

STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA *2021*



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA: 2021

Released in March 2023



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Department of Higher Education and Training

123 Francis Baard Street

Pretoria

South Africa

Private Bag X174

Pretoria

0001

Tel.: 0800 87 22 22

Published by the Department of Higher Education and Training.

www.dhet.gov.za

© Department of Higher Education and Training, 2023.

This publication may be used in part or as a whole, provided that the Department of Higher Education and Training is acknowledged as the source of information.

The Department of Higher Education and Training does all it can to accurately consolidate and integrate national education information, but cannot be held liable for incorrect data and for errors in conclusions, opinions and interpretations emanating from the information. Furthermore, the Department cannot be held liable for any costs, losses or damage that may arise as a result of any misuse, misunderstanding or misinterpretation of the statistical content of the publication.

ISBN: 978-1-77018-951-5

This report is available on the Department of Higher Education and Training's website: www.dhet.gov.za.

Enquiries:

Tel: +27 (0)12 312 6191/5965

Email: HETIS.Officer@dhet.gov.za



FOREWORD



The 2021 edition of the ***Statistics on Post-School Education and Training in South Africa*** report is the 12th series of reports published by the Department of Higher Education and Training (the Department). Its primary purpose is to provide stakeholders with statistical information covering the Post-School Education and Training (PSET) sector. This includes statistics on 2021 student enrolment and completion (which are key measures of access and success respectively), as well as additional performance data pertaining to public and private PSET sectors.

Statistics on staffing levels at PSET institutions, as well as information about Workplace-Based Learning (WBL), financial data, notably that pertaining to the National Skills Fund (NSF), the skills levy fund and voted funds are also contained in this report. The 2021 report however excludes data on the National Student Financial Aid Scheme (NSFAS) and Funza Lushaka due to outstanding audit processes. 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).

The reports published since 2013 are accessible through the Department's website at www.dhet.gov.za.

Statistics for Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges that cover the period prior to 2010, can be found in statistical publications available on the Department of Basic Education's website at www.education.gov.za, while those pertaining to SETAs can be found on the Department of Employment and Labour's website at www.labour.gov.za.

All stakeholders are encouraged to use data and information in this report, which serves as an important resource for planning and the allocation of budgetary resources in the PSET system. It also serves as a reference for reporting requirements in government, including the monitoring and evaluation of the PSET system. Additionally, it provides statistics for use in research, policy and decision-making at the different levels within the system, and by the public. It thus makes an important contribution to the achievement of the PSET system's goals, and we hope that the data and information contained in this report will be useful to PSET system role-players at all levels, researchers, policy-makers, journalists, and the general public.

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 its strategic thrust of developing a skilled and capable workforce to support an inclusive growth path. Feedback on the report, including suggestions for improvement are welcomed and can be emailed to: HETIS.Officer@dhet.gov.za.

Dr SNP Sishi

A handwritten signature in black ink, consisting of a stylized 'S' followed by a horizontal line that curves upwards to the right.

*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) and the National Skills Fund – 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.



TABLE OF CONTENTS

LIST OF TABLES	vi
LIST OF FIGURES	x
LIST OF ACRONYMS AND ABBREVIATIONS	xi
1. INTRODUCTION	01
2. SUMMARY OF FINDINGS	03
3. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: A STATISTICAL OVERVIEW	06
4. HIGHER EDUCATION INSTITUTIONS	09
4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)	09
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)	10
4.2.1 Introduction	10
4.2.2 Enrolment in public Higher Education Institutions (HEIs)	10
4.2.3 Graduates from public Higher Education Institutions (HEIs)	22
4.2.4 Staffing in public Higher Education Institutions (HEIs)	28
4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)	29
4.3.1 Introduction	29
4.3.2 Enrolment in Private Higher Education Institutions (PHEIs)	29
4.3.3 Graduates from Private Higher Education Institutions (PHEIs)	34
4.3.4 Staffing in Private Higher Education Institutions (PHEIs)	35
5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES	36
5.1 OVERVIEW OF TVET COLLEGES	36
5.1.1 Enrolment of students in TVET colleges	38
5.1.2 Overview of the TVET sector by province	42
5.1.3 Enrolment in TVET colleges by qualification levels and programmes	44
5.1.4 Full-Time Equivalent student enrolment in TVET colleges	47
5.1.5 Examination results in TVET colleges	47
6. COMMUNITY EDUCATION AND TRAINING COLLEGES	56
6.1 OVERVIEW OF CET COLLEGES	56
6.1.1 Enrolment of students in CET colleges	57
6.1.2 Enrolment per CET college	60
6.1.3 Examination results in CET colleges	61
6.1.4 Staffing in CET colleges	66
7. PRIVATE COLLEGES	68
7.1 OVERVIEW OF PRIVATE COLLEGES	68
7.1.1 Enrolment of students in private colleges	68
7.1.2 Enrolment in private colleges by province	75
7.1.3 Examination results in private colleges	76
7.1.4 Staffing in private colleges	83

8. SECTOR EDUCATION AND TRAINING AUTHORITY (SETA) SUPPORTED LEARNING PROGRAMMES	84
8.1 INTRODUCTION	84
8.2 REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES	85
8.2.1 Workers registered for SETA-supported learning programmes	89
8.2.2 Workers certificated in SETA-supported learning programmes	90
8.2.3 Unemployed persons registered for SETA-supported learning programmes	92
8.2.4 Unemployed persons certificated in SETA-supported learning programmes	94
8.3 ARTISANS	96
8.3.1 Introduction	96
8.3.2 Learners entering artisanal learning programmes	97
8.3.3 Learners completing artisanal learning programmes	101
9. FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING SECTOR	107
9.1 INTRODUCTION	107
9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS	108
9.3 THE SKILLS DEVELOPMENT LEVY	110
9.3.1 Introduction	110
9.3.2 Distribution of the Skills Development Levy	111
9.4 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)	113
9.4.1 Introduction	113
9.4.2 Number of projects and beneficiaries supported by the NSF	114
9.4.3 NSF infrastructure grants	117
10. APPENDIX: STATISTICAL TABLES	118
11. EXPLANATORY NOTES	132
11.1 INTRODUCTION	132
11.2 SCOPE	132
11.3 METHODOLOGY	132
11.4 RESPONSE RATES	133
12. GLOSSARY	134
13. CONTACT DETAILS	145



LIST OF TABLES

Table 3.1: Overview of Post-School Education and Training Institutions and student enrolment, 2021	06
Table 3.2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2021/22	07
Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2021	12
Table 4.2: Number of students enrolled in public HEIs by gender, field of study and qualification type, 2021	12
Table 4.3: Number of students enrolled in public HEIs by qualification type and age group, 2021.....	17
Table 4.4: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2021	19
Table 4.5: Number of students enrolled in public HEIs by primary disability and gender, 2021	21
Table 4.6: Number of graduates from public HEIs by gender, field of study and qualification type, 2021.....	24
Table 4.7: Number of graduates from public HEIs by qualification type and age group, 2021.....	25
Table 4.8: Number of permanent staff in public HEIs, by population group, personnel category and gender, 2021	28
Table 4.9: Number of students enrolled in PHEIs by gender, 2011 – 2021	29
Table 4.10: Number of students enrolled in PHEIs by qualification type, 2018 - 2021.....	30
Table 4.11: Number of students enrolled in PHEIs by NQF field, 2021.....	31
Table 4.12: Number of students enrolled in PHEIs by population group and nationality, 2011 — 2021	32
Table 4.13: Number of students enrolled in PHEIs by age group and gender, 2021.....	33
Table 4.14: Number of foreign students enrolled in PHEIs by country and qualification type, 2021.....	34
Table 4.15: Number of graduates from PHEIs, by qualification type, 2018 - 2021	35
Table 5.1: Enrolment in TVET colleges, 2010 – 2021	38
Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2021	39
Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2021	40
Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2021	41
Table 5.5: Number of Special Needs Education (SNE) students in TVET colleges by primary disability and gender, 2021.....	41
Table 5.6: Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2021	42
Table 5.7: Enrolment cycle count of students in TVET colleges by qualification category and province, 2021.....	43
Table 5.8: Enrolment cycle count of students in TVET colleges for the NC(V) programmes, by qualification level and gender, 2021.....	44

Table 5.9: Enrolment cycle count of students in TVET colleges by NC(V) programmes and gender, 2021	44
Table 5.10: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2021	45
Table 5.11: Enrolment cycle count of students in TVET colleges for N6 Report 191 programmes by gender, 2021	46
Table 5.12: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2021	48
Table 5.13: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2021	49
Table 5.14: Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2021	50
Table 5.15: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2021.....	51
Table 5.16: Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 part-qualifications for Business Studies by province, 2021	52
Table 5.17: Number of students in TVET colleges who registered, wrote and completed the NC (V) Level 4 qualification, by programme and gender, 2021	53
Table 5.18: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2021.....	54
Table 6.1: Number of students enrolled in CET colleges by programme, 2021	57
Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2021	57
Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2021	58
Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2021.....	59
Table 6.5: Number of students in CET colleges, by college and programme, 2021	60
Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 to 2021	61
Table 6.7: Number of students in CET colleges registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2021.....	62
Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC ABET Level 4 qualification, by province and gender, 2021	63
Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2021	64
Table 6.10: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2021.....	65
Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2021	66
Table 6.12: Number of staff in CET colleges, by staff category and population group, 2021	67
Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2021	70
Table 7.2: Number of students enrolled in private colleges by qualification category and age group, 2021.....	71

Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2021	71
Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2021	72
Table 7.5: Number of foreign students enrolled in private colleges by country, 2021	73
Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2021	73
Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2021	74
Table 7.8: Number of students in private colleges by qualification category and province, 2021	75
Table 7.9: Number of students and lecturers in private colleges by province, 2021	75
Table 7.10: Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2021	77
Table 7.11: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2021	78
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, 2021	78
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, 2021	79
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, 2021.	80
Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2021	81
Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2021	82
Table 7.17: Number of staff in private colleges, by personnel category and gender, 2021	83
Table 8.1: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2021/22	85
Table 8.2: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2021/22	87
Table 8.3: Number of workers registered for SETA-supported learning programmes, by programme type and SETA, 2021/22	89
Table 8.4: Number of workers certificated in SETA-supported learning programmes, by programme type, 2021/22	90
Table 8.5: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2021/22	92
Table 8.6: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2021/22	94
Table 8.7: Number of learners entering artisanal learning programmes, by sector, 2011/12 – 2021/22	97
Table 8.8: Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2021/22	98
Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2021/22	99

Table 8.10:	Number of learners entering artisanal learning programmes, by Special Infrastructure Projects	100
Table 8.11:	Number of learners completing artisanal learning programmes by sector, 2011/12 – 2021/22	101
Table 8.12:	Number of learners completing artisanal learning programmes, by province, citizenship and gender, 2021/22	102
Table 8.13:	Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills by gender, 2021/22	103
Table 8.14:	Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills by population group, 2021/22	104
Table 8.15:	Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2021/22	105
Table 9.1:	Funding for key Post-School Education and Training institutions, 2011/12 – 2021/22	108
Table 9.2:	Distribution of the Skills Development Levy, 2011/12 – 2021/22	111
Table 9.3 :	Number of NSF supported projects and beneficiaries/learners funded by province, 2013/14 – 2021/22	114
Table 9.4:	Number of NSF beneficiaries/learners funded by gender, 2016/17 – 2021/22	115
Table 9.5:	Number of NSF beneficiaries/learners funded by area type, 2016/17 – 2021/22	115
Table 9.6:	Distribution of NSF across key projects and number of beneficiaries/learners, 2013/14 – 2021/22	116
Table 9.7:	Distribution of NSF infrastructure budget, 2012/13 – 2021/22	117
Table 10.1:	Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2021.....	118
Table 10.2:	Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2021.....	119
Table 10.3:	Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 – 2021	120
Table 10.4:	Full-time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2021.....	121
Table 10.5:	Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2021	122
Table 10.6:	Summaries of graduation rates in public HEIs by qualification type and institution, 2021	123
Table 10.7:	Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2021	124
Table 10.8:	Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2021	125
Table 10.9:	Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2021.....	126
Table 10.10:	Enrolment cycle count of students in TVET colleges by college and qualification category, 2021.....	127
Table 10.11:	Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2021	128
Table 10.12:	Funding allocated for public HEIs, by institution, 2021/22	129
Table 10.13:	Subsidy funds allocated to TVET colleges, by college name, 2021/22	130
Table 10.14:	Subsidy funds allocated to CET colleges, by college name, 2021/22	131

LIST OF FIGURES

Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2021	07
Figure 4.1: Number of students enrolled in public and private HEIs, 2010 – 2021	09
Figure 4.2: Number of students enrolled in public HEIs by attendance mode, 2009 – 2021.....	10
Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2021.....	11
Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2009 – 2021	14
Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2021.....	15
Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2009 – 2021	16
Figure 4.7: Proportion of students enrolled in public HEIs by qualification type, 2021.....	17
Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2009 – 2021	18
Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2021	20
Figure 4.10: Number of graduates from public HEIs by major field of study, 2009 – 2021	22
Figure 4.11: Number of graduates from public HEIs by qualification type, 2009 – 2021	23
Figure 4.12: Average graduation rates in public HEIs by qualification type, 2021.....	25
Figure 4.13: Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2009 – 2021	26
Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2009 – 2021	27
Figure 5.1: Number of Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2021.....	47
Figure 6.1: Proportions of students enrolled in CET colleges by gender and age group, 2021.....	59
Figure 7.1: Number of students enrolled in private colleges, 2010 – 2021	68
Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 – 2021	69



LIST OF ACRONYMS AND ABBREVIATIONS

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

NAMB	National Artisan Moderation Body
NATED	National Technical Education
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NQF	National Qualifications Framework
NSA	National Skills Authority
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OFO	Organising Framework for Occupations
OQSF	Occupational Qualifications Sub-Framework
PED	Provincial Education Department
PhD	Doctor of Philosophy
PHEI	Private Higher Education Institution
PIVOTAL	Professional, Vocational, Technical and Academic Learning programmes
PLP	Pre-Vocational Learning Programme
PSET	Post - School Education and Training
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
RSA	Republic of South Africa
SADC	Southern African Development Community
SAPSE	South African Post-Secondary Education
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SASSETA	Safety and Security Sector Education and Training Authority
SC	Satellite Centre
SDPs	Skills Development Providers
SERVICES SETA	Services Sector Education and Training Authority
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SETMIS	Skills Education and Training Management Information System
SNE	Special Needs Education
SIPS	Special Infrastructure Projects
SSPs	Sector Skills Plans
TETA	Transport Education and Training Authority
TVET	Technical and Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
UNISA	University of South Africa
WBL	Workplace-Based Learning
W&RSETA	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 following medium-term outcomes have been identified:

- a) An integrated and coordinated PSET system;
- b) Expanded access to PSET opportunities;
- c) Improved success and efficiency of the PSET system;
- d) Improved quality of PSET provisioning;
- e) A responsive PSET system; and
- f) Excellent business operations within the Department of Higher Education and Training.

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 colleges¹.

This report provides institutional, student, programme, staffing and funding statistics on PSET over which the Department has oversight. It therefore does not provide information on PSET that is managed by other government departments and state entities. It also limits its reporting on private education and training institutions to those that are registered with the Department.

The Department draws its data from a number of internal and external databases, as well as from management reports provided by departmental entities. These include:

- a) The Higher Education Management Information System (HEMIS), which contains data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contains data provided to the Department by TVET colleges;
- d) CET Unit Level Record data for student enrolment and Annual Survey data which contains staff data for CET colleges;
- e) Annual Survey data submitted to the Department which contains data for registered private colleges;
- f) The National Examinations Database, which contains administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the N part-qualifications;
- g) Skills Education and Training Authorities Management Information System (SETMIS), which contains data provided to the Department by SETAs;
- h) Data provided to the Department by the National Artisan Development Support Centre (NADSC);
- i) Data provided to the Department by the NSF; and
- j) Data extracted from the DHET levy system.

¹ 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.

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 2021, the Post-School Education and Training system had 342 institutions namely: 26 public Higher Education Institutions, 124 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 133 registered private colleges and 9 Community Education and Training (CET) colleges.

Enrolment in Post-School Education and Training Institutions

- a) In 2021, almost 1.3 million students enrolled in public and private HEIs, with public HEIs accounting for the majority (1 068 046) of enrollments while private HEIs enrolled 232 915 students. The target in the National Development Plan (NDP)² is 1.6 million enrolments by 2030.
- b) The majority of students in public HEIs enrolled through the contact mode (683 885 or 64.0%), while 384 161 or 36.0% enrolled through the distance mode of learning.
- c) Enrolment in TVET colleges reached 589 083 in 2021, reflecting a 30.2% or 136 806 increase when compared with 2020 (452 277). 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) There were 143 031 students enrolled in CET colleges in 2021, which was 0.3% (493) higher than total enrolment in 2020 (142 538). The NDP target for enrolment in this sector is 1 million students by 2030.
- e) Students enrolled in private colleges were 85 787 in 2021, and this figure represents enrolment in 100 out of 133 private colleges registered with the Department in 2021. The number of registered private colleges have been fluctuating, and the recent communique 1 of 2020 indicates that Skills Development Providers offering occupational qualifications and part-qualifications on the Occupational Qualifications Sub-Framework (OQSF) are no longer required to register with the Department, but they must be accredited by the QCTO or its delegated Quality Assurance Partners.

Public and Private Higher Education Institutions Graduates

- a) There were 233 257 graduates in public HEIs in 2021, which reflects a 1.9% (4 625) decrease when compared with the number of graduates reported in 2020 (237 882). The majority of graduates were in the SET (28.9% or 67 422), followed by Business and Management (27.9% or 64 971), Other Humanities (25.6% or 59 801) and Education (17.6% or 41 063) fields of study. A large number of students obtained undergraduate degrees (100 199 or 43.0%), followed by undergraduate certificates and diplomas (63 725 or 27.3%), and postgraduate below Master's level (32 226 or 13.8%).
- b) The number of graduates for doctoral degrees was 3 574 in 2021, and this was 0.6% (22) higher compared with 2020 (3 552). The Department plans to produce 4 300 PhD graduates by 2024.
- c) Graduates from private HEIs reached 54 551 in 2021, an increase of 15.9% (7 466) when compared to 47 085 in 2020.
- d) The majority of students graduated in Bachelor's degree 360-Credits (27.2% or 14 845) followed by Higher Certificate (26.0% or 14 161), Diploma 360-Credits (15.4% or 8 394), while fewer students completed Postgraduate

² National Development Plan, November 2011

Diploma (8.4% or 4 607), Honours Degree (4.4% or 2 406) and Postgraduate Certificate (3.7% or 2 035). Only 43 or 0.1% students obtained a Doctoral degree.

TVET colleges' Completion Rates

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

Private Colleges' Completion Rates

- a) In the private college sector, 9 848 students completed N3, N6 and NC(V) Level 4 in 2021, which are key exit levels in this sector. This translated to the following completion rates: 52.1% for N3, 61.8% for N6 and 27.3% for NC(V) Level 4.
- b) Males completion for N3 Engineering Studies was higher (2 328) as compared to 1 540 female students who completed the same level. Compared to TVET colleges, private colleges had a slightly higher gender gap for completion of N3 Engineering Studies.
- c) The majority of female students completed N6 (4 194) as compared to 1 750 of males who completed the same part-qualification.
- d) The completion for N6 Business Studies was 4 631, translating to a 65.6% completion rate, which is higher than the 1 313 students who completed N6 Engineering Studies with a completion rate of 51.2%.

CET colleges' Completion Rates

- a) A total of 25 780 students completed the GETC: ABET Level 4 qualification in 2021, resulting in a completion rate of 61.1%.
- b) Three colleges recorded higher completion rates than the national average, with the highest rates observed in KwaZulu-Natal (73.7%), Limpopo (66.9%) and Mpumalanga (63.7%) CET colleges.

Sector Education and Training Authority (SETA) Supported Learning Programmes

- a) There were 130 264 learners registered for SETA-supported learning programmes during the 2021/22 financial year, which was 9.9% (11 723) lower than registrations recorded in the 2020/21 financial year (118 541).
- b) More than half of the learners registered for learnerships (55.2% or 71 921), followed by skills programmes (37.4% or 46 546), while fewer learners were registered for internships (7.4% or 9 598).
- c) The total number of certifications for SETA-supported learning programmes during the 2021/22 financial year was 94 715, which was 25.3% (32 010) lower as compared with the 2020/21 financial year (126 725).

- d) The majority of certifications were in skills programmes (49.6% or 46 944) followed closely by learnerships (46.6% or 44 164), while a smaller proportion was for internships (3.8% or 3 607).
- e) During the 2021/22 financial year, 14 379 entered artisanal learning programmes, of which 83.3% (11 974) were in the Special Infrastructure Projects (SIPs) scarce skills category.
- f) A total of 19 536 learners completed their artisanal learning programmes during the 2021/22 financial year, of which 85.0% (16 597) of them were in the SIPs scarce skills (i.e. occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012).

The Skills Development Levy Fund

- a) During the 2021/22 financial year, the skills levy system disbursed R19.0 billion, and a larger proportion was disbursed to the SETAs (R15.2 billion) while the National Skills Fund (NSF) received R3.8 billion.
- b) Nearly R2.0 billion of the R15.2 billion SETA allocation was spent on administrative costs, while R3.8 billion was paid back to levy-paying firms in the form of mandatory grants.

National Skills Fund

- a) In 2021/22 financial year, the NSF supported 272 skills development projects, which was a decrease of 10.5% (32) from the 304 projects supported during the previous financial year (2020/21).
- b) The number of beneficiaries reached 81 532 in the 2021/22 financial year compared to 34 994 in the 2020/21 financial year, representing a 133.0% (46 538) increase between the two financial years.
- c) During the 2021/22 financial year, the NSF disbursed more than R3.3 billion on skills development interventions, and this was R1.6 billion higher compared to the R1.6 billion disbursed in 2020/21 financial year.
- d) Over half of the NSF funds in 2021/22 financial year were spent on bursaries (53.4% or R1.7 billion), followed by other national priorities (22.3% or R748.3 million), while 20.4% (R686.3 million) was allocated to TVET colleges.

Funding of Key Post-School Education and Training Institutions

- a) The total funding allocated to public HEIs, TVET colleges and CET colleges during the 2021/22 financial year was R56.6 billion, representing a 0.4% (R216.6 million) lower compared to that which was allocated in the 2020/21 financial year (R56.8 billion).
- b) Out of the total R56.6 billion allocated during the 2021/22 financial year, a larger proportion of transfers, subsidies and operational costs was for public HEIs (76.1% or R43.0 billion), while TVET and CET colleges were allocated 20.1% (R11.4 billion) and 3.8% (R2.1 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 and student enrolment, 2021

	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	124	150	50	9	133	192	342
Number of students enrolled	1 068 046	232 915	1 300 961	589 083	143 031	85 787	817 901	2 118 862

Sources: 2021 HEMIS database, data extracted in November 2022.

Annual reports submitted by private HEIs to DHET for the 2021 year of reporting.

TVETMIS 2021, data extracted in February 2023.

FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

CET Unit Level Record data, 2021.

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.

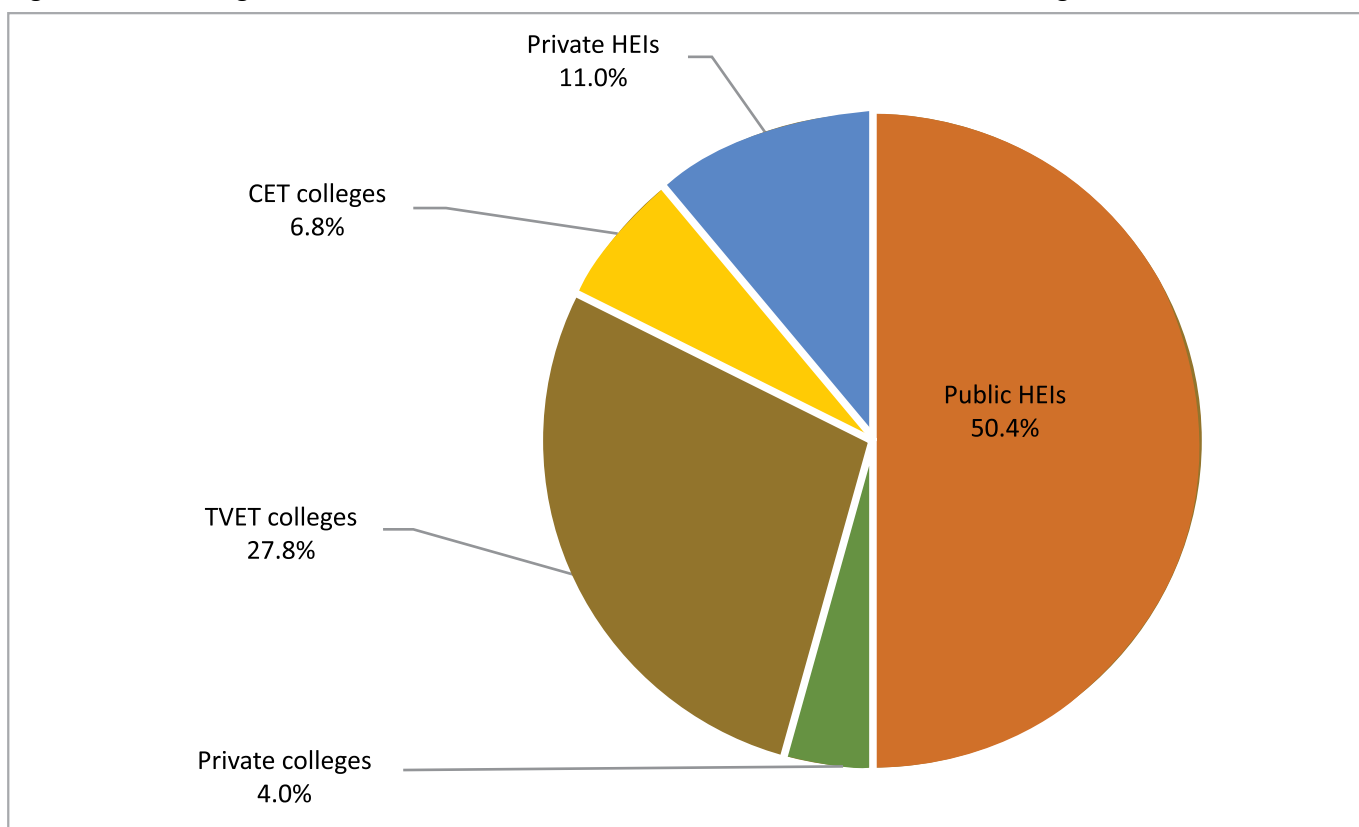
Note 3: On 01 April 2015, AET centres merged into nine, and the erstwhile AET centres become Community Learning Centre under the respective nine community colleges, one per province.

Note 4: Students in TVET colleges are counted once in every enrolment cycle i.e. annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 5: Total enrolment for CET colleges is based on a response rate of 88.3%.

Note 6: The 2021 figure for private colleges represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

In 2021, there were 342 PSET institutions, of which 85 were public institutions (i.e. 26 public HEIs, 50 TVET colleges and 9 CET colleges) and 257 were private institutions. More than 2.1 million students were enrolled in these institutions, with the majority attending higher education institutions (over 1.3 million). The public PSET sector accounted for more than 1.8 million enrolments (85.0%) while the private sector made up 15.0%.

Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2021

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

More than half of the students enrolled in 2021 were in public HEIs (50.4%), followed by TVET colleges (27.8%) and private HEIs (11.0%). The CET and private colleges experienced a lower enrolment intake (6.8% and 4.0% respectively).

Table 3.2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2021/22

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
Workers	23 174	n.a	27 019	50 193	13 409	n.a	30 347	43 756
Unemployed Persons	48 028	9 598	21 424	79 050	29 047	3 607	15 925	48 579
Total	71 921	9 598	48 745	130 264*	44 164	3 607	46 944	94 715*

Source: SETMIS 2021/22, data extracted in June 2022.

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 2012³.

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.

Note 5: * Total registered and total certificated includes 3 401 (1 021 registrations and 2 380 certifications) records with unspecified economic status.

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

The number of workers and unemployed persons registered for SETA-supported learning programmes was 130 264 during the 2021/22 financial year, and more than half of them registered for learnerships (55.2% or 71 921), followed by over one third of registrations for skills development programmes (37.4% or 48 745), while fewer learners registered for internships (7.4% or 9 598).

These learning programmes benefitted unemployed persons the most, as 79 050 of them registered compared to 50 193 workers. Unemployed persons accounted for more than two-thirds of learnership registrations, while workers dominated registrations for skills development programmes. A significant disparity was noted for learnerships, where 24 854 more unemployed persons registered than workers.

There were 94 715 certifications during the 2021/22 financial year. Nearly half of them were for skills development programs (49.6%, or 46 944), followed closely by learnerships (46.6%, or 44 164), and a lesser proportion was for internships (3.8%, or 3 607). Similar to registrations, a slightly larger number of certifications were for unemployed persons (48 579) as opposed to workers (43 756). Almost two thirds of certifications for skill programmes were for workers (64.6% or 30 347), while certifications for learnerships were higher for unemployed persons (65.8% or 29 047).

4. HIGHER EDUCATION INSTITUTIONS

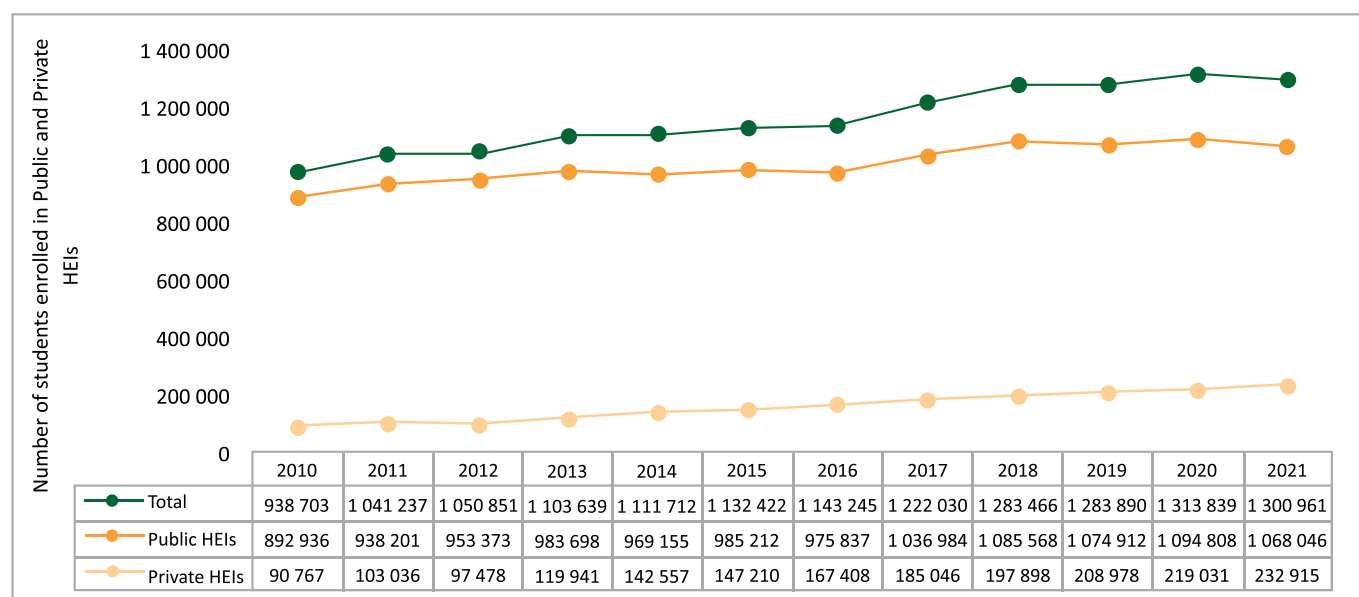
4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

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

- Educate and equip people with high-level skills to meet the employment needs of the public and private sectors;
- produce new knowledge, assess and find new applications for existing knowledge; and
- 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 2021, 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, as with the other two new universities continues to oversee the development of this university.

Figure 4.1: Number of students enrolled in public and private HEIs, 2010 – 2021



Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

2021 HEMIS database, data extracted in November 2022.

Annual reports submitted by private HEIs to the DHET for the 2021 year of reporting.

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

The total number of student enrolment in public and private HEIs in 2021 was 1 300 961, and the majority of students enrolled in public HEIs (82.1% or 1 068 046), while only 17.9% or 232 915 enrolled in private HEIs. The total enrolment in public and private HEIs in 2021 reflects a decrease of 1.0% or 12 878 when compared with 2020. Public HEIs contributed to the decrease between the two academic years and enrolment declined by (26 762 or 2.4%), while private HEIs enrolment increased by 13 884 or 6.3%.

Enrolment in both public and private HEIs increased by 317 258 or 32.3% over the period under review (2010 -2021). Private HEIs student enrolment more than doubled over the twelve-year period (increase of 156.6% or 142 148), while public universities enrolment increased by 19.6% or 175 110 in the same period.

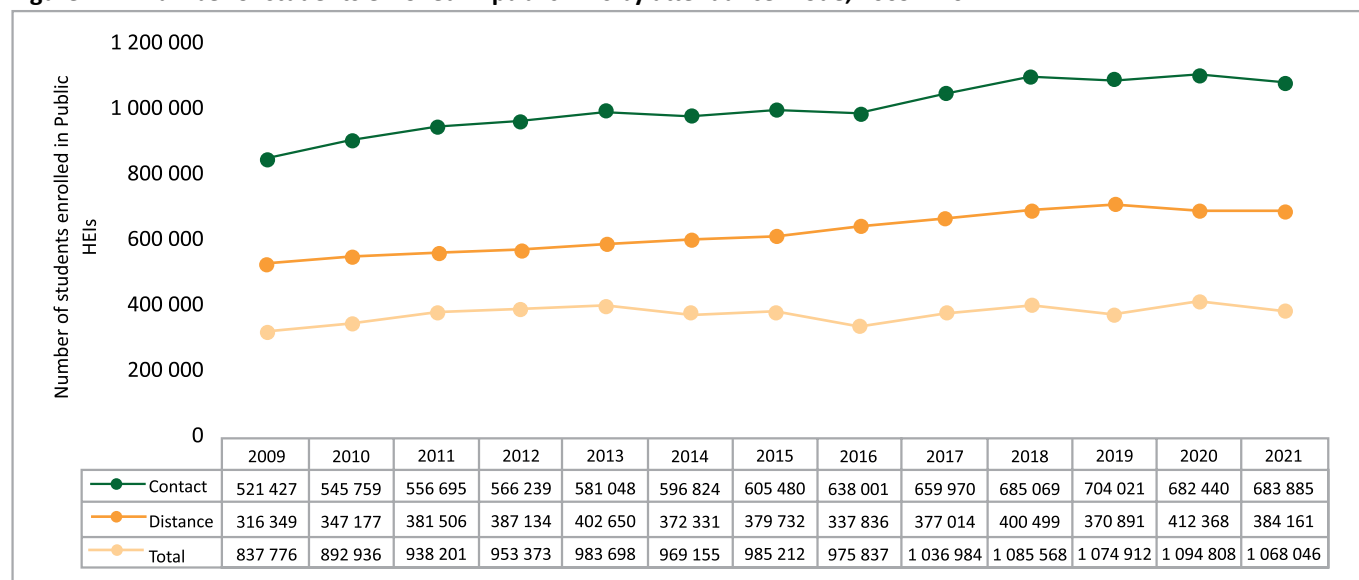
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

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 in this section 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 – 2021



Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
2021 HEMIS database, data extracted in November 2022.

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.

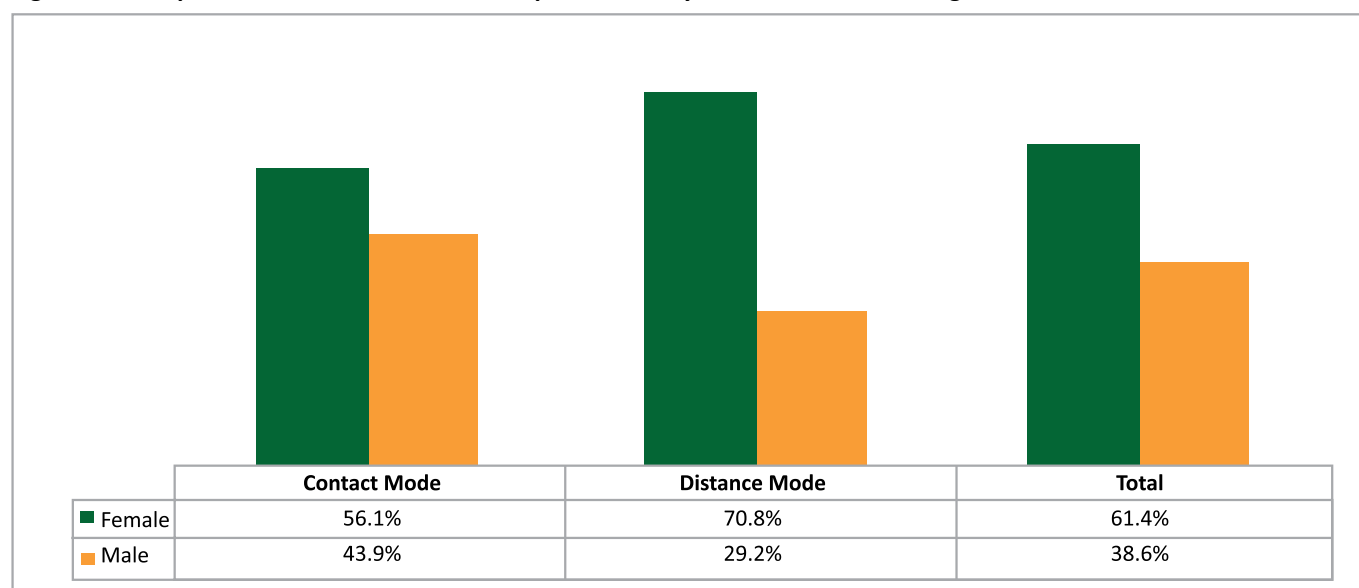
Total enrolment in public HEIs in 2021 was 1 068 046, and this was 2.4% (26 762) lower when compared to enrolment in 2020. The highest proportion of students enrolled through the contact mode of learning (64.0% or 683 885), while 36.0% (384 161) students enrolled through the distance mode of learning.

The majority of students who enrolled through the contact mode were recorded in Tshwane University of Technology (58 038 or 8.5%), followed by the University of Pretoria (50 599 or 7.4%) and the University of Johannesburg (49 224 or 7.2%). UNISA only offers courses through the distance mode of learning, and 94.5% (363 020) of students enrolled through this mode in 2021 were from this university (see Table 10.2 of the Appendix).

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. In 2021, there were 299 724 more contact learning students compared to those enrolled through distance learning mode. Student enrolment for contact mode of learning increased by 0.2% (1 445) between 2020 and 2021, while that of distance mode of learning decreased by 6.8% (28 207) in the same period.

Overall student enrolment in public HEIs increased by 27.5% (230 270) over the 13-year period 2009-2021. The highest increase during this period was recorded for students enrolled through the contact mode of learning (31.2% or 162 458), while enrolment for the distance mode of learning students increased by 21.4% (67 812).

Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2021



Source: 2021 HEMIS database, data extracted in November 2022.

In 2021, female students made up 61.4% of all students enrolled in public HEIs, compared to 38.6% of male students. Female students predominated in both the contact and distance learning modes (56.1% and 70.8%, respectively). The greatest gender disparity was observed in distance learning, where seven out of ten students (70.8%) were females compared to 29.2% of males.

Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2021

Population group	Contact			Distance			Total			
	Female	Male	Unspecified	Female	Male	Unspecified	Female	Male	Unspecified	Total
African	297 812	233 630	79	226 525	91 198	2	524 337	324 828	81	849 246
Coloured	24 897	15 741	21	13 483	5 170	1	38 380	20 911	22	59 313
Indian/ Asian	13 783	11 119	7	9 697	4 305	0	23 480	15 424	7	38 911
White	42 222	35 073	65	20 806	10 816	0	63 028	45 889	65	108 982
Unspecified	4 818	4 604	14	1 384	772	2	6 202	5 376	16	11 594
Total	383 532	300 167	186	271 895	112 261	5	655 427	412 428	191	1 068 046

Source: 2021 HEMIS database, data extracted in November 2022.

Africans accounted for nearly 80% of students enrolled in public HEIs in 2021 (79.5% or 849 246), while White students accounted for 10.2% (108 982) of total enrolment, followed by Coloured students (5.6% or 59 313) and Indian/Asian students (3.6% or 38 911). In every population group, there were more female students enrolled than male students. The African population group had the highest gender disparity, with 199 509 more female students enrolled than male students, and the Indian/Asian population group had the smallest gender gap (8 056 more females compared to males).

The majority of the students enrolled in the contact and distant learning modes were female African students. The highest gender gap was found in the distance mode of learning, where 135 327 more African female students enrolled than male students, while the smallest gender gap was found among Indian/Asian students enrolled through contact mode, where there were 2 664 more female than males.

Table 4.2: Number of students enrolled in public HEIs by gender, field of study and qualification type, 2021

Qualification type	Female					Male					Unspecified gender	Total enrolment
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Occasional	1 056	1 060	98	1 317	3 531	1 181	736	46	511	2 474	2	6 007
Undergraduate Certificates and Diplomas	37 427	71 613	13 116	50 743	172 898	44 229	39 306	2 334	24 760	110 629	3	283 530
Undergraduate Degree	83 777	55 474	110 332	117 727	367 310	82 006	41 430	36 971	59 669	220 076	129	587 515
Advanced Diploma and Postgraduate Certificate in Education	3 078	8 772	7 959	1 710	21 519	3 319	5 089	4 551	1 153	14 112	4	35 635
Postgraduate below Master's Level	8 912	16 277	7 671	11 580	44 440	6 954	11 417	2 968	4 305	25 644	26	70 110
Master's Degrees	15 741	5 821	2 737	9 453	33 752	13 868	5 668	1 438	5 774	26 749	23	60 524
Doctoral Degrees	5 803	1 315	1 372	3 488	11 977	6 375	1 806	1 108	3 457	12 744	4	24 725
Total	155 794	160 332	143 284	196 018	655 427	157 932	105 451	49 417	99 628	412 428	191	1 068 046

Source: 2021 HEMIS database, data extracted in November 2022.

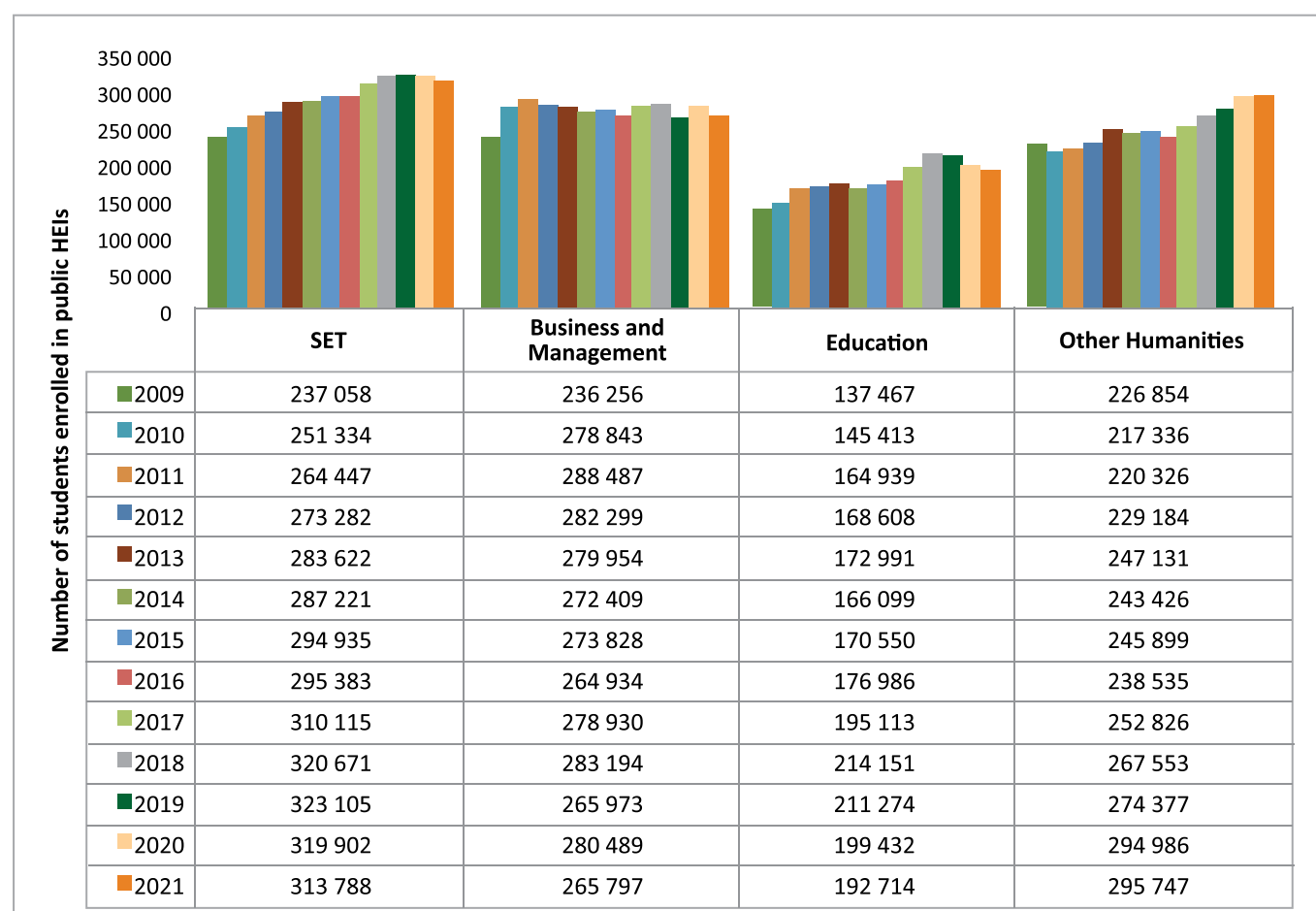
Note 1: As a result of rounding off, numbers may not necessarily add up to totals.

Note 2: No gender information was provided for records in the following fields of study: SET (25), Business and Management (9), Education (5) and other Humanities (52).

Enrolment for females in public HEIs was 655 427, which was 242 999 higher when compared with that of males (412 428). The undergraduate degree qualification saw the biggest gender discrepancy, with 147 234 more female students enrolling than male students. Female students made up a sizable portion of those enrolling in Undergraduate Certificates and Diplomas, Postgraduate below Master's level, Master's degrees, and Advanced Diploma and Postgraduate Certificate in Education. However, male enrolment in Doctoral Degrees was 767 more than female enrolment.

When looking at different fields of study, we can observe that there were more females enrolled as compared to males in almost all fields of study except for the Science, Engineering and Technology (SET), field of study. Enrolment in the Undergraduate Certificates and Diplomas, Doctoral Degree, Advanced Diploma and Postgraduate Certificate in Education and Occasional students were all dominated by females.

Significant differences were observed in the Other Humanities and Education fields of study, where enrolment for females was (96 390 and 93 867 higher as opposed to males). In contrast, 2 138 more male students enrolled in the SET field of study compared to females. It should also be noted that three in every four students enrolled in the Education field of study were females (74.4% or 143 284), as opposed to 25.6% (49 417) of males. Female students made up more than two thirds of those enrolled in the Other Humanities field of study (66.3% or 196 018). The proportion of males and females enrolled in the SET field of study was similar (50.3% and 49.7% respectively).

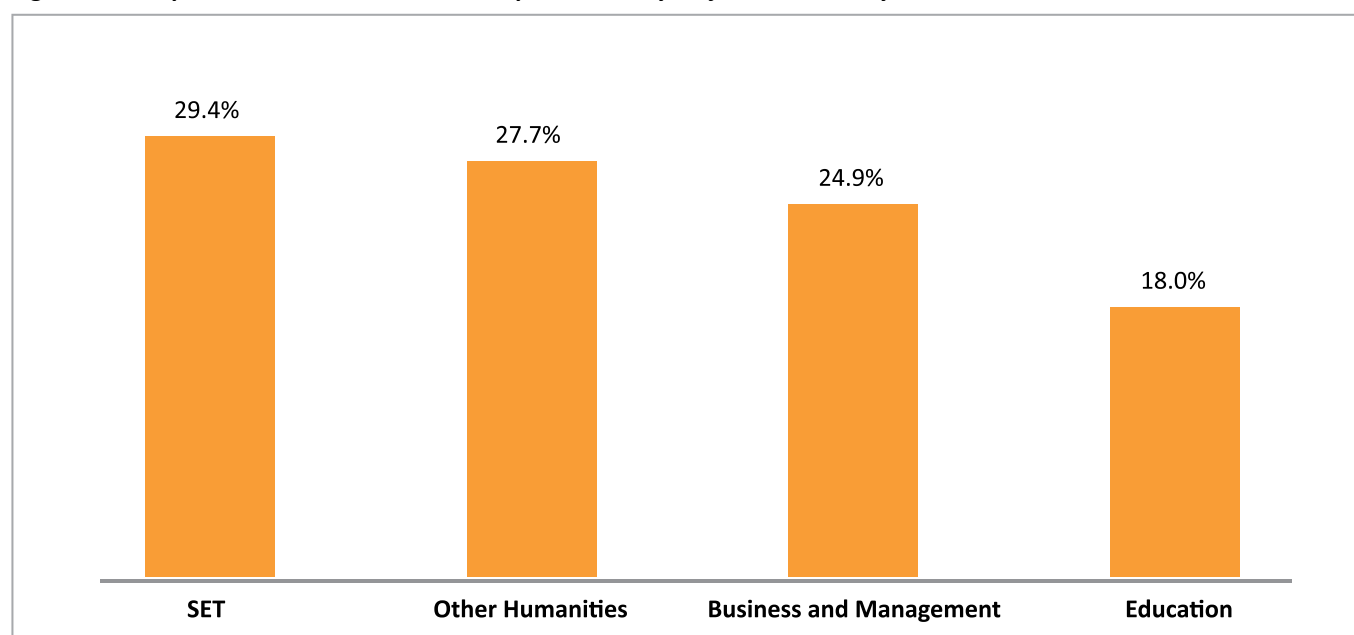
Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2009 – 2021

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
2021 HEMIS database, data extracted in November 2022.

The majority of students in public HEIs enrolled in the Science, Engineering and Technology (SET) (313 788), followed by Other Humanities (295 747) and Business and Management (265 797) fields of study while the lowest number of students enrolled in the Education field of study (192 714).

All fields of study experienced a decline in enrolment between 2020 and 2021, with the exception of Other Humanities, which recorded a slight increase of 0.3% (761). The largest decline was in the Business and Management field of study, and enrolment decreased enrolment fell by 5.2% (14 692) between 2020 and 2021.

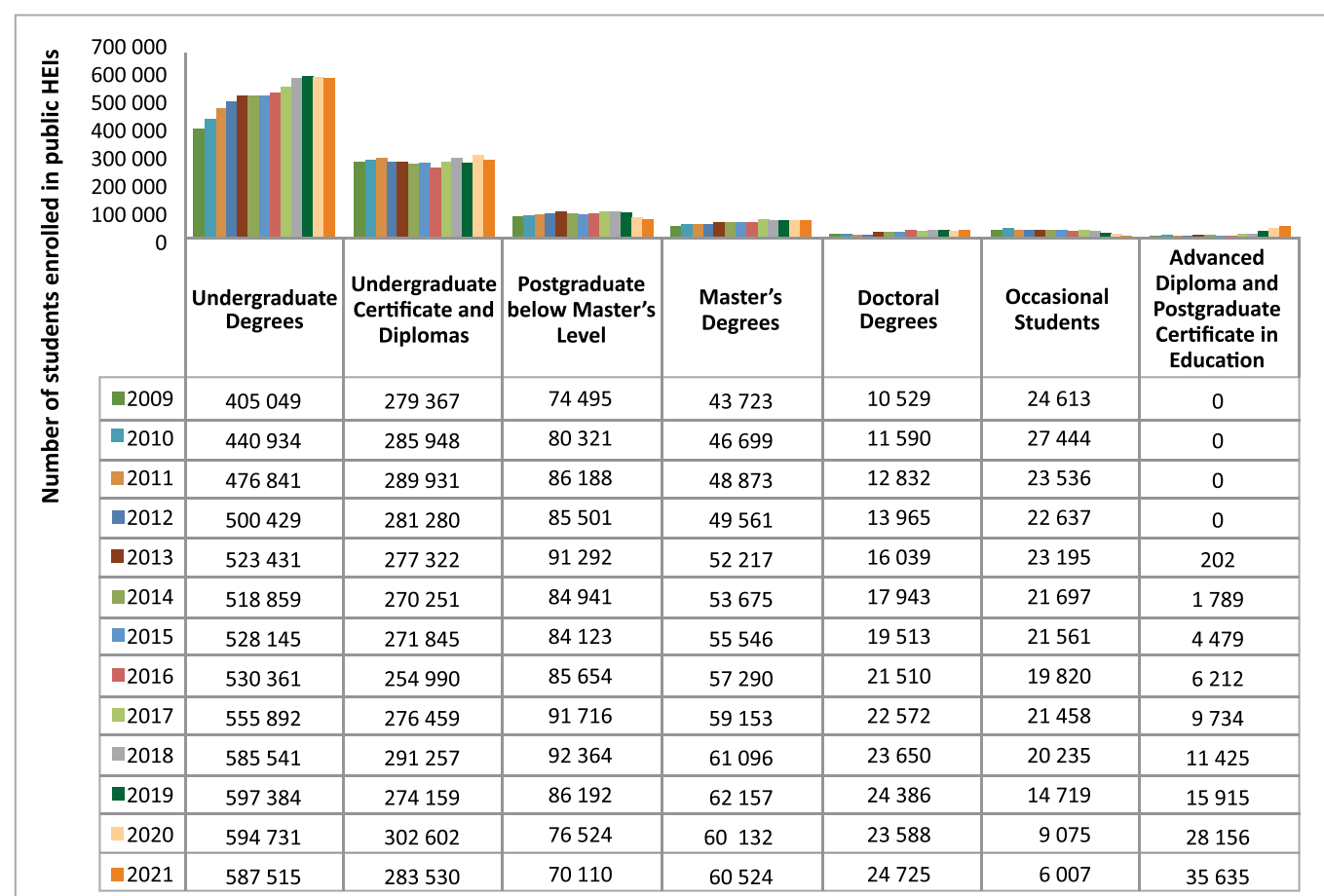
Student enrolment increased in all fields of study over the period under review (2009 – 2021), with the highest increases observed in the fields of SET (76 370), Other Humanities (68 893) and Education (55 247). The lowest increases during the same period was observed in the Business and Management and field of study (29 541).

Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2021

Source: 2021 HEMIS database, data extracted in November 2022.

In 2021, the highest proportion of students in public HEIs enrolled in the SET (29.4%), while over a quarter enrolled in the Other Humanities (27.7%), followed by 24.9% in Business and Management and the lowest enrolment was in the Education field of study (18.0%).

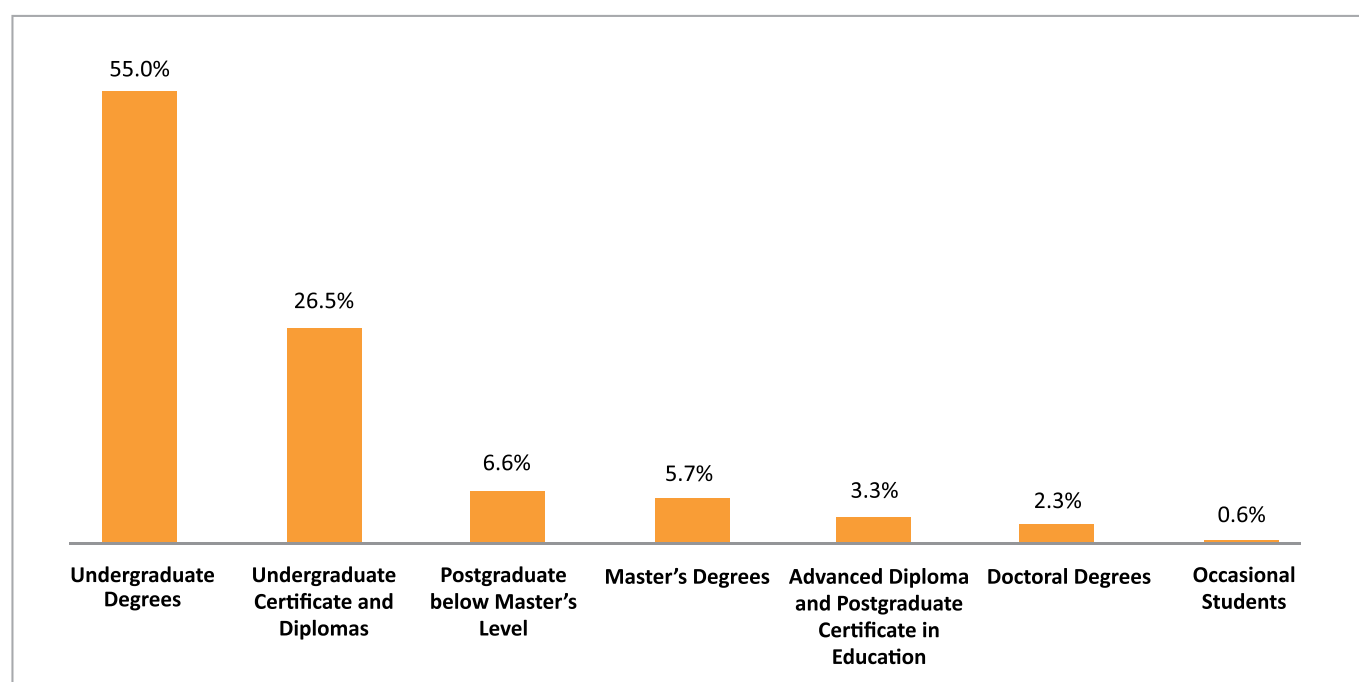
UNISA enrolled the majority of students in all fields of study, with the highest enrolment recorded in other Humanities (133 065) followed by Education (96 392), Business and Management (94 629) and SET (38 935). University of Pretoria had the second largest enrollment in the SET field of study (26 585) and Tshwane University of Technology had the second largest enrolment in the Business and Management field of study 21 159. North West University had the second largest enrolment in the Education field of study (16 738) (see Table 10.1 of the Appendix).

Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2009 – 2021

Sources: Statistics on Post-School Education and Training in South Africa, 2020.
2021 HEMIS database, data extracted in November 2022.

In public HEIs in 2021, undergraduate degrees attracted the most students (587 515), followed by undergraduate certificates and diplomas (283 530) and postgraduate below Master's level (70 110), while fewer students were enrolled as occasional students (6 007). Four qualification types had a decrease in enrolment, with the undergraduate certificates and diplomas seeing the biggest drop (19 072 fewer students in 2021 than in 2020). The Advanced Diploma and Postgraduate Certificate in Education recorded the biggest increase of (7 479) in the same period.

An increase in enrolment over the period under review (2009 – 2021) was recorded for four qualification types (Doctoral degrees, Master's degrees, undergraduate degrees and undergraduate certificates and diplomas). Significant increases were recorded for undergraduate degrees (45.0% or 182 466) and Master's degrees (38.4% or 16 801) in the same period. Enrolment for doctoral degrees more than doubled over this period and increased by 134.8% or 14 196.

Figure 4.7: Proportion of students enrolled in public HEIs by qualification type, 2021

Source: 2021 HEMIS database, data extracted in November 2022.

In 2021, the highest proportion of students in public HEIs enrolled for undergraduate degrees (55.0%), followed by undergraduate certificates and diplomas (26.5%) while the lowest proportion were enrolled as occasional students (0.6%).

UNISA enrolled the largest number of students in the following qualification types: undergraduate degrees (206 874), undergraduate certificates and diplomas (109 754), postgraduate below Master's level (26 106), advanced diplomas and postgraduate certificate in education (10 721) and occasional students (2 120). The majority of Master's degree students enrolled at the University of Witwatersrand (8 257), while the University of KwaZulu-Natal enrolled the majority of Doctoral degree students (3 053) (see Table 10.1 of the Appendix).

Table 4.3: Number of students enrolled in public HEIs by qualification type and age group, 2021

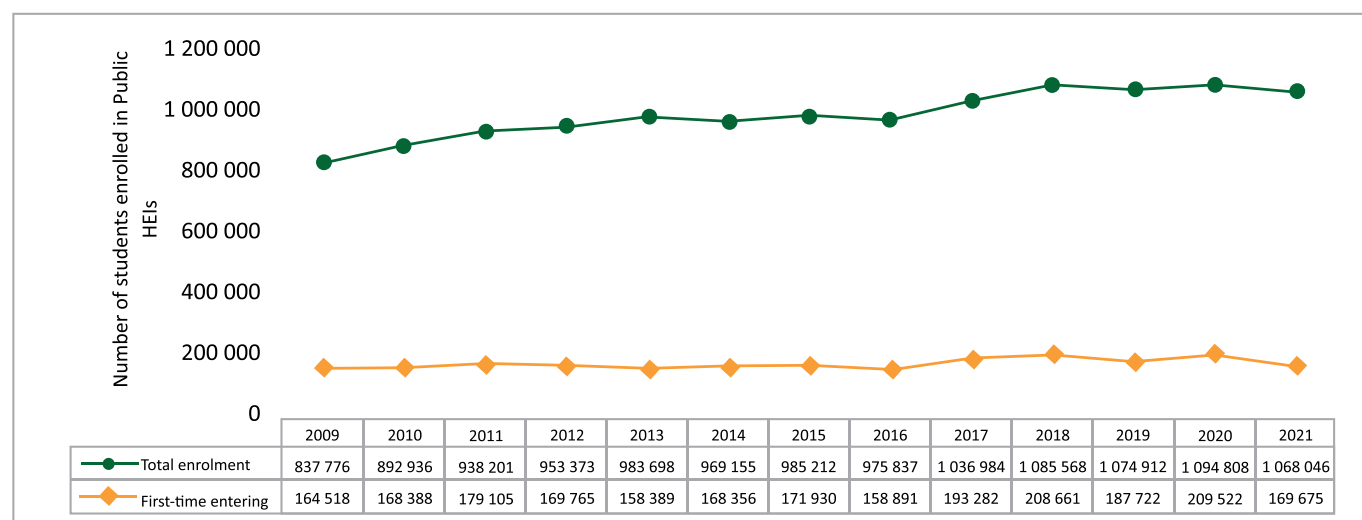
Qualification Type	≤18 years	19 - 24 years	25 – 29 years	30 – 39 years	40 – 49 years	50 - 59 years	≥60 years	Total
Occasional students	150	2 241	1 592	1 271	562	154	37	6 007
Undergraduate Certificates and Diplomas	22 525	167 885	55 253	28 229	7 645	1 885	108	283 530
Undergraduate Degree	72 250	337 958	86 699	63 686	21 840	4 512	570	587 515
Advanced Diploma and Postgraduate Certificate in Education	3	14 027	10 771	7 771	2 378	652	33	35 635
Postgraduate below Master's Level	4	25 557	15 810	18 409	8 122	2 024	184	70 110
Master's Degrees	1	11 037	16 773	20 498	8 930	2 936	349	60 524
Doctoral Degrees	0	387	4 636	9 777	5 929	3 238	758	24 725
Total	94 933	559 092	191 534	149 641	55 406	15 401	2 039	1 068 046

Source: 2021 HEMIS database, data extracted in November 2022.

The majority of students enrolled at public HEIs were between the ages of 19 and 24 (52.3% or 559 092), followed by those between the ages of 25 and 29 (17.9% or 191 534) and 30 – 39 years old (14.0% or 149 641). Most students between the ages of 19 and 24 enrolled in undergraduate degrees (337 958) and undergraduate certificates and diplomas (167 885). Students in the other age groups (except 50 – 59 years and 60 years and older) also enrolled mainly for undergraduate degrees and undergraduate certificates and diplomas.

On the other hand, more than one third of students aged 60 years and older enrolled for doctoral degrees (37.2% or 758), while 28.0% (570) enrolled for undergraduate degrees. More than half of the students in the age group 50 – 59 years also enrolled for undergraduate degrees (29.3% or 4 512) and Doctoral degrees (21.0% or 3 238).

Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2009 – 2021



Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
2021 HEMIS database, data extracted in November 2022.

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 2021, there were 169 675 new students enrolled in public HEIs, which was 15.9% of the total enrolment. UNISA (21.6% or 36 585) had the highest percentage of first-time entrants in 2021, followed by Tshwane University of Technology (6.7% or 11 318) and University of Johannesburg (6.2% or 10 534) (see Table 10.3 of the Appendix).

When compared with 2020, the number of first-time entering students decreased by 19.0% or 39 847 in 2021, and the major contributor to the decline was University of South Africa which enrolled 41 559 (53.2%) less students between the two academic years. Despite the overall decrease in the number of first-time entering students between 2020 and 2021, enrolment increased in 18 out of 26 public HEIs, with the highest increase recorded in Walter Sisulu University (increase of 37.3% or 1 866) (see Table 10.3 of the Appendix).

Enrolment of first-time entering students at public HEIs increased by 3.1% (5 157) over the 13-year period (2009–2021). North West University (3 727) and University of the Free State (3 955) experienced the highest increases over this time period (see Table 10.3 of the Appendix).

Table 4.4: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2021

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	41	422	4 329	103	681	2 145	1 978	9 699	46	668	4 955	209	1 164	533	311	7 886	17 585
Democratic Republic of the Congo	6	1 390	611	206	138	311	108	2 770	12	109	216	44	83	67	18	549	3 319
Namibia	13	37	700	15	223	646	241	1 875	12	142	410	128	238	96	45	1 071	2 946
Nigeria	9	109	297	19	117	565	1 406	2 522	6	27	228	18	86	82	97	544	3 066
Lesotho	9	223	750	51	217	485	255	1 990	7	39	232	18	173	41	18	528	2 518
Swaziland/Eswatini	4	154	747	32	103	269	177	1 486	6	51	391	49	204	68	22	791	2 277
Zambia	4	32	320	6	50	245	241	898	2	22	154	2	31	26	25	262	1 160
Botswana	4	10	196	2	59	274	173	718	2	11	202	5	36	35	29	320	1 038
Kenya	35	9	172	4	46	228	375	869	0	2	36	2	18	25	40	123	992
Ghana	3	11	28	8	23	186	521	780	2	8	48	10	25	22	189	304	1 084
Other foreign nationalities	944	765	2 384	141	534	2 144	2 207	9 119	18	155	856	60	270	252	591	2 202	11 321
Total	1 072	3 162	10 534	587	2 191	7 498	7 682	32 726	113	1 234	7 728	545	2 328	1 247	1 385	14 580	47 306

Source: 2021 HEMIS database, data extracted in November 2022.

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.

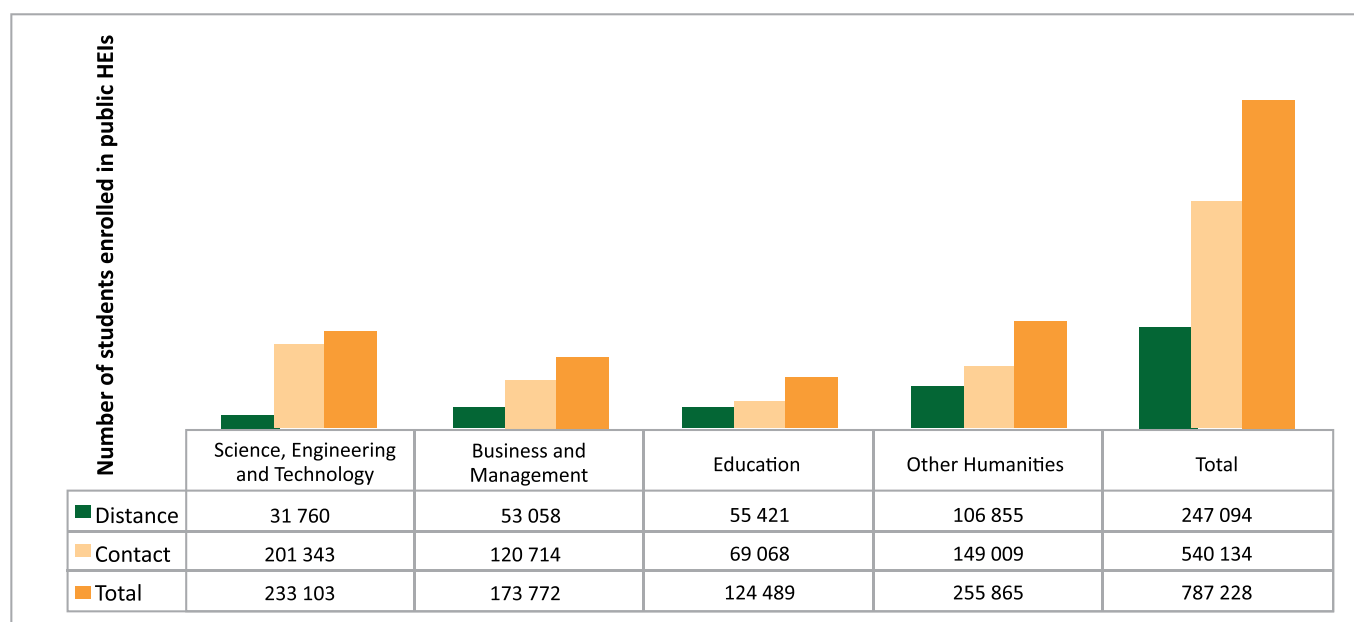
Note 6: Enrolment numbers are listed by the ten countries with the most foreign student enrolment. The rest of foreign student enrolments are included in "other foreign nationalities".

The total number of foreign national students enrolled in public HEIs in 2021 was 47 306, which was 4.4% of total enrolment (1 068 046). More than one third of foreign national students were from Zimbabwe (37.2% or 17 585) while the lowest proportion of students were from Kenya (2.1% or 992), Botswana (2.2% or 1 038) and Ghana (2.3% or 1 084).

Two out of every five students registered for undergraduate certificates and diplomas through the contact mode of learning were from the Democratic Republic of the Congo (DRC) (44.0% or 1 390), despite the fact that a high percentage of foreign students were from Zimbabwe. Additionally, 35.1% (206) of the students enrolled in the Advanced Diploma and Postgraduate Certificate in Education qualification through contact mode of learning were from the DRC.

Nearly 70% of the foreign national students enrolled through the contact mode of learning (69.2% or 32 726), while 30.8% or 14 580 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 (32.2% or 10 534), followed by enrolment for Doctoral degrees (23.5% or 7 682) and Master's degrees (22.9% or 7 498). More than half of the foreign national students who enrolled through the distance mode of learning enrolled for undergraduate degrees (53.0% or 7 728).

Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2021



Source: 2021 HEMIS database, data extracted in November 2022.

In 2021, there were 787 228 Full-Time Equivalent (FTE) students in public HEIs, of which 540 134 or 68.6% enrolled through the contact mode of learning and only 247 094 or 31.4% enrolled through the distance mode of learning.

The Other Humanities had the highest percentage of FTE enrolments for the distance learning mode (43.2% or 106 855) and the lowest proportion was in the SET field of study (12.9% or 31 760). On the other hand, 86.4% (201 343) of FTE enrolments in the SET field of study were for students enrolled through the contact mode of learning.

The SET field of study saw the biggest disparity in FTE enrolments, with 169 583 more students enrolling through the contact mode of learning than through the distance mode of learning. The disparity was less in the Education field of study.

Tshwane University of Technology had the highest FTE for students enrolled through the contact mode of learning (42 411), followed by the University of Pretoria (41 413) and the University of Johannesburg (39 072). UNISA recorded the highest FTE for students enrolled through the distance mode of learning (95.2% or 235 173) (see Table 10.4 of the Appendix).

Table 4.5: Number of students enrolled in public HEIs by primary disability and gender, 2021

Barriers to Learning	Female	Male	Unspecified	Total
Communication (talking, listening)	55	132	0	187
Emotional (behavioural or psychological)	695	413	11	1 119
Hearing (even with a hearing aid)	1 563	1 101	1	2 665
Intellectual (difficulties in learning)	665	732	4	1 401
Multiple	52	32	0	84
Physical (moving, standing, grasping)	1 265	953	2	2 220
Sight	1 397	1 142	2	2 541
Disabled but unspecified	1 552	1 104	4	2 660
Total	7 244	5 609	24	12 877

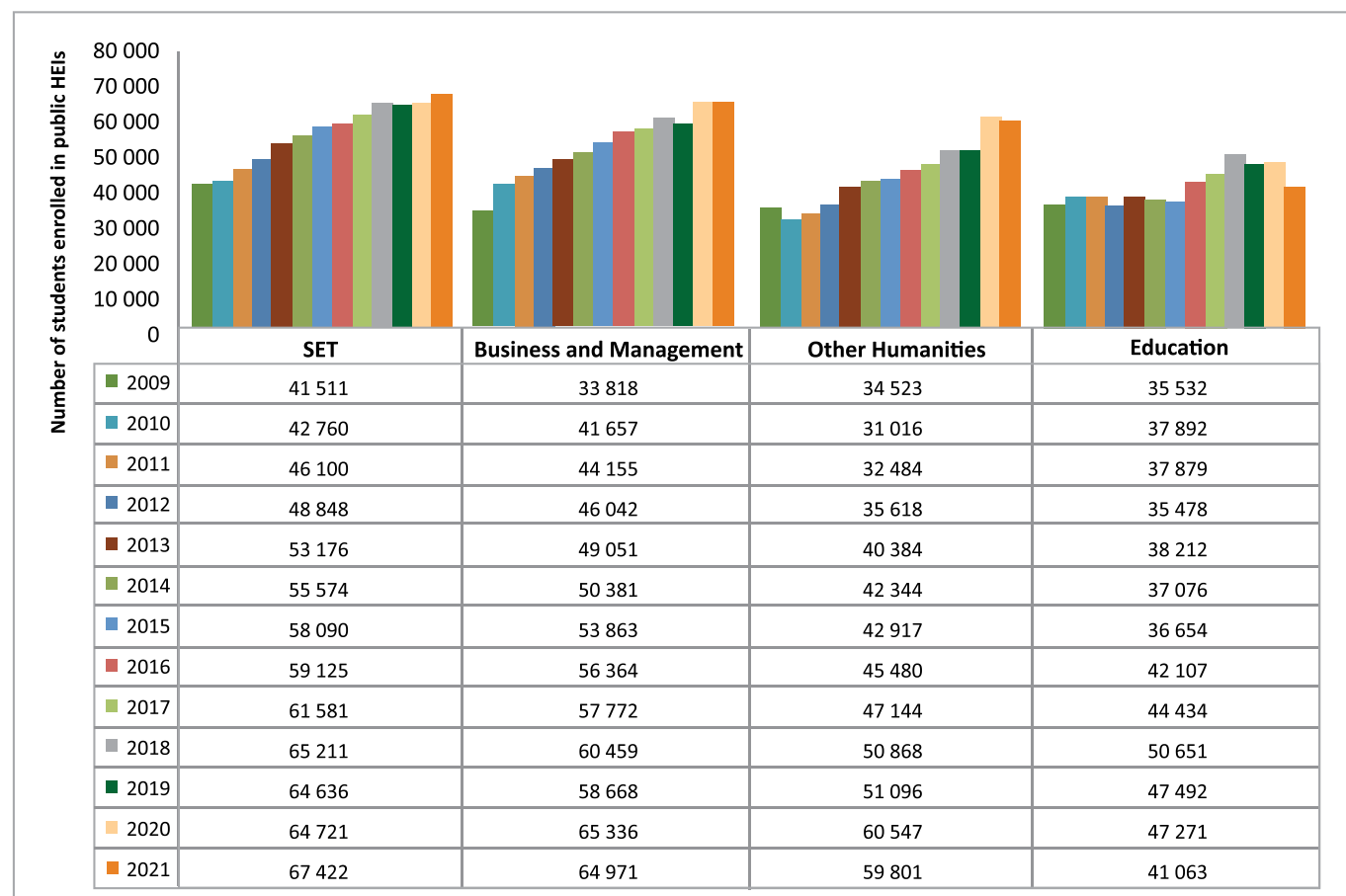
Source: 2021 HEMIS database, data extracted in November 2022.

The total number of students who reported to have a disability was 12 877 in 2021, which was 1.2% of total enrolment in public HEIs (1 068 046). The most common type of disability among students was reported to be a hearing disability (20.7% or 2 665), followed by a sight disability (19.7% or 2 541) and physical disability (17.2% or 2 220). Additionally, a significant number of students (20.7% or 2 660) did not disclose their disability type.

More than half of students who reported to have a disability were females (56.3% or 7 244) while 43.6% or 5 609 were males. The highest gender gap was found among students with hearing and physical disabilities, where 462 and 312 more females reported to have these disabilities compared to males. Even though there were generally more females than males with disabilities, a slightly higher number of male students reported to have communication and intellectual disabilities compared to females.

4.2.3 Graduates from public Higher Education Institutions (HEIs)

Figure 4.10: Number of graduates from public HEIs by major field of study, 2009 – 2021



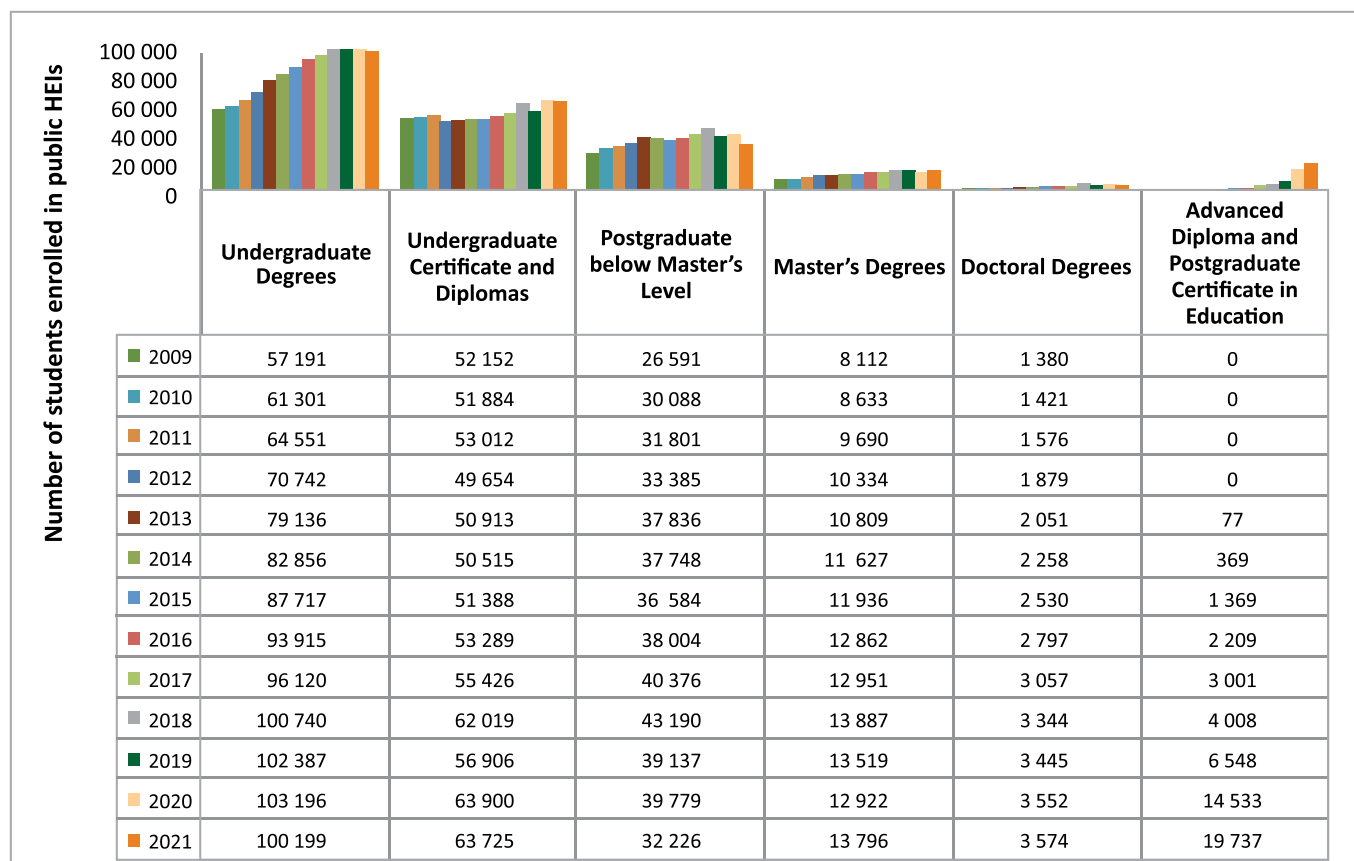
Sources: Statistics on Post-School Education and Training in South Africa, 2020.
2021 HEMIS database, data extracted in November 2022.

There were 233 257 graduates in public HEIs in 2021, and the majority of graduates obtained their qualifications in the SET (28.9% or 67 422), followed by Business and Management (27.9% or 64 971), Other Humanities (25.6% or 59 801) and Education (17.6% or 41 063) fields of study. UNISA (23.4% or 54 677), Tshwane University of Technology (6.9% or 16 179), North West University (6.2% or 14 484), University of Pretoria (5.8% or 13 592) and University of Johannesburg (5.6% or 12 998) produced nearly half of the graduates in 2021 – see Table 10.5 of the Appendix.

Over one third of the 2021 graduates in the Education field of study were from UNISA (34.6% or 14 195), as did the majority of graduates in the Business and Management and other Humanities fields of study. Over 37% of the graduates in the SET field of study were recorded in UNISA (8.8% or 5 902), University of Pretoria (8.4% or 5 673), Tshwane University of Technology (7.0% or 4 753), University of Witwatersrand (6.6% or 4 430) and Durban University of Technology (6.3% or 4 250) – see Table 10.5 of the Appendix.

The number of graduates in 2021 was 1.9% (4 625) lower when compared with graduates reported in 2020 (237 882), and 60.4% (87 831) higher when compared with 2009 (145 426). Decreases in the number of graduates in 2021 were recorded in almost all fields of study except the Science, Engineering and Technology, where an increase of 2 701 was observed. The biggest decrease was in the Education field of study, where the number of graduates declined by 13.1% (6 208).

Figure 4.11: Number of graduates from public HEIs by qualification type, 2009 – 2021



Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
2021 HEMIS database, data extracted in November 2022.

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

The majority of the 233 257 graduates produced in 2021 obtained undergraduate degrees (100 199 or 43.0%), followed by undergraduate certificates and diplomas (63 725 or 27.3%), and postgraduate below Master's level (32 226 or 13.8%) – these proportions are similar to what was observed in 2020. Master's level graduates were mainly from the University of Pretoria (2 046 or 14.8%), the University of Witwatersrand (1 782 or 12.9%) and the University of Stellenbosch (1 521 or 11.0%) - see Table 10.5 of the Appendix.

Over 34% of the 3 574 doctoral degree recipients were from the University of KwaZulu-Natal (12.5% or 445), University of South Africa (11.8% or 421) and University of Pretoria (10.3% or 367). A large number of graduates for undergraduate certificates and diplomas, undergraduate degrees, postgraduate below Master's level and advanced diploma and postgraduate certificate in education were from UNISA – see Table 10.5 of the Appendix.

The two qualification types that experienced the largest drop in the number of graduates produced between 2020 and 2021 were: postgraduate below Master's level (19.0% or 7 553), and undergraduate degrees (2.9% or 2 997). Advanced Diploma and Postgraduate Certificate in Education graduates increased by 35.8% (5 204) in the same period.

Over the thirteen-year period (2009 - 2021), the number of graduates increased by 60.4% (87 831), and the major contributors to the increase were undergraduate degrees (43 008) and undergraduate certificates and diplomas (11 573). The number of doctoral degree graduates more than doubled in the same period (from 1 380 in 2009 to 3 574 in 2021), while that of Master's degree graduates increased by 70.1% (5 684).

Table 4.6: Number of graduates from public HEIs by gender, field of study and qualification type, 2021

Qualification type	Female					Male					Unspecified gender	Total number of graduates
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Undergraduate Certificates and Diplomas	8 579	17 214	5 138	11 209	42 140	7 830	8 157	784	4 814	21 584	1	63 725
Undergraduate Degree	16 872	10 280	16 409	20 478	64 039	14 457	7 218	5 623	8 838	36 136	24	100 199
Advanced Diploma and Postgraduate Certificate in Education	1 524	4 478	5 382	1 410	12 794	1 338	2 292	2 567	743	6 940	3	19 737
Postgraduate below Master's Level	4 844	6 899	2 938	5 897	20 579	3 566	5 003	1 085	1 976	11 629	18	32 226
Master's Degrees	3 497	1 495	504	2 150	7 646	3 116	1 503	249	1 281	6 148	2	13 796
Doctoral Degrees	814	168	206	456	1 643	974	261	173	523	1 930	1	3 574
Total	36 130	40 534	30 577	41 599	148 841	31 279	24 433	10 481	18 174	84 367	49	233 257

Source: 2021 HEMIS database, data extracted in November 2022.

Note: The total number of graduates includes 49 students who did not specify their gender.

Almost two thirds of the graduates were females (63.8% or 148 841), while 36.2% (84 367) were males. The number of female graduates were higher in almost all qualification types (except doctoral degrees), with the largest gender disparities observed for undergraduate degrees (27 903) and undergraduate certificates and diplomas (20 556). Male graduates for doctoral degrees outnumbered females by 287. However, a sizable portion of both male and female graduates obtained their doctoral degrees in the SET field of study (974 and 814 respectively).

In every field of study, more women than men graduated, with notable differences in the Education and Other Humanities, where 20 096 and 23 425 more females than males completed their degrees. It should also be noted that almost three quarters of graduates in the Education field of study were females (30 577 out of the overall total of 41 058), and almost 70% of the other Humanities graduates were also female (41 599 out of the overall total of 59 773). The female graduates in the SET field of study was 4 851 higher as compared to males.

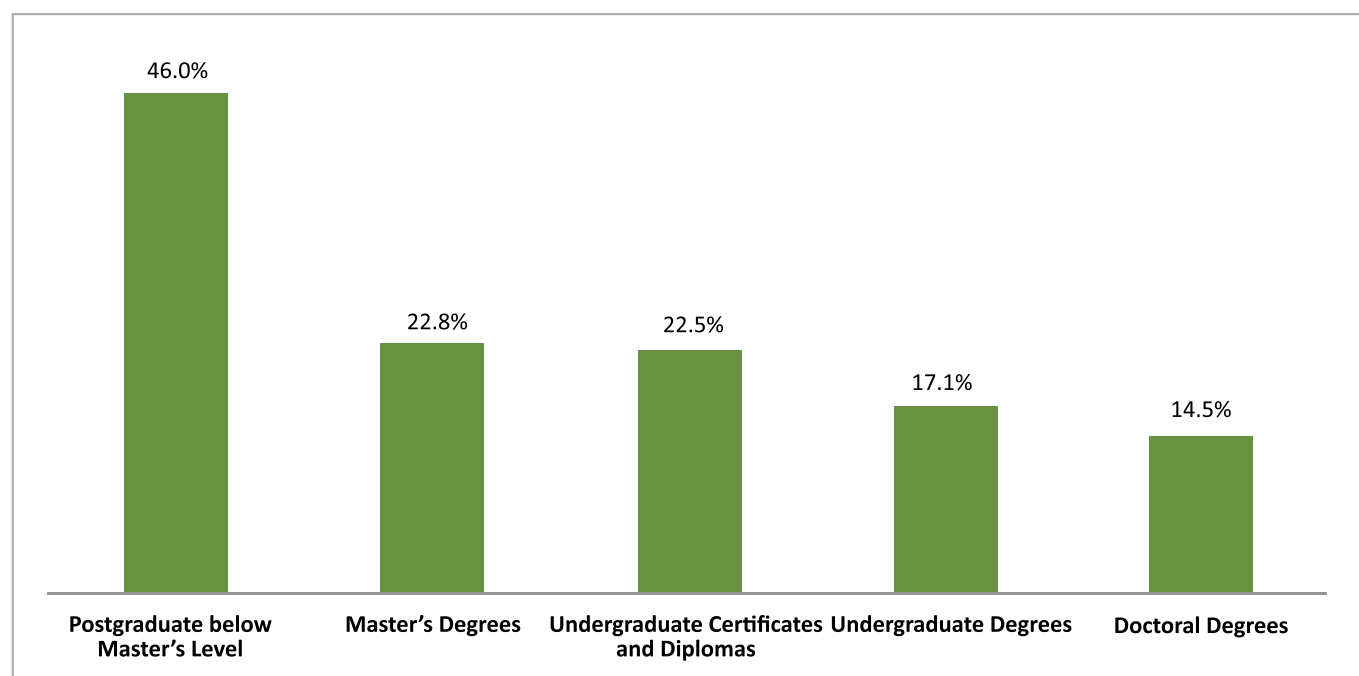
Table 4.7: Number of graduates from public HEIs by qualification type and age group, 2021

Qualification Type	≤18 years	19 - 24 years	25 – 29 years	30 – 39 years	40 – 49 years	50 - 59 years	≥60 years	Total
Undergraduate Certificates and Diplomas	1 076	36 949	14 640	7 729	2 542	762	27	63 725
Undergraduate Degree	104	68 213	15 732	10 930	4 179	877	164	100 199
Advanced Diploma and Postgraduate Certificate in Education	3	9 622	5 511	3 355	1 016	221	9	19 737
Postgraduate below Master's Level	2	16 125	5 878	6 488	2 827	827	79	32 226
Master's Degrees	0	2 103	4 041	4 787	2 071	699	95	13 796
Doctoral Degrees	0	10	449	1 523	896	567	129	3 574
Total	1 185	133 022	46 251	34 812	13 531	3 953	503	233 257

Source: 2021 HEMIS database, data extracted in November 2022.

The majority of graduates from public HEIs in 2021 were aged between 19 and 24 (57.0%, or 133 022), followed by those aged between 25 and 29 (19.8% or 46 251), and those aged between 30 and 39 (14.9% or 34 812). A smaller proportion were 60 years and older (0.2% or 503).

A large number of students across all age groups (apart from those 18 years and younger) graduated mainly with undergraduate degrees, while 90.8% (1 076) of those aged 18 years and younger graduated with undergraduate certificates and diplomas. While individuals aged 60 years and older received doctoral degrees as their second largest qualification, the second-largest number of graduates aged 40-59 and 50-59 years obtained postgraduate degrees below Master's Level.

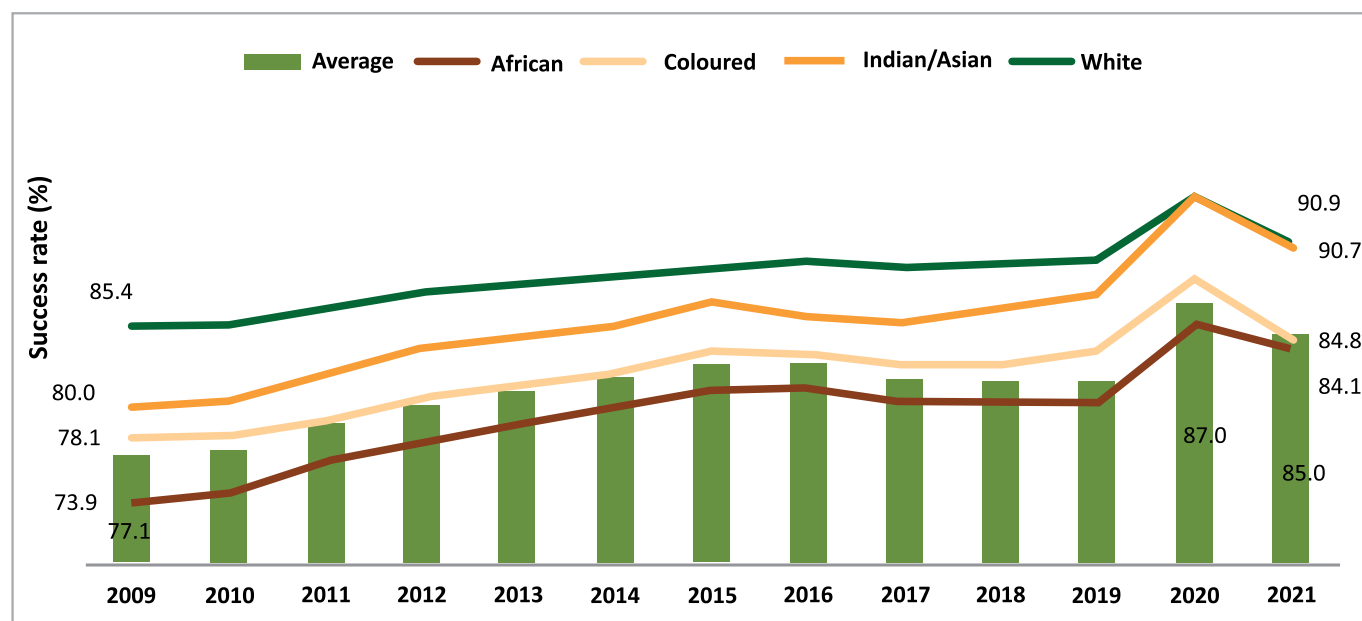
Figure 4.12: Average graduation rates in public HEIs by qualification type, 2021

Source: 2021 HEMIS database, data extracted in November 2022.

Note: These graduation rates serve as proxies for throughput rates of cohorts of students. A detailed account of benchmarks related to these graduation rates can be seen in The National Plan for Higher Education (Department of Education: 2001).

The highest graduation rate was for postgraduate below Master's level (46.0%) and the lowest was for doctoral degrees (14.5%). High graduation rates for postgraduate below Master's level were recorded by the University of Mpumalanga (84.1%), Rhodes University (75.4%) and University of Venda (75.2%). Due to the method of calculation, these high graduation rates will be as a result of the low number of enrolments in the postgraduate below Master's level for these institutions who have only recently received accreditation for qualifications in this category – 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 – 2021



Source: 2021 HEMIS database, data extracted in November 2022.

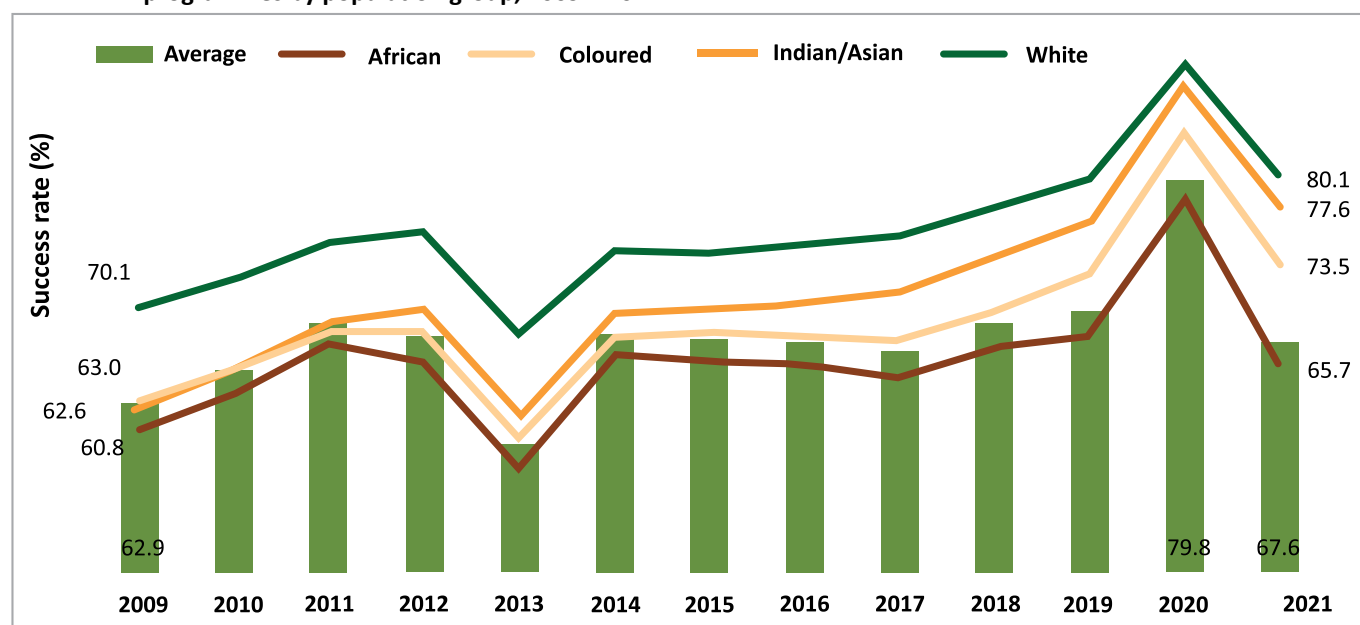
Note: Success rates are determined as follows: a calculation is made of full-time equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are, therefore, weighted averages for contact and distance courses for each population group.

In 2021, the average undergraduate success rate for students enrolled in the contact mode of learning was 85.0%, this was a decrease of 2.0 percentage points from what was observed in 2020. Success rates declined for all population groups between 2020 and 2021, and the highest decline was for Coloured students (3.9 percentage points) and the lowest was for African students (1.5 percentage points). White and Indian/Asian students had success rates above average in 2021 (90.9% and 90.7% respectively), whereas African and Coloured students had success rates below average (84.1% and 84.8% respectively).

Twelve out of the 26 public HEIs had success rates for contact-mode students that were higher than average, with Sefako Makgatho Health Science University (92.9%), University of Venda (90.6%), and University of KwaZulu-Natal (90.0%) having the highest success rates (see Table 10.7 of appendix).

When comparing 2009 and 2021, the success rate for contact students grew by 8.0 percentage points (from 77.1% to 85.0%). The largest increases during this time were for Indian/Asian students (10.7 percentage points) and African students (10.1 percentage points).

Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2009 – 2021



Source: 2021 HEMIS database, data extracted in November 2022.

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 undergraduate success rate for students enrolled through distance mode of learning was 67.6% in 2021, which was 12.2 percentage points lower when compared with 2020. Success rates declined for all population groups between 2020 and 2021, and the highest decline was for African students (12.8 percentage points) and the lowest was for White students (8.5 percentage points). White, Indian/Asian and Coloured students obtained higher than average success rates (80.1%; 77.6% and 73.5% respectively), while African students obtained a lower than average success rate (65.7%).

Only 11 out of 26 public HEIs offered programmes through distance mode of learning in 2021 (see Table 10.2 of the Appendix). Higher than average success rates were observed in eight public HEIs, with the highest being the University of Witwatersrand (100.0%) and the Tshwane University of Technology (95.8%) – see Table 10.7 of the Appendix.

Over the past thirteen years (2009–2021), the success rate for students enrolled through the distance mode of learning improved by 4.6 percentage points (from 62.9% to 67.6%), with Indian/Asian students experiencing the biggest increase (15.0 percentage points) and African students experiencing the lowest rise (4.9 percentage points).

4.2.4 Staffing in public Higher Education Institutions (HEIs)

Table 4.8: Number of permanent staff in public HEIs, by population group, personnel category and gender, 2021

Population group	Instruction and research			Administrative			Services			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
African	3 879	5 226	9 105	10 434	9 005	19 439	5 603	5 128	10 731	19 916	19 359	39 275
Coloured	828	688	1 516	3 391	1 917	5 308	536	462	998	4 755	3 067	7 822
Indian/Asian	940	735	1 675	1 107	694	1 801	11	44	55	2 058	1 473	3 531
White	4 189	3 540	7 729	4 506	2 037	6 543	30	48	78	8 725	5 625	14 350
Unknown	100	289	389	26	39	65	3		3	129	328	457
Total	9 936	10 478	20 414	19 464	13 692	33 156	6 183	5 682	11 865	35 583	29 852	65 435

Source: 2021 HEMIS database, data extracted in November 2022.

Note: Total include unknown population group and gender.

The total number of permanent staff members in public HEIs was 65 435 in 2021, which is a 1.4% (884) decline compared to 2020 (64 551). Over half of permanent staff were employed as administrative staff (50.7% or 33 156), followed by instruction and research staff (31.2% or 20 414) and services staff (18.1% or 11 865). More than 31% of permanent staff were at the following universities: UNISA (8.9% or 5 803), the University of Pretoria (7.7% or 5 010), the University of Witwatersrand (7.5% or 4 918) and the University of Cape Town (7.4% or 4 855) – see Table 10.9 of the Appendix.

The number of female permanent employees was 35 583 (54.4% of the total staff), which was 5 731 more than the number of male permanent employees (29 852 or 45.6% of the total staff). In the administration and services category, there were generally more female employees than male employees. The biggest disparity was in the administrative category, where there were 5 772 more female employees than males. In contrast, 542 more males than females were employed as instruction and research personnel, with significant discrepancies seen among the African employees (1 347 more males).

Although there were generally more permanent female employees than males, the proportion of females in the instruction and research category was 48.7%, and only 11 of the 26 public HEIs had a higher than average of female staff in this category – see Table 10.2 of the Appendix.

In terms of the population group, the majority of permanent staff were Africans (60.0% or 39 275), followed by White staff (21.9% or 14 350), Coloured (12.0% or 7 822) and Indian/Asian were in the minority (5.4% or 3 531). The majority of African, Coloured and Indian/Asian staff were employed as administrative staff, while more than half of White staff were employed in the instruction and research category (7 729 out of 14 350).

In addition, Table 10.9 of the Appendix shows that 99.3% of black staff members (i.e., African, Indian/Asian, and Coloured) were employed as services staff, 80.1% as administrative staff, and 60.2% as instruction and research employees.

In the instruction and research category, black staff were employed in lower numbers at the Universities of Stellenbosch, University of Pretoria, University of the Free State, and North West University (29.3%, 35.2%, 37.6%, and 39.6%, respectively), whereas the University of Venda, Mangosuthu University of Technology, Walter Sisulu University and the University of Limpopo employed more than 94% of black staff in this category.

4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)

4.3.1 Introduction

In terms of the Public Notice (*Government Gazette No. 19389*, of 30 October 1998), no private institution is permitted to offer higher education in South Africa as of 1 January 2000, unless registered with the Department. In terms of the Higher Education Act, 1997 (Act No. 101 of 1997, as amended) ("the Act"), and the *Regulations for the Registration of Private Higher Education Institutions* published in *Government Gazette No. 39880*, of 31 March 2016 ("the Regulations"), all private institutions providing higher education programmes must be registered with the Department. This requirement applies to both local and foreign institutions.

The total student enrolment numbers for private higher education institutions (PHEIs) provided below are based on student enrolment for institutions listed on the Register of PHEIs as on 15 October 2021. The current Register of PHEIs is available on the Department's website through the link: <http://www.dhet.gov.za>. In 2022, the year in which the 2021 data is reported to the Department, 123 out of 124 (123/124) registered PHEIs submitted student and staff data to the Department in accordance with section 57(2)(c) of the Act and Regulation 27(3). From 2016, it became 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 (PHEIs)

Table 4.9: Number of students enrolled in PHEIs by gender, 2011 – 2021

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
Annual report submitted by PHEIs to DHET for the 2021 year of reporting.

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

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

Table 4.9 shows the growth of student enrolment in the PHEI sector from 103 036 students in 2011 to 232 915 in 2021. In the last two years, students enrolled at PHEIs increased by 6.3% or 13 884, while enrolment more than doubled (increased by 126.1%) over the 11-year period (from 103 036 to 232 915) (2011-2021).

Despite some unspecified gender, the female enrolment in PHEIs has been consistently higher than that of males over the period 2011 to 2021. In fact, the proportion of female enrolment has been increasing while that of males has been on a decline. The number of students who do not report on gender has been fluctuating and increased by 44.6% between 2020 and 2021.

Table 4.10: Number of students enrolled in PHEIs by qualification type, 2018 - 2021

Year	Higher Certificate (120-Credits)	Advanced Certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Diploma (120-Credits)	Postgraduate Certificate (120-Credits)	Bachelor's Degree (240-Credits)	Bachelor's Degree (360—Credits)	Bachelor's Degree (480-Credits)	Honours Degree (120-Credits)	Master 's Degree (180-Credits)	Doctoral Degree(360-Credits)	Total
2018	34 409	3 232	6 441	55 495	2 801	6 498	0	0	66 697	10 937	4 337	6 688	363	197 898
2019	39 881	3 811	5 222	57 046	3 977	8 162	0	0	70 905	8 814	4 529	6 194	437	208 978
2020	39 189	6 579	2 999	47 785	3 678	9 906	0	249	83 715	13 447	4 974	6 097	413	219 031
2021	40 324	3 316	1 568	48 756	4 030	9 191	5 495*	569	88 874	18 640	5 513	6 225	414	232 915
Percentage contribution for 2021	17.3%	1.4%	0.7%	20.9%	1.7%	3.9%	2.4%	0.2%	38.2%	8.0%	2.4%	2.7%	0.2%	100.0%

Source: Annual report submitted by PHEIs to DHET for the 2021 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.

Note 3: * The Postgraduate Certificate figures were previously combined with Advanced Certificate data.

Table 4.10 shows that 211 572 students, or 90.8% of the total enrolment, were in undergraduate programmes. The percentage contribution was similar for the 2020 academic year. Focusing on 2021 numbers, the Bachelor's degree 360-Credits reported the highest enrolment (88 874 or 38.2%) followed by enrolment in Diploma 360-Credits qualification (48 756 or 20.9%) and the Higher Certificate qualification at (40 324 or 17.3%).

Doctoral degree enrolment was 414 or 0.2%, which is similar to the 0.2% reported in 2020. The Master's degree, Honours degree and the Postgraduate Certificate enrolment were in the middle with an average percentage of 2.5%. A similar pattern of enrolment was observed since 2018. Enrolment in Postgraduate Certificate 120-credits was reported by PHEIs for the first time in 2021 and 5 495 students enrolled in this qualification.

From 2020 to 2021, there has been a big decrease of 49.6% or 3 263 in the enrolment in the Advanced Certificate (from 6 579 to 3 316), Diploma 240-Credits from 2 999 to 1 568 (47.7% or 1 431) and the Postgraduate Diploma from 9 906 to 9 191 (7.2% or 715).

Large increases were also observed between the two academic years, in particular, enrolment in Bachelor's Degree (480-credits) increased by 5 193 (38.6%), followed by Bachelor's Degree (360-credits) (5 159 or 6.2%) and Higher Certificate (1 135 or 2.9%). Slight increases were recorded for enrolment in Diploma 360-credits (971 or 2.0%), Honours Degree (539 or 10.8%), Advanced Diploma (352 or 9.6%), Bachelor's Degree 240-credits (320 or 128.5%), Master's degree (128 or 2.1%) and Doctoral degree (1 or 0.2%).

Table 4.11: Number of students enrolled in PHEIs by NQF field, 2021

NQF field	2020	2021	2021 % of total	Percentage Change	Number of PHEIs
1. Agriculture and Nature Conservation	295	292	0.1%	-1.0%	3
2. Culture and Arts	14 331	11 565	5.0%	-19.3%	37
3. Business, Commerce and Management Studies	120 145	117 265	50.3%	-2.4%	46
4. Communication Studies and Language	6 232	8 179	3.5%	31.2%	14
5. Education, Training and Development	27 848	37 659	16.2%	35.2%	17
6. Manufacturing, Engineering and Technology	586	330	0.1%	-43.7%	4
7. Human and Social Studies	12 286	11 961	5.1%	-2.6%	35
8. Law, Military Science and Security	10 410	11 408	4.9%	9.6%	5
9. Health Sciences and Social Services	2 610	4 009	1.7%	53.6%	19
10. Physical, Mathematical, Computer and Life Sciences	20 296	24 509	10.5%	20.8%	18
11. Services	3 690	5 463	2.3%	48.0%	14
12. Physical Planning and Construction	302	275	0.1%	-8.9%	2
Total	219 031	232 915	100.0%	6.3%	214

Sources: Annual report submitted by PHEIs to DHET for the 2021 year of reporting.
Statistics on Post-School Education and Training in South Africa, 2020

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

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

Table 4.11 shows that in 2021, more than half (50.3% or 117 265) of the total number of students in PHEIs were enrolled for programmes in the field of Business, Commerce and Management Studies. The second highest enrolment was in the field of Education, Training and Development (16.2% or 37 659), followed by enrolments on programmes within the category of Physical, Mathematical, Computer and Life Sciences with 10.5% or 24 509 of the total enrolment.

The enrolments that fell in the middle were Human and Social Studies (5.1% or 11 961), Law, Culture and Arts (5.0% or 11 565) and Military Science and Security (4.9% or 11 408). The lowest student enrolments were in the fields of Physical Planning and Construction (0.1% or 275), Agriculture and Nature Conservation (0.1% or 292) and Manufacturing, Engineering and Technology (0.1% or 330).

A comparison of student enrolment figures from 2020 and 2021, shows that enrolment increased by 6.3% (13 884) and percentage increases were observed in the field of Health Sciences and Social Services (53.6% or 1 399), Services (48.0% or 1 773), Education, Training and Development (35.2% or 9 811), Communication Studies and Language (31.2% or 1 947), Physical, Mathematical, Computer and Life Sciences (20.8% or 4 213) and Law, Military Science and Security (9.6% or 998).

In the same period, decreases in enrolment were recorded in the field of Manufacturing, Engineering and Technology (43.7% or 256), Culture and Arts – (19.3% or 2 766), Physical Planning and Construction of (8.9% or 27), Human and Social Studies of (2.6% or 325), Business, Commerce and Management Studies (2.4% or 2 880) and Agriculture and Nature Conservation (1.0% or 3).

Table 4.11 further shows that in 2021, the highest number of PHEIs (46) were offering programmes in the field of Business, Commerce and Management Studies whilst only two PHEIs offered programmes within the category of Physical Planning and Construction.

Table 4.12: Number of students enrolled in PHEIs by population group and nationality, 2011 — 2021

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
Annual report submitted by PHEIs to DHET for the 2021 year of reporting.

Note 1: Only the 2016-2020 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.

Table 4.12 shows that most students enrolled in PHEIs in 2021 were South Africans (93.1% or 216 832), while (6.2% or 14 404) were foreign nationals. A fraction of 0.7% or 1 679 of the overall enrolment opted not to disclose their population group, gender and/or nationality. Between 2020 and 2021, the number of South African students enrolled in PHEIs increased by (7.2% or 14 505), while that of foreign nationals decreased by (7.3% or 1 139). Foreign student enrolment peaked in 2019 (16 554) and thereafter, gradually began to drop.

Table 4.12 shows that in 2021, among South African students, the highest student enrolment was among the African population group (65.7% or 142 518), followed by (17.3% or 37 511) among the white population group. The Coloured and Indian/Asian population groups accounted for (9.3% or 20 175) and (7.7% or 16 628), respectively. The number of students enrolled among all the population groups has been increasing steadily since 2011. However, white students have been proportionally declining. This means that the number of African, Indian/Asian and Coloured students has been increasing at a faster rate than that of White students.

Table 4.13: Number of foreign students enrolled in PHEIs by country and qualification type, 2021

Country	Qualification type													Total
	Higher Certificate	Advanced Certificate	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma	Postgraduate Certificate	Postgraduate Diploma	Bachelor's Degree (240-Credits)	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Doctoral Degrees	
Zimbabwe	438	16	22	344	16	54	274	3	1 602	80	128	121	20	3 118
Namibia	701	8	5	545	19	22	194	143	1 857	22	284	235	9	4 044
Eswatini	104	6	1	24	5	1	67	0	863	15	37	36	1	1 160
Lesotho	58	3	4	27	5	0	11	1	165	5	7	8	0	294
Nigeria	23	0	1	21	3	5	28	0	106	4	13	39	5	248
Democratic Republic of the Congo	102	3	7	54	6	0	18	0	307	20	17	12	1	547
Botswana	40	7	0	22	3	0	20	1	194	2	11	25	3	328
Zambia	25	3	2	17	2	2	16	0	152	4	9	26	4	262
Kenya	15	0	10	5	2	0	6	0	87	7	5	7	3	147
United States of America	7	0	1	0	1	0	1	0	34	4	7	10	23	88
Other Foreign Nationalities	513	19	14	492	56	106	330	1	1 970	70	137	397	63	4 168
Total	2 026	65	67	1 551	118	190	965	149	7 337	233	655	916	132	14 404

Source: Annual report submitted by PHEIs to DHET for the 2021 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.

Table 4.13 shows that enrolment by foreign national students in the PHEIs in 2021 was 14 404, which was 6.2% of the total student enrolment at PHEIs. The 2021 enrolment figure was (7.3% or 1 139) lower when compared to 2020 (15 543). More than a quarter of students were from Namibia (28.1% or 4 044), followed by Zimbabwe (21.6% or 3 118) and Eswatini (8.1% or 1 160). The smallest proportion of students were from the United States of America (0.6% or 88).

The highest proportion of foreign national students were enrolled on programmes offered at Bachelor's degree 360-Credits level (50.9% or 7 337), with the majority of them from Namibia (1 857 or 25.3%), followed by Zimbabwe (21.8% or 1 602). Furthermore, a total of 14.1% or 2 026 of foreign national students were enrolled on Higher Certificate qualifications and 10.8% or 1 551 were enrolled on Diploma 360-Credits qualifications.

Table 4.13 further shows that a total of 6.4% or 916 of foreign national students were enrolled on Master's degree qualifications and 0.9% or 132 were enrolled for Doctoral degrees. Of the students enrolled for Doctoral degrees, it is noted that 17.4% or 23/132 were from the United States of America, and they were mainly enrolled for the Doctorate in Theology.

4.3.3 Graduates from Private Higher Education Institutions (PHEIs)

Table 4.14: Number of graduates from PHEIs, by qualification type, 2018 - 2021

Year	Higher Certificate	Advanced certificate	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma	Postgraduate Diploma	Postgraduate Certificate	Bachelor's Degree (240 Credits)	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree	Master's Degree	Doctoral Degree	Total
2018	7 790	393	1 905	7 297	891	1 008	0	0	11 068	1 207	1 394	988	31	33 972
2019	11 197	1 032	1 624	8 264	1 137	2 757	0	0	12 817	874	1 226	1 575	23	42 526
2020	13 134	1 739	1 543	10 227	1 138	2 500	0	0	12 704	1 059	1 616	1 383	42	47 085
2021	14 161	1 430	1 252	8 394	2 302	4 607	2 035	14	14 845	1 290	2 406	1 772	43	54 551
Percentage contribution for 2021	26.0%	2.6%	2.3%	15.4%	4.2%	8.4%	3.7%	0.0%	27.2%	2.4%	4.4%	3.2%	0.1%	100.0%

Source: Annual reports submitted by PHEIs to DHET for the 2021 year of reporting.

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

Note 2: Graduates referred to enrolled in the previous academic years.

Table 4.14 shows that in 2021, 54 551 students graduated from PHEIs which is an increase of 15.9% or 7 466 from the 2020 number of 47 085 graduates. Of these, the greatest proportion of students graduated with the Bachelor's degree 360-Credits (27.2% or 14 845) followed by Higher Certificate (26.0% or 14 161), Diploma 360-Credits (15.4% or 8 394), Postgraduate Diploma (8.4% or 4 607); Honours Degree (4.4% or 2 406) and Postgraduate Certificate (3.7% or 2 035). The lowest proportion of graduates obtained Doctoral degrees (0.1% or 43).

The following qualifications recorded the biggest growth in the number of graduates between 2020 and 2021 were observed in the: Bachelor's degree 360-Credits (2 141), Postgraduate Diploma (2 107), Advanced Diploma (1 164) and Higher Certificate (1 027). For the same period, a substantial decline of 1 833 was recorded for the Diploma 360-Credits qualification.

4.3.4 Staffing in Private Higher Education Institutions (PHEIs)

Table 4.15: Number of staff in PHEIs by employment period and personnel categories, 2021

Employment Period	Academic/Research	Service Staff	Support Staff	Total
Full-time	4 197	1 012	5 109	10 318
Part-time	4 561	97	881	5 539
Total	8 758	1 109	5 990	15 857

Source: Annual report submitted by PHEIs to DHET for the 2021 year of reporting.

Table 4.15 shows that the total number of full-time and part-time staff in PHEIs was 15 857 in 2021. Of this total, 65.1% or 10 318 were full-time staff while 34.9% or 5 539 were appointed on a part-time basis. The majority of the staff were employed as academic/research staff (55.2% or 8 758), whilst 37.8% or 5 990 were employed for support purposes. Over 80% of the part-time staff were appointed as Academics/Researchers (82.3% or 4 561), while a similar proportion of full-time staff members were appointed as support staff (49.5% or 5 109) and Academics/Researchers (40.7% or 4 197).

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 2021 there were 50 public TVET colleges with 311 head offices, campuses, other delivery sites and units for which enrolment was reported. The vision and objective for the public TVET colleges sector as articulated in the national PSET plan is an expanded and strengthened TVET sub-system that provides quality technical and vocational education and training to prepare students for the world of work (i.e., formal employment, self-employment, and other forms of work).

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

- (a) The National Certificate (Vocational) [NC(V)] offered at NQF levels 2, 3 and 4. The NC(V) qualification has 19 vocational programmes that are offered at TVET colleges.
- (b) Report 190/1 part-qualification, or commonly known as the NATED programmes, which are offered at six N levels (N1 to N6) for Engineering Studies and three or four N levels (Introductory, N4 to N6) for Business and General Studies. These national technical education certificates culminate in a national technical education diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2 670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma.
- (c) The Pre-Vocational Learning Programme (PLP) is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4. It aims to address identified learning gaps and to improve students' chances of academic success in the qualifications and programmes they progress into after completing the PLP. The PLP does not replace any existing foundational programme. Although the PLP has no assigned credits, there is formal assessment of competence and progress and these results are endorsed by the Academic Boards of colleges.
- (d) Occupational qualifications and part-qualifications are inclusive of the trade offerings offered by Centres of Specialisation (COS) and other colleges. These programmes are inclusive of a workplace learning component and are closely linked to workplace skills demands and opportunities. Many of the occupational learning programmes are funded by Sector Education Training and Authorities (SETAs) and the National Skills Fund (NSF) through the levy grant system. The trade programme offerings through the COS have been placed on the ministerial; approved programme register and form part of the mainstream offerings funded by State.

- (e) Skills programmes include accredited and non-accredited short courses. Their duration will differ according to the college and stakeholder agreement, which could be a year or few weeks. They relate to community and industry needs. They are mostly self-funded.
- (f) NQF Level 5 and Level 6 qualifications include the higher certificate qualifications to be offered under the auspices of a higher education institution such as a university. Approval from the Minister must be sought in this regard.

Note:

1. These programme types that appear in the ministerial approved programme register [NC(V), Report 191, PLP and trades offered by COS] are funded by State in terms of the *National Norms and Standards for Funding TVET Colleges*.
2. Sub-levels N1 to N3 are equivalent to NQF levels 2 to 4.
Sub-levels N4 to N6 are equivalent to NQF level 5.

In a TVET college context, it is important to understand the different enrolment cycles with programme enrolment and how students are counted and reported. There are six enrolment intakes/ cycles at TVET colleges during an academic year – i.e., annual, trimester and semester. Enrolment into the NC(V) and PLP and often occupational qualifications is annually, for Report 190/1 Engineering Studies enrolment is per trimester and for the Business and General Studies programmes of Report 191, the intake is per semester.

The TVET colleges enrolment figures reported in this section reflect a cycle count of student records where a student record is counted only once in an enrolment period/ cycle and counted at the highest level of the programme they are enrolled into. This section of the report provides a statistical overview of student cycle enrolment in TVET colleges, and the subsequent sections provide further detail on student and programme enrolment in TVET colleges.

5.1.1 Enrolment of students in TVET colleges

Table 5.1: Enrolment in TVET colleges, 2010 – 2021

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

Sources: TVETMIS 2021, data extracted in February 2023.

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

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

Note 3: “Occupational Qualifications” are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.

Note 4: “Other”/ Skills programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2010–2019 as “Other”. The correct reporting is recorded in the 2020 data going forward.

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

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: “n.a” means not applicable.

Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.

Note 9: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

In 2021, there were 589 083 students enrolled in TVET colleges, and this was a 30.2% (136 806) increase compared to 2020 (452 277). The COVID-19 pandemic caused a decrease in TVET college enrolment in 2020; however, enrolment is now beginning to improve, which explains the high Increase between 2020 and 2021. The only increases in this period were recorded for Report 191 and skills programmes, where enrolment increased by 51.7% (142 042) and 71.1% (2 765) respectively. Enrolment declined in the other programmes (NC(V), Occupational Qualifications, Pre-Vocational Learning Programme (PLP) and Level 5 and 6 qualifications) between 2020 and 2021.

TVET colleges have been enrolling the majority of their students in Report 191 programmes, and the proportion has been over 60% since 2013. In 2021, seven in every ten students enrolled for Report 191 (70.8% or 416 949), followed by NC(V), where almost a quarter of students enrolled for this qualification (24.1% or 141 768). Level 5 and 6 qualifications, as well as PLP, had the lowest enrolment - these are new programmes that TVET colleges began offering in 2020 and 2019 respectively.

Over 21% of enrolments in TVET colleges were in the following colleges: Majuba (28 471 or 4.8%), Northlink (23 952 or 4.1%), Coastal (18 818 or 3.2%), Vhembe (18 536 or 3.1%), Capricorn (18 444 or 3.1%) and South West Gauteng (18 329 or 3.1%) TVET colleges – see Table 10.10 of the Appendix. Only five TVET colleges (i.e. South Cape, Boland, College of Cape Town, Waterberg, and Northern Cape Urban) reported enrolment for Level 5 and 6 qualifications. Enrolment in PLP was reported by 49 TVET colleges, while occupational qualifications enrolment was reported by 44 TVET colleges.

Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2021

Qualification Category	< 15 years	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V)	1	7 873	90 183	34 108	7 222	1 765	616	141 768
Report 191 (N1-N6)	0	38 829	259 495	76 122	24 455	10 708	7 340	416 949
Occupational Qualifications	0	710	5 448	5 755	3 059	1 504	1 801	18 277
Other/skills programmes	0	231	1 866	2 103	1 141	563	749	6 653
PLP	0	841	2 914	648	130	34	14	4 581
Level 5 and Level 6 Qualifications	0	52	204	210	133	93	163	855
Total	1	48 536	360 110	118 946	36 140	14 667	10 683	589 083

Source: TVETMIS 2021, data extracted in February 2023.

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"/ Skills Programme 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 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

In 2021, the majority of students in TVET colleges were in the age group 20-24 years old (61.1% or 360 110), followed by those aged 25 – 29 years old (20.2% or 118 946). Enrolment was lower for the older age groups. More than 85% of students over the age of 40 enrolled in Report 191 and occupational qualifications, while the remaining age groups primarily enrolled in Report 191 and NC(V) programmes.

Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2021

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	135 426	6 000	66	273	3	141 768
Report 191 (N1-N6)	383 839	29 725	845	2 529	11	416 949
Occupational Qualifications	13 604	4 291	46	335	1	18 277
Other/skills programmes	4 774	1 642	52	183	2	6 653
PLP	4 144	421	1	15	0	4 581
Level 5 and Level 6 Qualifications	306	535	3	11	0	855
Total	542 093	42 614	1 013	3 346	17	589 083

Source: TVETMIS 2021, data extracted in February 2023.

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" / Skills programmes 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 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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

Note 6: 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.

Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.

Note 9: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

Note 10: Total enrolment in TVET colleges decreased in 2020 because the semester 2 and trimester 3 intakes were forfeited as a result of imposed Covid19 lockdowns.

In 2021, nine out of every ten students enrolled in TVET colleges were Africans (92.0% or 542 093), with Coloured students accounting for 7.2% (42 614). Indian/Asian students made up 0.2% (1 013) of the total, while White students made up 0.6% (3 346). African, Coloured and Indian/Asian students enrolled primarily for Report 191 and NC(V) qualifications, while 86.6% of white students enrolled for Report 191 and occupational qualifications.

Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2021

Qualification Category	Female	Male	Total	Female	Male
NC(V)	98 237	43 531	141 768	69.3%	30.7%
Report 191 (N1-N6)	255 001	161 948	416 949	61.2%	38.8%
Occupational Qualifications	12 068	6 209	18 277	66.0%	34.0%
Other/skills programmes	2 633	4 020	6 653	39.6%	60.4%
PLP	2 676	1 905	4 581	58.4%	41.6%
Level 5 and Level 6 Qualifications	769	86	855	89.9%	10.1%
Total	371 384	217 699	589 083	63.0%	37.0%

Source: TVETMIS 2021, data extracted in February 2023.

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"/Skills Programme 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.

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

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

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

Table 5.5: Number of Special Needs Education (SNE) students in TVET colleges by primary disability and gender, 2021

Disability	Female	Male	Total
Communication (talking, listening)	189	117	306
Emotional (behavioural or psychological)	116	104	220
Hearing (even with hearing aid)	181	110	291
Intellectual (difficulties in learning)	225	178	403
Multiple	885	563	1 448
Physical (moving, standing, grasping)	211	179	390
Sight (even with glasses)	775	344	1 119
Disabled but unspecified	267	152	419
Total	2 849	1 747	4 596

Source: TVETMIS 2021, data extracted in February 2023.

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

Note 2: Disability data was extracted from headcount enrolment data.

The total number of students who reported having a disability was 4 596 in 2021, and the majority of students had multiple disabilities 31.5% (1 448), followed by students with sight disability (24.3% or 1 119). In terms of gender, 62.0% or 2 849 of the students with disabilities were female, compared to 38.0% or 1 747 male students. The sight disability showed a significant gender gap, with 431 more females reporting having this disability than 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, 2021

Province	TVET colleges	Students
Eastern Cape	8	64 388
Free State	4	44 333
Gauteng	8	135 844
KwaZulu-Natal	9	113 571
Limpopo	7	66 322
Mpumalanga	3	42 037
North West	3	29 340
Northern Cape	2	12 542
Western Cape	6	80 706
National	50	589 083

Source: TVETMIS 2021, data extracted in February 2023.

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.

The majority of enrolments were recorded in TVET colleges located in Gauteng (23.1% or 135 844), followed by KwaZulu-Natal (19.3% or 113 571) and Western Cape (13.7% or 80 706). Northern Cape and North West TVET colleges had lower enrolments (2.1% or 12 542 and 5.0% or 29 340 respectively), and these provinces had fewer colleges (2 and 3 respectively).

Table 5.7: Enrolment cycle count of students in TVET colleges by qualification category and province, 2021

Province	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Skills programmes	PLP	Level 5 and Level 6 Qualifications	Total
Eastern Cape	17 666	44 393	1 347	179	803	0	64 388
Free State	8 426	34 066	984	525	332	0	44 333
Gauteng	30 031	103 159	1 558	328	768	0	135 844
KwaZulu-Natal	27 710	79 458	3 321	2 212	870	0	113 571
Limpopo	23 614	38 712	3 116	274	528	78	66 322
Mpumalanga	13 111	27 642	682	338	264	0	42 037
North West	7 339	21 310	285	64	342	0	29 340
Northern Cape	1 825	9 963	629	0	108	17	12 542
Western Cape	12 046	58 246	6 355	2 733	566	760	80 706
National	141 768	416 949	18 277	6 653	4 581	855	589 083

Source: TVETMIS 2021, data extracted in February 2023.

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"/ Skills Programmes 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.

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

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 –amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

TVET colleges in Gauteng made a significant contribution to enrolment in NC(V) and Report 191 (21.2% or 30 031 and 24.7% or 103 159, respectively), while more than a third of enrolment in occupational qualifications were in Western Cape TVET colleges (34.8% or 6 355). Almost three quarters of enrolment in skills programmes were in Western Cape and KwaZulu-Natal TVET colleges (41.1% or 2 733 and 33.2% or 2 212 respectively).

Enrolment in Level 5 and 6 qualifications was the lowest (855), and over 88% of students enrolled in this qualification were in Western Cape TVET colleges (88.9% or 760) - TVET colleges in six provinces did not enrol students in this qualification.

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, 2021

Qualification	Female	Male	Total	Female	Male
NC(V) Level 2	41 729	19 750	61 479	67.9%	32.1%
NC(V) Level 3	29 694	13 019	42 713	69.5%	30.5%
NC(V) Level 4	26 814	10 762	37 576	71.4%	28.6%
Total	98 237	43 531	141 768	69.3%	30.7%

Source: TVETMIS 2021, data extracted in February 2023.

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

In 2021, there were 141 768 students enrolled in NC(V), with the majority of students enrolled in NC(V) level 2 (43.4% or 61 479), and enrolment was lower for higher NC(V) levels. Females dominated NC(V) enrolment (69.3% or 98 237), while males made up 30.7% (43 531) of total enrolment. The proportion of females enrolled in NC(V) level 4 was significantly higher (71.4%) than the proportion of males (28.6%). A significant gender disparity was observed in NC(V) level 2, with 21 979 more females enrolling than males.

Table 5.9: Enrolment cycle count of students in TVET colleges by NC(V) programmes and gender, 2021

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	2 792	2 109	1 687	1 223	1 331	996	5 810	4 328	10 138
2. Drawing Office Practice	39	46	12	22	10	20	61	88	149
3. Education and Development	1 294	91	1 083	99	982	67	3 359	257	3 616
4. Electrical Infrastructure and Construction	4 688	3 721	2 584	1 900	2 409	1 643	9 681	7 264	16 945
5. Engineering and Related Design	3 519	4 497	2 550	3 197	1 848	2 351	7 917	10 045	17 962
6. Finance, Economics and Accounting	2 671	721	1 885	529	1 751	434	6 307	1 684	7 991
7. Hospitality	3 121	635	2 395	456	2 401	515	7 917	1 606	9 523
8. Information Technology and Computer Science	2 126	1 595	1 297	1 059	1 046	812	4 469	3 466	7 935
9. Management	1 988	647	1 500	490	1 206	374	4 694	1 511	6 205
10. Marketing	1 766	706	1 245	419	1 144	421	4 155	1 546	5 701
11. Mechatronics	165	184	132	130	142	102	439	416	855
12. Office Administration	9 771	1 847	8 093	1 439	7 778	1 189	25 642	4 475	30 117
13. Primary Agriculture	1 464	647	904	407	939	427	3 307	1 481	4 788
14. Primary Health	484	44	271	10	277	20	1 032	74	1 106
15. Process Plant Operations	201	79	138	37	208	45	547	161	708
16. Safety in Society	1 376	615	910	429	964	428	3 250	1 472	4 722
17. Tourism	2 976	946	2 126	707	1 668	567	6 770	2 220	8 990
18. Transport and Logistics	1 288	620	882	466	710	351	2 880	1 437	4 317
Total	41 729	19 750	29 694	13 019	26 814	10 762	98 237	43 531	141 768

Source: TVETMIS 2021, data extracted in February 2023.

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

One in every five students (21.2% or 30 117) enrolled for NC(V) in Office Administration, followed by Engineering and Related Design (12.7% or 17 962) and Electrical Infrastructure and Construction (12.0% or 16 945).

The number of females outnumbered males in almost all programmes (except in in Engineering and Related Design, and Drawing Office Practice programme). A higher proportion of female students enrolled in Office Administration (26.1% or 25 642), followed by Electrical Infrastructure and Construction (9.9% or 9 681), Engineering and Related Design (8.1% or 7 917) and Hospitality (8.1% or 7 917).

The majority of males on the other hand enrolled mainly in Engineering and Related Design (23.1% or 10 045), Electrical Infrastructure and Construction (16.7% or 7 264), Office Administration (10.3% or 4 475) and Civil Engineering and Building Construction (9.9% or 4 328).

The greatest gender disparity was observed in Office Administration, where 21 167 more females enrolled than males. On the other hand, 2 128 more males than females enrolled in Engineering and Related Design. It should also be noted that female enrolment in Primary Health; and Education and Development was 14 and 13 times higher than male enrolment.

Table 5.10: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2021

Report 191	Female	Male	Total	Female	Male
Non-National Certificate	79	556	635	12.4%	87.6%
N1	21 089	25 824	46 913	45.0%	55.0%
N2	21 647	26 537	48 184	44.9%	55.1%
N3	16 555	19 855	36 410	45.5%	54.5%
N4	77 090	38 633	115 723	66.6%	33.4%
N5	62 870	27 469	90 339	69.6%	30.4%
N6	55 671	23 074	78 745	70.7%	29.3%
Total	255 001	161 948	416 949	61.2%	38.8%

Source: TVETMIS 2021, data extracted in February 2023.

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.

Females made up the majority of students enrolled in Report 191 (61.2% or 255 001), while males made up 38.8% (161 948). This means that 93 053 more females than males enrolled in Report 191. Male enrolment was higher for N1-N3 and Non-National Certificate, while female enrolment was higher for N4-N6 (which includes both Business and Engineering Studies). Large gender differences were seen for N4, where 38 457 more females than males enrolled.

Table 5.11: Enrolment cycle count of students in TVET colleges for N6 Report 191 programmes by gender, 2021

Programme Name	Female	Male	Total
1. N6:Art and Design	133	192	325
2. N6:Business Management	5 943	2 371	8 314
3. N6:Clothing Production	233	63	296
4. N6:Educare	3 561	170	3 731
5. N6:Engineering Studies	7 201	7 864	15 065
6. N6:Farming Management	968	558	1 526
7. N6:Financial Management	5 608	1 997	7 605
8. N6:Hospitality and Catering Services	1 982	562	2 544
9. N6:Human Resource Management	6 007	2 001	8 008
10. N6:Legal Secretary	729	152	881
11. N6:Management Assistant	11 883	2 559	14 442
12. N6:Marketing Management	1 997	1 056	3 053
13. N6:Medical Secretary	181	17	198
14. N6:Popular Music: Composition	1	6	7
15. N6:Popular Music: Performance	74	71	145
16. N6:Popular Music: Studio Work	17	75	92
17. N6:Public Management	6 781	2 422	9 203
18. N6:Public Relations	496	133	629
19. N6:Tourism	1 876	805	2 681
Total	55 671	23 074	78 745

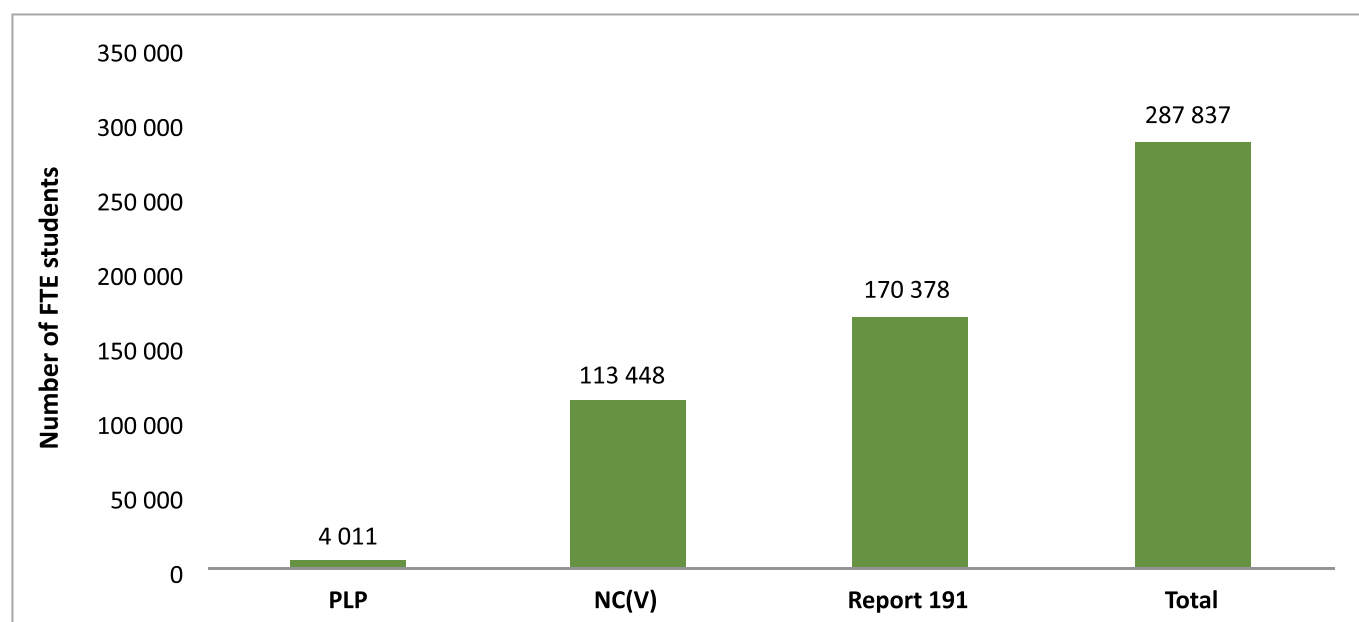
Source: TVETMIS 2021, data extracted in February 2023.

Note: Report 191 refers to the NATED programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification with 19 programmes.

Female enrolment in N6 Report 191 was 32 597 higher than male enrolment. Engineering Studies had the highest enrolment (19.1% or 15 065), followed by Management Assistant (18.3% or 14 442) and Public Management (11.7% or 9 203). A high number of females enrolled in N6 Management Assistant (21.3% or 11 883), while more than one third of males enrolled in Engineering Studies (34.1% or 7 864). The largest gender gap was in N6 Management Assistant, where 9 324 more females enrolled than males.

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, 2021



Source: TVETMIS 2021, data extracted in February 2023.

Note 1: 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.

Note 2: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

The total number of Full-Time Equivalent students in TVET colleges was 287 837 in 2021, and the highest FTE was observed for Report 191 (170 378) and NC(V) (113 448). Over 18% of FTE enrolments were recorded in the following TVET colleges: Majuba (12 859), Ekurhuleni West (10 741), South West Gauteng (10 313), Vhembe (10 175) and Northlink (10 166).

TVET colleges that reported high FTE enrolments in Report 191 were Majuba (8 259), Northlink (8 176) and Motheo (7 193), while high FTEs for NC(V) were recorded in Ekurhuleni West (6 753), South West Gauteng (5 668) and Gert Sibande (5 119) – see Table 10.11 of the Appendix.

5.1.5 Examination results in TVET colleges

The Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Further Education and Training Colleges Act 16 of 2006, as amended. The colleges provide vocational and occupational education and training programmes to learners who have at least completed Grade 9 in the school sector, those who have completed Grade 12 (matric) and employed persons.

In general, both TVET and private colleges provide three broad categories of qualifications and programmes:

- 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.
- Occupational qualifications and part-qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

The TVET colleges have become important providers of occupational learning programmes funded by Sector Education Training and Authorities (SETAs) in terms of the SETA Grant Regulations.

One of the Department’s central strategic objectives for the TVET and private college sector is the need to increase access to, and improve success in programmes that lead to intermediate and high-level learning. In addition to the above-mentioned offerings, TVET and private colleges are also phasing in the offering of Higher Certificate programmes on NQF level 5 in collaboration with Higher Education Institutions (HEIs).

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

Table 5.12: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2021

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 190/1 N3	9 576	7 891	3 523	10 720	8 565	4 168	20 296	16 456	7 691	46.7%
Report 190/1 N6	37 462	33 792	21 548	13 524	11 859	7 137	50 986	45 651	28 685	62.8%
NC(V) Level 4	19 498	16 745	8 719	7 233	5 826	2 655	26 731	22 571	11 374	50.4%
Total	66 536	58 428	33 790	31 477	26 250	13 960	98 013	84 678	47 750	56.4%

Source: National Examinations Database, November 2021.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: “Number Registered” refers to the number of students who registered for the relevant examinations in 2021 and were eligible to complete the relevant qualifications during the 2021 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2021.

Note 3: “Number Wrote” refers to the number of students who wrote the relevant examinations in 2021 and were eligible to complete the relevant qualifications during the 2021 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2021.

Note 4: “Number Completed” refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2021 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2021.

The number of students who registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in TVET colleges in 2021 was 98 013, of which 84 678 wrote examinations and 47 750 completed. The highest proportion of students registered for Report 190/1 (N6) part-qualification (52.0% or 50 986) followed by NC(V) Level 4 part-qualification (27.3% or 26 731) while the lowest proportion of students registered for Report 190/1 (N3) part-qualification (20.7% or 20 296). The largest gender disparity for completions in 2021 was reported for Report 190/1 (N6) part-qualification, where 14 411 more female students completed the part-qualification compared to males.

Just over half of the students who wrote exams for the NC(V) Level 4 qualification, completed the NC(V) Level 4 qualification successfully (50.4%). The completion rate for N6 part-qualification was the highest (62.8% or 28 685 students), while the lowest rate was recorded for N3 part-qualification (46.7% or 7 691 students). Overall more female compared to male students registered, wrote and subsequently completed national qualifications. However, the number of males who completed the N3 part-qualification was higher (4 168) as compared to 3 523 females.

Table 5.13: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2021

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	9 756	5 271	3 155	59.9%	5 126	3 932	2 328	59.2%	3 580	3 078	1 604	52.1%
Free State	5 072	2 170	1 359	62.6%	2 310	1 650	1 108	67.2%	1 326	1 108	616	55.6%
Gauteng	15 915	7 483	5 075	67.8%	7 709	5 535	3 367	60.8%	5 093	4 235	1 994	47.1%
KwaZulu-Natal	14 972	9 278	5 471	59.0%	8 080	6 144	3 484	56.7%	5 317	4 525	2 096	46.3%
Limpopo	10 988	7 513	4 652	61.9%	8 034	6 772	3 526	52.1%	5 153	4 544	2 166	47.7%
Mpumalanga	8 193	4 273	2 820	66.0%	4 107	2 958	1 674	56.6%	2 566	2 030	1 055	52.0%
North West	3 932	1 959	1 185	60.5%	2 102	1 596	905	56.7%	1 324	1 098	589	53.6%
Northern Cape	1 203	496	289	58.3%	458	319	181	56.7%	257	223	130	58.3%
Western Cape	6 556	3 012	2 114	70.2%	2 947	2 185	1 487	68.1%	2 115	1 730	1 124	65.0%
Total	76 587	41 455	26 120	63.0%	40 873	31 091	18 060	58.1%	26 731	22 571	11 374	50.4%

Source: National Examinations Database, November 2021.

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 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2021 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 2021.

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

In 2021, the national completion rate for NC(V) was higher in Level 2 (63.0%), and lower for subsequent levels (58.1% for NC(V) Level 3 and 50.4% 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.

TVET colleges in Limpopo had the largest number of students who wrote and completed NC(V) levels 3 and 4, however, the completion rate was the highest in Western Cape TVET colleges on all NC(V) levels (70.2% for NC(V) Level 2; 68.1% for NC(V) Level 3 and 65.0% for NC(V) Level 4). The lowest completion rates were in the following provinces: Northern Cape for NC (V) Level 2 (58.3%), Limpopo for NC(V) Level 3 (52.1%) and KwaZulu-Natal for NC(V) Level 4 (46.3%).

Table 5.14: Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2021

Province	Report 190/1 N1				Report 190/1 N2				Report 190/1 N3			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	3 181	2 467	1 636	66.3%	3 111	2 558	1 102	43.1%	2 549	2 190	922	42.1%
Free State	1 970	1 408	1 050	74.6%	2 178	1 576	844	53.6%	1 498	1 184	601	50.8%
Gauteng	8 666	6 280	4 702	74.9%	5 028	3 255	1 628	50.0%	3 341	2 170	1 217	56.1%
KwaZulu-Natal	6 526	5 251	3 816	72.7%	8 125	7 072	3 110	44.0%	6 334	5 592	2 411	43.1%
Limpopo	4 651	3 952	2 871	72.6%	2 766	2 309	1 024	44.3%	1 848	1 605	654	40.7%
Mpumalanga	3 479	2 744	2 095	76.3%	3 040	2 111	1 070	50.7%	1 716	1 272	630	49.5%
North West	1 909	1 473	1 109	75.3%	1 287	828	388	46.9%	604	418	227	54.3%
Northern Cape	1 113	793	590	74.4%	1 094	855	430	50.3%	488	418	186	44.5%
Western Cape	4 603	3 144	2 292	72.9%	3 342	2 605	1 573	60.4%	1 918	1 607	843	52.5%
Total	36 098	27 512	20 161	73.3%	29 971	23 169	11 169	48.2%	20 296	16 456	7 691	46.7%

Source: National Examinations Database, November 2021.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2021 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 2021.

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 2021 academic year.

The national completion rates for Report 190/1 N1 to N3 part-qualifications for Engineering Studies was higher for N1 (73.3%), and subsequently declined for higher levels N2 (48.2%) and N3 (46.7%). The largest number of students registered and wrote examinations for the N1 part-qualification, and subsequently more students completed the N1 part-qualification (20 161) when compared to N2 (11 169) and N3 (7 691) part-qualifications. TVET colleges in Mpumalanga province performed the best on N1 (76.3%), and Western Cape on N2 (60.4%), while Gauteng performed the best on N3 part-qualifications (56.1%).

Table 5.15: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2021

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	1 924	1 691	838	49.6%	1 622	1 445	786	54.4%	1 279	1 130	426	37.7%
Free State	920	694	371	53.5%	656	542	252	46.5%	371	323	116	35.9%
Gauteng	2 783	1 925	857	44.5%	1 839	1 343	615	45.8%	1 127	815	312	38.3%
Kwazulu-Natal	4 327	3 799	1 812	47.7%	2 866	2 615	1 186	45.4%	1 940	1 773	698	39.4%
Limpopo	1 803	1 591	712	44.8%	1 075	929	401	43.2%	625	544	163	30.0%
Mpumalanga	1 386	1 092	531	48.6%	760	582	242	41.6%	367	301	73	24.3%
North West	414	307	123	40.1%	233	180	66	36.7%	108	88	24	27.3%
Northern Cape	134	115	46	40.0%	19	14	5	35.7%	9	9	3	33.3%
Western Cape	1 380	1 130	679	60.1%	951	829	451	54.4%	562	508	226	44.5%
Total	15 071	12 344	5 969	48.4%	10 021	8 479	4 004	47.2%	6 388	5 491	2 041	37.2%

Source: National Examinations Database, November 2021

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2021 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 2021.

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 2021 academic year.

The national completion rates in Report 190/1 N4 to N6 Engineering Studies, were as follows: N4 (48.4%), N5 (47.2%) and N6 (37.2%). The largest number of students successfully completed examinations for the N4 part-qualification (5 969), as compared to completions for N5 (4 004) and N6 (2 041).

In terms of completion rates, Western Cape province performed the best on N4 part-qualification (60.1%) and N6 (44.5%), while Eastern Cape and Western Cape had the same completion rate on N5 part-qualification (54.4% each). In terms of the actual numbers, the highest number of students who registered, wrote and completed part-qualifications across all three N levels in 2021 were in KwaZulu-Natal province, while Northern Cape Province recorded the lowest numbers.

Table 5.16: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Business Studies by province, 2021

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	10 209	9 027	6 039	66.9%	8 212	7 429	4 922	66.3%	6 029	5 544	3 318	59.8%
Free State	8 120	6 576	4 576	69.6%	5 271	4 599	2 972	64.6%	3 586	3 196	2 114	66.1%
Gauteng	18 283	14 444	9 888	68.5%	10 387	8 866	6 579	74.2%	8 401	7 355	5 326	72.4%
KwaZulu-Natal	16 274	14 110	9 529	67.5%	12 605	11 441	7 307	63.9%	9 919	9 128	6 013	65.9%
Limpopo	6 164	5 549	3 776	68.0%	5 493	5 097	3 409	66.9%	4 445	4 219	2 522	59.8%
Mpumalanga	4 748	4 059	2 964	73.0%	2 587	2 249	1 820	80.9%	1 967	1 736	1 302	75.0%
Northern Cape	2827	2478	1390	56.1%	1676	1493	759	50.8%	1023	925	457	49.4%
North West	3 233	2 579	1 842	71.4%	2 115	1 765	1 264	71.6%	1 504	1 297	830	64.0%
Western Cape	13 292	11 054	8 025	72.6%	10 980	9 401	6 311	67.1%	7 724	6 760	4 762	70.4%
Total	83 150	69 876	48 029	68.7%	59 326	52 340	35 343	67.5%	44 598	40 160	26 644	66.3%

Source: National Examinations Database, November 2021.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2021 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 2021.

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 2021 academic year.

The national completion rates in Report 190/1 N4 to N6 Business Studies, were as follows: N4 (68.7%), N5 (67.5%) and N6 (66.3%). The largest number of students successfully completed examinations for the N4 part-qualification (48 029), as compared to completions for N5 (35 343) and N6 (26 644). Completion rates for Business Studies were higher when compared with those of Engineering Studies, most notably for Report 190/1 N6 part-qualification (29.1 percentage points difference). There was also a large number of students who registered, wrote and completed Business Studies when compared with Engineering Studies (see Table 5.15) across all N levels.

In terms of completion rates, Mpumalanga province performed the best on all levels N4 (73.0%), N5 (80.9%) N6 (75.0%). Northern Cape province recorded the lowest number of students who registered, wrote and completed across all levels.

Table 5.17: Number of students in TVET colleges who registered, wrote and completed the NC (V) Level 4 qualification, by programme and gender, 2021

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. Civil Engineering and Building Construction	855	726	323	44.5%	582	468	179	38.2%	1 437	1 194	502	42.0%
2. Drawing Office Practice	4	3	2	66.7%	10	7	3	42.9%	14	10	5	50.0%
3. Education and Development	774	689	490	71.1%	49	40	25	62.5%	823	729	515	70.6%
4. Electrical Infrastructure Construction	1 679	1 481	495	33.4%	1 110	928	326	35.1%	2 789	2 409	821	34.1%
5. Engineering and Related Design	1 126	966	353	36.5%	1 484	1 202	432	35.9%	2 610	2 168	785	36.2%
6. Finance, Economics and Accounting	1 316	1 164	489	42.0%	330	275	114	41.5%	1 646	1 439	603	41.9%
7. Hospitality	1 805	1 544	717	46.4%	354	291	137	47.1%	2 159	1 835	854	46.5%
8. Information Technology and Computer Science	643	570	184	32.3%	482	388	167	43.0%	1 125	958	351	36.6%
9. Management	913	749	497	66.4%	286	223	137	61.4%	1 199	972	634	65.2%
10. Marketing	858	723	305	42.2%	316	236	104	44.1%	1 174	959	409	42.6%
11. Mechatronics	95	85	32	37.6%	66	56	22	39.3%	161	141	54	38.3%
12. Office Administration	5 893	4 959	3 022	60.9%	895	684	412	60.2%	6 788	5 643	3 434	60.9%
13. Primary Agriculture	686	620	366	59.0%	273	236	157	66.5%	959	856	523	61.1%
14. Primary Health	215	195	115	59.0%	13	11	5	45.5%	228	206	120	58.3%
15. Process Plant Operations	145	118	25	21.2%	30	27	8	29.6%	175	145	33	22.8%
16. Safety in Society	741	665	314	47.2%	320	266	113	42.5%	1 061	931	427	45.9%
17. Tourism	1 226	1 054	712	67.6%	399	313	202	64.5%	1 625	1 367	914	66.9%
18. Transport and Logistics	524	434	278	64.1%	234	175	112	64.0%	758	609	390	64.0%
Total	19 498	16 745	8 719	52.1%	7 233	5 826	2 655	45.6%	26 731	22 571	11 374	50.4%

Source: **National Examinations Database, November 2021.**

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 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2021 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2021.

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 2021 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 2021.

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

In 2021, out of 22 571 students who wrote examinations for NC(V) Level 4, slightly over half of them completed the qualification (50.4% or 11 374). The highest completion rate was recorded in Education and Development (70.6%) followed by Tourism (66.9%) and the lowest were Process Plant Operations (22.8%) followed by Electrical Infrastructure Construction (34.1%). The Drawing Office Practice, Process Plant Operations and Mechatronics were the least popular, and fewer students registered, wrote and completed these programmes.

A large number of females registered, wrote and completed NC(V) Level 4 qualification examinations as compared to males, and this was observed in all programmes except for Engineering and Related Design and Drawing Office Practice. In terms of completions, 8 719 female students completed NC(V) Level 4 studies, with an overall completion rate of 52.1%. Over a third of female students completed NC(V) Level 4 in Office Administration (34.7% or 3 022). On the other hand, 2 655 males completed NC(V) Level 4, and their completion rate was lower 45.6% as compared to that of females.

Table 5.18: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2021

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	110	106	85	80.2%	132	115	88	76.5%	242	221	173	78.3%
2. N6:Business Management	4 057	3 662	2 212	60.4%	1 521	1 376	873	63.4%	5 578	5 038	3 085	61.2%
3. N6:Clothing Production	202	190	164	86.3%	51	43	37	86.0%	253	233	201	86.3%
4. N6:Educare	3 204	3 032	2 611	86.1%	138	122	105	86.1%	3 342	3 154	2 716	86.1%
5. N6:Engineering Studies	3 192	2 767	969	35.0%	3 196	2 724	1 072	39.4%	6 388	5 491	2 041	37.2%
6. N6:Farming Management	799	765	450	58.8%	455	420	270	64.3%	1 254	1 185	720	60.8%
7. N6:Financial Management	4 297	3 952	2 949	74.6%	1 521	1 369	1 069	78.1%	5 818	5 321	4 018	75.5%
8. N6:Hospitality and Catering Services	1 556	1 439	1 078	74.9%	423	387	290	74.9%	1 979	1 826	1 368	74.9%
9. N6:Human Resources Management	4 188	3 852	2 450	63.6%	1 350	1 224	776	63.4%	5 538	5 076	3 226	63.6%
10. N6:Legal Secretary	407	343	141	41.1%	94	80	31	38.8%	501	423	172	40.7%
11. N6:Management Assistant	6 406	5 583	2 999	53.7%	1 263	1 077	561	52.1%	7 669	6 660	3 560	53.5%
12. N6:Marketing Management	1 462	1 283	789	61.5%	713	607	371	61.1%	2 175	1 890	1 160	61.4%
13. N6:Medical Secretary	172	124	86	69.4%	16	9	6	66.7%	188	133	92	69.2%
14. N6: Popular Music: Composition	1	1	1	100.0%	5	2	2	100.0%	6	3	3	100.0%
15. N6:Popular Music: Performance	52	45	38	84.4%	44	38	38	100.0%	96	83	76	91.6%
16. N6:Popular Music: Studio Work	11	9	9	100.0%	49	39	36	92.3%	60	48	45	93.8%
17. N6:Public Management	5 542	5 125	3 425	66.8%	1 862	1 692	1 129	66.7%	7 404	6 817	4 554	66.8%
18. N6:Public Relations	242	228	97	42.5%	64	56	18	32.1%	306	284	115	40.5%
19. N6:Tourism	1 562	1 286	995	77.4%	627	479	365	76.2%	2 189	1 765	1 360	77.1%
Total	37 462	33 792	21 548	63.8%	13 524	11 859	7 137	60.2%	50 986	45 651	28 685	62.8%

Source: National Examinations Database, November 2021.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2021 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2021 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 2021.

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 2021 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 2021.

Of the 45 651 students who wrote examinations for N6 part-qualification, 28 685 of them completed, resulting in a 62.8% completion rate. The majority of students wrote examinations in the following programmes: Public Management (6 817), Management Assistant (6 660), Engineering Studies (5 491), Financial Management (5 321) and Business Management (5 038). Subsequently the highest number of students completed their N6 part-qualifications in Public Management (4 554) followed by Financial Management (4 018), Management Assistant (3 560), Human Resource Management (3 226) and Business Management (3 085) programmes.

Almost three quarters of students who wrote examinations for N6 part-qualifications were females (33 792 or 74.0%) while 26.0% (11 859) were males. Subsequently, more female students completed N6 part-qualification (21 548 or 75.1%), with an overall completion rate of 63.8%, while males' rate was slightly lower at 60.2%. The majority of females completed their N6 part-qualifications in Public Management (15.9% or 3 425), followed by Management Assistant (13.9% or 2 999), Financial Management (13.7% or 2 949), Educare (12.1% or 2 611), Human Resources Management (11.4% or 2 450) and Business Management (10.3% or 2 212) programmes.

Of the 11 859 male students who wrote examinations for N6 part-qualifications, 7 137 of them completed N6 part-qualification, resulting with a completion rate of 60.2%. The majority of these completions were in Public Management (15.8% or 1 129), followed by Engineering Studies (15.0% or 1 072), Management Assistant (15.0% or 1 069), Business Management (12.2% or 873), and Human Resources Management (10.9% or 776) programmes.

The largest gender differences were in the Educare, Management Assistant and Public Management programmes, where 2 506; 2 438 and 2 296 more female students completed compared to males. Even though the overall completion was higher for females compared to males, there were 103 more males who completed N6 Engineering Studies part-qualifications compared to females.

6. COMMUNITY EDUCATION AND TRAINING COLLEGES

6.1 OVERVIEW OF CET COLLEGES

This report is presented in the aftermath of the novel corona virus that impacted negatively on schooling in general. In its wake, the virus demanded that education, and other facets of life, be reconfigured in order to mitigate its effects. In relation to the Community Education and Training sector, with sparse IT infrastructure for learning and teaching, navigating education was rendered more difficult. The lack of IT infrastructure did not only exacerbate the effects of the pandemic, but it also exposed the gaping socio-economic inequities in the country, with the highest Gini-coefficient in the world. This report thus reflects performance of the sector under these circumstances which were not wholly conducive to the implementation of educational programmes.

This report should also be read in conjunction with the dependence of CET college sector on Basic Education for accommodation. Currently, 95% (ninety five percent) of CET learning sites are housed in schools as they do not have infrastructure of their own. Most learning sites are also reliant on host schools for support relating to the use of machinery and equipment, inclusive of photocopiers, printers and computers. With schools closed during the lockdown periods, it became a mammoth task for CET colleges to assemble all the information necessary in the compilation of this report.

The sector has also been under immense pressure from labour during the period under review. The pressure was as a result of the standardisation of the pay regime amongst the lecturing staff as well as related conditions of employment in the sector. Though the national office played a significant role in stemming the tide of the unrests, there were some repercussions felt in educational provisioning and this factor affected the performance of the college system in no small feat.

The presentation of this report should thus be read in the context of the social environment painted above. Notwithstanding, the sector has seen areas of great improvement, in both compliance and financial performance. The stigma of underperformance of the sector is being shaken off and things can only improve moving forward. It also needs noting that enrolments have peaked, though at a rate that still needs to be improved.

Admissions in responsive and diversified programmes is notable. With funding from the National Skills Fund having been secured, the sector will see an improvement in skills programmes, both occupational and non-formal.

During the period under review there were 200 CLCs and 1 591 SCs published by notice in the *Government Gazette number 43654* of 2020. CET colleges submitted Unit Level Record data for 2021 enrolments, and the section below provides information on the disaggregated variables of interest. It needs to be noted that a substantial number of the gazetted centres did not submit data due to closures and mergers whilst some ungazetted centres submitted data.

6.1.1 Enrolment of students in CET colleges

Table 6.1: Number of students enrolled in CET colleges by programme, 2021

Programme	2021	Percentage
AET Level 1	1 856	1.3%
AET Level 2	2 846	2.0%
AET Level 3	5 453	3.8%
GETC: ABET Level 4 (NQF Level 1)	54 856	38.4%
Grade 10 ((NQF Level 2)	1 223	0.9%
Grade 11 (NQF Level 3)	1 215	0.8%
Grade 12 (NQF Level 4)	67 177	47.0%
Non-formal programmes	6 669	4.7%
Occupational Qualifications	1 736	1.2%
Total	143 031	100.0%

Source: CET Unit Level Record data, 2021.

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

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

Note 3: Total enrolment is based on a response rate of 88.3%.

Total enrolment in CET colleges was 143 031 in 2021, which was 0.3% (493) higher than total enrolment in 2020 (142 538). CET colleges offer second chance matriculation programme, as a result, the majority of enrolments were for Grade 12 (67 177 or 47.0%), followed by enrolment in GETC: ABET Level 4 (54 856 or 38.4%). Over 7% of students enrolled in AET Levels 1-3, and the lowest proportion of students enrolled in Grades 10 and 11 (1 223 and 1 215 respectively). However, it should be noted that the CET sector, Grades 10 and 11 have been phased out and fall under the ambit of the National Senior certificate/Amended Senior Certificate.

Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2021

Programme	Female	Male	Total	Female	Male
AET Level 1	1 022	834	1 856	55.1%	44.9%
AET Level 2	1 624	1 222	2 846	57.1%	42.9%
AET Level 3	3 097	2 356	5 453	56.8%	43.2%
GETC: ABET Level 4 (NQF Level 1)	40 411	14 445	54 856	73.7%	26.3%
Grade 10 ((NQF Level 2)	921	302	1 223	75.3%	24.7%
Grade 11 (NQF Level 3)	944	271	1 215	77.7%	22.3%
Grade 12 (NQF Level 4)	47 256	19 921	67 177	70.3%	29.7%
Non-formal programmes	5 399	1 270	6 669	81.0%	19.0%
Occupational Qualifications	1 205	531	1 736	69.4%	30.6%
Total	101 879	41 152	143 031	71.2%	28.8%

Source: CET Unit Level Record data, 2021.

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

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

Note 3: Total enrolment is based on a response rate of 88.3%.

The CET colleges are dominated by female students, and the female proportion in 2021 was (71.2% or 101 879) compared to male student's proportion (28.8% or 41 152). In all of the programmes, there were more female students enrolled than males. The biggest gender gaps were seen in Grade 12 and GETC: ABET Level 4 programmes, where the number of female students enrolled exceeded the number of male students by 27 335 and 25 966, respectively.

Female enrolment in non-formal programmes was 81.0% (5 399), while male enrolment was 19.0% (1 270). In comparison to males, more than 70% of females enrolled in Grades 10-12 and GETC: ABET level 4.

Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2021

Programme	African	Coloured	Indian/Asian	White	Other ¹	Total
AET Level 1	1 597	241	1	3	14	1 856
AET Level 2	2 571	268	2	0	5	2 846
AET Level 3	5 004	417	21	6	5	5 453
GETC: ABET Level 4 (NQF Level 1)	51 607	2 956	110	105	78	54 856
Grade 10 (NQF Level 2)	1 214	9	0	0	0	1 223
Grade 11 (NQF Level 3)	1 210	5	0	0	0	1 215
Grade 12 (NQF Level 4)	64 859	1 891	214	204	9	67 177
Non-formal programmes	6 404	250	5	1	9	6 669
Occupational Qualifications	1 059	672	2	3	0	1 736
Total	135 525	6 709	355	322	120	143 031

Source: CET Unit Level Record data, 2021.

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

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

Note 3: Total enrolment is based on a response rate of 88.3%.

Note 4: "Other¹" refers to population groups other than the groups mentioned or those who refused to identify themselves in terms of population group.

A large number of students enrolled in CET colleges in 2021 were African (135 525 or 94.8%), followed by Coloureds (6 709 or 4.7%), while a lower number of students were Indian/Asian and White (355 and 322 respectively). The majority of African, Indian/Asian and White students enrolled primarily for Grade 12, followed by GETC: ABET level 4. Coloured students had a different picture, with the majority of them enrolling primarily in GETC: ABET Level 4 followed by Grade 12.

Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2021

Age Category	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
<15 years	25	22	15	9	0	0	17	2	0	90
15-19 years	333	496	1 427	5 534	106	70	6 451	245	59	14 721
20-24 years	224	357	1 277	17 660	478	393	27 233	1 472	671	49 765
25-29 years	150	225	613	11 227	279	278	13 661	1 528	447	28 408
30-34 years	156	208	439	8 240	157	200	9 956	1 095	242	20 693
35-39 years	134	206	374	5 485	103	130	5 125	813	133	12 503
≥40 years	820	1 322	1 270	6 657	100	144	4 734	1 514	184	16 745
Unspecified	14	10	38	44	0	0	0	0	0	106
Total	1 856	2 846	5 453	54 856	1 223	1 215	67 177	6 669	1 736	143 031

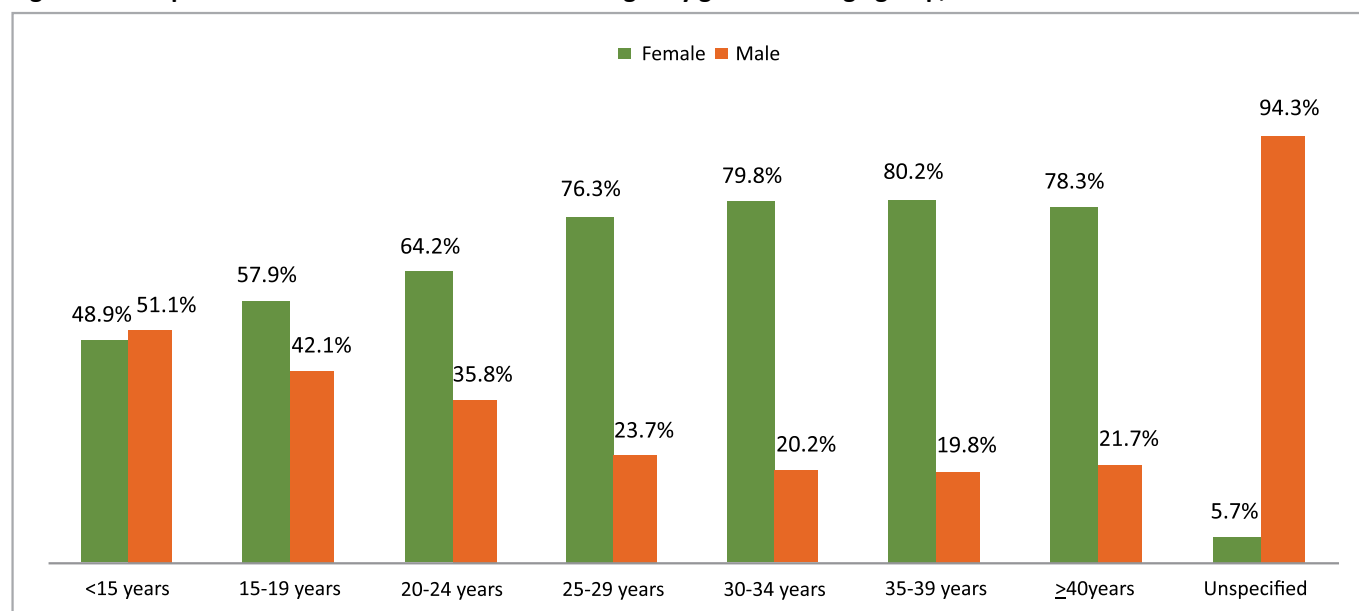
Source: CET Unit Level Record data, 2021.

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

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

Note 3: Total enrolment is based on a response rate of 88.3%.

CET colleges primarily enrolled students aged 20-24 years (49 765 or 34.8%), followed by those aged 25-29 years (28 408 or 19.9%) then 30-34 years (20 693 or 14.5%), and 40 years and older (16 745 or 11.7%). Nearly all age groups had the majority of students enrolled in Grade 12, although students between the ages of 35 and 39 primarily enrolled in GETC: ABET level 4. Of the 90 students younger than 15 years old, more than half of them enrolled for ABET levels 1 and 2 (52.2% or 47).

Figure 6.1: Proportions of students enrolled in CET colleges by gender and age group, 2021

Source: CET Unit Level Record data, 2021.

Note: Total enrolment is based on a response rate of 88.3%.

In practically all age groups, with the exception of those under 15 years old, there were more females enrolled in CET colleges than males, suggesting that males leave school earlier. The older age groups (25-29 years, 30-34 years, 35-39 years, and 40 years and older) showed a gender discrepancy of more than 50 percentage points, but the younger age groups (24 years and less) showed a smaller difference in percentage points.

6.1.2 Enrolment per CET college

Table 6.5: Number of students in CET colleges, by college and programme, 2021

College	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CET College	301	467	668	8 683	184	328	718	243	0	11 592
Free State CET College	78	175	682	3 718	24	6	3 806	111	44	8 644
Gauteng CET College	204	265	1 058	11 851	0	0	53 671	415	89	67 553
KwaZulu-Natal CET College	235	359	621	10 543	11	75	5 033	3 708	24	20 609
Limpopo CET College	127	26	37	6 881	7	4	1 275	906	0	9 263
Mpumalanga CET College	194	946	1 035	5 583	0	0	436	117	50	8 361
Northern Cape CET College	62	53	73	947	0	0	562	430	0	2 127
North West CET College	366	227	764	3 363	997	802	755	709	55	8 038
Western Cape CET College	289	328	515	3 287	0	0	921	30	1 474	6 844
National	1 856	2 846	5 453	54 856	1 223	1 215	67 177	6 669	1 736	143 031

Source: CET Unit Level Record data, 2021.

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

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

Note 3: Total enrolment is based on a response rate of 88.3%.

Gauteng had the highest proportion of students enrolled in CET colleges (67 553 or 47.2%), followed by KwaZulu-Natal (20 609 or 14.4%) then Eastern Cape (11 592 or 8.1%), and Limpopo (9 263 or 6.5%). Northern Cape CET college had fewer students (2 127 or 1.5%).

GETC: ABET Level 4 enrolment was high in almost all CET colleges, with the exception of Gauteng and Free State, where the majority of students were enrolled in Grade 12 (53 671 and 3 806 respectively). The majority of students in Eastern Cape and Limpopo CET colleges enrolled for GETC: ABET Level 4 (74.9% or 8 683) and (74.3% or 6 881), respectively, while 79.5% (53 671) of students enrolled in Gauteng CET colleges enrolled for Grade 12.

6.1.3 Examination results in CET colleges

The Community Education and Training (CET) Colleges are administered in terms of the Continuing Education and Training, 2006 (Act No. 16 of 2006), Government Gazette No. 36271. The Community Education and Training (CET) colleges provide General Education and Training programmes to adult learners who have not completed Grade 9 in the school sector. The examination results in CET colleges in this report are for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 qualification.

Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 to 2021

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

Source: *National Examinations Database, November 2021.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2012-2021 academic years. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2012-2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2012-2021 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2021 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 2012-2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2012-2021 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2012-2021 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2021.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2012-2021 academic years. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2012-2021 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 2021.

The number of students who completed GETC: ABET level 4 in 2021 was 25 780, which was 13.2% (3 016) higher compared with 2020 (22 764). Over 60% of the students who wrote GETC: ABET Level 4 qualification examinations during the 2021 academic year completed the level, resulting in an average national completion rate of 61.1%. The 2021 completion rate was 3.2 percentage points higher when compared with 2020 (from 57.9% to 61.1%).

Table 6.7: Number of students in CET colleges registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2021

Province	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	6 717	4 159	2 479	59.6%
Free State	2 960	2 058	1 006	48.9%
Gauteng	9 556	5 327	2 493	46.8%
KwaZulu-Natal	14 315	10 027	7 386	73.7%
Limpopo	10 728	9 403	6 289	66.9%
Mpumalanga	6 193	5 291	3 371	63.7%
Northern Cape	1 171	771	325	42.2%
North West	4 024	3 328	1 479	44.4%
Western Cape	2 598	1 815	952	52.5%
National	58 262	42 179	25 780	61.1%

Source: *National Examinations Database, November 2021.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2021 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2013-2021 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 2021.

In 2021, the national completion rate for GETC: ABET Level 4 was 61.1%, and the largest number of students who registered, wrote and completed GETC: ABET Level 4 qualification were from Kwazulu-Natal. Three provinces recorded completion rates higher than the national average: KwaZulu-Natal (73.7%), Limpopo (66.9%) and Mpumalanga (63.7%). The lowest completion rate was in Northern Cape (42.2%).

Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC ABET Level 4 qualification, by province and gender, 2021

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	5 367	3 327	2 055	61.8%	1 350	832	424	51.0%	6 717	4 159	2 479	59.6%
Free State	1 879	1 324	675	51.0%	1 081	734	331	45.1%	2 960	2 058	1 006	48.9%
Gauteng	5 490	3 153	1 601	50.8%	4 066	2 174	892	41.0%	9 556	5 327	2 493	46.8%
KwaZulu-Natal	11 565	8 247	6 143	74.5%	2 750	1 780	1 243	69.8%	14 315	10 027	7 386	73.7%
Limpopo	9 031	7 912	5 302	67.0%	1 697	1 491	987	66.2%	10 728	9 403	6 289	66.9%
Mpumalanga	4 875	4 212	2 769	65.7%	1 318	1 079	602	55.8%	6 193	5 291	3 371	63.7%
Northern Cape	820	526	216	41.1%	351	245	109	44.5%	1 171	771	325	42.2%
North West	2 898	2 426	1 111	45.8%	1 126	902	368	40.8%	4 024	3 328	1 479	44.4%
Western Cape	1 402	961	502	52.2%	1 196	854	450	52.7%	2 598	1 815	952	52.5%
National	43 327	32 088	20 374	63.5%	14 935	10 091	5 406	53.6%	58 262	42 179	25 780	61.1%

Source: **National Examinations Database, November 2021.**

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2021 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2021 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 2021.

In 2021, female students outnumbered males in terms of registration, writing, and completion of the GETC: ABET Level 4 qualification. In terms of completions, 20 374 females and 5 406 males completed their GETC: ABET Level 4 qualification. The highest gender disparity was found in KwaZulu-Natal and Limpopo, where females outnumbered males by 4 900 and 4 315, respectively.

The highest completion rate was subsequently observed for females (63.5%), while males achieved the lowest completion rate (53.6%). KwaZulu-Natal Province had the highest completion rate for both females and males with 74.5% and 69.8% respectively. The lowest completion rate for females was observed in Northern Cape (41.1%), while that of males was recorded in North West CET colleges (40.8%).

Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2021

Content Learning Area	Number wrote	Number completed	Pass rate
Ancillary Health Care	22 494	13 386	59.5%
Applied Agriculture and Agriculture Technology	2 994	2 050	68.5%
Arts and Culture	1 642	1 444	87.9%
Early Childhood Development	15 449	13 133	85.0%
Economics & Management Sciences	5 053	2 154	42.6%
Human and Social Sciences	4 703	3 325	70.7%
Information and Communication Technology	1 486	1 203	81.0%
Life Orientation	27 216	22 967	84.4%
Mathematical Literacy	26 402	14 154	53.6%
Maths and Maths Sciences	3 716	2 338	62.9%
Natural Sciences	1 945	877	45.1%
Small Medium & Micro Enterprises	6 221	4 599	73.9%
Technology	633	350	55.3%
Travel and Tourism	10 253	7 702	75.1%
Wholesale and Retail	2 827	1 527	54.0%
Total	133 034	91 209	68.6%

Source: *National Examinations Database, November 2021.*

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 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

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 2021 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 2021 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 2021.

The number of GETC: ABET Level 4 content learning area subjects written in 2021 was 133 034. A large number of students wrote Life Orientation (27 216) followed by Mathematical Literacy (26 402) and Ancillary Health Care (22 494), while the least number of students wrote Technology (633) and Information and Communication Technology (1 486).

Subsequently, the highest completions were Life Orientation (22 967), Mathematical Literacy (14 154) and Ancillary Health Care (13 386) while the lowest completions were in Technology (350), Natural Sciences (877) and Information and Communication Technology (1 203). The highest pass rates were however recorded in Arts and Culture (87.9%), Early Childhood Development (85.0%) and Life Orientation (84.4%). Lowest pass rates were recorded in Economic and Management Sciences (42.6%) and Natural Sciences (45.1%).

Table 6.10: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2021

Language Learning Area	Number wrote	Number completed	Pass rate
Afrikaans	674	559	82.9%
English	29 756	17 243	57.9%
IsiNdebele	175	168	96.0%
IsiXhosa	3 524	3 381	95.9%
IsiZulu	5 144	4 784	93.0%
Sepedi	2 471	2 068	83.7%
Sesotho	617	576	93.4%
Setswana	1 526	1 325	86.8%
SiSwati	858	802	93.5%
Tshivenda	1 002	989	98.7%
Xitsonga	1 052	996	94.7%
Total	46 799	32 891	70.3%

Source: *National Examinations Database, November 2021.*

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 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

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 2021 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 2021 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 2021.

There were 46 799 students who wrote for GETC: ABET Level 4 language learning areas, and the majority wrote English (29 756), followed by IsiZulu (5 144) and IsiXhosa (3 524), while the least number of students wrote IsiNdebele (175).

Subsequently, the highest completions were in English (17 243), IsiZulu (4 784) and IsiXhosa (3 381), while the least number of students completed IsiNdebele (168). The highest pass rates were however recorded in Tshivenda (98.7%), followed by IsiNdebele (96.0%), and IsiXhosa (95.9%) and the lowest was English with 57.9%.

6.1.4 Staffing in CET colleges

Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2021

College	Management Staff			Lecturer Staff			Support Staff			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	1	2	3	1 930	341	2 271	9	5	14	1 940	348	2 288
Free State CET College	2	1	3	558	266	824	68	40	108	628	307	935
Gauteng CET College	2	2	4	1 180	635	1 815	204	174	378	1 386	811	2 197
KwaZulu-Natal CET College	2	2	4	2 011	525	2 536	40	12	52	2 053	539	2 592
Limpopo CET College	1	3	4	926	186	1 112	2	0	2	929	189	1 118
Mpumalanga CET College	0	4	4	1 043	117	1 160	6	1	7	1 049	122	1 171
Northern Cape CET College	1	3	4	125	41	166	10	4	14	136	48	184
North West CET College	0	3	3	639	184	823	14	9	23	653	196	849
Western Cape CET College	1	3	4	211	108	319	96	59	155	308	170	478
National	10	23	33	8 623	2 403	11 026	449	304	753	9 082	2 730	11 812
Percentage	30.3%	69.7%	100.0%	78.2%	21.8%	100.0%	59.6%	40.4%	100.0%	76.9%	23.1%	100.0%

Source: CETCollege2021_20221120, data extracted in November 2022.

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

Note 2: The category "Lecturing Staff" refers to any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support Staff" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: Staff information is based on data from 1 427 of the 1791 gazetted learning centres that submitted Annual Survey data to the Department.

Note 5: Total staff reported excludes volunteering staff.

In 2021 there were 11 812 staff in CET colleges, with the majority being lecturers (93.3% or 11 026) and a smaller proportion being support staff (6.4% or 753) and management staff (0.3% or 33). KwaZulu-Natal CET college had the most staff (21.9% or 2 592), followed by Eastern Cape (19.4% or 2 288) and Gauteng (18.6% or 2 197) CET colleges.

Ordinarily, one would have expected Gauteng CET college to employ more staff as they account for majority of enrolments in the sector (see Table 6.5). The CET norms and standards for funding have been revised and student enrolments will be accounted for in terms of staffing establishments.

Over 90% of staff in six CET colleges were lecturers, with the following CET colleges having the most lecturers: KwaZulu-Natal (2 536), Eastern Cape (2 271) and Gauteng (1 815). More than three-quarters of CET colleges' staff were female (76.9% or 9 082), with males accounting for 23.1% (2 730).

The proportion of females employed as lecturers and support staff was higher in all colleges, while males accounted for almost 70% of the management staff. Eastern Cape, KwaZulu-Natal and Mpumalanga featured the greatest gender disparities when it came to lecturers, where 1 589, 1 486 and 926 more females than males were employed as lecturers. With the exception of Gauteng and KwaZulu-Natal, most CET colleges employed more males than females as management staff. All management staff in Mpumalanga and North West were males.

Table 6.12: Number of staff in CET colleges, by staff category and population group, 2021

College	Management Staff						Lecturer Staff						Support Staff						Total number of staff	
	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total		
Eastern Cape CET College	3	0	0	0	0	3	2 233	36	0	1	1	2 271	14	0	0	0	0	14	2 288	
Free State CET College	3	0	0	0	0	3	815	8	1	0	0	824	108	0	0	0	0	108	935	
Gauteng CET College	3	1	0	0	0	4	1 787	17	1	9	1	1 815	376	2	0	0	0	378	2 197	
KwaZulu-Natal CET College	4	0	0	0	0	4	2 523	3	9	0	1	2 536	51	0	1	0	0	52	2 592	
Limpopo CET College	4	0	0	0	0	4	1 109	1	0	1	1	1 112	2	0	0	0	0	2	1 118	
Mpumalanga CET College	4	0	0	0	0	4	1 156	1	0	1	2	1 160	7	0	0	0	0	7	1 171	
Northern Cape CET College	2	2	0	0	0	4	129	35	0	2	0	166	13	1	0	0	0	14	184	
North West CET College	3	0	0	0	0	3	823	0	0	0	0	823	23	0	0	0	0	23	849	
Western Cape CET College	2	2	0	0	0	4	168	145	0	5	1	319	75	77	0	3	0	155	478	
National	28	5	0	0	0	33	10 743	246	11	19	7	11 026	669	80	1	3	0	753	11 812	
Percentage	84.8%	15.2%	0.0%	0.0%	0.0%	100.0%	97.4%	2.2%	0.1%	0.2%	0.1%	100.0%	88.8%	10.6%	0.1%	0.4%	0.0%	100.0%		

Source: *CETCollege2021_20221120, data extracted in November 2022.*

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

Note 2: The category "Lecturing Staff" refers to any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support Staff" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: Staff information is based on data from 1 427 of the 1 791 gazetted learning centres that submitted Annual Survey data to the Department.

Note 5: Total staff reported excludes volunteering staff.

Africans made up a sizable proportion of the CET college staff (11 440 or 96.9%). The highest proportion was found among lecturers, where 10 743 (97.4%) were Africans, with 246 or 2.2% being Coloured. The management staff was also dominated by Africans, with 28 (84.8%) being Africans and 5 (15.2%) being Coloureds. There were no Indian/Asian or White management staff, and very few staff from these population groups were employed as lecturers or support staff.

Almost all CET colleges had a large number of their staff as Africans, with the exception of Western Cape CET college, where the proportion of African and Coloured staff were similar. More than half of Western Cape lecturers (58.9% or 145) were Coloured, as were 96.3% or 77 of their support staff.

7. PRIVATE COLLEGES

7.1 OVERVIEW OF PRIVATE COLLEGES

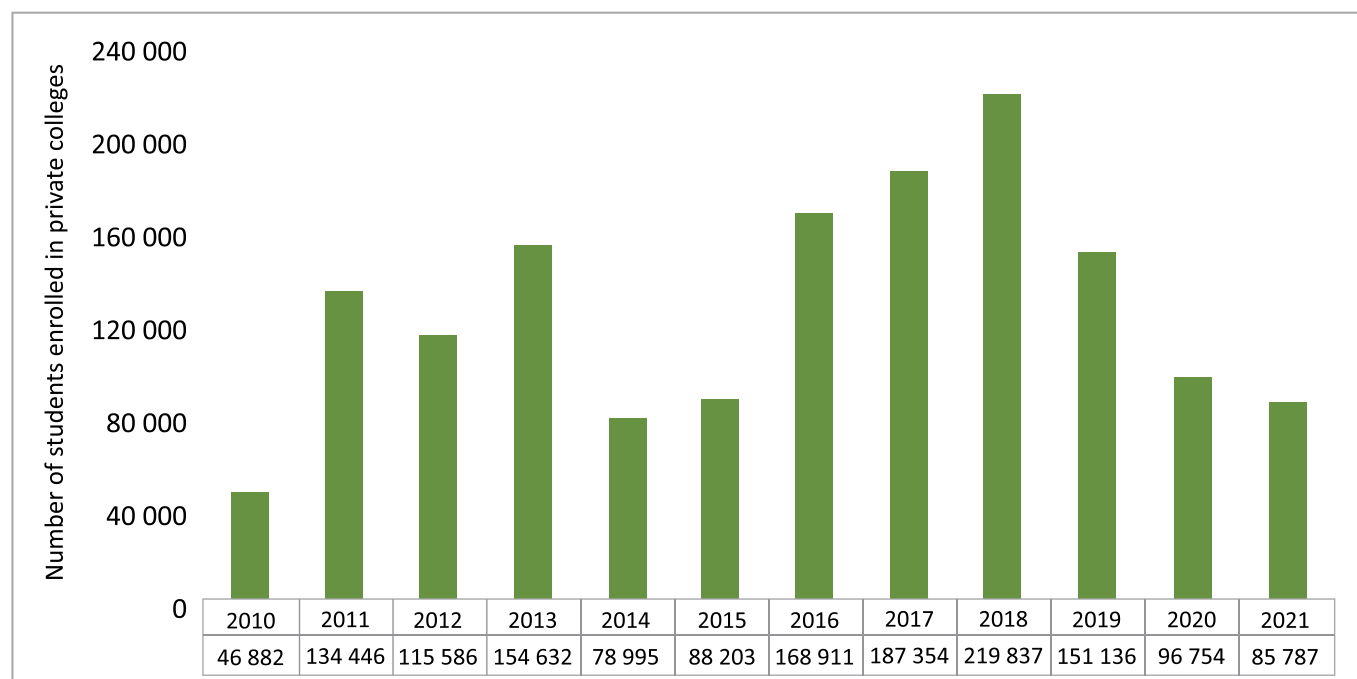
Section 29 (3) (b) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) requires that private education institutions be registered with the state, that is, the Department of Higher Education and Training (the Department). The Continuing Education and Training (CET) Act and the *Regulations for the Registration of Private Further Education & Training Colleges, 2007* provides the Department with the legal framework for the registration of such private education institutions, their monitoring for compliance with registration legislation and collection of data therefrom at specified intervals.

The Department registers private education institutions that offer General and Further Education and Training qualifications and part- qualifications such as National Certificate: Vocational (NCV), N1-N3 Engineering Studies and Adult Education and Training (AET), as private colleges. Private education institutions that offer Occupational Qualifications are excluded from registration under the current CET Act and accompanying Regulations. These private education institutions are known as Skills Development Providers (SDPs).

In order to operate legally, SDPs must have been accredited by the Quality Council for Trades and Occupations (QCTO) or must have been accredited by the Sector Education and Training Authorities (SETAs) delegated by the QCTO. The information presented and analysed below was collected from registered private colleges through the annual survey.

7.1.1 Enrolment of students in private colleges

Figure 7.1: Number of students enrolled in private colleges, 2010 – 2021



Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

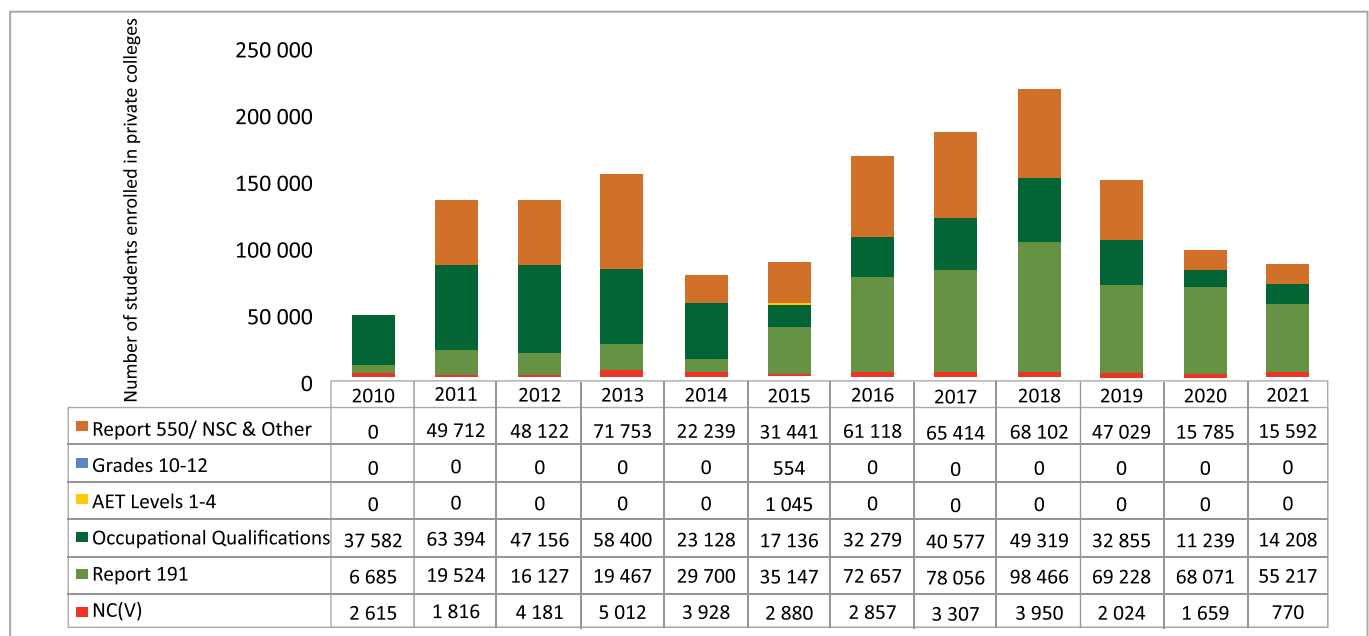
Note: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

In 2021, there were 85 787 students enrolled in private colleges, which was 11.3% (10 967) lower than in 2020 (96 754) and 83.0% (38 905) higher than in 2010. The number of students enrolled in private colleges has been declining since 2019, owing to changes in the Department's regulations governing private college registration.

Communique 1 of 2020 was published in 2020, which emphasized that Skills Development Providers that offer occupational qualifications and part-qualifications on the Occupational Qualifications Sub-Framework are no longer required to register with the Department, but they must be accredited by the QCTO or its delegated Quality Assurance Partners.

Total enrolment is also based on the number of registered private colleges which submitted data to the Department, and no imputation or estimation is applied on the colleges which did not submit data. The response rate decreased from 84.9% in 2020 to 80.5% in 2021. The number of registered private colleges increased from 126 in 2020 to 133 in 2021.

Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 – 2021



Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

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: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

The majority of students in private colleges enrolled in Report 191 programmes, followed by Report 550/NSC and “other” programmes, and this trend has been observed since 2015. NCV enrolment in this sector has been the lowest over the last 12 years (2010-2021), and the proportion for 2021 was the lowest (0.9% or 770).

Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2021

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

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.

Note 6: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

In 2021, nearly two-thirds of students in private colleges enrolled for Report 191 (64.4% or 55 217), while 18.2% (15 592) enrolled for Report 550/NSC and other programmes, followed by occupational qualifications (16.6% or 14 208), and NC(V) recorded the lowest proportion (0.9% or 770). Between 2020 and 2021, enrolment declined in three qualification categories, with Report 191 experiencing the biggest decline (12 854). Enrolment for occupational qualifications rose by 2 969 in the same period.

Table 7.2: Number of students enrolled in private colleges by qualification category and age group, 2021

Qualification Category	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V) Levels 2-4	164	517	60	14	7	8	770
Report 191 (N1-N3)	2 910	11 527	5 000	2 881	1 463	1 211	24 992
Report 191 (N4-N6)	2 777	14 938	6 446	3 032	1 646	1 386	30 225
Occupational Qualifications	1 243	4 686	2 743	2 139	1 539	1 858	14 208
Report 550/ NSC	827	2 883	315	165	60	41	4 291
Other	431	2 683	2 664	2 085	1 378	2 060	11 301
Total	8 352	37 234	17 228	10 316	6 093	6 564	85 787

Source: *FET_Pvt_Annual_2021_20230112, data extracted in January 2023.*

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: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

Students aged 20-24 years old made up the majority of total enrolment at private colleges (43.4% or 37 234), followed by 25 – 29 year olds (20.1% or 17 228) and 30-34 year olds (12.0% or 10 316). The lowest proportion of students were in the age group 35 – 39 years old (7.1% or 6 093).

Over 70% of the 20 - 24 year old students enrolled for Report 191 (N1 – N6) (71.1% or 26 465), while almost 60% of students aged 40 years and older enrolled primarily in "other programmes" (i.e. skills development and short courses) and occupational qualifications (59.7% or 3 918). The Report 191 (N1 - N6) programme also accounted for the majority of student enrolment in the other age categories (15-19 years and 25-39 years).

Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2021

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V) Levels 2-4	748	6	10	6	0	770
Report 191 (N1-N3)	19 275	839	604	4 250	24	24 992
Report 191 (N4-N6)	26 646	742	533	2 297	7	30 225
Occupational Qualifications	8 879	1 793	698	2 692	146	14 208
Report 550/ NSC	4 015	108	43	113	12	4 291
Other	-	-	-	-	-	11 301
Total	59 563	3 488	1 888	9 358	189	85 787

Source: *FET_Pvt_Annual_2021_20230112, data extracted in January 2023.*

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

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.

Note 8: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

Africans accounted for nearly 70% of students enrolled in private colleges (69.4% or 59 563), followed by White students (10.9% or 9 358), with Coloured and Indian/Asian students accounting for the lower proportions (4.1% or 3 488 and 2.2% or 1 888, respectively). A higher proportion of African students enrolled for Report 191 (N4-N6) programmes, while Coloured and Indian/Asian students enrolled mainly for occupational qualifications. White students' enrolment was the highest in Report 191 (N1-N3) engineering programmes.

Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2021

Qualification Category	Female	Male	Total	Female	Male
NC(V) Levels 2-4	345	425	770	44.8%	55.2%
Report 191 (N1-N3)	8 509	16 483	24 992	34.0%	66.0%
Report 191 (N4-N6)	15 205	15 020	30 225	50.3%	49.7%
Occupational Qualifications	8 304	5 904	14 208	58.4%	41.6%
Report 550/ NSC	2 510	1 781	4 291	58.5%	41.5%
Other	6 045	5 256	11 301	53.5%	46.5%
Total	40 918	44 869	85 787	47.7%	52.3%

Source: FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

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: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

The number of male students enrolled in private colleges was 44 869 (52.3%), which was 3 951 higher compared to that of female students (47.7% or 40 918). Male students outnumbered females in NC(V) and Report 191 (N1-N3) programmes, while females outnumbered males in the other qualification categories (Report 191 (N4 - N6), occupational qualifications, Report 550/NSC and other programmes). Report 191 (N1 - N3) (engineering programs) had the largest gender disparity, with 7 974 more males enrolled than females.

Table 7.5: Number of foreign students enrolled in private colleges by country, 2021

Country	Total	% of foreign students
Zimbabwe	602	33.5%
Democratic Republic of the Congo	256	14.2%
Lesotho	194	10.8%
Angola	127	7.1%
Botswana	89	4.9%
Namibia	79	4.4%
Nigeria	74	4.1%
Swaziland/Eswatini	74	4.1%
Congo	68	3.8%
Mozambique	51	2.8%
Zambia	47	2.6%
Malawi	29	1.6%
Other Foreign Nationalities	109	6.1%
Total	1 799	100.0%

Source: FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

Note 1: Enrolment numbers are listed by the eleven countries with the most foreign student enrolment. The rest of foreign student enrolments are included in "other foreign nationalities" category.

Note 2: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

In 2021, there were 1 799 foreign national students enrolled in private colleges, accounting for 2.1% of total enrolment (85 787). The highest proportion of foreign national students were from Zimbabwe (33.5% or 602), followed by the Democratic Republic of the Congo (14.2% or 256) and Lesotho (10.8% or 194). Four in every five foreign national students were from 12 of the 16 Southern African Development Community (SADC) region (86.3% or 1 553).

Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2021

Barriers to Learning	Female	Male	Total
Albinism	5	51	56
Attention deficit disorder with/without hyperactivity (ADHD)	16	76	92
Autistic spectrum disorders	1	3	4
Behavioural/conduct disorder (including severe behavioural problems)	7	3	10
Blindness	13	8	21
Cerebral palsy	0	1	1
Deaf-blindness	0	2	2
Deafness	4	2	6
Epilepsy	2	8	10
Hard of hearing	13	20	33
Mild to moderate intellectual disability	2	3	5
Moderate to severe/profound intellectual disability	2	1	3
Partial sightedness / Low vision	1	64	65
Physical disability	26	17	43
Psychiatric disorder	2	5	7
Severely intellectually disabled	0	2	2
Specific learning disability	41	81	122
Total	135	347	482

Source: FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

Note: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

There were 482 students who reported to have a disability, accounting for 0.6% of total enrolment (85 787). Attention deficit disorder with/without hyperactivity (ADHD) was reported by the majority of students (19.1% or 92), followed by partial sightedness/low vision (13.5% or 65) and albinism (11.6% or 56).

The majority of students with disabilities were males (72.0% or 347), compared to 28.0% (135) females. The greatest gender disparities were found in students with partial sightedness/low vision and ADHD, where 63 and 60 more male students reported having these disabilities.

Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2021

Qualifications for organising fields	Female	Male	Total
1. Agriculture and Nature conservation	153	204	357
2. Business, Commerce and Management Studies	4 670	1 787	6 457
3. Communication Studies and Language	24	48	72
4. Culture and Arts	1	0	1
5. Education, Training and Development	327	294	621
6. Health Sciences and Social Services	725	136	861
7. Human and Social Studies	39	21	60
8. Law, Military Science and Security	662	733	1 395
9. Manufacturing, Engineering and Technology	403	1 361	1 764
10. Physical Planning and Construction	216	595	811
11. Physical, Mathematical, Computer and Life Sciences	256	308	564
12. Services	828	417	1 245
Total	8 304	5 904	14 208

Source: FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

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.

Note 3: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

The third largest enrolment in 2021 was for occupational qualifications, and the majority of students enrolled in Business, Commerce and Management Studies (45.4% or 6 457), followed by Manufacturing, Engineering and Technology (12.4% or 1 764) and Law, Military Science and Security (9.8% or 1 395).

A higher proportion of female students (58.4% or 8304) than male students (41.6% or 5 904) were enrolled in occupational qualifications. Almost two thirds (65.7%) of male students enrolled in Business, Commerce and Management Studies; Manufacturing, Engineering and Technology; and Law, Military Science and Security, while 74.9% of females enrolled in Business, Commerce and Management Studies; Services; and Health Sciences and Social Services. The largest gender gap was in the Business, Commerce, and Management Studies field, where 2 883 more females enrolled than males.

7.1.2 Enrolment in private colleges by province

Table 7.8: Number of students in private colleges by qualification category and province, 2021

Province	NC(V)	Report 191 N1-N3	Report 191 N4-N6	Occupational Qualifications	Report 550/ NSC	Other	Total
Eastern Cape	81	397	1 436	130	0	48	2 092
Free State	171	874	810	102	325	135	2 417
Gauteng	440	12 171	15 232	7 656	1 648	4 631	41 778
KwaZulu-Natal	0	2 283	4 782	620	73	317	8 075
Limpopo	78	2 019	3 735	496	1 331	188	7 847
Mpumalanga	0	4 047	2 349	435	230	1 263	8 324
North West	0	2 132	1 320	358	114	356	4 280
Northern Cape	0	324	136	0	0	0	460
Western Cape	0	745	425	4 411	570	4 363	10 514
National	770	24 992	30 225	14 208	4 291	11 301	85 787

Source: FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

Note 1: "Other" refers to all other skills development and short courses.

Note 2: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

Almost half of the students enrolled in private colleges located in Gauteng (48.7% or 41 778), followed by Western Cape (12.3% or 10 514) and Mpumalanga (9.7% or 8 324). Private colleges in Gauteng contributed significantly to enrolment in all qualification categories, and the highest enrolment was recorded for Report 191 N4 – N6 (15 232) and N1 – N3 (12 171).

Private colleges in eight provinces enrolled the majority of their students in Report 191 (N1 - N6) programmes, while occupational qualifications and other programmes were the most popular in Western Cape colleges. Northern Cape colleges only enrolled students in Report 191 (N1-N6) programmes.

Despite the low enrolment in private colleges for NC(V) programmes, the majority of students enrolled in this qualification were in Gauteng colleges (57.1% or 440), while 22.2% or 171 were in Free State colleges. Colleges in five provinces did not have student enrolment in NC(V) programmes.

Table 7.9: Number of students and lecturers in private colleges by province, 2021

Province	Lecturers	Students
Eastern Cape	37	2 092
Free State	73	2 417
Gauteng	730	41 778
KwaZulu-Natal	201	8 075
Limpopo	195	7 847
Mpumalanga	117	8 324
North West	74	4 280
Northern Cape	8	460
Western Cape	73	10 514
National	1 508	85 787

Source: FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

Note: The 2021 figure represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

A total of 1 508 lecturers were employed in private colleges in 2021, with Gauteng accounting for the majority (48.4% or 730), followed by KwaZulu-Natal (13.3% or 201) and Limpopo (12.9% or 195). Private colleges reported lecturer-to-student ratios of 1:57 on average, with ratios higher in four provinces (Western Cape (1:144), Northern Cape (1:58), North West (1:58) and Mpumalanga (1:71). The lecturer-to-student ratio was the lowest for private colleges in Free State (1:33).

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:

- 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 191 National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- 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, 2021

Qualification Category	Female			Male			Total registered	Total wrote	Total completed	Completion rate
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed				
Report 191/1 N3	3 977	2 934	1 540	6 350	4 486	2 328	10 327	7 420	3 868	52.1%
Report 191/1 N6	7 279	6 513	4 194	3 890	3 111	1 750	11 169	9 624	5 944	61.8%
NC (V) Level 4	105	82	24	60	50	12	165	132	36	27.3%
Total	11 361	9 529	5 758	10 300	7 647	4 090	21 661	17 176	9 848	57.3%

Source: *National Examinations Database, November 2021.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete qualifications (part or full) during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2021 and were eligible to complete the relevant qualifications during the 2021 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2021 and were eligible to complete the relevant qualifications during the 2021 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2021.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2021 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2021.

The number of students who registered to Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2021 was 21 661, of which 17 176 wrote examinations and 9 848 completed. The highest proportion of students registered for Report 190/1 (N6) part-qualification (51.6% or 11 169), followed by Report 190/1 (N3) part-qualification (47.7% or 10 327), while the lowest number of students registered for NC(V) Level 4 examinations (0.8% or 165).

A large number of male students registered, wrote and completed examinations for Report 190/1 N3 partqualification (Engineering Studies), while the majority of female students registered, wrote and completed Report 190/1 N6 partqualification and NC(V) Level 4 qualification. The largest gender disparity in terms of completions was observed for Report 190/1 N6 part-qualification, where 2 444 more male students completed as compared to females.

Only 36 students passed an NC(V) level 4 qualification in private colleges in 2021, resulting in a lower completion rate of 27.3%. On the other hand, higher completion rates of 52.1% and 61.8% were recorded for N3 and 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, 2021

Qualification	Number registered	Number wrote	Number completed	Completion rate
NC(V) Level 2	922	370	205	55.4%
NC(V) Level 3	253	167	93	55.7%
NC(V) Level 4	165	132	36	27.3%
Total	1 340	669	334	49.9%

Source: *National Examinations Database, November 2021.*

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 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2021 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 2021.

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

There were 1 340 students who registered for NC(V) Levels 2-4 examinations in private colleges in 2021, of which 669 wrote examinations and 334 completed, resulting in a completion rate of 49.9%. Completions were higher for NC(V) level 2 (205) and declined for the higher levels. The completion rate was subsequently recorded for NC(V) Level 2 (55.4%) and lower for NC(V) Level 4 (27.3%).

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, 2021

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N1	7 699	6 257	4 740	75.8%
Report 191 N2	12 985	10 080	4 612	45.8%
Report 191 N3	10 327	7 420	3 868	52.1%
Total	31 011	23 757	13 220	55.6%

Source: *National Examinations Database, November 2021.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2021 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 2021.

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 2021 academic year.

There were 31 011 students registered to write Report 190/1 N1 - N3 examinations in private colleges in 2021, of which 23 757 wrote examinations and 13 220 completed, translating to a 55.6% completion rate. The highest number of students registered and wrote examinations for Report 190/1 N2 part-qualification, however the highest completion rate was recorded for Report 190/1 N1 partqualification (75.8%). The lowest completion rate was recorded for 190/1 N2 partqualification (45.8%).

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, 2021

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	6 687	5 153	2 526	49.0%
Report 191 N5	3 877	2 954	1 671	56.6%
Report 191 N6	3 455	2 565	1 313	51.2%
Total	14 019	10 672	5 510	51.6%

Source: *National Examinations Database, November 2021.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2021 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2021 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 2021.

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 2021 academic year.

The number of students who registered to write Report 190/1 N4 - N6 part-qualification Engineering Studies examinations in private colleges in 2021 was 14 019, of which 10 672 wrote examinations and 5 510 completed, resulting in a completion rate of 51.6%. The largest number of students registered, wrote and completed Report 190/1 N4 part-qualification, however, the highest completion rate was recorded for Report 190/1 N5 part-qualification (56.6%). The lowest completion rate was recorded for 190/1 N4 part-qualification (49.0%).

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, 2021

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	16 833	14 648	8 271	56.5%
Report 191 N5	11 790	10 558	6 357	60.2%
Report 191 N6	7 714	7 059	4 631	65.6%
Total	36 337	32 265	19 259	59.7%

Source: *National Examinations Database, November 2021.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2021 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 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2021 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 2021.

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 2021 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 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2021 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 2021.

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 2021 academic year.

The number of students who registered for Report 190/1 N4 - N6 part-qualification Business Studies examinations in private colleges in 2021 was 36 337, of which 32 265 wrote examinations and 19 259 completed. This translated to a completion rate of 59.7%. A large number of students registered, wrote and completed Report 190/1 N4 part-qualification, however the highest completion rate was recorded for Report 190/1 N6 (65.6%). The lowest completion rate was recorded for Report 190/1 N4 (56.5%). Completion rates for Business Studies were higher than those of Engineering Studies (see Table 7.13), most notably for Report 190/1 N6 partqualification (difference of 14.4 percentage points).

Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2021

NC(V) Level 4 Programme	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				
1. Electrical Infrastructure Construction	0	0	0	n.a.	1	1	1	100.0%	1	1	1	100.0%
2. Engineering and Related Design	1	1	1	100.0%	0	0	0	n.a.	1	1	1	100.0%
3. Finance, Economics and Accounting	1	1	0	0.0%	0	0	0	n.a.	1	1	0	0.0%
4. Hospitality	7	4	2	50.0%	2	1	0	0.0%	9	5	2	40.0%
5. Information Technology and Computer Science	7	6	2	33.3%	17	17	6	35.3%	24	23	8	34.8%
6. Management	1	1	0	0.0%	1	0	0	n.a.	2	1	0	0.0%
7. Marketing	1	1	1	100.0%	1	1	0	0.0%	2	2	1	50.0%
8. Office Administration	22	19	1	5.3%	6	6	0	0.0%	28	25	1	4.0%
9. Safety in Society	50	36	10	27.8%	27	20	2	10.0%	77	56	12	21.4%
10. Transport and Logistics	15	13	7	53.8%	5	4	3	75.0%	20	17	10	58.8%
Total	105	82	24	29.3%	60	50	12	24.0%	165	132	36	27.3%

Source: National Examinations Database, November 2021.

- 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 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.
- Note 2: "Number Registered" refers to the number of students who registered for the 2021 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2021 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 2021.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2021 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2021 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2021.
- 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 2021 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 2021.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2021 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 2021.
- Note 6: NC(V) Level 4 is a full qualification.

The number of students who registered to write examinations for NC(V) Level 4 qualification was 165, of which 132 wrote and 36 of them completed resulting in a completion rate of 27.3%. Even though the completion was low, over two thirds of completions were for females (24 or 66.7%) compared to over one third of males (12 or 33.3%). The completion rate for females was also slightly higher 29.3% as opposed to 24.0% for males.

More than 41% of females completed an NC(V) Level 4 qualification in Safety and Society (10), resulting in a completion rate of 27.8%. Male students on the other hand completed their NC(V) Level 4 qualifications in Information Technology and Computer Science (6), with a completion rate of 35.3%.

Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2021

Report 191 N6 Programme	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				
1. N6:Art and Design	17	14	14	100.0%	22	11	10	90.9%	39	25	24	96.0%
2. N6:Business Management	380	347	193	55.6%	204	178	103	57.9%	584	525	296	56.4%
3. N6:Clothing Production	4	3	2	66.7%	4	3	3	100.0%	8	6	5	83.3%
4. N6:Educare	1 670	1 569	1 328	84.6%	98	88	72	81.8%	1 768	1 657	1 400	84.5%
5. N6:Engineering Studies	1 370	1 066	554	52.0%	2 085	1 499	759	50.6%	3 455	2 565	1 313	51.2%
6. N6:Farming Management	35	32	20	62.5%	18	16	10	62.5%	53	48	30	62.5%
7. N6:Financial Management	463	433	280	64.7%	196	183	125	68.3%	659	616	405	65.7%
8. N6:Hospitality and Catering Services	184	165	117	70.9%	57	51	36	70.6%	241	216	153	70.8%
9. N6:Human Resources Management	842	782	445	56.9%	250	222	127	57.2%	1 092	1 004	572	57.0%
10. N6:Legal Secretary	48	44	22	50.0%	21	20	10	50.0%	69	64	32	50.0%
11. N6:Management Assistant	403	364	193	53.0%	70	60	25	41.7%	473	424	218	51.4%
12. N6:Marketing Management	157	149	99	66.4%	123	112	59	52.7%	280	261	158	60.5%
13. N6:Medical Secretary	275	234	92	39.3%	27	24	6	25.0%	302	258	98	38.0%
14. N6:Popular Music: Composition	3	0	0	n.a	7	5	2	40.0%	10	5	2	40.0%
15. N6:Popular Music: Studio Work	13	9	8	88.9%	198	171	128	74.9%	211	180	136	75.6%
16. N6:Public Management	851	795	555	69.8%	307	287	190	66.2%	1 158	1 082	745	68.9%
17. N6:Public Relations	281	261	125	47.9%	89	82	38	46.3%	370	343	163	47.5%
18. N6:Tourism	283	246	147	59.8%	114	99	47	47.5%	397	345	194	56.2%
Total	7 279	6 513	4 194	64.4%	3 890	3 111	1 750	56.3%	11 169	9 624	5 944	61.8%

Source: **National Examinations Database, November 2021.**

Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete an N6 part-qualification during the 2021 academic year. This number excludes students who registered, wrote and passed individual subjects, but who were not eligible to complete the relevant qualifications in 2021.

Note 2: "Number Registered" refers to the number of students who registered for the 2021 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2021 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2021.

Note 3: "Number Wrote" refers to the number of students who wrote the 2021 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2021 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 2021.

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 2021 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 191 N6 part-qualification in 2021.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2021 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 2021.

In private colleges 9 624 students wrote examinations for Report 190/1 N6 partqualification and 5 944 of them completed, resulting in a completion rate of 61.8%. The majority of students wrote examinations in the following programmes: Engineering Studies (2 565), Educare (1 657), Public Management (1 082) and Human Resources Management (1 004). Subsequently, more students completed their N6 part-qualification in Educare (1 400), Engineering Studies (1 313), Public Management (745) and Human Resources Management (572).

The majority of students who completed examinations for Report 190/1 N6 part-qualification were females, with an overall completion rate of 64.4%, and a large number of them completed their part-qualifications in Educare (1 328), followed by Public Management (555), Engineering Studies (554) and Human Resource Management (445).

The completion rate for male students was 56.3%, and the majority of them completed their part-qualifications in Engineering Studies (759) followed by and Public Management (190), Human Resource Management (127) and Financial Management (125). The largest gender disparity was recorded in Educare, where 1 256 more female students completed as compared to males.

7.1.4 Staffing in private colleges

Table 7.17: Number of staff in private colleges, by personnel category and gender, 2021

Personnel Category	Female	Male	Total
Management Staff	201	230	431
Lecturer Staff	646	862	1 508
Support Staff	736	352	1 088
Total	1 583	1 444	3 027

Source: FET_Pvt_Annual_2021_20230112, data extracted in January 2023.

Note 1: The category "Management" refers to the principal/CEO and vice principal responsible for the management of the company/college. This category includes Chief Executive Officer, Chief Financial Officer and Managing Director of a college.

Note 2: The category "Lecturing" refers to any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishments under this Act; (CET Act 16 of 2006).

Note 3: The category "Support" refers to staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services; (CET Act 16 of 2006).

Note 4: The 2021 figure represents staff at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

In 2021, the 100 private colleges which submitted data to the Department had 3 027 staff members, the majority of whom were lecturers (49.8% or 1 508), followed by support staff (35.9% or 1 088) and management staff (14.2% or 431). In terms of gender, 52.3% of employee positions were occupied by females (1 583) compared to 47.7% (1 444) males.

The majority of male employees were lecturers (862), whilst a greater proportion of females worked as support staff (736). Support staff had a significant gender disparity, with 384 more females than males employed in this category. Furthermore, the number of male lecturers was 216 higher than that of 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. The data for 2019/20 onwards, was collected through the Skills Education and Training Management Information System (SETMIS), which is a unit level record data system for the SETAs.

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 – 2021/22

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
2019/20	81 988	11 784	128 438	222 210	57 888	7 711	114 032	179 631
2020/21	46 546	6 022	65 973	118 541	37 684	7 405	81 636	126 725
2021/22	71 921	9 598	48 745	130 264*	44 164	3 607	46 944	94 715*

Sources: Statistics on Post-School Education and Training in South Africa, 2020.

SETMIS 2021/22 data extracted in June 2022.

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 2012⁴.

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.

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

In 2021/22 financial year, 130 264 learners registered for SETA-supported learning programmes, with learnerships accounting for over half of all registrations (55.2% or 71 921), followed by skills programmes (37.4% or 48 745), while internships accounted for the least number of registrations (7.4% or 9 598). When compared with the previous financial years (2011/12 – 2020/21), this is the first financial year where the largest proportion of registrations were in learnerships as compared to the other learning programmes.

The 2021/22 registrations were 9.9% (11 723) higher when compared with 2020/21 financial year (118 541). The largest increase between the two financial years (2020/21 and 2021/22) was for learnerships (25 375), while registration for skills programmes declined by 17 228 in the same period.

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

During 2021/22 financial year, 94 715 learners were certificated for SETA-supported learning programmes, and the majority of certifications were in skills programmes (49.6% or 46 944) and learnerships (46.6% or 44 164). The certifications in 2021/22 financial year were 25.3% (32 010) lower when compared with 2020/21 (126 725). The largest decline were in skills programmes (42.5% or 34 692) while certification for learnerships rose by 17.2% (6 480).

Registration and certification in SETA-supported learning programmes declined by 3.7% (4 965) and 19.5% (22 887) respectively over the period 2011/12 – 2021/22 financial year. The only contributor to the decline in this period was skills programmes, where both registration and certification fell by 44.5% (39 161) and 46.4% (40 583) respectively.

Table 8.2 Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2021/22

Year	Registered								Certificated							
	Learnerships		Internships		Skills Programmes		Total registered		Learnerships		Internships		Skills Programmes		Total certificated	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2011/12	26 323	13 438	2 002	1 250	47 469	39 849	75 794	54 537	15 766	12 835	446	396	49 015	36 987	65 227	50 218
2012/13	27 986	22 389	3 860	1 867	46 243	27 465	78 089	51 721	18 950	16 907	1 163	948	45 840	38 574	65 953	56 429
2013/14	47 742	25 327	5 772	1 645	52 729	39 779	106 243	66 751	20 561	16 366	1 355	1 035	59 155	48 987	81 071	66 388
2014/15	40 524	32 802	8 164	3 534	79 970	51 890	128 658	88 226	22 081	18 408	1 978	1 596	59 617	44 874	83 676	64 878
2015/16	49 993	38 287	5 698	5 391	66 740	54 253	122 431	97 931	23 827	19 208	1 776	1 365	67 556	56 389	93 159	76 962
2016/17	50 665	50 782	9 897	7 319	72 403	58 614	132 965	116 715	30 075	28 005	3 788	2 989	64 912	51 229	98 775	82 223
2017/18	67 008	44 673	6 833	6 102	93 945	50 586	167 786	101 361	24 951	23 051	3 855	2 641	64 376	58 603	93 182	84 295
2018/19	54 536	51 012	9 686	5 796	81 236	69 438	145 458	126 246	33 204	28 637	4 200	1 923	75 511	68 949	112 915	99 509
2019/20	47 498	34 490	7 862	3 922	69 260	59 178	124 620	97 590	32 079	25 809	5 078	2 633	50 525	63 507	87 682	91 949
2020/21	24 901	21 645	3 929	2 093	32 862	33 111	61 692	56 849	20 032	17 652	4 783	2 622	40 978	40 658	65 793	60 932
2021/22	40 297	31 624	6 256	3 342	23 213	25 532	69 766	60 498	24 793	19 371	2 360	1 247	20 482	26 462	47 635	47 080

Sources: Statistics on Post-School Education and Training in South Africa, 2020.

SETMIS 2021/22, data extracted in June 2022.

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 2012⁵.

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.

Note 8: Total registered and total certificated includes 3 401 (1 021 registrations and 2 380 certifications) records with unspecified economic status.

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

More than half of learners registered for SETA-supported learning programmes during the 2021/22 financial year were females (53.6% or 69 766), while males accounted for 46.4% (60 498) of total registrations. This translates to 9 268 more females registered for SETA-supported learning programmes as compared to males. The largest gender gap was in learnerships, where 8 673 more females were registered as compared to males. However, when it comes to skills programmes, 2 319 more males were registered compared to females. The number of females registered has been consistently higher than that of males throughout the period under review (2011/12 – 2021/22 financial years).

For certifications, a similar proportion of females and males were certificated in SETA-supported learning programmes during the 2021/22 financial year (50.3% or 47 635) and (49.7% or 47 080) respectively. Skills programmes showed the largest gender gap, with 5 980 more males certificated than females. Female's certifications were however higher in learnerships, where 5 422 of them were certificated relative to males. In all the financial years under review with the exception of 2019/20, the number of females certificated was higher than that of males.

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, 2021/22

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISETA	2 850	1 642	57.6%	2 500	1 722	68.9%	5 350	3 364
BANKSETA	1 250	1 614	129.1%	366	148	40.4%	1 616	1 762
CATHSSETA	210	646	307.6%	132	406	307.6%	342	1 052
CETA	89	50	56.2%	0	0	n.a	89	50
CHIETA	1 600	680	42.5%	1 000	619	61.9%	2 600	1 299
ETDP SETA	1 200	123	10.3%	0	1 459	n.a	1 200	1 582
EWSETA	300	157	52.3%	1 500	1 074	71.6%	1 800	1 231
FASSET	310	349	112.6%	24 500	10	0.0%	24 810	359
FOODBEV	1 200	1 423	118.6%	1 400	695	49.6%	2 600	2 118
FP&M SETA	975	939	96.3%	1 250	2 520	201.6%	2 225	3 459
HWSETA	2 500	873	34.9%	8 264	16	0.2%	10 764	889
INSETA	700	1 482	211.7%	3 050	516	16.9%	3 750	1 998
LGSETA	1 150	418	36.3%	1 500	901	60.1%	2 650	1 319
MERSETA	1 440	3 209	222.8%	4 084	2 344	57.4%	5 524	5 553
MICT SETA	0	61	n.a	116	58	50.0%	116	119
MQA	800	771	96.4%	20 000	9 508	47.5%	20 800	10 279
PSETA	100	100	100.0%	1 250	702	56.2%	1 350	802
SASSETA	600	968	161.3%	1 385	412	29.7%	1 985	1 380
SERVICES	700	702	100.3%	3 150	1 707	54.2%	3 850	2 409
TETA	700	1 012	144.6%	430	85	19.8%	1 130	1 097
W&RSETA	6 250	5 955	95.3%	5 250	2 117	40.3%	11 500	8 072
Total	24 924	23 174	93.0%	81 127	27 019	33.3%	106 051	50 193

Source: SETMIS 2021/22, data extracted in June 2022.

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 2012⁶.

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.

The number of workers registered for SETA-supported learning programmes during the 2021/22 financial year was 50 193, which reflects 38.5% of total registrations (see Table 8.1). More than half of the workers were registered for skills programmes (53.8% or 27 019) while 46.2% (23 174) were registered for learnerships.

The total number of registrations for learning programmes supported by SETAs for workers fell 55 858 short of the target set by SETAs, resulting in a 52.7% under achievement on this intervention. Registrations for skills programmes was the primary cause of underperformance, and the achievement for this learning programme was 54 108 (66.7%) less than the planned target.

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

In terms of workers registration for skills programmes, seventeen SETAs reported underachievement, with FASSET, MQA and HWSETA recording substantial underperformance (in absolute terms). Despite an overall underachievement for skills programmes, three SETAs exceeded their targets, with ETDP SETA and FP&M SETA recording the highest overachievements. Although ETDP SETA did not have any target for enrolling workers on skills programmes, they were nonetheless able to register 1 459 learners during the 2021/22 financial year.

Learnerships registration for workers during the 2021/22 financial year was 1 750 lower when compared with the target, and ten SETAs underachieved their targets during this period. HWSETA, AGRISSETA and ETDP SETA were the main contributors to the underachievement. Despite the overall underachievement in learnership registrations, MERSETA showed an observable overachievement and registered 1 769 more learners than the planned target.

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, 2021/22

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISSETA	1 550	1 481	95.5%	1 445	489	33.8%	2 995	1 970
BANKSETA	900	1 646	182.9%	150	162	108.0%	1 050	1 808
CATHSSETA	126	636	504.8%	80	557	696.3%	206	1 193
CETA	103	96	93.2%	0	1	n.a	103	97
CHIETA	800	417	52.1%	5 000	497	9.9%	5 800	914
ETDP SETA	3 640	79	2.2%	0	4 923	n.a	3 640	5 002
EWSETA	200	132	66.0%	1 300	661	50.8%	1 500	793
FASSET	190	246	129.5%	24 500	1 932	7.9%	24 690	2 178
FOODBEV	60	662	1103.3%	750	479	63.9%	810	1 141
FP&M SETA	780	163	20.9%	1 250	1 653	132.2%	2 030	1 816
HWSETA	990	3	0.3%	4 132	53	1.3%	5 122	56
INSETA	350	652	186.3%	2 625	546	20.8%	2 975	1 198
LGSETA	800	635	79.4%	1 000	317	31.7%	1 800	952
MERSETA	1 183	2 828	239.1%	2 094	1 442	68.9%	3 277	4 270
MICT SETA	0	208	n.a	87	23	26.4%	87	231
MQA	350	477	136.3%	23 875	15 038	63.0%	24 225	15 515
PSETA	80	90	112.5%	1 080	243	22.5%	1 160	333
SASSETA	250	749	299.6%	1 000	407	40.7%	1 250	1 156
SERVICES	3 206	13	0.4%	527	44	8.3%	3 733	57
TETA	330	252	76.4%	215	16	7.4%	545	268
W&RSETA	1 000	1 944	194.4%	3 500	864	24.7%	4 500	2 808
Total	16 888	13 409	79.4%	74 610	30 347	40.7%	91 498	43 756

Source: SETMIS 2021/22, data extracted in June 2022.

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 2012⁷.

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

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

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

The total number of workers certificated for SETA-supported learning programmes during the 2021/22 financial year was 43 756, which represents 46.2% of certifications in this period (see Table 8.1). The majority of the learners were certificated in skills programmes (69.4% or 30 347) while 30.6% or 13 409 of the workers were certificated in learnerships.

There was an overall underachievement of 47 742, and the largest underachievement was recorded for skills programmes (underachievement of 44 263). Sixteen SETAs failed to meet their targets for skills programmes certifications, with the lowest underachievement (in absolute terms) recorded by FASSET, MQA, CHIETA and HWSETA (underachievement of 22 568; 8 837; 4 503 and 4 079 respectively). ETP SETA did not have a target on certifications for skills programmes, however, they have certificated 4 923 workers during the 2021/22 financial year.

When it comes to learnership certifications, an underachievement of 3 479 was recorded for this learning programme, and ten SETAs did not meet their targets during the 2021/22 financial year. Noticeable underachievements were recorded for ETP SETA and SERVICES SETA (underachievement of 3 561 and 3 193 respectively). Similar to registrations, MERSETA showed an observable overachievement and certificated 1 645 more learners than the planned target.

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, 2021/22

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISETA	2 300	3 222	140.1%	542	600	110.7%	3 200	3 265	102.0%	6 042	7 087
BANKSETA	782	1 201	153.6%	300	509	169.7%	120	58	48.3%	1 202	1 768
CATHSSETA	158	1 150	727.8%	173	189	109.2%	210	1 392	662.9%	541	2 731
CETA	873	421	48.2%	148	112	75.7%	227	77	33.9%	1 248	610
CHIETA	2 700	2 477	91.7%	500	539	107.8%	1 000	482	48.2%	4 200	3 498
ETDP SETA	0	0	n.a	800	1 813	226.6%	1 000	662	66.2%	1 800	2 475
EWSETA	750	634	84.5%	100	45	45.0%	300	77	25.7%	1 150	756
FASSET	4 896	5 163	105.5%	960	1 136	118.3%	4 495	5 781	128.6%	10 351	12 080
FOODBEV	1 395	2 338	167.6%	330	383	116.1%	200	250	125.0%	1 925	2 971
FP&M SETA	2 275	3 770	165.7%	420	77	18.3%	1 554	1 416	91.1%	4 249	5 263
HWSETA	2 500	163	6.5%	1 210	384	31.7%	2 500	28	1.1%	6 210	575
INSETA	810	1 256	155.1%	550	434	78.9%	610	364	59.7%	1 970	2 054
LGSETA	875	957	109.4%	500	352	70.4%	1 000	196	19.6%	2 375	1 505
MERSETA	2 160	600	27.8%	400	45	11.3%	4 100	379	9.2%	6 660	1 024
MICT SETA	3 150	2 728	86.6%	700	63	9.0%	750	312	41.6%	4 600	3 103
MQA	800	3 153	394.1%	900	813	90.3%	2 000	2 308	115.4%	3 700	6 274
PSETA	0	0	n.a	75	75	100.0%	0	0	n.a	75	75
SASSETA	1 000	5 347	534.7%	500	365	73.0%	400	729	182.3%	1 900	6 441
SERVICES	3 780	3 768	99.7%	350	359	102.6%	2 450	1 368	55.8%	6 580	5 495
TETA	800	2 130	266.3%	240	174	72.5%	700	392	56.0%	1 740	2 696
W&RSETA	8 500	7 550	88.8%	1 200	1 131	94.3%	1 600	1 888	118.0%	11 300	10 569
Total	40 504	48 028	118.6%	10 898	9 598	88.1%	28 416	21 424	75.4%	79 818	79 050

Source: SETMIS 2021/22, data extracted in June 2022.

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 2012⁸.

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.

Note 6: "n.a." means not applicable.

The total number of unemployed persons registered for SETA-supported learning programmes during the 2021/22 financial year was 79 050, which represents 60.7% of total registrations during this period (see Table 8.1). The majority of unemployed persons were registered for learnerships (60.8% or 48 028), followed by skills programmes (27.1% or 21 424) and internships (12.1% or 9 598).

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

The only overachievement was recorded for learnerships (overachievement of 18.6% or 7 524), while underachievements were recorded for skills programmes and internships (6 992 and 1 300 underachievement). Overachievements for registration in learnerships (in absolute terms) were mainly recorded for SASSETA, MQA and FP&M SETA (overachievements of 4 347; 2 353 and 1 495 respectively). Large underachievements for learnerships were recorded for HWSETA and MERSETA despite the overall overachievement observed for this learning programme.

The main contributors for the low achievement of workers registration in skills programmes was MERSETA (3 721 underachievement), HWSETA (2 472 underachievement) and SERVICES SETA (1 082 underachievement). Despite the overall underachievement in skill programmes, large overachievements were observed for FASSET (1 286 overachievement) and CATHSETA (1 182 overachievement). ETDP SETA exceeded their internship registration target by 1 013, while other SETAs recorded minor increases/decreases on this intervention.

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, 2021/22

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISETA	950	3 447	362.8%	250	252	100.8%	3 000	1 180	39.3%	4 200	4 879
BANKSETA	0	96	n.a	0	183	n.a	0	0	n.a	0	279
CATHSSETA	95	3 362	3538.9%	104	111	106.7%	126	4 053	3216.7%	325	7 526
CETA	1 640	2 225	135.7%	104	1	1.0%	800	105	13.1%	2 544	2 331
CHIETA	1 350	1 862	137.9%	250	101	40.4%	500	483	96.6%	2 100	2 446
ETDP SETA	2 000	1 017	50.9%	1 412	1 654	117.1%	525	867	165.1%	3 937	3 538
EWSETA	500	340	68.0%	80	27	33.8%	250	189	75.6%	830	556
FASSET	2 450	2 942	120.1%	0	0	n.a	1 687	234	13.9%	4 137	3 176
FOODBEV	540	1 389	257.2%	100	130	130.0%	100	67	67.0%	740	1 586
FP&M SETA	2 090	515	24.6%	400	127	31.8%	1 800	1 877	104.3%	4 290	2 519
HWSETA	700	0	0.0%	1 210	0	0.0%	1 000	47	4.7%	2 910	47
INSETA	510	933	182.9%	200	101	50.5%	355	41	11.5%	1 065	1 075
LGSETA	700	886	126.6%	500	112	22.4%	700	430	61.4%	1 900	1 428
MERSETA	2 870	0	n.a	330	162	49.1%	2 856	6	0.2%	6 056	168
MICT SETA	2 632	2	0.1%	525	0	0.0%	562	0	n.a	3 719	2
MQA	250	1 387	554.8%	0	16	n.a	2 000	3 595	179.8%	2 250	4 998
PSETA	0	0	n.a	7	7	100.0%	0	0	n.a	7	7
SASSETA	450	3 966	881.3%	100	73	73.0%	200	1 248	624.0%	750	5 287
SERVICES	4 810	693	14.4%	1 270	93	7.3%	1 317	637	48.4%	7 397	1 423
TETA	400	350	87.5%	120	103	85.8%	350	87	24.9%	870	540
W&RSETA	2 500	3 635	145.4%	350	354	101.1%	1 200	779	64.9%	4 050	4 768
Total	27 437	29 047	105.9%	7 312	3 607	49.3%	19 328	15 925	82.4%	54 077	48 579

Source: SETMIS 2021/22, data extracted in June 2022.

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 2012⁹.

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 certificated in SETA-supported learning programmes during the 2021/22 financial year was 48 579, which represents 51.3% of certifications in this period. Almost 60% of unemployed persons were certificated in learnerships (59.8% or 29 047), followed by skills programmes (32.8% or 15 925), while fewer certifications were for internships (7.4% or 3 607). There was an overall underachievement of 5 498 for certifications, and the largest underachievement was recorded for internships (3 705 underachievement) followed by skills programmes (3 403 underachievement) while the target for learnerships was exceed by 1 610.

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



Underachievements in certifications for internships were recorded by 12 SETAs, and the largest contributors to the underachievement (in absolute terms) were HWSETA (underachievement of 1 210) and SERVICES SETA (underachievement of 1 177). BANKSETA, FASSET and MQA did not have any targets for certification in internships, however BANKSETA and MQA certificated 183 and 16 unemployed persons respectively during 2021/22 financial year.

Fourteen SETAs did not meet their targets on skills programmes certifications, with the largest contributors being MERSETA, AGRISSETA and FASSET (underachievement of 2 850; 1 820 and 1 453 respectively). CATHSSETA, MQA and SASSETA were able to surpass their skills programmes certification targets by (3 927; 1 595 and 1 048 respectively) despite the overall underachievement for this learning programme. BANKSETA and PSETA did not have skills programmes certification targets during 2021/22 financial year.

Twelve SETAs exceeded their targets for learnerships certification, and the largest contributors were SASSET (3 516 overachievement), CATHSSETA (3 267 overachievement) and AGRISSETA (2 497 overachievement). BANKSETA and PSETA did not have learnerships certification targets during 2021/22 financial year, however, BANKSETA certificated 96 unemployed persons in this period.

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 18 000 qualified artisans per year, the number has to increase drastically in the next 8 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 – 2021/22

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2022.

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 there were no learners entering artisanal learning programmes.

The total number of learners who enrolled in artisanal learning programmes in the 2021/22 financial year was 14 379 representing a 39.6% (4 077) increase compared with the 2020/21 financial year. INDLELA (1 046), CHIETA (622), MERSETA (622) and W&RSETA (594) were the major contributors to the increase between the two financial years (2020/21 and 2021/22). Three SETAs (FOODBEV, FP&M and HWSETA) recorded decreases in the same period despite the overall increase.

In the 2021/22 financial year, INDLELA (2 895 or 20.1%), CETA (2 191 or 15.2%), MQA (2 160 or 15.0%), CHIETA (1 770 or 12.3%) and MERSETA (1 619 or 11.3%) reported the majority of students enrolled in artisanal learning programs.

The number of registrations decreased by 41.1% (10 036) between 2011/12 and 2021/22, with MERSETA, INDLELA, and SERVICES SETA experiencing the highest drops (4 635; 2 332 and 1 459 less learners respectively).

Table 8.8: Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2021/22

Province	Female	Male	Total
Western Cape	319	861	1 180
Eastern Cape	370	666	1 036
Northern Cape	128	307	435
Free State	166	375	541
KwaZulu-Natal	613	1 527	2 140
North West	289	693	982
Gauteng	1 290	2 793	4 083
Mpumalanga	468	1 241	1 709
Limpopo	749	1 125	1 874
Unspecified	65	330	395
Outside South Africa	4	-	4
Total	4 461	9 918	14 379

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2022.*

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: Dash (-) means that there were no learners entering artisanal learning programmes.

The majority of learners who entered artisanal learning programmes during the 2021/22 financial year were in Gauteng (4 083 or 28.4%), followed by KwaZulu-Natal (2 140 or 14.9%) and Limpopo (1 874 or 13.0%) provinces. The Northern Cape (435 or 3.0%) and the Free State (541 or 3.8%) had the lowest proportion of learners.

Males made up the majority of those enrolled in artisanal learning programmes, accounting for 9 918 or 69.0% of all registrations, compared to 4 461 or 31.0% of females. The provinces with the highest gender gaps were Gauteng, KwaZulu-Natal and Mpumalanga, where 1 503; 914; and 773 more males than women entered artisanal learning programs, respectively.

Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2021/22

Trade	Female	Male	Total
Automotive motor mechanic	84	535	619
Boilermaker	146	948	1 094
Bricklayer	659	486	1 145
Carpenter	164	180	344
Carpenter/ Joiner	-	-	-
Diesel Mechanic	110	793	903
Electrician	1 042	1 974	3 016
Fitter & turner	85	284	369
Joiner	1	-	1
Mechanical fitter	250	1296	1 546
Millwright	123	498	621
Pipe fitter	4	13	17
Plumber	352	620	972
Rigger	42	367	409
Welder	196	722	918
Total	3 258	8 716	11 974

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2022.*

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.

Note 3: Dash (-) means that there were no learners entering artisanal learning programmes.

The number of learners registered for scarce skills artisanal programmes (Special Infrastructure Projects (SIPs) was 11 974, which represents 83.3% of the total number of artisans registered in the 2021/22 financial year (14 379). The Electricians continues to dominate the artisanal space, and more than a quarter of learners were trained in this trade (3 016 or 25.2%).

The proportion of males registered for scarce skills trades was higher (72.8% or 8 716) as compared to 27.2% (3 258) of females. The largest gender differences were recorded in the Mechanical Fitter, Electrician and Boilermaker trades, where 1 046; 932 and 802 more males were trained as compared to females. Bricklaying was the only trade where a slightly higher number of females (173 more) were trained as compared to males. The Rigger trade was dominated by males (89.7%), as compared to 10.3% of females in the same trade.

Table 8.10: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and population group, 2021/22

Trade	African	Coloured	Indian/Asian	White	Total
Automotive motor mechanic	384	90	29	116	619
Boilermaker	959	55	10	70	1 094
Bricklayer	1 115	25	-	5	1 145
Carpenter	332	5	-	7	344
Carpenter/ Joiner	-	-	-	-	-
Diesel Mechanic	636	67	17	183	903
Electrician	2 637	123	46	210	3 016
Fitter & turner	288	33	1	47	369
Joiner	1	-	-	-	1
Mechanical fitter	1 332	83	41	90	1 546
Millwright	495	31	14	81	621
Pipe fitter	6	11	-	-	17
Plumber	806	45	6	115	972
Rigger	389	8	-	12	409
Welder	743	91	43	41	918
Total	10 123	667	207	977	11 974

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2022.*

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.

Note 3: Dash (-) means that there were no learners entering artisanal learning programmes.

Africans (10 123 or 84.5%) made up eight out of ten of the students who registered for scarce skills artisanal learning programmes in 2021/22, followed by White (977 or 8.2%), Coloured (667 or 5.6%), and Indian/Asian (207 or 1.7%). The top 3 trades registered by learners in different population groups differed, for instance, more than half of Africans (5 084 or 50.2%) registered in the Electrician, Mechanical Fitter and Bricklayer trades, while a similar proportion of White learners (509 or 52.1%) registered in the Electrician, Diesel Mechanic and Automotive Motor Mechanic trades.

Over 62% of Indian/Asian learners (130 or 62.8%) on the other hand registered in the Electrician, Welder and Mechanical Fitter trades, while 304 or 45.6% Coloured students registered in the Electrician, Welder and Automotive Motor Mechanic trades.

8.3.3 Learners completing artisanal learning programmes

Table 8.11: Number of learners completing artisanal learning programmes by sector, 2011/12 – 2021/22

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2021.

Note: Dash (-) means that there were no learners completing artisanal learning programmes.

There were 19 536 learners who completed artisanal learning programmes in the 2021/22 financial year, a 29.3% (4 430) increase as compared with the 2020/21 financial year (15 106), and CETA (1 295), EWSETA (951) and INDLELA (923) were the contributors to the growth. In the same period, six SETAs recorded decreases, and the largest decline was observed for MQA (528).

More than a quarter of completions in the 2021/22 financial year were reported by MERSETA (25.1% or 4 895), followed by CETA (14.0% or 2 741) and EWSETA (13.2% or 2 582).

The largest contributors to the 39.3% (5 513) increase in completions over the eleven-year period (2011/12 – 2021/22) were CETA (2 042), EWSETA (2 011), and MERSETA (1 740). INDLELA recorded the largest decrease (1 504) in the number of learners completing artisanal learning programmes over the eleven-year period, despite the overall increase reported during this period.

Table 8.12: Number of learners completing artisanal learning programmes, by province, citizenship and gender, 2021/22

Province	Female	Male	Total
Western Cape	269	1 147	1 416
Eastern Cape	141	414	555
Northern Cape	62	201	263
Free State	159	579	738
KwaZulu-Natal	521	1 644	2 165
North West	148	490	638
Gauteng	2 044	7 010	9 054
Mpumalanga	421	1 494	1 915
Limpopo	398	826	1 224
Unspecified	326	1242	1 568
Outside South Africa	-	-	-
Total	4 489	15 047	19 536

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2022.*

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: Dash (-) means that there were no learners completing artisanal learning programmes.

The majority of learners who completed artisanal learning programmes in the 2021/22 financial year were in Gauteng (46.3% or 9 054), followed by KwaZulu-Natal (11.1% or 2 165) and Mpumalanga (9.8% or 1 915), while the lowest proportion were in Northern Cape (1.3% or 263). Consequently, a large proportion of both male and female learners who completed artisanal learning programmes were from Gauteng, KwaZulu-Natal and Mpumalanga.

Similar to registrations, males made up the majority of students who completed artisanal learning programmes (77.0% or 15 047), while females made up a smaller share (23.0%, or 4 489). The largest gender difference was recorded in Gauteng, where 4 966 more males completed as compared to females.

Table 8.13: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills by gender, 2021/22

Trade	Female	Male	Total
Automotive motor mechanic	85	841	926
Boilermaker	132	890	1 022
Bricklayer	122	177	299
Carpenter	102	165	267
Carpenter/ Joiner	-	-	-
Diesel Mechanic	205	1 641	1 846
Electrician	1 650	4 151	5 801
Fitter & turner	103	430	533
Joiner	1	14	15
Mechanical fitter	301	1 461	1 762
Millwright	180	774	954
Pipe fitter	-	-	-
Plumber	520	1 198	1 718
Rigger	49	445	494
Welder	178	782	960
Total	3 628	12 969	16 597

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2022.*

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.

Note 3: Dash (-) means that there were no learners completing artisanal learning programmes.

The scarce skills trades (16 597) accounted for about 85.0% of completions in artisanal learning programmes (19 536), with more than a third being in the trade of Electrician (5 801 or 35.0%), followed by Diesel Mechanic (1 846 or 11.1%), Mechanical Fitter (1 762 or 10.6%) and Plumber (1 718 or 10.4%). Large gender discrepancies were also recorded in the Electrician, Diesel Mechanic and Mechanical Fitter trades, where 2 501; 1 436 and 1 160 more males completed as compared to females.

A higher proportion of males completed the scarce skills trades (78.1% or 12 969) as compared to 21.9% (3 628) of females. Although fewer females completed artisanal learning programmes, nearly half of them were qualified as Electricians (45.5% or 1 650), while the proportion of males who completed the same trade was 32.0% or 4 151.

Table 8.14: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills by population group, 2021/22

Trade	African	Coloured	Indian/Asian	White	Total
Automotive motor mechanic	469	154	76	227	926
Boilermaker	848	79	6	89	1 022
Bricklayer	262	10	27	0	299
Carpenter	230	10	1	26	267
Carpenter/ Joiner	-	-	-	-	-
Diesel Mechanic	1 285	143	47	371	1 846
Electrician	4 732	193	73	803	5 801
Fitter & turner	387	61	9	76	533
Joiner	7	5	-	3	15
Mechanical fitter	1 420	140	42	160	1 762
Millwright	708	56	20	170	954
Pipe fitter	-	-	-	-	-
Plumber	1 318	60	22	318	1 718
Rigger	456	11	3	24	494
Welder	742	107	29	82	960
Total	12 864	1 029	355	2 349	16 597

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2022.

Note 1: Dash (-) means that there were no learners completing artisanal learning programmes.

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

Of the 16 597 learners who completed scarce skills trades, 12 864 (77.5%) were Africans followed by White (2 349 or 14.2%), Coloured (1 029 or 6.2%), and the lowest proportion were Indian/Asian (355 or 2.1%). The top 3 trades completed by learners in different population groups varied, for example, more than half of Africans (7 470 or 58.1%) completed in the Electrician, Mechanical Fitter and Plumber trades, while almost two thirds of White learners (1 492 or 63.5%) completed in the Electrician, Diesel Mechanic and Plumber trades. The Indian/Asian and Coloured learners completed their trades as Electricians, Automotive Motor Mechanics and Diesel Mechanics, although the numbers were lower (490 and 196 respectively).

Table 8.15: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2021/22

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

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2022.

Note 1: Dash (-) means that there were no learners completing artisanal learning programmes.

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 2021/22 financial year was 19 657. The majority of certificates were issued by MERSETA (4 511 or 22.9%) followed by EWSETA (3 359 or 17.1%), CETA (2 682 or 13.6%) and SERVICES SETA (1 948 or 9.9%).

The number of certificates issued during the 2021/22 financial year was 57.3% (7 157) higher when compared with the 2020/21 financial year (12 500). The major contributors to the increase were EWSETA (2 127), CETA (1 429), INDLELA (1 348) and SERVICES SETA (1 041).

Over the eight-year period (2014/15 – 2021/22 financial years), the number of certificates issued increased slightly by 2.0% (376), and the largest increases were recorded by EWSETA (2 395) and CETA (2 203). MERSETA issued the largest number of certificates throughout the period under review (2014/15 – 2021/22 financial years), despite being the second largest contributor to the decline during this period. The largest decline recorded between 2014/15 and 2021/22 financial years was INDLELA, where 3 048 certificates were issued.

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 2021/22 financial years, TVET colleges received funding directly from the Department for operational costs and TVET college lecturers were paid directly from the Department. Since the 2020/21 financial year, TVET colleges also received earmarked funds for infrastructure from the Department.

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

9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS

Table 9.1: Funding for key Post-School Education and Training institutions, 2011/12 – 2021/22

Financial year	Public HEIs R'000	TVET Colleges R'000		CET Colleges R'000	Total R'000
2011/12	19 354 159	Subsidies	0	n.a.	0
		Conditional Grant	4 375 311	n.a.	4 375 311
		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
2019/20	42 358 941	Subsidies	5 204 965	150 835	5 355 800
		Operational	6 338 721	2 057 787	8 396 508
		Total	11 543 686	2 208 622	56 111 249
2020/21	43 070 379	Subsidies	5 315 043	156 812	5 471 855
		Operational	6 439 198	1 812 914	8 252 112
		Total	11 754 241	1 969 726	56 794 346
2021/22	43 047 445	Subsidies	5 184 519	206 779	5 391 298
		Operational	6 195 965	1 943 073	8 139 038
		Total	11 380 484	2 149 852	56 577 781
Share of total expenditure in 2021/22	76.1%		20.1%	3.8%	100%

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
DHET Annual Report, 2021/22.

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.

In the 2021/22 financial year, the Department provided R56.6 billion in total financing to public PSET institutions, with the majority of that amount transferred to public HEIs (R43.0 billion), followed by TVET colleges (R11.4 billion), and the least amount was allocated to CET colleges (R2.1 billion).

The total funding for 2021/22 was 0.4% (R216.6 million) less than what was allocated in 2020/21 (R56.8 billion). Funding for public HEIs and TVET colleges decreased by R22.9 million (0.1%) and R373.8 million (3.2%) respectively between 2020/21 and 2021/22 financial years, while funding for CET colleges increased by R180.1 million (9.1%).

More than one third of the transfers to public HEIs were made to the following institutions: UNISA (R4.7 billion or 10.9%), University of Pretoria (R3.2 billion or 7.4%), Tshwane University of Technology (R2.9 billion or 6.8%), University of KwaZulu-Natal (R2.8 billion or 6.5%) and University of Johannesburg (R2.7 billion or 6.3%). The lowest amount was allocated to Mangosuthu University of Technology (R556.79 million or 1.3%) – see Table 10.12 of the Appendix.

Since the 2015/16 financial year, the Department has provided funding to TVET and CET colleges in the form of operational costs and subsidies. In the 2021/22 financial year, operational costs accounted for over half of the total funding given to TVET colleges (54.4% or R6.2 billion), while subsidies made up 45.6% (R5.2 billion).

According to Table 10.13 of the Appendix, South West TVET college received a larger share of the TVET college subsidies (R328.8 million or 6.3%), followed by Majuba TVET college (R238.2 million or 4.6%), Gert Sibande (R204.3 million or 3.9%), Ekurhuleni West (R189.0 million or 3.6%), Umfolozi (R186.8 million or 3.6%) and Capricorn (R186.5 million or 3.6%). Lephalale TVET college received the least amount of funding (R8.2 million or 0.2%). Between the 2020/21 and 2021/22 financial years, the amount of subsidies transferred to TVET colleges fell by R130.5 million (2.5%) and operating expenses also fell by R243.2 million (3.8%). This is due mainly to the provision made for the Post Provisioning Norms in TVET Colleges which is part of the Compensation of Employees expenditure.

A larger proportion of CET colleges funding in 2021/22 was allocated for operational costs (90.4% or R1.9 billion), while 9.6% (R206.8 million) was allocated for subsidies. Gauteng CET college received more than a quarter of subsidies amount (R52.7 million or 25.5%), followed by KwaZulu-Natal CET college (R41.3 million or 20.0%), while the lowest amount was allocated to Northern Cape CET college (almost R9.0 million or 4.3%) (See Table 10.14 of the Appendix). The subsidies amount to CET colleges increased by approximately R50.0 million (31.9%) while operational costs increased by R130.2 million (7.2%) between 2020/21 and 2021/22 financial years.

9.3 THE SKILLS DEVELOPMENT LEVY

9.3.1 Introduction

The *Skills Development Levies Act, 1999 (Act No. 9 of 1999)* requires that employers pay 1% of their pay roll towards skills development. The skills levy is collected monthly by the South African Revenue Service (SARS). The Department of Higher Education and Training transfers 80% of the levies 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 Plan.

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

In terms of the SETA Grant Regulations of 3 December 2012, SETAs should spend 49.5% of their 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 levies within the ambit of the *Skills Development Act, 1998 (Act No.97 of 1998)*, *Skills Development Levies Act, 1999 (Act No.9 of 1999)*, *Public Finance Management Act, 1999 (Act No.29 of 1999, as amended)* and the *Tax Administration Act, 2011 (Act No.28 of 2011)*.

9.3.2 Distribution of the Skills Development Levy

Table 9.2: Distribution of the Skills Development Levy, 2011/12 – 2021/22

Year	Total Amount Disbursed by the Skills Development Levy Fund R'000	Distribution of Levy Funds					Portion of SETA Admin costs transferred to QCTO R'000
		Amount Transferred to NSF R'000	Amount disbursed to SETAs R'000	SETAs			
				Administration costs R'000	Mandatory Grants allocation R'000	Discretionary Grants allocation R'000	
2011/12	10 106 213	2 020 029	8 086 184	1 010 773	5 053 865	2 021 546	n.a
2012/13	11 419 341	2 283 872	9 135 469	1 141 934	5 709 668	2 283 867	n.a
2013/14	12 566 289	2 511 390	10 054 899	1 319 705	2 513 725	6 221 469	15 428
2014/15	14 036 309	2 818 082	11 218 227	1 472 392	2 804 557	6 941 278	28 500
2015/16	15 225 043	3 044 212	12 180 831	1 598 734	3 045 208	7 536 889	40 000
2016/17	15 298 454	3 046 235	12 252 219	1 608 104	3 063 055	7 581 061	60 670
2017/18	16 234 599	3 246 920	12 987 679	1 704 633	3 246 920	8 036 126	68 431
2018/19	17 479 895	3 495 979	13 983 916	1 835 389	3 495 979	8 652 548	86 691
2019/20	18 283 843	3 656 768	14 627 075	1 919 804	3 656 769	9 050 503	90 347
2020/21	12 363 798	2 473 409	9 890 389	1 298 114	2 472 597	6 119 678	97 200*
2021/22	19 011 609	3 802 322	15 209 287	1 996 219	3 802 322	9 410 746	67 743
Total	162 025 393	32 399 218	129 626 175	16 905 800	38 864 664	73 855 711	555 010

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

DHET Levy System, data extracted in April 2022.

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

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

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

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

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

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

Note 7: * QCTO data for 2020/21 have been revised.

The total amount collected through the skills development fund levy in 2021/22 financial year was approximately R19.0 billion, which was 53.8% (R6.6 billion) higher than what was collected in the 2020/21 financial year. This increase comes after a four-month skills development levy holiday implemented in 2020/21 financial year. The increase between 2019/20 and 2021/22 was however lower, at 4.0% or approximately R727.8 million.

In accordance with the Skills Development Act, R3.8 billion (20.0%) was allocated to the National Skills Fund (NSF) while R15.2 billion (80.0%) was disbursed to Sector Education and Training Authorities (SETAs). The amount allocated to SETAs was spent on discretionary grants (R9.4 billion) – which are aimed at encouraging stakeholders to contribute towards skills development through PIVOTAL programmes such as learnerships, Work Integrated Learning, bursaries, skills programmes, Adult Education and Training programmes and candidacy. These PIVOTAL programmes can result in a part qualification or full qualification (i.e. any program that is linked to an NQF qualification). In 2021/22, nearly R2.0 billion of the R15.2 billion SETA allocation was spent on administrative costs, while R3.8 billion was paid back to levy-paying firms in the form of mandatory grants.

Disbursement to SETAs increased by R5.3 billion (53.8%), while NSF allocation increased by R1.3 billion (53.7%) between 2020/21 and 2021/22 financial years. In the same period, the QCTO's administrative costs declined by 30.3% (R29.5 million).

Over an eleven-year period (2011/12 - 2021/22 financial years), R162.0 billion was collected through skill development levies, of which R129.6 billion was disbursed to SETAs and R32.4 billion was granted to NSF. The skills development levies increased by 88.1% (R8.9 billion) over the 11-year period, with the largest increase recorded for discretionary grants (approximately R7.4 billion), while mandatory grants declined by R1.2 billion in the same period.

9.4 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

9.4.1 Introduction

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

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

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

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

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

NSF is funded through section 27(2) of the Skills Development Act (SDA) (Act No. 97 of 1998) which stipulates that: The Fund must be credited with -

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

The NSF provides funding for Skills Development Initiatives and associated services in line with the NSF Strategic Plan, the NSF Annual Performance Plan (APP), the guidelines and requirements of the NSF Funding Framework, Skills Development Funding Standard Operating Procedure (SOP) and within the prescripts of the Public Finance

Management Act (PFMA), which provide for an open, transparent, fair and competitive process to achieve the best value for money. In the majority of cases, this is the preferred approach for providing funding to achieve the best return for Skills Development and to ensure all proponents wishing to conduct business with the Government are given a fair and reasonable opportunity to do so.

The data depicted below provides an overview of the number of projects funded by the NSF against the beneficiaries/learners, coupled with the distribution of funds across key projects.

9.4.2 Number of projects and beneficiaries supported by the NSF

Table 9.3 : Number of NSF supported projects and beneficiaries/learners funded by province, 2013/14 – 2021/22

Province	Number of projects									Number of beneficiaries								
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Eastern Cape	11	13	16	23	18	36	33	27	35	3 134	5 045	5 479	5 898	9 271	9 767	7 483	7 127	10 499
Free State	4	4	4	4	4	6	22	21	22	857	2 541	1 674	2 859	2 148	2 944	2 251	1 997	6 450
Gauteng	18	20	23	25	27	38	51	40	39	2 220	15 980	19 039	10 684	9 781	12 095	9 571	6 881	30 848
KwaZulu-Natal	21	19	18	24	21	48	46	39	39	11 903	11 516	16 976	8 012	10 450	10 282	10 734	6 374	11 906
Limpopo	11	10	10	11	12	23	29	27	38	5 261	8 668	6 598	7 147	6 649	7 641	4 967	3 009	5 922
Mpumalanga	4	5	4	6	5	13	28	20	33	1 591	4 604	2 902	2 497	2 040	2 929	2 884	3 020	3 371
Northern Cape	5	4	4	4	2	3	12	11	16	625	601	1 003	1 603	1 602	1 569	1 260	977	641
North West	6	5	5	5	4	13	27	22	25	1 727	3 534	1 730	2 010	3 204	3 807	3 195	2 425	4 983
Western Cape	13	13	16	18	17	26	27	25	25	6 188	10 128	8 502	7 293	11 952	7 687	6 597	3 184	6 903
Multi-provinces	39	34	24	42	24	45	18	16	-	44 407	n.a.	n.a.	n.a.	n.a.	n.a.	-	-	-
National	32	58	83	8	39	46	65	56	-	n.a.	n.a.	n.a.	166	141	330	-	-	9*
Total	164	185	207	170	173	297	358	304	272	77 913	62 617	63 903	48 169	57 238	59 051	48 942	34 994	81 532

Sources: Statistics on Post-School Education and Training in South Africa, 2020.

NSF organisational report (2021-2022).

NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2014 to 31 March 2022.

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

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

The NSF supported 81 532 beneficiaries during 2021/22 financial year through 272 projects. The number of beneficiaries in 2021/22 were 133.0% (46 538) higher than what was reported in 2020/21 financial year (34 994). Gauteng contributed the most to the increase, with the number of beneficiaries rising by 348.3% (23 967) between the financial years 2020/21 and 2021/22, and this was due to the once off funding provided to the National Student Financial Aid Scheme (NSFAS) beneficiaries.

During the same period, significant increases were also recorded in Kwazulu-Natal, Free State, Western Cape and Eastern Cape. Beneficiaries in the Northern Cape, on the other hand declined by 336 in the same period. The majority of beneficiaries supported in 2021/22 were in Gauteng (37.8% or 30 848), followed by KwaZulu-Natal (14.6% or 11 906) and the Eastern Cape (12.9% or 10 499).

Table 9.4: Number of NSF beneficiaries/learners funded by gender, 2016/17 – 2021/22

Year	Female	Male	Total
2016/17	26 702	21 467	48 169
2017/18	33 308	23 930	57 238
2018/19	35 291	23 760	59 051
2019/20	21 370	27 572	48 942
2020/21	20 529	14 465	34 994
2021/22	51 109	30 423	81 532

Sources: *Statistics on Post-School Education and Training in South Africa, 2020*
NSF organisational report (2019 - 2021).
NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2022.

In 2021/22 financial year, more than 62% of NSF beneficiaries were females (62.7% or 51 109), compared to 37.3% (30 423) males. For almost all financial years except 2019/20, the number of female beneficiaries was consistently higher than that of males. The large gender gap was observed in 2021/22, where 20 686 more females were funded as compared to males.

Table 9.5: Number of NSF beneficiaries/learners funded by area type, 2016/17 – 2021/22

Year	Rural	Urban	Total
2016/17	25 641	22 528	48 169
2017/18	32 892	24 346	57 238
2018/19	34 925	24 126	59 051
2019/20	27 713	21 229	48 942
2020/21	21 904	13 090	34 994
2021/22	37 188	44 344	81 532

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*
NSF organisational report (2019-2022).
NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2022.

Over the last four financial years, the majority of NSF beneficiaries came from rural areas. However, during 2021/22 financial year, a different picture emerged, with 54.4% (44 344) of beneficiaries coming from urban areas, while 45.6% (37 188) came from rural areas. This is due to a large number of beneficiaries recorded in Gauteng during this time period.

Table 9.6: Distribution of NSF across key projects and number of beneficiaries/learners, 2013/14 – 2021/22

Project	Number of beneficiaries									Amount disbursed R'000									% of total amount disbursed 2021/22
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	
Bursaries	30 162	15 216	17 747	19 171	16 643	10 815	6 655	6 733	55 017	1 272 200	1 074 769	1 551 362	1 390 404	969 714	1 057 916	647 759	381 287	1 794 487	53.4%
NSF disbursement to TVET colleges	25 850	23 112	14 835	2 844	7 326	9 698	5 357	1 988	3 010	493 123	507 020	453 705	209 610	233 810	486 897	1 117 515	493 124	686 266	20.4%
Support to NGP (Public & Private)	9 238	6 099	5 562	10 029	n.a	n.a	n.a	n.a	-	428 456	225 262	213 430	544 431	n.a	n.a	n.a	n.a	n.a	n.a
Support to IPAP (Public)	626	3 228	5 778	657	377	3 613	4 407	460	413	64 800	58 653	181 136	32 311	0	64 217	36 287	10 266	8 925	0.3%
Rural Development	3 156	7 731	12 627	15 468	32 892	34 925	32 523	25 813	23 092	101 008	221 235	233 779	241 744	1 795 634	531 849	1 102 351	490 520	123 272	3.7%
Other National Priorities	8 881	7 231	7 354	0	0	0	0	0	0	618 826	1 003 604	1 723 750	2 597 398	3 970 941	149 901	204 565	313 396	748 279	22.3%
Total	77 913	62 617	63 903	48 169	57 238	59 051	48 942	34 994	81 532	2 978 413	3 090 543	4 357 162	5 015 898	6 970 099	2 290 780	3 108 477	1 688 593	3 361 229	100%

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

NSF audited financial statements for the years ending 31 March 2014 to 31 March 2022.

Note 1: The NSF funding provides bursaries to students via NSFAS, the NRF in scarce skills; and international scholarships.

Note 2: Full details regarding the NSF expenditure and performance information are in the NSF Annual Reports from 2013/14 to 2021/22.

Note 3: 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*.

The NSF disbursed more than R3.3 billion on skills development interventions during the 2021/22 financial year, which was 99.1% (R1.6 billion) higher when compared to the amount disbursed in 2020/21 financial year (R1.6 billion). Large increases during this period were recorded for bursaries (R1.4 billion higher) and other national priorities (R434.9 million). The high increase in the bursaries amount allocated in 2021/22 can be attributed to the once-off funding provided to the National Skills Fund which was utilised to fund the learners through the NSFAS.

Over half of the NSF funds in 2021/22 financial year were spent on bursaries (53.4% or R1.7 billion), followed by other national priorities (22.3% or R748.3 million), while 20.4% (R686.3 million) was allocated to TVET colleges. The bursaries allocation was utilised for supporting students enrolled in undergraduate and postgraduate programmes, and a total of 55 017 beneficiaries benefited, with the average amount spent per beneficiary amounting to R33 000. The lowest proportion of the funds were spent on support to IPAP (0.3% or R8.9 million).

In spite of the high increases mentioned above, the amount of NSF funding allocated to Rural Development projects declined by more than R367 million in 2021/21 when compared to the 2020/21 financial year, but the number of beneficiaries declined by a small margin (from 25 813 to 23 092). The reduction for rural development projects can be attributed to the finalisation/closure of the Rural Development Request for Proposals project during the 2021/22 financial year. Support to IPAP declined by R1.3 million in the same period.

9.4.3 NSF infrastructure grants

Table 9.7: Distribution of NSF infrastructure budget, 2012/13 – 2021/22

Year	Amount disbursed		
	Public HEIs/TVET colleges/CET colleges R'000	Other R'000	Total R'000
2012/13	21 113	32 838	53 951
2013/14	275 061	28 104	303 165
2014/15	407 425	18 014	425 439
2015/16	278 152	-19	278 133
2016/17	218 254	0	218 254
2017/18	126 789	0	126 789
2018/19	105 085	0	105 085
2019/20	503 280	0	503 280
2020/21	294 911	0	294 911
2021/22	545 377	0	545 377
Total	2 775 447	78 937	2 854 384

Sources: *Statistics on Post-School Education and Training in South Africa, 2020.*

NSF audited financial statements for the year ending 31 March 2013 to 31 March 2022.

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 2021.

The NSF has been supporting improvement of infrastructure in public HEIs, TVET colleges, CET colleges and state-owned enterprises. Since the 2012/13 financial year, the NSF has disbursed more than R2.8 billion towards skills infrastructure development, which is regarded as a national priority of government.

In 2021/22, the NSF spent R545 million towards infrastructure projects in TVET colleges. This allocation was 84.9% (R250.5 million) higher than what was spent in 2020/21 financial year. The allocation for 2021/22 was the highest during the period under review (2012/13 – 2021/22 financial years). This was primarily because, in addition to the NSF-funded TVET infrastructure projects managed by the Department of Higher Education and Training (DHET), other TVET infrastructure projects, such as the Dual System Pilot Project and Centres of Specialization, were categorized as part of the Infrastructure Projects portfolio in accordance with the requirements of the Auditor-General of South Africa.

10. APPENDIX: STATISTICAL TABLES

Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2021

Institution	Major Field of Study					Qualification Type							
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in Education	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	14 670	10 220	4 939	2 599	32 429	97	20 067	7 237	3 124	215	1 378	311	32 429
2. University of Cape Town	13 697	6 703	769	8 449	29 618	219	363	17 381	355	2 981	6 082	2 237	29 618
3. Central University of Technology, Free State	10 323	5 079	5 334	1 609	22 345	39	11 319	8 023	1 405	924	444	191	22 345
4. Durban University of Technology	13 453	13 981	1 632	4 131	33 196	0	20 244	8 605	1 976	576	1 184	611	33 196
5. University of Fort Hare	3 686	1 931	2 782	7 498	15 897	49	283	12 882	207	1 137	888	451	15 897
6. University of the Free State	9 275	6 499	11 004	14 176	40 954	317	3 275	30 476	621	2 839	2 383	1 043	40 954
7. University of Johannesburg	17 368	19 055	4 606	9 641	50 669	58	8 771	28 917	2 060	4 382	4 781	1 700	50 669
8. University of KwaZulu-Natal	17 001	6 233	6 941	13 896	44 070	47	2	32 136	809	3 228	4 795	3 053	44 070
9. University of Limpopo	9 135	3 019	3 065	6 413	21 632	78	0	19 103	133	819	1 232	267	21 632
10. Mangosuthu University of Technology	8 504	4 900	0	1 159	14 562	0	13 609	363	548	28	14	0	14 562
11. University of Mpumalanga	2 665	1 353	620	796	5 435	0	1 920	3 225	124	63	103	0	5 435
12. Nelson Mandela University	10 421	9 501	2 254	7 560	29 735	160	10 650	13 733	1 751	1 270	1 556	615	29 735
13. North West University	12 074	11 825	16 738	12 832	53 469	253	6 446	38 247	1 218	2 966	2 803	1 536	53 469
14. University of Pretoria	26 585	9 122	7 337	10 868	53 912	401	378	36 444	411	7 423	6 318	2 537	53 912
15. Rhodes University	2 518	1 281	1 114	3 565	8 477	103	42	5 992	268	670	821	581	8 477
16. Sefako Makgatho Health Science University	6 324	0	0	201	6 525	7	83	4 845	0	333	1 123	134	6 525
17. Sol Plaatje University, Northern Cape	841	200	1 125	663	2 829	0	555	1 906	77	286	5	0	2 829
18. University of South Africa	38 935	94 629	96 392	133 065	363 020	2 120	109 754	206 874	10 721	26 106	4 786	2 659	363 020
19. University of Stellenbosch	15 711	6 493	1 865	7 880	31 949	885	174	20 197	440	3 503	5 056	1 694	31 949
20. Tshwane University of Technology	22 050	21 159	4 426	10 734	58 369	54	42 077	9 087	4 046	798	1 795	512	58 369
21. University of Venda	6 380	2 496	1 727	4 204	14 806	0	85	12 975	346	513	587	300	14 806
22. Vaal University of Technology	9 111	6 383	773	3 633	19 899	31	16 833	873	1 171	455	413	123	19 899
23. Walter Sisulu University	9 080	8 139	7 198	6 563	30 980	86	15 025	11 750	2 510	943	564	102	30 980
24. University of Western Cape	8 711	2 870	2 861	10 349	24 790	0	185	18 587	549	1 785	2 417	1 267	24 790
25. University of Witwatersrand	20 710	9 171	3 585	8 662	42 127	891	0	24 606	437	5 461	8 257	2 475	42 127
26. University of Zululand	4 563	3 559	3 628	4 602	16 352	112	1 390	13 051	328	406	739	326	16 352
Total	313 788	265 797	192 714	295 747	1 068 046	6 007	283 530	587 515	35 635	70 110	60 524	24 725	1 068 046

Source: 2021 HEMIS database, November 2022.

Note 1: SET majors mean majors in science, engineering and technology. These include majors in engineering, health sciences, life sciences, physical sciences, computer sciences and mathematical sciences.

Note 2: Business majors include majors in accounting, management and all other business-related majors, such as marketing.

Note 3: Humanities majors include majors in education, languages and literary studies, fine arts, music and the social sciences.

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

Note 5: The category "Undergraduate Degrees" includes also professional bachelor's degrees, which are those that have an approved formal time of four or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA.

Note 6: The category "Postgraduate, Below Master's Level" includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees, and honours degrees.

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

Note 8: Because some students were coded as "major field of study unknown", totals may not add up.

Table 10.2: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2021

Institution	Contact									Distance								
	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information
1. Cape Peninsula University of Technology	23 159	7 133	193	1 528	31	32 044	18 261	13 783	0	270	26	16	73	0	385	205	180	0
2. University of Cape Town	9 786	3 498	1 618	4 825	8 168	27 895	14 647	13 216	32	460	299	68	217	679	1 723	1 311	408	4
3. Central University of Technology, Free State	21 407	427	21	472	18	22 345	12 088	10 257	0	0	0	0	0	0	0	0	0	0
4. Durban University of Technology	29 995	294	2 434	314	159	33 196	17 766	15 430	0	0	0	0	0	0	0	0	0	0
5. University of Fort Hare	15 521	270	24	82	0	15 897	9 124	6 773	0	0	0	0	0	0	0	0	0	0
6. University of the Free State	31 391	1 772	325	4 292	113	37 893	23 235	14 656	2	2 438	132	48	429	14	3 061	2 242	819	0
7. University of Johannesburg	43 691	1 286	1 749	2 428	70	49 224	26 368	22 856	0	956	90	98	236	65	1 445	884	561	0
8. University of KwaZulu-Natal	35 769	756	6 637	762	146	44 070	26 048	18 022	0	0	0	0	0	0	0	0	0	0
9. University of Limpopo	21 584	21	16	11	0	21 632	11 793	9 839	0	0	0	0	0	0	0	0	0	0
10. Mangosuthu University of Technology	14 512	24	24	2	0	14 562	7 296	7 266	0	0	0	0	0	0	0	0	0	0
11. University of Mpumalanga	5 408	14	5	8	0	5 435	3 311	2 124	0	0	0	0	0	0	0	0	0	0
12. Nelson Mandela University	23 205	3 054	317	3 143	0	29 719	16 420	13 299	0	12	1	1	2	0	16	11	5	0
13. North West University	28 007	1 605	544	13 483	0	43 639	25 368	18 271	0	6 750	734	194	2 152	0	9 830	8 297	1 533	0
14. University of Pretoria	26 658	1 571	3 405	18 908	17	50 559	29 051	21 446	62	2 884	109	111	233	16	3 353	2 439	913	1
15. Rhodes University	6 626	474	298	1 053	0	8 451	5 377	3 074	0	22	2	0	2	0	26	12	14	0
16. Sefako Makgatho Health Science University	6 076	42	130	277	0	6 525	4 100	2 425	0	0	0	0	0	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	2 182	594	11	42	0	2 829	1 693	1 136	0	0	0	0	0	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	0	0	0	0	302 908	17 178	13 388	28 164	1 382	363 020	255 795	107 225	0
19. University of Stellenbosch	6 902	5 728	1 210	17 662	447	31 949	17 795	14 118	36	0	0	0	0	0	0	0	0	0
20. Tshwane University of Technology	56 908	234	116	780	0	58 038	30 459	27 579	0	275	36	13	7	0	331	155	176	0
21. University of Venda	14 771	5	26	4	0	14 806	8 398	6 408	0	0	0	0	0	0	0	0	0	0
22. Vaal University of Technology	19 716	70	17	95	1	19 899	9 759	10 140	0	0	0	0	0	0	0	0	0	0
23. Walter Sisulu University	30 733	70	83	94	0	30 980	17 521	13 459	0	0	0	0	0	0	0	0	0	0
24. University of Western Cape	12 774	10 064	789	993	170	24 790	15 172	9 610	8	0	0	0	0	0	0	0	0	0
25. University of Witwatersrand	28 465	1 631	4 883	6 088	89	41 156	23 237	17 873	46	750	47	65	107	2	971	544	427	0
26. University of Zululand	16 275	22	34	14	7	16 352	9 245	7 107	0	0	0	0	0	0	0	0	0	0
Total	531 521	40 659	24 909	77 360	9 436	683 885	383 532	300 167	186	317 725	18 654	14 002	31 622	2 158	384 161	271 895	112 261	5
Percentage	77.7%	5.9%	3.6%	11.3%	1.4%	100.0%	56.1%	43.9%	0.0%	82.7%	4.9%	3.6%	8.2%	0.6%	100.0%	70.8%	29.2%	0.0%

Source: 2021 HEMIS database, November 2022.

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” columns are for both gender and population group. Given that students coded as “race unknown” are not included in the table, the sum of African + Coloured + Indian/Asian + White may therefore, not equal the total columns.

Note 4: As a result of rounding off, numbers and percentages may not necessarily add up.

Note 5: Audited data was amended to ensure that totals balance.

Table 10.3: Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 – 2021

Institution	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
1. 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	6 753	6 784	7 067
2. University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877	4 105	4 235	4 102	3 690	3 957	3 996	4 243
3. 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	4 430	3 972	4 241
4. Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568	7 687	7 062	7 825	7 804	8 422	8 057	7 703
5. University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718	2 950	2 792	3 153	3 422	3 421	3 638	3 395
6. 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	7 719	7 794	7 993
7. University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902	10 443	11 311	9 784	9 574	9 953	9 970	10 534
8. University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586	8 108	8 037	8 894	8 359	7 976	8 065	7 180
9. University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291	4 514	4 878	4 716	4 722	4 761	5 060	4 418
10. Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684	2 791	3 138	3 677	3 439	3 658	3 463	2 718
11. University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.	140	310	589	775	1 010	1 463	1 375	1 702
12. Nelson Mandela University	5 391	5 099	5 815	5 164	5 226	5 955	5 600	5 769	5 088	6 068	6 132	5 220	5 854
13. North West University	5 929	7 206	7 526	7 848	8 770	9 029	9 359	11 166	11 595	11 874	12 255	12 209	9 656
14. University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648	8 773	7 868	7 519	9 077	8 989	8 335	9 348
15. Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491	1 472	1 267	1 339	1 361	1 483	1 608	1 348
16. Sefako Makgatho Health Science University	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	926	979	993	1 229	919	714	925
17. Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	124	220	408	444	634	648	652	735
18. University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897	43 181	19 164	54 434	67 484	48 271	78 144	36 585
19. University of Stellenbosch	4 234	4 599	4 535	3 936	4 553	5 161	5 285	5 025	5 200	5 189	5 054	5 160	5 165
20. Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901	13 053	13 727	14 822	13 522	12 064	11 053	11 318
21. University of Venda	1 796	1 680	1 975	2 176	3 457	3 579	3 460	3 488	3 086	3 322	3 427	2 470	2 764
22. Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841	3 300	4 937	4 513	5 222	4 803	3 579	4 262
23. Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809	7 113	7 488	6 960	7 056	7 175	5 009	6 875
24. University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109	4 047	5 056	4 575	4 537	4 829	4 405	4 482
25. University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921	5 475	6 439	5 907	5 988	5 463	5 360	5 596
26. University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055	3 814	3 806	3 673	3 683	3 697	3 430	3 568
Total	164 518	168 388	179 105	169 765	158 389	168 356	171 930	158 891	193 282	208 661	187 722	209 522	169 675

Sources: Statistics on Post-School Education and Training in South Africa, 2020.
2021 HEMIS database, data extracted in November 2022.

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, 2021

Institution	Contact					Distance				
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total
1. Cape Peninsula University of Technology	10 709	7 007	3 153	3 954	24 823	20	259	0	44	323
2. University of Cape Town	9 713	4 922	449	6 654	21 739	29	0	0	193	222
3. Central University of Technology, Free State	7 086	3 154	4 973	1 628	16 841	0	0	0	0	0
4. Durban University of Technology	10 353	9 945	2 645	4 221	27 163	0	0	0	0	0
5. University of Fort Hare	3 035	1 643	2 317	6 512	13 507	0	0	0	0	0
6. University of the Free State	7 349	4 484	7 156	12 660	31 650	103	535	605	354	1 597
7. University of Johannesburg	12 740	13 471	2 795	10 066	39 072	113	42	351	0	506
8. University of KwaZulu-Natal	11 235	4 257	6 747	10 799	33 039	0	0	0	0	0
9. University of Limpopo	7 213	2 455	2 187	5 860	17 715	0	0	0	0	0
10. Mangosuthu University of Technology	5 159	3 252	2	1 774	10 189	0	0	0	0	0
11. University of Mpumalanga	2 026	1 117	652	753	4 547	0	0	0	0	0
12. Nelson Mandela University	7 821	6 864	1 766	6 341	22 792	1	0	0	0	1
13. North West University	9 827	8 044	6 426	12 928	37 224	190	283	6 310	641	7 424
14. University of Pretoria	19 168	7 130	4 364	10 751	41 413	482	0	622	86	1 189
15. Rhodes University	2 052	943	739	3 078	6 811	0	0	0	12	12
16. Sefako Makgatho Health Science University	5 138	0	4	337	5 479	0	0	0	0	0
17. Sol Plaatje University, Northern Cape	653	181	1 160	560	2 554	0	0	0	0	0
18. University of South Africa	0	0	0	0	0	30 807	51 546	47 534	105 286	235 173
19. University of Stellenbosch	12 327	5 038	1 546	6 229	25 140	0	0	0	0	0
20. Tshwane University of Technology	14 697	14 442	3 250	10 022	42 411	9	4	0	217	230
21. University of Venda	4 679	1 684	1 123	4 361	11 847	0	0	0	0	0
22. Vaal University of Technology	6 244	4 485	756	3 625	15 109	0	0	0	0	0
23. Walter Sisulu University	7 021	5 050	6 897	5 851	24 819	0	0	0	0	0
24. University of Western Cape	6 422	2 210	2 399	8 053	19 084	0	0	0	0	0
25. University of Witwatersrand	14 704	5 752	2 247	7 725	30 428	4	388	0	23	416
26. University of Zululand	3 971	3 183	3 315	4 268	14 738	0	0	0	0	0
Total	201 343	120 714	69 068	149 009	540 134	31 760	53 058	55 421	106 855	247 094
Percentage	37%	22%	13%	28%	100%	13%	21%	22%	43%	100%

Source: 2021 HEMIS database, data extracted in November 2022.

Note 1: Full-time equivalent (FTE) student enrolments are calculated (a) by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and (b) by multiplying the headcount enrolment of that course by this fraction.

Note 2: FTE contact students are those who are registered mainly for courses offered in contact mode.

Note 3: FTE distance students are those who are registered mainly for courses offered in distance mode.

Note 4: Definitions for fields of study used here are the same as those used in Table 10.1.

Note 5: The totals above include undergraduate and postgraduate courses.

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

Note 7: Audited data was amended to ensure that totals balance.

Table 10.5: Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2021

Institution	Major Field of Study					Formal Qualification						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in Education	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	3 499	2 777	1 030	629	7 935	4 153	1 543	1 888	120	203	28	7 935
2. University of Cape Town	2 959	1 678	352	2 094	7 082	75	3 235	248	1 913	1 337	274	7 082
3. Central University of Technology, Free State	1 977	1 227	1 042	384	4 629	2 215	1 209	802	333	47	23	4 629
4. Durban University of Technology	4 250	4 965	348	1 100	10 663	6 260	2 206	1 546	370	203	78	10 663
5. University of Fort Hare	920	335	641	1 529	3 425	103	2 342	169	595	159	57	3 425
6. University of the Free State	2 226	1 572	3 258	3 476	10 531	1 753	5 755	477	1 702	682	162	10 531
7. University of Johannesburg	3 849	5 097	1 246	2 806	12 998	2 095	5 558	1 225	2 694	1 160	266	12 998
8. University of KwaZulu-Natal	3 627	1 896	1 971	3 431	10 924	0	6 598	681	2 181	1 019	445	10 924
9. University of Limpopo	1 830	763	877	1 326	4 795	0	3 693	125	542	364	71	4 795
10. Mangosuthu University of Technology	1 490	1 209	0	256	2 955	2 478	83	373	15	6	0	2 955
11. University of Mpumalanga	612	284	116	100	1 113	357	595	93	53	15	0	1 113
12. Nelson Mandela University	2 553	2 244	715	1 754	7 266	2 265	2 690	1 069	807	339	96	7 266
13. North West University	2 939	3 373	5 029	3 143	14 484	2 172	8 408	869	2 073	698	264	14 484
14. University of Pretoria	5 673	3 168	1 971	2 780	13 592	159	7 243	186	3 591	2 046	367	13 592
15. Rhodes University	689	339	415	826	2 269	13	1 214	215	505	237	85	2 269
16. Sefako Makgatho Health Science University	1 446	0	0	38	1 484	18	1 053	0	231	165	17	1 484
17. Sol Plaatje University, Northern Cape	160	72	236	104	571	146	327	52	46	0	0	571
18. University of South Africa	5 902	15 502	14 195	19 079	54 677	21 563	21 891	3 116	6 869	817	421	54 677
19. University of Stellenbosch	3 687	2 202	664	2 130	8 682	48	4 165	336	2 305	1 521	307	8 682
20. Tshwane University of Technology	4 753	6 790	1 119	3 517	16 179	10 291	2 813	2 435	301	270	69	16 179
21. University of Venda	1 691	562	943	801	3 996	39	3 059	328	386	145	39	3 996
22. Vaal University of Technology	1 761	1 679	236	868	4 544	3 014	400	795	262	60	13	4 544
23. Walter Sisulu University	1 597	3 025	1 954	2 094	8 670	4 023	2 647	1 714	200	82	4	8 670
24. University of Western Cape	2 001	942	717	2 090	5 750	121	3 754	429	984	339	123	5 750
25. University of Witwatersrand	4 430	2 502	993	2 259	10 184	0	4 921	265	2 900	1 782	316	10 184
26. University of Zululand	903	770	998	1 188	3 859	364	2 797	301	248	100	49	3 859
Total	67 422	64 971	41 063	59 801	233 257	63 725	100 199	19 737	32 226	13 796	3 574	233 257

Source: 2021 HEMIS database, data extracted in November 2022.

Note 1: Definitions of fields of study are the same as those used in Table 10.1.

Note 2: Definitions of formal qualifications are the same as those used in Table 10.1.

Note 3: As a result of rounding off, numbers may not necessarily add up to totals.

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

Table 10.6: Summaries of graduation rates in public HEIs by qualification type and institution, 2021

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level	Master's Degrees (%)	Doctoral Degrees (%)
1. Cape Peninsula University of Technology	20.7	21.3	55.8	14.7	9.0
2. University of Cape Town	20.7	18.6	64.2	22.0	12.2
3. Central University of Technology, Free State	19.6	15.1	36.0	10.6	12.0
4. Durban University of Technology	30.9	25.6	64.2	17.1	12.8
5. University of Fort Hare	36.4	18.2	52.3	17.9	12.6
6. University of the Free State	53.5	18.9	60.0	28.6	15.5
7. University of Johannesburg	23.9	19.2	61.5	24.3	15.6
8. University of KwaZulu-Natal	0.0	20.5	67.6	21.3	14.6
9. University of Limpopo	n.a.	19.3	66.2	29.5	26.6
10. Mangosuthu University of Technology	18.2	22.9	53.6	42.9	n.a.
11. University of Mpumalanga	18.6	18.4	84.1	14.6	n.a.
12. Nelson Mandela University	21.3	19.6	63.5	21.8	15.6
13. North West University	33.7	22.0	69.9	24.9	17.2
14. University of Pretoria	42.1	19.9	48.4	32.4	14.5
15. Rhodes University	31.0	20.3	75.4	28.9	14.6
16. Sefako Makgatho Health Science University	21.7	21.7	69.4	14.7	12.7
17. Sol Plaatje University, Northern Cape	26.3	17.2	16.1	0.0	n.a.
18. University of South Africa	19.6	10.6	26.3	17.1	15.8
19. University of Stellenbosch	27.6	20.6	65.8	30.1	18.1
20. Tshwane University of Technology	24.5	31.0	37.7	15.0	13.5
21. University of Venda	45.9	23.6	75.2	24.7	13.0
22. Vaal University of Technology	17.9	45.8	57.6	14.5	10.6
23. Walter Sisulu University	26.8	22.5	21.2	14.5	3.9
24. University of Western Cape	65.4	20.2	55.1	14.0	9.7
25. University of Witwatersrand	n.a.	20.0	53.1	21.6	12.8
26. University of Zululand	26.2	21.4	61.1	13.5	15.0
Averages	22.5	17.1	46.0	22.8	14.5

Source: 2021 HEMIS database, data extracted in November 2022.

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, 2021

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/ Asian	White	Average	African	Coloured	Indian/ Asian	White	Average
1. Cape Peninsula University of Technology	75.2	84.9	87.4	93.1	78.4	74.4	82.9	91.4	79.6	76.6
2. University of Cape Town	72.0	82.3	84.5	90.9	78.9	75.2	79.6	96.0	91.6	81.4
3. Central University of Technology, Free State	76.7	76.3	86.5	84.2	76.9	n.a.	n.a.	n.a.	n.a.	n.a.
4. Durban University of Technology	88.9	87.4	92.1	88.7	89.1	n.a.	n.a.	n.a.	n.a.	n.a.
5. University of Fort Hare	86.4	85.0	93.0	87.6	86.4	n.a.	n.a.	n.a.	n.a.	n.a.
6. University of the Free State	83.3	84.4	91.7	92.1	84.1	84.3	89.9	83.3	91.7	85.1
7. University of Johannesburg	86.9	89.0	92.7	93.1	87.4	84.0	82.9	88.2	95.8	86.9
8. University of KwaZulu-Natal	89.2	91.7	94.6	93.4	90.0	n.a.	n.a.	n.a.	n.a.	n.a.
9. University of Limpopo	89.5	91.2	84.9	100.0	89.5	n.a.	n.a.	n.a.	n.a.	n.a.
10. Mangosuthu University of Technology	83.7	82.4	77.8	60.0	83.7	n.a.	n.a.	n.a.	n.a.	n.a.
11. University of Mpumalanga	86.6	82.8	100.0	74.0	86.5	n.a.	n.a.	n.a.	n.a.	n.a.
12. Nelson Mandela University	82.8	86.9	89.9	92.7	84.2	n.a.	n.a.	n.a.	n.a.	n.a.
13. North West University	86.5	83.4	92.5	92.6	88.2	90.6	90.4	95.0	93.5	91.3
14. University of Pretoria	81.6	86.8	88.7	91.6	86.1	91.5	100.0	100.0	86.6	91.5
15. Rhodes University	79.8	84.3	87.7	90.8	81.3	n.a.	n.a.	n.a.	n.a.	n.a.
16. Sefako Makgatho Health Science University	93.0	91.7	92.0	89.5	92.9	n.a.	n.a.	n.a.	n.a.	n.a.
17. Sol Plaatje University, Northern Cape	82.6	82.8	79.6	93.1	82.8	n.a.	n.a.	n.a.	n.a.	n.a.
18. University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	64.8	72.4	77.2	78.6	66.6
19. University of Stellenbosch	70.0	78.8	80.3	87.4	82.6	n.a.	n.a.	n.a.	n.a.	n.a.
20. Tshwane University of Technology	80.9	85.2	89.0	86.9	81.0	95.4	96.4	99.2	100.0	95.8
21. University of Venda	90.6	87.6	92.0	89.2	90.6	n.a.	n.a.	n.a.	n.a.	n.a.
22. Vaal University of Technology	85.8	81.0	85.1	79.4	85.8	n.a.	n.a.	n.a.	n.a.	n.a.
23. Walter Sisulu University	88.4	72.9	97.7	86.1	88.4	n.a.	n.a.	n.a.	n.a.	n.a.
24. University of Western Cape	78.2	87.4	90.6	93.5	83.0	n.a.	n.a.	n.a.	n.a.	n.a.
25. University of Witwatersrand	79.8	87.3	89.6	92.6	83.1	100.0	n.a.	n.a.	100.0	100.0
26. University of Zululand	84.6	78.0	89.3	92.1	84.6	n.a.	n.a.	n.a.	n.a.	n.a.
Averages	84.1	84.8	90.7	90.9	85.0	65.7	73.5	77.6	80.1	67.6

Source: 2021 HEMIS database, data extracted in November 2022.

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, 2021

Institution	African						Coloured						Indian/ Asian						White					
	Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1. Cape Peninsula University of Technology	94	161	244	193	413	359	128	132	279	164	141	122	24	22	16	9	1	1	112	100	71	37	2	2
2. University of Cape Town	90	140	408	455	365	183	102	82	864	467	203	100	61	55	100	38	0	0	322	298	304	153	3	1
3. Central University of Technology, Free State	64	106	155	141	225	128	9	5	35	16	6	1	4	4	3	2	0	0	73	51	44	28	1	2
4. Durban University of Technology	145	146	261	256	12	64	16	6	16	6	0	0	123	117	173	133	2	4	59	43	27	14	0	0
5. University of Fort Hare	96	155	271	202	0	20	7	6	15	7	0	1	3	1	5	2	0	0	30	28	27	14	0	0
6. University of the Free State	118	140	460	306	66	98	23	24	149	59	4	11	12	8	13	9	0	0	304	235	431	149	1	4
7. University of Johannesburg	241	346	551	760	593	560	41	31	132	40	6	1	101	69	91	26	0	0	257	223	252	122	4	1
8. University of KwaZulu-Natal	208	237	578	360	697	598	21	11	70	28	0	2	189	138	308	236	6	35	132	117	93	45	1	0
9. University of Limpopo	208	350	282	230	23	51	2	3	5	4	0	0	5	6	5	2	0	0	22	17	14	16	0	0
10. Mangosuthu University of Technology	62	109	176	146	16	27	2	0	1	4	0	0	17	28	7	6	0	0	6	4	3	2	0	0
11. University of Mpumalanga	52	88	152	107	73	58	0	0	1	0	0	0	4	0	1	2	0	0	13	11	5	3	0	0
12. Nelson Mandela University	108	116	323	189	338	278	70	50	185	104	32	16	21	16	31	16	2	1	167	154	213	103	4	5
13. North West University	210	349	459	387	124	150	29	32	130	84	5	10	17	15	19	17	0	0	538	458	791	341	7	17
14. University of Pretoria	159	161	603	507	631	998	20	16	106	37	1	17	60	27	60	26	0	0	455	360	518	234	1	11
15. Rhodes University	49	66	165	107	222	173	16	15	52	48	15	22	8	5	7	6	0	0	91	109	103	48	0	1
16. Sefako Makgatho Health Science University	306	259	251	181	270	264	2	3	1	2	0	0	21	26	0	1	0	0	44	35	43	7	0	0
17. Sol Plaatje University, Northern Cape	37	64	69	69	116	81	5	7	27	18	44	16	2	3	1	0	0	1	13	10	12	11	2	1
18. University of South Africa	436	557	1502	1381	290	111	25	29	78	54	2	2	73	40	48	32	0	0	404	217	350	172	0	0
19. University of Stellenbosch	63	74	167	103	12	17	108	93	681	452	73	116	18	26	26	19	0	0	448	472	726	299	3	0
20. Tshwane University of Technology	205	343	555	620	624	346	10	7	19	4	1	0	14	16	17	9	0	0	160	124	221	90	0	2
21. University of Venda	146	258	207	196	38	31	2	0	0	2	0	0	3	1	0	0	0	0	7	8	1	1	0	0
22. Vaal University of Technology	95	140	229	153	126	64	3	2	6	1	1	0	8	3	4	8	0	0	70	44	59	27	1	1
23. Walter Sisulu University	356	446	514	442	56	63	8	3	6	4	0	2	15	25	4	3	0	1	24	31	7	15	0	0
24. University of Western Cape	43	33	114	86	3	2	135	105	403	270	1	20	39	16	20	18	0	0	104	71	21	23	0	0
25. University of Witwatersrand	178	228	1367	1143	229	349	44	26	128	41	1	3	86	48	136	70	0	1	312	293	160	75	0	0
26. University of Zululand	110	154	371	285	41	55	0	0	2	1	0	0	12	20	12	4	0	0	22	27	10	8	0	0
Total	3 879	5 226	10 434	9 005	5 603	5 128	828	688	3 391	1 917	536	462	940	735	1 107	694	11	44	4 189	3 540	4 506	2 037	30	48

Source: 2021 HEMIS database, data extracted in November 2022.

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, 2021

Institution	Total Permanent Staff				% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Total	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
1. Cape Peninsula University of Technology	779	1 013	1 041	2 833	72.0	89.3	99.6	46.0	60.2	53.5
2. University of Cape Town	1 182	2 815	858	4 855	44.8	82.8	99.2	49.8	60.0	66.9
3. Central University of Technology, Free State	316	424	363	1 103	60.8	83.0	99.2	47.5	55.9	63.9
4. Durban University of Technology	710	893	82	1 685	77.9	94.6	100.0	50.3	53.5	17.1
5. University of Fort Hare	326	543	21	890	82.2	92.4	100.0	41.7	58.6	0.0
6. University of the Free State	864	1 576	184	2 624	37.6	63.2	97.3	52.9	66.8	38.6
7. University of Johannesburg	1 309	1 974	1 165	4 448	63.3	81.1	99.6	48.9	52.0	51.8
8. University of KwaZulu-Natal	1 222	1 739	1 339	4 300	65.8	90.9	99.9	47.7	60.8	52.6
9. University of Limpopo	613	558	74	1 245	93.6	94.6	100.0	38.7	54.8	31.1
10. Mangosuthu University of Technology	228	345	43	616	95.6	98.6	100.0	38.2	54.2	37.2
11. University of Mpumalanga	168	271	131	570	85.7	97.0	100.0	41.1	58.7	55.7
12. Nelson Mandela University	702	1 164	676	2 542	54.3	72.9	98.7	52.1	64.6	55.6
13. North West University	1 648	2 228	313	4 189	39.6	49.2	92.3	48.2	62.8	43.5
14. University of Pretoria	1 260	2 091	1 659	5 010	35.2	64.0	99.3	55.2	61.5	38.2
15. Rhodes University	359	536	433	1 328	44.3	71.8	99.8	45.7	61.0	54.7
16. Sefako Makgatho Health Science University	696	486	534	1 716	88.6	89.7	100.0	53.6	60.7	50.6
17. Sol Plaatje University, Northern Cape	141	207	261	609	83.7	88.9	98.9	40.4	52.7	62.1
18. University of South Africa	1 781	3 617	405	5 803	65.1	85.6	100.0	52.7	54.7	72.1
19. University of Stellenbosch	1 302	2 473	221	3 996	29.3	58.6	98.6	48.9	64.7	39.8
20. Tshwane University of Technology	879	1 535	973	3 387	67.7	79.7	99.8	44.3	52.9	64.2
21. University of Venda	425	407	69	901	96.5	99.5	100.0	37.2	51.1	55.1
22. Vaal University of Technology	365	487	193	1 045	68.8	82.3	99.0	48.2	61.2	66.3
23. Walter Sisulu University	908	996	122	2 026	93.9	97.7	100.0	44.4	53.4	45.9
24. University of Western Cape	671	965	26	1 662	55.3	94.4	100.0	53.5	58.2	15.4
25. University of Witwatersrand	1 215	3 120	583	4 918	50.2	92.5	100.0	51.0	57.4	39.5
26. University of Zululand	345	693	96	1 134	85.8	97.4	100.0	41.7	57.0	42.7
Total	20 414	33 156	11 865	65 435	60.2	80.1	99.3	48.7	58.7	52.1

Source: 2021 HEMIS database, data extracted in November 2022.

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, 2021

College	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	PLP	Level 5 and Level 6 Qualifications	Total
1. Boland TVET College	1 290	8 210	1 084	6	140	171	10 901
2. Buffalo City TVET College	2 590	4 088	181	24	37	0	6 920
3. Capricorn TVET College	5 459	12 287	604	0	94	0	18 444
4. Central Johannesburg TVET College	1 833	12 770	0	14	2	0	14 619
5. Coastal TVET College	5 147	12 934	434	101	202	0	18 818
6. College of Cape Town for TVET	3 082	8 487	1 599	1 605	60	99	14 932
7. Eastcape Midlands TVET College	2 480	5 975	435	155	132	0	9 177
8. Ehlanzeni TVET College	3 781	6 042	199	0	100	0	10 122
9. Ekurhuleni East TVET College	3 884	12 836	430	0	129	0	17 279
10. Ekurhuleni West TVET College	7 406	9 609	37	135	168	0	17 355
11. Elangeni TVET College - Central	4 025	5 942	512	0	67	0	10 546
12. Esayidi TVET College	2 746	8 885	14	0	88	0	11 733
13. False Bay TVET College	1 572	7 620	1 755	1 021	139	0	12 107
14. Flavius Mareka TVET College	613	9 410	104	0	70	0	10 197
15. Gert Sibande TVET College	6 083	9 903	409	338	96	0	16 829
16. Goldfields TVET College	1 234	3 620	439	35	96	0	5 424
17. Ikhala TVET College	1 819	5 073	0	0	56	0	6 948
18. Ingwe TVET College	2 739	6 996	0	0	67	0	9 802
19. King Hintsa TVET College	1 356	4 106	148	0	80	0	5 690
20. King Sabata Dalindyebo TVET College	3 083	7 966	53	0	95	0	11 197
21. Lephale TVET College	1 101	1 639	462	0	14	0	3 216
22. Letaba TVET College	2 377	3 758	728	0	99	0	6 962
23. Lovedale TVET College	1 681	4 447	426	0	96	0	6 650
24. Majuba TVET College	4 949	21 688	99	1 615	120	0	28 471
25. Maluti TVET College	4 829	5 480	199	306	61	0	10 875
26. Mnambithi TVET College	1 641	4 654	621	74	83	0	7 073
27. Mopani South East TVET College	4 590	3 206	65	274	99	0	8 234
28. Motheo TVET College	1 750	15 556	242	184	105	0	17 837
29. Mthashana TVET College	1 524	4 595	24	0	74	0	6 217
30. Nkangala TVET College	3 247	11 697	74	0	68	0	15 086
31. Northern Cape Rural TVET College	893	4 987	560	0	47	0	6 487
32. Northern Cape Urban TVET College	932	4 976	69	0	61	17	6 055
33. Northlink TVET College	2 270	20 892	684	3	103	0	23 952
34. Orbit TVET College	3 080	7 207	151	0	85	0	10 523
35. Port Elizabeth TVET College	1 918	5 742	104	0	240	0	8 004
36. Sedibeng TVET College	3 375	12 402	0	0	99	0	15 876
37. Sekhukhune TVET College	1 412	4 190	564	0	80	0	6 246
38. South Cape TVET College	1 102	5 018	137	12	0	490	6 759
39. South West Gauteng TVET College	6 629	11 433	206	0	61	0	18 329
40. Taletso TVET College	2 016	7 051	0	64	84	0	9 215
41. Thekwini TVET College	1 727	5 816	305	0	105	0	7 953
42. Tshwane North TVET College	3 022	15 664	10	83	50	0	18 829
43. Tshwane South TVET College	2 308	14 086	875	96	175	0	17 540
44. Umfolozi TVET College	4 156	8 550	235	422	81	0	13 444
45. Umgungundlovu TVET College	1 795	6 394	1 077	0	50	0	9 316
46. Vhembe TVET College	5 568	12 643	223	0	102	0	18 536
47. Vuselela TVET College	2 243	7 052	134	0	173	0	9 602
48. Waterberg TVET College	3 107	989	470	0	40	78	4 684
49. West Coast TVET College	2 730	8 019	1096	86	124	0	12 055
50. Western TVET College	1 574	14 359	0	0	84	0	16 017
Total	141 768	416 949	18 277	6 653	4 581	855	589 083

Source: TVETMIS 2021, data extracted in February 2023.

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

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

Note 3: "Occupational Qualifications" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components. Accreditation by a SETA (and QCTO) is linked to these qualifications.

Note 4: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 5: "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 2010-2019. The correct reporting is recorded in the 2020 data going forward.

Note 6: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2021, namely, Central Johannesburg, Ikhala, Ingwe, Sedibeng, Taletso and Western TVET Colleges.

Note 8: Qualifications on NQF Level 5 and 6 – amongst these are the higher certificate qualifications to be offered under the auspices of a higher education institution such as a University.

Table 10.11: Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2021

College	PLP	NC(V)	Report 191 (N1-N6)	Total
1. Boland TVET College	140	1 159	3 796	5 095
2. Buffalo City TVET College	19	2 033	1 551	3 602
3. Capricorn TVET College	94	4 297	5 106	9 497
4. Central Johannesburg TVET College	2	1 468	5 437	6 907
5. Coastal TVET College	202	4 321	5 406	9 929
6. College of Cape Town TVET college	0	116	2 222	2 338
7. Eastcape Midlands TVET College	131	1 897	2 454	4 482
8. Ehlanzeni TVET College	73	3 494	2 706	6 273
9. Ekurhuleni East TVET College	71	960	1 452	2 483
10. Ekurhuleni West TVET College	117	6 753	3 871	10 741
11. Elangeni TVET College	67	3 452	2 575	6 094
12. Esayidi TVET College	88	2 316	3 871	6 275
13. False Bay TVET College	19	948	2 016	2 983
14. Flavius Mareka TVET College	70	535	3 894	4 500
15. Gert Sibande TVET College	46	5 119	4 011	9 175
16. Goldfields TVET College	96	1 022	1 514	2 632
17. Ikhala TVET College	56	1 518	2 294	3 868
18. Ingwe TVET College	67	2 203	2 992	5 263
19. King Hintsa TVET College	80	1 004	1 997	3 080
20. King Sabata Dalindyebo TVET College	95	2 328	3 151	5 574
21. Lephale TVET College	14	959	640	1 613
22. Letaba TVET College	99	1 989	1 711	3 800
23. Lovedale TVET College	96	1 436	1 970	3 502
24. Majuba TVET College	120	4 480	8 259	12 859
25. Maluti TVET College	61	4 273	2 501	6 835
26. Mnambithi TVET College	83	1 356	2 238	3 677
27. Mopani South East TVET College	99	3 863	1 318	5 280
28. Motheo TVET College	105	1 487	7 193	8 785
29. Mthashana TVET College	72	1 329	1 911	3 312
30. Nkangala TVET College	68	2 678	4 965	7 711
31. Northern Cape Rural TVET College	47	862	2 156	3 066
32. Northern Cape Urban TVET College	0	820	1 942	2 761
33. Northlink TVET College	0	1 990	8 176	10 166
34. Orbit TVET College	85	2 490	3 055	5 630
35. Port Elizabeth TVET College	240	1 775	2 338	4 352
36. Sedibeng TVET College	99	2 691	4 983	7 774
37. Sekhukhune TVET College	80	1 243	1 747	3 069
38. South Cape TVET College	0	967	2 427	3 395
39. South West Gauteng TVET College	61	5 668	4 585	10 313
40. Taletso TVET College	65	1 690	3 072	4 827
41. Thekwini TVET College	105	1 665	2 446	4 216
42. Tshwane North TVET College	50	2 386	6 299	8 735
43. Tshwane South TVET College	175	2 016	5 732	7 924
44. Umfolozi TVET College	81	3 505	3 494	7 080
45. Umgungundlovu TVET College	50	1 614	2 656	4 321
46. Vhembe TVET College	102	4 427	5 645	10 175
47. Vuselela TVET College	173	1 810	2 989	4 972
48. Waterberg TVET College	40	2 530	469	3 039
49. West Coast TVET College	124	1 120	4 962	6 206
50. Western TVET College	84	1 386	6 180	7 650
Total	4 011	113 448	170 378	287 837

Source: TVETMIS 2021, data extracted in February 2023.

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

Note 5: 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, 2021/22

Institution name	Total amount allocated R'000
1. Cape Peninsula University of Technology	1 719 203
2. University of Cape Town	1 885 988
3. Central University of Technology, Free State	807 715
4. Durban University of Technology	1 411 351
5. University of Fort Hare	846 217
6. University of the Free State	1 654 954
7. University of Johannesburg	2 693 945
8. University of KwaZulu-Natal	2 796 113
9. University of Limpopo	1 164 609
10. University of Mpumalanga	911 937
11. Mangosuthu University of Technology	556 692
12. Nelson Mandela University	1 631 473
13. North West University	2 328 664
14. University of Pretoria	3 190 157
15. Rhodes University	584 858
16. Sefako Makgatho Health Sciences University	1 037 401
17. Sol Plaatje University, Northern Cape	668 169
18. University of South Africa	4 706 779
19. University of Stellenbosch	2 088 407
20. Tshwane University of Technology	2 913 998
21. University of Venda	870 576
22. Vaal University of Technology	1 015 254
23. Walter Sisulu University	1 310 132
24. University of Western Cape	1 295 258
25. University of Witwatersrand	2 345 788
26. University of Zululand	611 807
Total	43 047 445

Source: DHET Annual Report 2021/22.

Table 10.13: Subsidy funds allocated to TVET colleges, by college name, 2021/22

College name	Total amount allocated R'000
1. Boland TVET College	48 563
2. Buffalo City TVET College	73 262
3. Capricorn TVET College	186 490
4. Central JHB TVET College	96 955
5. Coastal TVET College	154 578
6. Cape Town TVET College	66 566
7. East Cape Midlands TVET College	63 915
8. Ehlanzeni TVET College	153 909
9. Ekurhuleni East TVET College	157 072
10. Ekurhuleni West TVET College	188 975
11. Elangeni TVET College	104 678
12. Esayidi TVET College	104 378
13. False Bay TVET College	57 353
14. Flavius Mareka TVET College	31 346
15. Gert Sibande TVET College	204 291
16. Goldfields TVET College	45 180
17. Ikhala TVET College	74 198
18. Ingwe TVET College	123 906
19. King Hintsa TVET College	56 379
20. King Sabata Dalindyebo TVET College	83 201
21. Lephalela TVET College	8 168
22. Letaba TVET College	84 256
23. Lovedale TVET College	52 384
24. Majuba TVET College	238 224
25. Maluti TVET College	87 956
26. Mnambithi TVET College	63 476
27. Mopani South East TVET College	96 460
28. Motheo TVET College	87 886
29. Mthashana TVET College	125 047
30. Nkangala TVET College	167 253
31. Northern Cape Rural TVET College	43 424
32. Northern Cape Urban TVET College	87 143
33. Northlink TVET College	89 097
34. Orbit TVET College	76 780
35. Port Elizabeth TVET College	42 501
36. Sedibeng TVET College	161 980
37. Sekhukhune TVET College	32 388
38. South Cape TVET College	18 072
39. South West TVET College	328 783
40. Taletso TVET College	131 078
41. Thekwini TVET College	64 102
42. Tshwane North TVET College	159 330
43. Tshwane South TVET College	76 143
44. Umfolozi TVET College	186 823
45. Umgungundlovu TVET College	122 847
46. Vhembe TVET College	102 318
47. Vuselela TVET College	91 879
48. Waterberg TVET College	70 223
49. West Coast TVET College	88 138
50. Western College TVET College	125 165
Total	5 184 519

Source: DHET Annual Report 2021/22.

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: Subsidy funds allocated to CET colleges, by college name, 2021/22

College name	Total amount allocated R'000
1. Eastern Cape CET College	23 397
2. Free State CET College	16 096
3. Gauteng CET College	52 684
4. KwaZulu-Natal CET College	41 311
5. Limpopo CET College	19 071
6. Mpumalanga CET College	17 425
7. Northern Cape CET College	8 965
8. North West CET College	13 213
9. Western Cape CET College	14 617
Total	206 779

Source: DHET BAS report, 2022.

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 Artisan Development Support Centre (NADSC); and
- The National Skills Fund (NSF).

11.3 METHODOLOGY

Data pertaining to private colleges and private HEIs are provided to the Department in an aggregated format owing to the unavailability of Unit Level Record (ULR) data, while public HEIs, TVET colleges, CET colleges and SETAs submit ULR data as per the format prescribed by the Department. TVET colleges started submitting ULR data in 2016 through the Technical and Vocational Education and Training Management Information System (TVETMIS), while SETAs started submitting data through the Skills Education and Training Management Information System (SETMIS) in the 2019/20 financial year. CET colleges have been submitting their ULR data since 2019. Aggregated data for previous years was used to report on enrolment and workplace-based learning programmes prior to implementation of the above-mentioned Management Information Systems.

Previous statistical data on TVET colleges reported on programme headcount, which reflected the total number of enrolments for the enrolment cycle, irrespective of the unique student identity number. Thus, all programme and subject enrolments were counted, whether the same student is counted more than once.

Since the implementation of TVETMIS, data used for TVET colleges reports on an enrolment cycle count of students, where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the college the student is registered at. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) and PLP qualifications occurs once a year, while Report 191 Engineering Studies intake is in trimesters, and enrolment for Report 191 Business and General Studies programmes is in semesters.

The data in this publication is as received from the institutions and entities, with no imputation or weighting applied. Data for CET and private colleges covers enrolment up to October of every year.

11.4 RESPONSE RATES

The response rates to data submitted to the Department with respect to 2021 data are as follows:

- Public HEIs: **100%**
- Private HEIs: **99.2%**
- TVET colleges: **100.0%**
- Private colleges: **80.5%**
- CET colleges: **88.3% for student enrolment and 79.7% for staff data.**

12. GLOSSARY

Administration Costs

An administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations regarding monies received by a SETA and related matters. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

Administrative staff

All technical and office staff, as well as all executive and professional staff who spend more than 50% of their official time on administrative functions. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995.*

Age

The number of years from the date of birth to the year in which the data collection is being undertaken. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

Apprenticeship

A period of workplace based learning culminating in an occupational qualification for a listed trade. *Sector Education and Training Authorities (SETAs) Workplace Based Learning programme Agreement Regulations, 2018.*

Artisan

A person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act 1998 (Act No. 97 of 1998). *Skills Development Act, No. 97 of 1998 (as amended).*

Artisanal Learning Programme

An apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is part of the official list of artisan occupations. *Skills Development Act, 1998, Schedule 2, Listing of Occupations as Trades for which Artisan Qualifications are required, Gazette no. 35625 of 31 August 2012.*

Bachelor's degree

A qualification with an NQF exit level of 7 or 8 and minimum total credits of 360 or 480. *Higher Education Qualifications Sub-Framework, 2013.*

Barriers to learning

Systematic and/or intrinsic difficulties that prevent students from effective learning. DBE, Policy on Screening, Identification, Assessment and Support, 2014.

Bursary

That part of the loan granted to a person by the NSFAS, that the person is not required to pay back on compliance with the criteria and conditions set in the written agreement. *National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999)*.

Certification

Formal Recognition of a qualification or part-qualification awarded to a successful learner. *National Qualifications Framework: Standard Glossary of Terms, 2013*.

College

(a) a public college that is established or declared as:

- (i) a technical and vocational education and training college; or
- (ii) a community education and training college; or

(b) a private college that is established, declared or registered under the Community Education Act, but does not include a college under the authority of a government department other than the Department of Higher Education and Training. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)*.

Completion rate

The proportion of students who successfully completed a qualification or part-qualification in an academic cycle, expressed as a percentage of the number of students who were eligible to complete the level and are assessed in that academic cycle.

Comprehensive University

An institution that provides higher education on a full-time, part-time or distance basis which is established or deemed to be established as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), declared as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), or registered or conditionally registered as a private higher education institution under the Higher Education Act, (Act No. 101 of 1997). *Higher Education Act, 1997 (Act No. 101 of 1997)*.

Continuing education and training

All learning and training programmes leading to qualifications or part-qualifications at levels 1 to 4 of the NQF contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008) provided for at a college in terms of the Continuing Education and Training Act. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*.

Contact student

A student in a higher education institution who is registered mainly for courses offered in contact mode. A contact mode course involves personal interaction with lecturers or supervisors, through lectures, tutorials, seminars, practicals, supervision or other forms of required work, which is presented on the institution's premises or at a site of the institution. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Disability

The loss or elimination of opportunities to take part in the life of the community, equitably with others, that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature; thereby causing activity limitations and participation restriction within the mainstream society. Department of Higher Education and Training: *Strategic Policy Framework on Disability for the Post-School Education and Training System*, 2018.

Distance student

A student in a higher education institution who is registered mainly for courses offered in distance mode. A distance mode course involves interaction with lecturers, or institution supervisors, through distance education techniques. For example, through the use of correspondence, telematics or the Internet. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE)*, 1982, 1995.

Doctoral degree

A postgraduate qualification with an NQF exit level 10 and minimum total credits of 360. Higher Education Qualifications Sub-Framework, 2013.

Examination

A component of the assessment that refers to the culmination of the summative assessment process when students/learners are subjected to a final sitting at the end of the learning process. Department of Higher Education and Training: *Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1*, 2013.

Financial year

The twelve months according to which organisations and government departments budget and account. Department of Higher Education and Training: *adapted from the National Treasury Glossary*, 2018.

First-time entering student

A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary*, 2007.

Full-Time Equivalent (FTE) student

A student in the post-school sector who is enrolled for an academic qualification for a full academic year and is registered for all courses/subjects prescribed for that programme. If a student is registered for only half of the courses/subjects required for a full-year academic programme, then he/she would be counted as a 0.5 FTE students. If a student is taking 20% more than the courses/subjects required in a standard full-year curriculum, then he/she would be counted as 1.2 FTE student. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE)*, 1982, 1995.

Funding

The process of providing financial assistance for a particular purpose or intervention, to either an enrolled student or the institution.

Gender

Social distinction between males and females. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2010*.

General Education and Training (GET)

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

General Education and Training Certificate (GETC)

A certificate to be awarded on to learners on completion of Adult Education and Training Level 4. Department of Higher Education and Training: *Regulations on the assessment process and procedures for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1, 2018*.

Graduate

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was enrolled. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Graduation rate

A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities in that particular year.

Headcount enrolment

Unduplicated number of students enrolled in a PSET institution at a given time in an academic year, regardless of their course load, or number of programmes enrolled in.

Headcount, enrolment cycle

A count of students once in every enrolment period/cycle. There are six enrolment intakes/cycles at TVET and private colleges during an academic year: annual, 3 trimester intakes, and 2 semester intakes. Students are counted once in each intake, and in instances where a student is enrolled in more than one programme in a cycle, they are counted at the highest-level programme they are enrolled in.

Higher certificate

An entry-level higher education qualification with NQF exit level 5 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013*.

Higher Education Institution (HEI)

Any institution that provides higher education on a full-time, part-time or distance basis and which is:

- (a) merged, established, or deemed to be established, as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997);
- (b) declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997); or
- (c) registered or provisionally registered as a private higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997). *Higher Education Act, (Act No. 101 of 1997).*

Honours degree

A postgraduate specialisation qualification with NQF exit level 8 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

Instruction and research staff/Academic staff

Any person appointed to teach or to do research at a public higher education institution and any other employee designated as such by the council of that institution. *Higher Education Act, 1997 (Act No. 101 of 1997).*

Internship

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. Adapted from *South African Qualifications Authority, Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, 2013.*

Learnership

A period of workplace based learning culminating in an occupational qualification or part-qualification. *Sector Education and Training Authorities (SETAs) Workplace Based Learning Programme Agreement Regulations, 2018.*

Lecturer

Any person who teaches, educates or trains other persons, or who provides professional educational services at any PSET institution, and who is appointed in a post on any lecturer establishment. *Continuing Education and Training, 2006 (Act No. 16 of 2006) (as amended) Pretoria.*

Loan

A loan granted to a person by the NSFAS in order to enable the person to defray the costs connected with his or her education at a designated higher education institution, and those connected with the board and lodging of that person for the purpose of attending the institution. *National Student Financial Aid Scheme Act. 1999.*

Mandatory Grant

Funds designated as mandatory grants contemplated in regulation 4 to fund the education and training programmes as contained in the Workplace Skills Plan (WSP) and Annual Training Report (ATR) of a SETA. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

Major field of study

The subject area(s) in which a student may specialise in the final year of study for a degree/diploma/certificate instructional programme. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

Management staff

A position in which the primary function is the management of the institution or one of its major divisions or sections. In colleges, it refers to a principal and vice-principal of a public college. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006)* (as amended).

Master's degree

A postgraduate qualification with an NQF exit level 9 and minimum total of 180 credits. *Higher Education Qualifications Sub-Framework, 2013.*

Master list of institutions

A list of institutions containing all the contact information of the institution, such as addresses, telephone numbers, GIS coordinates, etc. Adapted from the Department of Higher Education and Training: *Higher Education Information Standards (DHET 003) Standard for the publication of the master list of education institutions in the post-school sector, 2012.*

Mixed mode of delivery

The interaction between institutional teachers or institutional supervisors and students is undertaken through a mixture of contact and distance modes of delivery. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007.*

National Certificate (Vocational) (NC(V))

A qualification with 120 to 140 minimum credits at levels 2, 3 or 4 of the NQF that will be awarded to students who comply with the national policy requirements of the NC(V). The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.

National Skills Fund

The National Skills Fund was established in 1999 in terms of section 27 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. The money in the fund may be used for the primary objectives as defined by the prescripts of the Skills Development Act, namely:

1. To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act);
2. To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines (section 28(1) of the Skills Development Act);
3. To administer the Fund within the prescribed limit (section 28(3) of the Skills Development Act). Regulations to prescribe the limit for the administration of the Fund at 10% of revenue has been approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010; and
4. To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development (section 30B. of the Skills Development Act).

National Skills Fund Annual Report, 2014/2016.

National Student Financial Aid Scheme

The National Student Financial Aid Scheme was established in terms of the *National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999)*. It is responsible for providing loans and bursaries to eligible students at all public universities, Technical and Vocational Education and Training (TVET) colleges (formerly known as Further Education and Training [FET] colleges) throughout the country. Further mandates for the entity include the recovery of student loans and raising funds for student loans and bursaries, and to recover the loans from students once they are employed. *National Student Financial Aid Scheme Annual Report, 2015/2016.*

Occasional student

A person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution, who is effectively registered for an approved course, but who is not registered for an approved qualification. Department of Higher Education and Training: *Higher Education Management Information System Valpac glossary, 2007.*

Occupational qualification

A qualification that 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. *Quality Council for Trades and Occupations (QCTO): Assessment Policy for Qualifications and Part-Qualifications on the Occupational Qualifications Sub-Framework, 2013.*

Part-qualification

An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF. Department of Higher Education and Training: *adapted from the National Qualifications Framework Act, 2008 (Act No. 67 of 2008.)*

Permanent staff

A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Population group

Classification of people by race. The following categories are provided in the census: Black African, Coloured, Indian/Asian, White, other. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017*.

Postgraduate, below Master's level

Includes postgraduate and post-diploma diplomas, postgraduate Bachelor's degrees, and Honours degrees. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Postgraduate qualification

Qualification at levels 8 to 10 on the HEQSF, excluding professional qualification at level 8. Higher Education Qualification Sub-Framework, 2013

Post-School Education and Training Institution (PSETI)

Education and training institutions that include universities, national institutes of higher education and private higher education institutions, technical and vocational education and training colleges, private colleges, community education and training colleges, and skills development providers. These are established, declared or registered by any law assigned to the Minister of Higher Education, Science and Innovation. Department of Higher Education and Training: *adapted from the White Paper for Post-School Education and Training, 2013*.

Post-School Education and Training (PSET) sector

A sector that comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. Department of Higher Education and Training: *White Paper for Post-School Education and Training, 2013*.

Pre-Vocational Learning Programme (PLP)

A foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NCV programmes at NQF level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF levels 2 to 4.

Private College

Any college that provides continuing education and training on a full-time, part-time or distance basis, and which is registered or provisionally registered as a private college. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*

Private Higher Education Institution

Any institution registered or conditionally registered as a private higher education institution in terms of Chapter 7 of the Higher Education Act, 1997 (Act No. 101 of 1997). *Higher Education Act, No. 101 of 1997.*

Public college

Any college that provides continuing education and training on a full-time, part time or distance basis and which is

- (a) established or regarded as having been established as a public college under section 3 of this Act; or
- (b) declared as a public college under section 4 of the Continuing Education and Training Act, 2006. *Continuing Education and Training Act, (Act No. 16 of 2006).*

Public Higher Education Institution

Any higher education institution that is established, deemed to be established or declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997). *Higher Education Act, 1997 (Act No. 101 of 1997).*

Qualification

The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework, as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

Recognition of Prior Learning (RPL)

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. *National Qualifications Framework Standard Glossary of Terms, 2017.*

Report 191

A catalogue of nationally assessed and certificated occupationally-directed programmes aimed at students intending to pursue a technical/vocational learning pathway outside of the schooling system, and are offered from N1 to N6, with the latter culminating in the National N Diploma upon completion of the compulsory work place experience component. *National Education Policy: Formal technical instructional programmes in the RSA, 2001, Report 191 (2001/08).*

Report 550

It is a policy resume of instructional programmes offered in schools, containing the programme requirements, which includes the promotion requirements, the special conditions and the rules of combination for the issuing of the Senior Certificate.

Response rate

Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017*.

South African Qualifications Authority (SAQA)

The statutory authority established in terms of the *SAQA Act 58 of 1995* and continuing in terms of the *NQF Act 67 of 2008*, which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three sub-frameworks. *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework, 2013*.

Service staff (HEIs)

All staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Sector Education and Training Authority (SETA)

A Sector Education and Training Authority established in terms of section 9(1) of the Skills Development Act to develop and implement sector skills plans and promote learning programmes, including workplace learning. *Skills Development Act, 1998 (Act No. 97 of 1998)*.

Skills programme

A skills programme that:

- (a) Is occupationally based;
- b) When completed, will constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in section 1 of the *South African Qualifications Authority Act, No. 58 of 1995*;
- (c) Uses training providers referred to in section 17(1) (c); or
- (d) Complies with the prescribed requirements. *Skills Development Act, 1998 (Act No. 97 of 1998)*. Pretoria.

Student

Any person enrolled as a student at any PSET institution. *Adapted from the Higher Education Act, 1997 (Act No. 101 of, 1997) and Continuing Education Act, 2006 (Act No. 16 of 2006) (as amended)*.

Success rate

A proportion of Full-Time Equivalent (FTE) passes relative to FTE enrolments at a PSET institution.

Support staff

Staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended)*.

Undergraduate courses

Courses coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.

Undergraduate student

Student enrolled in a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor's degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

Undergraduate Diploma or Certificate

A diploma or certificate that does not have a Bachelor's degree as prerequisite for admission to the programme. Department of Education: *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual, 1995*.

Undergraduate degree

Refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Undergraduate qualification

Qualification at NQF levels 5 to 7 of the HEQSF, including professional bachelor's degrees, which are at NQF level 8. Adapted from the *Higher Education Qualification Sub-Framework, 2013*.

University

Any institution that provides higher education on a full-time, part-time or distance basis and which is established or deemed to be established as a public higher education institution under the Higher Education Act, 101 of 1997, declared as a public higher education institution under the Higher Education Act, 101 of 1997, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997. *Higher Education Act, 1997 (Act No. 101 of 1997)*.

13. CONTACT DETAILS

Requests for further information regarding specific sections of the report can be communicated to the following persons:

PUBLIC HEIs:

Acting Director: Higher Education Management Information System (HEMIS)

Mr Norman Nkwana

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5098
Fax: 086 298 9673
Email: Nkwana.N@dhet.gov.za

Deputy Director: Higher Education Management Information System (HEMIS)

Mr Jacques Appelgryn

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5480
Fax: 086 298 9673
Email: Appelgryn.J@dhet.gov.za

PRIVATE HEIs:

Director: Private Higher Education Institutions

Dr Shaheeda Essack

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5444
Fax: 012 324 6343
Email: Essack.S@dhet.gov.za

CET COLLEGES:

Director: CET Monitoring and Evaluation

Mr Bully Sedibe

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5977
Email: Sedibe.B@dhet.gov.za

TVET COLLEGES:

Data Manager: TVET colleges

Ms Matome Mafa

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5506
Fax: 086 558 2170
Email: Mafa.M@dhet.gov.za

PRIVATE COLLEGES:

Director: Private Colleges

Dr Mandlenkosi Buthelezi

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5672
Fax: 012 323 9838
Email: Buthelezi.M@dhet.gov.za

SETA PERFORMANCE:**Chief Director: SETA Performance Management
Mr Mabuza Ngubane**

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5896
Fax: 086 698 9734
Email: Ngubane.M@dhet.gov.za

**Deputy Director: SETA Performance Management
Mr Lennox Malaka**

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5107
Fax: 086 298 9822
Email: Malaka.Lennox@dhet.gov.za

NAMB:**Acting Chief Director: National Artisan Development
Mr Jowie Bopape**

Department of Higher Education and Training
INDLELA, Olifanstfontein
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 011 206 1004
Fax: 011 316 3284
Email: Bopape.J@dhet.gov.za

**Data Manager: Artisan Development
Mr Mackson Motedi**

Department of Higher Education and Training
INDLELA, Olifanstfontein
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 011 206 1137
Fax: 011 316 3284
Email: Motedi.M@dhet.gov.za

EXAMINATIONS:**Chief Director: National Examinations and Assessment
(TVET, CET and Private Colleges)****Ms Violet Tshetlo**

Department of Higher Education and Training
222 Struben Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 357 3895
Fax: 086 298 3857
Email: Tshetlo.V@dbe.gov.za

**Acting Director: Resulting and Certification
Mr L Mphahlele**

Department of Higher Education and Training
222 Struben Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 357 3874
Fax: 086 298 3857
Email: Mphahlele.L@dbe.gov.za

FINANCE:**Director: Financial Management****Ms Amelia Poolman**

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5241
Fax: 012 323 1413
Email: Poolman.A@dhet.gov.za

NATIONAL SKILLS FUND (NSF)**CD: Strategy, Innovation and Organisational Performance****Ms Melissa Erra**

Department of Higher Education and Training
7005 Ndinaye House
178 Francis Baard Street, Pretoria, 0002
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 943 2916
Email: Erra.M@dhet.gov.za

DD: Strategy, Innovation and Organisational Performance**Ms Thenjiwe Ncube**

Department of Higher Education and Training
7005 Ndinaye House
178 Francis Baard Street, Pretoria, 0002
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 943 2916
Email: Ncube.T@dhet.gov.za

GENERAL ENQUIRIES:**Higher Education and Training Information System (HETIS) Officer****Ms Nthabiseng Tema**

Department of Higher Education and Training
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5965/6191
Email: HETIS.Officer@dhet.gov.za

DID YOU KNOW?

The following Post-School Education and Training institutions existed in South Africa in 2021:

26	Public Higher Education Institutions
124	Private Higher Education Institutions
50	Technical and Vocational Education and Training (TVET) colleges
133	Private colleges
9	Community Education and Training (CET) colleges

Student enrolment in the Post-School Education and Training sector in 2021 was as follows:

Public Higher Education and Training Institutions:	1 068 046
Private Higher Education and Training Institutions:	232 915
Technical and Vocational Education and Training (TVET) colleges:	589 083
Private colleges:	85 787 *
Community Education and Training colleges:	143 031 **
Sector Education and Training Authority (SETA) programmes:	130 264

**This figure represents enrolment at only 100 of the 133 registered private colleges that responded to the Departmental Annual Survey.*

*** This figure represents enrolment at only 1 582 of the 1 791 gazetted Learning Centres.*



Department of Higher Education and Training
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5965/6191
Email: HETIS.Officer@dhet.gov.za



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

