 million) were disbursed to TVET colleges.

### ***Public Funding for Post-School Education and Training***

- a) The total funding allocated to public HEIs, TVET colleges and CET colleges during the 2018/19 financial year was R49.1 billion, reflecting a 21.3% (R8.6 billion) increase when compared to what was allocated during the 2017/18 financial year.
- b) Out of the total R49.1 billion allocated during the 2018/19 financial year, a larger proportion was allocated to public HEIs (75.2% or R36.9 billion), while the TVET and CET sectors were allocated 20.4% (R10.0 billion) and 4.4% (R2.2 billion) respectively.

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

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

**Table 3.1: Overview of Post-School Education and Training institutions, student enrolment and graduates, 2018**

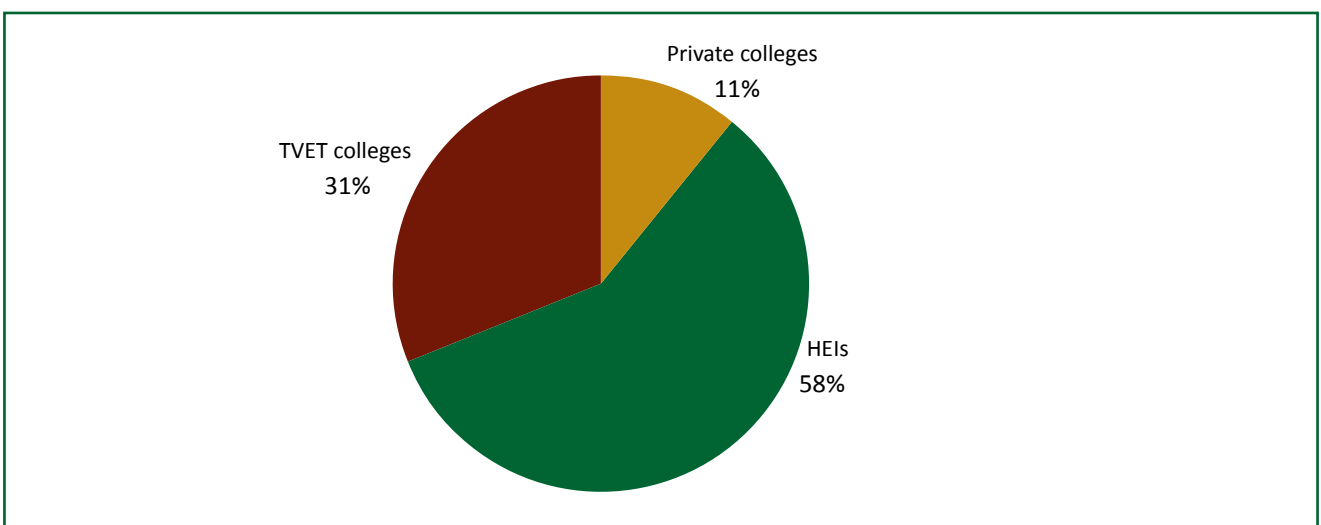
	HEIs			Colleges				TOTAL PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	124	150	50	9	299	358	508
Number of students enrolled	1 085 568	197 898	1 283 466	657 133	100 286*	219 837	977 256	2 260 722

Sources: 2018 HEMIS database, data extracted in November 2019.  
 Annual reports submitted by private HEIs to DHET for the 2018 year of reporting.  
 TVETMIS 2018, data extracted in November 2019.  
 PrivateCollege2018\_20191119, data extracted in November 2019.  
 National Examinations Database, 2018.

- Note 1: Private and public Higher Education Institutions figures were audited.
- Note 2: The number of private colleges shown in Table 3.1 reflects the number of institutions registered with the Department.
- Note 3: On 01 April 2015, AET centres merged into nine, and the erstwhile AET centres become Community Learning Centre under the respective nine community colleges, one per province.
- Note 4: Students 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: \*This figure is not an overall enrolment in the CET colleges as GETC:ABET level 4 registration data for examinations was used as a proxy for reporting on enrolment.

In 2018, there were 508 PSET institutions in South Africa, of which 85 were public institutions (26 public HEIs, 50 TVET colleges and 9 CET colleges). Over 2.2 million students were enrolled in these institutions, with the highest proportion enrolled in the higher education sector (over 1.2 million). Over 1.8 million enrolments were in the public sector while private sector enrolment accounted for 18.5% (417 735).

**Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training institutions, 2018**



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

A higher proportion of students were enrolled in public and private HEIs as indicated in Figure 3.1. The second highest enrolments were in the TVET sector (31%), while private colleges’ enrolment accounted for a smaller proportion (11%).

**Table 3.2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2018/19**

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
<b>Workers</b>	30 749	n.a.	103 575	134 324	17 761	n.a.	100 387	118 148
<b>Unemployed Persons</b>	74 799	15 482	47 099	137 380	44 080	6 123	44 073	94 276
<b>Total</b>	<b>105 548</b>	<b>15 482</b>	<b>150 674</b>	<b>271 704</b>	<b>61 841</b>	<b>6 123</b>	<b>144 460</b>	<b>212 424</b>

**Source:** SETA Quarterly Reports, 2018/19.

Note 1: The category “Learnerships” refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>3</sup>.

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

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

Note 4: “n.a.” means not applicable.

The number of workers and unemployed persons registered for SETA-supported learning programmes was 271 704 during the 2018/19 financial year, of which more than half registered for skills programmes (55.5% or 150 674), over a third registered for learnerships (38.8% or 105 548), while 5.7% registered for internships. A similar proportion of both unemployed persons and workers registered in these intervention programmes (137 380 or 50.6% and 134 324 or 49.4% respectively).

In terms of certifications, 212 424 workers and unemployed persons were certificated for SETA-supported learning programmes during the 2018/19 financial year. More than two thirds of certification were for skills programmes (68.0% or 144 460), while 29.1% (61 841) were certifications for learnerships and 2.9% (6 123) were internships certifications. There were more workers who were certificated compared to unemployed persons (118 148 and 94 276). The Majority of certifications for skills programmes were for workers (100 387), while more unemployed persons were certified in learnerships (44 080).

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

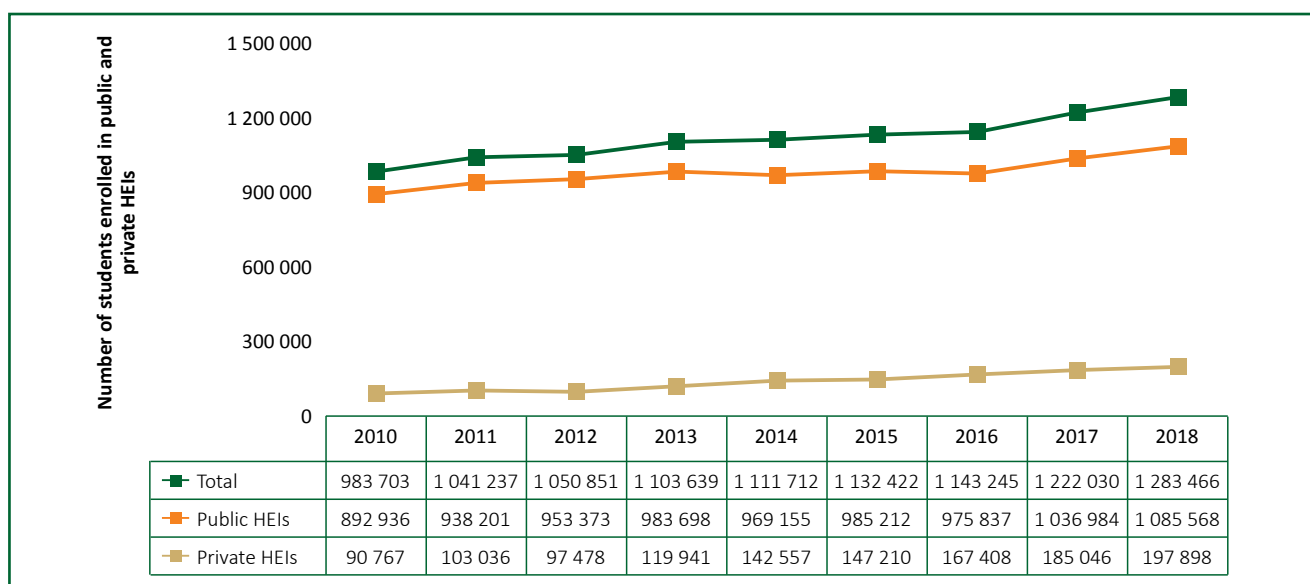
## 4. HIGHER EDUCATION INSTITUTIONS

### 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 and 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 post-apartheid system. In 2018, the HE sector comprised 26 universities and 124 private higher education institutions (PHEIs).

In order to improve access to university education opportunities in Mpumalanga and the Northern Cape, the Department continued to oversee the development of the University of Mpumalanga and Sol Plaatje University. Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015 and the Department will as with the other two new universities continue to oversee the development of this university.

**Figure 4.1: Number of students enrolled in public and private HEIs, 2010 – 2018**



Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*2018 HEMIS database, data extracted in November 2019.*

*Annual reports submitted by private HEIs to the DHET for the 2018 year of reporting.*

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

The total number of students enrolled in public and private HEIs was 1 283 466, with eight in ten students enrolled in public HEIs (84.6% or 1 085 568), while only 15.4% or 197 898 enrolled in private HEIs. The total enrolment in public and private HEIs in 2018 reflects an increase of 5.0% or 61 436 when compared with 2017. The major contributor to the increase between the two academic years was enrolment in public HEIs which increased enrolment by (4.7% or 48 584), while private HEIs enrolment increased by 6.9% or 12 852.

Access to HEIs has been increasing throughout the period under review, with a growth of 30.5% or 299 763 recorded between 2010 and 2018. Private HEIs student enrolment more than doubled over the nine-year period (increase of 118.0% or 107 131), while public HEIs enrolment increased by 21.6% or 192 632 in the same period.

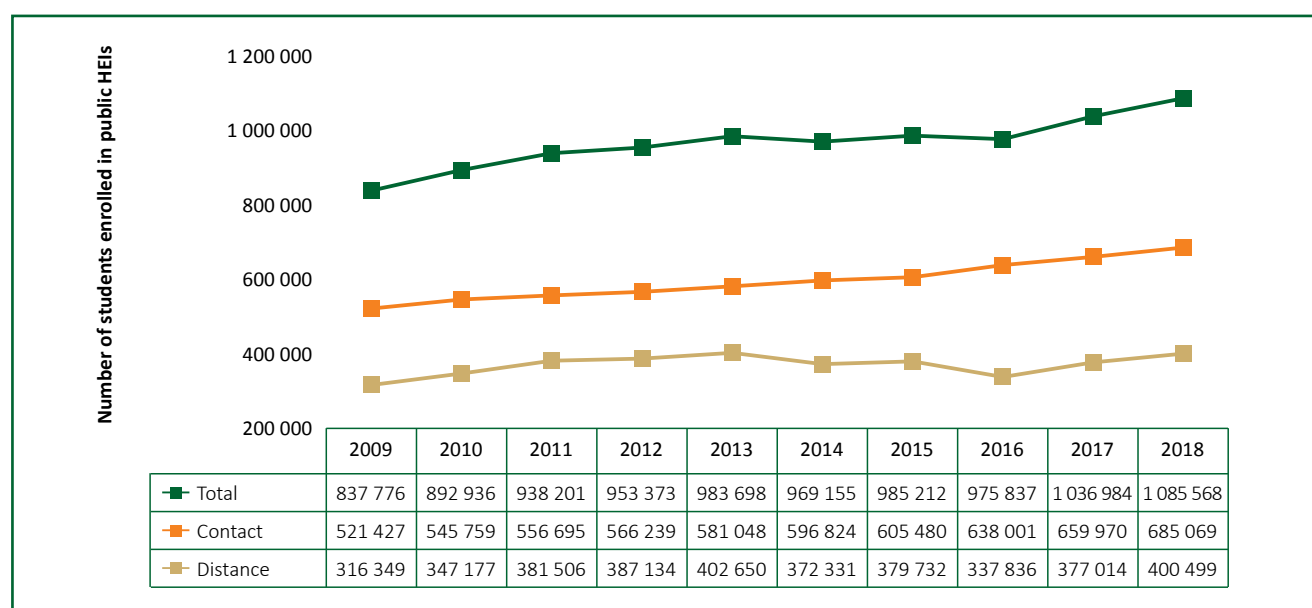
## 4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

### 4.2.1 Introduction

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

### 4.2.2 Enrolment in public Higher Education Institutions (HEIs)

**Figure 4.2: Number of students enrolled in public HEIs by attendance mode, 2009 – 2018**



Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*2018 HEMIS database, data extracted in November 2019.*

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.

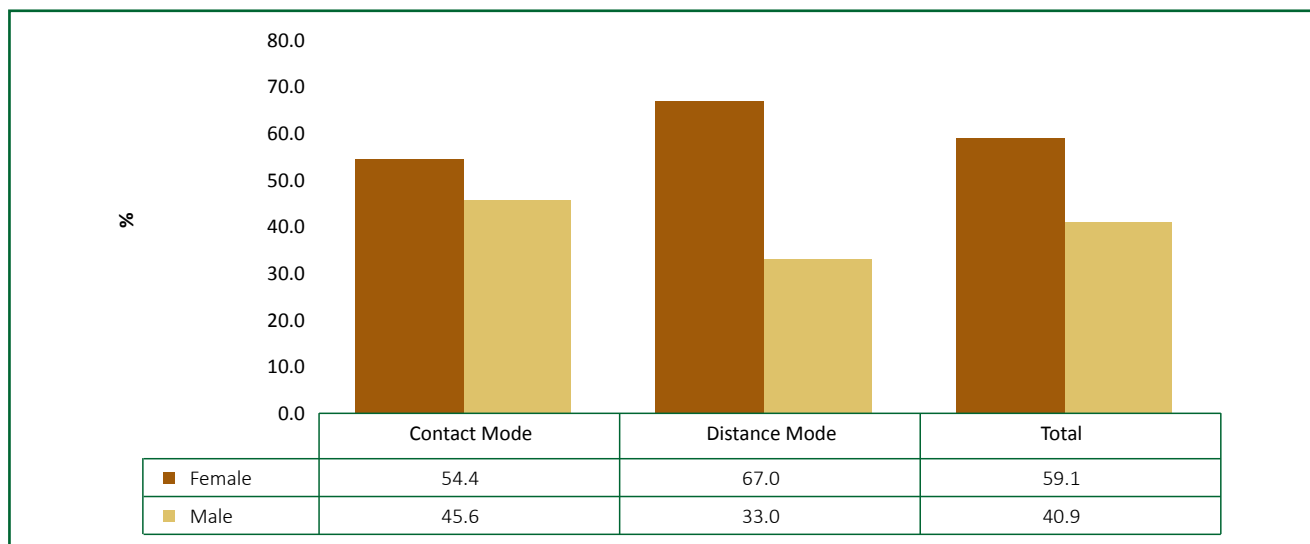
Note 2: The distance mode of study involves interaction with lecturers or supervisors through distance education techniques, such as written correspondence, telematics and/or the internet.

In 2018, almost two thirds of the students in public HEIs enrolled through the contact mode of learning (63.1% or 685 069), while 36.9% or 400 499 students enrolled through the distance mode of learning. Table 10.2 of the Appendix indicates that Tshwane University of Technology enrolled the majority of students through the contact mode (64 896 or 9.5%), followed by the University of Johannesburg (50 382 or 7.4%) and the University of KwaZulu-Natal (49 126 or 7.2%). UNISA only offers courses through the distance mode of learning, and 93.4% of students enrolled through this mode in 2018 were from this university.

The number of students enrolled through the contact mode of learning has been consistently higher than that of students enrolled through the distance mode of learning throughout the period under review. Between 2017 and 2018, public HEIs' student enrolment increased by 4.7% (48 584). In this period, students enrolled through the distance mode increased by 6.2% or 23 485, while those enrolled through the contact mode increased by 3.8% or 25 099 in the same period.

Overall enrolment increased by 29.6% (247 792) over the period 2009-2018, with a significant increase recorded for students enrolled through the contact mode of learning (31.4% or 163 642), while that of the distance mode of learning students increased by 26.6% (84 150).

**Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2018**



Source: 2018 HEMIS database, data extracted in November 2019.

The highest proportion of students in public HEIs in 2018 were females (59.1%), while 40.9% were males. Both contact and distance mode of learning were dominated by female students (54.4% and 67.0% respectively). The largest gender disparities were for enrolment through the distance mode of learning, where two thirds of female students enrolled through this mode (67.0%) compared to a third of males (33.0%).

**Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2018**

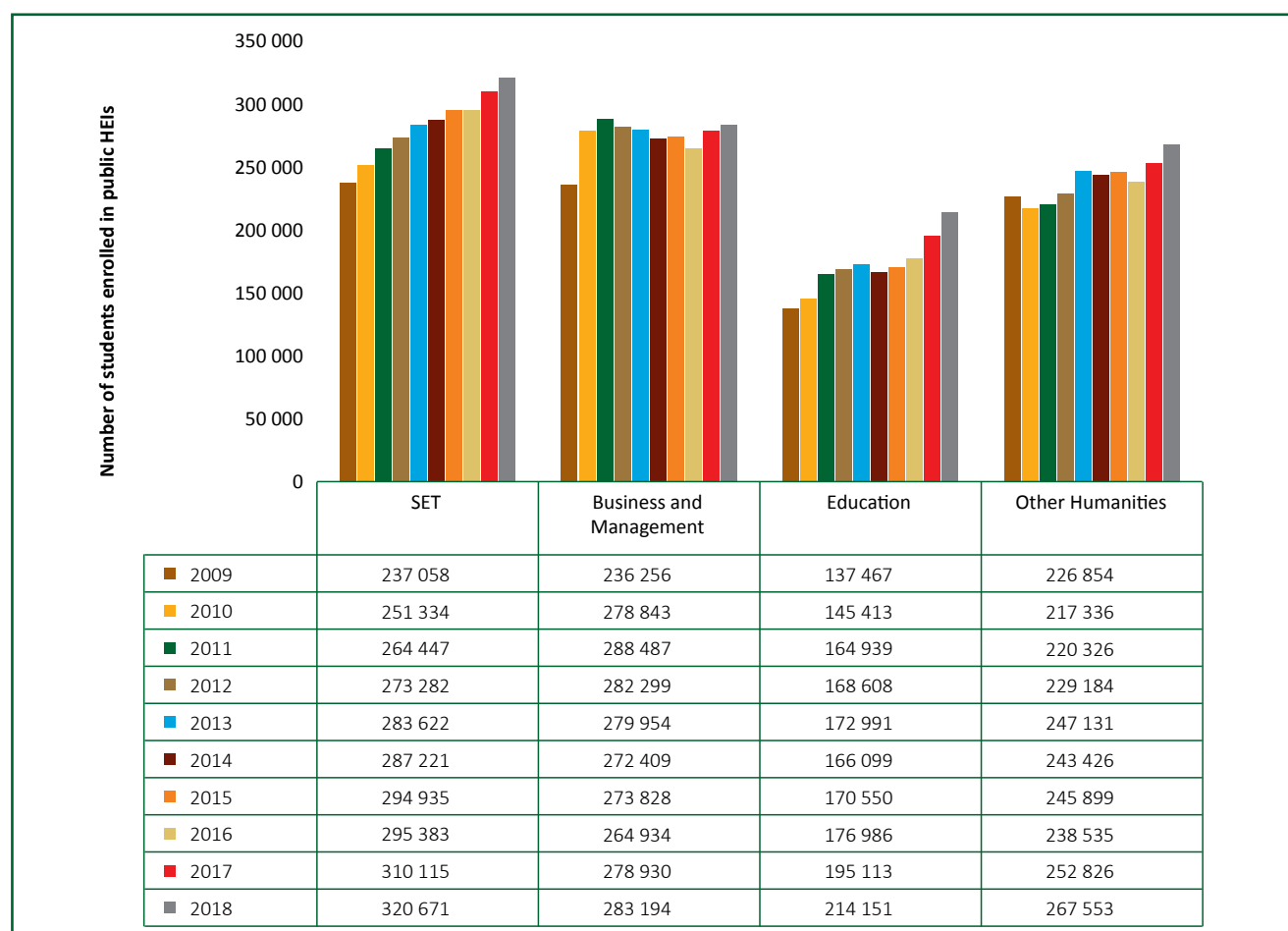
Population group	Contact			Distance			Total			Total
	Female	Male	No information	Female	Male	No information	Female	Male	No information	
African	276 316	233 712	12	208 488	102 091	0	484 804	335 803	12	820 619
Coloured	26 281	17 397	3	15 435	6 795	0	41 716	24 192	3	65 911
Indian/Asian	15 340	12 881	0	13 503	6 141	0	28 843	19 022	0	47 865
White	50 101	43 797	11	30 072	16 324	0	80 173	60 121	11	140 305
No information	4 947	4 261	10	1 009	641	0	5 956	4 902	10	10 868
<b>Total</b>	<b>372 985</b>	<b>312 048</b>	<b>36</b>	<b>268 507</b>	<b>131 992</b>	<b>0</b>	<b>641 492</b>	<b>444 040</b>	<b>36</b>	<b>1 085 568</b>

Source: 2017 HEMIS database, data extracted in November 2019.

Over three quarters of students enrolled in public HEIs in 2018 were Africans (75.6% or 820 619), while White students accounted for 12.9% (140 305) followed by Coloured students (6.1% 65 911) and Indian/Asian (4.4% or 47 865). There were 197 452 more female students compared to males in public HEIs in 2018, and this was visible in all population groups.

When looking at the distance mode of learning, we can also observe that 136 515 more female students were enrolled through this mode compared to males. The largest gender difference was recorded for African students, where 149 001 more female students enrolled compared to males. The lowest gender difference was for Indian/Asian students, where 9 821 more female students compared to males were enrolled.

**Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2009 – 2018**

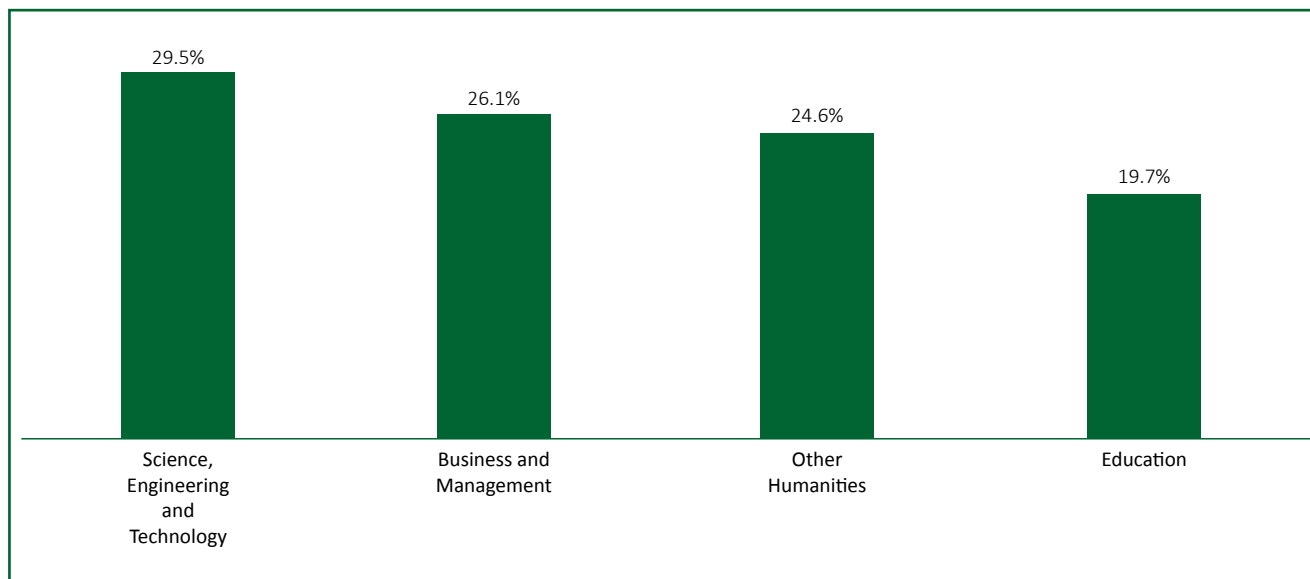


Sources: *Statistics on Post-School Education and Training in South Africa, 2017*.  
2018 HEMIS database, data extracted in November 2019.

In 2018, the majority of students in public HEIs enrolled in the Science, Engineering and Technology (SET) (320 671), followed by Business and Management (283 194) and other Humanities (267 553) fields of study. The lowest number of students enrolled in the Education field of study (214 151).

Increases in student enrolment were recorded in all fields of study between 2017 and 2018, with the largest increase recorded in the Education field of study (19 038) with the lowest increase being recorded in the Business and Management field of study (4 264).

An increasing trend was observed for all fields of study throughout the period under review, most notably in the SET and Education fields of study, where 83 613 and 76 684 more students were enrolled when comparing 2009 and 2018. The lowest increases during the same period was observed in the Business and Management and other Humanities fields of study (46 938 and 40 699 respectively).

**Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2018**

Source: 2018 HEMIS database, data extracted in November 2019.

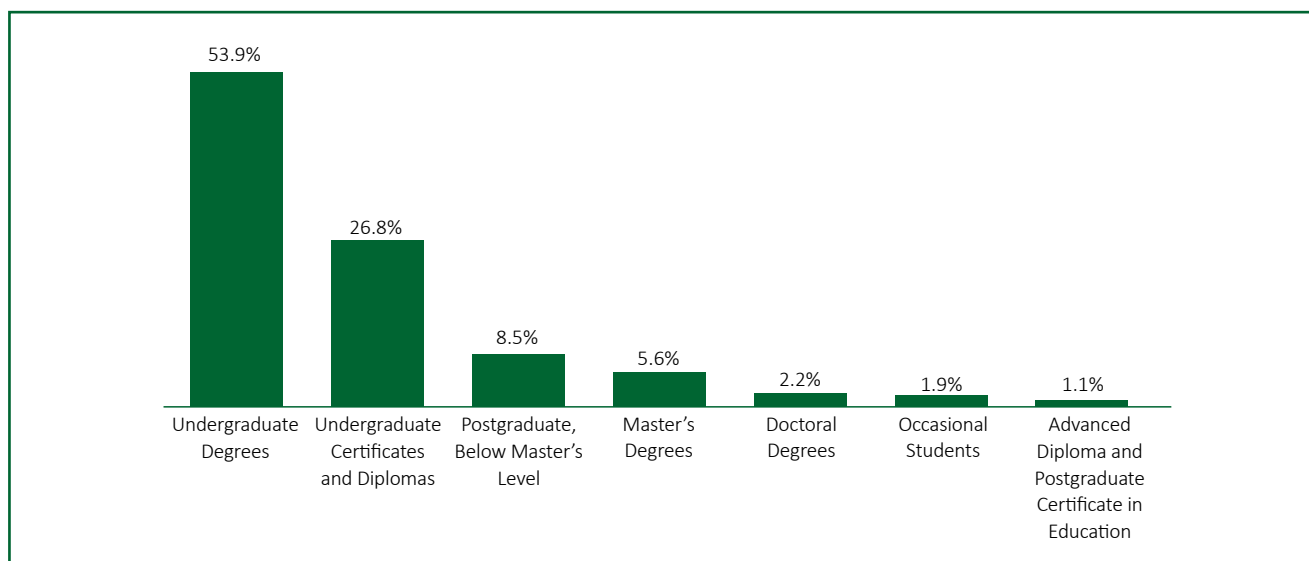
In 2018, almost 30% of students in public HEIs enrolled for SET (29.5%), while a quarter of students enrolled for Business and Management (26.1%), followed by other Humanities (24.6%) and the lowest was for the Education (19.7%) field of study. UNISA enrolled the majority of students in all study fields in 2018, with the highest enrolment recorded in Education (116 238), followed by other Humanities (110 612), Business and Management (107 003) and SET (40 127) (see Table 10.1 of the Appendix).

**Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2009 – 2018**

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*  
 2018 HEMIS database, data extracted in November 2019.

Figure 4.6 indicates that the largest number of students in public HEIs in 2018 enrolled for undergraduate degrees (585 541), while 11 425 students enrolled for advanced diplomas and postgraduates certificates in education.

The majority of students enrolled for undergraduate degrees, followed by enrolments in undergraduate certificates and diplomas and postgraduate below Master's level for the period under review. All qualification categories recorded an increasing trend in enrolments for the period under review, with the exception of enrolments for undergraduate certificates and diplomas and occasional students. Enrolment for doctoral degrees more than doubled over the ten-year period and increased by (124.6% or 13 121). High increases were also recorded for undergraduate degrees (44.6% or 180 492) and for Master's degrees (39.7% or 17 373) in the same period.

**Figure 4.7: Proportion of students enrolled in public HEIs by qualification type, 2018**

Source: 2018 HEMIS database, data extracted in November 2019.

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

The highest proportion of students in public HEIs in 2018 enrolled for undergraduate degrees (53.9%), followed by undergraduate certificates and diplomas (26.8%) and postgraduate below Master's (8.5%), while the lowest proportion were enrolled for advanced diplomas and postgraduate certificates in education (1.1%) and 1.9% were enrolled as occasional students.

Table 10.1 of the Appendix shows that UNISA enrolled most students in five of the seven qualification types as follows: undergraduate degrees (200 076), undergraduate certificates and diploma (102 498), postgraduates below masters (43 392), occasional students (14 096) and advanced diplomas and postgraduate certificates in education (6 461). The majority of Master's degree students enrolled at the University of Witwatersrand (7 679), while University of the KwaZulu-Natal enrolled majority of Doctoral degree students (3 320).

**Table 4.2: Enrolment in public HEIs by qualification category and age group, 2018**

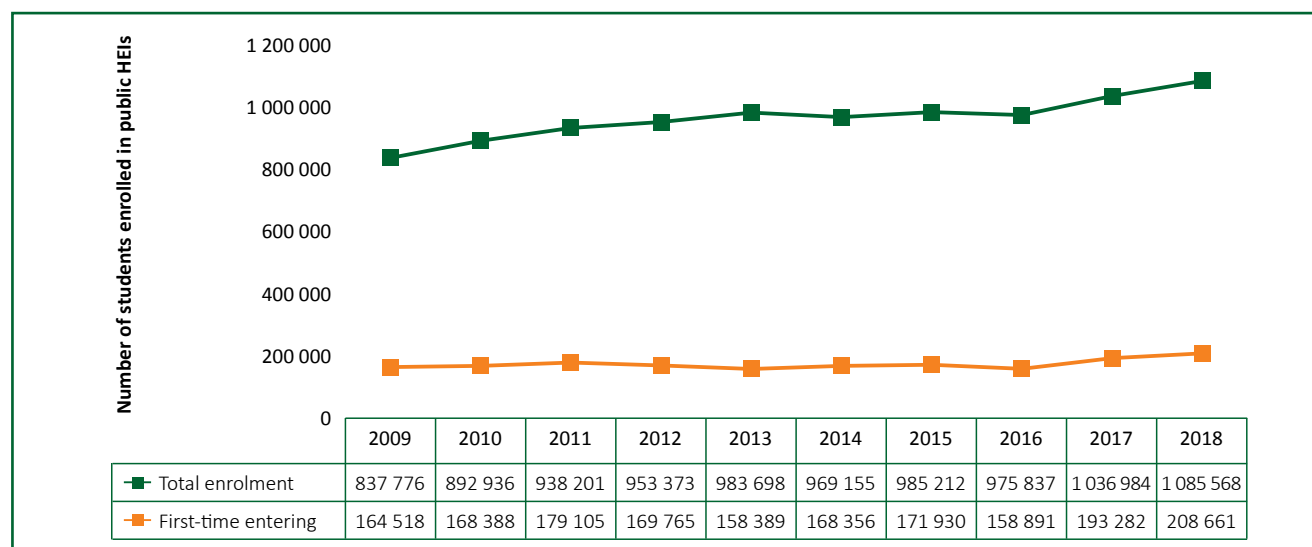
Qualification Category	< 19 Years	19 - 24 Years	25 - 29 Years	30 - 39 Years	40 - 49 Years	50 - 59 Years	≥ 60 Years	Total
Undergraduate Degrees	73 613	323 108	76 177	77 935	28 562	5 637	509	585 541
Undergraduate Certificates and Diplomas	25 670	166 845	45 239	35 574	14 466	3 346	117	291 257
Postgraduate below Master's Level	97	29 249	22 998	24 088	12 275	3 418	239	92 364
Master's Degrees	2	11 284	17 236	19 850	9 373	2 992	359	61 096
Doctoral Degrees	1	406	4 572	8 796	6 106	3 120	649	23 650
Occasional students	427	6 442	5 442	5 610	1 809	449	56	20 235
Advanced Diplomas and Postgraduate Certificates in Education	1	3 649	3 346	2 867	1 257	297	8	11 425
<b>Total</b>	<b>99 811</b>	<b>540 983</b>	<b>175 010</b>	<b>174 720</b>	<b>73 848</b>	<b>19 259</b>	<b>1 937</b>	<b>1 085 568</b>

Source: 2018 HEMIS database, data extracted in November 2019.

The majority of students enrolled in public HEIs in 2018 were youth aged 19- 29 years (66.0% or 715 993). More than half of these students (youth aged 19-29 years) were enrolled for undergraduate degrees (55.8% or 399 285), and almost 30% of these students enrolled for undergraduate certificates and diplomas (29.6% or 212 084) and 7.3% (52 247) enrolled for postgraduate below Master’s level.

Fewer enrolments were recorded for students in the older age groups. It should be noted that although there were fewer enrolments for students in the age group (60 and above), over a third of them enrolled for Doctoral degrees (33.5% or 649).

**Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2009 – 2018**



Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

**2018 HEMIS database, data extracted in November 2019.**

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.

In 2018, a total of 208 661 first-time entering students were enrolled in public HEIs, which was 19.2% of the total enrolment. Table 10.3 of the Appendix indicates that UNISA enrolled almost a third of first-time entering students in 2018 (32.3% or 67 484), followed by Tshwane University of Technology (6.5% or 13 522) and North West University (5.7% or 11 874).

When comparing 2017 and 2018, the number of first-time entering students increased by 8.0% or 15 379, and the major contributor to this increase was UNISA which enrolled 13 050 more students in 2018 compared to 2017. Despite the overall increase in the number of first-time entering students between the two academic years (2017 and 2018), enrolment for this group declined in 9 out of 26 public HEIs, with the highest decline recorded for students enrolled in Tshwane University of Technology (decrease of 8.8% or 1 300).

A fairly stable number of first-time entering students has been observed over the ten-year period, with a growth of 26.8% or 44 143 recorded. The largest increase over this period was recorded for UNISA (26 600), followed by North West University (5 945) and the University of the Free State (4 954) (see Table 10.3 of the Appendix).

**Table 4.3: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2018**

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	34	520	4 865	12	879	2 375	2 212	10 897	301	1 632	8 484	202	1 590	548	329	13 086	23 983
Namibia	9	154	1 037	0	395	719	217	2 531	33	393	582	227	756	109	26	2 126	4 657
Nigeria	19	192	355	9	133	795	1 627	3 130	34	87	380	9	139	77	105	831	3 961
DRC	13	1 715	772	18	84	297	107	3 006	35	192	320	17	81	52	20	717	3 723
Lesotho	27	485	1 219	6	242	547	205	2 731	28	113	414	10	139	47	12	763	3 494
Swaziland	10	325	917	9	93	312	148	1 814	28	119	817	42	211	99	21	1 337	3 151
Zambia	18	57	318	1	81	306	237	1 018	8	47	309	6	37	32	26	465	1 483
Botswana	1	37	310	2	84	291	153	878	10	55	399	5	46	35	20	570	1 448
Kenya	9	16	271	0	69	251	400	1 016	6	5	83	0	26	45	39	204	1 220
Ghana	5	20	55	0	37	217	380	714	5	15	82	5	70	32	131	340	1 054
Other foreign nationalities	1 968	1 470	3 228	25	743	2 859	2 488	12 781	103	394	1 419	33	371	231	512	3 063	15 844
<b>Total</b>	<b>2 113</b>	<b>4 991</b>	<b>13 347</b>	<b>82</b>	<b>2 840</b>	<b>8 969</b>	<b>8 174</b>	<b>40 516</b>	<b>591</b>	<b>3 052</b>	<b>13 289</b>	<b>556</b>	<b>3 466</b>	<b>1 307</b>	<b>1 241</b>	<b>23 502</b>	<b>64 018</b>

Source: 2018 HEMIS database, data extracted in November 2019.

Note 1: Contact students are those who are registered mainly for courses offered in contact mode.

Note 2: Distance students are those who are registered mainly for courses offered in distance mode.

Note 3: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.

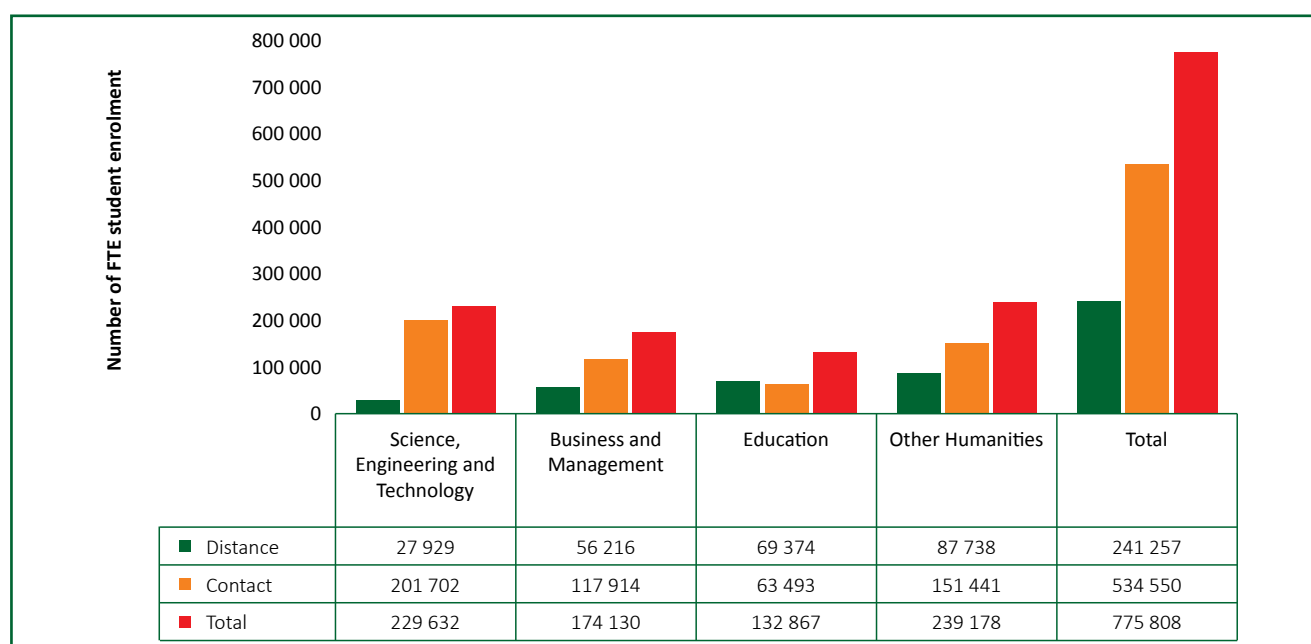
Note 4: The category "Undergraduate Degrees" refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years.

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

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

A total of 64 018 students of foreign nationality were enrolled in public HEIs in 2018, which was 5.9% of total enrolment. More than one third of foreign national students were from Zimbabwe (37.5% or 23 983), while a smaller proportion of students were from Ghana (1.6% or 1 054).

Almost two thirds of the foreign national students enrolled through the contact mode of learning (63.3% or 40 516), while 36.7% or 23 502 of them enrolled through the distance mode of learning. The majority of students who enrolled through the contact mode of learning enrolled for undergraduate degrees (32.9% or 13 347), followed by enrolment for Master's degrees (22.1% or 8 969) and Doctoral degrees (20.2% or 8 174). More than half of the foreign national students who enrolled through the distance mode of learning enrolled for undergraduate degrees (56.5% or 13 289).

**Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2018**

Source: 2018 HEMIS database, data extracted in November 2019.

The total number of Full-Time Equivalent (FTE) student enrolment was 775 808 in 2018, of which 534 550 or 68.9% were students enrolled through the contact mode of learning and 241 257 or 31.1% were enrolled through the distance mode of learning. The highest FTEs for students enrolled through the contact mode of learning in 2018 were recorded in Tshwane University of Technology (47 546), followed by the University of Pretoria (39 261) and the University of Johannesburg (38 661). UNISA recorded the highest FTEs for students enrolled through the distance mode of learning (94.3% or 227 492) (see Table 10.4 of the Appendix).

Figure 4.9 further shows that the highest FTEs for students enrolled through the contact mode of learning were in the SET field of study (201 702), followed by other Humanities (151 441). FTE enrolments for students enrolled through the distance mode of learning were higher in the other Humanities field of study (87 738), followed by Education and the Business and Management fields of study (69 374 and 56 216 respectively). It should also be noted that the largest difference between students enrolled through the contact and distance mode of learning was in the SET field of study, where 173 773 more FTEs in this field were for contact mode as compared to the distance mode of learning.

**Table 4.4: Number of students in public HEIs by primary disability and gender, 2018**

Disability	Female	Male	No information	Total
Communication (talking, listening)	55	133	0	188
Emotional (behavioural or psychological)	377	261	2	640
Hearing (even with a hearing aid)	399	309	0	708
Intellectual (difficulties in learning)	579	753	1	1 333
Multiple	52	38	0	90
Physical (moving, standing, grasping)	1 178	1 005	0	2 183
Sight	1 133	929	0	2 062
Disabled but unspecified	1 043	793	0	1 836
Total	4 816	4 221	3	9 040

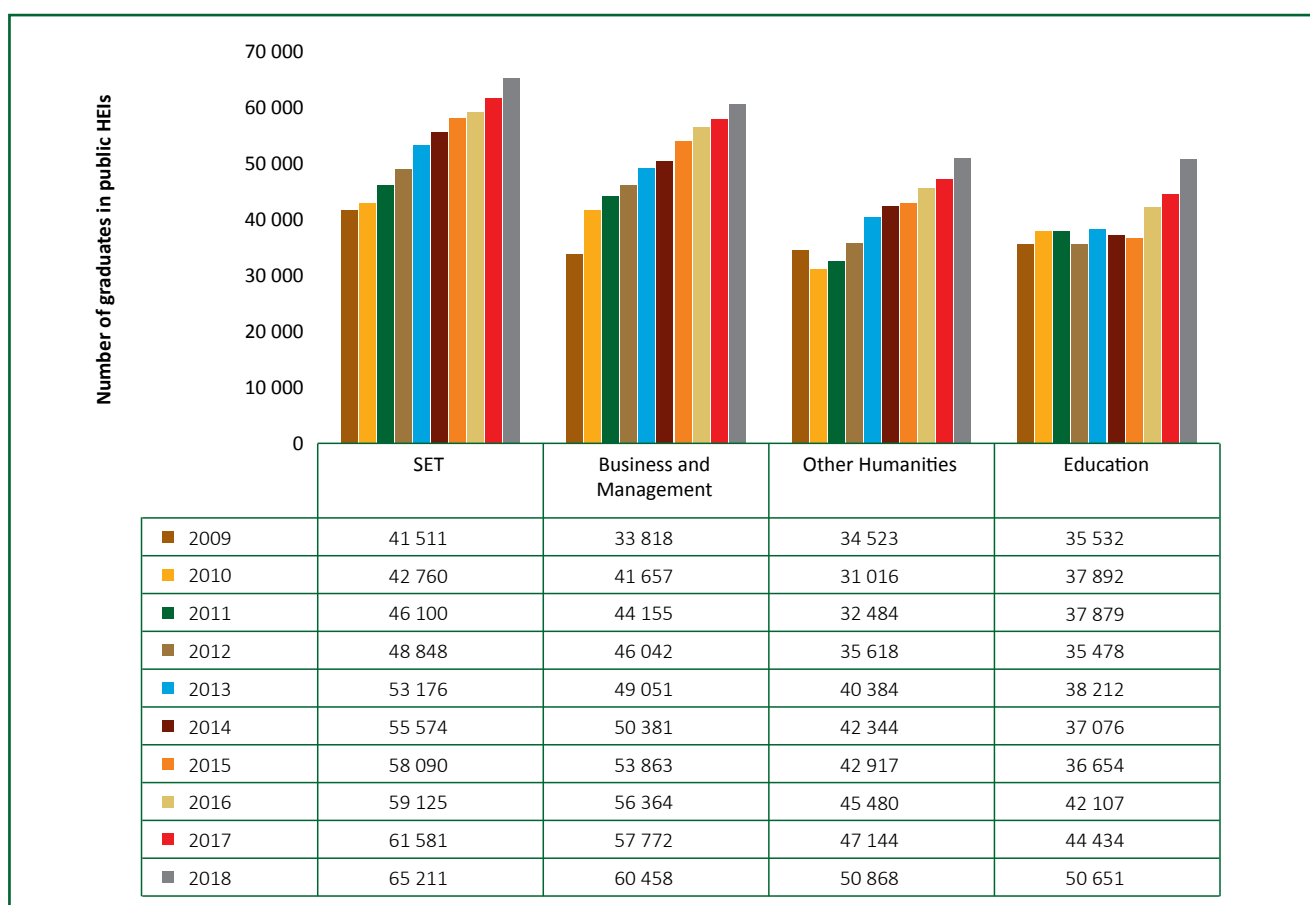
Source: 2018 HEMIS database, data extracted in November 2019.

The number of students who reported to have some disability was 9 040 in 2018, which was 0.8% of total enrolment in public HEIs (1 085 568). Almost a quarter of students with disabilities reported to have a physical disability (24.1% or 2 183) followed by those with a sight disability (22.8% or 2 062). One in five students did not specify their disability in 2018 (20.3% or 1 836), which might be challenging for universities to ensure that the necessary provisions for services are made for this group.

In terms of gender, there were more female students than males who reported to have a disability, although the proportions were similar (53.3% or 4 816 for females and 46.7% or 4 221 for males). The largest gender disparities were recorded in the sight and physical disability, where 204 and 173 more female students had these disabilities compared to their male counterparts. There were also 154 more males who reported to have intellectual disability compared to females.

### 4.2.3 Graduates from public Higher Education Institutions (HEIs)

**Figure 4.10: Number of graduates from public HEIs by major field of study, 2009 – 2018**



Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*  
 2018 HEMIS database, data extracted in November 2019.

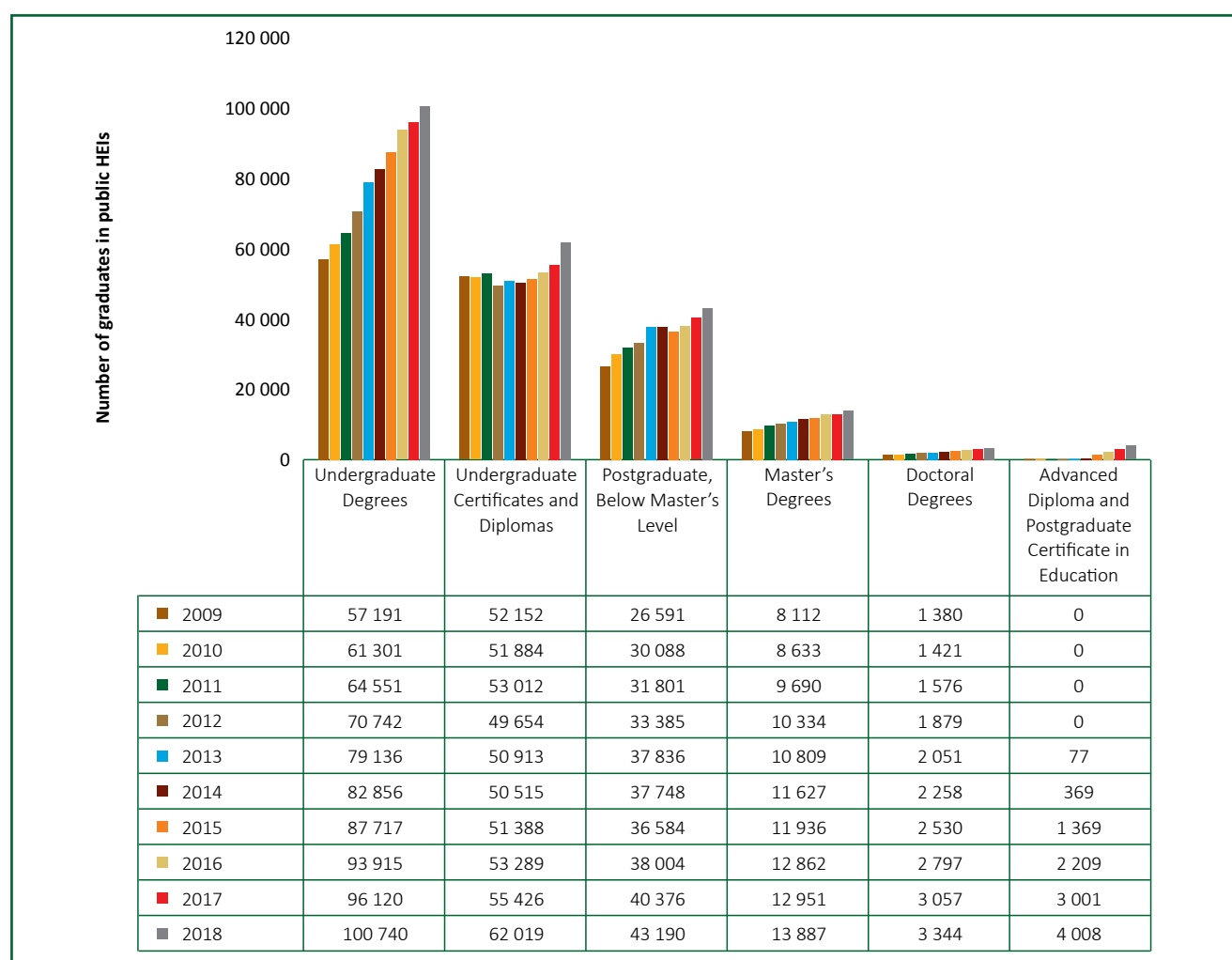
The total number of graduates was 227 188 in 2018, which was 7.7% (16 257) higher when compared with the number of graduates reported in 2017 (210 931). This was the highest year-on-year growth during the period under review. UNISA contributed largely to the increase in the number of graduates between 2017 and 2018 academic years. Although the lowest proportion of graduates were in the Education field of study since 2012, a higher increase of 14.0% (6 217) was observed between 2017 and 2018, while a lower increase was for graduates in the Business and Management field of study (4.7% or 2 686).

The proportions of graduates in 2018 for different fields of study were as follows: 28.7% (65 211) for SET, 26.6% (60 458) for Business and Management, 22.4% (50 868) for other Humanities and Education 22.3% (50 651). More than half of graduates in the Education field of study were from UNISA (51.8% or 26 231).

More than one third of graduates in the SET field of study were from the University of Pretoria (8.6% or 5 596), Tshwane University of Technology (8.0% or 5 197), the University of Johannesburg (7.1% or 4 656), UNISA (6.4% or 4 175) and the University of Witwatersrand (6.2% or 4 052). The largest number of graduates in Business Management and other Humanities fields of study were from UNISA (13 275 and 12 953 respectively) (see Table 10.5 of the Appendix).

An increasing trend was observed in the number of graduates over the 10-year period (2009-2018), with an increase of 56.3% (81 804) recorded in this period. During this period, the highest increase was observed for the Business and Management (78.8% or 26 641), followed by SET (57.1% or 23 699) field of study.

**Figure 4.11: Number of graduates from public HEIs by qualification type, 2009 – 2018**



Sources: *Statistics on Post-School Education and Training in South Africa, 2017*.  
2018 HEMIS database, data extracted in November 2019.

Of the 227 188 graduates produced in public HEIs in 2018, the largest number were for undergraduate degrees (44.3% or 100 740), followed by graduates in undergraduate certificates and diplomas (27.3% or 62 019) and postgraduates below Master's level (19.0% or 43 190). The largest number of graduates for undergraduate degrees were from UNISA (18.7% or 18 836) and the University of Pretoria (7.0% or 7 068).

UNISA produced over one third of the number of graduates in the undergraduate certificates and diplomas (34.7% or 21 528), and also contributed largely to graduates in postgraduate below Master's level (14 036) and advanced diplomas and postgraduate certificates in education (963) (see Table 10.5 of the Appendix).

There was an increase in the number of graduates for all types of qualifications between 2017 and 2018, with the highest increase reported for undergraduate certificates and diplomas (6 593), and the lowest was recorded for Doctoral degrees (287).

The number of graduates increased by 54.1% (79 753) over the ten-year period, with major contributors being increases in the number of graduates produced for undergraduate degrees (43 549) and postgraduate below Master's level (16 599). Graduates for doctoral degrees more than doubled during this period, from 1 380 in 2009 to 3 344 in 2018.

**Table 4.5: Number of graduates from public HEIs by gender, field of study and qualification type, 2018**

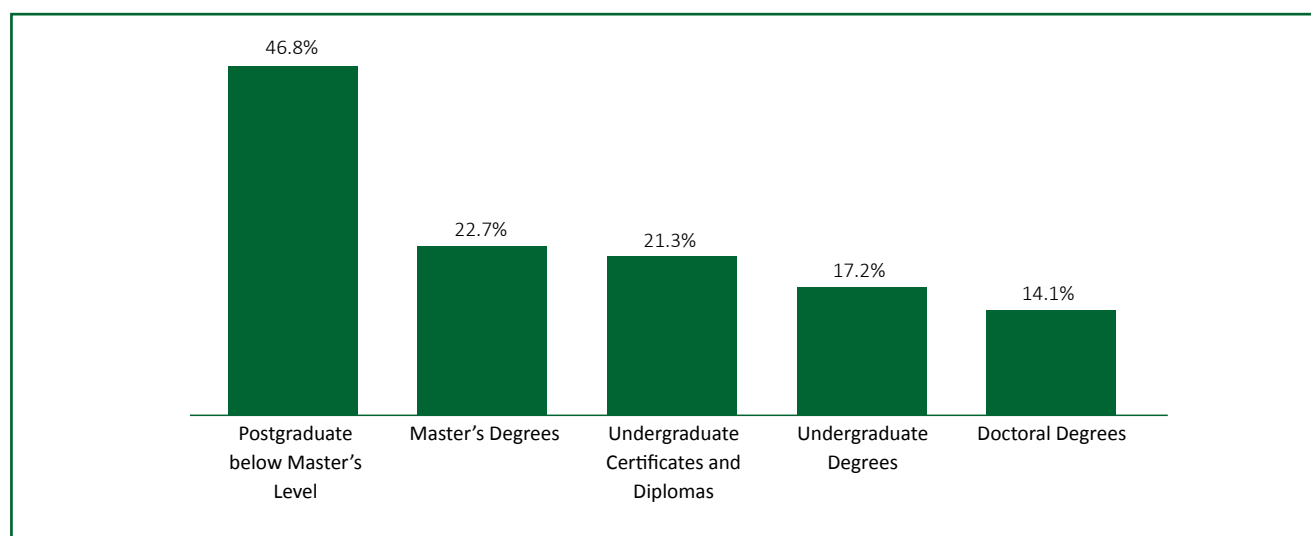
Qualification type	Female					Male					Total number of graduates
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total	
Undergraduate Certificates and Diplomas	7 253	12 056	14 114	6 433	39 856	8 547	7 357	2 412	3 848	22 163	62 019
Undergraduate Degree	17 418	13 598	12 337	19 554	62 906	14 765	9 775	4 524	8 763	37 827	100 740
Advanced Diploma and Postgraduate Certificate in Education	200	845	1 358	116	2 518	208	539	557	185	1 489	4 008
Postgraduate below Master's Level	5 015	6 938	10 516	5 366	27 836	3 524	5 623	3 881	2 322	15 349	43 190
Master's Degrees	3 333	1 551	388	2 049	7 320	3 278	1 787	208	1 294	6 566	13 887
Doctoral Degrees	713	130	194	404	1 440	956	260	160	526	1 902	3 344
<b>Total</b>	<b>33 931</b>	<b>35 118</b>	<b>38 905</b>	<b>33 922</b>	<b>141 876</b>	<b>31 277</b>	<b>25 340</b>	<b>11 742</b>	<b>16 937</b>	<b>85 296</b>	<b>227 188</b>

Source: 2018 HEMIS database, data extracted in November 2019.

Note: The total number of graduates includes 16 students who did not provide their gender.

Table 4.5 shows that out of the 227 188 graduates in public HEIs in 2018, almost two thirds were females (62.4% or 141 876), while 37.5% or 85 296 were males. Overall there were 56 580 more female graduates compared to male graduates. More females graduated in the following qualification types: undergraduate certificates and diplomas, undergraduate degree, advanced diplomas and postgraduate certificates in education and postgraduate below Master's level and Master's degrees; while more males graduated with doctoral degrees than females (462 more male graduated compared to females).

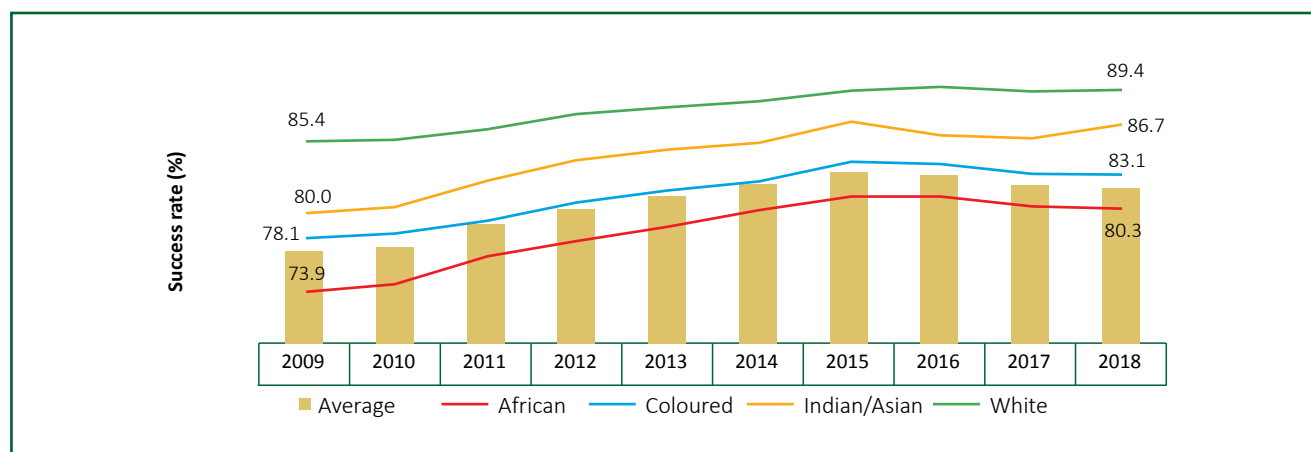
There were more female graduates compared to males in all different fields of study, with the highest proportion of them in the Education (76.8% or 38 905) and other Humanities (66.7% or 33 922) fields of study. The largest gender difference was in the Education field of study, where there were 27 164 more females in this field of study compared to males. The proportion of female and male graduates in the SET field was similar (52.0% and 48.0% respectively).

**Figure 4.12: Average graduation rates in public HEIs by qualification type, 2018**

**Source:** 2018 HEMIS database, data extracted in November 2019.

**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).

In 2018 the highest graduation rate was for postgraduate below Master's level (46.8%) and the lowest was for Doctoral degrees (14.1%). Graduation rates for Master's degree, undergraduate certificates and diplomas and undergraduate degrees ranged between 17.2%-22.7% (see Table 10.6 of the Appendix).

**Figure 4.13: Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2009 – 2018**

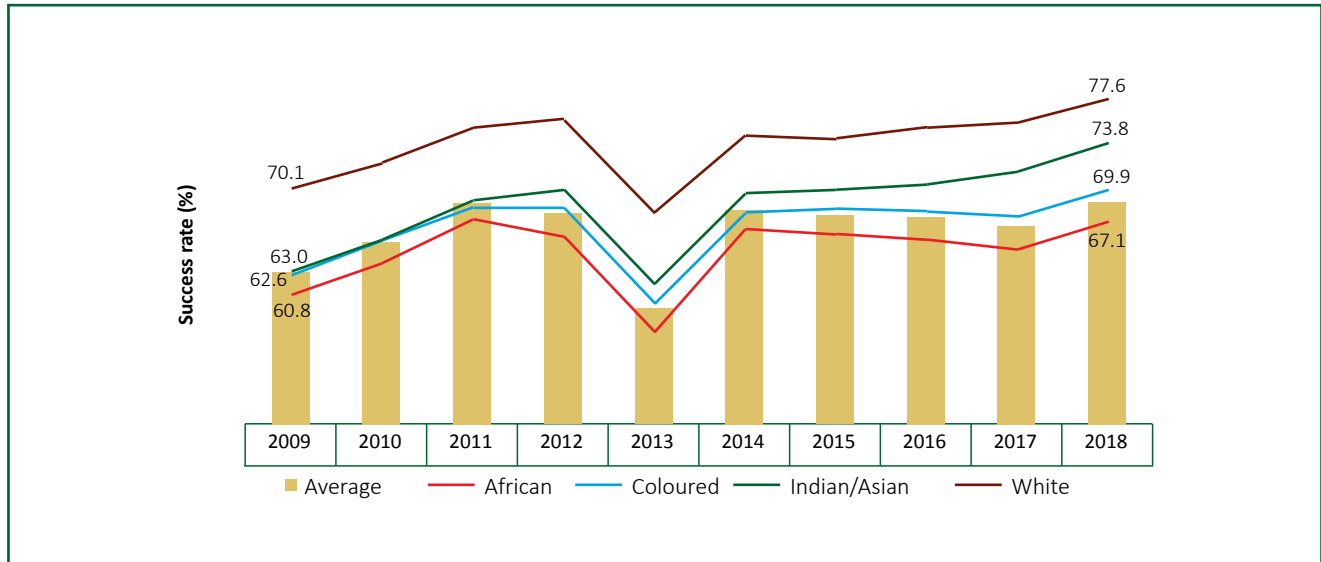
**Source:** 2018 HEMIS database, data extracted in November 2019.

**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.

Figure 4.13 indicates that the average success rates for students enrolled through the contact mode of learning was 81.9% in 2018, which was 0.3 of a percentage points lower than in 2017. The success rates of Whites, Indian/Asian and Coloured students was higher than the national average (89.4%, 86.7% and 83.1% respectively), while that of African students was below the average (80.3%). A similar trend can be observed throughout the period under review. There were 14 out of 26 universities which reported higher than average success rates, with Sefako Makgatho recording the highest success rate (89.5%), followed by Durban University of Technology (87.0). Vaal University of Technology recorded the lowest success rate (76.1%) (see Table 10.7 of the Appendix).

Over the period 2009-2018, the success rate for students enrolled through the contact mode increased for all population groups, with the average rate increasing by 4.8 percentage points. The highest increase over this period was recorded for Indian/Asian students (6.7 percentage points), followed by Africans (6.4 percentage points), but was lower for White students (4.0 percentage points).

**Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2009 – 2018**



**Source:** 2018 HEMIS database, data extracted in November 2019.

**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 students enrolled through the distance mode of learning was 68.8% in 2018, which was 2.0 percentage points higher compared to 2017. The success rates of Whites, Indian/Asian and coloured students was higher than the national average (77.6%, 73.8% and 69.9% respectively), while that of African students was below average (67.1%). Eight out of 26 universities offered programmes through the distance mode of learning in 2018, of which 5 recorded higher than average success rates. The highest success rates were recorded in Vaal University of Technology and University of KwaZulu-Natal (99.2% and 98.6% respectively).

The average success rate for students enrolled through the distance mode of learning increased by 5.9 percentage points over the 10-year period (2009-2018), with the highest increase recorded for Indian/Asian (11.2 percentage points) but was lowest for African students (6.4 percentage points). The success rates for White and Coloured students increased by 7.5 and 6.8 percentage points respectively.

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

**Table 4.6: Number of permanent staff in public HEIs, by population group, personnel categories and gender, 2018**

Population group	Instruction and research			Administrative			Services			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
African	3 255	4 587	7 842	9 074	7 752	16 826	5 209	4 816	10 025	17 538	17 155	34 693
Coloured	763	647	1 410	3 238	1 886	5 124	543	483	1 026	4 544	3 016	7 560
Indian/Asian	888	749	1 637	1 083	707	1 790	11	48	59	1 982	1 504	3 486
White	4 474	3 982	8 456	5 070	2 307	7 377	44	44	88	9 588	6 333	15 921
No information	100	336	436	27	42	69	5	1	6	132	379	511
<b>Total</b>	<b>9 480</b>	<b>10 301</b>	<b>19 781</b>	<b>18 492</b>	<b>12 694</b>	<b>31 186</b>	<b>5 812</b>	<b>5 392</b>	<b>11 204</b>	<b>33 784</b>	<b>28 387</b>	<b>62 171</b>

Source: 2018 HEMIS database, data extracted in November 2019.

Note: Total include unknown population group and gender.

There were 62 171 permanent staff members in public HEIs in 2018, of which 50.2% (31 186) were administrative staff, 31.8% (19 781) were instruction and research staff and 18.0% (11 204) were services staff. About 5 397 more females were employed in public HEIs compared to males (33 784 for females and 28 387 for males).

However, out of the 33 784 female staff, over half of them were employed as administrative staff (54.7% or 18 492) compared to males. On the other hand, 821 more males compared to females were employed as instruction and research staff.

Almost a third of permanent staff members were employed by UNISA (5 911), the University of Cape Town (4 932), the University of Witwatersrand (4 778) and the University of Johannesburg (4 518). UNISA also had more staff members in the instruction and research (1 844) and administrative category (3 641), while the University of Johannesburg had more services staff compared to other universities (1 223) (see Table 10.8 of the Appendix).

Of the services staff employed in public HEIs, the majority were black staff (i.e. African, Indian/Asian and Coloured) at 99%, while 76% and 55% of black staff were in the administrative and instruction and research staff categories. The University of Stellenbosch, University of Pretoria and the University of Free State employed the lowest proportion of black staff (25%, 28% and 30% respectively) (see Table 10.9 of the Appendix).

### 4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

#### 4.3.1 Introduction

In terms of the Public Notice (Government Gazette No. 19389, dated 30 October 1998), no private institution is permitted to offer higher education in South Africa as of 1 January 2000, unless registered with the Department of Higher Education and Training (the Department). In terms of the Higher Education Act, 1997 (Act No. 101 of 1997) (“the Act”), and the Regulations for the Registration of Private Higher Education Institutions published in Government Gazette No. 39880, dated 31 March 2016 (“the Regulations”), all private institutions providing higher education, that is, programmes equivalent to those provided by traditional Universities, Comprehensive Universities and Universities of Technology (UoT) that fall on the Higher Education Qualifications Sub-Framework (HEQSF), must be registered with the Department. This requirement applies to both local and foreign institutions. The total student enrolment figures for Private Higher Education Institutions (PHEIs) provided below are based on student enrolment for institutions listed on the Register of PHEIs dated 24 October 2018. The current Register of PHEIs is available on the Department’s website through the link: <http://www.dhet.gov.za>. In 2018, 124 registered PHEIs submitted student and staff data to the Department in accordance with section 57(2)(c) of the Act and Regulation 27(3). It is worth mentioning that from 2016, it is mandatory for the PHEIs to submit audited student data to the Department as part of their annual reporting.

#### 4.3.2 Enrolment in private Higher Education Institutions (HEIs)

**Table 4.7: Number of students enrolled in PHEIs by gender, 2011 - 2018**

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*Annual report submitted by PHEIs to DHET for the 2018 year of reporting.*

Note 1: Only 2016-2018 figures provided in the above table were audited.

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

Note 3: “n.a.” means not applicable.

Table 4.7 shows that the total number of students enrolled in PHEIs in 2018 was 197 898, which was an increase of 6.9% compared to the total number of students enrolled in 2017 (185 046). Over the period under review (2011-2018), there has been an increase of 94 862 or 92.1% in student enrolments within the PHEIs sector. The female enrolment in PHEIs was consistently higher than that of males over the period under review. The number of students who did not report on gender decreased significantly from 1 309 in 2017 to 445 in 2018.

**Table 4.8: Number of students enrolled in PHEIs by qualification type, 2018**

Year	Higher Certificate	Advanced Certificate	Diploma-240 Credits	Diploma-360 Credits	Advanced Diploma	Postgraduate Diploma	Bachelor's Degree (360—Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degree	Doctoral Degree (Professional)	Total
2018	34 409	3 232	6 441	55 495	2 801	6 498	66 697	10 937	4 337	6 688	0	363	0	197 898
Percentage	17.4%	1.6%	3.3%	28.0%	1.4%	3.3%	33.7%	5.5%	2.2%	3.4%	0.0%	0.2%	0.0%	100%

Source: Annual report submitted by PHEIs to DHET for the 2018 year of reporting.

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

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

In 2018, most students (33.7% or 66 697 of the total enrolment) were enrolled on programmes offered at the Bachelor's degree (360-Credits) level, followed by enrolments on programmes on the Diploma-360 credits level (28.0% or 55 495). The enrolment in the Higher Certificate level was 34 409 or 17.4% of the total enrolment whilst enrolment for the Master's degree was 6 688 or 3.4% of the total enrolment. Only 0.2% or 363 of students were enrolled for the Doctoral degree.

Table 4.8 further depicts that 186 510 students or 94.2% of the total enrolment were enrolled for programmes lower than Honours degree, which is 9 out of every 10 students enrolled in PHEIs in 2018. There were no enrolments on programmes on the Master's degree (Professional) and Doctoral degree (Professional), which suggests that PHEIs do not invest in professional post-graduate qualifications.

**Table 4.9: Number of students enrolled in PHEIs by NQF field, 2018**

NQF field	2018	Percentage	Number of PHEIs offering
01. Agriculture and Nature Conservation	339	0.2	3
02. Culture and Arts	11 714	5.9	34
03. Business, Commerce and Management Studies	115 566	58.4	44
04. Communication Studies and Language	9 872	5.0	11
05. Education, Training and Development	22 140	11.2	15
06. Manufacturing, Engineering and Technology	861	0.4	7
07. Human and Social Studies	7 469	3.8	26
08. Law, Military Science and Security	7 992	4.0	6
09. Health Sciences and Social Services	2 347	1.2	14
10. Physical, Mathematical, Computer and Life Sciences	16 206	8.2	16
11. Services	3 114	1.6	16
12. Physical Planning and Construction	278	0.1	2
Total	197 898	100	194

Source: Annual report submitted by PHEIs to DHET for the 2018 year of reporting.

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

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

In 2018, more than half of the total number of students in PHEIs were enrolled for programmes in the field of Business, Commerce and Management Studies (58.4% or 115 566), followed by enrolments on programmes within the field of Education, Training and Development (11.2% or 22 140) and enrolments on programmes within the field of Physical, Mathematical, Computer and Life Sciences (8.2% or 16 206).

Almost the same number of students were enrolled for programmes within the fields Human and Social Studies (7 469 or 3.8%) and Law, Military Science and Security (7 992 or 4.0%). The lowest student enrolments were in the fields of Agriculture and Nature Conservation, and Physical Planning and Construction with 339 or 0.2% and 278 or 0.1% respectively. These figure suggest that PHEIs do not invest in higher education qualifications in the field of Agriculture, Nature Conservation and Physical Planning and Construction.

**Table 4.10: Number of students enrolled in PHEIs by population group and nationality, 2011 — 2018**

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*Annual report submitted by PHEIs to DHET for the 2018 year of reporting.*

Note 1: Only the 2016, 2017 & 2018 figures provided in the above table were audited.

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

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

Most of students who were enrolled in PHEIs in 2018 were South Africans (91.4% or 180 957), while 8.3% (16 496) of students were Non-South Africans. Only 445 or 0.2% of the total number of students enrolled opted not to report on population group, gender and/or nationality. Between 2017 and 2018, the number of South African students enrolled in PHEIs increased by 13 607 (8.1%), while that of Non-South Africans increased by 109 (0.7%).

Table 4.10 further shows that in 2018, among South African students, the highest student enrolment was in the African population group, which was 122 342 (67.6%) followed by 31 802 (17.6%) in the White population group. The Coloured and Indian/Asian population groups recorded comparatively lower figures, of 14 057 (7.8%) and 12 756 (7.0%) respectively. The student enrolment for South African students has increased remarkably since 2011.

Over the period under review (2011 to 2018), the student enrolment within the African and Indian/Asian population groups increased by more than 100% (from 56 988 to 122 342 and from 5 913 to 12 756 respectively), whilst enrolment for students in the Coloured population group increased by 86.8% or 6 531. Over the same period, enrolment for students in the White population group has been steady and increased by 36.4% (8 491). However, in absolute terms, enrolment increase for White students was higher compared to that of Indian/Asian and Coloured students over the period 2011-2018 (increases of 8 491 for White students compared to 6 843 for Indian/Asians and 6 531 for coloured students).

**Table 4.11: Number of foreign students enrolled in PHEIs by country and qualification type, 2018**

Country	Qualification type													Total
	Higher Certificate	Advanced Certificate	Diploma-240 Credits	Diploma-360 Credits	Advanced Diploma	Postgraduate Diploma	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degrees	Doctoral Degrees (Professional)	
Zimbabwe	316	23	51	486	24	183	1 252	704	142	164	0	7	0	3 352
Namibia	1 188	8	20	770	88	137	1 655	308	390	285	0	1	0	4 850
Swaziland	70	2	5	142	1	69	994	29	89	96	0	0	0	1 497
Lesotho	45	10	4	39	1	16	147	16	20	23	0	0	0	321
Nigeria	31	0	4	37	2	28	156	28	9	19	0	4	0	318
Democratic Republic of Congo	92	6	16	125	6	12	266	53	24	20	0	2	0	622
Botswana	28	3	3	242	4	27	272	8	10	66	0	1	0	664
Zambia	23	0	6	38	1	15	277	32	19	52	0	3	0	466
Kenya	15	1	12	29	2	4	100	18	8	17	0	3	0	209
United States of America	11	3	2	1	0	1	24	1	5	23	0	31	0	102
Other Foreign Nationalities	388	30	88	730	35	221	1 834	190	127	388	0	64	0	4 095
<b>Total</b>	<b>2 207</b>	<b>86</b>	<b>211</b>	<b>2 639</b>	<b>164</b>	<b>713</b>	<b>6 977</b>	<b>1 387</b>	<b>843</b>	<b>1 153</b>	<b>0</b>	<b>116</b>	<b>0</b>	<b>16 496</b>

Source: Annual report submitted by PHEIs to DHET for the 2018 year of reporting.

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

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

Enrolment by foreign national students in the PHEIs in 2018 was 16 496, which was 8.3% of total student enrolment at PHEIs. This number remains stable as it only increased by 109 or 0.7% as compared to the 2017 student enrolment. The majority of the foreign students were from Namibia (29.4% or 4 850), followed by students from Zimbabwe (20.3% or 3 352) and Swaziland (9.1% or 1 497). The enrolment from these three has however declined slightly as compared to the 2017 enrolment. The smallest proportion of students were from the United States of America (0.6% or 102).

The highest proportion of foreign national students were enrolled on programmes offered at Bachelor's degree (360-Credits) level (42.3% or 6 977), with majority of them being students from Namibia (1 655 or 23.7%) and Zimbabwe (1 252 or 17.9%). Furthermore, a total of 2 639 or 16.0% of foreign national students were enrolled on programmes offered at Diploma 360-Credits level and 2 207 or 13.4% were enrolled on programmes offered at Higher Certificate level.

Table 4.11 further shows a total of 1 153 or 7.0% of foreign national students were enrolled for programmes offered at Master's degree level and only 116 (0.7%) were enrolled for the Doctoral degree. On the programmes offered at Doctoral degree level, it is noted that (26.7% or 31) of the foreign national students were from the United States of America.

### 4.3.3 Graduates from private Higher Education Institutions (HEIs)

**Table 4.12: Number of graduates from PHEIs, by qualification type, 2018**

Year	Higher Certificate	Advanced certificate	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma	Postgraduate Diploma	Bachelor's degree (360-Credits)	Bachelor's degree (480-Credits)	Honours Degree	Master's Degree	Master's Degree (Professional)	Doctoral Degrees	Doctoral Degrees (Professional)	Total
2018	7 790	393	1 905	7 297	891	1 008	11 068	1 207	1 394	988	0	31	0	33 972
Percentage	22.9%	1.2%	5.6%	21.5%	2.6%	3.0%	32.6%	3.6%	4.1%	2.9%	0%	0.1%	0 %	100%

**Source:** Annual report submitted by PHEIs to DHET for the 2018 year of reporting.

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

Note 2: As a result of rounding off, percentages may not add up to 100%.

There were 33 972 students who graduated from PHEIs in 2018. The highest number of graduates from private higher education institutions in 2018 obtained a Bachelor's degree (360-Credits) (11 068 or 32.6%) followed by students who graduated on programmes offered at Higher Certificate level (7 790 or 22.9%) and Diploma-360 credits level (7 297 or 21.5%). On post-graduate levels, 1 394 or 4.1% of students graduated on programmes offered at Honours degree, followed by Master's degree level graduates (9 88 or 2.9%). Only 31 or 0.1% of students from PHEIs graduated on programmes offered at Doctoral degree level in 2018 (Note: graduates referred to enrolled in the previous academic years and not in the 2018 academic year).

### 4.3.4 Staffing in private Higher Education Institutions (HEIs)

**Table 4.13: Number of staff in PHEIs by employment period and personnel categories, 2018**

Employment period	Academic/ Research	Service Staff	Support Staff	Total
Full-time	3 932	1 354	4 985	10 271
Part-time	4 061	140	298	4 499
Total	7 993	1 494	5 283	14 770

**Source:** Annual report submitted by PHEIs to DHET for the 2018 year of reporting.

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

The total number of staff in PHEIs was 14 770 in 2018. Of this total, 69.5% or 10 271 were full-time staff while 30.5% or 4 499 were appointed on a part-time basis. More than half of the total staff were employed for academic/research purposes (54.1% or 7 993), whilst 35.8% or 5 283 were employed for support purposes. The majority of the part-time staff were appointed as Academics/Researchers (90.3% or 4 061). The least number of staff were appointed in the services staff category.

## 5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

### 5.1 OVERVIEW OF TVET COLLEGES

Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Continuing Education and Training Act, No. 16 of 2006, as amended. In 2018 there were 50 public TVET colleges with 253 registered campuses for delivery of qualifications and part-qualifications and other programmes. The strategic departmental objective for the public TVET colleges sector is to increase access into and improve success in programmes that lead to intermediate and high-level learning.

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

- a) The National Certificate Vocational (NCV) that is a qualification offered at three levels, i.e. levels 2, 3 and 4 of the National Qualifications Framework (NQF). The NCV 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 as trimester enrolment and three or four levels (Introductory, N4 to N6) for Business and General Studies as semester enrolment. These national technical education certificates culminate in a national technical education diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma.
- c) The Pre-Vocational Learning Programme (PLP) was piloted in 2018. The purpose of the PLP is to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4. It aims to provide foundational learning essential to address 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.

**Note:**

1. These three programme types appear in the ministerial approved programme register and 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.

- d) Occupational qualifications and part-qualifications, inclusive of workplace based learning [WPBL], 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.
- e) Enrolment recorded as other could be higher certificate and other qualifications offered at NQF levels 5 and 6 as well as skills courses and other non-formal or non-accredited short courses. Their duration will differ according to college and stakeholder agreement, which could be a year or few weeks.

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 NCV and PLP and often occupational qualifications is annually, for Report 190/1 Engineering Studies enrolment is per trimesters 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 programme they are enrolled in.

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 – 2018**

Qualification Category	2010	2011	2012	2013	2014	2015	2016	2017	2018
NC(V)	130 039	124 658	140 575	154 960	166 433	165 459	177 261	142 373	131 212
Report 191 (N1-N6)	169 774	222 754	359 624	442 287	486 933	519 464	492 026	510 153	482 175
Occupational Qualifications	23 160	20 799	62 359	19 000	19 825	20 533	13 642	10 969	20 106
Other	35 420	32 062	95 132	23 371	29 192	32 424	22 468	24 533	23 355
PLP	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	285
<b>Total</b>	<b>358 393</b>	<b>400 273</b>	<b>657 690</b>	<b>639 618</b>	<b>702 383</b>	<b>737 880</b>	<b>705 397</b>	<b>688 028</b>	<b>657 133</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*TVETMIS 2018, data extracted in November 2019.*

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" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

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

Total enrolment in TVET colleges reached 657 133 in 2018, reflecting a 4.5% (30 895) decline when compared with 2017. Major decreases were recorded for Report 191 (27 978) and NC(V) (11 161) between 2017 and 2018. Over 30 000 of the decline in Report 191 enrolments were recorded in Vhembe (11 128), Capricorn (9 052), Tshwane South (4 645), Esayidi (4 256), Sekhukhune (3 369) and Mopani south East (2 421), while Capricorn (1 473), Esayidi (1 408), King Sabata Dalindyebo (1 347) and Buffulo City (1 017) TVET colleges were major contributors to the decline in enrolment for NC(V) programmes. Despite the overall decline in enrolment, an increase of 9 137 was recorded for Occupational Qualifications between 2017 and 2018. There were only 29 TVET colleges offering Occupational Qualifications programmes in 2018.

Although there was an overall decline in 2018 enrolments, the following TVET colleges recorded over 20% of total enrolments in 2018: Northlink (28 124), Capricorn (26 857), Western (26 611), Majuba (26 454) and South West (25 861). High enrolments recorded over the nine-year period were for Report 191, with the major contributors being Western (25 067), Majuba (21 838), Capricorn (20 324), Northlink (19 939) and Tshwane North (18 230) TVET colleges (See Table 10.10 of the Appendix).

TVET colleges offered a Pre-Vocational Learning Programme for the first time in 2018, and there were six colleges which offered this programme with a total 285 students enrolled. This programme focuses on providing a bridging programme for students who may not meet the criteria for admission into a specific programme.

**Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2018**

Qualification Category	< 15	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	≥ 40	Total
NC(V)	0	13 558	82 995	27 531	5 328	1 302	498	131 212
Report 191 (N1-N6)	0	52 827	289 263	87 966	29 795	13 184	9 140	482 175
Occupational Qualifications	0	1 168	6 539	4 861	2 897	1 794	2 847	20 106
Other	33	4 257	8 294	5 072	2 523	1 282	1 894	23 355
PLP	0	72	163	31	15	1	3	285
<b>Total</b>	<b>33</b>	<b>71 882</b>	<b>387 254</b>	<b>125 461</b>	<b>40 558</b>	<b>17 563</b>	<b>14 382</b>	<b>657 133</b>

**Source:** TVETMIS 2018, data extracted in November 2019.

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

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

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

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.

Table 5.2 shows that almost 90% of youth aged 15-29 years old were enrolled in TVET colleges. Enrolment was particularly higher for 20-24 year olds (387 254 or 58.9%) followed by 25-29 year olds (125 461 or 19.1%). More than 60% of NC(V) and Report 191 students were youth aged 20-24 years old.

**Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2018**

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	125 734	5 057	113	292	16	131 212
Report 191 (N1-N6)	449 336	27 155	1 197	4 406	81	482 175
Occupational Qualifications	13 501	6 255	31	319		20 106
Other	14 290	8 097	110	833	25	23 355
PLP	251	33	1			285
<b>Total</b>	<b>603 112</b>	<b>46 597</b>	<b>1 452</b>	<b>5 850</b>	<b>122</b>	<b>657 133</b>

**Source:** TVETMIS 2018, data extracted in November 2019.

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

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

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

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

Note 6: Unspecified refers to number of students who did not report on population group.

Note 7: Students are counted once in every enrolment cycle i.e. annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Nine in every ten enrolments in TVET colleges were for African students (603 112 or 91.8%), while Coloureds, and White and Indian/Asian students accounted for 7.1% (46 597), 0.9% (5 850) and 0.2% (1 452) respectively. Africans and Indian/Asians enrolled mainly for Report 191 and NC(V) programmes, while Coloured and White students enrolled mainly for Report 191 and 'other' programmes.

**Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2018**

Qualification Category	Female	Male	Total	Female (%)	Male (%)
NC(V)	83 019	48 193	131 212	63.3%	36.7%
Report 191 (N1-N6)	269 432	212 743	482 175	55.9%	44.1%
Occupational Qualifications	13 565	6 541	20 106	67.5%	32.5%
Other	12 471	10 884	23 355	53.4%	46.6%
PLP	120	165	285	42.1%	57.9%
<b>Total</b>	<b>378 607</b>	<b>278 526</b>	<b>657 133</b>	<b>57.6%</b>	<b>42.4%</b>

**Source:** TVETMIS 2018, data extracted in November 2019.

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

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

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

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.

More than half of female students enrolled in TVET colleges 378 607 (57.6%), while 278 526 (42.4%) were males. A substantially higher proportion of female students enrolled for occupational qualifications (67.5% or 13 565) compared to male students (32.5% or 6 541). Over 44% of these female students enrolled for Early Childhood Development.

A similar proportion was recorded for NC(V) where almost a third (63.3% or 83 019) of female students enrolled for this qualification compared to 36.7% or 48 193 of male students. More than a third of female students who enrolled for NC(V) did so in the Office Administration and Hospitality programmes (35.4% or 29 378). On the other hand, out of the number of male students who enrolled for NC(V), 36.7% or 17 677 of them enrolled for Engineering and Related Design and Electrical Infrastructure and Construction (See Table 5.9).

**Table 5.5: Number of Special Needs Education (SNE) students in TVET colleges by primary disability and gender, 2018**

Disability	Female	Male	Total
Communication(talking, listening)	8	14	22
Emotional (behavioural or psychological)	95	72	167
Hearing (even with hearing aid)	127	103	230
Intellectual (difficulties in learning)	117	154	271
Multiple	57	25	82
Physical (moving, standing, grasping)	224	161	385
Sight (even with glasses)	570	282	852
Disabled but unspecified	23	32	55
<b>Total</b>	<b>1 221</b>	<b>843</b>	<b>2 064</b>

Source: TVETMIS 2018, data extracted in November 2019.

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

Note 2: Disability data was extracted using enrolment cycle count data.

There were 2 064 students who reported to have a particular type of disability in 2018. Two in every five students had a sight problem (41.3% or 852) followed by those who had a physical disability (18.7% or 385). About 378 more female students reported to have a disability compared to males. The differences were more pronounced in the sight disability where 288 more female students reported to have sight problem compared to males.

### 5.1.2 Overview of the TVET sector by province

**Table 5.6: Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2018**

Province	TVET colleges	Students
Eastern Cape	8	67 130
Free State	4	50 402
Gauteng	8	169 389
KwaZulu-Natal	9	110 086
Limpopo	7	80 436
Mpumalanga	3	45 224
North West	3	33 165
Northern Cape	2	13 220
Western Cape	6	88 081
<b>National</b>	<b>50</b>	<b>657 133</b>

Source: TVETMIS 2018, data extracted in November 2019.

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.

Over a quarter of student enrolments in TVET colleges were for colleges located in Gauteng (169 389 or 25.8%), while KwaZulu-Natal had the second largest number of enrolments (110 086 or 16.8%). KwaZulu-Natal and Gauteng also had more colleges compared to the other provinces (9 and 8 TVET colleges respectively). Although Eastern Cape also had more TVET colleges (8), their enrolments were however the fifth largest as compared to the other provinces.

**Table 5.7: Enrolment cycle count of students in TVET colleges by qualification category and province, 2018**

Province	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	PLP	Total
Eastern Cape	16 069	48 794	230	2 037	0	67 130
Free State	7 151	42 463	234	554	0	50 402
Gauteng	31 020	133 296	937	4 094	42	169 389
KwaZulu-Natal	22 536	82 318	4 065	1 118	49	110 086
Limpopo	22 078	56 460	1 464	434	0	80 436
Mpumalanga	12 398	32 295	493	0	38	45 224
North West	7 216	24 069	841	1 039	0	33 165
Northern Cape	1 696	9 133	2 140	251	0	13 220
Western Cape	11 048	53 347	9 702	13 828	156	88 081
<b>National</b>	<b>131 212</b>	<b>482 175</b>	<b>20 106</b>	<b>23 355</b>	<b>285</b>	<b>657 133</b>

Source: TVETMIS 2018, data extracted in November 2019.

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

Note 2: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards.

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2017.

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.

A higher proportion of enrolments were for Report 191 (482 175 or 73.4%) and NC(V) (131 212 or 20.0%). The major contributors to NC(V) and Report 191 enrolments were Gauteng TVET colleges, while Western Cape TVET colleges contributed largely to enrolments in occupational qualifications and "other" programmes. Almost 60% of occupational qualifications enrolments were in Western Cape TVET colleges (9 702).

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

**Table 5.8: Enrolment cycle count of students in TVET colleges for the NC(V) programmes, by qualification level and gender, 2018**

Qualification	Female	Male	Total	Female	Male
NC(V) Level 2	38 153	25 857	64 010	59.6%	40.4%
NC(V) Level 3	23 486	12 637	36 123	65.0%	35.0%
NC(V) Level 4	21 380	9 699	31 079	68.8%	31.2%
<b>Total</b>	<b>83 019</b>	<b>48 193</b>	<b>131 212</b>	<b>63.3%</b>	<b>36.7%</b>

Source: TVETMIS 2018, data extracted in November 2019.

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

Out of the 131 212 students enrolled for NC(V), almost two thirds were for females (63.3% or 83 019), while over a third of enrolments were for males (36.7% or 48 193). The differences were even higher for NC(V) level 4 where 68.8% of females enrolled in this level compared to 31.2% of males. Almost half of NC(V) enrolments were for NC(V) level 2 (48.8% or 64 010), and lower for NC(V) levels 3 and 4.

**Table 5.9: Enrolment cycle count of students in TVET colleges by NC(V) programmes and gender, 2018**

Programme	NC(V) Level 2		NC(V) Level 3		NC(V) Level 4		NC(V) Level 2-4		
	Female	Male	Female	Male	Female	Male	Female	Male	Total
1. Civil Engineering and Building Construction	1 995	2 775	1 246	1 231	965	838	4 206	4 844	9 050
2. Drawing Office Practice	36	90	13	32	19	35	68	157	225
3. Education and Developmentt	1 213	110	751	69	669	46	2 633	225	2 858
4. Electrical Infrastructure and Construction	4 032	4 565	2 165	2 035	1 708	1 425	7 905	8 025	15 930
5. Engineering and Related Design	2 649	5 911	1 609	2 941	1 385	2 225	5 643	11 077	16 720
6. Finance, Economics and Accounting	2 691	1 103	1 628	474	1 577	438	5 896	2 015	7 911
7. Hospitality	3 087	970	1 984	493	1 565	367	6 636	1 830	8 466
8. Information Technology and Computer Science	1 822	2 053	922	838	808	676	3 552	3 567	7 119
9. Management	2 195	969	1 334	464	1 023	337	4 552	1 770	6 322
10. Marketing	1 661	1 074	1 048	517	1 131	370	3 840	1 961	5 801
11. Mechatronics	182	211	89	136	123	99	394	446	840
12. Office Administration	9 694	2 410	6 492	1 388	6 556	1 155	22 742	4 953	27 695
13. Primary Agriculture	1 176	672	800	397	653	370	2 629	1 439	4 068
14. Primary Health	485	35	210	22	688	75	1 383	132	1 515
15. Process Instrumentation	0	0	0	0	0	0	0	0	0
16. Process Plant Operations	172	47	151	45	104	28	427	120	547
17. Safety in Society	1 307	810	792	526	720	473	2 819	1 809	4 628
18. Tourism	2 808	1 416	1 629	674	1 220	479	5 657	2 569	8 226
19. Transport and Logistics	948	636	623	355	466	263	2 037	1 254	3 291
<b>Total</b>	<b>38 153</b>	<b>25 857</b>	<b>23 486</b>	<b>12 637</b>	<b>21 380</b>	<b>9 699</b>	<b>83 019</b>	<b>48 193</b>	<b>131 212</b>

Source: TVETMIS 2018, data extracted in November 2019.

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

Two in every five NC(V) students in TVET colleges enrolled for office Administration (27 695 or 21.1%), followed by enrolment in Engineering and Related Design (16 720 or 12.7%) and Electrical Infrastructure and Construction (15 930 or 12.1%).

Majority of female students enrolled for Office Administration (22 742 or 27.4%), followed by Electrical Infrastructure and Construction (7 905 or 9.5%), Hospitality (6 636 or 8.0%) and Finance, Economics and Accounting (5 896 or 7.1%) programmes. On the other hand, 60.0% of male students enrolled for the following programmes: Engineering and Related Design (11 077 or 23.0%), Electrical Infrastructure and Construction (8 025 or 16.7%), Office Administration (4 953 or 10.3%) and Civil Engineering and Building Construction (4 844 or 10.1%).

When looking at gender disparities for all programmes, females seem to prefer enrolling in Office Administration as 17 789 more females enrolled for this programme as compared to males. Females' enrolment for Education and Development programme was more than 11 times higher than that of males, while enrolment for Primary Health programme was more than 10 times higher than that of males. On the other hand, males were twice likely to enrol for Engineering and Related Design programmes compared to females. The difference in enrolment for this programme between males and females was 5 434.

**Table 5.10: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2018**

Report 191	Female	Male	Total	Female (%)	Male (%)
Non-National Certificate	250	1 141	1 391	18.0%	82.0%
N1	17 977	29 751	47 728	37.7%	62.3%
N2	24 042	37 803	61 845	38.9%	61.1%
N3	20 271	28 809	49 080	41.3%	58.7%
N4	77 396	46 288	123 684	62.6%	37.4%
N5	64 276	35 911	100 187	64.2%	35.8%
N6	65 220	33 040	98 260	66.4%	33.6%
<b>Total</b>	<b>269 432</b>	<b>212 743</b>	<b>482 175</b>	<b>55.9%</b>	<b>44.1%</b>

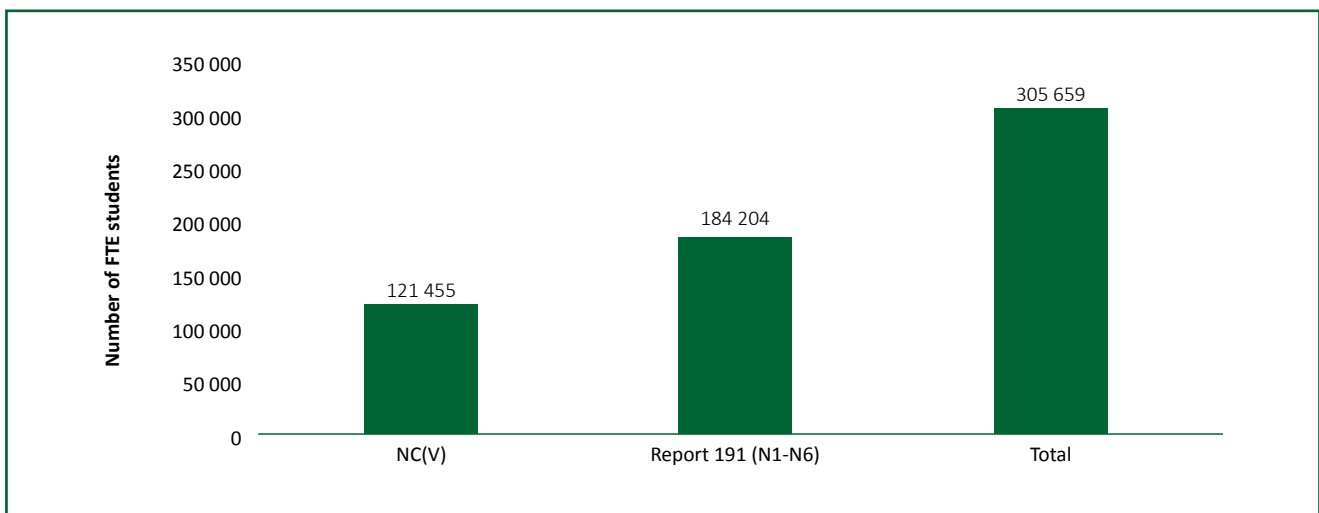
**Source:** TVETMIS 2018, data extracted in November 2019.

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.

A higher proportion of females (269 432 or 55.9%) enrolled for Report 191 programmes compared to males (212 743 or 44.1%). However, when looking at different Report 191 levels, it is evident that more male students enrolled for N1-N3 (which are engineering programmes), while a higher proportion of females compared to males enrolled for N4-N6 programmes (includes both business and engineering studies). Majority of male students (1 141 or 82.0%) also enrolled for Non-National Certificate programme as compared to female students (250 or 18.0%). The Non-National Certificates are mainly certificates for Engineering Certificate of Competency, Installation Rules and Specialised Electrical Installation Codes programmes.

#### 5.1.4 Full-Time Equivalent student enrolment in TVET colleges

**Figure 5.1: Number of Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2018**


**Source:** TVETMIS 2018, data extracted in November 2019.

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

The number of Full-Time Equivalent (FTE) students in TVET colleges was 305 659 in 2018, with the highest FTE recorded for Report 191 (184 204) followed by NC(V) (121 455). High FTE enrolments were recorded for South West Gauteng (16 302), Ekurhuleni West (12 335) and Capricorn (12 187) TVET colleges. Capricorn TVET college also recorded high student enrolment as can be seen in Table 10.10 of the Appendix. South West Gauteng, Ekurhuleni West and Capricorn recorded the highest NC(V) FTE enrolments (7 569, 6 770 and 5 542 respectively), while South West Gauteng, Northlink and Western TVET colleges had High FTE enrolments for Report 191 (8 733, 8 178 and 8 016 respectively) (see Table 10.11 of the Appendix).

### 5.1.5 Examination results in TVET colleges

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

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

**Table 5.11: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2018**

Qualification Category	Female			Male			Total			Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	
Report 191 N3	20 018	18 820	15 673	25 286	22 984	19 120	45 304	41 804	34 793	83.2
Report 191 N6	60 335	57 893	50 777	28 058	26 319	22 600	88 393	84 212	73 377	87.1
NC(V) Level 4	17 175	15 685	8 598	7 123	6 293	3 239	24 298	21 978	11 837	53.9
<b>Total</b>	<b>97 528</b>	<b>92 398</b>	<b>75 048</b>	<b>60 467</b>	<b>55 596</b>	<b>44 959</b>	<b>157 995</b>	<b>147 994</b>	<b>120 007</b>	<b>81.1</b>

**Source:** National Examinations Database, November 2018.

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete qualifications (part or full) during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the relevant examinations in 2018 and were eligible to complete the relevant qualifications during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the relevant examinations in 2018 and were eligible to complete the relevant qualifications during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2018.
- Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2018 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2018.

Table 5.11 shows that 157 995 students registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in TVET colleges in 2018 of which 147 994 wrote examinations and 120 007 completed. The majority of students registered for the Report 190/1 (N6) part-qualification, followed by the Report 190/1 (N3) part-qualification. Overall, more female compared male students registered, wrote and subsequently completed national qualifications. Table 5.11 also indicates that more than half of the students who wrote exams for the NC (V) Level 4 qualification, completed the NC(V) Level 4 qualification successfully (53.9%). On the other hand, over 87% of students who wrote exams for the N6 part-qualification, completed N6 successfully. The completion rate for N3 engineering was 83.2%, and there were more male students (19 120) who completed this part-qualification compared to females (15 673).

**Table 5.12: Number of students in TVET colleges who registered, wrote and completed NC (V) qualifications, by province and level, 2018**

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	8 440	4 339	2 666	61.4	3 507	2 950	2 057	69.7	3 625	3 213	1 726	53.7
Free State	4 139	2 043	1 166	57.1	1 398	1 154	779	67.5	1 212	1 059	586	55.3
Gauteng	16 283	7 958	4 847	60.9	5 440	4 482	2 961	66.1	4 761	4 355	2 310	53
Kwazulu-Natal	11 477	7 242	3 968	54.8	5 265	4 537	2 792	61.5	4 471	4 076	2 021	49.6
Limpopo	9 763	6 805	3 801	55.9	5 214	4 602	2 554	55.5	4 620	4 268	2 121	49.7
Mpumalanga	5 729	3 144	2 267	72.1	2 689	2 188	1 520	69.5	2 331	2 061	1 262	61.2
North West	3 081	1 661	1 193	71.8	1 177	1 029	679	66.0	1 023	941	515	54.7
Northern Cape	968	357	233	65.3	290	206	121	58.7	293	244	116	47.5
Western Cape	5 730	2 744	2 021	73.7	2 250	1 808	1 345	74.4	1 962	1 761	1 180	67.0
<b>Total</b>	<b>65 610</b>	<b>36 293</b>	<b>22 162</b>	<b>61.1</b>	<b>27 230</b>	<b>22 956</b>	<b>14 808</b>	<b>64.5</b>	<b>24 298</b>	<b>21 978</b>	<b>11 837</b>	<b>53.9</b>

Source: *National Examinations Database, November 2018.*

Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.

Note 2: “Number Registered” refers to the number of students who registered for the 2018 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2018.

Note 3: “Number Wrote” refers to the number of students who wrote the 2018 NC(V) Levels 2 -4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2018.

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 2018 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 2018.

Note 5: “Completion rate” refers to the number of students who successfully completed an NC(V) qualification in the 2018 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 2018.

Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are all full qualifications.

Table 5.12 shows that in 2018, the average national completion rate for NC(V) Level 2 was 61.1%, for NC(V) Level 3 it was 64.5% and 53.9% for NC(V) Level 4. The largest proportion of students who registered, wrote and completed examinations were for the NC(V) Level 2 qualification, compared to Levels 3 and 4.

Western Cape had the highest completion rate on all levels, NC(V) Level 2 (73.7%), NC(V) Level 3 (74.4%) and NC(V) Level 4 (67.0%). KwaZulu-Natal achieved the lowest completion rate on Level 2 while Limpopo had the lowest completion rate on NC(V) Level 3 and Northern Cape had the lowest completion rate on NC(V) Level 4.

**Table 5.13: Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2018**

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	5 083	4 391	3 557	81.0	5 728	5 403	4 734	87.6	4 478	4 255	3 758	88.3
Free State	3 698	2 833	2 238	79.0	4 078	3 542	3 026	85.4	2 621	2 353	2 060	87.5
Gauteng	14 213	12 039	9 439	78.4	14 040	12 763	10 203	79.9	9 695	8 451	6 512	77.1
Kwazulu-Natal	8 781	7 944	6 570	82.7	12 710	12 012	9 686	80.6	9 263	8 961	7 627	85.1
Limpopo	7 520	6 900	6 209	90.0	10 868	10 185	8 322	81.7	8 536	8 039	6 535	81.3
Mpumalanga	3 661	3 033	2 502	82.5	6 196	5 562	4 456	80.1	4 682	4 268	3 708	86.9
North West	1 911	1 757	1 486	84.6	2 671	2 357	1 740	73.8	1 683	1 531	1 100	71.8
Northern Cape	1 627	1 185	1 047	88.4	1 648	1 476	1 260	85.4	767	680	579	85.1
Western Cape	6 818	5 099	4 087	80.2	6 225	5 650	4 934	87.3	3 579	3 266	2 914	89.2
<b>Total</b>	<b>53 312</b>	<b>45 181</b>	<b>37 135</b>	<b>82.2</b>	<b>64 164</b>	<b>58 950</b>	<b>48 361</b>	<b>82.0</b>	<b>45 304</b>	<b>41 804</b>	<b>34 793</b>	<b>83.2</b>

**Source:** National Examinations Database, November 2018.

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete port 190/1 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant part-qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2018 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 2018.
- 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 2018 academic year.

Table 5.13 shows that in TVET colleges in 2018, a fairly significant number of the students who wrote were eligible to complete Engineering studies part-qualification during the 2018 academic year and successfully completed that qualification across the three N levels. The average national completion rates for Report 190/1 N1 to N3 part-qualifications for Engineering Studies were as follows: N1 (82.2%), N2 (82.0%) and N3 (83.2%). The largest number of students registered and wrote examinations for the N2 part-qualification and subsequently more N2 students completed the part-qualification when compared to N1 and N3.

Limpopo performed the best on N1 part-qualifications (90.0%), while Eastern Cape performed the best on N2 part-qualifications (87.6%) and Western Cape performed best on N3 part-qualifications (89.2%).

**Table 5.14: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2018**

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	4 307	4 084	3 689	90.3	3 681	3 530	3 246	92.0	2 677	2 480	2 142	86.4
Free State	2 372	2 102	1 802	85.7	1 817	1 700	1 507	88.6	1 253	1 159	995	85.8
Gauteng	8 074	7 091	5 149	72.6	6 115	5 565	4 081	73.3	4 062	3 645	2 613	71.7
Kwazulu-Natal	7 161	6 788	5 587	82.3	5 128	4 921	4 119	83.7	3 470	3 249	2 617	80.5
Limpopo	6 665	6 292	5 123	81.4	5 370	5 070	4 212	83.1	3 947	3 661	2 771	75.7
Mpumalanga	3 312	2 963	2 417	81.6	2 245	2 019	1 635	81.0	1 337	1 182	878	74.3
North West	1 398	1 254	825	65.8	953	865	516	59.7	702	632	372	58.9
Northern Cape	210	186	157	84.4	32	28	13	46.4	18	10	3	30.0
Western Cape	2 756	2 496	2 201	88.2	2 072	1 969	1 791	91.0	1 368	1 271	1 123	88.4
<b>Total</b>	<b>36 255</b>	<b>33 256</b>	<b>26 950</b>	<b>81.0</b>	<b>27 413</b>	<b>25 667</b>	<b>21 120</b>	<b>82.3</b>	<b>18 834</b>	<b>17 289</b>	<b>13 514</b>	<b>78.2</b>

**Source:** National Examinations Database, November 2018

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete port 190/1 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant part-qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2018 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 2018.
- 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 2018 academic year.

Table 5.14 shows that the average national completion rates in TVET colleges for Report 190/1 N4 to N6 Engineering Studies, respectively, were as follows: N4 (81.0%), N5 (82.3%) and N6 (78.2%). The largest proportion of students registered for, wrote and successfully completed examinations for the N4 part-qualification, compared to those for N5 and N6.

In terms of completion rates, Eastern Cape performed the best in N4 and N5 part-qualification while Western Cape performed the best in N6 part-qualification. Gauteng recorded the highest number of students who registered for part-qualifications across all three N levels in 2018. Northern Cape Province recorded the lowest number of students who registered, wrote and completed across all levels.

**Table 5.15: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 qualifications for Business Studies by province, 2018**

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	12 436	10 832	9 058	83.6	12 057	11 622	10 647	91.6	9 768	9 419	8 590	91.2
Free State	10 650	8 141	6 748	82.9	7 193	6 742	6 191	91.8	5 570	5 294	4 851	91.6
Gauteng	27 926	23 645	18 659	78.9	20 179	19 531	17 852	91.4	14 849	14 429	13 261	91.9
Kwazulu-Natal	18 333	15 989	11 819	73.9	16 633	16 123	14 033	87.0	13 465	13 082	11 433	87.4
Limpopo	9 935	9 025	7 661	84.9	10 511	10 227	9 198	89.9	9 427	9 111	7 901	86.7
Mpumalanga	4 565	3 839	3 343	87.1	4 383	4 149	3 792	91.4	3 825	3 633	3 176	87.4
North West	3 366	2 826	2 247	79.5	3 403	3 222	2 842	88.2	2 777	2 646	2 291	86.6
Northern Cape	2 969	2 430	1 765	72.6	2 443	2 334	1 944	83.3	1 564	1 486	1 228	82.6
Western Cape	15 021	12 048	10 470	86.9	12 275	11 635	10 645	91.5	8 314	7 823	7 132	91.2
<b>Total</b>	<b>105 201</b>	<b>88 775</b>	<b>71 770</b>	<b>80.8</b>	<b>89 077</b>	<b>85 585</b>	<b>77 144</b>	<b>90.1</b>	<b>69 559</b>	<b>66 923</b>	<b>59 863</b>	<b>89.5</b>

Source: *National Examinations Database, November 2018.*

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete port 190/1 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant part-qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2018 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 2018.
- 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 2018 academic year.

Table 5.15 shows that in 2018, a fairly significant number of the students who wrote and were eligible to complete a qualification during the 2018 academic year successfully completed a qualification across all three N levels. The average national completion rate for Report 190/1 N4 to N6 Business Studies in TVET colleges was as follows: N4 (80.8%), N5 (90.1%) and N6 (89.5%). The majority of students registered and wrote examinations for the N4 part-qualification when compared to N5 and N6 students. However, more students completed the N5 part-qualification, which resulted in a higher completion rate when compared to N4 and N6.

Gauteng recorded the highest number of students who registered, wrote and completed on N4 to N6 part-qualifications in 2018. However, the highest completion rates on N4 and N5 were in Mpumalanga and Free State (87.1% and 91.8% respectively), while Gauteng colleges achieved the highest completion rate on N6 (91.9%). Northern Cape colleges recorded the lowest number of students who registered, wrote and completed across all levels, and the completion rates were also lower in these levels.

**Table 5.16: Number of students in TVET colleges who registered, wrote and completed the NC (V) Level 4 qualification, by programme and gender, 2018**

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	742	676	370	54.7	538	458	221	48.3	1 280	1 134	591	52.1
2. L4: Drawing Office Practice	11	9	2	22.2	16	12	4	33.3	27	21	6	28.6
3. L4: Education and Development	639	588	398	67.7	51	44	19	43.2	690	632	417	66.0
4. L4: Electrical Infrastructure Construction	1 580	1 510	601	67.7	1 162	1 071	461	43.0	2 742	2 581	1 062	41.1
5. L4: Engineering and Related Design	1 106	1 016	462	45.5	1 615	1 430	671	46.9	2 721	2 446	1 133	46.3
6. L4: Finance Economics and Accounting	1 220	1 133	569	50.2	281	253	133	52.6	1 501	1 386	702	50.6
7. L4: Hospitality	1 378	1 242	663	53.4	308	269	152	56.5	1 686	1 511	815	53.9
8. L4: Information Technology and Computer Science	654	596	213	35.7	504	439	202	46.0	1 158	1 035	415	40.1
9. L4: Management	668	602	406	67.4	215	189	115	60.8	883	791	521	65.9
10. L4: Marketing	887	800	305	38.1	298	253	103	40.7	1 185	1 053	408	38.7
11. L4: Mechatronics	89	82	48	58.5	61	55	36	65.5	150	137	84	61.3
12. L4: Office Administration	5 261	4 740	2 858	60.3	874	766	476	62.1	6 135	5 506	3 334	60.6
13. L4: Primary Agriculture	481	445	248	55.7	218	196	111	56.6	699	641	359	56.0
14. L4: Primary Health	472	443	290	65.5	51	43	28	65.1	523	486	318	65.4
15. L4: Process Plant Operations	83	76	42	55.3	19	17	12	70.6	102	93	54	58.1
16. L4: Safety in society	646	604	338	56.0	368	325	194	59.7	1 014	929	532	57.3
17. L4: Tourism	908	796	571	71.7	336	290	190	65.5	1 244	1 086	761	70.1
18. L4: Transport and Logistics	350	327	214	65.4	208	183	111	60.7	558	510	325	63.7
<b>Total</b>	<b>17 175</b>	<b>15 685</b>	<b>8 598</b>	<b>54.8</b>	<b>7 123</b>	<b>6 293</b>	<b>3 239</b>	<b>51.5</b>	<b>24 298</b>	<b>21 978</b>	<b>11 837</b>	<b>53.9</b>

**Source:** National Examinations Database, November 2018.

Note 1: The "number of students who REGISTERED, WROTE and COMPLETED" represents only those who were eligible to complete an NC(V) Level 4 qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualification in 2018.

Note 2: "Number Registered" refers to the number of students who registered for the 2018 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2018.

Note 3: "Number Wrote" refers to the number of students who wrote the 2018 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2018.

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 2018 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 2018.

Note 5: NC(V) Level 4 is a full qualification.

Table 5.16 shows that 11 837 TVET college students completed NC(V) Level 4 qualification examinations, spread across 18 programmes. Completion of NC(V) Level 4 was highest in the following programmes: Office Administration (3 334), Engineering and Related Design (1 133), Electrical Infrastructure Construction (1 062) and Hospitality (815). In terms of completion rates, the highest rates were recorded in the Tourism (70.1%) followed by Education and Development (66.0%) and the lowest were for Drawing Office Practice (28.6%) followed by Marketing (38.7%) programmes.

Table 5.16 also reveals a gender pattern in relation to the NC (V) Level 4 programmes that were completed. For instance, of the 8 598 female students who completed the NC(V) Level 4 qualification, the majority were in the following programmes: Office Administration (2 858), Hospitality (663), Electrical Infrastructure Construction (601), Tourism (571), Finance, Economics and Accounting (569) and Engineering and Related Design (462). On the other hand, of the 3 239 male students who completed the NC (V) Level 4 qualification, the majority were in the following programmes: Engineering and Related Design (671), Office Administration (476), Electrical Infrastructure Construction (461), Civil Engineering and Building Construction (221) and Information Technology and Computer Science (202).

**Table 5.17: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2018**

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. N6:Art and Design	136	134	122	91.0	138	131	112	85.5	274	265	234	88.3
2. N6:Business Management	7 077	6 756	5 849	86.6	2 916	2 746	2 383	86.8	9 993	9 502	8 232	86.6
3. N6:Clothing Production	246	235	220	93.6	43	37	34	91.9	289	272	254	93.4
4. N6:Educare	4 051	3 969	3 875	97.6	138	127	120	94.5	4 189	4 096	3 995	97.5
5. N6:Engineering Studies	8 934	8 281	6 382	77.1	9 900	9 008	7 132	79.2	18 834	17 289	13 514	78.2
6. N6:Farming Management	889	875	846	96.7	677	656	606	92.4	1 566	1 531	1 452	94.8
7. N6:Financial Management	6 197	6 028	5 639	93.5	2 570	2 484	2 339	94.2	8 767	8 512	7 978	93.7
8. N6:Hospitality and Catering Services	1 535	1 477	1 381	93.5	507	487	454	93.2	2 042	1 964	1 835	93.4
9. N6:Human Resources Management	8 873	8 638	7 900	91.5	3 047	2 932	2 659	90.7	11 920	11 570	10 559	91.3
10. N6:Interior Decorating	28	28	28	100.0	10	8	4	50.0	38	36	32	88.9
11. N6:Legal Secretary	381	375	307	81.9	96	92	78	84.8	477	467	385	82.4
12. N6:Management Assistant	10 164	9 769	8 174	83.7	2 346	2 222	1 810	81.5	12 510	11 991	9 984	83.3
13. N6:Marketing Management	2 786	2 597	2 144	82.6	1 612	1 478	1 240	83.9	4 398	4 075	3 384	83
14. N6:Medical Secretary	28	28	18	64.3	13	13	8	61.5	41	41	26	63.4
15. N6:Popular Music:Performance	41	41	41	100.0	60	58	58	100.0	101	99	99	100
16. N6:Popular Music:Studio Work	14	13	12	92.3	60	58	58	100.0	74	71	70	98.6
17. N6:Public Management	6 899	6 725	6 130	91.2	3 042	2 957	2 771	93.7	9,941	9,682	8,901	91.9
18. N6:Public Relations	459	453	381	84.1	102	100	75	75.0	561	553	456	82.5
19. N6:Tourism	1 597	1 471	1 328	90.3	781	725	659	90.9	2 378	2 196	1 987	90.5
<b>Total</b>	<b>60 335</b>	<b>57 893</b>	<b>50 777</b>	<b>87.7</b>	<b>28 058</b>	<b>26 319</b>	<b>22 600</b>	<b>85.9</b>	<b>88 393</b>	<b>84 212</b>	<b>73 377</b>	<b>87.1</b>

**Source:** National Examinations Database, November 2018.

Note 1: The "number of students who REGISTERED, WROTE and COMPLETED" represents only those who were eligible to complete port 190/1 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant part-qualifications in 2018.

Note 2: "Number Registered" refers to the number of students who registered for the 2018 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2018.

Note 3: "Number Wrote" refers to the number of students who wrote the 2018 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2018.

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 2018 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 2018.

Table 5.17 shows that 73 377 TVET college students completed Report 190/1 N6 part-qualification across 20 programmes. Completion for Report 190/1 N6 part-qualification was highest in the following programmes: Engineering studies (13 514), Human Resources Management (10 559), Management Assistant (9 984), Public Management (8 901) and Business Management (8 232).

Table 5.17 also reveals a gender pattern in relation to the Report 190/1 N6 part-qualification programmes that were completed. Of the 50 777 female students who completed Report 190/1 N6 part-qualification, the majority were in the following programmes: Management Assistant (8 174), Human Resources Management (7 900), Engineering studies (6 382) and Public Management (6 130).

On the other hand, of the 22 600 male students who completed Report 190/1 N6 part-qualification, the majority were in the following programmes: Engineering studies (7 132), Public Management (2 771), Human Resources Management (2 659), Business Management (2 383) and Financial Management (2 339). Although the overall completion for males was lower than that of females, a higher number of them completed Engineering Studies programme compared to their female counterparts. Larger gender differences were also observed in the Management Assistant and Human Resource Management programmes, where 6 364 and 5 241 more females completed an N6 part-qualification for these programmes compared to males.

## 6. COMMUNITY EDUCATION AND TRAINING COLLEGES

### 6.1 OVERVIEW OF CET COLLEGES

With the establishment of the CET College system in terms of the Continuing Education and Training Act (2015) as a new institutional type, the Post-School Education and Training sector was provided with a renewed impetus aimed at catering for adults and out-of-school youth. The foundational underpinnings of the Continuing Education and Training Act (CET Act) were, amongst others, the establishment of a national coordinated continuing and training system; restructuring and transforming programmes and colleges to respond better to the human resource, economic and development needs of the Republic; ensuring access to basic adult education, further education and training through continuing education for people who have been marginalised in the past; provision of optimal opportunities for learning; the creation of knowledge and the development of intermediate to high level skills in keeping with international standards as well as the promotion of values that underlie an open and democratic society.

A perennial challenge for the CET College system remains the issue of infrastructure. An overwhelming majority of the colleges remain housed in public schools. Colleges enter into Memoranda of Understanding with the schools with the view to accessing their facilities. This poses a major constraint in the operational flexibility of the colleges, particularly as relates to quality provision of programmes as the latter depends mainly on the factor of time allocated for teaching and learning. Added to lack of infrastructure is the availability of full-time lecturing staff. Most of the lecturing staff have no security of tenure and hence they are unable to commit to a system that does not guarantee security of tenure as well as attendant fringe benefits.

CET colleges, in tandem with the entire post-school education and training system, have been challenged, through the *National Development Plan (NDP) and The Community Education and Training System: National Plan for the Implementation of the White Paper for Post-School Education and Training System* (2019) to progressively increase enrolment figures at an average of 10.5% year on year between 2019 and 2030. The Community Education and Training System: National Plan for the Implementation of the White Paper for Post-School Education and Training System (2019) has been developed to provide a road map towards achieving the injunctions of the NDP to increase access as well the diverse programme offering. Should the enrolment rates be sustained, this will ensure that a targeted enrolment figure of 1 000 000 (million) students is achieved by the year 2030. It is surmised that the latter figure can be achieved if colleges introduce responsive programmes that address immediate needs of communities that include academic programmes, occupational programmes as well as non-formal programmes.

The section below on enrolment for GETC:ABET level 4 by gender, age and population as well as information on the number of staff in the CET colleges. It should be noted that GETC:ABET level 4 registration data for examinations was used as a proxy for reporting on enrolment due to incomplete reporting by CET colleges.

### 6.1.1 Enrolment of students in CET colleges

**Table 6.1: Number of students enrolled for GETC:ABET Level 4 in CET colleges by college and gender, 2018**

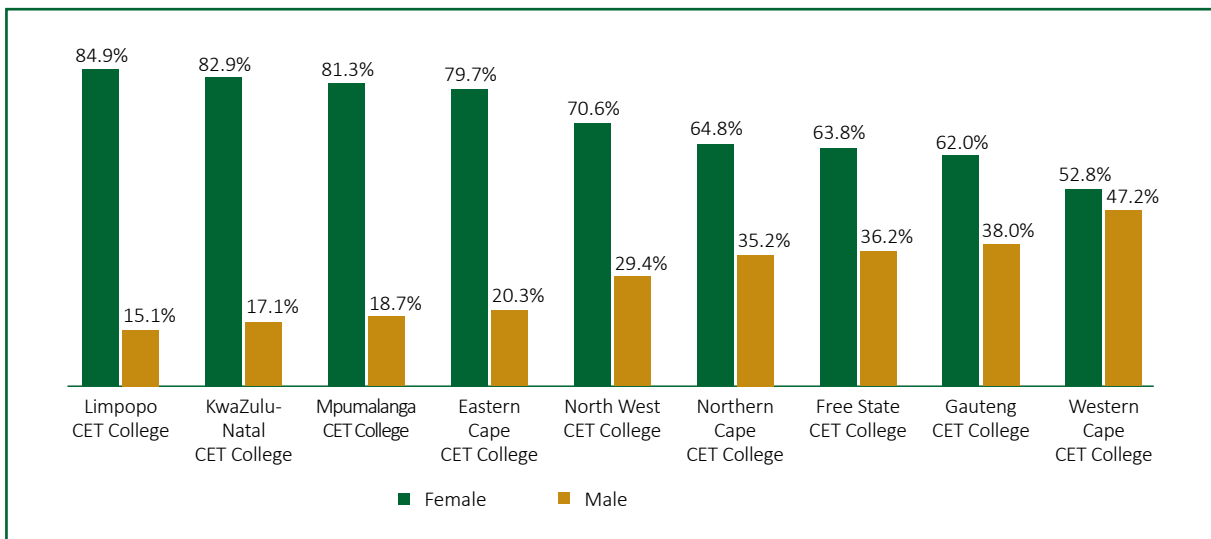
College	Female	Male	Total
Eastern Cape CET College	10 101	2 571	12 672
Free State CET College	3 673	2 084	5 757
Gauteng CET College	10 300	6 325	16 625
KwaZulu-Natal CET College	18 680	3 855	22 535
Limpopo CET College	16 600	2 951	19 551
Mpumalanga CET College	7 488	1 719	9 207
Northern Cape CET College	1 401	760	2 161
North West CET College	5 862	2 445	8 307
Western Cape CET College	1 834	1 637	3 471
<b>National</b>	<b>75 939</b>	<b>24 347</b>	<b>100 286</b>

**Source:** National Examinations Database, November 2018.

Note: GETC:ABET level 4 registration data for examinations was used as a proxy for reporting on enrolment.

There were 100 286 students enrolled for GETC:ABET level 4 in 2018. Majority of students enrolled for this level were in KwaZulu-Natal (22 535 or 22.5%), Limpopo (19 551 or 19.5%) and Gauteng (16 625 or 16.6%) CET colleges. The proportion of females enrolled for GETC:ABET level 4 was higher (75.7% or 75 939) compared to males (24 347 or 24.3%). The gender disparities were higher in KwaZulu-Natal and Limpopo CET colleges where 14 825 and 13 649 more females enrolled in this level compared to males.

**Figure 6.1: Proportions of enrolment for GETC:ABET level 4 by gender, 2018**



**Source:** National Examinations Database, November 2018.

Note: GETC:ABET level 4 registration data for examinations was used as a proxy for reporting on enrolment.

Figure 6.1 indicates that there were generally more women enrolled for GETC:ABET level 4, and the gender disparities were higher in all CET colleges except Western Cape CET colleges where the proportions were similar (52.8% for females compared to 47.2% of males).

**Table 6.2: Number of students enrolled for GETC:ABET Level 4 in CET colleges by age group and gender, 2018**

Age	Female	Male	Total
< 15 years	3	1	4
15-19 years	735	784	1 519
20-24 years	15 661	9 427	25 088
25-29 years	19 698	5 510	25 208
30-34 years	15 271	3 271	18 542
35-39 years	10 799	2 157	12 956
≥ 40 years	13 772	3 197	16 969
<b>Total</b>	<b>75 939</b>	<b>24 347</b>	<b>100 286</b>

Source: *National Examinations Database, November 2018.*

Note: GETC:ABET level 4 registration data for examinations was used as a proxy for reporting on enrolment.

Majority of enrolments for GETC:ABET level 4 enrolments were for youth aged 25-29 years old (25 208 or 25.1%) and 20-24 years old (25 088 or 25.0%). The proportion of 35-39 year olds enrolled for this level was (12.9% or 12 956).

**Table 6.3: Number of students enrolled for GETC:ABET level 4 by college population group, 2018**

College	African	Coloured	Indian/Asian	White	Other	Total
Eastern Cape CET College	12 092	565	2	13	0	12 672
Free State CET College	5 623	101	2	31	0	5 757
Gauteng CET College	16 160	351	36	78	0	16 625
KwaZulu-Natal CET College	22 064	194	223	54	0	22 535
Limpopo CET College	19 543	4		4	0	19 551
Mpumalanga CET College	9 172	23	6	6	0	9 207
Northern Cape CET College	1 431	714	7	9	0	2 161
North West CET College	8 244	43		20	0	8 307
Western Cape CET College	1 389	2 013	3	56	10	3 471
<b>National</b>	<b>95 718</b>	<b>4 008</b>	<b>279</b>	<b>271</b>	<b>10</b>	<b>100 286</b>

Source: *National Examinations Database, November 2018.*

Note 1: GETC:ABET level 4 registration data for examinations was used as a proxy for reporting on enrolment.

Note 2: Other refers to other populations groups not mentioned in the table.

Over 95% of enrolments for GETC:ABET level 4 were for Africans (95 718) followed by Coloureds (4 008 or 4.0%). Among African students, 43.5% were from KwaZulu-Natal and Gauteng CET colleges, while Coloured students were mainly in the Western Cape CET college and Indian/Asian students were mainly in KwaZulu-Natal CET college. White students were mainly enrolled in Gauteng and Western Cape CET colleges.

## 6.1.2 Examination results in CET colleges

The Community Education and Training (CET) Colleges are administered in terms of the Community Education and Training Colleges. The 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 GETC: ABET Level 4 qualification.

**Table 6.4: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012-2018**

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

**Source:** *National Examinations Database, November 2018.*

Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2012-2018 academic years. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2011-2018.

Note 2: “Number Registered” refers to the number of students who registered for the 2011-2018 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2011-2018 academic years. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2011-2018.

Note 3: “Number Wrote” refers to the number of students who wrote the 2011-2018 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2011-2018 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2011-2018.

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 2011-2018 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 2011-2018.

Note 5: “Completion rate” refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2011-2018 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 2011-2018.

In 2018, out of the 89 644 students who registered for examinations for General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 qualification, 64 700 of them wrote the examinations. However, only 28 154 students completed the qualification. This resulted in a slight increase of 5.5 percentage points in the completion rate from 38.0% in 2017 to 43.5% in 2018. The number of students who registered, wrote and completed examinations for the GETC: ABET Level 4 have been declining since 2015.

**Table 6.5: Number of students in CET colleges registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2018**

Province	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	11 750	7 655	3 494	45.6
Free State	5 570	3 376	1 328	39.3
Gauteng	16 191	11 449	3 725	32.5
KwaZulu-Natal	18 856	11 680	5 179	44.3
Limpopo	16 406	14 007	7 709	55.0
Mpumalanga	9 467	7 423	3 416	46.0
North West	7 595	6 392	2 362	37.0
Northern Cape	1 863	1 438	429	29.8
Western Cape	1 946	1 280	512	40.0
National	89 644	64 700	28 154	43.5

**Source:** *National Examinations Database, November 2018.*

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2011-2018 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 2018.

Table 6.5 shows that in 2018, a fairly significant number of the students who wrote and were eligible to complete a GETC: ABET Level 4 qualification during the 2018 academic year did not successfully complete the qualification across all nine (9) provinces, resulting in a national completion rate for of 43.5%. The largest proportion of students who registered and wrote for GETC: ABET Level 4 qualification were from Kwazulu-Natal, Limpopo and Gauteng, subsequently more students from these provinces completed GETC: ABET Level 4 qualification.

Limpopo had the highest completion rate of (55.0%), followed by Mpumalanga with (46.0%), Eastern Cape with (45.6%) and Kwazulu-Natal (44.3%). The lowest completion rate was recorded in Northern Cape province (29.8%).

**Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC ABET Level 4 qualification, by province and gender, 2018**

Province	Female				Male				Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)				
Eastern Cape	9 413	6 220	2 937	47.2	2 337	1 435	557	38.8	11 750	7 655	3 494	45.6
Free State	3 579	2 244	909	40.5	1 991	1 132	419	37.0	5 570	3 376	1 328	39.3
Gauteng	9 571	6 850	2 423	35.4	6 620	4 599	1 302	28.3	16 191	11 449	3 725	32.5
KwaZulu-Natal	15 591	9 792	4 384	44.8	3 265	1 888	795	42.1	18 856	11 680	5 179	44.3
Limpopo	13 894	11 922	6 654	55.8	2 512	2 085	1 055	50.6	16 406	14 007	7 709	55.0
Mpumalanga	7 718	6 101	2 929	48.0	1 749	1 322	487	36.8	9 467	7 423	3 416	46.0
North West	5 424	4 622	1 780	38.5	2 171	1 770	582	32.9	7 595	6 392	2 362	37.0
Northern Cape	1 220	947	293	30.9	643	491	136	27.7	1 863	1 438	429	29.8
Western Cape	974	611	235	38.5	972	669	277	41.4	1 946	1 280	512	40.0
<b>National</b>	<b>67 384</b>	<b>49 309</b>	<b>22 544</b>	<b>45.7</b>	<b>22 260</b>	<b>15 391</b>	<b>5 610</b>	<b>36.4</b>	<b>89 644</b>	<b>64 700</b>	<b>28 154</b>	<b>43.5</b>

**Source:** *National Examinations Database, November 2018.*

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2018 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 2018.

Table 6.6 shows that in 2018, a large number of female compared to male students registered, wrote and completed GETC: ABET Level 4 qualification. Substantially more female (22 544) than male (5 610) candidates completed their GETC: ABET Level 4 qualification in 2018. Females recorded a highest completion rate of 45.7%, while the males achieved the lowest completion rate (36.4%).

Limpopo province had the highest completion rate among female and male students (55.8% and 50.6% respectively), while Northern Cape had the lowest completion rate for both female and male students (30.9% and 27.7% respectively).

**Table 6.7: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2018**

Content Learning Area	Number wrote	Number completed	Pass rate (%)
Applied Agriculture & Agriculture Technology	3 517	2 140	60.8
Ancillary Health Care	31 993	19 456	60.8
Arts and Culture	3 720	2 955	79.4
Early Childhood Development	16 145	12 010	74.4
Economics & Management Sciences	10 298	4 396	42.7
Human And Social Sciences	7 522	5 882	78.2
Information & Communication Technology	1 990	1 622	81.5
Life Orientation	39 830	32 589	81.8
Mathematical Literacy	38 018	22 261	58.6
Mathematics & Mathematical Sciences	5 360	2 466	46.0
Natural Sciences	4 416	1 547	35.0
Small Medium & Micro Enterprises	7 647	4 887	63.9
Travel and Tourism	14 026	10 217	72.8
Wholesale and Retail	2 427	1 304	53.7
Technology	1 027	565	55.0
<b>Total</b>	<b>187 936</b>	<b>124 297</b>	<b>66.1</b>

**Source:** *National Examinations Database, November 2018.*

Note 1: The number of students who WROTE and PASSED included students who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2018 academic year.

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 2018 academic year.

Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2018 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 2018

Table 6.7 shows that in 2018, 187 936 students wrote for GETC: ABET Level 4 content learning areas subjects. Most students wrote Life Orientation (39 830) followed by Mathematical Literacy (38 018) and Ancillary Health Care (31 993). Whereas least number of students wrote Technology (1 027) and Information and Communication Technology (1 990).

Subsequently, the highest number of students completed Life Orientation (32 589) and Mathematical Literacy (22 261), while the lowest number of students completed Technology (565) and Wholesale and Retail (1 304) content learning areas.

The highest pass rate for GETC: ABET Level 4 content learning areas were recorded in Life Orientation (81.8%), Information and Communication Technology (81.5%), Arts and Culture (79.4%) and Human and Social Sciences (78.2%) content learning areas.

**Table 6.8: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2018**

Language Learning Area	Number wrote	Number completed	Pass rate (%)
Afrikaans	866	700	80.8
English	44 319	22 216	50.1
Isixhosa	4 072	3 776	92.7
Setswana	2 426	1 951	80.4
Sesotho	773	679	87.8
Isizulu	5 437	5 057	93.0
IsiNdebele	206	196	95.1
Sepedi	3 685	2 926	79.4
SiSwati	1 175	1 108	94.3
Xitsonga	1 435	1 322	92.1
Tshivenda	1 358	1 291	95.1
<b>Total</b>	<b>65 752</b>	<b>41 222</b>	<b>62.7</b>

Source: *National Examinations Database, November 2018.*

Note 1: The number of students who WROTE and PASSED included who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2018 academic year.

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 2018 academic year.

Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC qualification or not during the 2018 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 2018.

Table 6.8 shows that in 2018, 65 752 students wrote for GETC: ABET Level 4 language learning areas. Most students wrote English (44 319) followed by IsiZulu (5 437) and IsiXhosa (4 072), while a fewer number of students wrote IsiNdebele (206). Subsequently, the highest number of students completed English (22 216) and IsiZulu (5 057) and IsiXhosa (3 776) language learning areas, while fewer students completed IsiNdebele (196) learning area.

The highest pass rate for GETC: ABET Level 4 language learning areas were recorded in IsiNdebele and Tshivenda with (95.1%) followed by SiSwati (94.3%), and the lowest was English with 50.1%.

### 6.1.3 Staffing in CET colleges

**Table 6.9: Number of staff in CET colleges, by college, personnel category and gender, 2018**

College	Management			Lecturer			Support			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	0	0	0	2 101	396	2 497	137	35	172	2 238	431	2 669
Free State CET College	2	1	3	598	264	862	96	79	175	696	344	1 040
Gauteng CET College	2	2	4	1 375	756	2 131	170	167	337	1 547	925	2 472
KwaZulu-Natal CET College	1	3	4	2 402	722	3 124	54	68	122	2 457	793	3 250
Limpopo CET College	1	2	3	1 070	225	1 295	3	1	4	1 074	228	1 302
Mpumalanga CET College	0	4	4	1 146	151	1 297	5	3	8	1 151	158	1 309
Northern Cape CET College	0	4	4	114	47	161	7	3	10	121	54	175
North West CET College	0	4	4	760	245	1 005	38	24	62	798	273	1 071
Western Cape CET College	1	2	3	358	245	603	100	92	192	459	339	798
<b>National</b>	<b>7</b>	<b>22</b>	<b>29</b>	<b>9 924</b>	<b>3 051</b>	<b>12 975</b>	<b>610</b>	<b>472</b>	<b>1 082</b>	<b>10 541</b>	<b>3 545</b>	<b>14 086</b>
<b>Percentage</b>	<b>24.1%</b>	<b>75.9%</b>	<b>100.0%</b>	<b>76.5%</b>	<b>23.5%</b>	<b>100.0%</b>	<b>56.4%</b>	<b>43.6%</b>	<b>100.0%</b>	<b>74.8%</b>	<b>25.2%</b>	<b>100.0%</b>

**Source:** CLC\_Annual\_2018\_20191206, data extracted in February 2019.

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

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; financial management; human resource management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

In 2018 CET colleges had a total of 14 086 staff members comprising of 12 975 lecturers, 1 082 support staff and 29 management staff. KwaZulu-Natal, Eastern Cape and Gauteng CET colleges had majority staff members (3 250, 2 669 and 2 472 respectively). Limpopo, Mpumalanga, KwaZulu-Natal, Western Cape, Eastern Cape, North West and Northern Cape CET colleges had over 90% of their staff employed as lecturers. Of the 1 082 support staff in CET colleges, majority of them were in Gauteng, Western Cape, Free State and Eastern Cape CET colleges (337; 192; 175 and 172 respectively).

There were more female staff employed as lecturers and support staff compared to males in CET colleges. The gender difference was larger in Eastern Cape and KwaZulu-Natal where 1 705 and 1 680 more females compared to males were lecturers. KwaZulu-Natal CET college was the only college where more males compared to females were employed as support staff.

## 7. PRIVATE COLLEGES

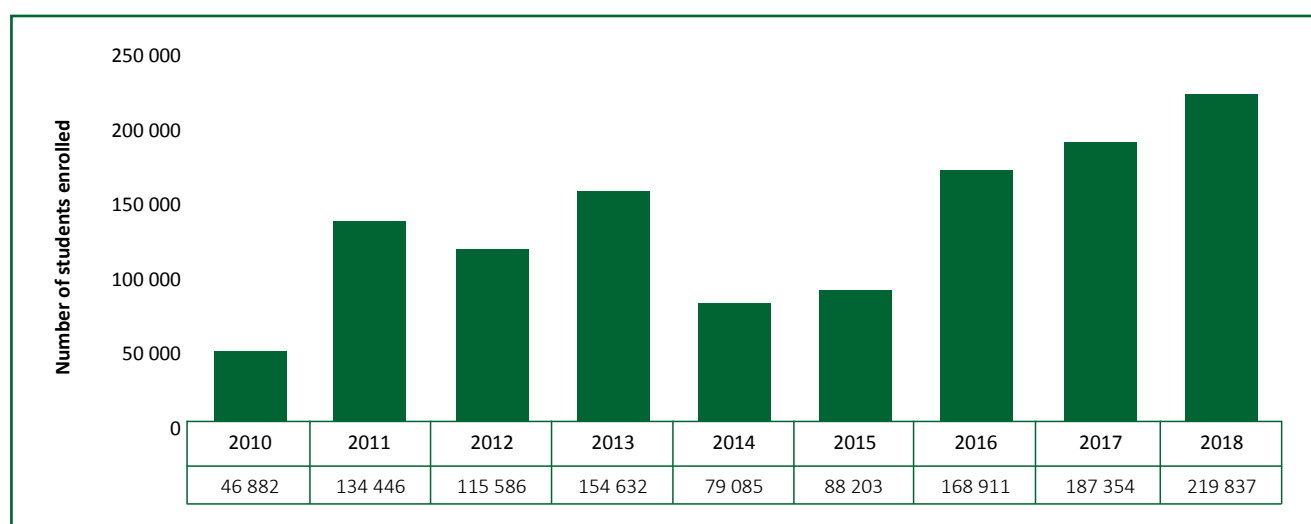
### 7.1 OVERVIEW OF PRIVATE COLLEGES

The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) and the Continuing Education (CET) Act, 2006 (No.16 of 2006) mandate the Department of Higher Education and Training (the Department) to register private education institutions as private colleges. The CET Act provides for the registration of private education institutions that propose to or offer qualifications or part-qualifications that are registered on the National Qualifications Framework at Levels 1- 4 and are quality assured by Umalusi.

The CET Act also requires private Adult Education and Training providers to be registered as private colleges as published in the Government Gazette No. 39045, 31 July 2015. Private colleges are required to submit annual reports and annual survey as a means of maintaining their registration with the Department. The statistical information indicated herein has been gleaned from the annual survey as submitted by registered private colleges. The table below indicates that number of enrolled students fluctuates during the periods covered depending on registered colleges that submitted annual survey.

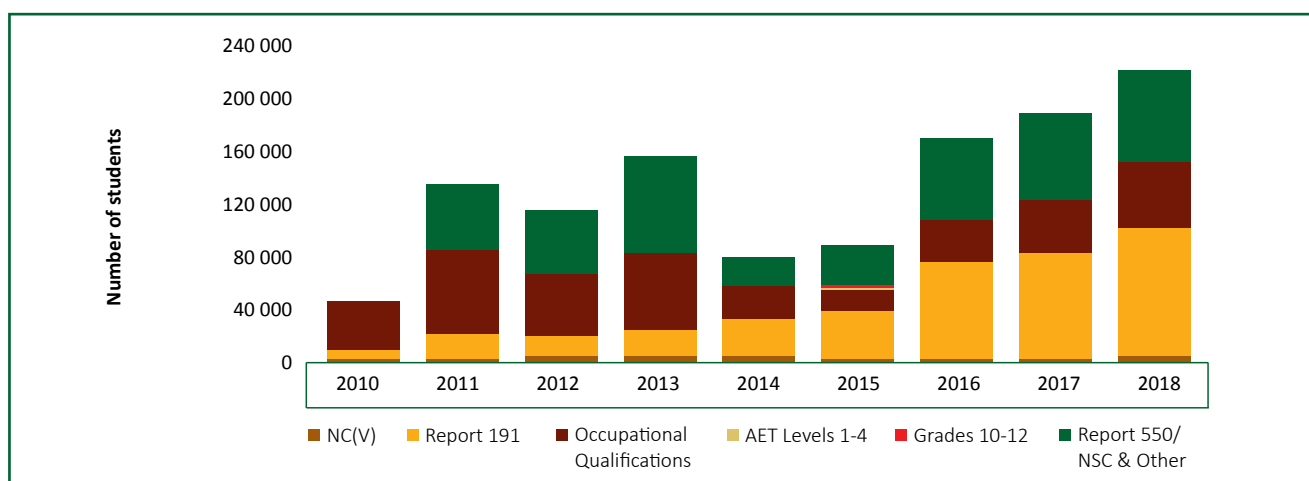
#### 7.1.1 Enrolment of students in private colleges

**Figure 7.1: Number of students enrolled in private colleges, 2010 – 2018**



Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*  
*PrivateCollege2018\_20191119, data extracted in November 2019.*

Total enrolment in private colleges reached 219 837 in 2018, reflecting a 17.3% (32 483) increase when compared with 2017. This was the highest enrolment recorded throughout the period under review, and can be attributed to a better response rate of 84% in 2018. The main contributor to the increase in enrolment between 2017 and 2018 was enrolment in Report 191 programmes (increase of 26.1% or 20 410) (see Table 7.1 below). It should be noted that there was no imputation done on the private colleges data, and the enrolment figures reflected in this section are only limited to colleges who responded to the annual survey of the Department.

**Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 – 2018**

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*  
*PrivateCollege2018\_20191119, data extracted in November 2019.*

Figure 7.2 shows that the largest enrolments in private colleges during 2014-2018 were for Report 191 programmes, followed by Report 550/NSC and other. This was a shift from 2010-2013 where enrolment in occupational qualifications were dominating in this sector. Enrolment in NC(V) programmes were lower throughout the period under review.

**Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2018**

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*PrivateCollege2018\_20191119, data extracted in November 2019*

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

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

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: "Other" in colleges refers to all other skills development and short courses.

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

The highest proportion of private college students enrolled for Report 191 programmes in 2018 (44.8% or 98 466) followed by Report 550/NSC and Other qualifications (31.0% or 68 102) and occupational qualifications (22.4% or 49 319). Enrolment for NC(V) was lower and only 1.8% or 3 950 students enrolled in this qualification in 2018. Similar proportions can be observed in the past five years. Increases in enrolment were observed in all qualification categories between 2017 and 2018, with the largest increase recorded for Report 191 (20 410), and the lowest increase was for NC(V) (643).

**Table 7.2: Number of student enrolled in private colleges by qualification category and age group, 2018**

Qualification Category	< 15	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	≥40	Total
NC(V) Levels 2-4	0	582	1 241	439	279	256	1 153	3 950
Report 191 ( N1-N3)	95	8 347	18 934	13 519	6 877	1 922	1 437	51 131
Report 191 ( N4-N6)	97	6 414	19 100	10 249	7 473	2 216	1 786	47 335
Occupational Qualifications	17	3 717	15 907	11 580	7 762	4 875	5 461	49 319
Report 550/ NSC	78	2 664	2 384	918	528	254	177	7 003
Other	53	2 186	11 097	14 030	12 112	8 497	13 124	61 099
<b>Total</b>	<b>340</b>	<b>23 910</b>	<b>68 663</b>	<b>50 735</b>	<b>35 031</b>	<b>18 020</b>	<b>23 138</b>	<b>219 837</b>

**Source:** *PrivateCollge2018\_20191119, data extracted in November 2019*

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

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

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: "Other" in colleges refers to all other skills development and short courses.

Table 7.2 shows that more than half of students enrolled in private colleges were youth aged 20-29 years old (54.3% or 119 398), and fewer enrolment were recorded for students in the older age groups (35-39 years old). Students in the older age groups (25 years and older) enrolled in "other programmes", while more than half of younger students aged 15-24 years old enrolled for Report 191 (N1-N6) (53.6% or 52 795).

**Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2018**

Qualification Category	African	Coloured	Indian/Asian	White	Other <sup>1</sup>	Total
NC(V) Levels 2-4	3 532	100	83	235	0	3 950
Report 191 ( N1-N3)	41 944	1 370	1 703	160	5 954	51 131
Report 191 ( N4-N6)	42 390	1 134	1 320	106	2 385	47 335
Occupational Qualifications	36 683	5 018	2 306	5 156	156	49 319
Report 550/ NSC	5 464	587	179	706	67	7 003
Other	-	-	-	-	-	61 099
<b>Total</b>	<b>130 013</b>	<b>8 209</b>	<b>5 591</b>	<b>6 363</b>	<b>8 562</b>	<b>219 837</b>

**Source:** *PrivateCollge2018\_20191119, data extracted in November 2019.*

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

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

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: "Other" refers to all other skills development and short courses.

Note 5: "Other<sup>1</sup>" refers to population groups other than the groups mentioned.

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

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

Majority of students enrolled in private colleges were Africans (59.1% or 130 013), and fewer students were Indian/Asian (2.5% or 5 591). Almost two thirds of African students enrolled for Report 191 programmes (64.9% or 84 334). On the other hand, majority of White, Coloured and Indian/Asian students enrolled for occupational qualifications (81.0% or 5 156; 61.1% or 5 018 and 41.2% or 2 306 respectively).

Even though majority of enrolments for African students were for Report 191, more than a quarter of them also enrolled for occupational qualifications (28.2% or 36 683). Two in every five students who enrolled for occupational qualifications did so in the field of Business, Commerce and Management Studies. A similar proportion was also observed in all population groups.

**Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2018**

Qualification Category	Female	Male	Total	Female	Male
NC(V) Levels 2-4	1 534	2 416	3 950	0.7%	1.1%
Report 191 ( N1-N3)	19 456	31 675	51 131	8.9%	14.4%
Report 191 ( N4-N6)	24 859	22 476	47 335	11.3%	10.2%
Occupational Qualifications	29 739	19 580	49 319	13.5%	8.9%
Report 550/ NSC	3 989	3 014	7 003	1.8%	1.4%
Other	35 375	25 724	61 099	16.1%	11.7%
<b>Total</b>	<b>114 952</b>	<b>104 885</b>	<b>219 837</b>	<b>52.3%</b>	<b>47.7%</b>

**Source:** *PrivateCollge2018\_20191119, data extracted in November 2019*

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

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

Note 3: "Occupational Qualifications" refer to qualifications associated with a trade, occupation or profession resulting from work-based learning, and consisting of knowledge unit standards, practical unit standards and work experience unit standards.

Note 4: "Other" in colleges refers to all other skills development and short courses.

There were more 114 952 or 52.3% female students and 104 885 or 47.7% male students in private colleges in 2018, and the difference between these proportions was 4.6 percentage points. More female students compared to males enrolled for other programmes, occupational qualifications, Report 191 (N4-N6) and Report 550/NSC. The largest difference was in occupational qualifications and other programmes, where 10 159 and 9 651 more female students enrolled in these programmes compared to males.

Majority of male students on the other hand enrolled for engineering (Report 191 (N1-N3)) and NC(V) programmes. The largest gender disparities were in the Report 191 (N1-N3), where 12 219 more male students enrolled for engineering compared to females.

**Table 7.5: Number of foreign students enrolled in private colleges by country, 2018**

Country	Total	% of foreign students
Botswana	1 388	32.6%
Swaziland	556	13.0%
Asian countries	302	7.1%
Namibia	232	5.4%
Mozambique	164	3.8%
Zimbabwe	109	2.6%
Lesotho	98	2.3%
Zambia	85	2.0%
Angola	79	1.9%
Malawi	70	1.6%
Other Foreign Nationalities	1 181	27.7%
<b>Total</b>	<b>4 264</b>	<b>100.0%</b>

**Source:** *PrivateCollge2018\_20191119, data extracted in November 2019.*

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

There were 4 264 foreign national students in private colleges in 2018, which was 1.9% of total enrolment. Almost a third of foreign national students in private colleges were from Botswana (32.6% or 1 388), followed by students from Swaziland (13.0% or 556), while a lower proportion of students were from Malawi, Angola and Zambia.

**Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2018**

Barriers to Learning	Female	Male	Total
ADHD	25	18	43
Autistic spectrum disorders	39	40	79
Behavioural/conduct	2	6	8
Blindness	17	25	42
Cerebral palsy	13	9	22
Deafness	14	11	25
Deaf-blindness	23	32	55
Epilepsy	2	0	2
Hard of hearing	195	118	313
Mild to moderate intellectual disability	78	49	127
Moderate to severe/profound intellectual	304	286	590
Partial sightedness/ Low vision	5	15	20
Physical disability	248	155	403
Severely intellectually disabled	395	335	730
Specific learning disability	12	11	23
Psychiatric disorder	78	124	202
<b>Total</b>	<b>1 450</b>	<b>1 234</b>	<b>2 684</b>

Source: *PrivateCollge2018\_20191119, data extracted in November 2019.*

Note: Disability categories are defined in the glossary section of the publication.

A total of 2 684 or 1.2% students enrolled in private colleges reported to have some disability in 2018. More than half of the students who reported disability were female (54.0% or 1 450) while 46.0% or 1 234 were males. The highest proportion of students reported to be severely intellectually disabled (27.2% or 730), followed by moderate to severe/profound intellectual disability (22.0% or 590). The largest gender disparities were recorded for students with physical and hard of hearing disabilities, where 93 and 77 more female students reported to have these disabilities as compared to males.

**Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2018**

Qualifications for organising fields	Female	Male	Total
1. Agriculture and Nature conservation	438	436	874
2. Business, Commerce and Management Studies	13 649	7 190	20 839
3. Communication Studies and Language	454	333	787
4. Culture and Arts	270	191	461
5. Education, Training and Development	2 157	1 214	3 371
6. Health Sciences and Social Services	3 129	1 471	4 600
7. Human and Social Studies	296	69	365
8. Law, Military Science and Security	1 027	1 045	2 072
9. Manufacturing, Engineering and Technology	1 417	1 899	3 316
10. Physical Planning and Construction	1 559	2 155	3 714
11. Physical, Mathematical, Computer and Life Sciences	1 076	1 547	2 623
12. Services	4 267	2 030	6 297
<b>Total</b>	<b>29 739</b>	<b>19 580</b>	<b>49 319</b>

Source: *PrivateCollge2018\_20191119, data extracted in November 2019.*

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

Note 2: These courses are all accredited by SAQA.

The third largest enrolments in private colleges was for occupational qualifications (49 319), which accounted for 22.4% of total enrolments in 2018. Two in every five student enrolled in the Business, Commerce and Management Studies (42.3% or 20 839), while fewer enrolment were in the Human and Social Studies (0.7% or 365), Culture and Arts (0.9% or 461) and Communication Studies and Language (1.6% or 787).

Over 60% of occupational qualifications enrolments in 2018 were for females (60.3% or 29 739) while 39.7% or 19 580 were males. It can also be observed that gender disparities were larger in the Business, Commerce and Management Studies field, where 6 459 more female students enrolled in this field as compared to males. On the other hand, more male students enrolled in the Physical planning and Construction; Manufacturing, Engineering and Technology and Physical, Mathematical, Computer and Life Sciences fields compared to females.

### 7.1.2 Enrolment in private colleges by province

**Table 7.8: Number of students in private colleges by qualification category and province, 2018**

Province	NC(V)	Report 191 N1-N3	Report 191 N4-N6	Occupational Qualifications	Report 550/ NSC	Other	Total
Eastern Cape	74	117	460	1 986	537	8 523	11 697
Free State	113	1 262	1 192	617	240	627	4 051
Gauteng	2 556	30 585	24 422	26 126	2 694	23 832	110 215
KwaZulu-Natal	861	6 608	9 393	4 306	0	5 213	26 381
Limpopo	281	3 685	5 388	3 249	1 125	1 510	15 238
Mpumalanga	65	3 494	2 095	1 210	50	2 991	9 905
North West	0	1 565	1 011	1 430	0	658	4 664
Northern Cape	0	0	0	4	0	0	4
Western Cape	0	3 815	3 374	10 391	2 357	17 745	37 682
<b>National</b>	<b>3 950</b>	<b>51 131</b>	<b>47 335</b>	<b>49 319</b>	<b>7 003</b>	<b>61 099</b>	<b>219 837</b>

Source: *PrivateCollge2018\_20191119, data extracted in November 2019.*

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

Private colleges in Gauteng accommodated over half of students enrolled in 2018 (50.1% or 110 215), followed by Western Cape (17.1% or 37 682) and KwaZulu-Natal (12.0% or 26 381). Colleges in Gauteng enrolled the highest number of students in all programmes, with the highest enrolment in Report 191 (N1-N3) (30 585). Although the lowest enrolment in private colleges was for NC(V), almost two thirds of students enrolled in this qualification were in Gauteng private colleges (64.7% or 2 556).

**Table 7.9: Number of students and lecturers in private colleges by province, 2018**

Province	Lecturers	Students
Eastern Cape	152	11 697
Free State	129	4 051
Gauteng	1 787	110 215
KwaZulu-Natal	517	26 381
Limpopo	279	15 238
Mpumalanga	143	9 905
North West	120	4 664
Northern Cape	1	4
Western Cape	515	37 682
<b>National</b>	<b>3 643</b>	<b>219 837</b>

Source: *PrivateCollege2018\_20191119, data extracted in November 2019.*

The number of lecturers in private colleges was 3 643 in 2018, and 49.1% of them were in private colleges located in Gauteng. Private colleges in Gauteng also had more students compared to other colleges as seen in Table 7.8. The average lecturer to student ratio in private colleges in 2018 was 1:60, with the highest ratio recorded in Eastern Cape (1:77) and Western Cape (1:73), and the lowest in Northern Cape (1:4) private colleges.

### 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 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 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, 2018**

Qualification Category	Female			Male			Total			Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	
Report 191 N3	12 368	8 299	4 939	18 025	12 511	7 358	30 393	20 810	12 297	59.1
Report 191 N6	15 614	14 600	12 380	9 931	8 759	6 974	25 545	23 359	19 354	82.9
NC(V) Level 4	341	304	152	154	120	41	495	424	193	45.5
<b>Total</b>	<b>28 323</b>	<b>23 203</b>	<b>17 471</b>	<b>28 110</b>	<b>21 390</b>	<b>14 373</b>	<b>56 433</b>	<b>44 593</b>	<b>31 844</b>	<b>71.4</b>

**Source:** *National Examinations Database, November 2018.*

Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete qualifications (part or full) during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.

Note 2: “Number Registered” refers to the number of students who registered for the relevant examinations in 2018 and were eligible to complete the relevant qualifications during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2018.

Note 3: “Number Wrote” refers to the number of students who wrote the relevant examinations in 2018 and were eligible to complete the relevant qualifications during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2018.

Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2018 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2018.

Table 7.10 shows that 56 443 students registered to write Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2018. Of this total, 44 593 wrote examinations and 31 844 completed their qualifications or part-qualifications successfully. The majority of students registered for the Report 191 (N3) part-qualification, followed by the Report 191 (N6) part-qualification. In terms of the different qualifications, more females registered, wrote and completed N6 part-qualification and NC(V) Level 4 qualifications as compared to males. However, a higher number of male students registered, wrote and completed N3 part-qualifications.

Table 7.10 also indicates that only 45.5% of students who wrote exams for the NC(V) Level 4 qualification during the 2018 academic year completed the NC(V) Level 4 qualification successfully. On the other hand, a higher completion rate of 82.9% was recorded for students who completed N6 part-qualification in the same period.

**Table 7.11: Number of students in private colleges who registered, wrote and completed NC (V) qualifications, by level, 2018**

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
NC(V) Level 2	1 760	954	533	55.9
NC(V) Level 3	535	432	262	60.6
NC(V) Level 4	495	424	193	45.5
<b>Total</b>	<b>2 790</b>	<b>1 810</b>	<b>988</b>	<b>54.6</b>

**Source:** *National Examinations Database, November 2018.*

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 2-4 qualifications in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed an NC(V) qualification in the 2018 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 2018.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualification.

Table 7.11 shows that 2 790 students registered for NC(V) Levels 2-4 examinations in private colleges in 2018, of which 1 810 wrote examinations and 988 completed, resulting in a completion rate of 54.6%. The highest proportion of students who registered, wrote and completed NC(V) qualification were on Levels 2 and 3. The highest completion rates were subsequently recorded for NC(V) Level 3 (60.6%) and the lowest for NC(V) Level 4 (45.5%). The overall completion rate for the NC(V) qualification indicates that over 45% of students who wrote and were eligible to complete an NC(V) qualification across all levels during the 2018 academic year did not successfully complete.

**Table 7.12: Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 part qualifications for Engineering Studies, 2018**

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N1	13 859	10 702	7 653	71.5
Report 190/1 N2	30 713	23 390	13 599	58.1
Report 190/1 N3	30 393	20 810	12 297	59.1
<b>Total</b>	<b>74 965</b>	<b>54 902</b>	<b>33 549</b>	<b>61.1</b>

**Source:** *National Examinations Database, November 2018.*

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete Report 190/1 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2018.
- Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the Report 191 N1-N3 part-qualifications in the 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2018 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 2018.
- 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 2018 academic year.

Table 7.12 shows that 74 965 students registered for Report 190/1 N1 to N3 examinations in private colleges in 2018 of which 54 902 wrote examinations and 33 549 completed, translating to a 61.1% completion rate. The highest proportion of students registered for the Report 190/1 (N2) part-qualification followed by the Report 190/1 (N3) part-qualification. The highest completion rate was however recorded for the Report 190/1 (N1) part-qualification (71.5%). Table 7.10 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification across all three (N1-N3) levels during the 2018 academic year did not successfully complete the relevant part-qualification.

**Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualification for Engineering Studies, 2018**

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N4	17 581	14 066	8 834	62.8
Report 190/1 N5	11 383	9 920	7 112	71.7
Report 190/1 N6	8 117	6 885	4 983	72.4
<b>Total</b>	<b>37 081</b>	<b>30 871</b>	<b>20 929</b>	<b>67.8</b>

**Source:** *National Examinations Database, November 2018.*

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete Report 190/1 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2018 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 2018.
- 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 2018 academic year.

Table 7.13 shows that 37 018 students registered for Report 190/1 N4 to N6 part-qualification for Engineering Studies examinations in private colleges in 2018, of which 30 871 wrote examinations and 20 909 completed, resulting in a completion rate of 67.8%. The highest proportion of students registered for the Report 190/1 N4 part-qualification, and declined for the higher levels. . The highest completion rate was recorded for Report 190/1 N6 part-qualification (72.4%), and the lowest was for N4 part-qualification (62.8%).

**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, 2018.**

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N4	33 725	26 299	18 068	68.7
Report 190/1 N5	25 355	24 141	20 291	84.1
Report 190/1 N6	17 428	16 474	14 371	87.2
<b>Total</b>	<b>76 508</b>	<b>66 914</b>	<b>52 730</b>	<b>78.8</b>

**Source:** *National Examinations Database, November 2018.*

- Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete Report 190/1 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.
- Note 2: “Number Registered” refers to the number of students who registered for the 2018 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2018.
- Note 3: “Number Wrote” refers to the number of students who wrote the 2018 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2018.
- 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 2018 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 2018.
- Note 5: “Completion rate” refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2018 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 2018.
- 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 2018 academic year.

Table 7.14 shows that 76 508 students registered for Report 190/1 N4 to N6 part-qualification for Business Studies examinations in private colleges in 2018, of which 66 914 wrote examinations and 52 730 completed. This translated to a completion rate of 78.8% for Report 190/1 N4-N6 part-qualification for Business Studies. This was 11 percentage points higher compared to the completion rate recorded for N4-N6 part-qualification for Engineering Studies (Table 7.13). The highest proportion of students registered and wrote examinations for Report 190/1 N4 part-qualification followed by Report 190/1 N5 part-qualification. The highest completion rate was however recorded for Report 190/1 N6 part-qualification (87.2%). The completion rates for Business Studies were higher than those of Engineering Studies across all levels.

**Table 7.15: Number of students in private colleges who registered, wrote and completed the NC (V) Level 4 qualification, by programme and gender, 2018**

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	0	0	0	0.0	1	1	0	0.0	1	1	0	0.0
2. L4: Education and Development	3	3	1	33.3	0	0	0	0.0	3	3	1	33.3
3. L4: Electrical Infrastructure Construction	1	0	0	n.a	1	1	0	0.0	2	1	0	0.0
4. L4: Information Technology And Computer Science	25	24	2	8.3	15	11	2	18.2	40	35	4	11.4
5. L4: Management	47	39	24	61.5	22	20	10	50.0	69	59	34	57.6
6. L4: Marketing	72	66	22	33.3	8	8	1	12.5	80	74	23	31.1
7. L4: Office Administration	91	79	55	69.6	22	18	8	44.4	113	97	63	64.9
8. L4: Primary Health	34	33	19	57.6	5	5	4	80.0	39	38	23	60.5
9. L4: Safety in Society	47	40	12	30.0	68	47	12	25.5	115	87	24	27.6
10. L4: Tourism	12	12	9	75.0	7	4	2	50.0	19	16	11	68.8
11. L4: Transport And Logistics	9	8	8	100.0	5	5	2	40.0	14	13	10	76.9
<b>Total</b>	<b>341</b>	<b>304</b>	<b>152</b>	<b>50.0</b>	<b>154</b>	<b>120</b>	<b>41</b>	<b>34.2</b>	<b>495</b>	<b>424</b>	<b>193</b>	<b>45.5</b>

Source: *National Examinations Database, November 2018.*

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 2018 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2018 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2018.

Note 3: "Number Wrote" refers to the number of students who wrote the 2018 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2018.

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 2018 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 2018.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2018 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 2018.

Note 6: NC(V) Level 4 is a full qualification.

Table 7.15 shows that 193 private college students completed NC(V) Level 4 qualification examinations across 11 programmes, which translated to an overall completion rate of 45.5%. Majority of students completed NC(V) Level 4 in Office Administration (63), Management (34) and Safety in Society (24) programmes.

The gender pattern in relation to the NC(V) Level 4 programmes show that of the 152 female students who completed the NC(V) Level 4 qualification, the majority were in the Office Administration (55), Management (24) and Marketing (22) programmes. On the other hand, there were only 41 male students who completed the NC (V) Level 4 qualification, and 12 of them completed the Safety in Society, followed by Management qualification (10).

**Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2018**

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. N6:Art and Design	20	20	20	100.0	12	11	11	100.0	32	31	31	100.0
2. N6:Business Management	1 000	932	805	86.4	561	521	452	86.8	1 561	1 453	1 257	86.5
3. N6:Clothing Production	5	4	4	100.0	3	3	3	100.0	8	7	7	100
4. N6:Educare	2 599	2 479	2 312	93.3	233	214	191	89.3	2 832	2 693	2 503	92.9
5. N6:Engineering Studies	2 910	2 545	1 866	73.3	5 207	4 340	3 117	71.8	8 117	6 885	4 983	72.4
6. N6:Farming Management	24	24	20	83.3	36	36	35	97.2	60	60	55	91.7
7. N6:Financial Management	1 218	1 174	1 040	88.6	576	551	516	93.6	1 794	1 725	1 556	90.2
8. N6:Hospitality and Catering Services	174	164	155	94.5	84	77	67	87.0	258	241	222	92.1
9. N6:Human Resources Management	2 456	2 330	2 054	88.2	895	842	734	87.2	3 351	3 172	2 788	87.9
10. N6:Legal Secretary	75	68	53	77.9	17	16	14	87.5	92	84	67	79.8
11. N6:Management Assistant	1 035	957	735	76.8	187	180	129	71.7	1 222	1 137	864	76
12. N6:Marketing Management	534	498	399	80.1	352	317	257	81.1	886	815	656	80.5
13. N6:Medical Secretary	272	260	164	63.1	45	40	26	65.0	317	300	190	63.3
14. N6:Popular Music: Studio Work	21	14	14	100.0	249	209	186	89.0	270	223	200	89.7
15. N6:Public Management	2 099	2 032	1 872	92.1	931	896	823	91.9	3 030	2 928	2 695	92
16. N6:Public Relations	708	668	509	76.2	297	278	229	82.4	1 005	946	738	78
17. N6:Tourism	464	431	358	83.1	246	228	184	80.7	710	659	542	82.2
<b>Total</b>	<b>15 614</b>	<b>14 600</b>	<b>12 380</b>	<b>84.8</b>	<b>9 931</b>	<b>8 759</b>	<b>6 974</b>	<b>79.6</b>	<b>25 545</b>	<b>23 359</b>	<b>19 354</b>	<b>82.9</b>

**Source:** National Examinations Database, November 2018.

Note 1: The “number of students who REGISTERED, WROTE and COMPLETED” represents only those who were eligible to complete Report 190/1 N6 part-qualification during the 2018 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2018.

Note 2: “Number Registered” refers to the number of students who registered for the 2018 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2018 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2018.

Note 3: “Number Wrote” refers to the number of students who wrote the 2018 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2018 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2018.

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 2018 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 2018.

Note 5: “Completion rate” refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2018 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 2018.

Table 7.16 shows that 19 354 private college students completed Report 190/1 N6 part-qualification across 17 programmes. Completion for Report 190/1 N6 part-qualification was highest in the following programmes: Engineering studies (4 983), Human Resources Management (2 788), Public Management (2 695) and Educare (of which 92.4% of completions were for female students).

Table 7.16 also reveals a gender pattern in relation to the Report 190/1 N6 part-qualification programmes that were completed. Out of the 12 380 female students who completed Report 190/1 N6 part-qualification, the majority were in the following programmes: Educare (2 312), Human Resources Management (2 054), Public Management (1 872) and Engineering studies (1 866).

On the other hand, of the 6 974 male students who completed Report 190/1 N6 part-qualification, almost half of them completed Engineering studies (44.7% or 3 117), followed by completions for Public Management (823) and Human Resources Management (734). Although the overall completion for males was lower than that of females, there were 1 251 more males who completed Engineering Studies programme compared to their female counterparts.

The largest gender disparities were also recorded in Educare, Human Resources Management and Public Management where 2 121; 1 320 and 1 049 more female students completed these programmes compared to males.

### 7.1.4 Staffing in private colleges

**Table 7.17: Number of staff in private colleges, by personnel category and gender, 2018**

Personnel Category	Female	Male	Total
Management Staff	519	497	1 016
Lecturer Staff	1 599	2 044	3 643
Support Staff	2 032	836	2 868
<b>Total</b>	<b>4 150</b>	<b>3 377</b>	<b>7 527</b>

**Source:** *PrivateCollege2018\_20191119, data extracted in November 2019.*

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

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).

Total staff complement in private colleges was 7 527 in private colleges, which comprised of 48.4% or 3 643 lecturers, 38.1% or 2 868 support staff and 13.5% or 1 016 management staff. There were 773 more female than male staff in private colleges, with the largest gender disparities recorded in the support staff category, where 1 196 more females were employed in this category compared to males.

There were also more female staff employed as management, although the differences were minimal. In spite of the overall staff complement being females, there were 445 more males employed as lecturers compared to females.

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

### 8.1 INTRODUCTION

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

The Department of Higher Education and Training (the Department) is responsible for the management of the SETAs' performance to ensure that the above functions are undertaken effectively and efficiently. The Department is determined to realise the slogan of "together turning every workplace into a training space" by ensuring that significant number of young people are able to access workplace-based training through Learnerships, Internships and Skills Programmes.

This section of the report provides the number of workers and unemployed persons who were registered and certificated in SETA-supported learning programmes, namely, Learnerships, Internships and Skills Programmes.

## 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 – 2018/19**

Year	Registered				Certificated			
	Learnerships	Internships	Skills Programmes	Total registered	Learnerships	Internships	Skills Programmes	Total certificated
2011/12	43 871	3 452	87 906	135 229	29 197	878	87 527	117 602
2012/13	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844
2013/14	75 782	8 017	92 508	176 307	38 796	2 510	109 547	150 853
2014/15	77 931	12 006	137 880	227 817	40 891	3 663	106 459	151 013
2015/16	94 369	13 135	123 593	231 097	43 322	3 352	127 144	173 818
2016/17	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998
2017/18	111 681	12 935	144 531	269 147	48 002	6 496	122 979	177 477
2018/19	105 548	15 482	150 674	271 704	61 841	6 123	144 460	212 424

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

**SETA Quarterly Reports, 2018/19.**

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>4</sup>.

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

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

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

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

Note 6: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

Table 8.1 shows that a total of 271 704 learners registered for SETA-supported learning programmes during the 2018/19 financial year. More than half of the learners registered for skills programmes (55.5% or 150 674), followed by learnerships (38.8% or 105 548) while fewer learners were registered for internships (5.7% or 15 482) in the same period.

The total registrations for SETA-supported learning programmes represents a slight increase of 1.0% (2 557) in 2018/19 compared to the 2017/18 financial year (269 147). When comparing 2011/12 and 2018/19 financial years, the total number of learners registered doubled. The registration of skills programmes recorded the highest increase between the 2011/12 and 2018/19 financial years (62 768), followed closely by learnerships (61 677), while the lowest increase was recorded for internships in the same period (12 030).

The total number of learners certificated for SETA-supported learning programmes during the 2018/19 financial year was 212 424. Similar to registrations, majority of learners were certificated for skills programmes (68.0% or 144 460), followed by learnerships (29.1% or 61 841) while fewer learners were certificated for internships (2.9% or 6 123).

The number of learners certificated in 2018/19 financial year was 19.7% (34 947) higher compared to learners certificated in the 2017/18 financial year. The highest increase in number of certificates issued between the two financial years were for skills programmes (21 481) followed by learnerships (13 839), while 373 less certificates were issued for internships in the same period.

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

Over the period under review (2011/12-2018/19 financial years), an increase of 80.6% (94 822) in the number of certificated learners was recorded. The highest number of certificates issued in this period were for skills programmes (56 933) followed by learnerships (32 644), while the lowest increase was recorded for internships certificates (5 245).

**Table 8.2 Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2018/19**

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*SETA Quarterly Reports, 2018/19.*

- Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. The data above excludes registrations and certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>5</sup>.
- Note 2: The category "Internships" refers to the structured work experience component of an occupational qualification registered by the Quality Council for Trades and Occupations (QCTO).
- Note 3: The category "Skills Programmes" refers to a part-qualification as defined in the NQF Act.
- Note 4: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.
- Note 5: The imbalances in the gender figures for 2011/12-2015/16 financial years is attributed to SETAs not fully reporting on equity thereby making the equity data not equivalent to the totals.
- Note 6: Unemployed persons refers to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.
- Note 7: Internship data includes only those that are recruited through a specific SETA and it is not a comprehensive reporting on the number of interns in the system.

The largest gender difference in both learners registered and certificated for SETA-supported learning programmes was recorded for skills programmes during the 2018/19 financial year, where 11 798 more females registered compared to males and 6 562 more female learners were certificated compared to males. Even though the number of female learners registered and certificated for SETA-supported learning programmes was higher compared to males in 2018/19, a higher increase in the total number of male learners registered was recorded between 2017/18 and 2018/19 financial years (24.6% or 24 855). During the same period, the number of female learners registered declined by 13.3% (22 328), while the number of females certificated increased by 21.2% (19 733).

The number of female learners registered and certificated for SETA-supported learning programmes was consistently higher than that of males throughout the period under review. The female learners registered and certificated recorded almost similar proportion of 53.5% and 53.2% respectively during the 2018/19 financial year.

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

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

**Table 8.3: Number of workers registered for SETA-supported learning programmes, by programme type and SETA, 2018/19**

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	3 855	2 372	62%	3 649	3 419	94%	7 504	5 791
BANKSETA	1 325	2 001	151%	900	1 078	120%	2 225	3 079
CATHSSETA	1 800	998	55%	300	663	221%	2 100	1 661
CETA	55	140	255%	131	159	121%	186	299
CHIETA	1 600	995	62%	3 000	1 911	64%	4 600	2 906
ETDP SETA	3 700	2 244	61%	8 000	13 638	170%	11 700	15 882
EWSETA	550	550	100%	2 100	1 803	86%	2 650	2 353
FASSET	640	626	98%	29 200	30 576	105%	29 840	31 202
FOODBEV	1 700	1 783	105%	1 300	1 602	123%	3 000	3 385
FP&M SETA	960	930	97%	2 075	1 918	92%	3 035	2 848
HWSETA	3 738	1 149	31%	9 174	2 500	27%	12 912	3 649
INSETA	1 000	1 154	115%	3 000	5 096	170%	4 000	6 250
LGSETA	5 000	1 064	21%	6 000	3 858	64%	11 000	4 922
MERSETA	1 410	2 978	211%	3 582	5 635	157%	4 992	8 613
MICT SETA	100	145	145%	400	409	102%	500	554
MOA	100	585	585%	10 000	17 451	175%	10 100	18 036
PSETA	250	375	150%	1 000	600	60%	1 250	975
SASSETA	3 600	2 610	73%	3 700	3 502	95%	7 300	6 112
SERVICES	2 000	1 131	57%	2 500	2 578	103%	4 500	3 709
TETA	1 500	1 296	86%	500	690	138%	2 000	1 986
W&RSETA	4 500	5 623	125%	7 500	4 489	60%	12 000	10 112
<b>Total</b>	<b>39 383</b>	<b>30 749</b>	<b>78%</b>	<b>98 011</b>	<b>103 575</b>	<b>106%</b>	<b>137 394</b>	<b>134 324</b>

Source: SETA Quarterly Reports, 2018/19.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. The data above excludes registrations in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>6</sup>.

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

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

There was a total of 134 324 workers registered for SETA-supported learning programmes during the 2018/19 financial year, which reflects 49.4% of total registrations. Out of the total registrations for workers registered for SETA-supported learning programmes, almost 70% (103 575) registered for skills programmes, while 29.1% (30 749) workers registered for learnerships.

There was an overall underachievement of 3 070 registrations for workers, and the main contributor to the underachievement was registrations for learnerships (8 634). Eleven SETAs recorded underachievement for workers' registrations for learnerships, with notable under-achievements recorded by LGSETA, HWSETA, CATHSSETA and SERVICES SETA. Although there was an overall underachievement for learnerships, ten SETAs recorded overachievements, with the highest ones in absolute terms being MERSETA and W&RSETA.

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

A 6% overachievement for workers registered for skills programmes was recorded during the 2018/19 financial year, with 13 SETAs overachieving their targets. The largest contributors (in absolute terms) to the overachievements of skills programmes registrations were MQA, ETDP SETA, INSETA and MERSETA (overachievements of 7 451; 5 638; 2 096 and 2 053 respectively). Despite the overachievement in registration for skills programmes, noticeable underachievement's were recorded for HWSETA, PSETA and W&RSETA.

## 8.2.2 Workers certificated in SETA-supported learning programmes

**Table 8.4: Number of workers certificated in SETA-supported learning programmes, by programme type, 2018/19**

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	2 080	868	42%	2 110	3 419	162%	4 190	4 287
BANKSETA	260	1 231	473%	0	238	n.a	260	1 469
CATHSSETA	150	491	327%	150	911	607%	300	1 402
CETA	28	53	189%	66	449	680%	94	502
CHIETA	800	675	84%	1 500	1 419	95%	2 300	2 094
ETDP SETA	700	341	49%	3 500	3 691	105%	4 200	4 032
EWSETA	1 025	1 074	105%	1 950	2 213	113%	2 975	3 287
FASSET	230	152	66%	29 200	30 576	105%	29 430	30 728
FOODBEV	600	859	143%	600	853	142%	1 200	1 712
FP&M SETA	570	767	135%	1 420	1 345	95%	1 990	2 112
HWSETA	2 990	531	18%	7 339	317	4%	10 329	848
INSETA	490	557	114%	1 782	4 301	241%	2 272	4 858
LGSETA	2 250	2 378	106%	3 000	3 166	106%	5 250	5 544
MERSETA	2 768	1 484	54%	3 014	3 237	107%	5 782	4 721
MICT SETA	50	4	8%	200	260	130%	250	264
MQA	900	1 236	137%	4 400	34 959	795%	5 300	36 195
PSETA	45	45	100%	900	980	109%	945	1 025
SASSETA	2 750	1 056	38%	2 725	1 627	60%	5 475	2 683
SERVICES	1 163	719	62%	603	2 129	353%	1 766	2 848
TETA	600	1 051	175%	250	1 266	506%	850	2 317
W&RSETA	2 510	2 189	87%	4 500	3 031	67%	7 010	5 220
<b>Total</b>	<b>22 959</b>	<b>17 761</b>	<b>77%</b>	<b>69 209</b>	<b>100 387</b>	<b>145%</b>	<b>92 168</b>	<b>118 148</b>

**Source:** SETA Quarterly Reports, 2018/19.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. The data above excludes certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>7</sup>.

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

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

The total number of workers certificated for SETA-supported learning programmes during the 2018/19 financial year was 118 148, with majority of the learners certificated for skills programmes (85.0% or 100 387) while 15.0% or 17 761 of learners obtained learnership certificates. The total number of certificated workers was an overall overachievement of 25 980, with the main contributor for the overachievement being certificates issued for skills programmes (31 178 overachievement), while underachievement was recorded for learnerships (5 198 underachievement). Ten SETAs did not achieve their targets for learnership certifications.

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

MQA SETA was the largest contributor to the overachievement for skills programmes certifications (795%), followed by CETA (680%) and CATHSSETA (607%). Despite the overall overachievement for workers' skills programmes certifications, five SETAs recorded underachievement's, with the lowest recorded for HWSETA (4%).

### 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, 2018/19**

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	3 150	1 661	53%	400	828	207%	2 667	4 575	172%	6 217	7 064
BANKSETA	1 000	1 295	130%	150	171	114%	200	498	249%	1 350	1 964
CATHSSETA	1 850	2 749	149%	250	250	100%	850	2 472	291%	2 950	5 471
CETA	3 240	6 688	206%	523	743	142%	1 515	4 797	317%	5 278	12 228
CHIETA	2 900	1 972	68%	550	576	105%	1 450	1 633	113%	4 900	4 181
ETDP SETA	1 650	1 965	119%	500	2 798	560%	2 000	2 046	102%	4 150	6 809
EWSETA	1 900	2 306	121%	800	189	24%	1 200	307	26%	3 900	2 802
FASSET	4 850	4 972	103%	0	0	0%	2 800	1 658	59%	7 650	6 630
FOODBEV	1 700	2 647	156%	500	564	113%	100	70	70%	2 300	3 281
FP&M SETA	2 050	2 184	107%	340	321	94%	1 129	1 189	105%	3 519	3 694
HWSETA	3 617	2 766	76%	1221	782	64%	2 500	2 165	87%	7 338	5 713
INSETA	1 400	1 488	106%	1000	1 151	115%	1 100	1 149	104%	3 500	3 788
LGSETA	3 000	1 554	52%	1000	1 028	103%	3 500	3 104	89%	7 500	5 686
MERSETA	1 382	7 616	551%	206	482	234%	1 929	4 247	220%	3 517	12 345
MICT SETA	3 000	3 361	112%	1500	1 553	104%	1 800	1 840	102%	6 300	6 754
MQA	880	1 126	128%	100	114	114%	2 000	2 728	136%	2 980	3 968
PSETA	250	451	180%	0	0	0%	0	0	0%	250	451
SASSETA	3 500	3 000	86%	520	421	81%	2 600	2 622	101%	6 620	6 043
SERVICES	12 000	14 892	124%	3000	2 130	71%	400	2 424	606%	15 400	19 446
TETA	1 500	1 660	111%	300	322	107%	850	1 583	186%	2 650	3 565
W&RSETA	5 228	8 446	162%	1000	1 059	106%	1 800	5 992	333%	8 028	15 497
<b>Total</b>	<b>60 047</b>	<b>74 799</b>	<b>125%</b>	<b>13 860</b>	<b>15 482</b>	<b>112%</b>	<b>32 390</b>	<b>47 099</b>	<b>145%</b>	<b>106 297</b>	<b>137 380</b>

**Source:** SETA Quarterly Reports, 2018/19.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. The data above excludes registrations in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>8</sup>.

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

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

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

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

The total number of unemployed persons registered for SETA-supported learning programmes during the 2018/19 financial year was 137 380, which was 50.6% of the total registrations (271 704). More than half of the unemployed persons registered for learnership programmes (54.4% or 74 799), while 34.3% (47 099) registered for skills programmes and 11.3% (15 482) registered for internship programmes.

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

There was an overall overachievement for unemployed persons' registrations for SETA-supported learning programmes, with the highest recorded for skills programmes (45%), followed by learnerships (25%) and internships (12%). SERVICES SETA was the largest contributor for skills programmes registrations (606%), followed by W&RSETA (333%) and CETA (317%).

Despite the underachievement of 3 070 workers' registrations for SETA-supported learning programmes as seen in Table 8.3, an overall overachievement of (11% or 28 013) was recorded for workers and unemployed persons registered during the 2018/19 financial year. Although an underachievement for registration of workers for SETA-supported learning programmes was observed in the 2018/19 financial year, the registrations of unemployed persons was 29% or 31 083 higher compared to the target set by the SETAs (Tables 8.3 and 8.5).

## 8.2.4 Unemployed persons certificated in SETA-supported learning programmes

**Table 8.6: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2018/19**

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	2 580	1 114	43%	125	393	314%	2 280	4 575	201%	4 985	6 082
BANKSETA	638	1 020	160%	45	93	207%	180	249	138%	863	1 362
CATHSSETA	200	947	474%	125	199	159%	425	2 412	568%	750	3 558
CETA	1 620	4 068	251%	262	124	47%	758	5 834	770%	2 640	10 026
CHIETA	1 450	1 392	96%	275	292	106%	700	1 008	144%	2 425	2 692
ETDP SETA	680	864	127%	815	505	62%	1 130	1 394	123%	2 625	2 763
EWSETA	1 200	1 692	141%	330	31	9%	400	417	104%	1 930	2 140
FASSET	2 580	3 017	117%	0	0	0%	1 456	1 417	97%	4 036	4 434
FOODBEV	750	928	124%	250	282	113%	100	0	0%	1 100	1 210
FP&M SETA	1 180	1 778	151%	185	190	103%	750	880	117%	2 115	2 848
HWSETA	2 894	851	29%	977	73	7%	2 000	278	14%	5 871	1 202
INSETA	637	732	115%	392	402	103%	588	911	155%	1 617	2 045
LGSETA	2 000	1 763	88%	600	187	31%	2 250	2 267	101%	4 850	4 217
MERSETA	1 523	2 802	184%	200	255	128%	1 172	2 761	236%	2 895	5 818
MICT SETA	1 500	1 596	106%	750	887	118%	900	1 238	138%	3 150	3 721
MQA	1 050	1 356	129%	0	0	0%	2 000	4 391	220%	3 050	5 747
PSETA	95	101	106%	5	0	0%	0	0	0%	100	101
SASSETA	1 200	1 235	103%	390	306	78%	1 000	1 444	144%	2 590	2 985
SERVICES	10 306	12 955	126%	2 465	1 550	63%	1 501	0	0%	14 272	14 505
TETA	850	1 477	174%	120	240	200%	400	1 413	353%	1 370	3 130
W&RSETA	2 034	2 392	118%	850	114	13%	400	11 184	2796%	3 284	13 690
<b>Total</b>	<b>36 967</b>	<b>44 080</b>	<b>119%</b>	<b>9 161</b>	<b>6 123</b>	<b>67%</b>	<b>20 390</b>	<b>44 073</b>	<b>216%</b>	<b>66 518</b>	<b>94 276</b>

Source: SETA Quarterly Reports, 2018/19.

Note 1: The category "Learnerships" refers to a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. The data above excludes certifications in trade related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012<sup>9</sup>.

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

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

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

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

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

The total number of unemployed persons certificated in SETA-supported learning programmes was 94 276 during the 2018/19 financial year. The highest overachievement was recorded for skills programmes of 116% or 23 683 and learnerships (19% or 7 113), while a 33% (3 038) underachievement was recorded for internships. The largest contributors to the overachievement for skills programmes certifications was W&RSETA (2 796%), followed by CETA (770%) and CATHSSETA (568%).

There was an overall overachievement of 34% or 53 738 of employed and unemployed learners certificated in SETA-supported learning programmes in the 2018/19 financial year. The certification of unemployment persons was 27 758 more than the set target, while workers' certification was 25 980 more than the target set by SETAs (see Table 8.4 and 8.6).

## 8.3 ARTISANS

### 8.3.1 Introduction

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

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

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

There is a continuous need for suitably qualified artisans to sustain industries and support economic growth in South Africa. Artisan development has therefore been elevated as a priority area for skills development in the country. Government’s National Development Plan (NDP) and the White Paper for Post-School Education and Training indicates that by 2030 the country should be producing 30 000 qualified artisans per year. At present the country is producing on average 20 000 qualified artisans per year, the number has to increase drastically in the next 11 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 – 2018/19**

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
AGRISETA	96	70	116	244	347	227	193	303
CATHSSETA	563	662	312	840	514	683	639	699
CETA	1 849	579	1 342	2 104	1 737	2 024	8 731	8 913
CHIETA	2 541	1 989	1 694	2 164	3 372	4 263	3 172	2 144
EWSETA	1 046	1 316	390	507	1 378	1 287	1 789	1 165
FOODBEV	15	-	267	70	45	178	167	218
FP&M SETA	351	584	426	958	459	419	290	257
HWSETA	-	-	-	109	119	87	74	170
INDLELA	5 227	5 795	7 865	7 122	5 734	7 311	5 508	4 065
LGSETA	413	528	294	754	1 020	888	646	191
MERSETA	6 254	4 951	10 394	7 606	8 130	8 038	6 755	7 353
MQA	2 525	2 365	2 468	2 621	1 848	1 978	1 872	1 459
PSETA	78	53	2	48	33	34	20	76
SASSETA	-	516	385	539	467	401	77	117
SERVICES	2 104	984	968	761	1 127	1 416	1 416	1 515
TETA	1 019	711	538	1 579	1 778	1 314	981	897
W&RSETA	334	746	209	276	532	269	0	440
<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>

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2019.*

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

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

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

Table 8.7 shows that the total number of learners who entered artisanal learning programmes in the 2018/19 financial year was 29 982. The figures reflect a decrease of 2 348 (7.3%) between the 2017/18 and 2018/19 financial years. INDLELA and CHIETA contributed to the decline over this period and enrolled 1 443 and 1 028 less learners.

The 2018/19 cohort indicates that CETA recorded the highest number of persons who entered artisanal learning programmes with 8 913 learners, followed by MERSETA which recorded 7 353 learners. PSETA enrolled the lowest number of learners entering artisanal learning programmes (76 learners). CETA has recorded the highest number of persons who entered artisanal learning programmes in the past two financial years (2017/18 and 2018/19), while MERSETA was the largest contributor over the 2013/14 to 2016/17 financial years.

**Table 8.8: Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2018/19**

Province	Female	Male	Total
Eastern Cape	748	1 067	1 815
Northern Cape	800	837	1 637
Free State	627	1 072	1 699
KwaZulu-Natal	1 551	3 111	4 662
North West	556	1 046	1 602
Gauteng	2 250	6 294	8 544
Mpumalanga	1 139	2 404	3 543
Limpopo	1 610	2 010	3 620
Western Cape	706	2 060	2 766
Not specified	49	43	92
Outside South Africa	0	2	2
<b>Total</b>	<b>10 036</b>	<b>19 946</b>	<b>29 982</b>

**Source:** National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2019.

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

Note 2: 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.

It can be seen from Table 8.8 that artisan trainees were demographically concentrated in Gauteng (8 544 or 28.5%), followed by KwaZulu-Natal (4 662 or 15.5%), Limpopo (3 620 or 12.1%) and Mpumalanga (3 543 or 11.8%). North West recorded the lowest number of learners entering artisanal learning programmes with 1 602 (5.3%). The proportion of females out of total learners entering artisanal learning programmes was (33.5% or 10 036), while that of males was (66.5% or 19 946). The largest gender difference was recorded in Gauteng, where 4 044 more males learners entered into artisanal learning programmes compared to females.

**Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2018/19**

Trade	Female	Male	Total
Electrician	2 085	4 004	6 089
Mechanical fitter	229	1 371	1 600
Welder	444	1 456	1 900
Diesel Mechanic	201	1 431	1 632
Plumber	1 958	2 279	4 237
Boilermaker	203	1 015	1 218
Automotive motor mechanic	131	1 225	1 356
Millwright	156	676	832
Rigger	109	498	607
Fitter & turner	122	571	693
Carpenter	418	505	923
Bricklayer	1 524	1 199	2 723
Carpenter/ Joiner	1	4	5
Joiner	11	16	27
Pipe fitter	4	5	9
<b>Total</b>	<b>7 596</b>	<b>16 255</b>	<b>23 851</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2019.

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.

Table 8.9 indicates that even though there is a significantly high rate on training of electricians, there is still more training that is required as the trade is still listed as one of the SIPs scarce skills. The listed trades are 79.6% of the total reported figure on learners entering artisanal learning programmes.

The proportion of females out of the total learners entering SIPs scarce skills artisanal programmes was 7 596 or 31.8% as compared to males (16 255 or 68.2%). The trades with the highest proportion of female learners entering artisanal programmes were Bricklayer (1 524 or 56.0%) and Plumber (1 958 or 46.2%). Bricklaying was also the only trade where more females were enrolled compared to males. Automotive motor mechanic trade had the lowest proportion of females (9.7%) while males dominated this trade (90.3%). Electrician trade recorded the largest gender difference, where 1 919 more male learners entered the programme compared to females.

### 8.3.3 Learners completing artisanal learning programmes

**Table 8.10: Number of learners completing artisanal learning programmes by sector, 2011/12 – 2018/19**

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
AGRISETA	77	149	100	121	154	228	195	275
CATHSSETA	282	1 007	1 161	86	-	-	1 590	190
CETA	699	520	9	5	504	1 344	957	1 798
CHIETA	989	1 279	387	547	743	946	344	1 287
EWSETA	571	37	1 841	360	470	697	629	1 560
FOODBEV	160	36	168	-	-	13	63	146
FP&M SETA	-	-	4	30	101	124	114	171
HWSETA	-	-	-	8	36	74	91	56
INDLELA	3 392	1 355	2 077	3 177	2 952	3 224	4 133	3 227
LGSETA	226	305	81	383	87	232	453	368
MERSETA	3 155	7 166	7 522	6 869	8 352	9 660	7 938	6 224
MQA	2 566	2 035	3 597	1 617	1 382	1 807	1 931	1 712
PSETA	1	5	-	-	30	15	35	22
SASSETA	-	-	101	-	-	227	171	201
SERVICES	1 521	841	185	348	550	1 245	1 427	1 280
TETA	208	169	478	718	714	1 359	1 075	1 109
W&RSETA	176	373	399	120	39	3	5	1
<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>

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2019.*

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

Table 8.10 shows that the total number of learners completing artisanal learning programmes in the 2018/19 financial year was 19 627, reflecting a 1 524 or 7.2% decrease as compared with the 2017/18 financial year. MERSETA and CATHSSETA recorded the highest decrease (1 714 and 1 400 respectively) of learners completing artisanal learning programmes between 2017/18 and 2018/19 financial years. Despite the overall decrease in the number of learners certificated, CHIETA, EWSETA and CETA recorded the highest increase and certificated more learners during this period (943; 931 and 841 respectively).

Even though MERSETA contributed largely to the overall decrease in the number of learners certificated between the 2017/18 and 2018/19 financial years, the 2018/19 cohort indicates that the highest proportion of learners completing were in MERSETA (6 224 or 31.7%), followed by INDLELA which had 3 227 learners. MERSETA has been the largest contributor to the number of learners completing in the past seven financial years (2012/13 to 2018/19), even though the proportions have been declining.

**Table 8.11: Number of learners completing artisanal learning programmes, by province, citizenship and gender, 2018/19**

Province	Female	Male	Total
Eastern Cape	226	774	1 000
Free State	140	523	663
Gauteng	1 326	5 842	7 168
KwaZulu-Natal	502	2 012	2 514
Limpopo	458	1 049	1 507
Mpumalanga	370	1 555	1 925
Northern Cape	57	264	321
North West	133	518	651
Western Cape	245	1 515	1 760
Not specified	337	1 776	2 113
Outside South Africa		5	5
<b>Total</b>	<b>3 794</b>	<b>15 833</b>	<b>19 627</b>

**Source:** National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2019.

**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.

Gauteng recorded a high number of learners completing artisanal learning programmes (7 168 or 36.5%), followed by KwaZulu-Natal (2 514 or 12.8%). The largest gender difference was also recorded in Gauteng, where 4 516 more male learners completed artisanal learning programmes as compared to females. Among females, the highest number of learners completing artisanal learning programmes were recorded in Gauteng at 1 326.

The table also suggests that the targets of 25% and higher set by some SETAs for the number of women in artisan training projects continues to not be met as the cohort of female candidates who completed the programmes during the 2018/19 financial year was (3 794 or 19.3%), a slight decline when compared to the 20.2% achieved in the 2017/18 financial year. This was much lower than the proportion of males who completed in the same period (15 833 or 80.7%).

**Table 8.12: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2018/19**

Trade	Female	Male	Total
Electrician	1 287	3 910	5 197
Mechanical fitter	299	1 531	1 830
Welder	277	975	1 252
Diesel Mechanic	145	1 262	1 407
Plumber	301	1 588	1 889
Boilermaker	153	1 014	1 167
Automotive motor mechanic	41	789	830
Millwright	161	797	958
Rigger	59	711	770
Fitter & turner	48	388	436
Carpenter	51	205	256
Bricklayer	106	251	357
Carpenter/ Joiner	-	-	-
Joiner	-	34	34
Pipe fitter	1	1	2
<b>Total</b>	<b>2 929</b>	<b>13 456</b>	<b>16 385</b>

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2019.

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.

Table 8.12 indicates that, overall, training in scarce and critical trades makes up the lion's share of all trade-related training in the country. The above table provides a clear indication that the scarce and critical trades (as per the 2018/19 SIPs report) makes up 83.5% of the trades reported on artisan related training completed, with females making up 17.9% and males 82.1% of the completed SIPs scarce skills trades.

The Electrician trade recorded the largest gender differences, where 2 623 more males completed the programme compared to females. Although fewer females completed artisanal learning programmes in the 2018/19 financial year, a higher proportion of them completed in the Electrician trade (1 287 or 43.9% among females). A higher proportion of males also completed the Electrician trade (3 910 or 29.1% among males) when compared to the other trades.

**Table 8.13: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2018/19**

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2019.*

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

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

The total number of artisans issued with national trade certificates by SETAs and INDLELA during the 2018/19 financial year was 19 355. Out of the total certificates issued during the 2018/19 financial year, almost a third of them were issued by MERSETA (32.7% or 6 320) followed by INDLELA (16.9% or 3 277).

The number of certificates issued during the 2018/19 financial year were 1.3% (255) higher when compared with the 2017/18 financial year (19 100). EWSETA and CHIETA recorded high increases (536 and 397 respectively) in the number of certificates issued between 2017/18 and 2018/19 financial years, while INDLELA recorded the highest decrease of 1 104 less certificates issued during this period. MERSETA and INDLELA issued the largest number of certificates throughout the period under review (2014/15-2018/19 financial years).

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

### 9.1 INTRODUCTION

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

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

The allocation of funds to public HEIs is based on a number of criteria and planning processes, including student enrolment planning processes, while that for TVET colleges is based on national norms and standards. Public HEIs received Block Grants that are used to fund the operational costs of teaching and learning and are under the control of University Councils, while earmarked grants are geared towards ensuring that Universities address national priorities.

Funding for TVET colleges takes into account, inter alia: the type of programmes offered, student enrolment numbers, the cost of delivery, the need for capital infrastructure and the ability of colleges to utilise resources efficiently.

In the 2011/12 and 2012/13 financial years, the Department transferred funds to PEDs, which in turn administered TVET colleges. In the 2013/14 and 2014/15 financial years, TVET colleges received funding directly from the Department in the form of subsidies, while PEDs received funding from the Department in the form of conditional grants. The latter was undertaken to compensate PEDs for salaries paid to TVET college lecturers who were still on the PED PERSAL system. From the 2015/16 to 2018/19 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 2018/19 financial year, TVET colleges also received earmarked funds for infrastructure from the Department.

Until 2014, public AET centres (now called Community Education and Training Colleges) were funded and administered by PEDs through the national and provincial budgeting processes. This function has shifted to the Department with effect 1 April 2015 and the Community Education and Training Centres received funding from the Department for operational costs. The Department paid the salaries of the CET lecturers in the 2015/16 until 2018/19 financial years.

## 9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING PUBLIC INSTITUTIONS

**Table 9.1: Funding for key Post-School Education and Training institutions, 2011/12 – 2018/19**

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	4 357 311	n.a.	4 357 311
		Total	4 375 311	1 413 194	25 142 664
2012/13	20 902 779	Subsidies	0	n.a.	0
		Conditional Grant	4 844 607	n.a.	4 844 607
		Total	4 844 607	1 535 932	27 283 318
2013/14	22 388 767	Subsidies	3 013 189	n.a.	3 013 189
		Conditional Grant	2 454 188	n.a.	2 454 188
		Total	5 467 377	1 669 252	29 525 396
2014/15	24 155 093	Subsidies	3 185 827	n.a.	3 185 827
		Conditional Grant	2 631 346	n.a.	2 631 346
		Total	5 817 173	1 927 300	31 899 566
*2015/16	26 342 110	Subsidies	1 239 740	91 758	1 331 498
		Operational	4 873 078	1 728 103	6 601 181
		Total	6 112 818	1 819 861	34 274 789
2016/17	27 964 560	Subsidies	1 566 747	98 053	1 664 800
		Operational	4 982 866	1 845 337	6 828 203
		Total	6 549 613	1 943 390	36 457 563
2017/18	31 580 302	Subsidies	1 495 749	103 897	1 599 646
		Operational	5 251 088	2 030 926	7 282 014
		Total	6 746 837	2 134 823	40 461 962
2018/19	36 896 878	Subsidies	4 287 538	109 923	4 397 461
		Operational	5 706 181	2 070 142	7 776 323
		Total	9 993 719	2 180 065	49 070 662
Share of total expenditure in 2018/19	75.2%	20.4%	4.4%	100%	

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*DHET Annual Report, 2018/19.*

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

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

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

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

Note 5: Allocations above exclude NSFAS allocation.

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

During the 2018/19 financial year, the total funding allocated to public Post-School Education and Training (PSET) institutions was R49.1 billion. Public HEIs was allocated a larger portion of funding (R36.9 billion or 75.2%), while TVET and CET were allocated R10.0 billion (20.4%) and R2.2 billion (4.4%) respectively.

The amount allocated to public PSET institutions in 2018/19 financial year was R8.6 billion more than what was allocated in the 2017/18 financial year, with the largest increase recorded for public HEIs (R5.3 billion), followed by TVET colleges (R3.2 billion) while the lowest increase was for CET colleges (R45.2 million).

The largest amount of funding for public HEIs during the 2018/19 financial year was allocated to UNISA (R3.8 billion or 10.2%), followed by University of Pretoria (R2.7 billion or 7.4%) and University of KwaZulu-Natal (R2.4 billion or 6.4%). Sol Plaatje University was allocated the lowest amount (R610 million or 1.7%) in the same period (see Table 10.12 of the Appendix).

Funding of public PSET institutions has been increasing over the period under review (2011/12 to 2018/19 financial years), with funds allocated during this period increasing by R23.9 billion. Public HEIs recorded the largest increase (R17.5 billion), followed by TVET colleges (R5.6 billion) while CET colleges recorded the lowest increase (R766.9 million).

From the 2015/16 to 2018/19 financial years, funding for TVET and CET colleges was allocated in terms of subsidies and operational costs. The highest proportion of funding allocated to TVET colleges during the 2018/19 financial year was for operational cost (57.1% or R5.7 billion), while 42.9% (R4.3 billion) was for subsidies. The operational funding in TVET colleges increased by R455.1 million between 2017/18 and 2018/19 financial years, while the subsidies amount increased by R2.8 billion in the same period. A larger proportion of the subsidies amount allocated in the 2018/19 financial year was for False Bay TVET college the largest amount (R451.2 million or 10.5%), while Lephalale TVET college was allocated the lowest amount (R34.2 million or 0.8%) (see Table 10.13 of the Appendix).

The CET sector is the smallest sector among the three public PSET sectors, and the total amount allocated to CET colleges amounted to R2.2 billion during the 2018/19 financial year. A larger proportion of CET colleges funding was allocated for operational costs (95.0% or R2.1 billion) while 5.0% (R110 million) was allocated for subsidies. Table 10.14 of the Appendix shows that more than a quarter of the total subsidies amount was allocated to Gauteng CET college (R32.1 million or 29.2%) while the lowest allocation was for Northern Cape CET college (R2.1 million or 1.9%). The proportions of the subsidies allocation to CET colleges remained the same over the period under review (2015/16 to 2018/19 financial years).

## 9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

### 9.3.1 Introduction

Following an announcement by former President Zuma in December 2017, and confirmed through budget allocations from National Treasury in February 2018, the Department of Higher Education and Training (DHET) introduced the new DHET Bursary Scheme for 2018, providing fully-subsidised funding for poor and working class students at public universities. The Bursary Scheme has been implemented by the National Student Financial Aid Scheme (NSFAS) from the 2018 academic year onwards. The new Bursary Scheme gives effect to Government's vision to ensure that all academically-deserving students from poor and working class backgrounds, who are admitted to study at public universities are provided with financial support for their undergraduate study programmes, and are supported to succeed. The bursary scheme supports the goals of the National Development Plan (2012) and the White Paper on Post School Education and Training (2013), to expand access to higher education for deserving students through financial support from Government, and to support greater student success and throughput.

### 9.3.2 NSFAS beneficiaries and amounts provided

**Table 9.2: Number of students who received loans/bursaries from the NSFAS and the amount provided, by sub-sector, 2011 – 2018**

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%

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*NSFAS 2018/19 Annual Report.*

Note 1: The term "loans" refers to a loan granted to a person by the NSFAS to enable the person to defray the costs connected with his or her education at a designated HEI, and those connected with the board and lodging of that person for purposes of attending the institution.

Note 2: The term "bursaries" refers to that part of the loan granted to a person by the NSFAS, which the person is not required to pay back on compliance with the criteria and conditions set in the written agreement.

Note 3: Financial aid provided from 2018 onwards was in the form of bursaries.

Note 4: From 2011 – 2014, NSFAS awarded loans and bursaries to students/learners at specific agricultural colleges and/or schools, the National Institute for Higher Education and other colleges, (2011 – 345, 2012 – 428, 2013 – 464 and 2014 – 10). The table includes loans and bursaries to these institutions.

The number of students who obtained NSFAS bursaries was 586 763 in 2018, which was 27.5% or 126 422 higher than in 2017. More than half of public HEIs students benefitted from NSFAS (59.1% or 346 966) compared to 40.9% or 239 797 TVET college students. The total funding provided through NSFAS reached R21.1 billion in 2018, which was 49.6% higher than what was allocated in 2017. This increase came after the announcement of “fully subsidized free higher education and training for poor and working class South Africans” by the former President Jacob Zuma on 16 December 2017.

Out of the total R21.1 billion provided for NSFAS bursaries in 2018, a larger proportion went to public HEIs (87.0% or R18.4 billion), while TVET colleges received 13.0% (R2.7 billion) of the total amount. The amount provided in 2018 was R7.0 billion more than what was provided in 2017, with the largest increase recorded for public HEIs (R6.3 billion) while the lowest increase was for TVET colleges (R730.5 million).

The amount provided for NSFAS loans/bursaries increased by R15.1 billion over the eight-year period. The largest increase during this period was for public HEIs students (R13.5 billion) while that of TVET colleges increased by R1.6 billion. Over the eight-year period the number of TVET colleges students who received NSFAS loans/bursaries increased by 108.6% (124 829) while of public HEIs increased by 59.7% (129 747).

**Table 9.3: Number of students who received loans/bursaries from the NSFAS by gender, 2011 – 2018**

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

**Source:** NSFAS database, data extracted in November 2019.

**Note:** 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.

A total of 360 344 female students received NSFAS bursaries in 2018 compared to 226 419 males. This was an increase of 86.9% or 167 520 in the number of female students who received NSFAS loans/bursaries between 2011 and 2018, while the number of male students increased by 62.5% or 87 056 in the same period. The largest increase in this period was for female students in TVET colleges (86 268).

The number of female students benefiting from NSFAS loans/bursaries has been higher than that of males throughout the period under review. The largest gender disparities were recorded in 2018, where 69 903 more female students from TVET colleges and 64 022 more female students from public HEIs received NSFAS bursaries 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 – 2018**

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
	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

Sources: 2018 HEMIS database, data extracted in November 2019.

Statistics on Post-School Education and Training in South Africa, 2017.

NSFAS 2018/19 Annual Report.

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

The total amount provided to Funza Lushaka bursaries in 2018 was R1.0 billion. This represents a 126.0% (R557.8 million) increase compared with 2011 and an 8.3% (R91.1 million) decrease compared to what was provided in 2017. The number of students who received Funza Lushaka bursaries was 14 787 in 2018, reflecting a 66.3% (5 894) increase over the eight-year period and a 0.8% (112) decrease when compared with 2017.

A higher number of female students enrolled in the education field of study, and we can also observe from the table above that more female students were allocated Funza Lushaka bursaries. In 2018, there were 4 147 more female students who received Funza Lushaka bursaries compared to males, and these large gender disparities were observed in 2011-2016.

## 9.4 THE SKILLS DEVELOPMENT LEVY

### 9.4.1 Introduction

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

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

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

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

The SETAs and the NSF disburse the skills levy 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 – 2018/19**

Year	Total Amount Disbursed by the Skills Levy Fund R '000	Distribution of Levy Funds					Portion of SETA Admin fee transferred to QCTO: R'000
		NSF R'000	Amount disbursed to SETAs R'000	SETAs			
				Administration Costs R'000	Mandatory Grant R'000	Discretionary Grant R'000	
2011/12	10 106 213	2 020 029	8 086 184	1 010 773	5 053 865	2 021 546	n.a.
2012/13	11 419 341	2 283 872	9 135 469	1 141 934	5 709 668	2 283 867	n.a.
2013/14	12 566 289	2 511 390	10 054 899	1 319 705	2 513 725	6 221 469	15 428
2014/15	14 036 309	2 818 082	11 218 227	1 472 392	2 804 557	6 941 278	28 500
2015/16	15 225 043	3 044 212	12 180 831	1 598 734	3 045 208	7 536 889	40 000
2016/17	15 298 454	3 046 235	12 252 219	1 608 103	3 063 055	7 581 061	60 670
2017/18	16 234 599	3 246 920	12 987 679	1 704 633	3 246 920	8 036 126	68 431
2018/19	17 479 895	3 495 979	13 983 916	1 835 389	3 495 979	8 652 548	86 691
<b>Total</b>	<b>112 366 143</b>	<b>22 466 719</b>	<b>89 899 424</b>	<b>11 691 663</b>	<b>28 932 977</b>	<b>49 274 784</b>	<b>299 720</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*DHET Levy System, data extracted in April 2019.*

Note 1: "NSF" refers to the funds disbursed by the National Skills Fund.

Note 2: "Administration Costs" refer to administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations of 3 December 2012.

Note 3: "Mandatory Grant" refers to the funds designated as mandatory grant contemplated in regulation 4 of the SETA Grant Regulations of 3 December 2012.

Note 4: "Discretionary Grant" refers to the money allocated within the SETA to be spent on discretionary grants and projects contemplated in regulation 3 (2) (c) to (9) as read with regulation 6 of the SETA Grant Regulations of 3 December 2012.

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

The total amount disbursed by the skills development levy has been increasing over the period under review (2011/12 to 2018/19), with the total amount disbursed over the eight financial years amounting to R112.4 billion. Over the period 2011/12 to 2018/19 financial years, the amount disbursed by the skills levy fund increased by 73.0% or (R7.4 billion). The registration of new companies with SARS as skills levy payers can be one of the factors that attributed to the increase.

Out of the R112.4 billion skills levy fund disbursed over the period under review, 80% or R89.9 billion was disbursed to SETAs while 20% or R22.5 billion was disbursed to the National Skills Fund (NSF). A larger proportion of the SETAs amount was distributed to discretionary grants (54.8% or R49.3 billion) followed by mandatory grants (32.2% or R28.9 billion) while 13.0% or R11.7 billion of the total cost was for administration costs.

When looking at the 2018/19 financial year, the amount disbursed by the skills development levy was R17.5 billion, representing a 7.7% (R1.2 billion) increase compared to what was disbursed in the 2017/18 financial year (R16.2 billion). SETAs received a larger proportion of the skills levy fund (R14.0 billion) while NSF received R3.5 billion during the 2018/19 financial year. In terms of the amount paid back to levy paying employers in the form of mandatory grants, an increase of R249 million was recorded between 2017/18 and 2018/19 financial years, while discretionary grants and administration costs increased by R616.4 million and R130.8 million respectively in the same period.

During the 2018/19 financial year, the amount disbursed to the QCTO was R86.7 million, which was R71.3 million higher than what was disbursed during the 2013/14 financial year and 18.3 million higher than what was disbursed in the 2017/18 financial year. The amount paid to NSF in the 2018/19 financial year was R249.1 million higher than what was disbursed in the 2017/18 financial year, and R1.5 billion higher than what was disbursed in the 2011/12 financial year.

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

### 9.5.1 Introduction

The NSF was established in terms of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. It is resourced from skills development levies that employers submit to the government in terms of the *Skills Development Levies Act, 1999 (Act No. 9 of 1999)*. National skills funds are disbursed in line with the strategic framework and criteria for the allocation of funds as approved by the Minister of Higher Education, Science and Technology on advice provided by the National Skills Authority (NSA) in accordance with Section 5(1)(a)(iv) of the *Skills Development Act, 1998 (Act No. 97 of 1998)*.

The Skills Development Act stipulates that the National Skills Fund (NSF) may fund the following:

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

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

### 9.5.2 Number of projects and beneficiaries supported by the NSF

**Table 9.6: Number of NSF supported projects and beneficiaries by province, 2013/14 – 2018/19**

Province	Number of projects						Number of beneficiaries					
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Eastern Cape	11	13	16	23	18	36	3 134	5 045	5 479	5 898	9 271	9 767
Free State	4	4	4	4	4	6	857	2 541	1 674	2 859	2 148	2 944
Gauteng	18	20	23	25	27	38	2 220	15 980	19 039	10 684	9 781	12 095
KwaZulu-Natal	21	19	18	24	21	48	11 903	11 516	16 976	8 012	10 450	10 282
Limpopo	11	10	10	11	12	23	5 261	8 668	6 598	7 147	6 649	7 641
Mpumalanga	4	5	4	6	5	13	1 591	4 604	2 902	2 497	2 040	2 929
Northern Cape	5	4	4	4	2	3	625	601	1 003	1 603	1 602	1 569
North West	6	5	5	5	4	13	1 727	3 534	1 730	2 010	3 204	3 807
Western Cape	13	13	16	18	17	26	6 188	10 128	8 502	7 293	11 952	7 687
Multi-provinces	39	34	24	42	24	45	44 407	n.a.	n.a.	n.a.	n.a.	n.a.
National	32	58	83	8	39	46	n.a.	n.a.	n.a.	166	141	330
<b>Total</b>	<b>164</b>	<b>185</b>	<b>207</b>	<b>170</b>	<b>173</b>	<b>297</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>

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*NSF organisational report.*

*NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2014 to 31 March 2019.*

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

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

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

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

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

The NSF supported 297 skills development projects across South Africa during the 2018/19 financial year. The majority of these were located at provincial level (206), while 45 were multi provinces and 46 were national projects/ international scholarship projects. Some of the key national projects supported by the NSF include: the National Artisan Moderation Body (NAMB), the Recognition of Prior Learning (RPL) Project of INDLELA, South African Institute of Chartered Accountants (SAICA) for capacity development of TVET colleges' Chief Financial Officers and finance units of the CET colleges, Special Infrastructure Presidential Programme (SIPP) resourcing the DHET unit for Strategic Integrated Projects (SIPs), DHET-South African Institute for Vocational and Continuing Education and Training (SAIVCET), Artisans Certification – System development and support, Career Development Services, Curriculum specialists for TVET capacity development support, SANReN / SABEN – TVET colleges connectivity project and Centres of Specialisation (COS). These PSET interventions funded from the NSF are managed with a Service Level Agreement with the Department.

As can be seen in Table 9.6, the number of skills development projects funded from the NSF steadily increased between 2013/14 and 2015/16 financial years. This was largely due to the refocusing of NSF funding towards priority projects in the PSET system as well as support of rural development projects in most of the provinces and the Centres of Specialisation projects. The number of projects however decreased slightly in 2016/17 and 2017/18 financial years due to some projects coming to an end during 2016 and 2017.

Table 9.6 shows that 59 051 persons benefited directly from NSF support during the 2018/19 financial year. A further breakdown of the beneficiaries is as follows:

- Gender: Male – 23 760 (40.2%), Female – 35 291 (59.8%)
- People with disabilities: – 481 (0.8%)
- Equity / population group: Black African – 53 022 (89.8%), Coloured – 4 697 (8.0%), Indian/Asian – 320 (0.5%), – White – 572 (1.0%), Other (not indicated) 440 (0.7%)
- Age group: Youth (under 25 years) – 26 019 (44.1%)  
 Youth (25 –34 years) – 26 092 (44.2%)  
 Adults (35 years and above) – 6 940 (11.8%)
- Beneficiaries per provincial breakdown: Eastern Cape – 9 767 (16.5%), Free State – 2 944 (5.0%), Gauteng – 12 095 (20.5%), KwaZulu-Natal – 10 282 (17.4%), Limpopo – 7 641 (12.9%), Mpumalanga – 2 929 (5.0%), Northern Cape – 1 569 (2.7%), North West – 3 807 (6.4%), Western Cape – 7 687 (13.0%) and International scholarships – 330 (0.6%).
- Rural<sup>10</sup> vs Urban<sup>11</sup>: Rural– 34 925 (59.1%) and Urban – 24 126 (40.9%).

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

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

**Table 9.7: Distribution of NSF across key projects and number of beneficiaries, 2013/14 – 2018/19**

Project	Number of beneficiaries						Amount disbursed R'000						% of total amount disbursed 2018/19
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	
Bursaries	30 162	15 216	17 747	19 171	16 643	10 815	1 272 200	1 074 769	1 551 362	1 390 404	969 714	1 057 916	46.2%
NSF disbursement to TVET colleges	25 850	23 112	14 835	2 844	7 326	9 698	493 123	507 020	453 705	209 610	233 810	486 897	21.3%
Support to NGP (Public & Private)	9 238	6 099	5 562	10 029	-	-	428 456	225 262	213 430	544 431	-	-	n.a
Support to IPAP (Public)	626	3 228	5 778	657	377	3 613	64 800	58 653	181 136	32 311	0	64 217	2.8%
Rural Development	3 156	7 731	12 627	15 468	32 892	34 925	101 008	221 235	233 779	241 744	1 795 634	531 849	23.2%
Other National Priorities	8 881	7 231	7 354	0	0	0	618 826	1 003 604	1 723 750	2 597 398	3 970 941	149 901	6.50%
<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>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>100.0%</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

**NSF audited financial statements for the years ending 31 March 2014 to 31 March 2019.**

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 2012/13 to 2018/19.

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

Note 4: Certain disbursed amounts stated under "Amount Disbursed" NSDS III for 2013/14 may have changed as per the restated figures in the NSF Annual Financial Statements for the years ended 31 March 2014 to 31 March 2019.

Note 5: "Rural development" – this figure does not reflect the number of people benefiting from skills development under the other key project types also with a rural impact, but will be indicated in the text (note paragraph above).

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

Note 7: The numbers under the project type "Support to NGP" are with effect from 2017/18 covered under Bursaries, TVET colleges, IPAP and Rural Development.

Note 8: Information for financial years 2011/12 and 2012/13 is available in the publication *Statistics on Post-School Education and Training in South Africa, 2017.*

As indicated in Table 9.7, the NSF disbursed more than R2.2 billion on skills development interventions in the 2018/19 financial year, a decrease compared to the 2013/14 to 2017/18 financial years. The main reason for the shortfall is due to delays in the implementation of the infrastructure development projects related to the construction of nine new TVET college campuses across the country, as well as delays in the implementation of the Centres of Specialisation Programme and Rural Development projects. Expenditure incurred on the active sites during the financial year have been capitalised and will be expensed upon completion of the sites and final expenditure reports from the implementing agent. Most of the contracts related to the Centres of Specialisation Programme and Rural Development projects have been finalised and most of the first tranche payment were made in 2017/18 and the expenditure should start being realised in the 2019/20 financial year. The NSF further received a refund from the DHET for the "No student fees increases" project, amounting to R485 million, which further reduced the total net grant disbursement.

In 2018/19, 46.2% of all NSF funds were used for student bursaries, which were dispensed mainly through National Student Financial Aid Scheme (NSFAS) and the National Research Foundation (NRF). About 99% of these bursaries were allocated to students enrolled in public HEIs.

Table 9.7 also shows an increase in the amount of NSF funding allocated for student bursaries since 2013/14 to 2016/17 financial years from over R1.0 billion in 2013/14 and 2014/15 and over R1.3 billion in 2015/16 and 2016/17 financial years. This significant growth can be attributed to policy shifts, which place greater emphasis on an integrated PSET system as envisioned in the White Paper for Post-School Education and Training and “no student fees increases” at public HEIs during 2015 and 2016 academic year. The NSF could not escape the sweeping effect of the series of national student protests, resulting in re-directing of R5.3 billion of reserves to public HEIs and TVET colleges to meet the promise of government to a no fee increase for students from poor and working class families. The immediate effect of this shift of funds is the reduction of funds to target students enrolled in scarce and critical skills in HEIs, reduction of funds targeting artisan development, PSET capacity building and the reduction of funds targeting vulnerable youth currently not employed nor in education or training. However, there was a decrease in the amount of NSF funding allocated for student bursaries in 2017/18 and 2018/19 financial years compared to the previous financial years due to the strains on the available funds within the National Skills Fund.

Table 9.7 also shows that of the 59 051 persons who benefited directly from NSF support during the 2018/19 financial year, a total of 10 815 were public HEIs students through NSF funded bursaries. Public HEIs received 8 530 undergraduate bursaries and 1 955 postgraduate bursaries in scarce skills fields of study. The bursaries allocation also includes funding for 330 international scholarships to study various scarce skills programmes.

Other 48 236 beneficiaries were supported by the NSF through artisan development, occupational programmes at TVET colleges, skills development programmes and workplace-based learning, such as artisan development programmes and learnerships to support the National Growth Path (NGP), the Industrial Policy Action Plan (IPAP), rural development, Expanded Public Works Programme (EPWP) and other national priorities.

### 9.5.3 NSF infrastructure grants

**Table 9.8: Distribution of NSF infrastructure budget, 2012/13 – 2018/19**

Year	Amount disbursed		
	Public HEIs R'000	Other R'000	Total R'000
2012/13	21 113	32 838	53 951
2013/14	275 061	28 104	303 165
2014/15	407 425	18 014	425 439
2015/16	278 152	-19	278 133
2016/17	218 254	0	218 254
2017/18	126 789	0	126 789
2018/19	105 085	0	105 085
<b>Total</b>	<b>1 431 879</b>	<b>78 937</b>	<b>1 510 816</b>

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.*

*NSF audited financial statements for the year ending 31 March 2013 to 31 March 2019.*

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

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

Note 3: Certain disbursed amounts stated under "Amount Disbursed" may have changed as per the restated figures in the NSF Annual Financial Statements for the years ended 31 March 2014 to 31 March 2019.

In addition to supporting public HEIs and TVET college students with bursaries, the NSF prioritised allocations to expand and improve the infrastructure of public HEIs, TVET colleges and CET colleges, and to support the improvement of infrastructure at state-owned enterprises. To this end, the NSF disbursed more than R1.5 billion towards skills infrastructure development regarded as a national priority of government since 2012/13 financial year, mainly focussing on public HEIs as reflected in Table 9.8.

The decrease in the disbursement for 2018/19 is mainly as a result of the slow progress and claiming processes of the infrastructure development projects. Details of the previous years' disbursements are reflected in the DHET publications *Statistics on Post-School Education and Training in South Africa, 2012 to 2017*.

Funds were also disbursed for the planning, development and refurbishment of TVET college campuses. These TVET college campuses are in geographical areas close to communities in high demand for post-school education facilities, based on the density of the population within each identified area and the unavailability of sufficient post-school education and training facilities within the region. It is vital to provide the South African communities from these geographical locations with the opportunity towards acquiring a skill, relevant to the workplace, by establishing sufficient campuses close to the communities. The physical construction of the first three new TVET college campuses began in the 2014/15 financial year, namely Bhambanana and Nkandla A campuses which should be completed in 2019. The Thabazimbi campus was completed in 2017.

A further 10 TVET colleges campuses are in the process of being constructed or refurbished and work has commenced during mid-2018.

## 10. APPENDIX: STATISTICAL TABLES

**Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2018**

Institution	Major Field of Study					Formal Qualification							
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	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
Cape Peninsula University of Technology	15 932	10 963	4 414	2 913	34 222	139	21 772	10 212	0	266	1 541	292	34 222
University of Cape Town	13 323	6 684	524	8 213	28 744	945	288	16 394	195	3 067	5 721	2 134	28 744
Central University of Technology, Free State	9 724	4 426	3 966	1 348	19 464	66	10 104	7 978	140	571	414	191	19 464
Durban University of Technology	13 764	12 064	1 193	4 190	31 211	0	20 584	9 313	0	0	917	397	31 211
University of Fort Hare	4 628	1 948	2 134	8 185	16 896	19	492	12 085	76	1 715	1 718	791	16 896
University of the Free State	10 804	10 453	9 873	8 386	39 516	632	4 157	27 442	172	3 772	2 355	986	39 516
University of Johannesburg	17 510	19 546	3 967	9 763	50 786	78	12 035	28 972	621	3 849	3 868	1 363	50 786
University of KwaZulu-Natal	19 226	8 064	7 270	15 085	49 645	742	80	34 505	2	4 857	6 139	3 320	49 645
University of Limpopo	8 430	3 057	3 688	5 982	21 157	39	0	18 049	259	1 022	1 435	353	21 157
Nelson Mandela University	11 000	9 131	1 930	6 447	28 507	352	9 982	13 582	381	1 617	1 966	627	28 507
North West University	12 051	11 822	24 737	12 602	61 212	283	13 421	35 400	1 043	6 368	3 072	1 625	61 212
University of Pretoria	25 841	8 425	6 411	9 754	50 431	411	324	35 086	132	6 055	6 116	2 307	50 431
Rhodes University	2 440	1 377	1 177	3 158	8 153	67	1	5 593	0	955	917	620	8 153
University of South Africa	40 127	107 003	116 238	110 612	373 979	14 096	102 498	200 076	6 461	43 392	5 084	2 372	373 979
University of Stellenbosch	15 288	6 663	1 586	7 724	31 261	858	118	19 590	318	3 803	4 896	1 678	31 261
Tshwane University of Technology	25 675	22 181	4 984	13 080	65 920	274	46 254	16 083	10	795	2 049	455	65 920
University of Venda	7 199	3 099	2 509	3 766	16 573	0	308	14 327	5	800	735	398	16 573
Vaal University of Technology	11 252	6 103	367	3 345	21 067	252	16 998	3 162	107	234	216	98	21 067
Walter Sisulu University	8 524	10 064	5 681	7 871	32 140	0	16 113	13 674	0	1 707	577	69	32 140
University of Western Cape	8 363	2 937	2 353	9 179	22 831	0	215	17 229	530	1 780	2 048	1 029	22 831
University of Witwatersrand	19 879	8 746	3 168	8 492	40 285	881	0	25 348	192	4 017	7 679	2 168	40 285
University of Zululand	4 106	3 577	4 791	5 423	17 896	101	1 427	13 563	406	1 474	629	296	17 896
Sol Plaatje University, Northern Cape	418	138	576	428	1 560	0	300	1 260	0	0	0	0	1 560
University of Mpumalanga	1 289	220	615	343	2 466	0	1 122	1 274	70	0	0	0	2 466
Mangosuthu University of Technology	7 967	4 505	0	883	13 354	0	12 664	363	270	47	10	0	13 354
Sefako Makgatho Health Science University	5 912	0	0	380	6 292	0	0	4 981	35	201	994	81	6 292
<b>Totals</b>	<b>320 671</b>	<b>283 194</b>	<b>214 151</b>	<b>267 553</b>	<b>1 085 568</b>	<b>20 235</b>	<b>291 257</b>	<b>585 541</b>	<b>11 425</b>	<b>92 364</b>	<b>61 096</b>	<b>23 650</b>	<b>1 085 568</b>

Source: 2018 HEMIS database, data extracted in November 2019.

Note 1: SET majors mean majors in Science, Engineering and Technology. These include majors in Engineering, Health Sciences, Life Sciences, Physical Sciences, Computer Sciences and Mathematical Sciences.

Note 2: Business majors include majors in Accounting, Management and all other business-related majors, such as Marketing.

Note 3: Humanities majors include majors in Education, Languages and Literary Studies, Fine Arts, Music and the Social Sciences.

Note 4: Occasional students are students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.

Note 5: The category "Undergraduate degrees" refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as B Tech, BSc (Engineering) MBChB, BFA), which are those that have an approved formal time of three or more years.

Note 6: The category "Postgraduate, Below Master's level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's degrees, and Honours degrees.

Note 7: As a result of rounding off, numbers may not necessarily add up to totals.

Note 8: 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, 2018**

Institution	Contact							Distance						
	African	Coloured	Indian/ Asian	White	Total	Female	Male	African	Coloured	Indian/ Asian	White	Total	Female	Male
Cape Peninsula University of Technology	22 687	8 495	269	2 447	33 898	18 739	15 159	197	14	21	92	324	145	179
University of Cape Town	8 085	3 800	1 784	6 483	28 620	15 238	13 361	44	8	7	14	124	68	56
Central University of Technology, Free State	18 251	441	37	735	19 464	10 147	9 317	0	0	0	0	0	0	0
Durban University of Technology	26 655	341	3 611	543	31 211	15 768	15 443	0	0	0	0	0	0	0
University of Fort Hare	16 392	315	37	152	16 896	9 321	7 575	0	0	0	0	0	0	0
University of the Free State	26 520	2 017	363	6 264	35 186	21 150	14 036	3 220	178	225	699	4 330	2 936	1 394
University of Johannesburg	43 407	1 532	2 022	3 421	50 382	25 949	24 433	284	21	29	70	404	219	185
University of KwaZulu-Natal	38 154	915	8 511	1 359	49 126	27 859	21 267	484	8	24	2	519	432	87
University of Limpopo	21 127	12	6	9	21 157	11 300	9 857	0	0	0	0	0	0	0
Mangosuthu University of Technology	13 296	19	36	3	13 354	6 426	6 928	0	0	0	0	0	0	0
University of Mpumalanga	2 462	3		1	2 466	1 438	1 028	0	0	0	0	0	0	0
Nelson Mandela University	19 369	3 840	400	4 885	28 494	14 999	13 495	12	0	0	1	13	5	8
North West University	25 009	1 547	521	16 271	43 418	24 804	18 614	15 015	1 292	106	1 361	17 794	15 159	2 635
University of Pretoria	23 371	1 405	2 959	20 767	48 515	27 001	21 514	1 845	15	9	43	1 916	1 403	513
Rhodes University	5 588	409	415	1 741	8 153	4 875	3 278	0	0	0	0	0	0	0
Sefako Makgatho Health Science University	5 890	22	115	265	6 292	3 914	2 378	0	0	0	0	0	0	0
Sol Plaatje University, Northern Cape	1 088	410	13	49	1 560	905	655	0	0	0	0	0	0	0
University of South Africa	0	0	0	0	0	0	0	288 539	20 582	19 193	44 099	373 979	247 612	126 367
University of Stellenbosch	5 934	5 699	1 052	18 428	31 261	17 244	14 011	0	0	0	0	0	0	0
Tshwane University of Technology	62 738	313	182	1 663	64 896	33 030	31 866	867	112	30	15	1 024	496	528
University of Venda	16 543	4	16	10	16 573	8 948	7 625	0	0	0	0	0	0	0
Vaal University of Technology	20 652	102	40	201	20 995	9 509	11 486	72	0	0	0	72	32	40
Walter Sisulu University	31 927	51	99	63	32 140	18 206	13 934	0	0	0	0	0	0	0
University of Western Cape	10 412	10 278	844	1 093	22 831	13 875	8 955	0	0	0	0	0	0	0
University of Witwatersrand	26 666	1 687	4 854	7 038	40 285	22 021	18 256	0	0	0	0	0	0	0
University of Zululand	17 817	24	35	18	17 896	10 319	7 577	0	0	0	0	0	0	0
<b>Total</b>	<b>510 040</b>	<b>43 681</b>	<b>28 221</b>	<b>93 909</b>	<b>685 069</b>	<b>372 985</b>	<b>312 048</b>	<b>310 579</b>	<b>22 230</b>	<b>19 644</b>	<b>46 396</b>	<b>400 499</b>	<b>268 507</b>	<b>131 992</b>
<b>Percentage</b>	<b>74.5%</b>	<b>6.4%</b>	<b>4.1%</b>	<b>13.7%</b>	<b>100%</b>	<b>54.4%</b>	<b>45.6%</b>	<b>77.5%</b>	<b>5.6%</b>	<b>4.9%</b>	<b>11.6%</b>	<b>100%</b>	<b>67.0%</b>	<b>33.0%</b>

Source: 2018 HEMIS database, data extracted in November 2019.

- Note 1: Contact students are those who are registered mainly for courses offered in contact mode.  
 Note 2: Distance students are those who are registered mainly for courses offered in distance mode.  
 Note 3: The figures in the "total" column are for both genders as well as population group.  
 Note 4: As a result of rounding off, numbers and percentages may not necessarily add up to totals.  
 Note 5: Audited data was amended to ensure that totals balance.

Note 6: Total includes "unknown race" and "unknown gender".

**Table 10.3: Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 – 2018**

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2017.**2018 HEMIS database, data extracted in November 2019.*

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, 2018**

Institution	Contact					Distance					Total Contact and Distance
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	
Cape Peninsula University of Technology	10 722	7 554	2 958	4 017	25 253	34	225	0	14	273	25 526
University of Cape Town	9 546	4 938	363	6 759	21 606	14	27	0	0	41	21 647
Central University of Technology, Free State	6 663	2 972	4 045	1 415	15 095	0	0	0	0	0	15 095
Durban University of Technology	9 349	7 619	1 896	4 568	23 432	0	0	0	0	0	23 432
University of Fort Hare	3 434	1 523	2 146	6 686	13 788	0	0	0	0	0	13 788
University of the Free State	8 222	4 759	5 295	11 015	29 291	11	645	919	597	2 172	31 463
University of Johannesburg	12 334	13 444	2 789	10 094	38 661	42	0	93	2	137	38 799
University of KwaZulu-Natal	12 933	5 524	6 072	12 068	36 598	130	0	4	0	134	36 731
University of Limpopo	6 453	2 498	3 083	5 604	17 637	0	0	0	0	0	17 637
Mangosuthu University of Technology	5 154	2 779	0	1 642	9 576	0	0	0	0	0	9 576
University of Mpumalanga	1 090	219	582	279	2 170	0	0	0	0	0	2 170
Nelson Mandela University	8 200	6 440	1 327	5 754	21 722	1	0	0	0	1	21 723
North West University	10 312	8 037	5 528	13 552	37 429	345	52	8 254	895	9 545	46 974
University of Pretoria	19 632	6 811	3 195	9 622	39 261	0	0	560	0	560	39 821
Rhodes University	1 952	1 021	773	2 836	6 582	0	0	0	0	0	6 582
Sefako Makgatho Health Science University	4 584	0	0	310	4 894	0	0	0	0	0	4 894
Sol Plaatje University, Northern Cape	359	159	703	339	1 559	0	0	0	0	0	1 559
University of South Africa	0	0	0	0	0	27 350	55 240	59 543	85 359	227 492	227 492
University of Stellenbosch	11 804	5 400	1 336	5 985	24 525	0	0	0	0	0	24 525
Tshwane University of Technology	16 986	14 173	3 650	12 736	47 546	0	0	0	869	869	48 415
University of Venda	5 274	1 596	2 060	4 727	13 658	0	0	0	0	0	13 658
Vaal University of Technology	6 285	4 143	380	3 468	14 275	2	27	0	3	32	14 307
Walter Sisulu University	6 819	5 161	7 221	7 614	26 816	0	0	0	0	0	26 816
University of Western Cape	5 988	2 190	1 891	7 272	17 341	0	0	0	0	0	17 341
University of Witwatersrand	14 092	5 973	1 909	7 815	29 789	0	1	0	0	1	29 790
University of Zululand	3 515	2 979	4 291	5 262	16 047	0	0	0	0	0	16 047
<b>Total</b>	<b>201 702</b>	<b>117 914</b>	<b>63 493</b>	<b>151 441</b>	<b>534 550</b>	<b>27 929</b>	<b>56 216</b>	<b>69 374</b>	<b>87 738</b>	<b>241 257</b>	<b>775 808</b>
<b>Percentage</b>	<b>38%</b>	<b>22%</b>	<b>12%</b>	<b>28%</b>	<b>100%</b>	<b>12%</b>	<b>23%</b>	<b>29%</b>	<b>36%</b>	<b>100%</b>	<b>100%</b>

**Source:** 2018 HEMIS database, data extracted in November 2019.

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 employed here are the same as those employed 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, 2018**

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 Diplomas and Postgraduate Certificates in Education	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	3 869	3 352	970	903	9 094	5 001	3 663	0	189	208	33	9 094
University of Cape Town	2 893	2 193	215	2 079	7 379	108	3 469	160	2 066	1 381	195	7 379
Central University of Technology, Free State	2 159	997	694	421	4 271	1 719	2 105	88	301	40	18	4 271
Durban University of Technology	3 399	2 993	224	1 365	7 981	4 709	3 061	0	0	146	65	7 981
University of Fort Hare	997	465	565	1 701	3 728	175	2 085	35	1 000	301	132	3 728
University of the Free State	2 535	1 816	2 020	1 900	8 271	1 677	3 614	121	2 111	610	138	8 271
University of Johannesburg	4 656	5 422	975	2 671	13 724	3 169	6 962	435	2 105	864	189	13 724
University of KwaZulu-Natal	3 818	2 219	2 267	3 364	11 668	3	6 595	1	3 298	1 274	497	11 668
University of Limpopo	1 437	860	856	1 642	4 794	0	3 639	251	679	201	24	4 794
Nelson Mandela University	2 867	2 513	505	1 517	7 402	2 555	3 025	217	1 060	443	102	7 402
North West University	2 792	3 331	6 496	2 731	15 350	3 477	6 810	271	3 791	753	248	15 350
University of Pretoria	5 596	3 027	1 975	2 693	13 292	144	7 068	126	3 537	1 993	424	13 292
Rhodes University	679	383	319	938	2 319	0	1 256	0	741	231	91	2 319
University of South Africa	4 175	13 275	26 231	12 953	56 633	21 528	18 836	963	14 036	956	314	56 633
University of Stellenbosch	3 700	2 512	545	2 145	8 901	30	4 182	235	2 651	1 498	305	8 901
Tshwane University of Technology	5 197	4 827	836	3 015	13 875	8 360	5 105	1	35	316	58	13 875
University of Venda	1 509	649	794	654	3 605	145	2 824	4	470	119	43	3 605
Vaal University of Technology	2 105	1 724	139	636	4 604	2 863	1 473	59	153	46	10	4 604
Walter Sisulu University	1 369	2 683	1 167	1 912	7 130	3 283	3 088	0	707	46	6	7 130
University of Western Cape	1 766	797	523	1 843	4 928	130	2 915	346	1 003	410	124	4 928
University of Witwatersrand	4 052	2 630	852	2 104	9 639	0	4 919	165	2 486	1 789	280	9 639
University of Zululand	871	714	1 352	1 315	4 252	363	2 834	346	582	89	38	4 252
Sol Plaatje University, Northern Cape	86	32	33	64	214	69	145	0	0	0	0	214
University of Mpumalanga	244	22	99	43	408	204	165	39	0	0	0	408
Mangosuthu University of Technology	1 371	1 024	0	223	2 617	2 307	144	127	33	6	0	2 617
Sefako Makgatho Health Science University	1 070	0	0	39	1 109	0	758	18	156	167	10	1 109
<b>Total</b>	<b>65 211</b>	<b>60 458</b>	<b>50 651</b>	<b>50 868</b>	<b>227 188</b>	<b>62 019</b>	<b>100 740</b>	<b>4 008</b>	<b>43 190</b>	<b>13 887</b>	<b>3 344</b>	<b>227 188</b>

Source: 2018 HEMIS database, data extracted in November 2019.

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: 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, 2018**

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	23.0	35.9	71.1	13.5	11.3
University of Cape Town	37.5	21.2	67.4	24.1	9.1
Central University of Technology, Free State	17.0	26.4	52.7	9.7	9.4
Durban University of Technology	22.9	32.9	n.a.	15.9	16.4
University of Fort Hare	35.6	17.3	58.3	17.5	16.7
University of the Free State	40.3	13.2	56.0	25.9	14.0
University of Johannesburg	26.3	24.0	54.7	22.3	13.9
University of KwaZulu-Natal	3.8	19.1	67.9	20.8	15.0
University of Limpopo	n.a.	20.2	66.4	14.0	6.8
Mangosuthu University of Technology	18.2	39.7	70.2	60.0	n.a.
University of Mpumalanga	18.2	13.0	n.a.	n.a.	n.a.
Nelson Mandela University	25.6	22.3	65.6	22.5	16.3
North West University	25.9	19.2	59.5	24.5	15.3
University of Pretoria	44.4	20.1	58.4	32.6	18.4
Rhodes University	0.0	22.5	77.6	25.2	14.7
Sefako Makgatho Health Science University	n.a.	15.2	77.6	16.8	12.3
Sol Plaatje University, Northern Cape	23.0	11.5	n.a.	n.a.	n.a.
University of South Africa	21.0	9.4	32.3	18.8	13.2
University of Stellenbosch	25.4	21.3	69.7	30.6	18.2
Tshwane University of Technology	18.1	31.7	4.4	15.4	12.7
University of Venda	47.1	19.7	58.8	16.2	10.8
Vaal University of Technology	16.8	46.6	65.4	21.3	10.2
Walter Sisulu University	20.4	22.6	41.4	8.0	8.7
University of Western Cape	60.5	16.9	56.3	20.0	12.1
University of Witwatersrand	n.a.	19.4	61.9	23.3	12.9
University of Zululand	25.4	20.9	39.5	14.1	12.8
<b>Average percentage</b>	<b>21.3</b>	<b>17.2</b>	<b>46.8</b>	<b>22.7</b>	<b>14.1</b>

Source: 2018 HEMIS database, data extracted in November 2019.

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, 2018**

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/ Asian	White	Average	African	Coloured	Indian/ Asian	White	Average
Cape Peninsula University of Technology	75.4	85.5	83.4	92.6	79.3	59.2	79.5	89.6	68.4	64.3
University of Cape Town	77.9	84.9	85.5	93.1	84.3	56.1	16.7	100.0	50.0	54.2
Central University of Technology, Free State	77.3	77.4	72.8	82.7	77.5	n.a.	n.a.	n.a.	n.a.	n.a.
Durban University of Technology	86.9	84.9	87.4	90.0	87.0	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	80.8	82.0	86.2	87.0	80.9	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Free State	77.7	78.6	86.3	89.5	79.8	75.9	83.1	85.9	88.7	78.5
University of Johannesburg	84.9	86.3	90.3	90.8	85.5	n.a.	n.a.	n.a.	n.a.	n.a.
University of KwaZulu-Natal	82.5	85.4	88.1	90.4	83.6	98.6	100.0	100.0	100.0	98.6
University of Limpopo	83.5	76.5	n.a.	100.0	83.5	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu University of Technology	80.8	77.4	79.6	92.3	80.8	n.a.	n.a.	n.a.	n.a.	n.a.
University of Mpumalanga	82.3	54.4	n.a.	n.a.	82.2	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela University	76.5	80.8	82.4	89.8	79.3	n.a.	n.a.	n.a.	n.a.	n.a.
North West University	83.5	82.4	88.0	89.2	85.6	72.1	70.4	83.0	87.4	73.6
University of Pretoria	77.7	81.2	82.3	87.8	82.5	n.a.	n.a.	n.a.	n.a.	n.a.
Rhodes University	81.3	82.1	87.4	88.1	82.9	n.a.	n.a.	n.a.	n.a.	n.a.
Sefako Makgatho Health Sciences University	89.2	88.9	93.5	97.3	89.5	n.a.	n.a.	n.a.	n.a.	n.a.
Sol Plaatje University, Northern Cape	84.8	83.7	90.5	92.1	84.8	n.a.	n.a.	n.a.	n.a.	n.a.
University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	66.8	69.7	73.6	77.2	68.5
University of Stellenbosch	76.2	82.7	84.0	89.9	86.7	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	76.7	75.9	77.0	84.8	76.9	78.8	70.9	82.4	78.2	78.0
University of Venda	83.1	83.1	95.7	92.6	83.2	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	76.2	75.4	71.5	68.0	76.1	99.2	n.a.	n.a.	n.a.	99.2
Walter Sisulu University	80.5	75.7	93.5	81.8	80.5	n.a.	n.a.	n.a.	n.a.	n.a.
University of Western Cape	78.6	82.8	88.2	92.6	81.6	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	76.7	82.4	86.1	90.8	80.4	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	83.8	85.5	97.4	95.6	83.8	n.a.	n.a.	n.a.	n.a.	n.a.
Average percentage	80.3	83.1	86.7	89.4	81.9	67.1	69.9	73.8	77.6	68.8

Source: 2018 HEMIS database, data extracted in November 2019.

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, 2018**

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
Cape Peninsula University of Technology	92	161	244	155	427	389	131	125	278	184	138	133	19	26	10	5	2	1	124	122	76	46	1	2
University of Cape Town	67	130	388	445	383	200	91	70	836	460	223	117	52	54	89	31	0	0	361	353	333	183	3	1
Central University of Technology, Free State	54	93	159	122	33	45	9	3	31	17	1	2	3	5	1	4	0	0	77	56	62	33	1	2
Durban University of Technology	90	100	188	200	12	73	10	8	17	9	0	0	114	120	170	154	3	5	67	53	34	15	0	0
University of Fort Hare	92	160	285	209	1	19	6	9	14	6	0	1	3	3	0	3	0	0	43	40	27	10	0	0
University of the Free State	94	133	320	216	89	110	26	18	150	51	5	12	12	8	15	5	0	0	364	311	508	184	1	5
University of Johannesburg	203	310	510	755	606	603	40	26	137	41	6	2	90	66	94	28	0	0	292	249	301	153	4	2
University of KwaZulu-Natal	210	221	519	331	601	463	19	15	67	27	1	1	214	156	306	245	5	39	145	135	104	46	1	1
University of Limpopo	185	318	261	210	28	51	2	2	2	5	0	0	4	8	3	1	0	0	28	19	19	16	0	0
Mangosuthu University of Technology	55	97	157	151	22	34	2	0	0	4	0	0	18	28	8	4	0	0	9	7	3	4	1	0
University of Mpumalanga	32	51	120	85	53	57	0	0	0	1	0	0	4	0	1	1	0	0	10	10	5	5	1	0
Nelson Mandela University	65	82	290	170	349	293	59	39	190	109	34	20	15	12	37	13	1	1	176	178	255	132	3	6
North West University	173	282	376	324	135	162	29	29	109	65	5	12	10	16	18	11	0	0	551	457	840	376	5	10
University of Pretoria	111	127	433	375	554	397	13	15	111	37	2	0	47	23	43	21	0	0	464	398	590	237	11	7
Rhodes University	35	48	150	107	217	191	13	17	60	51	15	22	7	12	11	6	0	0	97	127	130	56	0	1
Sefako Makgatho Health Science University	260	222	194	140	271	269	2	2	1	1	0	0	21	27	1	3	0	0	48	39	54	9	0	0
Sol Plaatje University, Northern Cape	25	49	36	33	77	61	3	8	14	11	27	14	2	2	0	4	0	0	13	10	9	13	2	0
University of South Africa	406	538	1437	1335	305	117	25	29	79	59	3	0	70	40	50	36	0	0	460	276	428	217	0	1
University of Stellenbosch	46	52	131	91	13	23	89	73	588	406	78	117	11	20	19	13	0	0	401	470	721	291	7	2
Tshwane University of Technology	200	334	594	620	328	286	7	10	21	5	0	0	18	18	19	10	0	0	190	158	263	113	2	2
University of Venda	144	262	196	189	56	40	2	0	0	1	0	0	2	1	0	0	0	0	8	12	1	0	0	0
Vaal University of Technology	90	151	235	159	126	71	2	2	7	3	1	0	8	6	5	9	0	0	76	54	65	30	1	1
Walter Sisulu University	239	290	341	272	72	77	4	4	5	5	0	2	14	19	6	0	0	1	23	26	6	11	0	0
University of Western Cape	38	25	100	72	3	2	139	123	391	284	3	24	34	17	18	15	0	0	103	80	25	18	0	0
University of Witwatersrand	152	206	1040	725	418	710	40	20	129	41	1	4	84	45	145	79	0	1	321	317	200	99	0	1
University of Zululand	97	145	370	261	30	73	0	0	1	3	0	0	12	17	14	6	0	0	23	25	11	10	0	0
<b>Total</b>	<b>3 255</b>	<b>4 587</b>	<b>9 074</b>	<b>7 752</b>	<b>5 209</b>	<b>4 816</b>	<b>763</b>	<b>647</b>	<b>3 238</b>	<b>1 886</b>	<b>543</b>	<b>483</b>	<b>888</b>	<b>749</b>	<b>1 083</b>	<b>707</b>	<b>11</b>	<b>48 4 474</b>	<b>3 982</b>	<b>5 070</b>	<b>2 307</b>	<b>44</b>	<b>44</b>	

Source: 2018 HEMIS database, data extracted in November 2019.

Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.

Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.

Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.

Note 4: The category "service staff" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

Note 5: Black staff, for the purpose of this summary table, includes all African, Coloured and Indian/Asian staff employed on a permanent contract.

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

**Table 10.9: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2018**

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research	Administrative	Service	Instruction and Research	Administrative	Service	Instruction and Research	Administrative	Service
Cape Peninsula University of Technology	804	998	1 094	69	88	100	46	61	52
University of Cape Town	1 211	2 789	932	38	81	99	48	59	66
Central University of Technology, Free State	300	429	84	56	78	96	48	59	42
Durban University of Technology	605	792	93	73	93	100	48	52	16
University of Fort Hare	356	554	21	77	93	100	40	59	5
University of the Free State	966	1 449	222	30	52	97	51	69	43
University of Johannesburg	1 276	2 019	1 223	58	78	100	49	52	50
University of KwaZulu-Natal	1 341	1 669	1 112	62	90	100	47	60	55
University of Limpopo	566	517	79	92	93	100	39	55	35
Mangosuthu University of Technology	216	331	57	93	98	98	39	51	40
University of Mpumalanga	107	218	111	81	95	99	43	58	49
Nelson Mandela University	626	1 196	707	43	68	99	50	65	55
North West University	1 547	2 119	329	35	43	95	49	63	44
University of Pretoria	1 205	1 847	971	28	55	98	53	64	58
Rhodes University	356	571	446	37	67	100	43	61	52
Sefako Makgatho Health Science University	621	403	540	86	84	100	53	62	50
Sol Plaatje University, Northern Cape	112	120	181	79	82	99	38	49	59
University of South Africa	1 844	3 641	426	60	82	100	52	55	72
University of Stellenbosch	1 162	2 260	240	25	55	96	47	65	41
Tshwane University of Technology	935	1 645	618	63	77	99	44	55	53
University of Venda	431	387	96	95	100	100	36	51	58
Vaal University of Technology	389	513	200	67	81	99	45	61	64
Walter Sisulu University	619	651	152	92	97	100	45	55	47
University of Western Cape	681	934	32	55	94	100	51	57	19
University of Witwatersrand	1 185	2 458	1 135	46	88	100	50	62	37
University of Zululand	320	676	103	85	97	100	42	59	29
<b>Total</b>	<b>19 781</b>	<b>31 186</b>	<b>11 204</b>	<b>55</b>	<b>76</b>	<b>99</b>	<b>48</b>	<b>59</b>	<b>52</b>

Source: 2018 HEMIS database, data extracted in November 2019.

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, 2018

College	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	PLP	Total
1. Boland TVET College	1 238	7 137	1 523	0	30	9 928
2. Buffalo City TVET College	2 081	4 065	0	37	0	6 183
3. Capricorn TVET College	6 282	20 324	251	0	0	26 857
4. Central JHB TVET College	1 735	15 839	0	62	0	17 636
5. Coastal TVET College	4 274	10 787	0	36	0	15 097
6. College of Cape Town TVET College	2 541	9 541	2 006	6 374	65	20 527
7. Eastcape Midlands TVET College	2 525	6 166	112	298	0	9 101
8. Ehlanzeni TVET College	3 807	9 745	0	0	0	13 552
9. Ekurhuleni East TVET College	3 623	13 375	575	153	0	17 726
10. Ekurhuleni West TVET College	7 173	11 526	0	410	42	19 151
11. Elangeni TVET College	3 759	6 577	1 619	58	49	12 062
12. Esayidi TVET College	2 001	7 961	14	38	0	10 014
13. False Bay TVET College	1 459	5 552	1 397	2 057	61	10 526
14. Flavius Mareka TVET College	692	11 337	129	0	0	12 158
15. Gert Sibande TVET College	5 393	6 643	492	0	38	12 566
16. Goldfields TVET College	1 255	6 592	0	43	0	7 890
17. Ikhala TVET College	1 361	4 667	0	0	0	6 028
18. Ingwe TVET College	2 959	9 268	0	0	0	12 227
19. King Hintsa TVET College	1 584	4 068	0	35	0	5 687
20. King Sabata Dalindyebo TVET College	2 171	7 298	0	222	0	9 691
21. Lephahale TVET College	802	7 775	560	0	0	9 137
22. Letaba TVET College	1 805	4 173	0	413	0	6 391
23. Lovedale TVET College	1 280	4 939	0	177	0	6 396
24. Majuba TVET College	4 504	21 838	112	0	0	26 454
25. Maluti TVET College	3 951	7 114	0	14	0	11 079
26. Mnambithi TVET College	1 141	6 082	0	136	0	7 359
27. Mopani South East TVET College	3 066	3 951	0	21	0	7 038
28. Motheo TVET College	1 253	17 420	105	497	0	19 275
29. Mthashana TVET College	1 016	4 588	248	192	0	6 044
30. Nkangala TVET College	3 198	15 907	1	0	0	19 106
31. Northern Cape Rural TVET College	827	4 432	508	0	0	5 767
32. Northern Cape Urban TVET College	869	4 701	1 632	251	0	7 453
33. Northlink TVET College	2 109	19 939	2 887	3 189	0	28 124
34. Orbit TVET College	3 503	10 970	604	61	0	15 138
35. Port Elizabeth TVET College	2 108	8 323	118	1 268	0	11 817
36. Sedibeng TVET College	3 980	17 107	0	46	0	21 133
37. Sekhukhune TVET College	1 747	4 029	0	0	0	5 776
38. South Cape TVET College	1 135	4 795	702	1 037	0	7 669
39. South West Gauteng TVET College	8 175	17 608	39	39	0	25 861
40. Taletso TVET College	1 777	5 888	0	0	0	7 665
41. Thekwini TVET College	1 480	9 005	710	0	0	11 195
42. Tshwane North TVET College	3 036	18 230	0	590	0	21 856
43. Tshwane South TVET College	2 035	14 544	323	2 513	0	19 415
44. Umfolozi TVET College	2 639	8 511	673	595	0	12 418
45. Umgungundlovu TVET College	1 722	6 969	689	63	0	9 443
46. Vhembe TVET College	5 525	13 978	0	0	0	19 503
47. Vuselela TVET College	1 936	7 211	237	978	0	10 362
48. Waterberg TVET College	2 851	2 230	653	0	0	5 734
49. West Coast TVET College	2 566	6 383	1 187	1 171	0	11 307
50. Western College TVET College	1 263	25 067	0	281	0	26 611
<b>Total</b>	<b>131 212</b>	<b>482 175</b>	<b>20 106</b>	<b>23 355</b>	<b>285</b>	<b>657 133</b>

Source: TVETMIS 2018, data extracted in November 2019.

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: "Other" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.

Note 5: PLP refers to

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.

**Table 10.11: Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2018**

College	NC(V)	Report 191 (N1-N6)	Total
1. Boland TVET College	1 185	3 148	4 334
2. Buffalo City TVET College	2 213	1 767	3 980
3. Capricorn TVET College	5 542	6 646	12 187
4. Central JHB TVET College	1 514	5 262	6 776
5. Coastal TVET College	3 739	3 692	7 431
6. College of Cape Town TVET College	2 340	4 283	6 623
7. Eastcape Midlands TVET College	2 198	2 172	4 370
8. Ehlanzeni TVET College	3 503	4 621	8 124
9. Ekurhuleni East TVET College	3 603	6 323	9 926
10. Ekurhuleni West TVET College	6 770	5 564	12 335
11. Elangeni TVET College	3 546	2 751	6 297
12. Esayidi TVET College	1 989	3 193	5 182
13. False Bay TVET College	1 306	2 444	3 750
14. Flavius Mareka TVET College	623	3 876	4 499
15. Gert Sibande TVET College	4 950	2 218	7 167
16. Goldfields TVET College	1 103	2 259	3 362
17. Ikhala TVET College	1 438	2 277	3 715
18. Ingwe TVET College	2 511	3 414	5 925
19. King Hintsa TVET College	1 324	1 649	2 973
20. King Sabata Dalindyebo TVET College	2 810	3 060	5 871
21. Lephahale TVET College	641	1 761	2 402
22. Letaba TVET College	1 920	1 769	3 689
23. Lovedale TVET College	1 224	2 060	3 284
24. Majuba TVET College	4 074	6 976	11 050
25. Maluti TVET College	3 574	2 716	6 291
26. Mnambithi TVET College	1 215	2 643	3 858
27. Mopani South East TVET College	3 165	1 615	4 780
28. Motheo TVET College	1 022	6 678	7 700
29. Mthashana TVET College	1 031	1 792	2 823
30. Nkangala TVET College	2 956	4 725	7 681
31. Northern Cape Rural TVET College	807	1 684	2 490
32. Northern Cape Urban TVET College	795	1 822	2 617
33. Northlink TVET College	2 021	8 178	10 199
34. Orbit TVET College	3 283	5 191	8 474
35. Port Elizabeth TVET College	1 864	2 568	4 432
36. Sedibeng TVET College	3 585	5 772	9 357
37. Sekhukhune TVET College	1 545	1 861	3 406
38. South Cape TVET College	1 074	2 298	3 372
39. South West Gauteng TVET College	7 569	8 733	16 302
40. Taletso TVET College	1 530	2 079	3 609
41. Thekwini TVET College	1 453	3 266	4 719
42. Tshwane North TVET College	2 686	6 990	9 676
43. Tshwane South TVET College	1 618	4 091	5 708
44. Umfolozi TVET College	2 537	3 106	5 644
45. Umgungundlovu TVET College	1 742	2 450	4 192
46. Vhembe TVET College	4 572	6 329	10 901
47. Vuselela TVET College	1 792	2 811	4 603
48. Waterberg TVET College	2 610	894	3 504
49. West Coast TVET College	2 382	2 711	5 093
50. Western College TVET College	960	8 016	8 977
<b>Grand Total</b>	<b>121 455</b>	<b>184 204</b>	<b>305 659</b>

**Source:** TVETMIS 2018, data extracted in November 2019.

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

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

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

Note 4: FTE enrolments represent weighted students enrolment. One FTE presents a student who is enrolled for all the subjects of a programme on a particular level. Statistics on FTEs are important, as they are used to allocate resources to public TVET colleges.

**Table 10.12: Funding allocated for public HEIs, by institution, 2018/19**

Institution	Total amount allocated R'000
Cape Peninsula University of Technology	1 410 494
University of Cape Town	1 786 486
Central University of Technology, Free State	674 133
Durban University of Technology	1 234 530
University of Fort Hare	701 865
University of the Free State	1 528 562
University of Johannesburg	2 185 612
University of KwaZulu-Natal	2 374 318
University of Limpopo	1 015 681
University of Mpumalanga	980 345
Mangosuthu University of Technology	624 824
Nelson Mandela Metropolitan University	1 352 395
North West University	2 148 988
University of Pretoria	2 744 115
Rhodes University	638 618
Sefako Makgatho Health Science University	743 085
Sol Plaatje University, Northern Cape	610 164
University of South Africa	3 758 744
University of Stellenbosch	1 957 801
Tshwane University of Technology	2 097 579
University of Venda	694 550
Vaal University of Technology	869 491
Walter Sisulu University	932 226
University of Western Cape	1 291 327
University of Witwatersrand	1 920 667
University of Zululand	620 278
<b>Total</b>	<b>36 896 878</b>

Source: DHET Annual Report 2018/19.

**Table 10.13: Funding allocated for TVET colleges, by college, 2018/19**

College	Total amount allocated R'000
1. Boland TVET College	69 499
2. Buffalo City TVET College	66 077
3. Capricorn TVET College	80 306
4. Central JHB TVET College	69 604
5. Coastal TVET College	109 162
6. College of Cape Town TVET College	75 477
7. Eastcape Midlands TVET College	78 922
8. Ehlanzeni TVET College	105 329
9. Ekurhuleni East TVET College	85 131
10. Ekurhuleni West TVET College	103 918
11. Elangeni TVET College	87 873
12. Esayidi TVET College	76 330
13. False Bay TVET College	451 248
14. Flavius Mareka TVET College	45 854
15. Gert Sibande TVET College	163 934
16. Goldfields TVET College	42 770
17. Ikhala TVET College	50 750
18. Ingwe TVET College	63 493
19. King Hintsa TVET College	52 729
20. King Sabata Dalindyebo TVET College	63 087
21. Lephalale TVET College	34 199
22. Letaba TVET College	46 939
23. Lovedale TVET College	53 154
24. Majuba TVET College	151 873
25. Maluti TVET College	52 922
26. Mnambithi TVET College	59 173
27. Mopani South East TVET College	71 314
28. Motheo TVET College	73 064
29. Mithashana TVET College	54 014
30. Nkangala TVET College	116 251
31. Northern Cape Rural TVET College	72 430
32. Northern Cape Urban TVET College	76 189
33. Northlink TVET College	98 281
34. Orbit TVET College	145 942
35. Port Elizabeth TVET College	91 095
36. Sedibeng TVET College	81 874
37. Sekhukhune TVET College	49 181
38. South Cape TVET College	56 161
39. South West TVET College	103 535
40. Taletso TVET College	75 993
41. Thekwini TVET College	60 824
42. Tshwane North TVET College	83 949
43. Tshwane South TVET College	98 080
44. Umfolozi TVET College	113 039
45. Umgungundlovu TVET College	55 078
46. Vhembe TVET College	90 812
47. Vuselela TVET College	80 854
48. Waterberg TVET College	46 973
49. West Coast TVET College	66 287
50. Western College TVET College	86 565
<b>Total</b>	<b>4 287 538</b>

Source: *DHET Annual Report 2018/19*.

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

**Table 10.14: Funding allocation for CET colleges, by college, 2018/19**

College	Total amount allocated R'000
Eastern Cape CET College	7 831
Free State CET College	5 071
Gauteng CET College	32 146
KwaZulu-Natal CET College	9 098
Limpopo CET College	14 510
Mpumalanga CET College	14 594
Northern Cape CET College	2 085
North West CET College	15 167
Western Cape CET College	9 421
<b>Total</b>	<b>109 923</b>

**Source:** *DHET BAS report, 2019.*

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

## **11. EXPLANATORY NOTES**

### **11.1 INTRODUCTION**

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

### **11.2 SCOPE**

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

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

### **11.3 METHODOLOGY**

Data pertaining to CET and private colleges are provided to the Department in an aggregated format (that is, unit record data are not available), while HEIs and TVET colleges submit unit record data directly to the Department as per the format prescribed by the Department. TVET colleges started submitting unit level record data in 2016 using the Technical and Vocational Education and Training Management Information System (TVETMIS), while data for the previous academic years were submitted in an aggregated format.

Previous statistical data on TVET colleges reported on programme headcount, which reflected the total number of enrolments for the enrolment cycle, irrespective of the unique student ID. Thus all programme and subject enrolments were counted, whether the same student is counted more than once. Data used in the 2018 report for TVET colleges reports on an enrolment cycle count of students, where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the college the student is registered at. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) qualification is annually, for Report 191 Engineering Studies enrolment is in trimesters and for the Business and General Studies programmes of Report 191, the intake is per semester.

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

## 11.4 RESPONSE RATES

The response rates to data submitted to the Department with respect to 2018 data are as follows:

- Public HEIs: 100%
- Private HEIs: 100%
- TVET colleges: 100%
- Private colleges: 84%

## 12. GLOSSARY

### **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 (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

### **Apprenticeship**

A period of workplace based learning culminating in an occupational qualification for a listed trade. *Workplace Based Learning programme agreement regulations, 2018*. Pretoria.

### **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). South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

### **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. South Africa (1999) *National Student Financial Aid Scheme Act, No. 56 of 1999*. Pretoria.

### **Certification**

Formal Recognition of a qualification or part-qualification awarded to a successful learner. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

### **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. South Africa (2006) *Continuing Education and Training Act, No. 16 of 2006*. Pretoria.

### **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, No 101 of 1997, declared as a public higher education institution under the Higher Education Act, No 101 of 1997 Act, or registered or conditionally registered as a private higher education institution under the Higher Education Act, No 101 of 1997. *Higher Education Act, No 101 of 1997*. Pretoria.

**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 Department of Education (1982, 1995) Manual: South African Post-Secondary Education (SAPSE), Pretoria.

**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 Department of Education (1982, 1995) Manual: South African Post-Secondary Education (SAPSE), Pretoria.

**Doctoral degree**

A postgraduate qualification with an NQF exit level 10 and minimum total credits of 360. Higher Education Qualifications Sub-Framework, 2013.

**Full-Time Equivalent (FTE) student**

A student in the post-school sector who is enrolled for an academic programme 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 Department of Education (1982, 1995) Manual: South African Post-Secondary Education (SAPSE), Pretoria.

**General Education and Training (GET)**

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. South Africa (2001) *General and Further Education and Training Quality Assurance Act, No. 58 of 2001* (as updated by Government Gazette 34620, 16 September 2011) Pretoria.

**GETC-ABET Level 4 qualification**

A certificate to be awarded on to learners on completion of Adult Education and Training Level 4. DHET: *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 registered. *South African Post-Secondary Education (SAPSE)-020: Student Statistics Manual*. Pretoria.

**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 student**

Total unduplicated number of students enrolled in a post-secondary education institution at a given census date, regardless of their course load. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-005: Student Statistics Manual*. Pretoria.

### **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). South Africa (1997) Higher Education Act, No. 101 of 1997 (as amended). Pretoria.

### **Instruction and research staff**

Academic staff who spend more than 50% of their official time on instruction and research activities. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

### **Internship**

The structured work experience component of an occupational qualification registered by the QCTO. *Skills Development Act, 1998 (Act No. 97 of 1998) Learning Programme Regulations, 2012*.

### **Learning programme**

A structured and purposeful set of learning experiences that leads to a qualification or part-qualification and includes a studentship, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

### **Learnership**

A period of workplace based learning culminating in an occupational qualification or part-qualification. South Africa (2018) *SETAs Workplace Based Learning Programme Agreement Regulations, 2018*. Pretoria.

### **Lecturer**

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 establishment under the *Continuing Education and Training 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*.

**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. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

**Master's degree**

A postgraduate qualification with an NQF exit level 9 and 180 minimum total 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 (2012) *Higher Education Information Standards DHET 003: Standard for the publication of the master list of education institutions in the post-school sector*. Pretoria.

**National Certificate (Vocational) (NC(V))**

National qualifications at NQF Levels 2, 3 and 4, comprising 130 credits and seven subjects per level, which consist of academic knowledge and theory, integrated with the practical skills and values specific to each vocational area/specialisation. 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 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. *DHET: HEMIS Valpac glossary, 2007.*

### **Occupational qualification**

A qualification that consist of a minimum of 25 credits associated with a trade, occupation or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment. South Africa (2013) *Quality Council for Trades and Occupations (QCTO): Assessment Policy for Qualifications and Part-Qualifications on the Occupational Qualifications Sub-Framework.* Pretoria.

### **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 (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE).* Pretoria.

### **Population group**

Classification of people by race, particularly in relation to how they were (or would have been) classified before the 1994 elections. The following categories are provided in the census: Black African, Coloured, Indian/Asian, White, other. Statistics South Africa (2017) *Concepts and Definitions for Statistics South Africa, 2017.* Pretoria.

### **Postgraduate, below Master's level**

Includes postgraduate and post-diploma diplomas, postgraduate Bachelor's degrees, and Honours degrees. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE).* Pretoria.

**Post-Matric**

Refers to programmes offered to learners who have completed Matric (Grade 12). Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

**Post-School**

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 (2013) *White Paper for Post-School Education and Training*. Pretoria.

**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 under the *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*. Pretoria.

**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). South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

**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, No. 16 of 2006*. Pretoria.

**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). South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

**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. South Africa (2001) *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*. Pretoria.

**Recognition of Prior Learning**

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. South Africa (2017) *NQF Standard Glossary of Terms*. Pretoria.

### **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. South Africa (2001) *National Education Policy: Formal technical instructional programmes in the RSA*, Report 191 (2001/08). Pretoria.

### **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.

### **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. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

### **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 (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

### **Sector Education and Training Authority (SETA)**

A Sector Education and Training Authority established in terms of section 9(1) of the Skills Development Act. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

### **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. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

**Student**

A person registered and/or attending at a PSET institution, whether on a part-time or a full-time basis. *Adapted from the Higher Education Act 101 of, 1997 and Continuing Education Act 16 of 2006 (as amended)*. Pretoria.

**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. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

**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 (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

**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 (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

**Undergraduate qualification**

Refers to a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes professional Bachelor's degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

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## DID YOU KNOW?

**The following Post-School Education and Training institutions existed in South Africa in 2018:**

- 26 Public Higher Education Institutions (HEIs)
- 124 Private Higher Education Institutions (HEIs)
- 50 Technical and Vocational Education and Training (TVET) colleges
- 299 Private colleges
- 9 Community Education and Training (CET) colleges

**Student enrolment in the Post-School Education and Training sector in 2018 was as follows:**

Public Higher Education and Training Institutions (HEIs):	1 085 568
Private Higher Education and Training Institutions (HEIs):	197 898
Technical and Vocational Education and Training (TVET) colleges:	657 133
Private colleges:	219 837*
Sector Education and Training Authority (SETA) programmes:	271 704

*\*This figure represents enrolment at only 242 of the 299 registered private colleges that responded to the Departmental Annual Survey.*

