



Statistics on Post-School Education and Training in South Africa | 2016



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Statistics on Post-School Education and Training in South Africa: 2016

Released in March 2018



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, 2018.

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: 987-1-77018-839-6

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

Enquiries:

Tel: +27 (012) 312 6191/5961

Fax: +27 (012) 323 0991

Email: HETIS.Officer@dhet.gov.za

FOREWORD

The Department of Higher Education and Training presents to you its seventh issue of *Statistics on Post-School Education and Training in South Africa*. The report includes 2016 enrolment and graduate statistics obtained from public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, private colleges, and Community Education and Training (CET) colleges, as well as financial and work-place learning data for the 2016/17 financial year, obtained from National Student Financial Aid Scheme (NSFAS), National Skills Fund (NSF) and Sector Education and Training Authorities (SETAs), respectively. The statistical data provided in this report excludes institutions managed by other government departments and state entities.

Previous statistical reports of a similar nature have been published by the Department since 2010, and can be found on the Department's website at www.dhet.gov.za. Statistics pertaining to HEIs, TVET and CET colleges that cover the decade prior to 2010, can be found in statistical publications available on the Department of Basic Education's website at www.education.gov.za, and those pertaining to SETAs, on the Department of Labour's website at www.labour.gov.za.



The Department seeks to improve on the quality of data collected from different PSET institutions, and the 2016 data for TVET colleges was collected using the Technical and Vocational Education and Training Management Information System (TVETMIS) for the first time, which collects information for each individual student and staff as opposed to aggregate information which was provided to the Department in the past.

Access to high quality post-school education and training, which is responsive to the needs of society and the economy, remains the main focus for South Africa, as outlined in the National Development Plan. However, expanded student access to PSET remains a challenge owing to, *inter alia*, the capacity of PSET institutions to absorb higher levels of student enrolment owing to inadequate funding, and the inability of large numbers of students to pay fees owing to high levels of poverty.

Currently, students are supported financially through the National Student Financial Aid Scheme (NSFAS) and the Funza Lushaka bursary scheme for students enrolled in the Education field of study. During the 2016 academic year, 451 507 students were awarded NSFAS bursaries/loans and 14 136 students received Funza Lushaka bursaries. Although the number of NSFAS student beneficiaries has increased dramatically since 2010, recent shifts in government policy are likely to result in significantly greater number of beneficiaries in 2018 and the future.

The Statistics on PSET report provides statistical information on student enrolments (which is a key measure of access), graduation and staffing levels at post-school education and training institutions, as well as other relevant information in the PSET system, including Workplace-Based Learning (WBL) over which the Department has oversight. It also includes key financial statistics pertaining to NSFAS, the skills levy fund, and funds allocated to key components of the post-school education and training system.

The report serves as an important resource for planning and the allocation of budgetary resources in the post-school education and training system. It is a reference document for reporting purposes in government, including the monitoring and evaluation of post-school education and training. In addition, it provides statistics for use in research, policy and decision-making at the different levels within the system, and by the public. It therefore makes a crucial contribution towards the achievement of the goals of the post-school education and training system.

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



Mr GF Qonde

Director-General: Department of Higher Education and Training

Pretoria, South Africa

ACKNOWLEDGEMENTS

The Department of Higher Education and Training wishes to thank public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges, private colleges, Sector Education and Training Authorities (SETAs), the National Artisan Development Support Centre (NADSC), the National Student Financial Aid Scheme (NSFAS), and the National Skills Fund (NSF) for providing data in order to make this publication possible.

TABLE OF CONTENTS

LIST OF TABLES	ix
LIST OF FIGURES	xiii
LIST OF ACRONYMS AND ABBREVIATIONS	xiv
1. INTRODUCTION	1
2. SUMMARY OF FINDINGS	3
3. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: A STATISTICAL OVERVIEW	6
4. HIGHER EDUCATION INSTITUTIONS	9
4.1 ENROLMENT IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)	9
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)	11
4.2.1 Introduction	11
4.2.2 Enrolment in public Higher Education Institutions (HEIs)	11
4.2.3 Graduates from public Higher Education Institutions (HEIs)	20
4.2.4 Staffing in public Higher Education Institutions (HEIs)	26
4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)	27
4.3.1 Introduction	27
4.3.2 Enrolment in private Higher Education Institutions (HEIs)	27
4.3.3 Staffing in private HEIs	30
4.3.4 Graduates from private HEIs	31
5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES	32
5.1 OVERVIEW OF TVET COLLEGES	32
5.1.1 Enrolment of students in TVET colleges	33
5.1.2 Overview of the TVET sector by province	36
5.1.3 Enrolment in TVET colleges by qualification levels and programmes	38
5.1.4 Full-Time Equivalent student enrolment in TVET colleges	40
5.1.5 Examination results in TVET colleges and private colleges	40
5.1.6 Examination results in TVET colleges	42
6. COMMUNITY EDUCATION AND TRAINING COLLEGES	50
6.1 OVERVIEW OF CET COLLEGES	50
6.1.1 Enrolment of students in CET colleges	51
6.1.2 Enrolment per CET College	55
6.1.3 Staffing in CET colleges	57
6.1.4 Examination results in CET colleges	58

7.	PRIVATE COLLEGES	63
7.1	OVERVIEW OF PRIVATE COLLEGES	63
7.1.1	Enrolment of students in private colleges	64
7.1.2	Enrolment in private colleges by province	70
7.1.3	Staffing in private colleges	71
7.1.4	Examination results in private colleges	71
8.	SECTOR EDUCATION AND TRAINING AUTHORITY (SETA) SUPPORTED LEARNING PROGRAMMES	80
8.1	INTRODUCTION	80
8.2	REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES	81
8.2.1	Workers registered for SETA-supported learning programmes	83
8.2.2	Workers certificated in SETA-supported learning programmes	84
8.2.3	Unemployed persons registered in SETA-supported learning programmes	85
8.2.4	Unemployed persons certificated in SETA-supported learning programmes	86
8.3	ARTISANS	88
8.3.1	Introduction	88
8.3.2	Learners entering artisanal learning programmes	89
8.3.3	Learners completing artisanal learning programmes	92
9.	FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING SECTOR	96
9.1	INTRODUCTION	96
9.2	FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING PUBLIC INSTITUTIONS	97
9.3	NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)	99
9.3.1	Introduction	99
9.3.2	NSFAS beneficiaries and amounts provided	99
9.3.3	Funza Lushaka bursary scheme	100
9.4	THE SKILLS DEVELOPMENT LEVY	102
9.4.1	Introduction	102
9.4.2	Distribution of the Skills Development Levy	103
9.5	GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)	104
9.5.1	Introduction	104
9.5.2	Number of projects and beneficiaries supported by the NSF	104
9.5.3	NSF infrastructure grants	107
10.	APPENDIX: STATISTICAL TABLES	108

11.	EXPLANATORY NOTES	122
11.1	INTRODUCTION	122
11.2	SCOPE	122
11.3	METHODOLOGY	122
11.4	RESPONSE RATES	123
12.	GLOSSARY	124
13.	CONTACT DETAILS	132

LIST OF TABLES

Table 3.1:	Overview of post-school education and training institutions and student enrolment, 2016	6
Table 3.2:	Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2016/17	7
Table 4.1:	Number of students enrolled in public HEIs by attendance mode, population group and gender, 2016	13
Table 4.2:	Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2016	18
Table 4.3:	Number of students according to primary disability in public HEIs by gender, 2016	20
Table 4.4:	Number of permanent staff in public HEIs, by population group, gender and personnel categories, 2016	26
Table 4.5:	Number of students enrolled in private HEIs by gender, 2011 – 2016	27
Table 4.6:	Number of students enrolled in private HEIs by qualification type, 2016	28
Table 4.7:	Number of students enrolled in private HEIs by NQF field, 2016	28
Table 4.8:	Number of students enrolled in private HEIs by population group and nationality, 2011 – 2016	29
Table 4.9:	Number of foreign students enrolled in private HEIs by country and qualification type, 2016	30
Table 4.10:	Number of staff in private HEIs by employment period, by personnel categories, 2016	30
Table 4.11:	Number of graduates from private HEIs by qualification type, 2016	31
Table 5.1:	Number of students enrolled in TVET colleges, 2010 – 2016	33
Table 5.2:	Number of student headcount enrolment in TVET colleges by qualification category and age group, 2016	34
Table 5.3:	Number of student headcount enrolment in TVET colleges by qualification category and population group, 2016	35
Table 5.4:	Number of student headcount enrolment in TVET colleges by qualification category and gender, 2016	35
Table 5.5:	Number of student headcount enrolment in TVET colleges by primary disability and gender, 2016	36
Table 5.6:	Number of TVET colleges and student headcount enrolment by province, 2016	36
Table 5.7:	Number of student headcount enrolment in TVET colleges by qualification category and province, 2016	37
Table 5.8:	Number of student headcount enrolment in TVET colleges for the NC(V) programmes, by qualification level and gender, 2016	38
Table 5.9:	Number of student headcount enrolment in TVET colleges by NC(V) programmes and gender, 2016	38
Table 5.10:	Number of student headcount enrolment in TVET colleges for Report 191 programmes, by level of study and gender, 2016	39

Table 5.11:	Number of students in TVET and private colleges who wrote and completed qualifications, by qualification type, 2011 – 2016	41
Table 5.12:	Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2016	42
Table 5.13:	Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2016	43
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, 2016	44
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, 2016	45
Table 5.16:	Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 qualifications for Business Studies by province, 2016	46
Table 5.17:	Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2016	47
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, 2016	48
Table 6.1:	Number of students enrolled in CET colleges by programme, 2016	53
Table 6.2:	Number of students enrolled in CET colleges by programme and gender, 2016	53
Table 6.3:	Number of students enrolled in CET colleges by programme and population group, 2016	54
Table 6.4:	Number of Special Needs Education (SNE) students in cet colleges according to primary disability and gender, 2016	54
Table 6.5:	Number of students in CET colleges, by college and programme, 2016	55
Table 6.6:	Number of students, lecturers and community learning centres, by college, 2016	56
Table 6.7:	Number of staff in CET colleges, by college, staff category and gender, 2016	57
Table 6.8:	Number of students in CET colleges who registered, wrote and completed the GETC: ABET level 4 qualification, 2011 – 2016	58
Table 6.9:	Number of students in CET colleges registered, wrote and completed the GETC: ABET level 4 qualification per cet college, 2016	59
Table 6.10:	Number of students in cet colleges who registered, wrote and completed the GETC: ABET level 4 qualification, by CET college and gender, 2016	60
Table 6.11:	Number of students in cet colleges who wrote and passed getc: abet level 4 learning areas by content, 2016	61
Table 6.12:	Number of students in cet colleges who wrote and passed getc: abet level 4 learning areas by language, 2016	62
Table 7.1:	Number of students enrolled in private colleges by qualification category, 2010 – 2016	66
Table 7.2:	Number of students enrolled in private colleges by qualification category and gender, 2016	66
Table 7.3:	Number of students enrolled in private colleges by qualification category and population group, 2016	67
Table 7.4:	Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2016	68

Table 7.5:	Number of students in private colleges by occupational qualifications and gender, 2016	69
Table 7.6:	Number of students in private colleges by qualification category and province, 2016	70
Table 7.7:	Number of students and lecturers in private colleges by province, 2016	70
Table 7.8:	Number of staff in private colleges, by category and gender, 2016	71
Table 7.9:	Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2016	72
Table 7.10:	Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2016	73
Table 7.11:	Number of students in private colleges who registered, wrote and completed report 190/1 N1 to N3 part qualifications for engineering studies, by programme, 2016	74
Table 7.12:	Number of students in private colleges who registered, wrote and completed report 190/1 N4 to N6 part qualification for engineering studies, by programme, 2016	75
Table 7.13:	Number of students in private colleges who registered, wrote and completed report 190/1 N4 to N6 part qualifications for business studies, by programme, 2016.	76
Table 7.14:	Number of students in private colleges who registered, wrote and completed the NC(V) level 4 qualification, by programme and gender, 2016	77
Table 7.15:	Number of students in private colleges who registered, wrote and completed the report 191/N6 part-qualification, by programme and gender, 2016	78
Table 8.1:	Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2016/17	81
Table 8.2:	Number of workers and unemployed persons registered and certificated in SETA -supported learning programmes, by programme type, and gender, 2011/12 – 2016/17	82
Table 8.3:	Number of workers registered for seta-supported learning programmes, by programme type and SETA, 2016/17	83
Table 8.4:	Number of workers certificated in SETA -supported learning programmes, by programme type, 2016/17	84
Table 8.5:	Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2016/17	85
Table 8.6:	Number of unemployed persons certificated in SETA -supported learning programmes, by programme type, 2016/17	86
Table 8.7:	Number of learners entering artisanal learning programmes, by organisation, 2011/12 – 2016/17	89
Table 8.8:	Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2016/17	90
Table 8.9:	Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPS) scarce skills and gender, 2016/17	91
Table 8.10:	Number of learners completing artisanal learning programmes by organisation, 2011/12 – 2016/17	92
Table 8.11:	Number of learners completing artisanal learning programmes, by province, citizenship and gender, 2016/17	93

Table 8.12:	Number of learners completing artisanal learning programmes, by Special Infrastructure projects (SIPS) scarce skills and gender, 2016/17	94
Table 8.13:	Number of artisans certificated by setas and INDLELA, by economic sector, 2014/15 – 2016/17	95
Table 9.1:	Funding for key post-school education and training institutions, 2011/12 – 2016/17	97
Table 9.2:	Number of students who received loans/bursaries from the NSFAS and the amount provided, by sub-sector, 2011 – 2016	99
Table 9.3:	Number of students who received loans/bursaries from the NSFAS by gender, 2011 – 2016	100
Table 9.4:	Number of public HEIs students who received Funza Lushaka bursary by gender and the amount provided, 2011 – 2016	100
Table 9.5:	Distribution of the Skills Development Levy, 2011/12 – 2016/17	103
Table 9.6:	Number of NSF supported projects and beneficiaries by province, 2011/12 – 2016/17	104
Table 9.7:	Distribution of NSF across key projects and number of beneficiaries, 2011/12 – 2016/17	106
Table 9.8:	Distribution of NSF infrastructure budget, 2016/17	107
Table 10.1:	Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2016	108
Table 10.2:	Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2016	109
Table 10.3:	Number of first-time undergraduate students enrolled in public HEIs, by individual institutions,	110
Table 10.4:	Full-Time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2016	111
Table 10.5:	Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2016	112
Table 10.6:	Summaries of graduation rates in public HEIs by qualification type and institution, 2016	113
Table 10.7:	Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2016	114
Table 10.8:	Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2016	115
Table 10.9:	Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2016	116
Table 10.10:	Number of student headcount enrolment in TVET colleges by college and qualification category, 2016	117
Table 10.11:	Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2016	118
Table 10.12:	Funding allocated for public HEIs, by institution, 2016/17	119
Table 10.13:	Funding allocated for TVET colleges, by college, 2016/17	120
Table 10.14:	Funding allocation for CET colleges, by college, 2016/17	121

LIST OF FIGURES

Figure 3.1:	Percentage distribution of student enrolments in post-school education and training institutions, 2016	7
Figure 4.1:	Number of students enrolled in public and private HEIs, 2010 – 2016	9
Figure 4.2:	Number of students enrolled in public HEIs by attendance mode, 2009 – 2016	11
Figure 4.3:	Proportion of student enrolment in public HEIs, by attendance mode and gender, 2016	12
Figure 4.4:	Number of students enrolled in public HEIs by major field of study, 2009 – 2016	13
Figure 4.5:	Proportion of students enrolled in public HEIs by major field of study, 2016	14
Figure 4.6:	Number of students enrolled in public HEIs by qualification type, 2009 – 2016	15
Figure 4.7:	Proportion of students enrolled in public HEIs by qualification type, 2016	16
Figure 4.8:	Number of first-time undergraduate students enrolled in public HEIs, 2009 – 2016	17
Figure 4.9:	Number of full-time equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2016	19
Figure 4.10:	Number of graduates from public HEIs by major field of study, 2009 – 2016	20
Figure 4.11:	Number of graduates from public HEIs by qualification type, 2009 – 2016	22
Figure 4.12:	Average graduation rates in public HEIs by qualification type, 2016	23
Figure 4.13:	Percentage distribution of average undergraduate success rates in public HEIs, by contact education programmes and population group, 2009 – 2016	24
Figure 4.14:	Percentage distribution of average undergraduate success rates in public HEIs, by distance education programmes and population group, 2009 – 2016	25
Figure 5.1:	Number of full-time equivalent student enrolment in TVET colleges by qualification category, 2016	40
Figure 6.1:	Number of students enrolled in CET colleges, 2011 – 2016	51
Figure 6.2:	Number of students in CET colleges by programme, 2011 – 2016	52
Figure 7.1:	Number of students enrolled in private colleges, 2010 – 2016	64
Figure 7.2:	Number of students enrolled in private colleges by qualification category, 2010 – 2016	65

LIST OF ACRONYMS AND ABBREVIATIONS

AET	Adult Education and Training
AGRISETA	Agriculture Sector Education and Training Authority
BANKSETA	Banking Sector Education and Training Authority
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
DHET	Department of Higher Education and Training (further referred to as the Department)
DOE	Department of Education
DTI	Department of Trade and Industry
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
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-ABET	General Education and Training Certificate: Adult Basic Education and Training
HE	Higher Education
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
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
IPAP	Industrial Policy Action Plan
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
MTSF	Medium-Term Strategic Framework
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
NGP	New Growth Path
NID	National Institute for the Deaf
NQF	National Qualifications Framework
NRF	National Research Foundation
NSA	National Skills Authority
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PED	Provincial Education Department
PIVOTAL	Professional, Vocational, Technical and Academic Learning programmes
PLC	Public Learning Centre
PSET	Post - School Education and Training
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
RSA	Republic of South Africa
SAICA	South African Institute of Chartered Accountants
SAIVCET	South African Institute for Vocational and Continuing Education and Training
SASSETA	Safety and Security Sector Education and Training Authority
SERVICES SETA	Services Sector Education and Training Authority
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority

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
UoT	Universities of Technology
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 and developmental needs of the country. The Department's objectives are as follows:

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

The Department has oversight over four main categories of PSET institutions, namely: public and private Higher Education Institutions (HEIs); Technical and Vocational Education and Training (TVET) colleges; Community Education and Training (CET) colleges and private colleges¹.

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

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

- a) The Higher Education Management Information System (HEMIS), which contain data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contain data provided to the Department by TVET colleges;
- d) Annual Surveys submitted to the Department which contain data for CET and private colleges;
- e) Quarterly reports provided to the Department by SETAs;
- f) Data provided to the Department by the National Artisan Development Support Centre (NADSC);
- g) Reports provided to the Department by the National Skills Fund (NSF); and
- h) The National Examinations Database, which contain administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the N qualifications.

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) and private FET colleges (now renamed private 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

- a) In 2016, there were 26 public Higher Education Institutions, 123 registered private Higher Education Institutions 50 Technical and Vocational Education and Training (TVET), 279 registered private colleges and 9 Community Education and Training (CET) colleges.

Enrolment in Post-School Education and Training Institutions

- a) Enrolment at public and private HEIs reached 1.1 million in 2016, with public HEIs enrolling 975 837 students and private HEIs 167 408 students. The target set out in the National Development Plan (NDP)² is 1.6 million enrolments by 2030.
- b) Almost two thirds of students enrolled in public HEIs in 2016, did so through the contact mode of learning (638 001) while 337 836 students enrolled for the distance mode of learning.
- c) Enrolment in TVET colleges reached 705 397 in 2016. This figure is based on a count of students enrolled in the TVET colleges for each registration cycle. The NDP indicated that headcount enrolment in TVET colleges should increase to 1 million by 2015 and 2.5 million by 2030.
- d) CET colleges enrolled 273 431 students in 2016, which was 3.6% (10 171) lower compared to 2015. Given that the NDP enrolment target for CET Colleges is 1 million students, it is evident that the achievement of this target would be an uphill battle.
- e) Private colleges enrolled 168 911 students in 2016, compared to 88 203 in 2015.

Graduates in Public and Private Higher Education Institutions

- a) Public HEIs produced 203 076 graduates in 2016, which was 11 552 more than in 2015 and 57 692 more than in 2009.
- b) The majority of 2016 graduates from public HEIs were in the Science Engineering and Technology (29.1% or 59 125), followed by Business and Management (27.8% or 56 364), all other Humanities (22.4% or 45 480) and Education (20.7% or 42 107) fields of study.
- c) Public HEIs produced 2 797 Doctoral graduates in 2016, which was 10.6% more than in 2015 (2 530 PHD graduates), and 102.7% higher compared to that of 2009 (1 380 PHD graduates). Despite significant growth in the number of PHD graduates exiting public HEIs since 2009, the achievement of the Department's target to produce 12 000 PHD graduates by 2019 remains a challenge.
- d) Private HEIs produced 39 686 graduates, with almost a third graduating in Bachelor's degree and or Advanced diploma (32.5% or 12 910).

² National Development Plan, November 2011.

TVET Colleges' Completion Rates

- a) A total of 111 460 students completed key exit levels (N3, N6 and NC(V) Level 4) in TVET colleges in 2016, translating to a completion rate of 62.2%. Higher completion rates were recorded for N6 (66.1%), followed by N3 (65.8%) and lower for NC(V) Level 4 (41.7%).
- b) There were 39 102 students who completed N3 engineering studies, translating to a completion rate of 65.8%. The completion rate was lower for N6 engineering studies at 61.0% with 12 848 students completed.
- c) Business studies students recorded a higher number of completions for N6 (47 794), with a completion rate of 67.6%.

Private Colleges' Completion Rates

- a) The total number of students in private colleges who completed N3, N6 and NC(V) Level 4 in 2016 was 24 032, translating to a completion rate of 50.4%. The highest completion rate was for N6 (57.0%), followed by N3 (47.6%) and lower for NC(V) Level 4 (31.4%).
- b) There were 15 212 students who completed N3 engineering studies, translating to a completion rate of 47.6%. The completion rate was higher for N6 engineering studies at 58.3% with 4 284 students completed.
- c) Business studies students recorded a completion rate of 55.8% for N6 (4 354 students completed).

CET Colleges' Completion Rates

- a) A total of 28 024 completed GETC: ABET Level 4 qualification in 2016 with a completion rate of 35.9%. This was 1.4 percentage points lower compared to the completion rate for 2015 (37.3%).
- b) An average pass rate of 67.1% was recorded for GETC: ABET Level 4 qualification according to different content areas. The highest pass rates were in Human and Social Sciences, Arts and Culture and Early Childhood Development.

Sector Education and Training Authority (SETA) Supported Learning Programmes

- a) During the 2016/17 financial year, a total of 249 680 learners registered for SETA-supported learning programmes, reflecting an 8.0% (18 583) increase from the registrations recorded during the 2015/16 financial year.
- b) More than half of registrations were for skills programmes (52.5% or 131 017), followed by learnerships (40.6% or 101 447) and fewer learners registered for internships (6.9% or 17 216).
- c) A total of 180 998 learners were certificated in SETA-supported learning programmes during the 2016/17 financial year, which was 4.1% (7 180) higher compared to certifications in the 2015/16 financial year.

The National Student Financial Aid Scheme (NSFAS)

- a) The National Student Financial Aid Scheme (NSFAS) allocation during the 2016 academic year was R12.4 billion, which was 33.6% (R3.1 billion) higher than what was allocated in 2015.
- b) During the 2016 academic year, a total of 451 507 students received NSFAS funding, reflecting an 8.8% (36 558) increase compared with 2015. An equal distribution of students from public HEIs and TVET colleges benefited from NSFAS in 2016 (225 950 and 225 557 respectively).

The Funza Lushaka Bursary Scheme

- a) The Funza Lushaka Bursary Scheme which is aimed at targeting previously disadvantaged students who intend studying in the education field offered bursaries to 14 136 students in 2016, reflecting a marginal increase of 0.8% (110) when compared with 2015.
- b) The amount allocated for bursaries was R1.0 billion in 2016, an increase of 4.9% (R46.9 million) compared with 2015.

The Skills Development Levy Fund

- a) During the 2016/17 financial year, the skills levy fund disbursed R15.3 billion, of which R12.3 billion was disbursed to the SETAs and R3.0 billion was disbursed to the National Skills Fund (NSF).
- b) The disbursed levy fund to the SETAs was spent on discretionary grants (R7.6 billion), mandatory grants (R3.1 billion) and administration costs (R1.6 billion).
- c) The NSF supported 170 projects across South Africa with 48 169 beneficiaries, and disbursed more than R5.0 billion during the 2016/17 financial year. Over a quarter of these funds were allocated for student bursaries which were dispensed through NSFAS and the National Research Foundation (NRF).

Public Funding for Post-School Education and Training

- a) A total of R36.5 billion was allocated to public HEIs, TVET and CET colleges during the 2016/17 financial year, which was R2.2 billion more than what was allocated in the 2015/16 financial year.
- b) A larger proportion of the funds was allocated to public HEIs (76.7% or R28.0 billion), while the TVET and CET sectors were allocated 18.0% (R6.6 billion) and 5.3% (R1.9 billion) respectively.

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

South Africa offers a wide range of Post-School Education and Training (PSET) programmes undertaken by 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, 2016

	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	123	149	50	9	279	338	487
Number of students enrolled	975 837	167 408	1 143 245	705 397	273 431	168 911	1 147 739	2 290 984

Sources:

2016 HEMIS database, data extracted in October 2017.

Annual reports submitted by private HEIs to DHET for the 2016 year of reporting.

TVETMIS 2016, data extracted in January 2018.

Public CET College Annual Survey 2016, data extracted in October 2017.

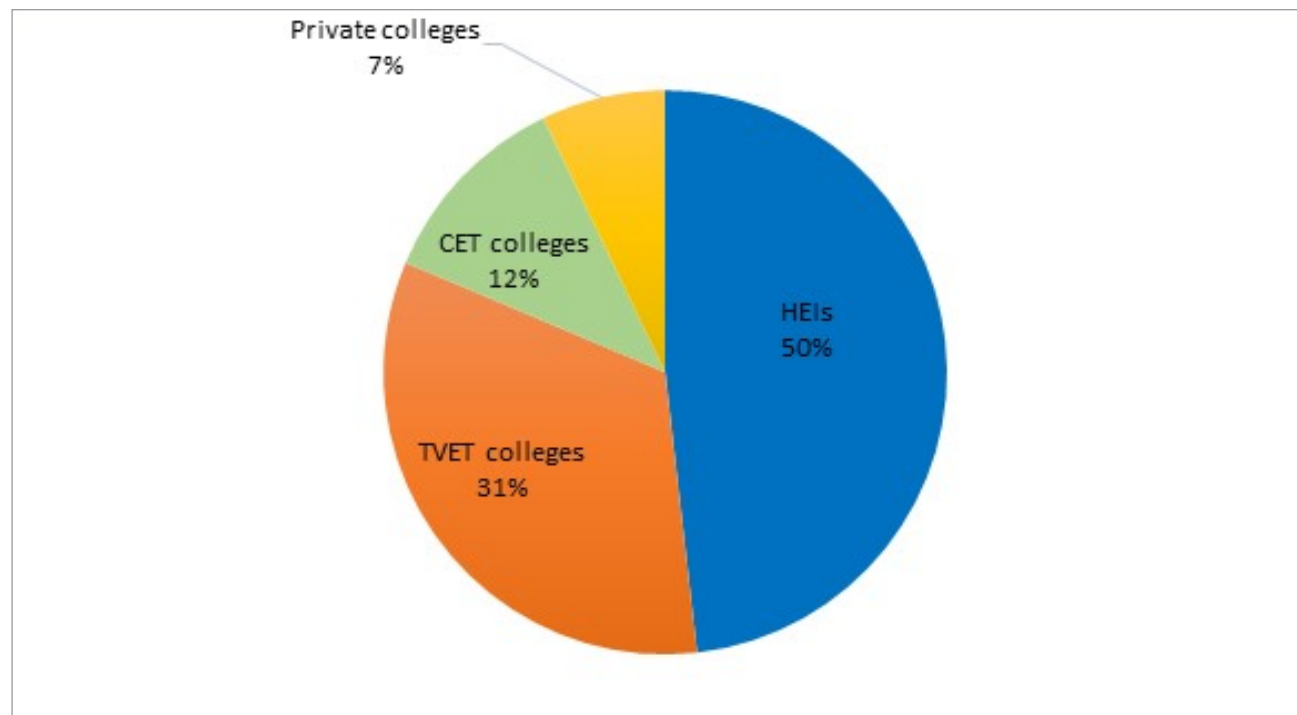
Private College Annual Survey 2016, data extracted in October 2017.

Note 1: Private and public higher education institutions figures were audited.

Note 2: The number of private colleges and private HEIs 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.

South Africa had a total of 487 PSET institutions in 2016, of which the public sector comprised of 26 HEIs, 50 TVET colleges and 9 CET colleges. Almost 2.3 million students enrolled in both public and private PSET institutions in 2016. The higher education and college sector each enrolled approximately 1.1 million students during this period. A higher proportion of students were enrolled in public PSET institutions (85.3% or 1 954 665) while 14.7% (336 319) were enrolled in private PSET institutions.

Figure 3.1: Percentage distribution of student enrolments in post-school education and training institutions, 2016

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

As indicated in Figure 3.1, in 2016 half of total PSET student enrolment was in public and private HEIs. Almost a third of students were enrolled in TVET colleges while a smaller proportion enrolled in CET and private colleges (12% and 7% respectively).

Table 3.2: Number of workers and unemployed persons registered for and certificated in SETA-supported learning programmes, by programme type, 2016/17

	Registered				Certificated			
	Learnerships	Internships	Skills Development Programmes	Total	Learnerships	Internships	Skills Development Programmes	Total
Workers	37 428	n.a.	84 692	122 120	23 688	n.a.	79 146	102 834
Unemployed Persons	64 019	17 216	46 325	127 560	34 392	6 777	36 995	78 164
Total	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998

Source: SETA Quarterly Reports, 2016/17.

Note 1: The category "Learnerships" means a learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship.

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 Development Programmes" refers to programmes that have been undertaken as part qualifications as defined in the NQF Act, 2008.

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

A total of 249 680 learners registered for SETA-supported learning programmes during the 2016/17 financial year. Almost an equal proportion of unemployed and employed learners were registered (51.1% or 127 560 and 48.9% or 122 120 respectively). The majority of learners in SETA supported learning programmes had registered for skills development programmes and learnerships.

A total of 180 998 students were certificated in SETA-supported learning programmes, with 56.8% or 102 834 certificates awarded to workers and 43.2% or 78 164 awarded to unemployed learners. Similar to registration figures, a higher proportion of learners obtained certificates for skills development programmes (64.2% or 116 141) and learnerships (32.1% or 58 080).

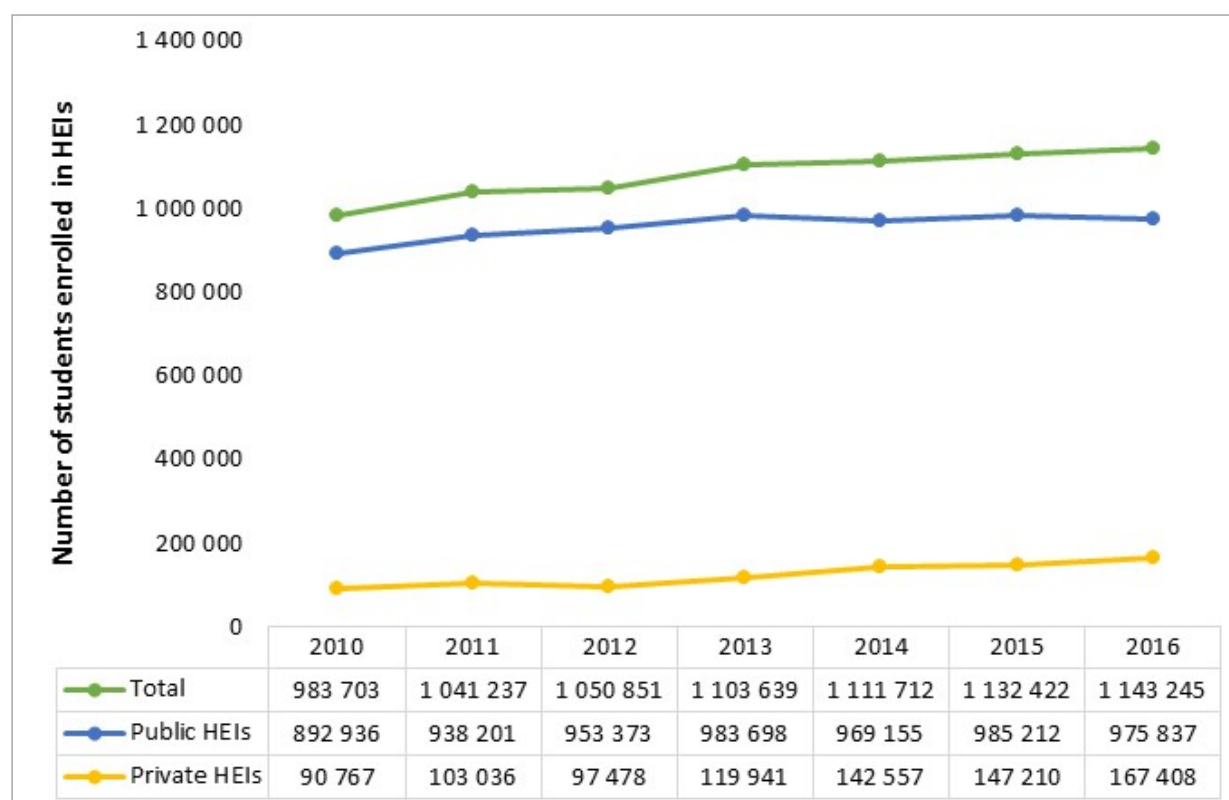
4. HIGHER EDUCATION INSTITUTIONS

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

The Higher Education (HE) Sector is intended to perform the following three functions as outlined in the National Development Plan (NDP): a) educate and equip people with high-level skills to meet the employment needs of the public and private sectors; b) produce new knowledge and assess and find new applications for existing knowledge; and c) provide opportunities for social mobility while strengthening equity, social justice and democracy to deal with the injustices brought about by the apartheid system. In 2016, the HE sector comprised of 26 universities and 123 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 its two new Universities (which were established in 2014), namely, the University of Mpumalanga and Sol Plaatje University. The Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015, and the Department will as with the other two new universities, continue to oversee the development of this university.

Figure 4.1: Number of students enrolled in public and private HEIs, 2010 – 2016



Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

2016 HEMIS database, data extracted in October 2017.

Annual reports submitted by private HEIs to the DHET for the 2016 year of reporting.

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

As indicated in Figure 4.1, a positive trend in student enrolment in HEIs can be observed over the period 2010–2016, when student enrolment in HEIs grew by 159 542. Much of this growth was in public HEIs, where enrolment increased by 82 901. However, although growth in student enrolment in private HEIs over the period 2010-2016 does not match that of public HEIs in actual numbers, it is interesting to note that student enrolment in private HEIs almost doubled and grew by 84.4% or 76 641 over the seven year period. Consequently, the proportion of HEIs students in public HEIs declined from 90.8% in 2010 to 85.4% in 2016, while that for private HEIs increased from 9.2% to 14.6% in the same period.

Student enrolment in public and private HEIs reached a total of 1.1 million in 2016, which was 1.0% or 10 823 higher than enrolment in 2015. Public HEIs student enrolment in 2016 was 975 837, reflecting a 1.0% (9 375) decrease compared to 2015. On the other hand, enrolment in private HEIs increased to 167 408 in 2016, which was 13.7% (20 198) higher compared to 2015.

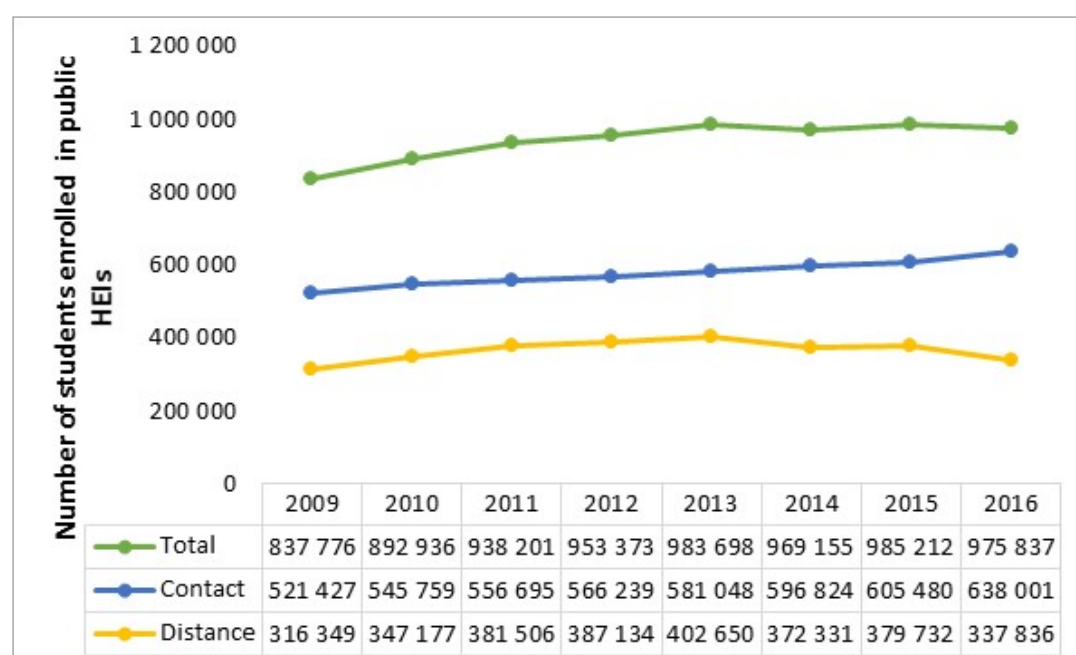
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIS)

4.2.1 Introduction

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

4.2.2 Enrolment in public Higher Education Institutions (HEIs)

Figure 4.2: Number of students enrolled in public HEIs by attendance mode, 2009 – 2016



Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

2016 HEMIS database, data extracted in October 2017.

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.

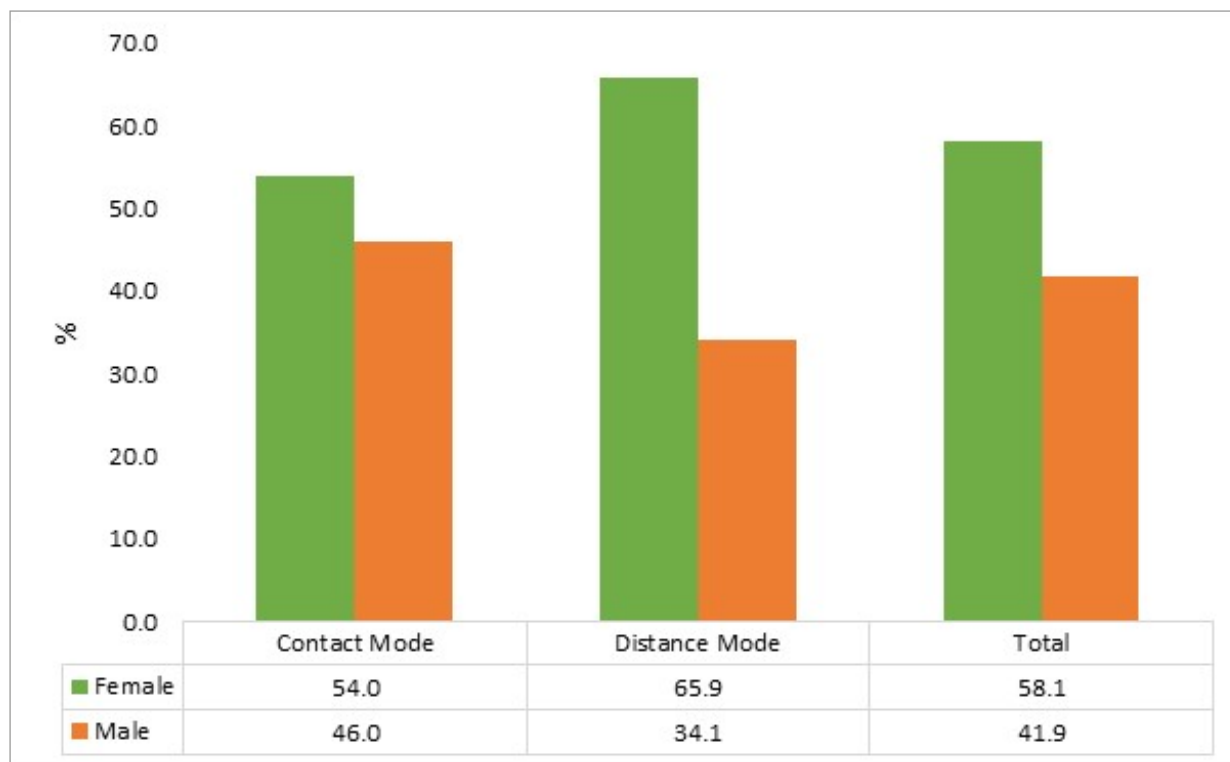
Note 2: The distance mode of study involves interaction with lecturers or supervisors through distance education techniques, such as written correspondence, telematics and/or the internet.

Since 2009, the majority of students enrolled in public HEIs have been learning through the contact mode, as opposed to the distance mode. Between 2009 and 2016, the proportion of students engaging in the contact mode of learning increased by 22.4% (116 574), while that for distance mode students increased by 6.8% (21 487). However, as can be seen in Figure 4.2, student enrolment through the distance mode of study has been declining since 2014.

In 2016, almost two thirds of students were enrolled through contact mode (65.4% or 638 001) while 34.6% or 337 836 students enrolled through the distance mode of learning, resulting in total enrolment of 975 837. Table 10.2 of the Appendix indicates that majority of students enrolled through contact mode of learning were from the Tshwane University of Technology (57 876 or 9.1%), the University of Johannesburg (51 795 or 8.1%) and the University of Pretoria (48 921 or 7.7%). Almost 90% of students enrolled through the distance mode of learning were from UNISA which offers only distance mode of learning. Eleven out of 26 public HEIs offered distance mode of learning in 2016.

As indicated in Figure 4.2, enrolment in 2016 enrolment was 1.0% (9 375) lower compared to that in 2015. The main contributor to this decline was the University of South Africa (UNISA), a distance mode institution, which enrolled 38 620 less students in 2016 compared with 2015.

Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2016



Source: 2016 HEMIS database, data extracted in October 2017.

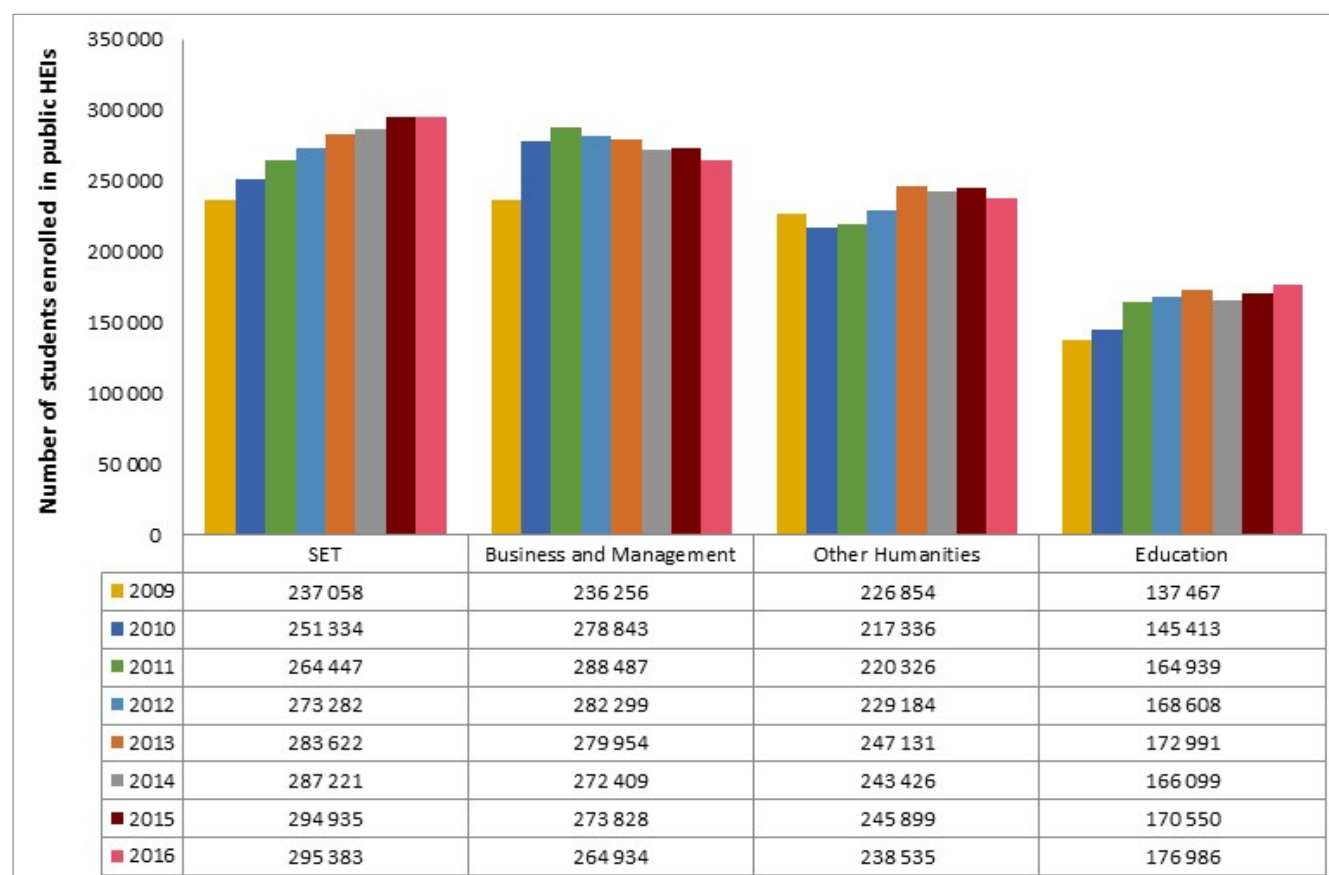
More than half of the students enrolled in public HEIs in 2016 were women (58.1%), while 41.9% were men. Female student enrolment was higher than that of males for both the contact as well as distance mode of learning. A larger gender disparity was observed for distance mode of learning where almost two thirds of students were females (65.9%) compared to just over a third of males (34.1%) enrolled through this mode of learning.

Table 4.1: Number of students enrolled in public HEIs by attendance mode, population group and gender, 2016

Population group	Contact			Distance			Total			
	Female	Male	Unspecified	Female	Male	Unspecified	Female	Male	Unspecified	Total
African	242 678	209 000	7	165 530	84 266	1	408 208	293 266	8	701 482
Coloured	25 798	17 291	2	12 654	6 217	1	38 452	23 508	3	61 963
Indian/Asian	16 605	13 850	0	13 514	6 481	0	30 119	20 331	0	50 450
White	55 429	49 610	2	29 985	17 463	0	85 414	67 073	2	152 489
Unspecified	4 018	3 703	8	908	816	0	4 926	4 519	8	9 453
Total	344 528	293 454	19	222 591	115 243	2	567 119	408 697	21	975 837

Source: 2016 HEMIS database, data extracted in October 2017.

The majority of students enrolled in public HEIs were Africans (71.9% or 701 482), followed by white students (15.6% or 152 489), coloured students (6.3% or 61 963) and Indian/Asian students (5.2% 50 450). The gender differences were higher within the African population, where 114 942 more female students were enrolled compared to males. Lower gender differences were recorded for Indian/Asian, coloured and white students.

Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2009 – 2016

Sources:

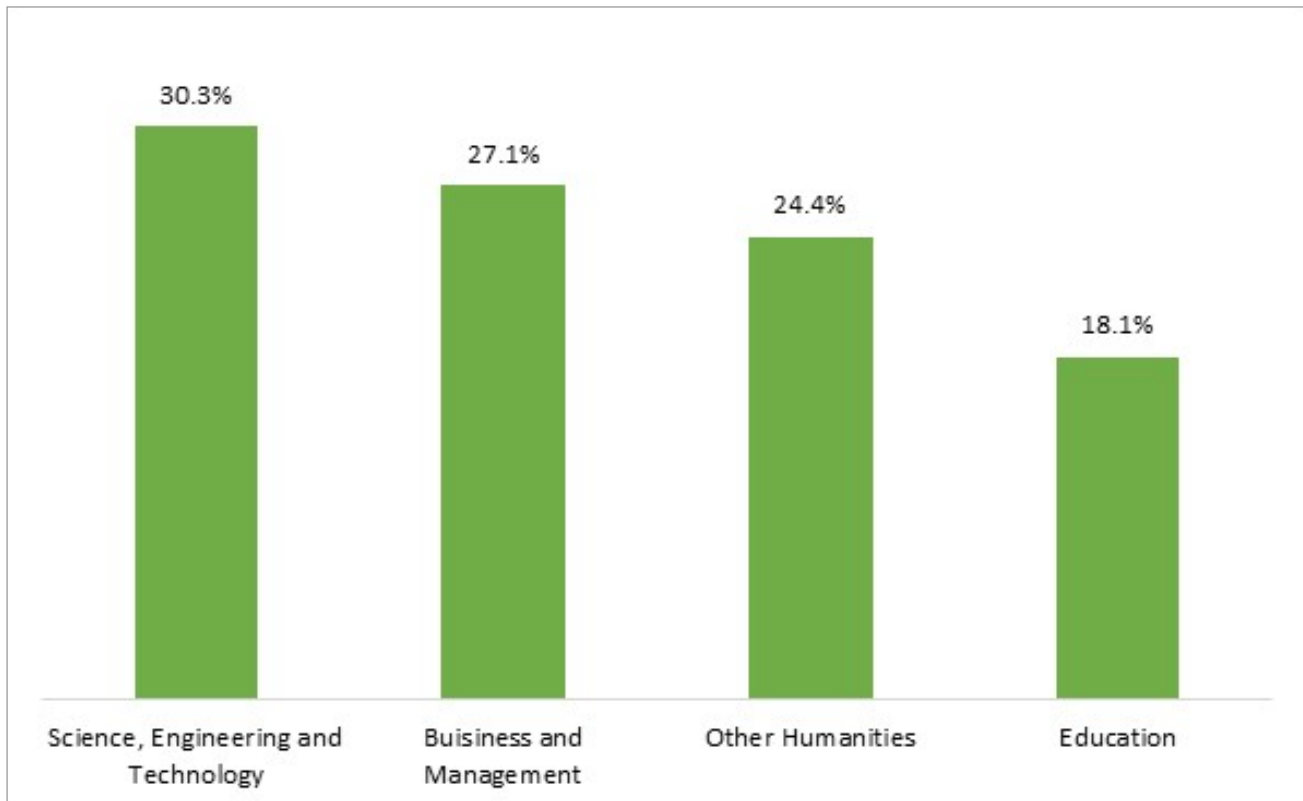
Statistics on Post-School Education and Training in South Africa, 2015.

2016 HEMIS database, data extracted in October 2017.

Figure 4.4 shows that the majority of student enrolments were in the Business and Management field of study for the period 2010–2012. However, since 2013, more students enrolled in the Science, Engineering and Technology (SET) field, followed by Business and Management and other Humanities fields of study.

An upward trend can be observed for the SET field of study over the period 2009–2016, with a growth of 24.6% (58 325) recorded over this period. Even though enrolment in the Education field of study was lower, a (28.7% or 39 519) increase in student enrolment was recorded between 2009 and 2016. Enrolment in the Business and Management field of study increased by 12.1% or 28 678, while other Humanities recorded a lower increase of 5.1% or 11 681.

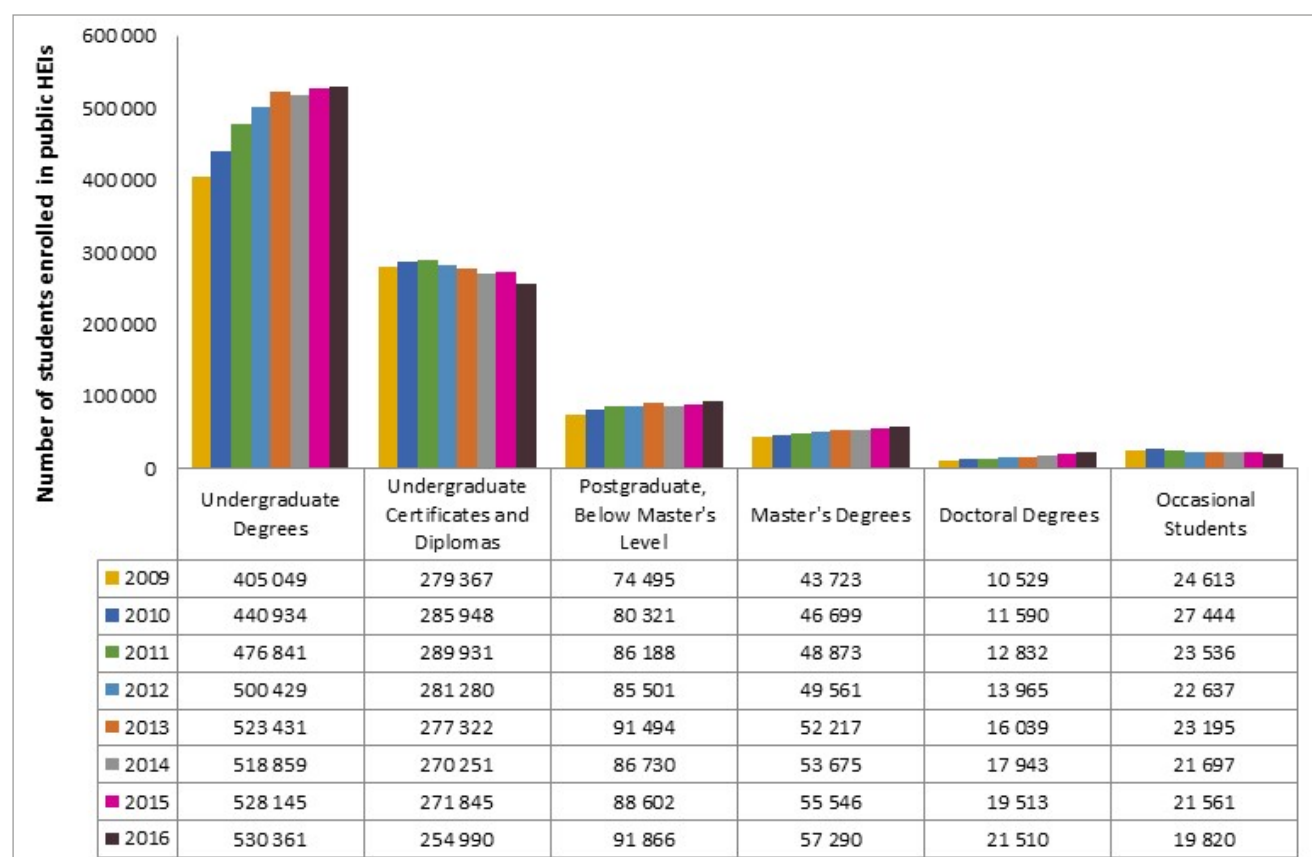
Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2016



Source: 2016 HEMIS database, data extracted in October 2017.

Figure 4.4 and 4.5 shows that in 2016, the majority of students were enrolled in the SET field of study (30.3% or 295 383), followed closely by Business and Management (27.1% or 264 934). Other Humanities and Education fields of study contributed 24.4% or 238 535 and 18.1% or 176 986 respectively to total enrolment. UNISA contributed the most to enrolment in the SET field of study followed by the University of Pretoria and Tshwane University of Technology (34 363; 25 915 and 23 168 respectively). UNISA also contributed largely to enrolment in Business and Management (93 922), other Humanities (91 569) and Education (79 471) fields of study (see Table 10.1 of the Appendix).

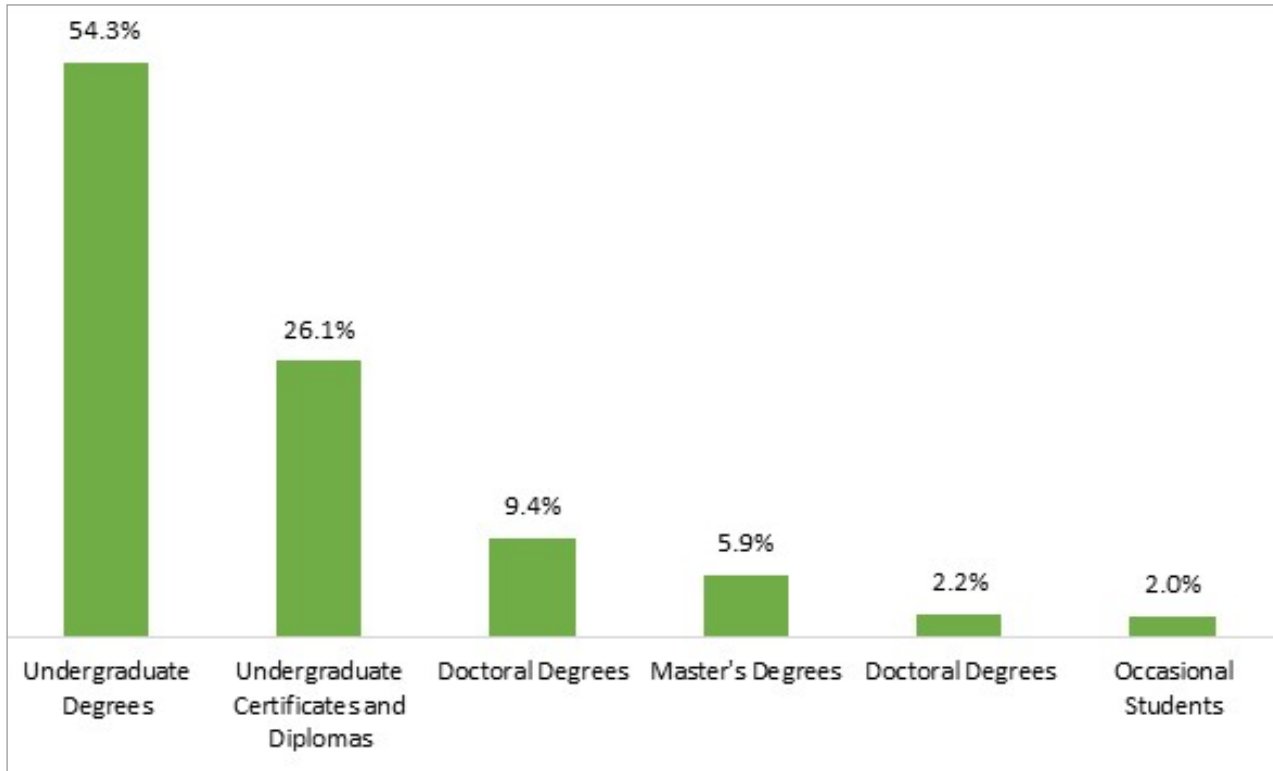
Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2009 – 2016

**Sources:**

Statistics on Post-School Education and Training in South Africa, 2015.
2016 HEMIS database, data extracted in October 2017.

As indicated in Figure 4.6, student enrolment for the 2009-2016 period was mainly for undergraduate degrees, followed by undergraduate certificates and diplomas. An upward trend can be observed for student enrolment in undergraduate degrees throughout the period under review while enrolment for the other qualification types either slightly increased or decreased.

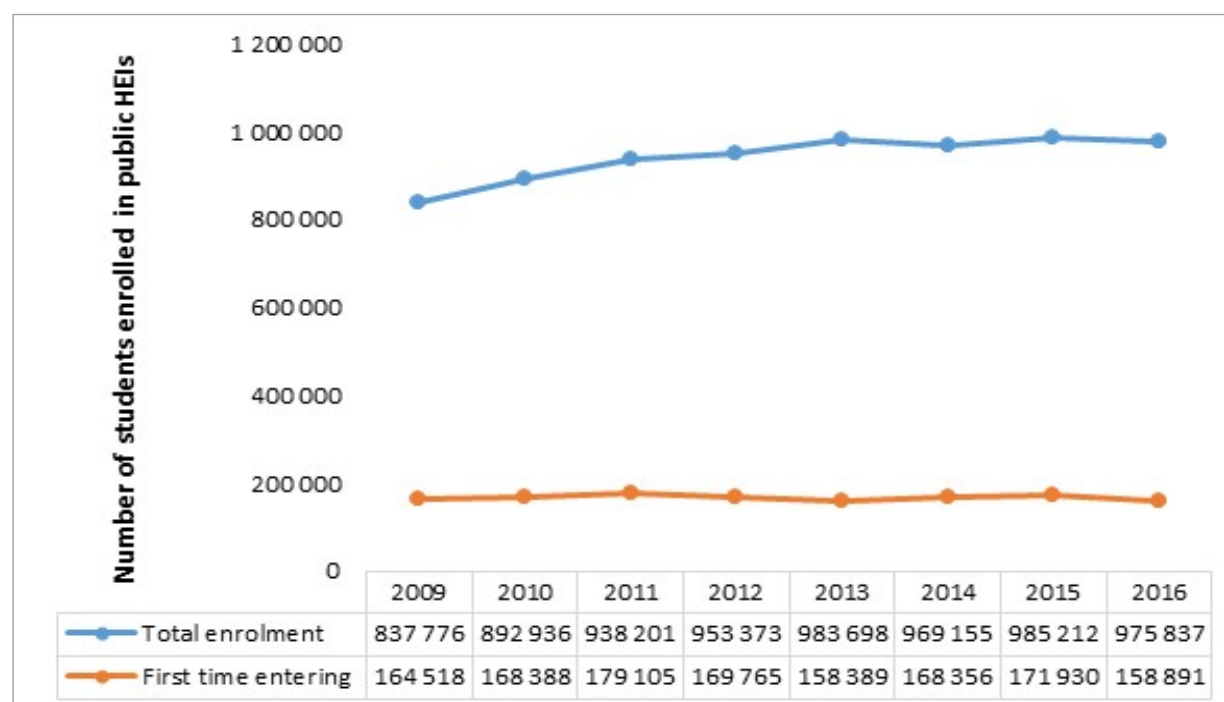
Enrolment for doctoral degrees more than doubled over the period 2009–2016 (increase of 104.3% or 10 981). Increases over this period was also recorded for Master's degrees (31.0% or 13 567), undergraduate degrees 30.9% or 125 312 and postgraduate below Master's level (23.3% or 17 371). Enrolment in occasional studies and undergraduate certificates and diplomas enrolment declined by 19.5% or 4 793 and 8.7% or 24 377 respectively during 2009–2016.

Figure 4.7: Proportion of students enrolled in public HEIS by qualification type, 2016

Source: 2016 HEMIS database, data extracted in October 2017.

Figure 4.6 and 4.7 indicates that during 2016, more than half of all university students enrolled for undergraduate degrees (54.3% or 530 361) and over a quarter were enrolled for undergraduate certificates and diplomas (26.1% or 254 990). A lower proportion of occasional students (2.0% or 19 820) and Doctoral degrees students (2.2% or 21 510) enrolled in 2016. UNISA contributed largely to enrolment for undergraduate degrees (175 535), undergraduate certificates and diplomas (64 767), postgraduate below Master's level (38 486) and occasional students (12 857), while Wits university and the University of KwaZulu-Natal contributed the most to Master's and Doctoral degrees enrolment (7 127 and 3 044 respectively) (see Table 10.1 of the Appendix).

Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2009 – 2016

**Sources:**

Statistics on Post-School Education and Training in South Africa, 2015.
 2016 HEMIS database, data extracted in October 2017.

Over the the period 2009–2016, about 16-20% of total student enrolment in public HEIs comprised of first-time entering students. Enrolment for first-time entering students has been increasing and reached a peak in 2011 (179 105), only to decline to the lowest level in 2013 (158 389). An improvement occurred during 2014-2015, and declined again in 2016 to 158 891. In 2016, more than a third of first-time entering students were enrolled at UNISA (19 164), Tshwane University of Technology (13 727), the University of Johannesburg (11 311) and North West University (11 166) (Table 10.3 of the Appendix).

The number of fist-time entering students in 2016 was 3.4% (5 627) lower compared to that in 2009 and 7.6% (13 039) lower compared to 2015. The main contributor to the decrease in the number of first-time entering students between 2015 and 2016 was UNISA, which enrolled 24 017 less first-time students in 2016 compared with 2015. However, these decreases were counteracted to a certain extent by increases in enrolment at the University of Free State (3 048), North West University (1 807), Vaal University of Technology (1 637) and the University of Western Cape (1 009) (Table 10.3 of the Appendix).

Table 4.2: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2016

Country	Contact							Distance						Total Contact and Distance	
	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees		Total Distance
Zimbabwe	59	534	4 965	896	2 553	1 952	10 959	353	1 628	9 939	1 816	632	315	14 683	25 642
Namibia	28	225	1 165	422	656	151	2 647	44	918	675	1 384	119	25	3 165	5 812
Nigeria	21	247	347	201	870	1 391	3 077	57	103	496	166	83	80	985	4 062
Swaziland	18	486	978	115	314	141	2 052	40	223	948	256	115	17	1 599	3 651
Democratic Republic of the Congo	27	1 738	668	99	268	97	2 897	48	207	285	68	34	21	663	3 560
Lesotho	40	485	1 133	299	503	179	2 639	34	182	381	142	45	14	798	3 437
Botswana	7	49	449	74	329	144	1 052	25	104	585	50	35	13	812	1 864
Zambia	4	80	361	91	370	205	1 111	16	58	471	48	45	24	662	1 773
United States of America	967	3	59	24	162	152	1 367	2	1	26	10	5	54	98	1 465
Kenya	10	28	291	51	311	400	1 091	5	8	138	30	55	38	274	1 365
Other foreign nationalities	1 410	1 689	3 338	785	3 009	2 632	12 863	128	457	1 821	571	316	594	3 887	16 750
Total	2 591	5 564	13 754	3 057	9 345	7 444	41 755	752	3 889	15 765	4 541	1 484	1 195	27 626	69 381

Source: 2016 HEMIS database, data extracted in October 2017.

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" 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), MBChB, BFA.

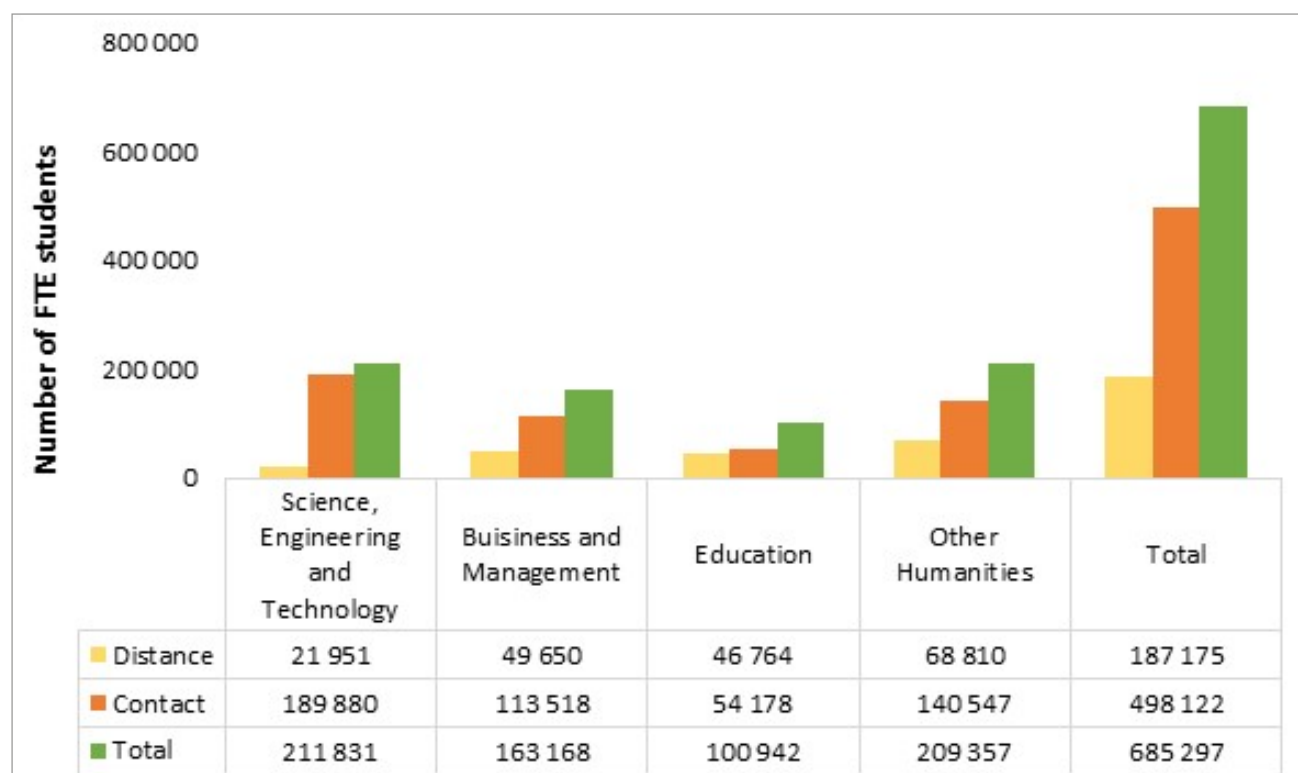
Note 5: The category "Postgraduate, Below Master's level" includes Postgraduate and Post-Diploma Diplomas, Postgraduate Bachelor's degrees, and Honours degrees.

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

A total of 69 381 students of foreign nationality enrolled in public HEIs in 2016, comprising 7.1% of total enrolment in public HEIs. More than a third of all foreign national students were from Zimbabwe (37.0% or 25 642), while a smaller proportion of students were from Kenya (2.0% or 1 365) and the United States of America (2.1% of 1 465).

Three in every five foreign national students were enrolled through the contact mode of learning (60.2% or 41 755), while 39.8% or 27 626 of them enrolled for distance mode of learning. Almost a third of foreign national students who enrolled through contact mode did so for undergraduate degrees (32.9% or 13 754), followed by enrolment for Master's degrees (22.4% or 9 345) and Doctoral degrees (17.8% or 7 444). For the distance mode of learning, more than half of the students enrolled for undergraduate degrees (57.1% or 15 765).

Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2016



Source: 2016 HEMIS database, data extracted in October 2017.

A total of 685 297 Full-Time Equivalent (FTE) students were recorded in 2016, of which 498 122 or 72.7% were enrolled through contact mode and 187 175 or 27.3% enrolled through distance mode of learning. For the contact mode of learning, the largest FTEs were for SET (189 880 or 38.1%) followed by all other Humanities and Social Sciences (140 547 or 28.2%) fields of study. A quarter of FTE enrolments for contact mode students were recorded in Tshwane University of Technology, the University of Johannesburg and the University of Pretoria (42 016; 39 948 and 39 353 respectively) (see Table 10.4 of the Appendix).

More than a third of FTE enrolments among students enrolled for the distance mode of learning were recorded in other Humanities field of study (68 810 or 36.8%), with UNISA having the highest of these FTEs (167 622). Over half of FTEs were in the Business and Management and Education fields of study (see Table 10.4 of the Appendix).

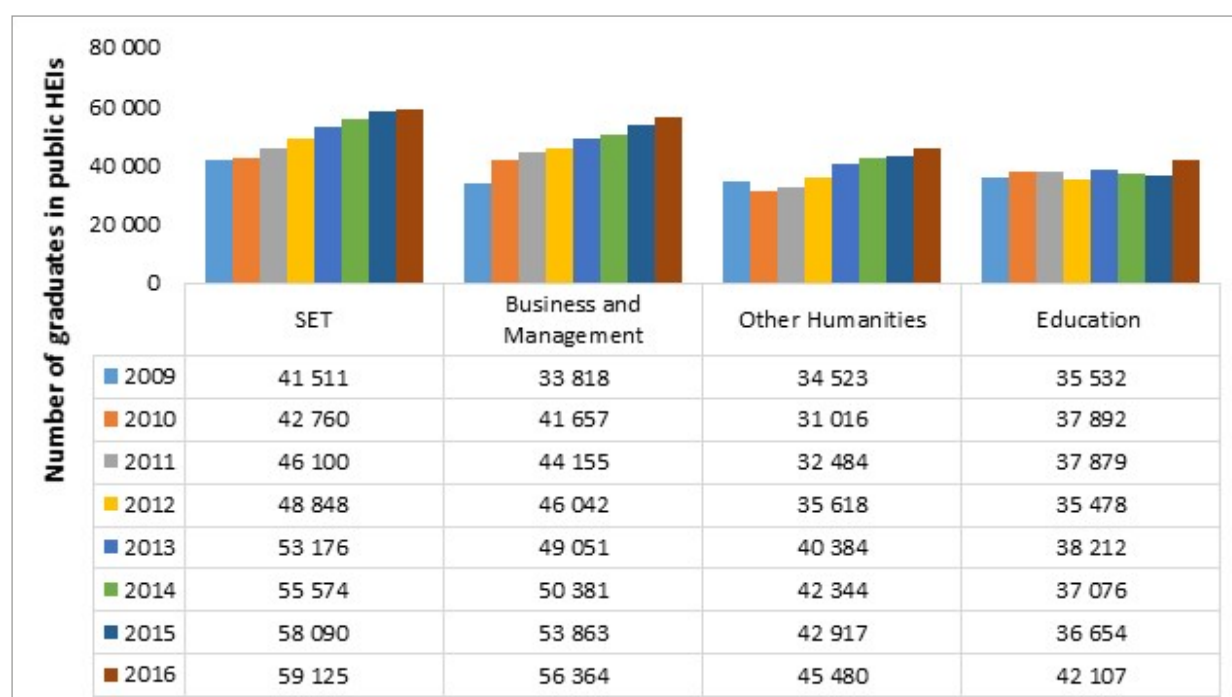
Table 4.3: Number of students according to primary disability in public HEIs by gender, 2016

Disability	Female	Male	Unspecified	Total
Communication (talking, listening)	45	104	0	149
Emotional (behavioural or psychological)	222	153	1	376
Hearing (even with a hearing aid)	292	231	0	523
Intellectual (difficulties in learning)	529	747	1	1 277
Multiple	60	32	0	92
Physical (moving, standing, grasping)	988	899	0	1 887
Sight	928	836	0	1 764
Disabled but unspecified	784	672	1	1 457
Total	3 848	3 674	3	7 525

Source: 2016 HEMIS database, data extracted in October 2017.

In 2016, just under 1% (7 525) of students enrolled in public HEIs reported to have some disability, of which 51.1% (3 848) were female while 48.8% (3 674) were male students. Almost half of the students reported physical and sight disabilities (1 887 or 25.1% and 1 764 or 23.4%). Fewer students reported multiple disabilities (92 or 1.2%).

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 – 2016

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

2016 HEMIS database, data extracted in October 2017.

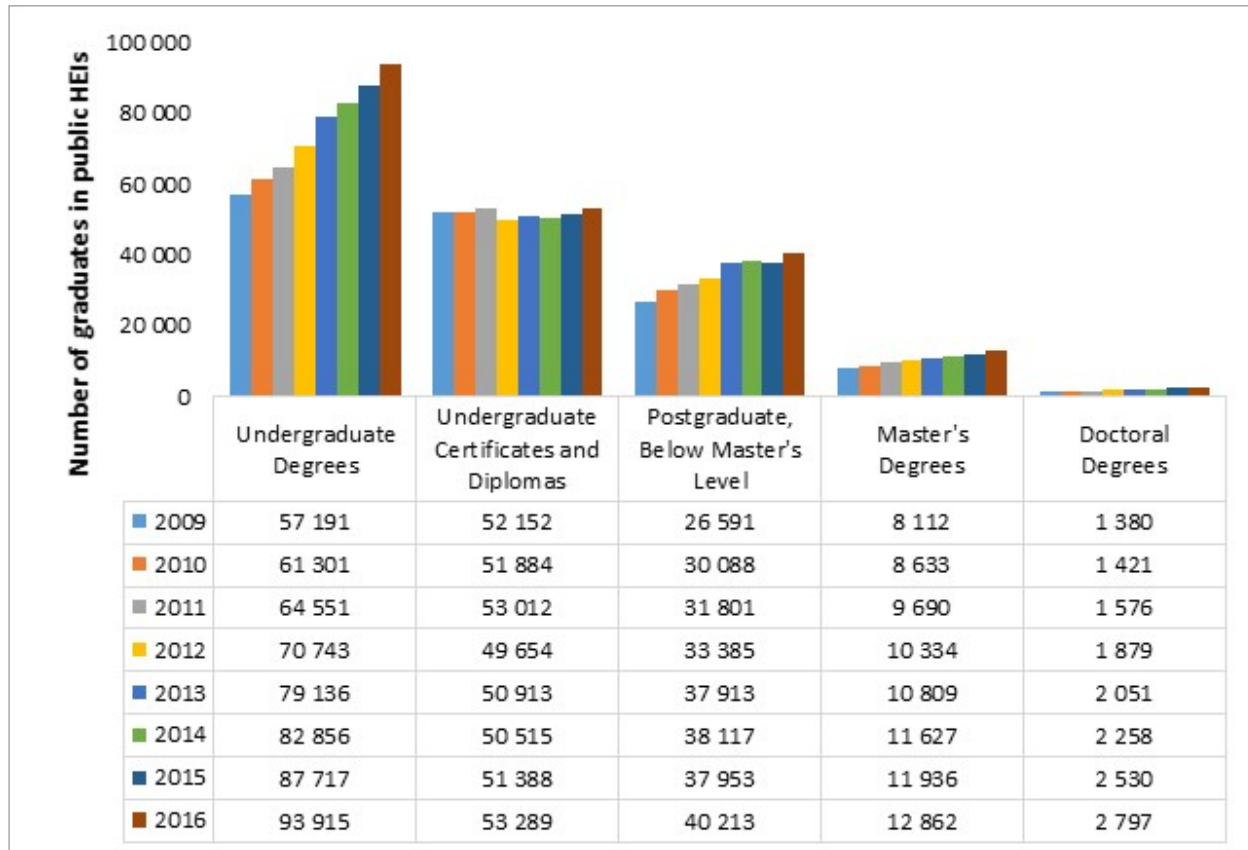
An upward trend can be observed in the number of graduates in the SET, Business and Management and other Humanities fields of study over the period 2009–2016. The number of graduates from Education programmes were virtually stable over the period 2009–2015, but increased significantly in 2016.

The total number of graduates from public HEIs in 2016 was 203 076, the highest during the period under review, reflecting a 39.7% or 57 692 increase between 2009 and 2016. Increases during this period were recorded in Business and Management (66.7% or 22 546), SET (42.4% or 17 614), other Humanities (31.7% or 10 957) and Education (18.5% or 6 575) fields of study.

The majority of 2016 graduates were in the SET (29.1% or 59 125), followed by Business and Management (27.8% or 56 364), all other Humanities (22.4% or 45 480) and Education (20.7% or 42 107) fields of study. These figures suggest that the majority of graduates from public HEIs are from the Humanities field of study (which includes Education and other Humanities), comprising 43% (87 587) of all graduates.

The University of Pretoria and Tshwane University of Technology recorded the highest number of graduates in the SET field of study (5 268 and 4 659 respectively). UNISA on the other hand produced a high number of graduates in the Education (15 789), Business and Management (12 991) and other Humanities (10 867) fields of study. This university also enrolled a higher proportion of students in the same fields of study (see Tables 10.1 and 10.5 of the Appendix).

In 2016, about 8.8% (25 915) of students in the SET field of study were enrolled in the University of Pretoria and 8.9% (5 268) of students graduated in the same field of study. Tshwane University of Technology enrolled 7.8% (23 168) of students in the SET field of study and 7.9% (4 659) graduated. UNISA enrolled a larger proportion of students in the SET field of study (11.6% or 34 363) and 6.2% (3 642) graduated (see Tables 10.1 and 10.5 of the Appendix) (Note: graduates referred to enrolled in the previous academic years).

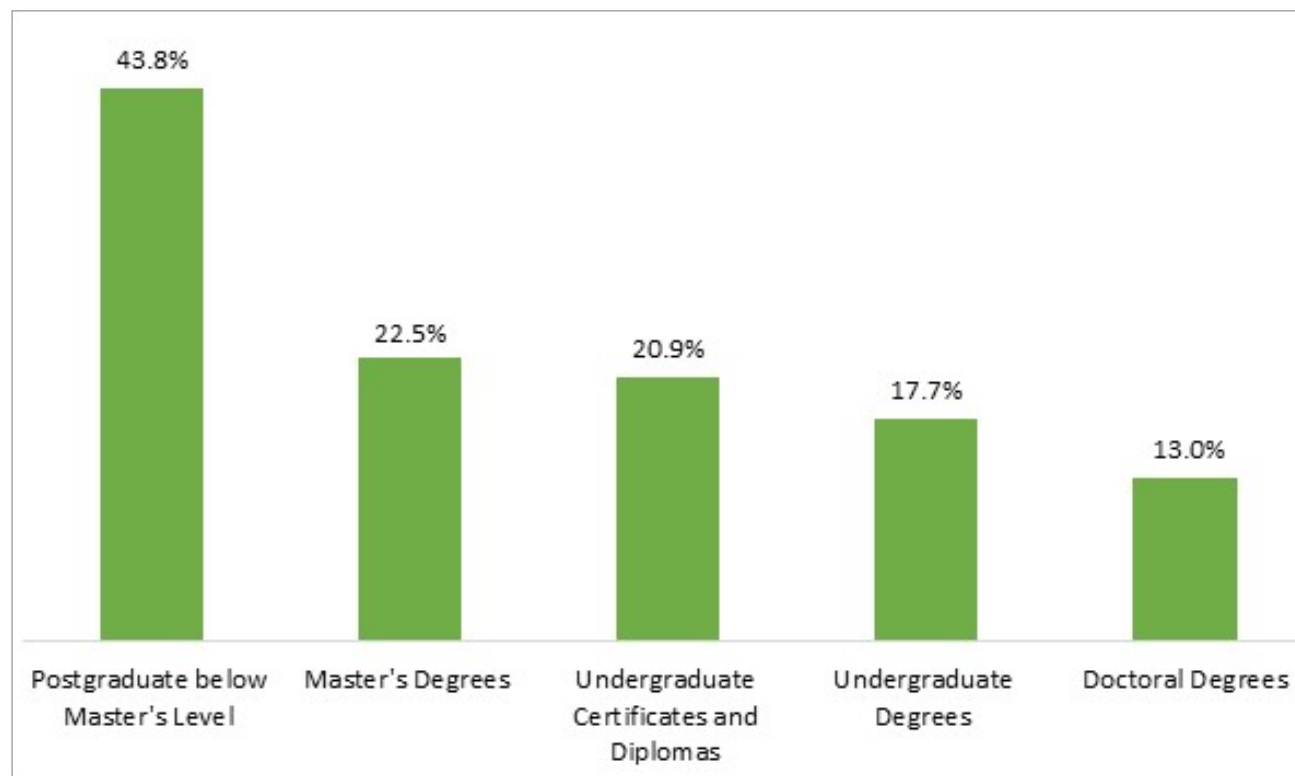
Figure 4.11: Number of graduates from public HEIs by qualification type, 2009 – 2016

Sources:
 Statistics on Post-School Education and Training in South Africa, 2015.
 2016 HEMIS database, data extracted in October 2017.

An upward trend can be observed in the number of graduates for all the qualification types throughout the period 2009-2016, with the highest increases recorded for Doctoral degrees (102.7% or 1 417) and undergraduate degrees (64.2% or 36 724). A lower increase was for the undergraduate certificates and diplomas (2.2% or 1 137).

In 2016, a large number of graduates in public HEIs obtained undergraduate degrees (46.2% or 93 915), followed by undergraduate certificates and diplomas (26.2% or 53 289). UNISA produced 19 546 graduates in undergraduate degrees, 12 587 in undergraduate certificates and diplomas and 9 825 in postgraduate below Master's level.

More than a third of students who graduated for Master's degrees in 2016 were from the University of Pretoria (14.1% or 1 881), the University of Witwatersrand (11.2% or 1 442) and the University of Stellenbosch (11.2% or 1 435). The University of KwaZulu-Natal (12.9% or 361), the University of Pretoria (10.8% or 302) and UNISA (10.6% or 296) produced the highest proportion of Doctoral degrees graduates.

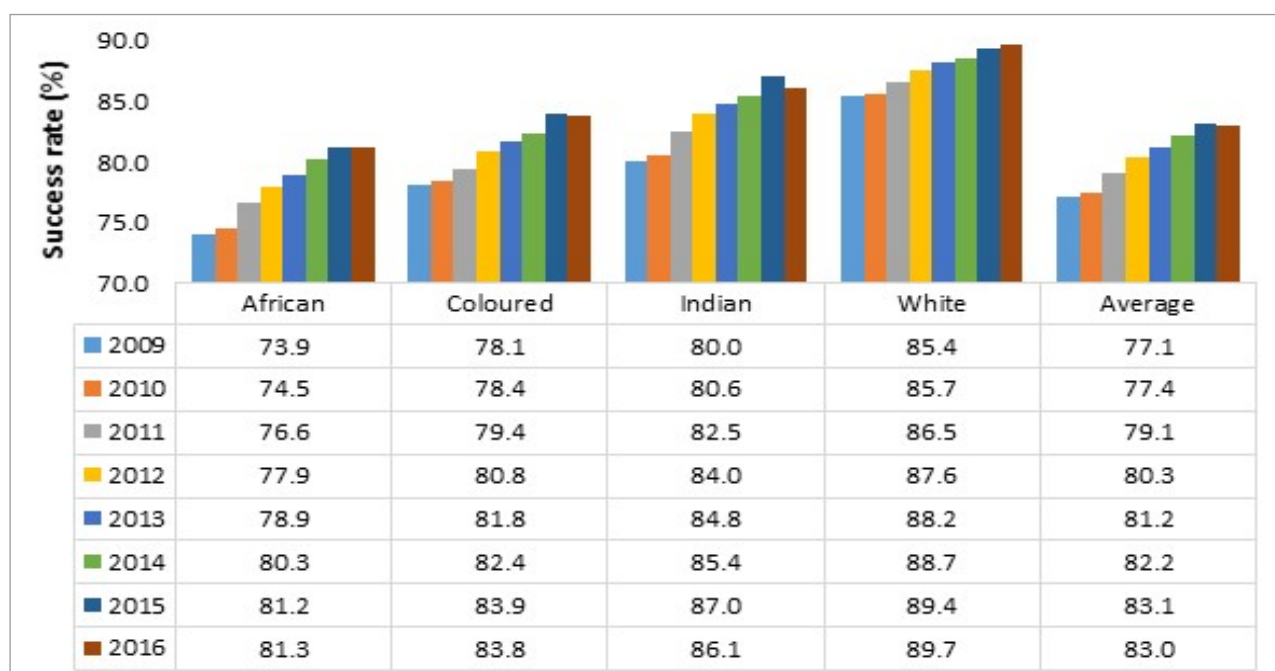
Figure 4.12: Average graduation rates in public HEIs by qualification type, 2016

Source: 2016 HEMIS database, data extracted in October 2017.

Average graduation rates in 2016 ranged between 13-44%, with the highest average for postgraduate below Master's level (43.8%) and the lowest for Doctoral degrees (13.0%). The average graduation rates for Masters degrees, undergraduate certificates and diplomas and undergraduate degrees were almost similar.

The University of Venda and Rhodes University produced higher graduation rates for Postgraduate below Master's level (87% and 81%), the University of Pretoria and the University of Western Cape (65% and 57%) for undergraduate certificates and diplomas, Mangosuthu University of Technology and Vaal University of Technology (41% each) for undergraduate degrees, Rhodes University and the University of Pretoria for Master's degrees (31% and 30%) and Walter Sisulu University for Doctoral degrees (21%) (see Table 10.6 of the Appendix).

Figure 4.13: Percentage distribution of average undergraduate success rates in public HEIs, by contact education programmes and population group, 2009 – 2016



Source: 2016 HEMIS database, data extracted in October 2017.

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.

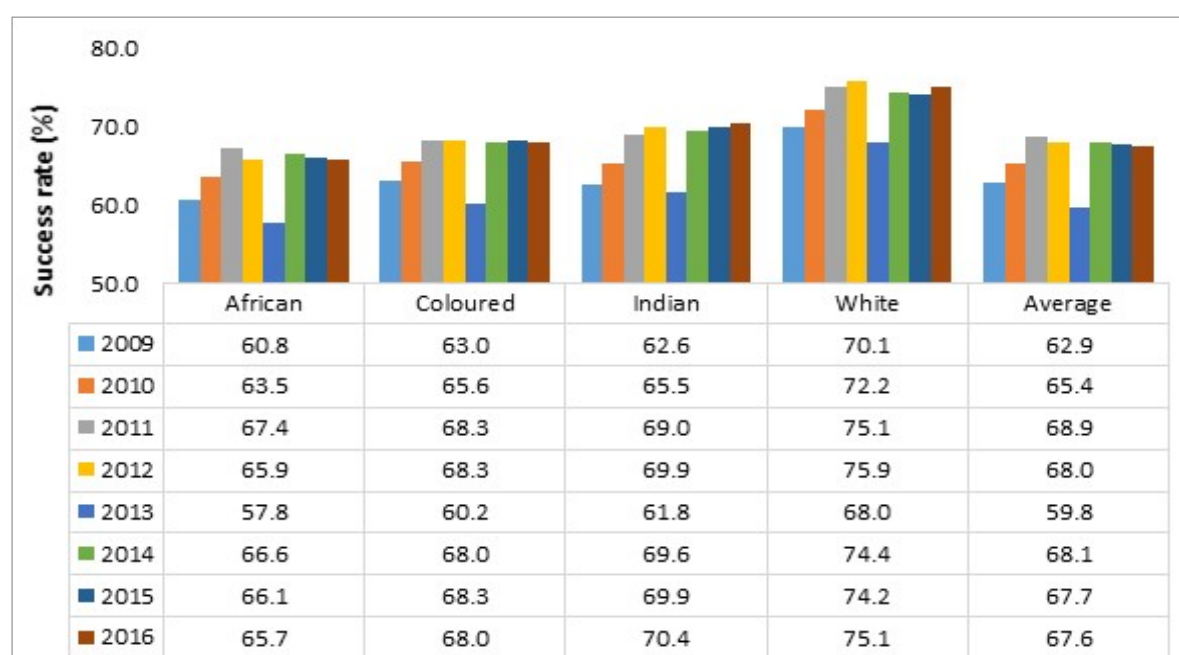
An increasing trend in the success rate for all population groups can be observed over the period 2009–2016, and the average undergraduate success rate for contact mode of learning in public HEIs increased by 5.9 percentage points over the same period. Success rates has been consistently higher for white students, followed by Indian/Asian students. The lowest success rate was for African students followed by coloured students.

Even though a lower success rate was recorded for African students, they recorded a higher improvement of 7.4 percentage points between 2009 and 2016, while the white students recorded a lower improvement of 4.3 percentage points in the same period. The success rate for Indian/Asian students increased by 6.1 percentage points while that of coloured students increased by 5.7 percentage points in the same period.

In 2016, a success rate of 83.0% was reported for contact mode students, with students of the white, Indian/Asian and coloured population groups recording higher than average success rates (89.7%; 86.1% and 83.8%), while African students recorded lower than average success rate (81.3%).

Almost two thirds of universities (17 out of 26) reported higher than average success rates for contact mode of learning, with the highest success rate recorded in Sefako Makgato Health Science University (89.6%). Vaal University of Technology recorded the lowest success rate (75.5%) (see Table 10.7 of the Appendix).

Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs, by distance education programmes and population group, 2009 – 2016



Source: 2016 HEMIS database, data extracted in October 2017.

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

The average success rate for distance mode students has been increasing since 2010–2012, but decreased to the lowest level in 2013, and picked up in the subsequent years. The success rate was higher for white students and lower for African and coloured students over the period under review. The average success rate for 2016 was 67.6%, which was 4.6 percentage points higher compared with 2009 (62.9%). Over the period 2009–2016, success rates increased for all population groups, with the highest increase recorded for Indian/Asian students (7.8 percentage points) and the lowest for African students (4.9 percentage points).

In 2016, students of all population groups except Africans recorded higher than average success rates. The highest success rate for distance mode students was in the University of Cape Town (93.6%), and lowest in Nelson Mandela Metropolitan University (34.5%). African students had the highest success rate in the University of KwaZulu-Natal (91.7%), coloured and Indian/Asian students in the University of KwaZulu-Natal and the University of Pretoria (100%) while white students' success rate was highest in the University of Pretoria (100%) and the University of Cape Town (96.8%) (see Table 10.7 of the Appendix).

4.2.4 Staffing in public Higher Education Institutions (HEIs)

Table 4.4: Number of permanent staff in public HEIs, by population group, gender and personnel categories, 2016

Population group	Instruction and research			Administrative			Services			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
African	2 836	4 232	7 068	7 944	6 776	14 720	3 454	3 883	7 337	14 234	14 891	29 125
Coloured	688	624	1 312	3 246	1 933	5 179	243	381	624	4 177	2 938	7 115
Indian/Asian	840	759	1 599	1 088	716	1 804	8	46	54	1 936	1 521	3 457
White	4 570	4 293	8 863	5 563	2 524	8 087	40	43	83	10 173	6 860	17 033
Unspecified	77	295	372	32	31	63	162	57	219	271	383	654
Total	9 011	10 203	19 214	17 873	11 980	29 853	3 907	4 410	8 317	30 791	26 593	57 384

Source: 2016 HEMIS database, data extracted in October 2017.

The number of permanent staff in public HEIs was 57 384 in 2016, with more than half of them being administrative staff (52.0% or 29 853), a third were Instruction and Research staff (33.5% or 19 214) and 14.5% or 8 317 were Services staff.

More than half of the staff were Africans (50.8% or 29 125), followed by white staff (29.7% or 17 033). Coloured and Indian/Asian accounted for less than 20% of permanent staff in public HEIs (12.4% or 7 115 and 6.0% or 3 457 respectively). There were more female administrative staff compared to males, while more male staff were employed in the instruction and research and services categories as compared to females.

UNISA and the University of Cape Town employed the largest proportion of staff in 2016 (5 331 or 9.3% and 4 909 or 8.6% respectively). UNISA also employed more administrative and instruction and research staff (3 218 and 1 794 respectively) while the University of KwaZulu-Natal employed more services staff (1 334) when compared with other public HEIs.

A high proportion of services staff were black staff (i.e. African, Indian/Asian and coloured) (96%), and only 52% of them were instruction and research staff. Universities that had the lowest proportion of instruction and research staff were the University of Stellenbosch (23%), the University of Free State (26%), the University of Pretoria (26%) and Rhodes University (29%) (see Table 10.9 of the Appendix).

4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

4.3.1 Introduction

In terms of the Public Notice (Government Gazette No. 19389, dated 30 October 1998), no private institution is permitted to offer higher education in South Africa as of 1 January 2000, unless registered with the Department of Higher Education and Training (the Department). In terms of the Higher Education Act, 1997 (Act No. 101 of 1997), and the Regulations for the Registration of Private Higher Education Institutions published in Government Gazette No. 39880, dated 31 March 2016, all private institutions providing higher education, that is, programmes equivalent to those provided by traditional Universities, Comprehensive Universities and Universities of Technology (UoT) that fall on the Higher Education Qualifications Sub-Framework (HEQSF), must be registered with the Department. This requirement applies to both local and foreign institutions. The total student enrolment figures for private higher education institutions provided below are based on student enrolment for institutions listed on the Register of Private Higher Education Institutions. The Register is available on the Department's website through the link: <http://www.dhet.gov.za/SitePages/DocRegisters.aspx>. In 2016, 123 private higher education institutions were registered with the Department, and 123 of them submitted data to the Department.

4.3.2 Enrolment in private Higher Education Institutions (HEIs)

Table 4.5: Number of students enrolled in private HEIs by gender, 2011 – 2016

Year	Female	Male	Unspecified	Total
2011	48 876	54 160	n.a.	103 036
2012	43 704	53 774	n.a.	97 478
2013	55 606	64 335	n.a.	119 941
2014	65 431	73 776	3 350	142 557
2015	66 516	80 532	162	147 210
2016	73 801	91 493	2 114	167 408

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

Annual report submitted by private HEIs to DHET for the 2016 year of reporting.

Note 1: The figures for 2016 provided in the above table were audited.

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

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

Table 4.5 shows that the total number of students enrolled in Private Higher Education Institutions (PHEIs) in 2016 was 167 408, which was an increase of 20 198 from enrolment in 2015. The overall trend from 2011 to 2016 indicates that there has been a 62.5% increase in student enrolment. As was the case with public higher education institutions, female enrolment in PHEIs was consistently higher than that of males over the period 2011 to 2016. The number of students who did not report on gender increased from 162 in 2015 to 2 114 in 2016.

Table 4.6: Number of students enrolled in private HEIs by qualification type, 2016

Year	Higher Certificate/ Advanced certificate	Diploma/ Advanced certificate	Bachelor's Degree/ Advanced Diploma	Honours Degree and or a Postgraduate Diploma	Master's Degree	Doctoral Degree	Total
2016	28 172	57 475	65 509	7 913	7 972	367	167 408
Percentage	16.8%	34.3%	39.1%	4.7%	4.8%	0.2%	100%

Source: Annual report submitted by private HEIs to DHET for the 2016 year of reporting.

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

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

In 2016, most students (39.1% or 65 509 of the total enrolment) were enrolled on programmes offered at the Bachelor's degree and/or Advanced Diploma level, followed by Diploma and/or Advanced Certificate qualifications (34.3% or 57 475). Furthermore, Table 4.6 also depicts that more than 90% of the students were enrolled for programmes lower than Honours degree and/or Postgraduate Diploma. There were only 367 students enrolled for the Doctoral degree. A similar proportion of students enrolled for the Master's and Honours degree and/or Postgraduate Diploma (4.8% and 4.7% respectively).

Table 4.7: Number of students enrolled in private HEIs by NQF field, 2016

NQF field	2016
01. Agriculture and Nature Conservation	288
02. Culture and Arts	11 044
03. Business, Commerce and Management Studies	91 009
04. Communication Studies and Language	8 757
05. Education, Training and Development	13 082
06. Manufacturing, Engineering and Technology	1 087
07. Human and Social Studies	10 618
08. Law, Military Science and Security	4 998
09. Health Sciences and Social Services	3 319
10. Physical, Mathematical, Computer and Life Sciences	18 925
11. Services	3 975
12. Physical Planning and Construction	306
Total	167 408

Source: Annual report submitted by private HEIs to DHET for the 2016 year of reporting.

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

More than half the total number of students in PHEIs were enrolled for Business, Commerce and Management Studies (54.4% or 91 009) in 2016. Enrolment in the field of Physical, Mathematical, Computer and Life Sciences was 11.3% or 18 925, followed by Education, Training and Development with 7.8% or 13 082. Fewer students were enrolled for Physical Planning and Construction, and Agriculture and Nature Conservation fields (306 and 288 respectively).

Table 4.8: Number of students enrolled in private HEIs by population group and nationality, 2011 – 2016

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

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

Annual report submitted by private HEIs to DHET for the 2016 year of reporting.

Note 1: The figures for 2016 provided in the above table were audited.

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

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

Table 4.8 shows that in 2016, among South African students, the highest student enrolment was in the African population group (99 972) followed by 27 212 in the white population group. The Coloured and Indian/Asian population groups recorded comparatively lower figures although their enrolment was above 10 000. The student enrolment among African, Indian/Asian and coloured students has increased remarkably since 2011. Over the six year period, from 2011 to 2016, there has been a 77.5% enrolment increase for Indian/Asian students, 75.4% increase for the African students and a 49.1% increase for coloured students. The growth in enrolment for white students was the lowest at 16.7%.

Table 4.9: Number of foreign students enrolled in private HEIs by country and qualification type, 2016

Country	Qualification type						Total
	Certificate and/or Higher Certificate	Diploma and/or Advanced certificate	Bachelor's Degree and/or Advanced Diploma	Honours Degree and/or Postgraduate Diploma	Master's Degree	Doctoral Degrees	
Zimbabwe	156	341	1 272	120	200	70	2 159
Namibia	1 278	996	1 491	474	343	0	4 582
Nigeria	22	46	185	18	19	3	293
Swaziland	67	58	943	182	137	0	1 387
Democratic Republic of the Congo	76	217	320	16	10	0	639
Lesotho	45	62	192	24	22	0	345
Botswana	35	100	567	26	112	1	841
Zambia	62	74	336	32	91	0	595
Kenya	11	15	69	5	6	2	108
United States of America	8	5	25	9	25	0	72
Other foreign nationalities	695	1 204	2 516	385	493	79	5 372
Total	2 455	3 118	7 916	1 291	1 458	155	16 393

Source: Annual report submitted by private HEIs to DHET for the 2016 year of reporting.

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

Enrolment by foreign students in the PHEIs in 2016 was 16 393, which was 9.8% of total enrolment at PHEIs. Except for the foreign nationals from other countries not listed on Table 4.9, the majority (28.0% or 4 582) of them were from Namibia, followed by students from Zimbabwe (13.2% or 2 159) and Swaziland (8.5% or 1 387). A smaller proportion of students were from United States of America (0.4% or 72) and Kenya (0.7% or 108).

A higher proportion of foreign national students (48.3% or 7 916) were enrolled on programmes offered at Bachelor's degree and/or Advanced Diploma levels. Table 4.9 further shows a total of 1 613 foreign students enrolled for the Master's and Doctoral degrees. It is also noted that among foreign national students enrolled for Doctoral degrees, (45.2% or 70) of them were from Zimbabwe.

4.3.3 Staffing in private HEIs

Table 4.10: Number of staff in private HEIs by employment period, by personnel categories, 2016

	Academic/ Research	Service Staff	Support Staff	Total
Full-time	7 107	1 507	4 298	12 912
Part-time	1 081	168	633	1 882
Total	8 188	1 675	4 931	14 794

Source: Annual report submitted by private HEIs to DHET for the 2016 year of reporting.

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

The total number of staff in PHEIs was 14 794 in 2016. Of this total, 87.3% or 12 912 were full-time staff while 12.7% or 1 882 were appointed on a part-time basis. More than half of the full time staff were Academics/Researchers (55.0% or 7 107), while 33.3% or 4 298 were support staff. Similar proportions were observed for staff employed on a part-time basis were 57.4% or 1 081 were employed as Academics/Researchers followed by support staff at 33.6% or 633.

4.3.4 Graduates from private HEIs

Table 4.11: Number of graduates from private HEIs by qualification type, 2016

Year	Higher Certificate and/or Advanced Certificate	Diploma and/or Advanced Certificate	Bachelor's Degree and/or Advanced Diploma	Honours Degree and/or Postgraduate Diploma	Master's Degree	Doctoral Degrees	Total
2016	10 562	10 715	12 910	3 246	2 184	69	39 686
Percentage	26.6%	27.0%	32.5%	8.2%	5.5%	0.2%	100%

Source: Annual report submitted by private HEIs to DHET for the 2016 year of reporting.

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

There were 39 686 students who graduated from PHEIs in 2016. The highest number of graduates obtained a Bachelor's degree and/or Advanced Diploma (32.5% or 12 910), followed closely by students who graduated on programmes offered at Diploma and/or Advanced certificate level (27.0% or 10 715) and Higher Certificate and / or Advanced Certificate (26.6% or 10 562). The lowest proportion of students (0.2% or 69) graduated with Doctoral degrees.

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 2016 there were 50 public TVET colleges with 250 registered campuses for delivery of qualifications and part-qualifications. The strategic departmental objective for the public TVET colleges sector is to increase access to, and improve success in programmes that lead to intermediate and high-level learning.

The colleges provide technical and vocational education and training programmes to learners who completed at least Grade 9 at school level. However, there are also opportunities for learners with a Grade 12 certificate. In general, public TVET colleges provide three broad categories of qualifications and part-qualifications, namely:

- a) The National Certificate (Vocational) (NC(V)) that is offered at three levels, i.e. levels 2, 3 and 4 of the National Qualifications Framework (NQF). The NC(V) is an alternative vocational learning pathway to Grades 10, 11 and 12 of the schooling system.
- b) The Report 191 National Technical Education programmes, or commonly known as NATED certificates, are offered at six N levels (N1 to N6) for Engineering Studies as trimester enrolment and three or four levels (Introductory, N4 to N6) for Business and General Studies as semester enrolment. These part-qualifications culminate in a National Diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2 670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma.

Note:

1. These two mentioned qualifications and part-qualifications comprises of the Ministerial approved programmes and are funded by the state in terms of the *National Norms and Standards for Funding TVET Colleges*.
2. Note: Sub-levels N1 to N3 are equivalent to NQF levels 2 to 4.
Sub-levels N4 to N6 are equivalent to NQF level 5.
- c) Occupational qualifications and part-qualifications, inclusive of workplace based learning [WPBL], are closely linked to workplace 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.

Furthermore to note is that data reflected in this publication are different from previous years. In 2016 data was collected and reported to the Technical and Vocational Education and Training Management Information System (TVETMIS) which is a unit record data system. The first year of implementation had its own and unique challenges (e.g. correctly mapping student records), but provides advantages and benefits such as real-time reporting, tracking of student or staff record by its unique ID or passport number and further refinement and disaggregation in the reporting of data.

Another change in methodology is the difference in reporting of **headcount**, a definition which has now been finalised. **Headcount or distinct headcount reflects a student record count where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the**

college the student is registered at. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) qualification is annually, for Report 191 Engineering Studies enrolment is in trimesters and for the Business and General Studies programmes of Report 191, the intake is per semester. Previous statistical data on TVET colleges reported on **programme headcount**, which reflects the total number of enrolments for the enrolment cycle, irrespective of the unique student ID. Thus all programme and subject enrolments are counted, whether the same student is counted more than once during that enrolment intake/cycle.

In light of these explanations and definitions, the following enrolment figures are to be interpreted using the new definition of headcount for which TVETMIS was the source. Further to note is that the following colleges submitted but failed to declare the 2016 data: (i) King Hintsa; (ii) King Sabata Dalindyebo; (iii) Taletso; and (iv) Umfolozi TVET colleges. In addition these colleges declared the data with variances: (i) College of Cape Town for TVET; and (ii) Majuba; (iii) Nkangala; (iv) Northern Cape Rural; (v) Sedibeng TVET colleges.

This section of the report provides a statistical overview of student enrolment in TVET colleges. The subsequent sections provide further detail on student enrolment in TVET colleges. Information about student performance and success rates in TVET colleges is provided in the section titled “Examination Results in TVET colleges”.

5.1.1 Enrolment of students in TVET colleges

Table 5.1: Number of students enrolled in TVET colleges, 2010 – 2016

Qualification Category	2010	2011	2012	2013	2014	2015	2016
NC(V)	130 039	124 658	140 575	154 960	166 433	165 459	177 261
Report 191 (N1-N6)	169 774	222 754	359 624	442 287	486 933	519 464	492 026
Occupational Qualifications	23 160	20 799	62 359	19 000	19 825	20 533	13 642
Other	35 420	32 062	95 132	23 371	29 192	32 424	22 468
Total	358 393	400 273	657 690	639 618	702 383	737 880	705 397

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

TVETMIS 2016, data extracted in January 2018.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

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

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

Note 4: “Other” refers to all other programmes offered in TVET colleges, for example skills development and short courses. It also includes programme enrolment numbers that were misreported in 2016.

Note 5: Student headcount enrolment data was used for 2016.

The number of students enrolled in TVET colleges reached 705 397 in 2016. During this period, seven in ten students enrolled for Report 191 programmes (69.8% or 492 026) and a quarter enrolled for NC(V) programmes (25.1% or 177 261). Fewer students enrolled for occupational qualifications (1.9% or 13 642) and ‘other’ qualifications (3.2% or 22 468). Majority of enrolments were for Report 191 programmes and fewer enrolments were for occupational qualifications throughout the period under review.

Higher students enrolment were recorded in Capricorn (34 231), Vhembe (30 975), Northlink (26 154), South West Gauteng (25 902) and Tshwane North (25 643) TVET colleges. Colleges that contributed to the high enrolment of Report 191 programmes were in Capricorn (24 823), Vhembe (23 105), Tshwane North (20 505) and Western college (19 207) TVET colleges.

For NC(V) programmes, South West Gauteng (9 354), Capricorn (8 860), Vhembe (7 870) and Ekurhuleni West (7 625) TVET colleges recorded high enrolments. Even though enrolments for occupational qualifications were lower at 13 642, Boland (3 764), Northern Cape Rural (2 372) and Northlink (2 045) TVET colleges enrolled more students compared to the other colleges (see Table 10.10 of the Appendix).

It should be noted that headcount enrolment figures were used when reporting data for 2016 using the newly developed information system in the TVET colleges (TVETMIS). Data for previous years was reported on programme enrolment and thus included students who were repeating certain programmes during the registration cycle.

Table 5.2: Number of student headcount enrolment in TVET colleges by qualification category and age group, 2016

Qualification Category	<15	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	≥40	Total
NC(V)	2	15 916	111 196	40 543	6 976	1 864	764	177 261
Report 191 (N1-N6)	3	50 507	298 573	89 503	30 639	13 183	9 618	492 026
Occupational Qualifications	2	1 285	4 702	2 874	1 796	1 111	1 872	13 642
Other	4	2 431	8 980	5 283	2 664	1 224	1 882	22 468
Total	11	70 139	423 451	138 203	42 075	17 382	14 136	705 397

Source: TVETMIS 2016, data extracted in January 2018.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

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

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

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills development and short courses. It also includes programme enrolment numbers that were misreported.

Students enrolled at TVET colleges in 2016 were mostly youth, with 95.5% (673 868) between the ages 15-34 years. The largest enrolment was observed for youth aged 20-24 years (60.0% or 423 451), followed by those aged 25-29 years old (19.6% or 138 203) and declined for the older age groups. Regardless of age group, majority of students enrolled for Report 191, with the highest proportion among those aged 20-24 years.

Table 5.3: Number of student headcount enrolment in TVET colleges by qualification category and population group, 2016

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	168 848	7 616	197	561	39	177 261
Report 191 (N1-N6)	458 025	26 751	1 589	5 512	149	492 026
Occupational Qualifications	7 331	6 024	12	271	4	13 642
Other	15 473	5 640	134	1 203	18	22 468
Total	649 677	46 031	1 932	7 547	210	705 397

Source: TVETMIS 2016, data extracted in January 2018.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

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

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

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills development and short courses. It also includes programme enrolment numbers that were misreported.

In 2016, more than 90% of students enrolled in TVET colleges were Africans (92.1% or 649 677) while fewer students were Indian/Asians (0.3% or 1 932). Coloured and white students accounted for 6.5% (46 031) and 1.1% (7 547) respectively. Among the different population groups, majority of African, coloured and Indian/Asian students enrolled for Report 191 and NC(V) programmes, while white students enrolled for Report 191 and 'other' programmes.

Table 5.4: Number of student headcount enrolment in TVET colleges by qualification category and gender, 2016

Qualification Category	Female	Male	Total	Female (%)	Male (%)
NC(V)	111 842	65 419	177 261	63.1	36.9
Report 191 (N1-N6)	269 968	222 058	492 026	54.9	45.1
Occupational Qualifications	8 657	4 985	13 642	63.5	36.5
Other	10 402	12 066	22 468	46.3	53.7
Total	400 869	304 528	705 397	56.8	43.2

Source: TVETMIS 2016, data extracted in January 2018.

Note 1: Report 191 refers to the NATED programmes, N1 to N6. It is a part-qualification.

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

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

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills development and short courses. It also includes programme enrolment numbers that were misreported.

More females were enrolled in TVET colleges compared to males (56.8% and 43.2% respectively). Gender disparities were more pronounced in the occupational qualifications and NC(V) programmes, where more females compared to males were enrolled for such programmes. On the other hand, more male relative to female students enrolled for 'other' qualifications (which includes all the other skills development and short courses).

Table 5.5: Number of student headcount enrolment in TVET colleges by primary disability and gender, 2016

Disability	Female	Male	Total
Communication(talking, listening)	1	3	4
Emotional (behavioural or psychological)	116	56	172
Hearing (even with hearing aid)	101	124	225
Intellectual (difficulties in learning)	103	151	254
Multiple	118	59	177
Physical (moving, standing, grasping)	267	159	426
Sight (even with glasses)	945	417	1 362
Disabled but unspecified	11	7	18
None now - was Sight	0	1	1
Total	1 662	977	2 639

Source: TVETMIS 2016, data extracted in January 2018.

Note: Disability status is self-reported by students.

In 2016, a total of 2 639 or 0.4% of students enrolled in TVET colleges reported to have some disability. Of the total number of students with disabilities, almost two thirds were female students (63.0% or 1 662) while over a third of students were males (37.0% or 977). Just over half of students reported to have problems with their sight (51.6% or 1 362), followed by physical disability (16.1% or 426). A fewer proportion of students reported to have communication disability.

5.1.2 Overview of the TVET sector by province

Table 5.6: Number of TVET colleges and student headcount enrolment by province, 2016

Province	TVET colleges	Students
Eastern Cape	8	77 483
Free State	4	49 977
Gauteng	8	169 044
KwaZulu-Natal	9	120 832
Limpopo	7	108 157
Mpumalanga	3	46 929
North West	3	37 118
Northern Cape	2	15 148
Western Cape	6	80 709
National	50	705 397

Source: TVETMIS 2016, data extracted in January 2018.

There was a total of 50 TVET colleges in the nine provinces in 2016. KwaZulu-Natal, Gauteng and Eastern Cape had more colleges compared to the other provinces. A large number of students were also enrolled in Gauteng (169 044), KwaZulu-Natal (120 832) and Limpopo (108 157). Northern Cape had a few colleges and contributed 2.1% (15 148) to total enrolment.

Table 5.7: Number of student headcount enrolment in TVET colleges by qualification category and province, 2016

Province	NC(V)	Report 191 N1-N6	Occupational Qualifications	Other	Total
Eastern Cape	26 268	49 716	39	1 460	77 483
Free State	7 848	41 616	12	501	49 977
Gauteng	35 941	125 465	10	7 628	169 044
KwaZulu-Natal	34 139	85 056	727	910	120 832
Limpopo	30 146	75 623	1 704	684	108 157
Mpumalanga	15 078	31 847	0	4	46 929
North West	9 780	26 817	365	156	37 118
Northern Cape	2 728	9 555	2 589	276	15 148
Western Cape	15 333	46 331	8 196	10 849	80 709
National	177 261	492 026	13 642	22 468	705 397

Source: *TVETMIS 2016, data extracted in January 2018.*

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

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

Note 4: Other refers to all other programmes offered in TVET colleges, for example skills development and short courses. It also includes programme enrolment numbers that were misreported.

During 2016, over half of student enrolment were in Gauteng (24.0% or 169 044), KwaZulu-Natal (17.1% or 120 832) and Limpopo (15.3% or 108 157). Northern Cape enrolled the least number of students (2.1% or 15 148). Majority of students enrolled for Report 191 followed by NC(V) programmes, with Gauteng contributing the most in total enrolments for these programmes (25.5% or 125 465 for Report 191 and 20.3% or 35 941 for NC(V)).

Students enrolled for 'other' qualifications were 22 468 in 2016, with more than 80% of them in Western Cape (10 849) and Gauteng (7 628). Even though lower student enrolment was reported for occupational qualifications, Western Cape contributed largely to enrolment in this programme (60.1% or 8 196).

5.1.3 Enrolment in TVET colleges by qualification levels and programmes

Table 5.8: Number of student headcount enrolment in TVET colleges for the NC(V) programmes, by qualification level and gender, 2016

Qualification	Female	Male	Total	Female (%)	Male (%)
NC(V) Level 2	53 906	35 268	89 174	60.5	39.5
NC(V) Level 3	33 974	18 134	52 108	65.2	34.8
NC(V) Level 4	23 962	12 017	35 979	66.6	33.4
Total	111 842	65 419	177 261	63.1	36.9

Source: TVETMIS 2016, data extracted in January 2018.

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

The largest student enrolment was for NC(V) level 2 (50.3% or 89 174) and the proportions decreased for levels 3 and 4. Out of the total enrolment for NC(V) programmes (177 261), almost a third were female students (63.1% or 111 842) while 36.9% or 65 419 were males. Enrolment for female students was higher than that of males for all the NC(V) levels. The largest gender disparity was recorded for NC(V) level 4 programmes (66.6% for females compared to 33.4% for males).

Table 5.9: Number of student headcount enrolment in TVET colleges by NC(V) programmes and gender, 2016

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	2 705	3 704	1 727	1 778	1 229	1 133	5 661	6 615	12 276
2. Drawing Office Practice	43	94	17	33	3	17	63	144	207
3. Education and Development	1 702	210	1 034	109	1 160	327	3 896	646	4 542
4. Electrical Infrastructure and Construction	5 334	6 210	2 897	2 788	1 698	1 765	9 929	10 763	20 692
5. Engineering and Related Design	3 548	7 765	2 365	4 372	1 433	2 558	7 346	14 695	22 041
6. Finance, Economics and Accounting	3 959	1 512	2 541	743	1 869	621	8 369	2 876	11 245
7. Hospitality	4 237	1 255	2 497	636	1 687	421	8 421	2 312	10 733
8. Information Technology and Computer Science	2 522	2 592	1 321	1 311	974	772	4 817	4 675	9 492
9. Management	2 885	1 303	1 714	668	1 081	421	5 680	2 392	8 072
10. Marketing	2 789	1 489	1 481	718	1 222	552	5 492	2 759	8 251
11. Mechatronics	251	278	164	179	111	139	526	596	1 122
12. Office Administration	13 414	3 495	9 908	2 016	7 267	1 448	30 589	6 959	37 548
13. Primary Agriculture	1 737	1 036	1 032	517	741	372	3 510	1 925	5 435
14. Primary Health	2 226	293	1 141	97	744	78	4 111	468	4 579
15. Process Instrumentation	0	0	0	0	0	0	0	0	0
16. Process plant Operations	249	73	146	56	134	41	529	170	699
17. Safety in Society	1 617	1 320	1 237	731	905	550	3 759	2 601	6 360
18. Tourism	3 710	1 915	2 245	1 081	1 412	630	7 367	3 626	10 993
19. Transport and Logistics	978	724	507	301	292	172	1 777	1 197	2 974
Total	53 906	35 268	33 974	18 134	23 962	12 017	111 842	65 419	177 261

Source: TVETMIS 2016, data extracted in January 2018.

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

The most popular NC(V) programme students enrolled for was Office Administration (21.2% or 37 548), followed by Engineering and Related Design (12.4% or 22 041) and Electrical Infrastructure and Construction (11.7% or 20 692).

Even though overall enrolment shows that more females enrolled for NC(V) programmes compared to males, enrolment for Civil Engineering and Building Construction, Drawing Office Practice, Electrical Infrastructure and Construction, Engineering and Related Design and Mechatronics was higher for males compared to females.

The largest gender differences was recorded in the Office Administration programme, where 23 630 more females enrolled for this programme compared to males. On the other hand, 7 349 more males enrolled for Engineering and Related Design programme compared to females.

Table 5.10: Number of student headcount enrolment in TVET colleges for Report 191 programmes, by level of study and gender, 2016

Report 191	Female	Male	Total	Female (%)	Male (%)
Non-National Certificate	168	1 099	1 267	13.3	86.7
N1	17 774	30 748	48 522	36.6	63.4
N2	23 748	38 152	61 900	38.4	61.6
N3	20 089	30 512	50 601	39.7	60.3
N4	86 981	54 265	141 246	61.6	38.4
N5	69 040	39 177	108 217	63.8	36.2
N6	52 159	28 093	80 252	65.0	35.0
N Diploma	9	12	21	42.9	57.1
Total	269 968	222 058	492 026	54.9	45.1

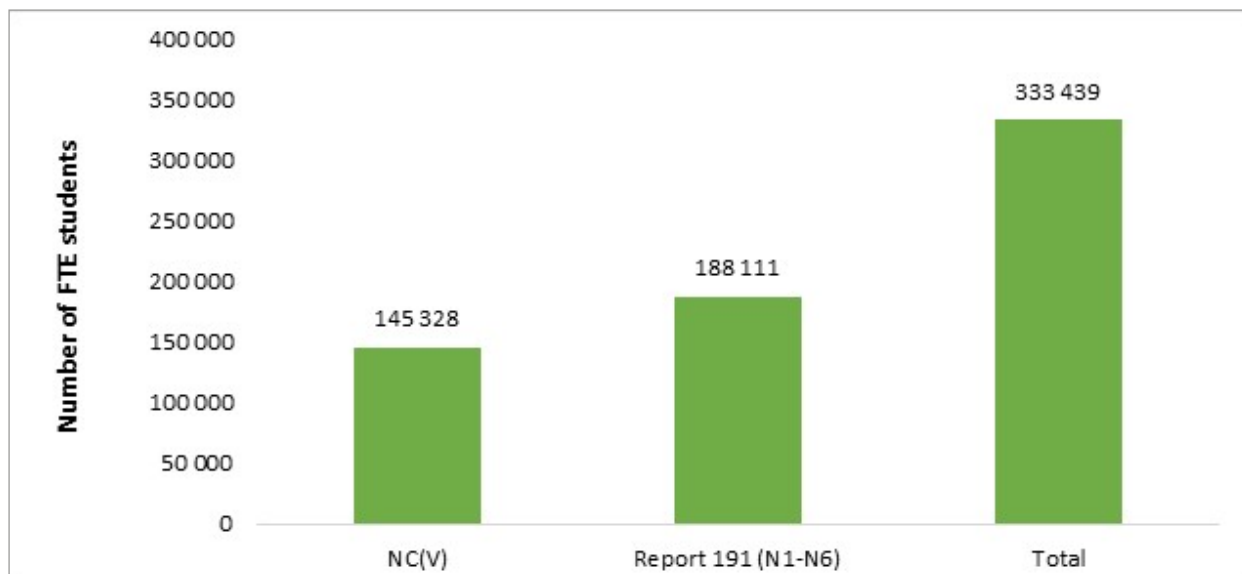
Source: TVETMIS 2016, data extracted in January 2018.

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

Enrolment in TVET colleges was mostly in Report 191 programmes. More females were enrolled for these programmes compared to males. Even though overall enrolment for Report 191 programmes was higher for females, a higher proportion of males enrolled for N1-N3, Non-National Certificate and N Diploma, while a higher proportion of females enrolled for N4-N6 programmes. Gender disparities was higher for Non-National Certificates, where males were 7 times likely to enrol for this programme compared to females.

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, 2016



Source: TVETMIS 2016, data extracted in January 2018.

There were 333 439 Full-Time Equivalent (FTE) students in 2016, of which 56.4% (188 111) were enrolled for Report 191 programmes, while 43.6% (145 328) enrolled for NC(V) programmes. High FTEs were recorded in Capricorn (16 331), Vhembe (14 736) and South West (14 719) TVET colleges. South West TVET college recorded the highest FTEs for NC(V) (8 124) while Capricorn TVET college recorded the highest FTE enrolments for Report 191 programmes (8 976) (see Table 10.11 of the Appendix).

5.1.5 Examination results in TVET colleges and private colleges

The Technical and Vocational Education and Training (TVET) and private 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.

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

The TVET and private 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).

Table 5.11: Number of students in TVET and private colleges who wrote and completed qualifications, by qualification type, 2011 – 2016

Year	NC (V) Level 4			Report 190/1 N3			Report 190/1 N6		
	Number wrote	Number completed	Completion rate (%)	Number wrote	Number completed	Completion rate (%)	Number wrote	Number completed	Completion rate (%)
2011	17 836	7 638	42.8	2 909	1 366	47.0	2 428	1 488	61.3
2012	15 334	6 018	39.3	9 928	3 724	37.5	8 735	2 902	33.2
2013	22 470	8 346	37.1	65 788	26 186	39.8	52 052	18 584	35.7
2014	22 705	7 838	34.5	74 710	35 782	47.9	68 678	29 071	42.3
2015	26 144	10 465	40.0	73 650	43 259	58.7	89 454	53 125	59.4
2016	28 683	11 898	41.5	91 397	54 314	59.4	106 927	69 280	64.8

Sources:

Statistics on TVET, CET and Private colleges examinations in South Africa, 2015.

National Examinations Database, 2016.

- Note 1: The number of students who WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the respective 2011- 2016 academic years.
- Note 2: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2011-2016 and were eligible to complete the relevant qualifications during the respective 2011-2016 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2016.
- Note 3: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2016 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2016.
- Note 4: "Completion rate" refers to the number of students who successfully completed the relevant qualification in the respective 2011-2016 academic years expressed as a percentage of the number of students who were eligible to complete the qualification and wrote the examinations.

Table 5.11 shows that the number of students who wrote and completed NC(V) Level 4, N3 and N6 qualifications have increased in the 2016 academic year. Completion rates increased significantly for Report 191 N3 and N6 programmes over the period 2012-2016, while it remained stable for NC(V) Level 4 qualifications.

This trend can be attributed to the initial decision to phase out all Report 190/1 programmes which was subsequently reviewed to allow the offering of these programmes to continue. An upward trend of completion rates was also observed for N3 and N6 programmes since 2013, while that of NC(V) Level 4 qualifications remained relatively stable.

5.1.6 Examination results 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, 2016

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 (N3)	24 979	24 035	15 942	37 412	35 374	23 160	62 391	59 409	39 102	65.8
Report 191 (N6)	61 892	60 149	40 422	33 164	31 623	20 220	95 056	91 772	60 642	66.1
NC(V) Level 4	20 032	18 472	8 098	10 709	9 632	3 618	30 741	28 104	11 716	41.7
Total	106 903	102 656	64 462	81 285	76 629	46 998	188 188	179 285	111 460	62.2

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2016 and were eligible to complete the relevant qualifications during the 2016 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2016 and were eligible to complete the relevant qualifications during the 2016 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2016.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2016 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2016.

Table 5.12 shows that 188 188 students registered for Report 190/1 (N3 and N6) and NC(V) 4 Level examinations in TVET colleges in 2016 of which 179 285 wrote examinations and 111 460 completed. The highest proportion of students registered for the Report 190/1 (N6) part-qualification followed by the Report 190/1 (N3) part-qualification. Overall more female compared male students registered, wrote and subsequently completed national qualifications. Table 5.12 also indicates that a significantly large number of students who wrote examinations for NC(V) Level 4 qualification did not complete. The overall completion rate for national qualifications was 62.2%, with NC(V) Level 4 qualification recording the lowest completion rate of 41.7%.

Table 5.13: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2016

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	12 145	8 994	4 487	49.9	7 605	6 740	3 552	52.7	4 524	4 144	1 886	45.5
Free State	4 489	2 959	1 330	44.9	1 994	1 709	888	52.0	861	774	355	45.9
Gauteng	18 476	13 414	5 761	42.9	9 724	8 489	3 894	45.9	5 724	5 207	2 184	41.9
KwaZulu-Natal	19 059	13 984	6 211	44.4	10 123	8 840	4 050	45.8	5 851	5 376	1 873	34.8
Limpopo	14 161	11 716	5 234	44.7	8 505	7 935	3 347	42.2	5 038	4 756	1 737	36.5
Mpumalanga	6 557	4 915	2 707	55.1	4 266	3 809	1 857	48.8	2 518	2 302	1 082	47.0
North West	3 236	2 248	782	34.8	1 678	1 450	524	36.1	689	611	183	30.0
Northern Cape	4 784	3 570	1 231	34.5	3 254	2 781	1 111	39.9	2 085	1 842	731	39.7
Western Cape	8 674	5 432	2 845	52.4	4 750	3 968	2 087	52.6	3 451	3 092	1 685	54.5
National	91 581	67 232	30 588	45.5	51 899	45 721	21 310	46.6	30 741	28 104	11 716	41.7

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 NC(V) Levels 2 - 4 examinations and were eligible to complete an NC(V) qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2016 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 2016.

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

Table 5.13 shows that in TVET colleges in 2016, the average national completion rate was 45.5% for NC(V) Level 2, 46.6% for NC(V) Level 3 and 41.7% for NC(V) Level 4. The largest proportion of students registered and wrote examinations for the NC(V) Level 2 qualification and consequently more Level 2 students completed the qualification when compared to Levels 3 and 4. A significant number of the students who wrote and were eligible to complete a qualification during the 2016 academic did not successfully complete a qualification across the three levels.

Mpumalanga had the highest completion rate for NC(V) Level 2 (55.1%) compared to other provinces, while Eastern Cape and Western Cape performed better for NC(V) Level 3 and NC(V) Level 4 qualifications (52.7% and 54.5% respectively).

Five provinces namely Eastern Cape, Free State, Gauteng, Mpumalanga and Western Cape achieved completion rate of above 40% across all three levels. Northern Cape achieved the lowest completion rate on Level 2 while North West had the lowest completion rate on both NC(V) Level 3 and 4.

KwaZulu-Natal province recorded the highest number of students who registered, wrote and completed NC(V) Level 2 and Level 3 qualifications in 2016 while Gauteng recorded the highest number of students who completed Level 4 qualification. North West province recorded the lowest number of students who registered, wrote and completed on all levels, and subsequently lower completion rates were recorded in this province on all levels.

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, 2016

Province	Report 191 N1				Report 191 N2				Report 191 N3			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	5 221	4 639	3 750	80.8	6 208	5 947	3 967	66.7	5 007	4 692	2 907	62.0
Free State	3 967	3 646	2 743	75.2	5 284	5 044	2 980	59.1	3 880	3 715	2 215	59.6
Gauteng	15 298	14 295	11 142	77.9	20 326	19 712	13 219	67.1	17 550	16 903	11 266	66.7
KwaZulu-Natal	7 114	6 526	5 393	82.6	12 792	12 273	8 615	70.2	10 456	9 985	6 673	66.8
Limpopo	8 866	8 454	7 324	86.6	14 791	14 422	11 213	77.7	11 277	10 863	7 440	68.5
Mpumalanga	4 078	3 822	3 123	81.7	6 965	6 691	4 832	72.2	5 512	5 255	3 772	71.8
North West	3 165	2 911	2 396	82.3	5 765	5 554	3 744	67.4	4 285	4 064	2 590	63.7
Northern Cape	1 697	1 575	1 114	70.7	2 588	2 482	1 554	62.6	730	670	390	58.2
Western Cape	6 274	5 057	4 086	80.8	6 204	5 664	3 579	63.2	3 694	3 262	1 849	56.7
National	55 680	50 925	41 071	80.6	80 923	77 789	53 703	69.0	62 391	59 409	39 102	65.8

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2016 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 2016.

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 2016 academic year.

Table 5.14 shows that in TVET colleges in 2016, the average national completion rate for Report 190/1 N1 to N3 Engineering Studies was as follows: N1 (80.6%), N2, (69.0%) and N3, (65.8%). The largest proportion of students registered for and wrote examinations for the N2 part-qualification and subsequently more N2 students completed the part-qualification when compared to N1 and N3. A fairly significant number of the students who wrote and were eligible to complete a qualification during the 2016 academic did not successfully complete a qualification across the three levels.

Limpopo performed the best on N1 and N2 qualifications, while Mpumalanga performed best on N3 qualifications.

Table 5.14 indicates that the average national completion rate decreased across different N levels in TVET colleges, starting at 80.6% for N1, declining to 69.0% for N2 and subsequently reaching 65.8% for N3 qualifications.

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, 2016

Province	Report 191 N4				Report 191 N5				Report 191 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	3 495	3 234	2 661	82.3	3 136	2 941	2 227	75.7	2 259	2 128	1 222	57.4
Free State	2 836	2 654	1 855	69.9	2 131	2 022	1 184	58.6	1 218	1 145	716	62.5
Gauteng	12 348	11 825	8 864	75.0	10 029	9 657	6 661	69.0	7 403	7 044	4 298	61.0
KwaZulu-Natal	7 142	6 756	5 458	80.8	5 896	5 576	4 181	75.0	4 164	3 831	2 399	62.6
Limpopo	5 989	5 721	4 627	80.9	5 021	4 854	3 565	73.4	3 899	3 716	2 252	60.6
Mpumalanga	3 201	2 952	2 363	80.0	2 127	1 947	1 243	63.8	981	889	499	56.1
North West	2 109	1 958	1 429	73.0	1 411	1 286	955	74.3	928	821	520	63.3
Northern Cape	207	191	140	73.3	148	140	94	67.1	118	114	68	59.6
Western Cape	2 644	2 410	1 919	79.6	2 103	1 961	1 470	75.0	1 501	1 381	874	63.3
National	39 971	37 701	29 316	77.8	32 002	30 384	21 580	71.0	22 471	21 069	12 848	61.0

Source: *National Examinations Database, November 2016*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2016 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 2016.

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 2016 academic year.

Table 5.15 shows that in TVET colleges in 2016, the average national completion rate for Report 190/1 N4 to N6 Engineering Studies were as follows: N4, 77.8%, N5, 71.0% and N6, 61.1%. The largest proportion of students registered for and wrote examinations for the N4 part-qualification and consequently more N4 students completed the part-qualification when compared to N5 and N6. A fairly significant number of the students who wrote and were eligible to complete an N6 qualification during the 2016 academic did not successfully complete.

In terms of completion rates, Eastern Cape province performed the best on N4 and N5 and both North West and Western Cape on N6. All provinces achieved completion rate above 60% per level across all three levels with exception of Free State province which achieved completion rate below 60% on N5 and Mpumalanga, Eastern Cape and Northern Cape achieved below 60% on N6. Gauteng recorded the highest number of students who registered, wrote and completed across all three N levels in 2016, while Northern Cape recorded the lowest number across all levels.

Table 5.16: Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 qualifications for Business Studies by province, 2016

Province	Report 191 N4				Report 191 N5				Report 191 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	14 135	12 808	10 122	79.0	11 860	11 412	7 762	68.0	8 455	8 222	5 682	69.1
Free State	11 222	10 288	7 738	75.2	8 830	8 477	6 058	71.5	6 401	6 205	4 647	74.9
Gauteng	27 586	25 479	19 648	77.1	19 448	18 710	13 357	71.4	15 046	14 692	10 187	69.3
KwaZulu-Natal	24 327	22 249	14 594	65.6	18 659	18 127	11 653	64.3	16 759	16 375	10 281	62.8
Limpopo	15 052	14 509	11 275	77.7	13 795	13 596	8 654	63.7	10 138	10 024	6 524	65.1
Mpumalanga	4 986	4 541	3 648	80.3	3 787	3 632	2 537	69.9	2 961	2 874	1 853	64.5
Northern Cape	2 822	2 430	1 715	70.6	2 234	2 077	1 192	57.4	1 655	1 584	913	57.6
North West	5 325	4 951	3 968	80.1	5 725	5 438	3 526	64.8	3 923	3 779	2 564	67.8
Western Cape	13 477	11 908	9 154	76.9	9 499	8 909	6 618	74.3	7 247	6 948	5 143	74.0
National	118 932	109 163	81 862	75.0	93 837	90 378	61 357	67.9	72 585	70 703	47 794	67.6

Source: National Examinations Database, November 2016.

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2016 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 2016.

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 2016 academic year.

Table 5.16 shows that in TVET colleges in 2016, the average national completion rate for Report 190/1 N4 to N6 Business Studies was as follows: N4, 75.0%, N5, 67.9% and N6, 67.6%. The largest proportion of students registered for and wrote examinations for the N4 part-qualification and consequently more N4 students completed the part-qualification when compared to N5 and N6. A fairly significant number of the students who wrote and were eligible to complete a qualification during the 2016 academic did not successfully complete a qualification across the three levels.

Mpumalanga province achieved the highest completion rate on N4 while Western Cape has achieved the highest on N5 and Free State on N6. The lowest completion rates were recorded in KwaZulu-Natal for N4 and Northern Cape for both N4 and N6. Eight provinces achieved completion rates of above 70% on N4 with the exception of KwaZulu-Natal which recorded completion rate of below 70%. Eight provinces achieved completion rates of above 60% on N5 except Northern Cape which recorded completion rate below 60%. Gauteng recorded the highest number of students who registered, wrote and completed on N4 and N5 in 2016, while KwaZulu-Natal recorded the highest number of students who registered, wrote and completed on N6. The 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, 2016

NC(V) Level 4 Programme	Female			Male			Total registered	Total wrote	Total completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed				
L4:Civil Engineering and Building Construction	907	817	226	1 005	886	240	1 912	1 703	466	27.4
L4:Education and Development	524	489	268	51	46	26	575	535	294	55.0
L4:Electrical Infrastructure Construction	1 393	1 302	440	1 665	1 544	527	3 058	2 846	967	34.0
L4:Engineering and Related Design	996	911	290	2 012	1 809	520	3 008	2 720	810	29.8
L4:Finance, Economics and Accounting	1 673	1 552	593	619	551	207	2 292	2 103	800	38.0
L4:Hospitality	1 408	1 286	502	366	327	151	1 774	1 613	653	40.5
L4:Information Technology and Computer Studies	762	710	142	763	693	171	1 525	1 403	313	22.3
L4:Management	926	865	486	402	356	184	1 328	1 221	670	54.9
L4:Marketing	982	912	355	551	486	174	1 533	1 398	529	37.8
L4:Mechatronics	113	107	30	133	125	47	246	232	77	33.2
L4:Office Administration	7 059	6 515	3 200	1 489	1 355	608	8 548	7 870	3 808	48.4
L4:Primary Agriculture	539	494	191	296	274	128	835	768	319	41.5
L4:Primary Health	493	463	265	45	41	19	538	504	284	56.3
L4:Process Plant Operations	93	84	6	29	23	6	122	107	12	11.2
L4:Safety In Society	763	685	311	611	525	268	1 374	1 210	579	47.9
L4:Tourism	1 146	1 040	702	548	472	275	1 694	1 512	977	64.6
L4:Transport and Logistics	255	240	91	124	119	67	379	359	158	44.0
Total	20 032	18 472	8 098	10 709	9 632	3 618	30 741	28 104	11 716	41.7

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2016 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2016.

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 2016 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 2016.

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

Table 5.17 shows that in TVET colleges in 2016, 30 741 students registered for the NC(V) Level 4 qualification examinations of which the majority of students were female. Most female students registered for the Office Administration programmes (7 059) followed by Finance, Economics and Accounting (1 673), Hospitality (1 408), Electrical Infrastructure Construction (1 393) and Tourism (1 146) whereas the majority of male students registered for Engineering and Related Design programme (2 012) followed closely by Electrical Infrastructure Design (1 665), Office Administration (1 489) and Civil Engineering and Building Construction (1 005) programmes respectively.

In 2016, the number of students who wrote examinations for NC(V) Level 4 programmes was 28 104. Majority of these students wrote examinations for Office Administration programme (7 870) followed by Electrical

Infrastructure Construction (2 846), Engineering and Related Design and Finance, Economics and Accounting (2 103). Subsequently, the more students completed the Office Administration programme (3 808), Tourism (977) and Electrical Infrastructure Design (967).

In terms of the completion rates, the highest completion rate was recorded in the Tourism programme (64.6%) and the lowest was Process Plant Operations (11.2%). The Process Plant Operations however had fewer students who registered and wrote examinations compared to the other programmes. The Process Plant Operations, Mechatronics and Transport and Logistics programmes were the least popular programmes among both female and male students.

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, 2016

Report 191 N6 Programme	Female			Male			Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed				
N6:Art and Design	145	142	109	232	227	146	377	369	255	69.1
N6:Business Management	9 446	9 222	5 138	4 127	3 996	2 382	13 573	13 218	7 520	56.9
N6:Clothing Production	183	180	170	40	36	32	223	216	202	93.5
N6:Educare	2 815	2 763	2 396	112	109	93	2 927	2 872	2 489	86.7
N6:Engineering Studies	8 866	8 403	5 156	13 605	12 666	7 692	22 471	21 069	12 848	61.0
N6:Farming Management	323	319	213	298	295	165	621	614	378	61.6
N6:Financial Management	7 050	6 926	4 681	2 905	2 824	2 041	9 955	9 750	6 722	68.9
N6:Hospitality and Catering	1 307	1 285	869	459	448	282	1 766	1 733	1 151	66.4
N6:Human Resource Management	11 357	11 133	7 873	4 058	3 947	2 810	15 415	15 080	10 683	70.8
N6:Interior Decorating	8	8	1	1	1	0	9	9	1	11.1
N6:Legal Secretary	32	31	30	8	7	7	40	38	37	97.4
N6:Management Assistant	10 020	9 703	7 879	2 268	2 157	1 701	12 288	11 860	9 580	80.8
N6:Marketing Management	3 563	3 468	1 794	2 155	2 084	1 056	5 718	5 552	2 850	51.3
N6:Popular Music: Composition	1	1	1	5	5	3	6	6	4	66.7
N6:Popular Music: Performance	36	36	26	34	33	12	70	69	38	55.1
N6:Popular Music: Studio Work	7	5	3	69	68	48	76	73	51	69.9
N6:Public Management	4 377	4 257	2 299	1 832	1 803	1 067	6 209	6 060	3 366	55.5
N6:Public Relations	1 065	1 015	799	378	363	262	1 443	1 378	1 061	77.0
N6:Tourism	1 291	1 252	985	578	554	421	1 869	1 806	1 406	77.9
Total	61 892	60 149	40 422	33 164	31 623	20 220	95 056	91 772	60 642	66.1

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2016 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Table 5.18 shows that in TVET colleges in 2016, 95 056 students registered for examinations for Report 191 N6 part-qualification of which majority of them were female. Most female students registered for the Human Resources Management (11 357) followed closely by Management Assistant (10 020), Business Management (9 446) and Engineering Studies (8 866) programmes. The majority of male students registered for the Engineering Studies (13 605) followed by Business Management (4 127), Human Resources Management (4 058) and Financial Management (2 905) programmes.

Most students registered for and wrote examinations for Engineering Studies followed by Human Resources Management and Business Management programmes. Subsequently the highest number of students completed Engineering Studies followed by Human Resource Management and Management Assistant programmes. In terms of completion rates, Engineering Studies, Human Resource Management and Management Assistant programmes recorded completion rates of 61.0%, 70.8% and 80.8% respectively.

The Popular Music: Composition, Interior Decorating, Legal Secretary, Popular Music: Performance and Popular Music: Studio Work programmes were least popular among both female and male students, while male students also showed little interest in the Clothing Production and Educare programmes. The least number of students per gender and collectively registered for, wrote and completed the Popular Music: Composition programme.

6. COMMUNITY EDUCATION AND TRAINING COLLEGES

6.1 OVERVIEW OF CET COLLEGES

The Minister of Higher Education and Training established Community Education and Training (CET) colleges in April 2015 in terms of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006). The Act provides for the establishment, management, governance and funding of the newly established Community Education and Training colleges.

The CET colleges have been established to provide leadership for the administration, management and governance of Community Learning Centres (former Public Adult Learning Centres). All former Public Adult Learning Centres have been merged under the established nine colleges, one per Province in terms of *Government Gazette No. 38674 of 07 April 2015*. The public adult learning centres have been renamed Community Learning Centres in terms of the National Policy on Community Education and Training colleges, *Government Gazette No. 38924 of 03 July 2015*.

CET colleges have established College Councils as governance structures responsible and accountable for the functioning and performance of the college and its Community Learning Centres. CET colleges are therefore juristic persons in their own right. College Councils are expected to develop three year strategic and annual performance plans for the college and its Community Learning Centres. In addition, the College Councils are accountable to the Minister for the performance of the college and its Community Learning Centres.

CET colleges are expected to introduce new programmes for the different needs of their students. The National Policy on Curriculum Development and Implementation, *Government Gazette No. 40852 of 22 May 2017* provides for an expanded menu of programme and qualification provision in colleges. Currently, colleges offer formal, general education and training programmes, and to a certain extent occupational programmes to adult students and out-of-school youth.

Consistent with the Continuing Education and Training Act, Act No 16 of 2006, colleges must submit an annual report on its performance and the use of allocated resources. Furthermore, the colleges have a duty to provide information as required by the Director-General, in terms of section 45 of the CET Act. This section of the report provides for enrolment in CET colleges by programme, provinces and also different staff categories and gender of the staff employed in these colleges.

6.1.1 Enrolment of students in CET colleges

Figure 6.1: Number of students enrolled in CET colleges, 2011 – 2016



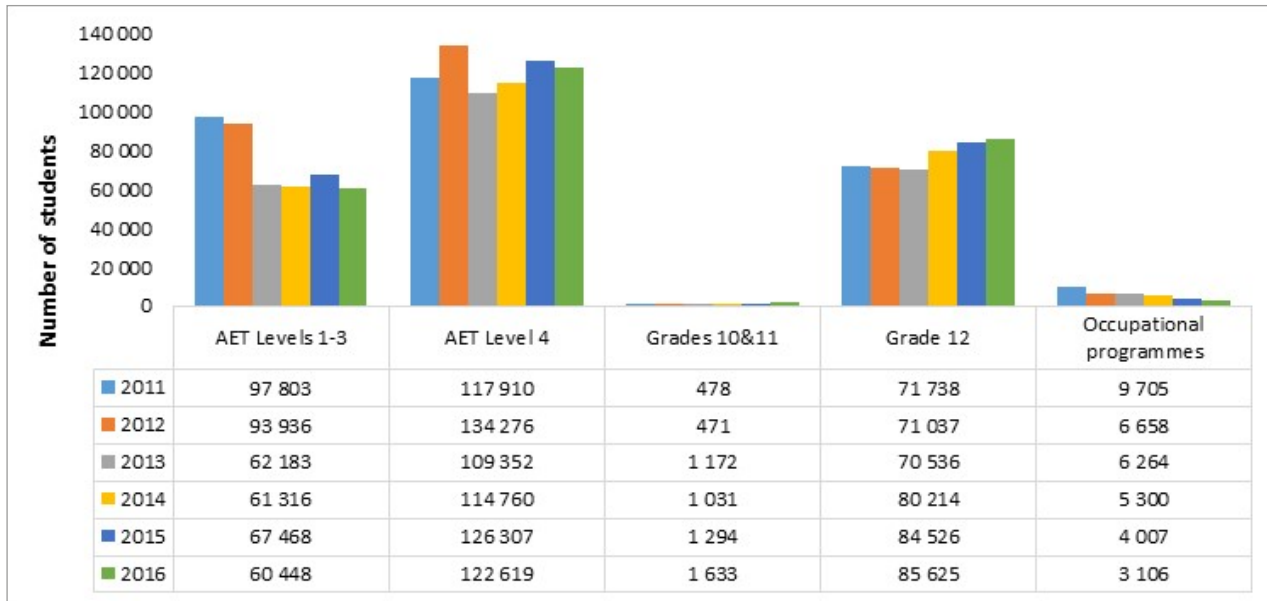
Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

CET College Annual Survey 2016, data extracted in November 2017.

Total student enrolment in CET colleges reached 273 431 in 2016, which was 8.1% (24 203) lower compared with 2011 and 3.6% (10 171) lower compared with 2015. Enrolment of students in CET colleges reached a peak in 2012 (315 068), only to decline in 2013 and stabilized during 2014-2016. The lowest enrolment in CET colleges was recorded in 2013 at 257 823.

Figure 6.2: Number of students in CET colleges by programme, 2011 – 2016



Sources:
 Statistics on Post-School Education and Training in South Africa, 2015.
 CET College Annual Survey 2016, data extracted in November 2017.

The majority of students in CET colleges were enrolled for AET Level 4 programmes during 2011-2016. The second largest enrolments were for Grade 12 followed by AET Levels 1-3. Grades 10 and 11 and occupational programmes recorded few enrolments during the period under review.

Total enrolment decreased by 8.1% (24 203) over the period 2011-2016 as indicated in Figure 6.1. The main contributors to this decrease were AET Levels 1-3 and occupational programmes (decreases of 37 355 and 6 599 respectively). Despite this decrease in enrolment during the period 2011-2016, high increases were recorded for Grade 12 (13 887) followed by AET Level 4 students (4 709).

Enrolment in CET colleges also decreased between 2015 and 2016 by 10 171, with the main contributors being AET Levels 1-3 and AET Level 4 (decreases of 7 020 and 3 688 respectively). In contrast, Grade 12 enrolment increased by 1 099 during this period.

Table 6.1: Number of students enrolled in CET colleges by programme, 2016

Type	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Occupational programmes	Total
Community Education and Training colleges	12 895	21 515	26 038	122 619	284	1 349	85 625	3 106	273 431
Percentage	4.7%	7.9%	9.5%	44.8%	0.1%	0.5%	31.3%	1.1%	100%

Source: CET College Annual Survey 2016, data extracted in November 2017.

Table 6.1 shows the distribution of student enrolment in CET colleges. In 2016, more than three in every four students were enrolled for AET Level 4 and Grade 12 programmes (76.1% or 208 244), followed by AET Level 3 (9.5% or 26 038) and AET Level 2 (7.9% or 21 515). Lower proportions of students were enrolled for Grade 10 (0.1% or 284) and occupational programmes (1.1% or 3 106). Figure 6.2 shows similar distributions throughout the period under review.

Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2016

Programme	Female	Male	Total	Female (%)	Male (%)
AET Levels 1-3	40 231	20 217	60 448	66.6	33.4
AET Level 4 (NQF Level 1)	94 208	28 411	122 619	76.8	23.2
Grade 10 (NQF Level 2)	223	61	284	78.5	21.5
Grade 11 (NQF Level 3)	798	551	1 349	59.2	40.8
Grade 12 (NQF Level 4)	57 255	28 370	85 625	66.9	33.1
Occupational programmes	2 064	1 042	3 106	66.5	33.5
Total	194 779	78 652	273 431	71.2	28.8

Source: CET College Annual Survey 2016, data extracted in November 2017.

There were on average more female students enrolled in CET colleges compared to males in 2016. High student enrolment was for AET Level 4, however for every three female students enrolled in this programme, there was one male student enrolled in the same programme. Although enrolment for Grade 11 was lower (1 349), this programme recorded the lowest gender disparity (59.2% or 798 females compared to 40.8% or 551 males).

Among female students, almost half of them enrolled for AET Level 4 (94 208 or 48.4%), while majority of male students enrolled for AET Level 4 (28 411 or 36.1%) and Grade 12 (28 370 or 36.1%).

Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2016

Qualification Category	African	Coloured	Indian/Asian	White	Other ¹	Total
AET Levels 1-3	55 985	4 304	46	55	58	60 448
AET Level 4 (NQF Level 1)	114 901	7 122	252	39	305	122 619
Grade 10 (NQF Level 2)	274	10	0	0	0	284
Grade 11 (NQF Level 3)	1343	6	0	0	0	1 349
Grade 12 (NQF Level 4)	79 609	4 794	510	74	638	85 625
Occupational programmes	2 827	262	1	8	8	3 106
Total	254 939	16 498	809	176	1 009	273 431

Source: CET College Annual Survey 2016, data extracted in November 2017.

Note: Other¹ refers to other population group other than the ones mentioned.

In 2016, majority of students enrolled in CET colleges were Africans (254 939 or 93.2%). Fewer students of the other population groups enrolled in CET colleges. Among the African population group, almost half of the students enrolled for AET Level 4 (114 901 or 45.1%) followed by Grade 12 (79 609 or 31.2%). Even though enrolment for the other population groups was low, majority of students were also enrolled for AET Level 4 and Grade 12.

Table 6.4: Number Special Needs Education (SNE) students in CET colleges according to primary disability and gender, 2016

Barriers to Learning	Female	Male	Total
ADHD	35	29	64
Autistic spectrum disorders	4	6	10
Behavioural/conduct	20	29	49
Blindness	54	63	117
Cerebral palsy	27	51	78
Deafness	13	16	29
Deaf-blindness	72	62	134
Epilepsy	89	122	211
Hard of hearing	127	69	196
Mild to moderate intellectual disability	184	185	369
Moderate to severe/profound intellectual	13	29	42
Partial sightedness/ Low vision	291	92	383
Physical	198	223	421
Severely intellectually disabled	23	20	43
Specific learning disability	30	71	101
Psychiatric disorder	70	63	133
Total	1 250	1 130	2 380

Source: CET College Annual Survey 2016, data extracted in November 2017.

There were 2 380 students in CET colleges who indicated to having a disability in 2016. The distribution between females and males with disabilities was almost equal during this period (1 250 or 52.5% and 1 130 or 47.5% respectively). Although there were no major differences in the number of disabled students between females and males, more female students reported to have partial sightedness/low vision compared to male students (291 compared to 92). Most students reported to have physical, partial sightedness/low vision and mild to moderate intellectual disabilities (421 or 17.7%; 383 or 16.1% and 369 or 15.5%). A lower proportion of students reported to have autistic spectrum disorders (10 or 0.4%).

6.1.2 Enrolment per CET college

Table 6.5: Number of students in CET colleges, by college and programme, 2016

College	AET Level 1	AET Level 2	AET Level 3	AET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Other/ Occupational programmes	Total
Eastern Cape CET College	2 701	4 500	4 948	20 787	0	0	1 380	432	34 748
Free State CET College	382	795	1 748	6 992	0	0	9 178	142	19 237
Gauteng CET College	1 527	1 673	2 738	18 220	0	1 310	59 509	1 237	86 214
KwaZulu-Natal CET College	3 391	5 285	7 697	28 502	265	19	8 871	310	54 340
Limpopo CET College	874	1 933	1 574	19 708	0	0	0	60	24 149
Mpumalanga CET College	1 186	3 740	3 305	9 029	0	0	362	31	17 653
Northern Cape CET College	425	444	484	2 543	0	0	75	15	3 986
North West CET College	906	1 763	2 004	9 419	1	4	450	446	14 993
Western Cape CET College	1 503	1 382	1 540	7 419	18	16	5 800	433	18 111
National	12 895	21 515	26 038	122 619	284	1 349	85 625	3 106	273 431
Percentage	4.7%	7.9%	9.5%	44.8%	0.1%	0.5%	31.3%	1.1%	100%

Source: CET College Annual Survey 2016, data extracted in November 2017.

Table 6.5 above indicates that almost two thirds of students were enrolled in Gauteng (86 214 or 31.5%), KwaZulu-Natal (54 340 or 19.9%) and Eastern Cape (34 748 or 12.7%) CET colleges. Majority of students enrolled for AET Level 4 programmes in almost all CET colleges except Gauteng and Free State, where most students enrolled for Grade 12 (59 509 and 9 178 respectively).

It is also interesting to note that among students enrolled in Limpopo, four out of every five of them were enrolled for AET Level 4 programmes (19 708). When looking at students enrolled in Gauteng, seven in every ten of them enrolled for Grade 12. KwaZulu-Natal was the biggest contributor for students enrolled for AET Levels 1-4 and Grade 10, while Gauteng contributed the most to enrolment in Grades 11 and 12 and occupational programmes.

Table 6.6: Number of students, lecturers and Community Learning Centres, by college, 2016

College	Community Learning Centres	Lecturers	Students
Eastern Cape CET College	279	2 863	34 748
Free State CET College	206	868	19 237
Gauteng CET College	47	2 245	86 214
KwaZulu-Natal CET College	785	4 030	54 340
Limpopo CET College	746	1 122	24 149
Mpumalanga CET College	261	1 308	17 653
Northern Cape CET College	256	163	3 986
North West CET College	109	1 040	14 993
Western Cape CET College	89	620	18 111
National	2 778	14 259	273 431

Source: *CET College Annual Survey 2016, data extracted in November 2017.*

Note 1: There are 9 community colleges, one in each province. Each community college has a number of Community Learning Centres.

Note 2: There are 3 276 Community Learning Centres published in the first Government Gazette.

Note 3: There are Community Learning Centres published that were either satellites (of which they are counted under the main centre) or inactive centres which are no longer functional.

Table 6.6 indicates that in 2016, of the 2 795 active Community Learning Centres (CLCs), there were 2 778 CLCs who submitted data, with 14 259 lecturers and 273 431 students. Majority of the CLCs were situated in KwaZulu-Natal and Limpopo (785 and 746 respectively), and few centres were in Gauteng (47). Although Gauteng had fewer centres compared to the other provinces, they enrolled a higher proportion of students compared to the other colleges (86 214 or 31.5%).

A large proportion of lecturers in CET colleges were in KwaZulu-Natal (4 030 or 28.3%), Eastern Cape (2 863 or 20.1%) and Gauteng (2 245 or 15.7%), while Northern Cape recorded the lowest proportion of lecturers (163 or 1.1%). The average lecturer to students ratio was highest in Gauteng (1:38) and lowest in the Eastern Cape (1:12) CET colleges.

6.1.3 Staffing in CET colleges

Table 6.7: Number of staff in CET colleges, by college, staff category and gender, 2016

College	Management Staff Total			Lecturer Staff Total			Support Staff Total			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	271	62	333	2 382	481	2 863	11	3	14	2 664	546	3 210
Free State CET College	121	78	199	596	272	868	4	2	6	721	352	1 073
Gauteng CET College	22	39	61	1 473	772	2 245	144	112	256	1 639	923	2 562
KwaZulu-Natal CET College	440	95	535	3 007	1 023	4 030	31	15	46	3 478	1 133	4 611
Limpopo CET College	575	104	679	928	194	1 122	10	3	13	1 513	301	1 814
Mpumalanga CET College	206	60	266	1 153	155	1 308	4	8	12	1 363	223	1 586
North West CET College	157	60	217	793	247	1 040	11	5	16	961	312	1 273
Northern Cape CET College	42	7	49	108	55	163	3	1	4	153	63	216
Western Cape CET College	59	50	109	352	268	620	53	60	113	464	378	842
National	1 893	555	2 448	10 792	3 467	14 259	271	209	480	12 956	4 231	17 187
Percentage	77.3%	22.7%	100.0%	75.7%	24.3%	100.0%	56.5%	43.5%	100.0%	75.4%	24.6%	100.0%

Source: *CET College Annual Survey 2016, data extracted in November 2017.*

Note 1: The category "Management Staff" refers to the principal and vice-principal of a CET college.

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 at any lecturing establishment.

Note 3: The category "Support Staff" refers to all other staff who are not teaching. This include persons who render: academic support services; student/ learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

Note 4: Please note that the categorization of Management Staff was still done according to the former Adult Basic Education and Training Act.

There were 17 187 staff members at CET colleges in 2016, of which 83.0% (14 259) were Lecturers, 14.2% (2 448) were Management staff and 2.8% (480) were Support staff. Majority of staff were in KwaZulu-Natal (4 611), followed by Eastern Cape (3 210) and Gauteng (2 562). These colleges also had a high number of enrolled students as indicated in Tables 6.5 and 6.6.

Among Management staff, Limpopo (679) and KwaZulu-Natal (535) contributed the most to the staff complement, while KwaZulu-Natal had more lecturers and Gauteng had more support staff compared to the other colleges.

The CET colleges had a higher proportion of female staff compared to males in all staff categories, with the largest gender disparities recorded in the Management and Lecturers' staff categories. More than 75% of staff in management and lecturing positions in CET colleges were women. The largest gender gap was in Mpumalanga CET college, in particular the Lecturer staff. Northern Cape CET college recorded the largest gender gap in the Management staff category.

6.1.4 Examination results in CET colleges

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

Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2011 – 2016

Year	Number registered	Number wrote	Number completed	Completion rate (%)
2011	107 780	39 856	13 924	34.9
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

Source: *National Examinations Database, November 2016.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2011-2016 academic years.

Note 2: "Number Registered" refers to the number of students who registered for the 2011-2016 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2011-2016 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 2011-2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2011-2016 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2011-2016 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2011-2016.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2011-2016 academic years. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2011-2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2011-2016 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 2016.

Table 6.8 shows that the number of students who registered, wrote and completed examinations for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 reached a peak in 2014 only to start declining in 2015-2016. In 2016, Out of the 100 490 students who registered for examinations for GETC: ABET Level 4 qualification, 78 105 of them wrote the examinations. However, only 28 024 students completed the qualification. The significant decrease in the number of students who completed GETC: ABET Level 4 examination from 2014 to 2016 resulted in the completion rate declining from 37.6% in 2014 to 35.9% in 2016.

Table 6.9: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification per CET college, 2016

College	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	11 155	6 937	2 720	39.2
Free State	4 216	3 682	1 205	32.7
Gauteng	14 392	10 792	3 381	31.3
KwaZulu-Natal	24 057	16 934	6 845	40.4
Limpopo	22 103	19 485	7 213	37.0
Mpumalanga	10 101	7 882	2 696	34.2
Northern Cape	2 165	1 856	519	28.0
North-West	9 226	8 116	2 502	30.8
Western Cape	3 075	2 421	943	39.0
National	100 490	78 105	28 024	35.9

Source: *National Examinations Database, November 2016.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2016 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2011-2016 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 2016.

Table 6.9 shows that in 2016, the average national completion rate for 2016 GETC: ABET Level 4 was 35.9%. The largest proportion of students registered and wrote for GETC: ABET Level 4 qualification were from KwaZulu-Natal, Limpopo and Gauteng and subsequently more students from these CET colleges completed GETC: ABET Level 4 qualification.

A fairly significant number of the students who wrote and were eligible to complete a GETC: ABET Level 4 qualification during the 2016 academic year did not successfully complete across the nine CET colleges.

KwaZulu-Natal had the highest completion rate of (40.4%), followed by Eastern Cape (39.2%), Western Cape (39.0%) and Limpopo (37.0%). The lowest completion rates were recorded in Northern Cape (28.0%) and North West (30.8%) CET colleges.

Table 6.10: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, by CET college and gender, 2016

College	Female				Male				Number registered	Number wrote	Number completed
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)			
Eastern Cape	9 135	5 737	2 303	40.1	2 020	1 200	417	34.8	11 155	6 937	2 720
Free State	2 956	2 621	915	34.9	1 260	1 061	290	27.3	4 216	3 682	1 205
Gauteng	8 838	6 778	2 301	33.9	5 554	4 014	1 080	26.9	14 392	10 792	3 381
KwaZulu-Natal	20 214	14 481	5 913	40.8	3 843	2 453	932	38.0	24 057	16 934	6 845
Limpopo	18 618	16 518	6 155	37.3	3 485	2 967	1 058	35.7	22 103	19 485	7 213
Mpumalanga	8 309	6 556	2 310	35.2	1 792	1 326	386	29.1	10 101	7 882	2 696
Northern Cape	1 556	1 344	358	26.6	609	512	161	31.4	2 165	1 856	519
North-West	6 843	6 086	1 951	32.1	2 383	2 030	551	27.1	9 226	8 116	2 502
Western Cape	1 710	1 339	500	37.3	1 365	1 082	443	40.9	3 075	2 421	943
National	78 179	61 460	22 706	36.9	22 311	16 645	5 318	31.9	100 490	78 105	28 024

Source: *National Examinations Database, November 2016.*

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a GETC qualification during the 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET qualification during the 2016 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the GETC: ABET Level 4 qualification in 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET qualification in the 2016 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 2016.

Table 6.10 shows that in 2016, a large number of female compared to male students registered, wrote and completed GETC: ABET Level 4 qualification. As indicated in Table 6.9, the national average completion rate for GETC: ABET Level 4 qualification was 35.9%. The completion rate for females was higher than the national average at 36.9% while males recorded a lower than average completion rate of 31.9%. KwaZulu-Natal province had the highest completion rate of 40.8% among female students, while Western Cape had the highest completion rate of 40.9% among male students.

Table 6.11: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2016

Content Learning Area	Number wrote	Number completed	Pass rate (%)
Ancillary Health Care	36 238	21 827	60.2
Applied Agriculture and Agriculture Technology	4 301	2 410	56.0
Arts and Culture	4 459	3 598	80.7
Early Childhood Development	17 417	14 003	80.4
Economics and Management Sciences	14 316	9 206	64.3
Human and Social Sciences	9 100	7 404	81.4
Information and Communication Technology	2 085	1 627	78.0
Life Orientation	48 149	36 781	76.4
Mathematical Literacy	44 335	25 789	58.2
Maths and Maths Sciences	6 483	2 801	43.2
Natural Sciences	6 241	2 231	35.7
Small Medium and Micro Enterprises	9 246	6 848	74.1
Technology	1 534	835	54.4
Travel and Tourism	16 525	12 707	76.9
Wholesale and Retail	2 479	1 559	62.9
Total	222 908	149 626	67.1

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2016 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 2016 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 2016.

Table 6.11 shows that in 2016, 222 908 students wrote GETC: ABET Level 4 content learning areas subjects. Most students wrote Life Orientation (48 149) followed by Mathematical Literacy (44 335) and Ancillary Health Care (36 238). Whereas the least number of students wrote Technology (1 534) and Information and Communication Technology (2 085).

Subsequently the highest number of students who completed GETC: ABET Level 4 content learning areas were recorded in Life Orientation (36 781) and Mathematical Literacy (25 789), with the lowest being Technology (835) and Wholesale and Retail (1 559).

The highest pass rate for GETC: ABET Level 4 content learning areas were recorded in Human and Social Sciences (81.4%), Arts and Culture (80.7%), Early Childhood Development (80.4%) and Information and Communication Technology (78.0%).

Table 6.12: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by language, 2016

Language Learning Area	Number wrote	Number completed	Pass rate (%)
Afrikaans	1 151	953	82.8
English	50 997	26 829	52.6
IsiNdebele	320	294	91.9
IsiXhosa	4 957	4 581	92.4
IsiZulu	6 737	6 333	94.0
Sepedi	4 647	3 986	85.8
Sesotho	930	813	87.4
Setswana	2 817	2 292	81.4
SiSwati	1 214	1 152	94.9
Tshivenda	1 132	1 078	95.2
Xitsonga	1 483	1 382	93.2
Total	76 385	49 693	65.1

Source: *National Examinations Database, November 2016.*

- 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 2016 academic year.
- Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2016 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 2016 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 2016.

Table 6.12 shows that in 2016, 76 385 students wrote GETC: ABET Level 4 language learning areas. Most students wrote English (50 997) followed by IsiZulu (6 737) and IsiXhosa (4 957), while the least number of students wrote IsiNdebele (320).

Subsequently, the highest number of students who completed GETC: ABET Level 4 language learning areas were recorded in English (26 829), IsiZulu (6 333) and IsiXhosa (4 581). The least number of students wrote and completed the IsiNdebele learning area.

The highest pass rate for GETC: ABET Level 4 language learning areas were recorded in Tshivenda (95.2%) followed closely by SiSwati (94.9%) and IsiZulu (94.0%). The lowest pass rate was recorded in English (52.6%).

7. PRIVATE COLLEGES

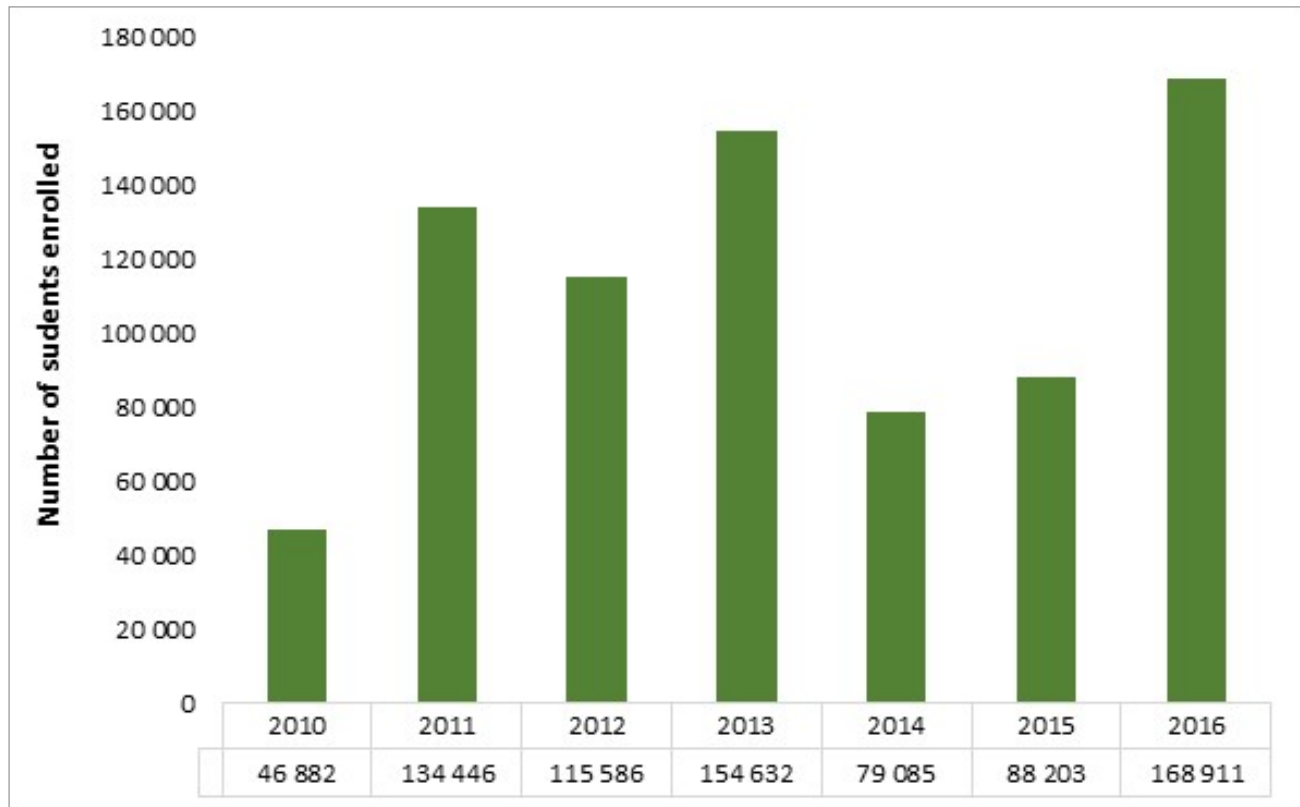
7.1 OVERVIEW OF PRIVATE COLLEGES

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, 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.

Registration of private education institutions with the Department contemplated above has been extended to include the registration of former private Adult Education and Training (AET) centres and Skills Development Providers (SDPs) as private colleges. A call for the registration of private AET centres as private colleges under the CET Act was made in the *Government Gazette No. 39045, 31 July 2015*, whereas the call for the registration of SDPs as private colleges was made in the Joint Communiqué 1 of 2016: *The Registration and Accreditation for Private Education Providers Offering Qualifications and Part-Qualifications on the Occupational Qualifications Sub-Framework*, published in October 2016. In this context, the term private colleges include former AET centres and SDPs that might have been registered with the Department subsequent to the two calls made for their registration under the CET Act.

7.1.1 Enrolment of students in private colleges

Figure 7.1: Number of students enrolled in private colleges, 2010 – 2016



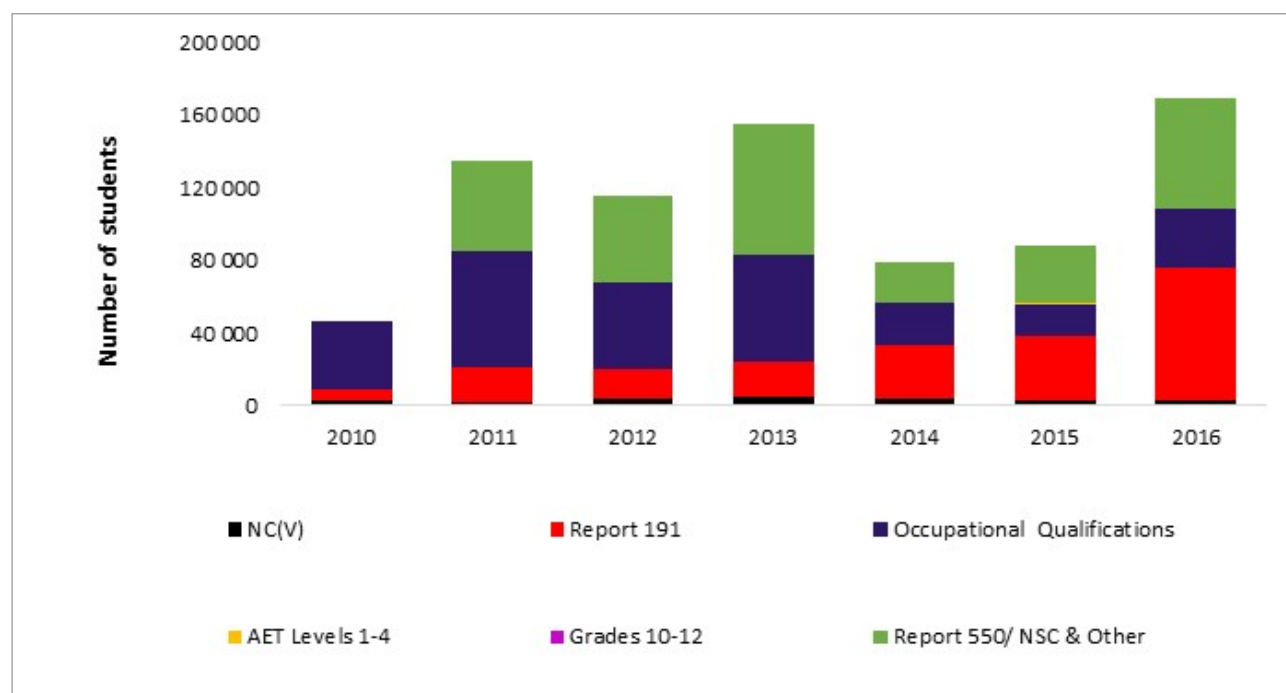
Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

Private_College_Annual_2016_20171205, data extracted in December 2017.

Student enrolment in private colleges reached 168 911 in 2016, which was 80 708 (91.5%) more than the enrolment reported in 2015 (88 203). The 2016 enrolment was the highest recorded during the period under review. This increase was attributed to the better response rate in 2016 compared with 2015, and also the legislative changes in 2015 and 2016 that required private Adult Education and Training (AET) centres and skills development providers to register as private colleges. Over the period 2010-2016 an erratic movement in enrolment of students in private colleges was observed, with the lowest student enrolment recorded in 2010 (46 882) and the highest in 2016 (168 911).

Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 – 2016



Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

Private_College_Annual_2016_20171205, data extracted in December 2017.

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

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.

Figure 7.2 shows that the largest enrolment were for occupational qualifications and Report 550/NSC & other qualifications during 2010-2013. During the subsequent years (2014-2016), highest enrolment was recorded for Report 191 and report 550/NSC & other qualifications. NC(V) offerings by private colleges are constantly low and have been decreasing since 2014, in contrast to the Report 191, Report 550/NSC & other and occupational qualifications enrolment which has been increasing and grew by almost 100% between 2015 and 2016.

Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2016

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

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

Private_College_Annual_2016_20171205, data extracted in December 2017.

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

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.

In 2016, the biggest contributors to student enrolment were for Report 191 (72 657 or 43.0%) and Report 550/NSC & other qualifications (61 118 or 36.2%). Over the period 2010-2016, all qualification categories recorded increases in student enrolment except Occupational qualifications which recorded a 14.1% (5 303) decrease (from 37 582 to 32 279). The largest increase was observed for Report 191, where 65 972 more students registered for such programmes in 2016 compared with 2010.

Table 7.2: Number of students enrolled in private colleges by qualification category and gender, 2016

Qualification Category	Female	Male	Total	Female (%)	Male (%)
NC(V) Levels 2-4	1 597	1 260	2 857	55.9	44.1
Report 191 (N1-N3)	13 257	26 144	39 401	33.6	66.4
Report 191 (N4-N6)	16 726	16 530	33 256	50.3	49.7
Occupational Qualifications	20 135	12 144	32 279	62.4	37.6
AET Levels 1-4	n.a.	n.a.	n.a.	n.a.	n.a.
Report 550/ NSC	3 271	2 118	5 389	60.7	39.3
Other	31 232	24 497	55 729	56.0	44.0
Total	86 218	82 693	168 911	51.0	49.0

Source: *Private_College_Annual_2016_20171205, data extracted in December 2017.*

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

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 in these provinces offering the programmes as indicated.

A similar proportion of male and female students enrolled in private colleges in 2016 (51.0% and 49.0% respectively). The highest proportion of female students compared to males however enrolled for occupational qualifications, Report 550/NSC, Other, NC(V) Levels 2-4, and Report 191 (N4-N6).

The only qualification category where more male students enrolled compared to female students was for Report 191 (N1-N3), where males were twice likely to enroll for these programmes than females. Report 191(N1-N3) also recorded the largest gender gap during this period. A probable reason for the underrepresentation of females in Report 191 (N1-N3) may be attributable to N1-N3 being used for artisanal skills. Irrespective of gender, high student enrolment was recorded for Report 191 (N1-N6) and 'Other' qualifications.

Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2016

Qualification Category	African	Coloured	Indian/Asian	White	Other ¹	Total
NC(V) Levels 2-4	2 667	58	107	6	19	2 857
Report 191 (N1-N3)	34 047	891	1 283	3 109	71	39 401
Report 191 (N4-N6)	30 136	690	1 176	1 128	126	33 256
Occupational Qualifications	23 485	3 147	1 439	4 026	182	32 279
AET Levels 1-4	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Report 550/ NSC	4 514	194	166	489	26	5 389
Other	–	–	–	–	–	55 729
Total	94 849	4 980	4 171	8 758	424	168 911

Source: *Private_College_Annual_2016_20171205, data extracted in December 2017.*

Note 1: NC(V) refers to the National Certificate (Vocational).

Note 2: Report 191 refers to the NATED programmes, N1 to N6.

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: "Other¹" refers to population groups other than the groups mentioned.

Note 6: Dash"–" 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: "n.a." means that there were no private colleges in these provinces offering the programmes as indicated.

In 2016, more than half of students enrolled in private colleges were Africans (94 849 or 56.0%), white students accounted for 5.2% (8 758), followed by 2.9% (4 980) of coloured students and 2.5% (4 171) of Indian/Asian students. In all the qualification categories, more than 70% of students were Africans. Among African students, majority of them enrolled for Report 191 (N1-N3), while majority of coloured, Indian/Asian and white students enrolled for occupational qualifications.

Table 7.4: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2016

Barriers to Learning	Female	Male	Total
ADHD	27	63	90
Autistic spectrum disorders	n.a.	3	3
Behavioural/conduct	11	27	38
Blindness	5	5	10
Cerebral palsy	n.a.	4	4
Deafness	188	240	428
Deaf-blindness	n.a.	n.a.	n.a.
Epilepsy	21	10	31
Hard of hearing	18	14	32
Mild to moderate intellectual disability	211	183	394
Moderate to severe/profound intellectual	2	9	11
Partial sightedness/ Low vision	57	49	106
Physical disability	212	135	347
Severely intellectually disabled	15	8	23
Specific learning disability	1	7	8
Psychiatric disorder	6	15	21
Total	774	772	1 546

Source: *Private_College_Annual_2016_20171205, data extracted in December 2017.*

Note: "n.a." means that no students indicated to have barriers to learning.

Out of the 168 911 students enrolled in private colleges in 2016, 0.9% (1 546) of them were students with special needs. A similar proportion of female and male students indicated to have special needs during this period. Table 7.4 reflects a high demand by special needs in the area of deafness, mild to moderate intellectual disability and physical disability, which collectively accounted for 75.6% of all disability categories.

Table 7.5: Number of students in private colleges by Occupational Qualifications and gender, 2016

Qualifications for organising fields	Female	Male	Total
Agriculture and Nature Conservation	145	184	329
Business, Commerce and Management Studies	8 734	4 370	13 104
Communication Studies and Language	344	122	466
Culture and Arts	436	185	621
Education, Training and Development	1 959	1 071	3 030
Health Sciences and Social Services	2 877	1 204	4 081
Human and Social Studies	341	42	383
Law, Military Science and Security	385	383	768
Manufacturing, Engineering and Technology	1 433	1 803	3 236
Physical Planning and Construction	68	296	364
Physical, Mathematical, Computer and Life Sciences	750	1 311	2 061
Services	2 663	1 173	3 836
Total	20 135	12 144	32 279

Source: *Private_College_Annual_2016_20171205, data extracted in December 2017.*

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 QCTO.

Table 7.5 indicates that majority of female students (62.4% or 20 135) enrolled for occupational qualification programmes compared to males (37.6% or 12 144). Of the 32 279 students enrolled for occupational qualifications in 2016, more than a third were enrolled for Business, Commerce and Management Studies (40.6% or 13 104) while lower enrolment was recorded for Agriculture and Nature Conservation (1.0% or 329). Overall, 91% of enrolments were in 50% of the organising fields, with the share of Business, Commerce and Management studies being 41% of all students across the 12 organising fields.

Among both female and male students, higher enrolment were recorded for Business, Commerce and Management Studies. This organizing field also recorded the largest gender difference, where 4 364 more female students registered for this qualification compared to male students.

7.1.2 Enrolment in private colleges by province

Table 7.6: Number of students in private colleges by qualification category and province, 2016

Province	NC(V)	Report 191 N1-N3	Report 191 N4-N6	Occupational Qualifications	AET Levels 1 - 4	Report 550/ NSC	Other	Total
Eastern Cape	64	172	579	2 023	n.a.	764	11 032	14 634
Free State	195	1 602	1 854	936	n.a.	214	946	5 747
Gauteng	976	20 445	15 340	13 047	n.a.	1 415	24 909	76 132
KwaZulu-Natal	1 418	6 054	9 129	4 183	n.a.	n.a.	6 664	27 448
Limpopo	22	3 143	2 670	1 013	n.a.	1 029	461	8 338
Mpumalanga	144	4 815	1 767	503	n.a.	151	268	7 648
North West	n.a.	1 717	571	836	n.a.	77	323	3 524
Northern Cape	n.a.	n.a.	n.a.	11	n.a.	n.a.	73	84
Western Cape	38	1 453	1 346	9 727	n.a.	1 739	11 053	25 356
National	2 857	39 401	33 256	32 279	n.a.	5 389	55 729	168 911

Source: *Private_College_Annual_2016_20171205, data extracted in December 2017.*

Note 1: "n.a." means that there were no private colleges in these provinces offering the programmes as indicated.

Note 2: 'Other' refers to all other skills development and short courses.

In 2016, more than three quarters of student enrolment in private colleges were in Gauteng (45.1% or 76 132), KwaZulu-Natal (16.2% or 27 448) and Western Cape (15.0% or 25 356). Northern Cape enrolled fewer students during this period. The highest proportion of students enrolled for Report 191 (N1-N6), 'Other' and Occupational qualifications, with Gauteng contributing to high enrolment in these programmes. Even though enrolments were lower for NC(V) and Report 550/ NSC, KwaZulu-Natal and Western Cape contributed largely to enrolment in these programmes.

Table 7.7: Number of students and lecturers in private colleges by province, 2016

Province	Lecturers	Students
Eastern Cape	207	14 634
Free State	146	5 747
Gauteng	1 535	76 132
KwaZulu-Natal	399	27 448
Limpopo	157	8 338
Mpumalanga	162	7 648
North West	74	3 524
Northern Cape	–	84
Western Cape	410	25 356
National	3 090	168 911

Source: *Private_College_Annual_2016_20171205, data extracted in December 2017.*

Note: "–" means that the data is not available from the province as indicated.

There were 3 090 lecturers recorded in private colleges in 2016. Half of these lecturers were in Gauteng which also recorded the highest proportion of students. The average lecturer to student ratio in private colleges was 1:55. Eastern Cape and KwaZulu-Natal reported the highest lecturer to student ratio (1:71 and 1:69), while the lowest ratio was recorded in Free State (1:39).

7.1.3 Staffing in private colleges

Table 7.8: Number of staff in private colleges, by category and gender, 2016

Staff Category	Female	Male	Total
Management Staff	527	445	972
Lecturing Staff	1 289	1 801	3 090
Support Staff	1 698	688	2 386
Total	3 514	2 934	6 448

Source: *Private_College_Annual_2016_20171205, data extracted in December 2017.*

Note 1: The category "Management Staff" refers to the principal and vice-principal of a private college.

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 at any lecturing establishment.

Note 3: The category "Support Staff" refers to all other staff who are not teaching. This includes persons who render academic support services; student/ learner support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services.

A total of 6 448 staff members were employed in private colleges in 2016, with the highest proportion of staff being lecturers (47.9% or 3 090), followed by support staff (37.0% or 2 386) and management staff (15.1% or 972). The ratio of management to operational staff (i.e. lecturers and support staff) was 1:6 in private colleges.

A similar proportion of female and male staff were in the private colleges (54.5% or 3 514 and 45.5% 2 934 respectively). The largest gender difference was recorded in the support staff where 1 010 more female staff were in this category compared to males. More male staff occupied lecturing positions compared to female staff.

7.1.4 Examination results in private colleges

The *Continuing Education and Training (CET) Act, 2006 (Act No. 16 of 2006)* as amended and the *Regulations for the Registration of Private Further Education and Training Colleges, 2007* provide the Department with the requisite legal framework for the registration and subsequent monitoring of registered private colleges. Private colleges provide vocational and occupational education and training programmes to learners who have at least completed Grade 9 in the school sector, those who have completed Grade 12 (matric) and employed persons.

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

- The National Certificate (Vocational) [NC(V)] at three levels (Levels 2, 3 and 4 of the National Qualifications Framework [NQF]), which is an alternative learning pathway to Grades 10, 11 and 12 of the academic schooling system.
- The "Report 190/1 National Technical Education (NATED)" Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- 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 7.9: Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2016

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	14 491	12 268	6 143	23 553	19 720	9 069	38 044	31 988	15 212	47.6
Report 191/1 N6	8 875	8 123	4 678	7 977	7 032	3 960	16 852	15 155	8 638	57.0
NC(V) Level 4	459	404	146	215	175	36	674	579	182	31.4
Total	23 825	20 795	10 967	31 745	26 927	13 065	55 570	47 722	24 032	50.4

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2016 and were eligible to complete the relevant qualifications during the 2016 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2016 and were eligible to complete the relevant qualifications during the 2016 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2016.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2016 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2016.

Table 7.9 shows that 55 570 students registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2016, of which 47 722 wrote examinations and 24 032 completed. The highest proportion of students registered for the Report 190/1 (N3) part-qualification followed by the Report 190/1 (N6) part-qualification. Overall more male than female students registered and wrote examinations and subsequently more male than female students completed the different qualification categories. When looking at the different qualification categories, more females compared to males registered, wrote and completed Report 190/1 N6 and NC(V) Level 4 qualifications.

Table 7.9 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification or full qualification during the 2016 academic year did not successfully complete the relevant part-qualification or full qualification.

Table 7.10: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2016

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
NC(V) Level 2	2 016	1 272	634	49.8
NC(V) Level 3	1 045	853	403	47.2
NC(V) Level 4	674	579	182	31.4
Total	3 735	2 704	1 219	45.1

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2016 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 2016.

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

Table 7.10 shows that 3 735 students registered for NC(V) programme Levels examinations in private colleges in 2016 of which 2 704 wrote examinations and 1 219 completed, with a completion rate of 45.1%. The highest proportion of students who registered, wrote and completed NC(V) qualification were on Level 2 and Level 3. The highest completion rates were subsequently recorded for NC(V) Level 2 (49.8%) and the lowest for NC(V) Level 4 (31.4%). Table 7.10 also indicates that a significantly large number of students who wrote and were eligible to complete an NC(V) part-qualification or full qualification across all levels during the 2016 academic year did not successfully complete the relevant part-qualification or full qualification.

Table 7.11: Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 part qualifications for Engineering Studies, by programme, 2016

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N1	10 915	9 198	5 652	61.4
Report 191 N2	28 422	24 447	11 847	48.5
Report 191 N3	38 044	31 988	15 212	47.6
Total	77 381	65 633	32 711	49.8

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2016 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 2016.

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 2016 academic year.

Table 7.11 shows that 77 381 students registered for Report 190/1 N1 to N3 examinations in private colleges in 2016 of which 65 633 wrote examinations and 32 711 completed, translating to a 49.8% completion rate. The highest proportion of students registered for the Report 190/1 (N3) part-qualification followed by the Report 190/1 (N2) part-qualification. The highest completion rate was however recorded for the Report 190/1 N1 part-qualification (61.4%). Table 7.11 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification across all levels during the 2016 academic year did not successfully complete the relevant part-qualification.

Table 7.12: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part qualification for Engineering Studies, by programme, 2016

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N4	19 937	17 213	10 566	61.4
Report 191 N5	13 091	11 501	7 625	66.3
Report 191 N6	8 411	7 350	4 284	58.3
Total	41 439	36 064	22 475	62.3

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2016 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2016 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 2016.

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 2016 academic year.

Table 7.12 shows that 41 439 students registered for Report 190/1 N4 to N6 part-qualification for Engineering Studies examinations in private colleges in 2016, of which 36 064 wrote examinations and 22 475 completed, with a completion rate of 62.3%. The highest proportion of students registered for the Report 190/1 N4 part-qualification followed by the Report 190/1 N5 part-qualification. The highest completion rate was recorded for Report 190/1 N4 part-qualification. Table 7.12 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification across all levels during the 2016 academic year, did not successfully complete the relevant part-qualification.

Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part qualifications for business studies, by programme, 2016

Qualification	Number registered	Number wrote	Number completed	Completion rate (%)
Report 191 N4	24 916	21 109	12 220	57.9
Report 191 N5	13 463	12 168	6 454	53.0
Report 191 N6	8 441	7 805	4 354	55.8
Total	46 820	41 082	23 028	56.1

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2016 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 2016.

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 2016 academic year.

Table 7.13 shows that 46 820 students registered for Report 190/1 N4 to N6 part-qualification for Business Studies examinations in private colleges in 2016, of which 41 082 wrote examinations and 23 028 completed. This translated to a completion rate of 56.1% for Report 190/1 N4-N6 part-qualification. The highest proportion of students registered for the Report 190/1 N4 part-qualification followed by the Report 190/1 N5 part-qualification. The Report 190/1 N4 part-qualification also recorded the highest completion rate of 57.9%. Table 7.13 also indicates that a significantly large number of students who wrote and were eligible to complete a part-qualification during the 2016 academic year did not successfully complete the relevant part-qualification.

Table 7.14: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2016

NC(V) Level 4 Programme	Female			Male			Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed				
L4:Civil Engineering and Building Construction	1	1	0	1	0	0	2	1	0	0.0
L4:Education and Development	19	18	11	4	4	1	23	22	12	54.5
L4:Electrical Infrastructure Construction	3	3	0	11	10	0	14	13	0	0.0
L4:Engineering and Related Design	0	0	0	4	2	1	4	2	1	50.0
L4:Finance, Economics and Accounting	5	4	0	0	0	0	5	4	0	0.0
L4:Hospitality	2	2	0	4	4	0	6	6	0	0.0
L4:Information Technology and Computer Studies	28	26	2	50	42	1	78	68	3	4.4
L4:Management	103	93	46	40	31	15	143	124	61	49.2
L4:Marketing	51	46	16	31	27	11	82	73	27	37.0
L4:Office Administration	144	122	35	40	34	6	184	156	41	26.3
L4:Primary Health	39	37	21	4	3	0	43	40	21	52.5
L4:Safety In Society	38	32	6	20	14	0	58	46	6	13.0
L4:Tourism	26	20	9	6	4	1	32	24	10	41.7
Total	459	404	146	215	175	36	674	579	182	31.4

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2016 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 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2016 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC(V) Level 4 qualification in 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2016 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 2016.

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

Table 7.14 shows that in private colleges in 2016, 674 students registered for examinations for the NC(V) Level 4 qualification of which the majority of them were female. Most female students registered for Office Administration (144) followed by Management (103) and Marketing (51) programmes. The majority of male students registered for Information Technology and Computer Studies (50) followed by Office Administration (40), Management (40) and Marketing (31) programmes. Subsequently most students registered and wrote examinations for Office Administration, Management and Marketing programmes. The highest number of students completed the Management programme. The highest completion rate was however recorded for the Education and Development programme (54.5%).

The Civil Engineering and Building Construction, Hospitality and Finance, Economics and Accounting programmes were least popular among both female and male students. Table 7.14 also shows that none of the students in the private colleges completed Civil Engineering and Building Construction; Electrical Infrastructure Construction; Finance, Economics and Accounting and Hospitality programmes for the NC(V) Level 4 qualification.

Table 7.15: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2016

Report 191 N6 Programme	Female			Male			Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed				
N6:Art and Design	4	4	1	6	5	2	10	9	3	33.3
N6:Business Management	555	517	287	304	279	132	859	796	419	52.6
N6:Clothing Production	13	11	11	8	4	3	21	15	14	93.3
N6:Educare	568	513	283	54	44	18	622	557	301	54.0
N6:Engineering Studies	2 854	2 536	1 487	5 557	4 814	2 797	8 411	7 350	4 284	58.3
N6:Farming Management	5	4	1	3	3	0	8	7	1	14.3
N6:Financial Management	644	603	314	279	254	128	923	857	442	51.6
N6:Hospitality and Catering	60	58	32	15	12	6	75	70	38	54.3
N6:Human Resource Management	1 624	1 515	834	690	639	365	2 314	2 154	1 199	55.7
N6:Legal Secretary	21	21	11	6	6	2	27	27	13	48.1
N6:Management Assistant	597	533	394	86	78	46	683	611	440	72.0
N6:Marketing Management	471	442	197	301	278	112	772	720	309	42.9
N6:Popular Music: Performance	0	0	0	1	0	0	1	0	0	0.0
N6:Popular Music: Studio Work	5	5	2	29	23	11	34	28	13	46.4
N6:Public Management	760	714	342	327	307	135	1 087	1 021	477	46.7
N6:Public Relations	492	462	345	208	191	144	700	653	489	74.9
N6:Tourism	202	185	137	103	95	59	305	280	196	70.0
Total	8 875	8 123	4 678	7 977	7 032	3 960	16 852	15 155	8 638	57.0

Source: *National Examinations Database, November 2016.*

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 2016 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2016 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2016 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2016.

Note 3: "Number Wrote" refers to the number of students who wrote the 2016 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2016 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 2016.

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 2016 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 2016.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2016 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 2016.

Table 7.15 shows that in private colleges in 2016, 16 852 students registered for examinations for Report 191 N6 part-qualification of which majority of them were female. Most female students registered for the Engineering Studies (2 854) followed by Human Resource Management (1 624) and Public Management programmes (760). The same pattern was observed for male students where majority of them registered for Engineering Studies (5 557) followed by Human Resources Management (690) and Public Management programmes (327).

Most students registered and wrote examinations for Engineering Studies programme followed by Human Resources Management and Public Management. Subsequently the highest number of students completed Engineering Studies, Human Resources Management and Public Management programmes. The highest completion rate was however recorded for Clothing Production (93.3%), Public Relations (74.9%), Management Assistant (72.0%) and Tourism (70.0%).

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 numbers 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 for SETA-supported learning programmes, namely, Learnerships, Internships and Skills Programmes.

8.2 REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES

Table 8.1: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2016/17

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

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

SETA Quarterly Reports, 2016/17.

- 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.
- 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.

There were 249 680 learners registered for SETA-supported learning programmes during the 2016/17 financial year, reflecting an 8.0% (18 583) increase from the registrations recorded during the 2015/16 financial year. More than half of the learners were registered for skills programmes (52.5% or 131 017), followed by learnerships (40.6% or 101 447) and fewer learners were registered for internships (6.9% or 17 216) during the 2016/17 financial year. An 84.6% (114 451) increase in the number of registered learners was recorded over the period 2011/12 to 2016/17 financial years, with major increases recorded for learnerships and skills programmes (57 576 and 43 111 respectively).

In terms of certifications, a total of 180 998 learners were certificated in SETA-supported learning programmes during the 2016/17 financial year, which was 4.1% (7 180) higher compared to the 2015/16 financial year. Similar to registered learners, majority of certifications were for skills programmes (64.2% or 116 141), followed by learnerships (32.1% or 58 080) and fewer certifications were for internships (3.7% or 6 777). Certifications grew by 53.9% (63 396) over the period 2011/12 to 2016/17 financial years, mainly due to increases in certifications for learnerships and skills programmes (28 883 and 28 614 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 – 2016/17

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

Source: SETA Quarterly Reports, 2016/17.

- 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.
- 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 imbalance in the gender figures is attributed to SETAs not fully reporting on equity thereby making the equity data not equivalent to the aggregated figures.

Table 8.2 indicates that the proportion of female learners registered and certificated for SETA-supported learning programmes has been consistently higher than that of male learners throughout the period under review. The gender gap was more pronounced in registrations for internships during the 2013/14 financial year, where females were 3.5 times likely to register for internships compared to males.

Major gender differences were observed during the 2014/15 financial year, where 40 432 more female learners registered for SETA-supported learning programmes and 18 798 more female learners were certificated compared to males. The gender gap narrowed down during the 2016/17 financial year, with registrations and certifications between males and females differing by just over 16 000.

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, 2016/17

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	2 300	2 179	95%	2 304	3 475	151%	4 604	5 654
BANKSETA	400	1 773	443%	300	273	91%	700	2 046
CATHSSETA	1 550	2 224	143%	1 300	667	51%	2 850	2 891
CETA	250	851	340%	250	262	105%	500	1 113
CHIETA	1 800	1 559	87%	3 400	3 622	107%	5 200	5 181
ETDP SETA	2 500	2 606	104%	5 000	8 532	171%	7 500	11 138
EWSETA	800	866	108%	2 000	1 054	53%	2 800	1 920
FASSET	690	282	41%	10 500	12 944	123%	11 190	13 226
FOODBEV	1 500	1 571	105%	100	1 086	1086%	1 600	2 657
FP&M SETA	880	913	104%	2 425	4 091	169%	3 305	5 004
HWSETA	7 218	3 216	45%	12 354	8 959	73%	19 572	12 175
INSETA	1 000	1 090	109%	3 700	4 323	117%	4 700	5 413
LGSETA	4 500	1 780	40%	5 600	7 262	130%	10 100	9 042
MERSETA	3 250	3 718	114%	2 500	7 152	286%	5 750	10 870
MICT SETA	100	110	110%	400	451	113%	500	561
MQA	1 800	2 548	142%	9 500	8 962	94%	11 300	11 510
PSETA	200	181	91%	3 000	1 610	54%	3 200	1 791
SASSETA	2 000	2 000	100%	3 000	3 893	130%	5 000	5 893
SERVICES	7 600	2 388	31%	6 650	2 226	33%	14 250	4 614
TETA	1 500	1 616	108%	500	880	176%	2 000	2 496
W&RSETA	3 900	3 957	101%	3 230	2 968	92%	7 130	6 925
Total	45 738	37 428	82%	78 013	84 692	109%	123 751	122 120

Source: SETA Quarterly Reports, 2016/17.

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.

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

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

There were 122 120 workers registered for SETA-supported learning programmes during the 2016/17 financial year, of which 69.4% (84 692) registered for skills programmes while 30.6% (37 428) registered for learnerships. This was an overall underachievement of 1 631 registrations, with registrations for learnerships being the main contributor to the underachievement. The biggest contributors for learnerships underachievement were SERVICES (31%), LGSETA (40%), FASSET (41%) and HWSETA (45%). In spite of the overall underachievement for learnerships, 62% of the SETAs overachieved their targets, with the largest overachievement recorded for BANKSETA (443% achievement).

A 9% (6 679) overachievement in registrations for skills programmes was recorded during the 2016/17 financial year, with 62% of the SETAs overachieving their targets. Despite the overachievement in registrations for skills programmes, noticeable underachievements were recorded in SERVICES, CATHSSETA, EWSETA and PSETA.

Although HWSETA recorded a 73% achievement in registration for skills programmes, their achievement was 3 395 less than the planned target. SERVICES and HWSETA recorded largest underachievements in absolute terms for both learnerships and skills programmes.

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, 2016/17

SETA	Learnerships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	1 150	933	81%	1 152	3 540	307%	2 302	4 473
BANKSETA	260	379	146%	263	197	75%	523	576
CATHSSETA	775	537	69%	650	1 832	282%	1 425	2 369
CETA	250	291	116%	250	2 654	1 062%	500	2 945
CHIETA	900	1 006	112%	1 700	1 968	116%	2 600	2 974
ETDP SETA	330	347	105%	700	1 124	161%	1 030	1 471
EWSETA	400	1 468	367%	225	670	298%	625	2 138
FASSET	230	252	110%	10 500	12 944	123%	10 730	13 196
FOODBEV	750	822	110%	500	1 241	248%	1 250	2 063
FP&M SETA	525	414	79%	1 587	1 842	116%	2 112	2 256
HWSETA	5 774	2 498	43%	9 883	7 929	80%	15 657	10 427
INSETA	700	527	75%	2 100	4 925	235%	2 800	5 452
LGSETA	2 500	3 305	132%	4 500	11 064	246%	7 000	14 369
MERSETA	2 600	2 051	79%	2 000	2 480	124%	4 600	4 531
MICT SETA	50	100	200%	200	203	102%	250	303
MQA	1 440	2 057	143%	9 500	15 750	166%	10 940	17 807
PSETA	0	35	n.a.	0	930	n.a.	0	965
SASSETA	1 500	4 092	273%	2 600	1 907	73%	4 100	5 999
SERVICES	873	25	3%	445	311	70%	1 318	336
TETA	2 179	804	37%	3 982	2 936	74%	6 161	3 740
W&RSETA	1 880	1 745	93%	1 450	2 699	186%	3 330	4 444
Total	25 066	23 688	95%	54 187	79 146	146%	79 253	102 834

Source: SETA Quarterly Reports, 2016/17.

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.

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

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

A total of 102 834 workers were certificated in SETA-supported learning programmes in the 2016/17 financial year, of which majority of certifications were for skills programmes (77.0% or 79 146) and 23.0% or 23 688 were for learnerships. An overall overachievement of 23 581 was recorded for certifications in SETA-supported learning programmes, with the main contributor being certification for skills programmes, where a 46% overachievement was observed compared to a 5% underachievement for learnerships.

The overall overachievement for certifications in skills programmes was recorded in 71% of the SETAs, with CETA recording a noticeable overachievement compared to the others. In terms of the differences between the target and actual achievement for skills programmes, LGSETA and MQA recorded overachievements of over 6 000. Although only 52% of the SETAs overachieved their targets for learnerships, high overachievements were recorded in EWSETA, SASSETA and MICT SETA. HWSETA and TETA contributed largely to the 5% underachievement for learnerships.

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, 2016/17

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	1 536	2 632	171%	300	613	204%	3 500	4 010	115%	5 336	7 255
BANKSETA	820	1 501	183%	200	149	75%	300	331	110%	1 320	1 981
CATHSSETA	1 500	2 664	178%	250	542	217%	1 000	2 033	203%	2 750	5 239
CETA	2 500	4 154	166%	500	182	36%	1 600	2 016	126%	4 600	6 352
CHIETA	2 300	2 957	129%	550	824	150%	1 500	2 165	144%	4 350	5 946
ETDP SETA	1 500	1 413	94%	1 750	810	46%	3 800	3 616	95%	7 050	5 839
EWSETA	1 800	1 972	110%	900	421	47%	700	1 294	185%	3 400	3 687
FASSET	4 200	3 955	94%	0	0	n.a.	330	1 808	548%	4 530	5 763
FOODBEV	1 360	1 519	112%	300	300	100%	0	0	n.a.	1 660	1 819
FP&M SETA	1 870	2 305	123%	300	304	101%	925	3 040	329%	3 095	5 649
HWSETA	2 500	2 489	100%	450	614	136%	2 000	5 771	289%	4 950	8 874
INSETA	1 500	1 338	89%	1 000	1 003	100%	1 000	1 227	123%	3 500	3 568
LGSETA	3 500	2 698	77%	500	500	100%	4 200	2 066	49%	8 200	5 264
MERSETA	4 250	4 644	109%	397	519	131%	2 500	8 261	330%	7 147	13 424
MICT SETA	3 000	4 052	135%	1 500	1 500	100%	1 800	2 525	140%	6 300	8 077
MQA	2 200	2 278	104%	465	473	102%	1 000	1 185	119%	3 665	3 936
PSETA	250	111	44%	1 550	1 718	111%	100	47	47%	1 900	1 876
SASSETA	3 000	3 003	100%	350	350	100%	1 800	982	55%	5 150	4 335
SERVICES	10 450	12 273	117%	6 180	5 413	88%	445	225	51%	17 075	17 911
TETA	2 000	2 938	147%	205	195	95%	850	857	101%	3 055	3 990
W&RSETA	4 400	3 123	71%	450	786	175%	650	2 866	441%	5 500	6 775
Total	56 436	64 019	113%	18 097	17 216	95%	30 000	46 325	154%	104 533	127 560

Source: SETA Quarterly Reports, 2016/17.

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.

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: "n.a." means not applicable.

A total of 127 560 unemployed persons were registered for SETA-supported learning programmes during the 2016/17 financial year, which was 51.1% of the 249 680 total registrations recorded by SETAs (see Table 8.1). Over half of unemployed persons registered for learnerships (50.2% or 64 019), while 36.3% (46 325) were for skills programmes and 13.5% (17 216) were for internships. Registrations for SETA-supported learning programmes for unemployed persons were 23 027 more than the planned target, translating to a 22% overachievement.

Overachievements were recorded for skills programmes and learnerships, with 71% of the SETAs overachieving their set targets for skills programmes. A 5% underachievement was recorded for internships, with lower achievements observed in CETA, ETDP SETA and EWSETA.

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, 2016/17

SETA	Learnerships			Internships			Skills Programmes			Total target	Total actual
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)		
AGRISETA	768	1 967	256%	150	318	212%	1 750	4 091	234%	2 668	6 376
BANKSETA	533	655	123%	130	132	102%	210	381	181%	873	1 168
CATHSSETA	750	950	127%	0	70	0%	500	6 117	1 223%	1 250	7 137
CETA	2 250	2 503	111%	100	118	118%	8 250	2 347	28%	10 600	4 968
CHIETA	1 150	2 181	190%	275	541	197%	750	1 013	135%	2 175	3 735
ETDP SETA	635	567	89%	65	39	60%	700	344	49%	1 400	950
EWSETA	900	903	100%	450	120	27%	350	399	114%	1 700	1 422
FASSET	2 580	2 333	90%	0	0	n.a.	2 310	2 963	128%	4 890	5 296
FOODBEV	680	953	140%	150	196	131%	0	0	n.a.	830	1 149
FP&M SETA	1 388	1 364	98%	210	214	102%	717	1 434	200%	2 315	3 012
HWSETA	2 000	2 063	103%	360	691	192%	1 600	4 417	276%	3 960	7 171
INSETA	1 200	880	73%	480	611	127%	800	824	103%	2 480	2 315
LGSETA	2 800	3 176	113%	320	362	113%	3 500	2 428	69%	6 620	5 966
MERSETA	1 500	2 570	171%	350	199	57%	1 800	2 429	135%	3 650	5 198
MICT SETA	1 500	2 084	139%	750	750	100%	900	1 550	172%	3 150	4 384
MQA	1 000	1 418	142%	235	248	106%	1 000	1 456	146%	2 235	3 122
PSETA	0	0	n.a.	0	0	n.a.	0	0	n.a.	0	0
SASSETA	2 000	2 248	112%	350	94	27%	1 600	0	0	3 950	2 342
SERVICES	1 392	1 707	123%	309	1 955	633%	748	2 858	382%	2 449	6 520
TETA	5 141	1 992	39%	725	119	16%	2 182	1 318	60%	8 048	3 429
W&RSETA	1 550	1 878	121%	325	0	0%	100	626	626%	1 975	2 504
Total	31 717	34 392	108%	5 734	6 777	118%	29 767	36 995	124%	67 218	78 164

Source: SETA Quarterly Reports, 2016/17.

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.

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: "n.a." means not applicable.

The total number of unemployed persons certificated for SETA-supported learning programmes was 78 164 during the 2016/17 financial year, which was 10 946 more than the set target. The number of certificated unemployed persons was however 24 670 less than the number of certificated workers (see Tables 8.4 and 8.6). A similar distribution of certifications were for skills programmes and learnerships (47.3% or 36 995 and 44.0% or 34 392 respectively), while fewer certificates were issued for internships (8.7% or 6 777).

An overachievement for certifications was recorded in all the SETA-supported learning programmes. Certifications for learnerships was overachieved in 71% of the SETAs and 67% of the SETAs recorded an overachievement in certifications for skills programmes. Although the overall picture shows overachievements in different SETAs, noticeable underachievements were observed in CETA for skills programmes (28% achievement) and TETA for learnerships (39% achievement).

8.3 ARTISANS

8.3.1 Introduction

The Skills Development Act RSA, 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 2013. 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 indicates that by 2030 the country should be producing 30 000 qualified artisans per year. At present the country is producing on average 16 000 qualified artisans per year and so the number has to more than double in the next 14 years leading up to 2030.

8.3.2 Learners entering artisanal learning programmes

Table 8.7: Number of learners entering artisanal learning programmes, by organisation, 2011/12 – 2016/17

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
AGRISETA	96	70	116	244	347	227
CATHSSETA	563	662	312	840	514	683
CETA	1 849	579	1 342	2 104	1 737	2 024
CHIETA	2 541	1 989	1 694	2 164	3 372	4 263
EWSETA	1 046	1 316	390	507	1 378	1 287
FOODBEV	15	-	267	70	45	178
FP&M SETA	351	584	426	958	459	419
HWSETA	-	-	-	109	119	87
INDLELA	5 227	5 795	7 865	7 122	5 734	7 311
LGSETA	413	528	294	754	1 020	888
MERSETA	6 254	4 951	10 394	7 606	8 130	8 038
MQA	2 525	2 365	2 468	2 621	1 848	1 978
PSETA	78	53	2	48	33	34
SASSETA	-	516	385	539	467	401
SERVICES	2 104	984	968	761	1 127	1 416
TETA	1 019	711	538	1 579	1 778	1 314
W&RSETA	334	746	209	276	532	269
Total	24 415	21 849	27 670	28 302	28 640	30 817

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2017.

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

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

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

Table 8.7 shows that the total number of learners entering artisanal learning programmes in the 2016/2017 financial year was 30 817. The figure reflects an increase of 2 177 in the number of learners entering artisanal learning programmes from the 2015/16 financial year. This big increase between the 2015/16 and 2016/17 financial years came after a smaller increase of 338 recorded between the 2014/15 and 2015/16 financial years.

The 2016/2017 cohort indicates that, MERSETA recorded the highest number of persons who entered artisanal learning programmes with 8 038 learners, followed closely by INDLELA which recorded 7 311 learners which increased by 1 577 learners when compared to the previous financial year. PSETA (34 learners) and HWSETA (87 learners) recorded the lowest number of learners entering artisanal learning programmes.

INDLELA and MERSETA have been recording a high number of learners entering artisanal learning programmes throughout the period under review, however MERSETA recorded a decrease of 92 learners between the 2015/16 and 2016/17 financial years. TETA and W&RSETA recorded the largest decrease in the number of learners during the same period (464 and 263 respectively).

Table 8.8: Number of learners entering artisanal learning programmes, by province, citizenship and gender, 2016/17

Province	Female	Male	Total
Western Cape	711	1 969	2 680
Eastern Cape	486	1 178	1 664
Northern Cape	108	440	548
Free State	351	1 696	2 047
KwaZulu-Natal	1 038	3 497	4 535
North West	450	1 306	1 756
Gauteng	2 359	8 580	10 939
Mpumalanga	730	3 029	3 759
Limpopo	870	1 987	2 857
Non-South African	7	25	32
Total	7 110	23 707	30 817

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2017.

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

It can be seen from Table 8.8 that more than a third of learners entering artisanal learning were from Gauteng (35.5% or 10 939), followed by KwaZulu-Natal (14.7% or 4 535) and Mpumalanga (12.2% or 3 759). More male compared to female learners entered artisanal learning programmes. The large gender differences were observed in Gauteng where 6 221 more males entered into artisanal programmes compared to females. Northern Cape recorded the smallest gender difference of 332 between males and females.

Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2016/17

Province	Female	Male	Total
Electrician	1 781	5 075	6 856
Mechanical fitter	385	2 341	2 726
Diesel Mechanic	216	1 873	2 089
Welder	574	1 798	2 372
Automotive motor mechanic	167	1 500	1 667
Plumber	445	1 582	2 027
Boilermaker	287	1 678	1 965
Rigger	112	827	939
Millwright	132	826	958
Fitter & turner	221	587	808
Bricklayer	328	461	789
Carpenter	151	266	417
Joiner	-	4	4
Pipe fitter	-	-	-
Total	4 799	18 818	23 617

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2017.

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

The Special Infrastructure Project identified the 14 trades listed in Table 8.9 as scarce skills. The table indicates that even though there is a significantly high rate on training of electricians, there is still more training that is required as the trade is still listed as one of the SIPs scarce skills. The listed trades are 77% of the total reported figure on learners entering artisanal learning programmes.

The listed trades are predominantly undertaken by men (79.7% or 18 818) as compared to women (20.3% or 4 799). The largest gender disparities were seen in the Automotive Motor Mechanic and Diesel Mechanic trades, where men were more than 8 times likely to enter into those trades compared to women. More women were in the Electrician trade as compared to the other trades. However, the Electrician trade recorded the largest gender differences, where 3 294 more men entered into this trade compared to women.

8.3.3 Learners completing artisanal learning programmes

Table 8.10: Number of learners completing artisanal learning programmes by organisation, 2011/12 – 2016/17

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
AGRISETA	77	149	100	121	154	228
CATHSSETA	282	1 007	1 161	86	-	-
CETA	699	520	9	5	504	1 344
CHIETA	989	1 279	387	547	743	946
EWSETA	571	37	1 841	360	470	697
FOODBEV	160	36	168	-	-	13
FP&M SETA	-	-	4	30	101	124
HWSETA	-	-	-	8	36	74
INDLELA	3 392	1 355	2 077	3 177	2 952	3 224
LGSETA	226	305	81	383	87	232
MERSETA	3 155	7 166	7 522	6 869	8 352	9 660
MQA	2 566	2 035	3 597	1 617	1 382	1 807
PSETA	1	5	-	-	30	15
SASSETA	-	-	101	-	-	227
SERVICES	1 521	841	185	348	550	1 245
TETA	208	169	478	718	714	1 359
W&RSETA	176	373	399	120	39	3
Total	14 023	15 277	18 110	14 389	16 114	21 198

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2017.

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

Table 8.10 shows that the total number of learners completing artisanal learning programmes in the 2016/17 financial year was 21 198. The figure reflects an increase of 5 084 in the number of learners completing artisanal learning programmes compared with the 2015/16 financial year. MERSETA contributed largely to the increase, with 1 308 more learners completing artisanal learning during the 2016/17 financial year when compared with the 2015/16 financial year.

The 2016/17 cohort indicates that MERSETA recorded the highest number of learners who completed artisanal learning programmes with 9 660 competent learners, followed by INDLELA which had 3 224 learners. INDLELA recorded an increase of 272 completions when compared with the 2015/16 financial year.

Table 8.11: Number of learners completing artisanal learning programmes, by province, citizenship and gender, 2016/17

Province	Female	Male	Total
Western Cape	257	1 897	2 154
Eastern Cape	240	797	1 037
Northern Cape	34	238	272
Free State	181	671	852
KwaZulu-Natal	1 077	2 320	3 397
North West	227	500	727
Gauteng	1 215	9 028	10 243
Mpumalanga	242	1 272	1 514
Limpopo	313	677	990
Non-South African	-	12	12
Total	3 786	17 412	21 198

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2017.

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

It can be seen from Table 8.11 that artisan trainees who completed artisanal learning programmes are overwhelmingly concentrated in Gauteng (48.3% or 10 243), followed by KwaZulu-Natal (16.0% or 3 397), Western Cape (10.2% or 2 154) and Mpumalanga (7.1% or 1 514).

While Gauteng recorded the largest number of learners completing artisanal learning programmes, the province also recorded the largest gender difference where 7 813 more men completed artisan programmes compared to women. The smallest gender difference was recorded in Northern Cape.

The table also suggests that the targets of 25% and higher set by some SETAs for the number of women in artisan training projects are unrealistic as the cohort on female candidates entering artisanal learning programmes is at 23% and 17.9% on female learners completing the programmes in the 2016/17 financial year.

Table 8.12: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills and gender, 2016/17

Trade	Female	Male	Total
Electrician	1 019	3 656	4 675
Mechanical fitter	246	1 525	1 771
Diesel Mechanic	162	1 648	1 810
Welder	335	1 244	1 579
Automotive motor mechanic	91	1 177	1 268
Plumber	175	1 064	1 239
Boilermaker	134	1 062	1 196
Rigger	33	705	738
Millwright	124	680	804
Fitter & turner	58	402	460
Bricklayer	91	176	267
Carpenter	88	143	231
Joiner	-	14	14
Pipe fitter	-	-	-
Total	2 556	13 496	16 052

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2017.*

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

Table 8.12 indicates that, overall, training in scarce and critical trades makes up the lion's share of all trade-related training in the country. The above table provides a clear indication that the scarce and critical trades (as per the 2016/17 SIPs report) makes up 75.7% of the trades reported on artisan related training completed with females making up 16.0% and males 84.1% of the SIPs scarce skills trades. More men completed artisanal learning programmes compared to women. The gender difference was more pronounced in the Electrician trade, where 2 637 men completed the programme compared to women. The smallest gender differences were recorded in the Bricklayer and Carpenter trades.

Table 8.13: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2016/17

SETA	Economic Sectors	2014/15	2015/16	2016/17
AGRISETA	Agriculture	190	186	219
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport	-	1	1
CETA	Construction	479	582	1 058
CHIETA	Chemicals	572	861	1 020
ETDPSSETA	Education & Training	-	-	-
EWSETA	Energy & Water	964	1 170	993
FOODBEV	Food Processing	2	-	14
FP&MSETA	Fibre Processing & Manufacturing	98	106	106
HWSETA	Health & Welfare	16	79	73
INDLELA	Non-SETA Candidates	4 983	3 791	3 692
LGSETA	Local Government	486	98	233
MERSETA	Manufacturing & Engineering	6 890	6 600	7 061
MICT SETA	Media, Information and Communication	-	-	-
MQA	Mining and Minerals	1 876	2 056	1 974
PSETA	National & Provincial Government	-	29	14
SASSETA	Safety & Security	12	21	133
SERVICES	Services Sector	1 685	928	1 271
TETA	Transport	1 028	1 402	1 541
W&R SETA	Wholesale & Retail SETA	-	-	3
Total		19 281	17 910	19 406

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management System, 2017.

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

Note 2: Certificated means numbers of issued National Trade Certificate for Trade test that was undertaken and passed in that year.

A total of 19 406 artisans were issued with national trade certificates by SETAs and INDLELA during the 2016/17 financial year. The number reflects an 8.4% (1 496) increase in the number of artisans certificated in the 2016/17 compared with 2015/16 financial year. MERSETA and INDLELA issued the largest number of certificates throughout the period under review (2014/15-2016/17 financial years). During the 2016/17 financial year, more than a third of artisans' certificates were issued by MERSETA (36.4% or 7 061) followed by INDLELA (19.0% or 3 692) and MQA (10.2% or 1 974).

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

9.1 INTRODUCTION

The public Post-School Education and Training (PSET) institutions, namely Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges and Community Education and Training (CET) centres 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, transfers in respect of TVET colleges consisted of Conditional Grant payments to provincial education departments 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.

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 2015/16 and 2016/17 financial years, TVET colleges received funding directly from the Department for operational costs and TVET college lecturers were paid directly from the Department. In the 2013/14 and 2014/15 financial years, TVET colleges received funding directly from the Department in the form of subsidies, while provincial education Departments received funding from the Department in the form of conditional grants. The latter was undertaken to compensate Provincial Education Departments (PEDs) for salaries paid to TVET college lecturers who were still on the PED PERSAL system. In the 2011/12 and 2012/13 financial years, the Department transferred funds to PEDs, which in turn administered TVET colleges.

Until 2014, public Adult Education and Training (AET) centres (now called CET colleges) were funded and administered by PEDs through the national and provincial budgeting processes. This function has shifted to the Department with effect from 1 April 2015 and the Community Education and Training centres received funding from the Department for operational costs. The Department paid the salaries of the CET lecturers in the 2015/16 and 2016/17 financial years.

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

Table 9.1: Funding for key post-school education and training institutions, 2011/12 – 2016/17

Financial year	Public HEIs R'000	TVET Colleges R'000		CET College R'000	Total R'000
2011/12	19 354 159	Subsidies	0	n.a.	0
		Conditional Grant	4 357 311	n.a.	4 357 311
		Total	4 375 311	1 413 194	25 142 664
2012/13	20 902 779	Subsidies	0	n.a.	0
		Conditional Grant	4 844 607	n.a.	4 844 607
		Total	4 844 607	1 535 932	27 283 318
2013/14	22 388 767	Subsidies	3 013 189	n.a.	3 013 189
		Conditional Grant	2 454 188	n.a.	2 454 188
		Total	5 467 377	1 669 252	29 525 396
2014/15	24 155 093	Subsidies	3 185 827	n.a.	3 185 827
		Conditional Grant	2 631 346	n.a.	2 631 346
		Total	5 817 173	1 927 300	31 899 566
*2015/16	26 342 110	Subsidies	1 239 740	91 758	1 331 498
		Operational	4 873 078	1 728 103	6 601 181
		Total	6 112 818	1 819 861	34 274 789
2016/17	27 964 560	Subsidies	1 566 747	98 053	1 664 800
		Operational	4 982 866	1 845 337	6 828 203
		Total	6 549 613	1 943 390	36 457 563
Share of total expenditure in 2016/17	76.7%		18.0%	5.3%	100%

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

National Treasury website.

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

Public HEIs received a larger proportion of transfers, subsidies and operational costs for the PSET throughout the period under review. A total of R36.5 billion was allocated to public HEIs, TVET colleges and CET colleges during the 2016/17 financial year. The amount for 2016/17 financial year was R2.2 billion more than what was allocated in the 2015/16 financial year and R11.3 billion more than the 2011/12 financial year allocation.

Out of the total R36.5 billion allocated during the 2016/17 financial year, a larger proportion was allocated to public HEIs (76.7% or R28.0 billion), while the TVET and CET sectors were allocated 18.0% (R6.6 billion) and 5.3% (R1.9 billion) respectively.

Funding increased in all the sectors in the 2016/17 financial year compared to the 2015/16 financial year, with the largest increase recorded for public HEIs (R1.6 billion), followed by TVET colleges (R436.8 million) while the lowest increase was for CET colleges (R123.5 million).

Table 10.12 (Appendix) shows that out of the amount allocated to public HEIs during the 2016/17 financial year (R28.0 billion), the largest amount was allocated to UNISA (R2.9 billion or 10.2%), University of Pretoria (R2.2 billion or 7.7%) and University of KwaZulu-Natal (R1.8 billion or 6.3%). The lowest allocation was for Mangosuthu University of Technology (R369.2 million or 1.3%).

Funding for TVET and CET colleges were allocated in terms of operational costs and subsidies for the 2015/16 and 2016/17 financial years as seen in Table 9.1. Out of the total amount allocated to TVET colleges in the 2016/17 financial year, over three quarters of it was for operational costs (R5.0 billion or 76.1%) while almost a quarter of it was for subsidies (R1.6 billion or 23.9%). The subsidies amount in TVET colleges increased by R327 million between 2015/16 and 2016/17 financial years. Table 10.13 (Appendix) shows how the subsidies amount was allocated to different TVET colleges. A larger proportion of the total subsidies amount was allocated to South West TVET college (R100.4 million or 6.4%), while Lephalale TVET college was allocated the lowest amount (R4.3 million or 0.3%).

The CET sector is the smallest sector among the three public PSET sectors, with the total amount allocated to CET colleges amounting to R1.9 billion during the 2016/17 financial year. Out of the R1.9 billion allocated, R1.8 billion or 95.0% of it was for operational costs while R98.1 million or 5.0% was from subsidies. The subsidies amount increased by R6.3 million between the 2015/16 and 2016/17 financial years. Table 10.14 (Appendix) shows that more than a quarter of the subsidies amount was allocated to Gauteng CET college (R28.7 million or 29.3%), while the lowest allocation was for Northern Cape CET college (R1.9 million or 1.9%).

9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

9.3.1 Introduction

The National Student Financial Aid Scheme (NSFAS) was established in terms of the NSFAS Act (Act 56 of 1999), as amended. In terms of the Act, NSFAS is responsible for the allocation of student financial aid funds to the 26 public universities and 50 Technical and Vocational Education and Training (TVET) colleges and for the administration of loans and bursaries to students at these public institutions. The Act also mandates the entity to recover student loans and to raise funds for student loans and bursaries. In addition to managing funds granted by the Department, NSFAS administers funding on behalf of the Department of Basic Education, the Department of Social Development and National Skills Fund amongst other national and provincial government departments.

9.3.2 NSFAS beneficiaries and amounts provided

Table 9.2: Number of students who received loans/bursaries from the NSFAS and the amount provided, by sub-sector, 2011 – 2016

Year	Public HEIs		TVET colleges		Total		Percentage change on amount provided
	Number of students	Amount provided (in Rands)	Number of students	Amount provided (in Rands)	Number of students	Amount provided (in Rands)	
2011	217 219	4 848 960 105	114 968	1 116 590 548	332 187	5 965 550 653	62.2%
2012	194 932	5 888 373 557	188 182	1 822 497 265	383 114	7 710 870 823	29.3%
2013	195 387	6 748 152 217	220 978	1 953 253 361	416 365	8 701 405 578	12.8%
2014	186 160	6 970 982 424	228 642	1 991 487 809	414 802	8 962 470 233	3.0%
2015	178 961	7 194 618 509	235 988	2 095 129 942	414 949	9 289 748 451	3.7%
2016	225 950	10 304 756 649	225 557	2 106 267 265	451 507	12 411 023 914	33.6%

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

NSFAS Annual Reports (2011/12; 2012/13; 2013/14; 2014/15; 2016/17).

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

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

Note 3: From 2011 – 2014, NSFAS awarded loans and bursaries to students/learners at specific agricultural colleges and/or schools, the National Institute for Higher Education and other colleges, (2011 – 345, 2012 – 428, 2013 – 464 and 2014 – 10). The table includes loans and bursaries to these institutions.

The amount provided for NSFAS loans/bursaries was R12.4 billion in 2016, which was 108.0% (R6.4 billion) higher than what was allocated in 2011 (from R6.0 billion in 2011 to R12.4 billion in 2016). During this period, loans/bursaries awarded to public HEIs students increased by 112.5% (R5.5 billion) while that of TVET students increased by 88.6% (R989.7 million). Between 2015 and 2016, NSFAS awards to students increased by 33.6% (R3.1 billion).

There were 451 507 students who received loans/bursaries in 2016. This was 35.9% (119 320) higher compared to the number of students who were awarded in 2011. An equal proportion of students from public HEIs and TVET colleges were funded through NSFAS in 2016 (225 950 and 225 557 respectively). Over the six year period, the number of TVET colleges’ students who received NSFAS funding increased by 96.2% or 110 589 while that of public HEIs increased by 4.0% (8 731). However, between 2015 and 2016, the number of students who received NSFAS funding in TVET colleges declined by 4.4% (10 431) while that of public HEIs students increased by 26.3% (46 989).

Table 9.3: Number of students who received loans/bursaries from the NSFAS by gender, 2011 – 2016

Year	Public HEIs			TVET colleges			Total		
	Number of students			Number of students			Number of students		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2011	124 242	92 977	217 219	68 582	46 386	114 968	192 824	139 363	332 187
2012	113 372	81 560	194 932	112 465	75 717	188 182	225 837	157 277	383 114
2013	114 696	80 691	195 387	131 921	89 057	220 978	246 617	169 748	416 365
2014	109 751	76 409	186 160	143 914	84 728	228 642	253 665	161 137	414 802
2015	104 825	74 136	178 961	151 208	84 780	235 988	256 033	158 916	414 949
2016	130 297	95 653	225 950	146 770	78 787	225 557	277 067	174 440	451 507

Source: NSFAS database.

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

Both public HEIs and TVET colleges recorded a higher proportion of female students compared to males who were awarded NSFAS bursaries/loans throughout the period under review. In 2016, the number of female students who received NSFAS loans/bursaries was 277 067, which was 43.0% (84 243) higher compared with 2011, and 8.2% (21 034) higher compared with 2015. Male students who received NSFAS loans/bursaries reached 174 440 in 2016, reflecting a 25.1% (35 077) increase when compared with 2011, and 9.7% (15 524) higher compared with 2015.

9.3.3 Funza Lushaka bursary scheme

Table 9.4: Number of public HEIs students who received Funza Lushaka bursary by gender and the amount provided, 2011 – 2016

Year	Number of students enrolled in the Education Field			Number of students who received a Funza Lushaka bursary			Percentage of students who received Funza Lushaka bursary	Amount provided (in Rands)
	Female	Male	Total	Female	Male	Total	Total	Total
2011	122 296	42 580	164 939	6 115	2 778	8 893	5.4	442 846 392
2012	125 950	42 511	168 608	8 071	3 631	11 702	6.9	666 782 495
2013	129 736	43 255	172 991	9 912	4 561	14 473	8.4	890 104 296
2014	124 636	41 462	166 099	9 570	4 758	14 328	8.6	941 201 654
2015	128 130	42 417	170 550	8 986	5 040	14 026	8.2	965 591 611
2016	131 550	45 434	176 986	8 781	5 355	14 136	8.0	1 012 506 525

Sources:

2016 HEMIS database, data extracted in October 2017.

Statistics on Post-School Education and Training in South Africa, 2015.

NSFAS Annual Reports (2011/12; 2012/13; 2013/14; 2014/15; 2016/17).

The amount provided for Funza Lushaka has been consistently increasing over the period 2011-2016. In 2016, a total of R1.0 billion was provided for these bursaries, reflecting an increase of 128.6% (R569.7 million) when compared with 2011. The number of students who were awarded bursaries also increased by 59.0% (5 243) in the same period. Three in every four female students were enrolled in the Education field throughout the period under review (2011-2016). A higher proportion of female students also received Funza Lushaka bursaries as compared to male students during this period.

The proportion of students who received bursaries out of the number of students who enrolled in the Education field declined from 8.2% in 2015 to 8.0% in 2016. The number of students enrolled in the Education field however increased by 3.8% (6 436) in the same period. Between 2015 and 2016, the amount provided for Funza Lushaka bursaries increased by 4.9% (R46.9 million) while the number of students who received bursaries increased by 0.8% (110).

9.4 THE SKILLS DEVELOPMENT LEVY

9.4.1 Introduction

The SETA Grant Regulations of 3 December 2012 came into effect on 1 April 2013. The intent behind these Regulations is among other things to improve the quantity and quality of labour market information received by SETAs in the form of workplace skills plans, annual training reports and Professional, Vocational, Technical and Academic Learning programmes (PIVOTAL) training reports, to inform planning.

A total of 20% (Mandatory Grant) of the levy is paid back to employers who, after submitting their workplace skills plans and annual training reports meet the minimum requirements set in the Regulations. The intention of Mandatory Grant is to encourage employers to plan and implement training and development, to expand access to training (particularly among those who had previously not benefitted), and to improve the quality of provision and its relevance to the economy and the workplace. There has been a steady increase in the number of employers claiming their Mandatory Grant through the submission of workplace skills plans and annual training reports since 2013.

The Regulations require that SETAs should spend 49.5% of their levy to implement projects identified in their Sector Skills Plan (SSP) within the framework of the National Skills Development Plan in order to address scarce and critical skills needs.

The SETAs and the National Skills Fund (NSF) disburse the skills levy within the ambit of the Skills Development Act, 1998 (Act No.97 of 1998), Skills Development Levies Act, 1999 (Act No.9 of 1999), Public Finance Management Act, 1999 (Act No.29 of 1999, as amended) and the Tax Administration Act, 2011 (Act No.28 of 2011).

9.4.2 Distribution of the Skills Development Levy

Table 9.5: Distribution of the Skills Development Levy, 2011/12 – 2016/17

Year	Total Amount Disbursed by the Skills Levy Fund R '000	Distribution of Levy Funds					Portion of SETA Admin fee transferred to QCTO: R'000
		NSF R'000	Amount disbursed to SETAs R'000	SETAs			
				Administration Costs R'000	Mandatory Grant R'000	Discretionary Grant R'000	
2011/12	10 106 213	2 020 029	8 086 184	1 010 773	5 053 865	2 021 546	n.a.
2012/13	11 419 341	2 283 872	9 135 469	1 141 934	5 709 668	2 283 867	n.a.
2013/14	12 566 289	2 511 390	10 054 899	1 319 705	2 513 725	6 221 469	15 428
2014/15	14 036 309	2 818 082	11 218 227	1 472 392	2 804 557	6 941 278	28 500
2015/16	15 225 043	3 044 212	12 180 831	1 598 734	3 045 208	7 536 889	40 000
2016/17	15 298 454	3 046 235	12 252 219	1 608 103	3 063 055	7 581 061	60 670
Total	78 651 649	15 723 820	62 927 829	8 151 641	22 190 078	32 586 110	144 598

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

DHET Levy System, data extracted in April 2017.

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.

Increases in the amount disbursed by the skills levy fund can be seen during the 2011/12 to 2016/17 financial years, with the total disbursed during this period amounting to R78.7 billion. The amount disbursed by the skills levy fund gets distributed between the SETAs (80%) and the NSF (20%).

The 80% levy fund that was disbursed to SETAs was distributed between the administration cost, mandatory grant and discretionary grant. A larger proportion of the amount disbursed to SETAs was distributed to discretionary grants for the past four financial years. SETAs transferred a smaller portion to Quality Council for Trades and Occupations (QCTO) as an administration fee.

During the 2016/17 financial year, the skills levy fund disbursed R15.3 billion, which was R5.2 billion (51.4%) higher than what was disbursed during the 2011/12 financial year. The amount was also R73.4 million higher than the amount disbursed during the 2015/16 financial year. SETAs received a larger proportion of the skills levy fund (R12.3 billion) while NSF received R3.0 billion during the 2016/17 financial year.

The amount disbursed to SETAs increased by R71.4 million (0.6%) during the 2016/17 financial year compared to what was disbursed in the 2015/16 financial year. On the other hand, the amount disbursed to NSF increased by R2.0 million (0.1%) in the same period. However, the growth in the amount provided to both NSF and SETAs grew at a similar rate between 2011/12 and 2016/17 financial years (50.8% and 51.5% respectively).

9.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

9.5.1 Introduction

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

The Skills Development Act stipulates that the NSF may fund the following:

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

The tables below provide an overview of the number of projects supported by the NSF, as well as the distribution of funds across key projects.

9.5.2 Number of projects and beneficiaries supported by the NSF

Table 9.6: Number of NSF supported projects and beneficiaries by province, 2011/12 – 2016/17

Province	Number of projects						Number of beneficiaries					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Eastern Cape	34	12	11	13	16	23	11 206	2 585	3 134	5 045	5 479	5 898
Free State	32	5	4	4	4	4	6 919	3 478	857	2 541	1 674	2 859
Gauteng	50	18	18	20	23	25	30 806	6 951	2 220	15 980	19 039	10 684
KwaZulu-Natal	41	20	21	19	18	24	13 151	19 480	11 903	11 516	16 976	8 012
Limpopo	33	13	11	10	10	11	10 488	6 909	5 261	8 668	6 598	7 147
Mpumalanga	28	3	4	5	4	6	6 140	787	1 591	4 604	2 902	2 497
Northern Cape	26	3	5	4	4	4	5 224	1 035	625	601	1 003	1 603
North West	30	7	6	5	5	5	8 577	2 260	1 727	3 534	1 730	2 010
Western Cape	44	10	13	13	16	18	15 020	4 098	6 188	10 128	8 502	7 293
Multi-provinces	n.a.	42	39	34	24	42	n.a.	47 885	44 407	n.a.	n.a.	n.a.
National	n.a.	24	32	58	83	8	n.a.	n.a.	n.a.	n.a.	n.a.	166
Total	318	157	164	185	207	170	107 531	95 468	77 913	62 617	63 903	48 169

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

NSF organisational report.

NSF Annual Financial Statements and Annual Report for the years ended 31 March 2014 to 31 March 2017 (Pages 62 and list of projects pages 200 to 210.

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 and the National Research Foundation, and international scholarships.

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

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

The NSF supported 170 skills development projects across South Africa during the 2016/17 financial year. The majority of these were located at provincial level, while 42 were multi provinces and 8 were national projects/international scholarship projects. Some of the key national projects supported by the NSF include: the National Artisan Moderation Body (NAMB), National Artisan Development Support Centre (NADSC) for national artisan development; the Recognition of Prior Learning (RPL) Project of INDLELA; the Labour Market Intelligence Project (LMIP); South African Institute of Chartered Accountants (SAICA) for capacity development of TVET colleges Chief Financial Officers, CEPD – Research and Public Engagement on the Post-School Education and Training (PSET) development, Special Infrastructure Programme Presidential (SIPP) resourcing the DHET unit for Strategic Integrated Projects (SIPs), DHET-South African Institute for Vocational and Continuing Education and Training (SAIVCET), Capacity development support to National Examinations and Assessments, National Comprehensive and Independent career development helpline and advisory service, and Ministerial Task Teams on interventions related to skills development. These PSET interventions funded from the NSF are managed as one project with a Service Level Agreement with the Department.

As can be seen in Table 9.6, the number of skills development projects funded from the NSF declined significantly between the 2011/12 and 2013/14 financial years. This was largely due to the refocusing of NSF funding towards priority projects on the PSET system. The number of projects increased slightly during 2014/15 and 2015/16, but declined in 2016/17 due to projects coming to an end during 2016.

Table 9.6 shows that 48 169 persons benefited directly from NSF support during the 2016/17 financial year. A further breakdown of the beneficiaries is as follows:

- Gender: Male – 21 467 (44.6%), Female – 26 702 (55.4%)
- People with disabilities: – 522 (1.1%)
- Equity / population group: Black African – 42 134 (87.5%), Coloured – 3 551 (7.4%), Indian – 526 (1.1%), Asian – 19 (0.0%), White – 1 101 (2.3%), Other (not indicated) - 838 (1.7%)
- Age group: Youth (under 25 years) – 24 284 (50.4%)
 - Youth (25 –34 years) – 17 638 (36.6%)
 - Adults (35 years and above) – 6 247 (13.0%)
- Beneficiaries per provincial breakdown: Eastern Cape – 5 898 (12.2%), Free State – 2 859 (5.9%), Gauteng – 10 684 (22.2%), KwaZulu-Natal – 8 012 (16.6%), Limpopo – 7 147 (14.8%), Mpumalanga – 2 497 (5.2%), Northern Cape – 1 603 (3.3%), North West – 2 010 (4.2%), Western Cape – 7 293 (15.1%)
- Rural³ vs Urban: Rural⁴ – 25 641 (53.2%) and Urban – 22 528 (46.8%).

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

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

Table 9.7: Distribution of NSF across key projects and number of beneficiaries, 2011/12 – 2016/17

Project	Number of beneficiaries						Amount disbursed R'000						% of total amount disbursed 2016/17
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	
Bursaries	6 374	15 804	30 162	15 216	17 747	19 171	799 199	1 238 398	1 272 200	1 074 769	1 551 362	1 390 404	27.7
NSF disbursement to TVET Colleges	-	34 528	25 850	23 112	14 835	2 844	-	438 258	493 123	507 020	453 705	209 610	4.2
Support to NGP (Public & Private)	6 218	9 817	9 238	6 099	5 562	10 029	166 347	223 775	428 456	225 262	213 430	544 431	10.9
Support to IPAP (Public)	1 254	3 495	626	3 228	5 778	657	65 470	43 385	64 800	58 653	181 136	32 311	0.6
Rural Development	10 854	2 634	3 156	7 731	12 627	15 468	30 163	113 017	101 008	221 235	233 779	241 744	4.8
Other National Priorities	82 831	29 190	8 881	7 231	7 354	0	243 770	518 293	618 826	1 003 604	1 723 750	2 597 398	51.8
Total	107 531	95 468	77 913	62 617	63 903	48 169	1 304 949	2 575 126	2 978 413	3 090 543	4 357 162	5 015 898	100

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

NSF audited financial statements for the years ending 31 March 2011, 2012, 2013, 2014, 2015, 2016 and 2017.

Note 1: The NSF provides bursaries to students via NSFAS and the NRF.

Note 2: Full details regarding the NSF expenditure and performance information are in the NSF Annual Reports from 2012/13 to 2016/17.

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

Note 4: Certain disbursed amounts stated under "Amount Disbursed" NSDS III for 2012/13 and 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 2017.

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.

As indicated in Table 9.7, the NSF disbursed more than R5.0 billion on skills development interventions in the 2016/17 financial year, a significant increase since 2011/12, when about R1.3 billion was disbursed. In 2016/17, more than 27% of all NSF funds were used for student bursaries, which were dispensed mainly through National Student Financial Aid Scheme (NSFAS) and the National Research Foundation (NRF). About 99% of these bursaries were allocated to students enrolled in HEIs.

Table 9.7 also shows a significant increase in the amount of NSF funding allocated for student bursaries since 2011/12 - from about R800 million in 2011/12 to over R1.0 billion in 2012/13, 2013/14, 2014/15 and over R1.3 billion in 2015/16 and 2016/17 financial years. This dramatic growth can be attributed to policy shifts, which place greater emphasis on an integrated PSET system as envisioned in the White Paper for Post School Education and Training and "no student fees increases" at universities during 2015 and 2016.

Table 9.7 shows that of the 48 169 persons who benefited directly from NSF support during the 2016/17 financial year, a total of 19 171 were public HEIs students through NSF funded bursaries. Public HEIs received Undergraduate bursaries (15 464, male – 7 492 and female – 7 972) and Postgraduate (3 541, male – 1 490 and female – 2 051) bursaries in scarce skills fields of study. The bursaries allocation includes funding for 166 international scholarships to study various scarce skills programmes.

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

The NSF couldn't escape the sweeping effect of the series of national student protests, resulting in re-directing of R5.3 billion of reserves to universities and TVET Colleges to meet the promise of government to a no fee increase for students from poor and working class families. The immediate effect of this shift of funds is the reduction of funds to target students enrolled in scarce and critical skills in HEIs, reduction of funds targeting artisan development, PSET capacity building and the reduction of funds targeting vulnerable youth currently not employed nor in education or training.

9.5.3 NSF infrastructure grants

Table 9.8: Distribution of NSF infrastructure budget, 2016/17

	HEIs R'000	Other R'000	Total R'000
Amount disbursed	218 254	0	218 254

Source: NSF audited financial statements for the year ending 31 March 2017 (Note 20 page 147 and page 210 of the NSF Annual Report 2017).

Note: "Other" includes institutions other than government.

In addition to supporting HEIs and TVET college students with bursaries, the NSF prioritised allocations to expand and improve the infrastructure of public HEIs, TVET colleges and CET colleges, and to support the improvement of infrastructure at state-owned enterprises. To this end, the NSF disbursed more than R218 million towards skills infrastructure development as a national priority of government during the 2016/17 financial year, mainly focussing on HEIs as reflected in Table 9.8.

The NSF Annual Report 2016/17 indicates that, of the funding distributed to public HEIs for infrastructure in 2016/17, R3.9 million was disbursed to the University of Pretoria to expand its medical and veterinary facilities and a further R2.87 million for the Bachelor of Medicine and Bachelor of Surgery (MBChB) programme. Furthermore, R20.1 million was disbursed to the Cape Peninsula University of Technology for the establishment of renewable energy training facilities. These facilities are critical for the production of a set of new skills required for the green economy. A further R18.5 million towards the establishing of a dedicated state-of-the-art hair testing and research laboratory at the University of Cape Town's Division of Dermatology.

An amount of R173.9 million was also disbursed for the planning, development and refurbishment of TVET college campuses. These TVET college campuses are in geographical areas close to communities in high demand for post-school education facilities, based on the density of the population within each identified area and the unavailability of sufficient post-school education and training facilities within the region. It is vital to provide the South African communities from these geographical locations with the opportunity towards acquiring a skill, relevant to the workplace, by establishing sufficient campuses close to the communities. The physical construction of the first three new TVET college campuses began in the 2014/15 financial year, namely Bhambanana, Nkandla A and Thabazimbi and should be completed by the end of 2017.

10. APPENDIX: STATISTICAL TABLES

Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2016

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	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	16 213	11 549	3 661	3 032	34 455	103	22 580	9 766	380	1 390	236	34 455
University of Cape Town	12 659	7 640	533	8 400	29 232	1 493	280	16 475	3 821	5 190	1 973	29 232
Central University of Technology, Free State	7 660	3 750	2 830	1 468	15 708	30	9 122	5 454	645	294	163	15 708
Durban University of Technology	13 434	9 875	1 004	4 064	28 377	0	20 353	6 841	0	861	322	28 377
University of Fort Hare	3 822	1 792	1 736	6 481	13 831	21	343	10 191	1 335	1 253	688	13 831
University of the Free State	10 284	9 846	9 831	6 308	36 269	1 205	5 363	22 123	4 253	2 422	903	36 269
University of Johannesburg	16 964	21 009	3 832	9 990	51 795	149	15 477	27 569	4 664	2 948	988	51 795
University of KwaZulu-Natal	18 498	8 113	6 389	13 472	46 472	867	62	32 541	3 967	5 991	3 044	46 472
University of Limpopo	7 542	3 031	3 288	5 981	19 843	0	0	17 376	1 007	1 214	246	19 843
Mangosuthu University of Technology	7 213	3 578	0	796	11 588	0	11 103	321	164	0	0	11 588
University of Mpumalanga	728	56	406	78	1 268	0	663	546	59	0	0	1 268
Nelson Mandela Metropolitan University	10 184	9 674	1 826	6 097	27 780	460	10 237	12 884	1 574	1 984	641	27 780
North West University	11 328	10 931	29 917	11 218	63 395	226	18 405	31 135	9 154	2 915	1 560	63 395
University of Pretoria	25 915	8 644	8 811	9 862	53 232	545	325	35 373	8 538	6 094	2 357	53 232
Rhodes University	2 455	1 532	1 012	3 138	8 136	46	1	5 598	927	967	597	8 136
Sefako Makgatho Health Science University	5 113	0	0	289	5 402	1	0	4 254	213	845	89	5 402
Sol Plaatje University, Northern Cape	258	102	60	284	703	0	226	477	0	0	0	703
University of South Africa	34 363	93 922	79 471	91 569	299 324	12 857	64 767	175 535	38 486	5 500	2 179	299 324
University of Stellenbosch	14 568	6 506	1 341	7 745	30 161	852	104	18 981	3 724	4 930	1 570	30 161
Tshwane University of Technology	23 168	20 245	3 973	11 515	58 901	155	42 552	13 556	438	1 819	381	58 901
University of Venda	5 673	3 032	2 002	4 530	15 237	0	461	13 136	657	663	320	15 237
Vaal University of Technology	10 272	5 944	213	2 811	19 241	292	15 755	2 715	293	139	47	19 241
Walter Sisulu University	7 324	10 355	4 293	6 608	28 581	0	14 941	12 096	1 090	398	56	28 581
University of Western Cape	8 118	2 715	1 990	8 974	21 796	0	550	16 770	1 770	1 821	885	21 796
University of Witwatersrand	18 035	8 036	3 058	8 320	37 448	412	0	24 303	3 587	7 127	2 019	37 448
University of Zululand	3 591	3 057	5 509	5 505	17 662	106	1 320	14 345	1 120	525	246	17 662
Total	295 383	264 934	176 986	238 535	975 837	19 820	254 990	530 361	91 866	57 290	21 510	975 837

Source: 2016 HEMIS database, data extracted in October 2017.

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 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: 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, 2016

Institution	Contact							Distance						
	African	Coloured	Indian/ Asian	White	Total	Female	Male	African	Coloured	Indian/ Asian	White	Total	Female	Male
Cape Peninsula University of Technology	21 423	9 023	322	3 383	34 151	18 683	15 468	187	10	28	79	304	114	190
University of Cape Town	7 401	3 828	1 984	8 018	28 448	15 010	13 425	116	44	24	94	784	328	456
Central University of Technology, Free State	14 280	438	38	927	15 683	7 783	7 900	20	3	0	2	25	19	6
Durban University of Technology	23 269	392	4 042	643	28 377	13 941	14 436	0	0	0	0	0	0	0
University of Fort Hare	13 324	259	30	213	13 831	7 617	6 214	0	0	0	0	0	0	0
University of the Free State	19 331	1 783	348	7 513	28 992	17 332	11 660	5 566	225	415	1 065	7 277	5 032	2 245
University of Johannesburg	43 618	1 630	2 216	4 331	51 795	26 820	24 975	0	0	0	0	0	0	0
University of KwaZulu-Natal	32 552	952	10 147	1 866	45 716	25 994	19 722	698	15	29	14	756	625	131
University of Limpopo	19 820	7	3	6	19 843	10 456	9 387	0	0	0	0	0	0	0
Mangosuthu University of Technology	11 529	15	35	9	11 588	5 483	6 105	0	0	0	0	0	0	0
University of Mpumalanga	1 258	3	1	6	1 268	683	585	0	0	0	0	0	0	0
Nelson Mandela Metropolitan University	17 240	3 939	519	6 057	27 755	14 526	13 229	25	0	0	0	25	16	9
North West University	21 030	1 327	505	16 684	39 552	22 708	16 844	21 324	1 472	47	998	23 843	19 545	4 298
University of Pretoria	22 170	1 341	2 724	22 667	48 921	26 878	22 043	4 170	24	22	80	4 311	3 178	1 133
Rhodes University	5 011	338	434	2 353	8 136	4 798	3 338	0	0	0	0	0	0	0
Sefako Makgatho Health Science University	4 941	15	154	292	5 402	3 294	2 108	0	0	0	0	0	0	0
Sol Plaatje University, Northern Cape	484	170	11	38	703	382	321	0	0	0	0	0	0	0
University of South Africa	0	0	0	0	0	0	0	216 751	16 894	19 382	45 102	299 324	193 219	106 103
University of Stellenbosch	5 185	5 385	866	18 714	30 161	16 156	14 004	0	0	0	0	0	0	0
Tshwane University of Technology	55 178	355	190	2 153	57 876	29 122	28 754	779	184	48	14	1 025	445	580
University of Venda	15 217	3	9	8	15 237	8 246	6 991	0	0	0	0	0	0	0
Vaal University of Technology	18 629	131	40	278	19 079	8 585	10 494	161	1	0	0	162	70	92
Walter Sisulu University	28 370	47	98	66	28 581	16 216	12 365	0	0	0	0	0	0	0
University of Western Cape	9 372	10 143	913	1 159	21 796	13 036	8 760	0	0	0	0	0	0	0
University of Witwatersrand	23 522	1 540	4 761	7 625	37 448	20 473	16 970	0	0	0	0	0	0	0
University of Zululand	17 531	27	65	32	17 662	10 306	7 356	0	0	0	0	0	0	0
Total	451 685	43 091	30 455	105 041	638 001	344 528	293 454	249 797	18 872	19 995	47 448	337 836	222 591	115 243
Percentage	70.8%	6.8%	4.8%	16.5%	100%	54.0%	46.0%	73.9%	5.6%	5.9%	14.0%	100%	65.9%	34.1%

Source: 2016 HEMIS database, data extracted in October 2017.

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

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

Note 3: The figures in the "total" column are for both genders as well as population group.

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

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

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

Table 10.3: Number of first-time undergraduate students enrolled in public HEIs, by individual institutions, 2009 – 2016

Institution	2009	2010	2011	2012	2013	2014	2015	2016
Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604	7 595	7 343	7 980
University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877	4 105	4 235
Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408	3 795	3 683	4 316
Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568	7 687	7 062
University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718	2 950	2 792
University of the Free State	4 038	5 007	5 829	6 202	5 533	5 680	4 918	7 966
University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902	10 443	11 311
University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586	8 108	8 037
University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291	4 514	4 878
University of Mpumalanga	n.a.	n.a.	n.a.	n.a.	n.a.	140	310	589
Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684	2 791	3 138
Nelson Mandela Metropolitan University	5 391	5 099	5 815	5 164	5 226	5 955	5 600	5 769
North West University	5 929	7 206	7 526	7 848	8 770	9 029	9 359	11 166
University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648	8 773	7 868
Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491	1 472	1 267
Sefako Makgatho Health Science University	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	926	979
Sol Plaatje University, Northern Cape	n.a.	n.a.	n.a.	n.a.	n.a.	124	220	408
University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897	43 181	19 164
University of Stellenbosch	4 234	4 599	4 535	3 936	4 553	5 161	5 285	5 025
Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901	13 053	13 727
University of Venda	1 796	1 680	1 975	2 176	3 457	3 579	3 460	3 488
Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841	3 300	4 937
Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809	7 113	7 488
University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109	4 047	5 056
University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921	5 475	6 439
University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055	3 814	3 806
Total	164 518	168 388	179 105	169 765	158 389	168 356	171 930	158 891

Sources:

Statistics on Post-School Education and Training in South Africa, 2015.

2016 HEMIS database, data extracted in October 2017.

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: "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, 2016

Institution	Contact					Distance					Total Contact and Distance
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	
Cape Peninsula University of Technology	10 792	8 102	2 581	4 025	25 500	22	224	0	0	246	25 746
University of Cape Town	9 333	5 014	337	6 936	21 620	8	509	0	0	517	22 137
Central University of Technology, Free State	5 390	2 394	2 878	1 701	12 364	1	5	0	7	14	12 377
Durban University of Technology	8 882	5 917	1 218	4 683	20 700	0	0	0	0	0	20 700
University of Fort Hare	2 950	1 379	1 851	5 141	11 322	0	0	0	0	0	11 322
University of the Free State	7 505	4 074	3 262	8 152	22 993	7	823	2 249	1 106	4 185	27 179
University of Johannesburg	11 991	14 613	3 018	10 326	39 948	0	0	0	0	0	39 948
University of KwaZulu-Natal	13 074	5 664	5 472	10 980	35 190	200	0	1	0	201	35 391
University of Limpopo	6 417	2 597	2 998	5 173	17 186	0	0	0	0	0	17 186
Mangosuthu University of Technology	4 558	2 168	3	1 349	8 078	0	0	0	0	0	8 078
University of Mpumalanga	584	50	374	69	1 077	0	0	0	0	0	1 077
Nelson Mandela Metropolitan University	7 666	6 880	1 239	5 773	21 558	10	0	0	0	10	21 568
North West University	9 637	7 120	3 480	11 736	31 972	947	108	9 313	1 579	11 947	43 920
University of Pretoria	19 419	7 004	3 277	9 653	39 353	0	0	1 460	9	1 469	40 822
Rhodes University	1 950	1 182	659	2 839	6 630	0	0	0	0	0	6 630
Sefako Makgatho Health Science University	3 922	0	0	290	4 212	0	0	0	0	0	4 212
Sol Plaatje University, Northern Cape	198	61	245	173	677	0	0	0	0	0	677
University of South Africa	0	0	0	0	0	20 742	47 872	33 740	65 268	167 622	167 622
University of Stellenbosch	11 405	5 112	1 177	6 056	23 750	0	0	0	0	0	23 750
Tshwane University of Technology	14 902	12 956	3 023	11 135	42 016	0	0	0	830	830	42 846
University of Venda	4 944	1 551	1 753	4 787	13 034	0	0	0	0	0	13 034
Vaal University of Technology	5 766	3 871	225	2 602	12 464	14	109	0	12	134	12 598
Walter Sisulu University	5 966	5 528	6 377	6 557	24 428	0	0	0	0	0	24 428
University of Western Cape	6 060	2 114	1 573	7 188	16 934	0	0	0	0	0	16 934
University of Witwatersrand	13 380	5 438	1 970	7 710	28 499	0	0	0	0	0	28 499
University of Zululand	3 187	2 728	5 188	5 512	16 615	0	0	0	0	0	16 615
Total	189 880	113 518	54 178	140 547	498 122	21 951	49 650	46 764	68 810	187 175	685 297
Percentage	38.1%	22.8%	10.9%	28.2%	100.0%	11.7%	26.5%	25.0%	36.8%	100.0%	

Source: 2016 HEMIS database, data extracted in October 2017.

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

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

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

Note 4: Definitions for fields of study employed here are the same as those employed in Table 10.2.

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.

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, 2016

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	Postgraduate Below Master's Level	Master's Degrees	Doctoral Degrees	Total
Cape Peninsula University of Technology	3 680	3 031	940	833	8 483	4 621	3 439	240	166	17	8 483
University of Cape Town	2 801	2 384	304	2 123	7 611	149	3 319	2 578	1 332	233	7 611
Central University of Technology, Free State	1 544	942	824	413	3 723	1 739	1 475	433	55	21	3 723
Durban University of Technology	3 050	2 391	223	1 297	6 961	4 210	2 558	0	153	40	6 961
University of Fort Hare	819	485	535	1 279	3 118	91	1 814	858	246	109	3 118
University of the Free State	2 291	1 786	1 421	1 322	6 819	603	3 305	2 220	585	106	6 819
University of Johannesburg	4 016	5 067	1 014	2 768	12 865	3 040	6 467	2 557	682	119	12 865
University of KwaZulu-Natal	3 779	1 781	1 650	2 955	10 165	13	5 910	2 626	1 255	361	10 165
University of Limpopo	1 441	759	766	1 433	4 399	0	3 439	729	206	25	4 399
Mangosuthu University of Technology	1 373	744	0	179	2 296	2 082	131	83	0	0	2 296
University of Mpumalanga	189	14	0	0	203	145	25	33	0	0	203
Nelson Mandela Metropolitan University	2 640	2 375	432	1 352	6 798	2 363	2 846	1 064	430	95	6 798
North West University	2 787	2 971	9 299	2 453	17 510	6 791	6 247	3 490	744	238	17 510
University of Pretoria	5 268	3 058	2 692	2 481	13 499	212	6 842	4 332	1 811	302	13 499
Rhodes University	681	482	346	956	2 464	0	1 324	755	301	84	2 464
Sefako Makgatho Health Science University	894	0	0	33	927	0	637	160	117	13	927
Sol Plaatje University, Northern Cape	16	25	0	27	67	67	0	0	0	0	67
University of South Africa	3 642	12 991	15 789	10 867	43 287	12 587	19 546	9 825	1 033	296	43 287
University of Stellenbosch	3 464	2 253	463	2 030	8 209	14	3 925	2 557	1 435	278	8 209
Tshwane University of Technology	4 659	4 416	851	3 211	13 137	8 159	4 477	163	273	65	13 137
University of Venda	1 059	598	734	724	3 115	103	2 281	571	132	28	3 115
Vaal University of Technology	1 912	1 584	169	436	4 101	2 747	1 123	203	25	3	4 101
Walter Sisulu University	1 077	2 759	700	1 199	5 735	2 893	2 359	436	35	12	5 735
University of Western Cape	1 747	779	584	1 609	4 718	312	2 920	1 074	320	92	4 718
University of Witwatersrand	3 621	2 055	763	2 160	8 599	0	4 480	2 449	1 442	228	8 599
University of Zululand	676	639	1 610	1 342	4 267	348	3 026	777	84	32	4 267
Total	59 125	56 364	42 107	45 480	203 076	53 289	93 915	40 213	12 862	2 797	203 076

Source: 2016 HEMIS database, data extracted in October 2017.

Note 1: Definitions of fields of study are the same as those used in Table 10.2.

Note 2: Definitions of formal qualifications are the same as those used in Table 10.2.

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

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

Table 10.6: Summaries of graduation rates in public HEIs by qualification type and institution, 2016

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level (%)	Master's Degrees (%)	Doctoral Degrees (%)
Cape Peninsula University of Technology	20	35	63	12	7
University of Cape Town	53	20	67	26	12
Central University of Technology, Free State	19	27	67	19	13
Durban University of Technology	21	37	n.a.	18	12
University of Fort Hare	27	18	64	20	16
University of the Free State	11	15	52	24	12
University of Johannesburg	20	23	55	23	12
University of KwaZulu-Natal	21	18	66	21	12
University of Limpopo	n.a.	20	72	17	10
Mangosuthu University of Technology	19	41	51	n.a.	n.a.
University of Mpumalanga	22	5	56	n.a.	n.a.
Nelson Mandela Metropolitan University	23	22	68	22	15
North West University	37	20	38	26	15
University of Pretoria	65	19	51	30	13
Rhodes University	0	24	81	31	14
Sefako Makgatho Health Science University	n.a.	15	75	14	15
Sol Plaatje University, Northern Cape	30	0	n.a.	n.a.	n.a.
University of South Africa	19	11	26	19	14
University of Stellenbosch	13	21	69	29	18
Tshwane University of Technology	19	33	37	15	17
University of Venda	22	17	87	20	9
Vaal University of Technology	17	41	69	18	6
Walter Sisulu University	19	20	40	9	21
University of Western Cape	57	17	61	18	10
University of Witwatersrand	n.a.	18	68	20	11
University of Zululand	26	21	69	16	13
Average Percentage	21	18	44	22	13

Source: 2016 HEMIS database, data extracted in October 2017.

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

Note 4: Graduation rates include graduates and diplomates.

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

Table 10.7: Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2016

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/ Asian	White	Average	African	Coloured	Indian/ Asian	White	Average
Cape Peninsula University of Technology	75.4	85.3	84.7	90.2	79.6	74.0	90.3	88.6	79.3	76.9
University of Cape Town	80.8	86.4	87.2	93.0	86.8	91.0	91.7	97.9	96.8	93.6
Central University of Technology, Free State	78.4	76.9	81.1	80.2	78.4	90.5	83.2	n.a.	87.5	89.5
Durban University of Technology	84.3	85.0	86.1	89.4	84.6	n.a.	n.a.	n.a.	n.a.	n.a.
University of Fort Hare	84.0	88.1	86.9	92.0	84.3	n.a.	n.a.	n.a.	n.a.	n.a.
University of the Free State	80.5	81.2	85.4	90.6	83.2	73.5	76.2	79.6	81.9	75.0
University of Johannesburg	84.9	85.4	88.7	90.5	85.4	n.a.	n.a.	n.a.	n.a.	n.a.
University of KwaZulu-Natal	82.1	83.6	85.8	89.1	83.1	91.7	100.0	100.0	80.0	92.1
University of Limpopo	87.3	95.4	100.0	100.0	87.3	n.a.	n.a.	n.a.	n.a.	n.a.
Mangosuthu University of Technology	81.5	88.8	72.1	91.9	81.5	n.a.	n.a.	n.a.	n.a.	n.a.
University of Mpumalanga	84.3	95.7	100.0	45.1	84.2	n.a.	n.a.	n.a.	n.a.	n.a.
Nelson Mandela Metropolitan University	81.0	84.2	85.4	89.4	83.3	34.5	n.a.	n.a.	n.a.	34.5
North West University	84.7	82.3	86.5	89.6	86.7	85.0	87.0	93.4	92.6	85.5
University of Pretoria	79.7	83.6	84.6	88.9	84.6	74.2	100.0	100.0	100.0	74.6
Rhodes University	85.7	88.3	88.1	91.2	87.4	n.a.	n.a.	n.a.	n.a.	n.a.
Sefako Makgatho Health Science University	89.3	100.0	89.2	96.6	89.6	n.a.	n.a.	n.a.	n.a.	n.a.
Sol Plaatje University, Northern Cape	89.0	86.2	94.3	81.5	88.0	n.a.	n.a.	n.a.	n.a.	n.a.
University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	63.8	65.9	69.9	74.6	66.1
University of Stellenbosch	76.3	82.2	85.7	89.4	86.6	n.a.	n.a.	n.a.	n.a.	n.a.
Tshwane University of Technology	76.5	75.5	81.6	84.4	76.8	83.3	84.2	89.2	91.5	83.9
University of Venda	86.9	92.2	98.9	95.7	86.9	n.a.	n.a.	n.a.	n.a.	n.a.
Vaal University of Technology	75.5	76.2	56.9	73.4	75.5	86.5	100.0	n.a.	n.a.	86.6
Walter Sisulu University	81.1	78.5	91.5	92.3	81.1	n.a.	n.a.	n.a.	n.a.	n.a.
University of Western Cape	78.5	82.9	88.9	92.7	81.9	n.a.	n.a.	n.a.	n.a.	n.a.
University of Witwatersrand	77.3	82.9	85.2	90.9	81.1	n.a.	n.a.	n.a.	n.a.	n.a.
University of Zululand	85.0	86.3	86.5	82.8	85.0	n.a.	n.a.	n.a.	n.a.	n.a.
Average Percentage	81.3	83.8	86.1	89.7	83.0	65.7	68.0	70.4	75.1	67.6

Source: 2016 HEMIS database, data extracted in October 2017.

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: As a result of rounding off, percentages may not necessarily add up.

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

Table 10.8: Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2016

Institution	African						Coloured						Indian/Asian						White					
	Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Cape Peninsula University of Technology	88	167	260	171	257	325	126	136	279	204	26	78	18	25	6	6	0	1	129	152	92	56	1	1
University of Cape Town	52	117	412	436	225	131	79	65	899	506	92	70	47	50	82	26	0	0	368	389	369	214	4	0
Central University of Technology, Free State	41	87	113	105	37	55	8	3	32	20	1	3	4	7	1	4	0	0	82	65	71	31	1	2
Durban University of Technology	81	87	193	197	8	44	10	9	17	11	0	0	112	128	170	158	1	5	70	59	39	16	0	0
University of Fort Hare	84	164	293	206	2	17	3	12	18	7	0	1	4	7	0	4	0	0	52	45	34	15	0	0
University of the Free State	75	100	255	190	105	116	18	17	125	42	6	12	5	2	7	2	0	0	352	272	533	190	2	3
University of Johannesburg	153	255	463	725	127	442	33	27	129	40	4	1	73	65	101	27	0	0	291	269	354	173	3	2
University of KwaZulu-Natal	196	215	570	360	739	540	20	14	70	28	1	1	232	161	323	255	6	39	155	159	122	63	2	0
University of Limpopo	172	324	247	198	27	49	2	1	0	0	0	0	3	6	4	1	0	0	31	24	16	14	0	0
Mangosuthu University of Technology	57	92	152	140	28	37	1	0	0	2	0	0	11	24	4	4	0	0	9	7	4	3	0	0
University of Mpumalanga	16	38	54	56	28	38	0	0	0	1	0	0	3	0	0	1	0	0	5	8	5	6	0	0
Nelson Mandela Metropolitan University	47	66	265	142	120	170	48	30	185	114	8	13	12	11	37	16	1	0	195	214	304	147	2	7
North West University	149	258	331	280	146	171	22	26	98	54	6	11	9	14	16	7	0	0	527	465	876	402	6	12
University of Pretoria	107	121	453	370	124	578	16	19	109	33		16	38	29	49	23	0	0	485	456	666	256	12	10
Rhodes University	20	36	136	95	211	186	9	11	63	55	13	21	6	9	11	8	0	0	98	129	141	62	1	1
Sefako Makgatho Health Science University	225	193	159	110	269	217	1	2	1	0	0	0	20	22	1	2	0	0	48	40	59	11	0	0
Sol Plaatje University, Northern Cape	13	23	23	14	3	5	2	3	8	5	0	0	0	2	0	1	0	0	9	6	9	6	1	0
University of South Africa	338	500	1250	995	248	69	22	28	83	57	1		68	39	54	40	0	0	486	313	493	246	0	1
University of Stellenbosch	33	51	83	69	13	23	79	65	554	400	81	123	10	20	14	13	0	0	395	469	736	306	2	2
Tshwane University of Technology	195	332	610	647	289	132	6	7	24	5	0	0	21	19	17	9	0	0	197	184	275	117	2	1
University of Venda	147	255	203	202	63	46	2	0	0	1	0	0	2	3	0	0	0	0	10	15	2	3	0	0
Vaal University of Technology	82	151	246	158	131	83	2	2	7	6	1	0	8	8	5	9	0	0	80	55	71	39	1	1
Walter Sisulu University	211	257	329	253	92	99	4	4	6	7	0	2	17	24	6	2	0	1	22	32	10	17	0	0
University of Western Cape	37	19	88	52	2	3	136	124	401	301	2	26	33	17	14	10	0	0	106	86	25	17	0	0
University of Witwatersrand	126	196	582	423	90	194	39	17	135	31	1	3	71	48	154	80	0	0	342	353	242	104	0	0
University of Zululand	91	128	174	182	70	113	0	2	3	3	0	0	13	19	12	8	0	0	26	27	15	10	0	0
Total	2836	4232	7944	6776	3454	3883	688	624	3246	1933	243	381	840	759	1088	716	8	46	4570	4293	5563	2524	40	43

Source: 2016 HEMIS database, data extracted in October 2017.

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.

Table 10.9: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2016

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
Cape Peninsula University of Technology	842	1 074	689	67	86	100	43	59	41
University of Cape Town	1 202	2 972	735	34	79	70	46	60	65
Central University of Technology, Free State	297	377	99	51	73	97	45	58	39
Durban University of Technology	583	803	58	73	93	100	48	52	16
University of Fort Hare	371	577	20	74	92	100	39	60	10
University of the Free State	841	1 344	244	26	46	98	54	68	46
University of Johannesburg	1 166	2 012	579	52	74	99	47	52	23
University of KwaZulu-Natal	1 341	1 812	1 334	62	89	99	47	61	57
University of Limpopo	563	480	76	90	94	100	37	56	36
Mangosuthu University of Technology	201	309	65	92	98	100	39	52	43
University of Mpumalanga	70	123	66	81	91	100	34	48	42
Nelson Mandela Metropolitan University	623	1 210	321	34	63	97	48	65	41
North West University	1 470	2 064	352	33	38	95	48	64	45
University of Pretoria	1 271	1 959	740	26	53	97	51	65	18
Rhodes University	318	571	433	29	64	100	42	61	52
Sefako Makgatho Health Science University	551	343	486	84	80	100	53	64	55
Sol Plaatje University, Northern Cape	58	66	9	74	77	89	41	61	44
University of South Africa	1 794	3 218	319	55	77	100	51	58	78
University of Stellenbosch	1 122	2 175	244	23	52	98	46	64	39
Tshwane University of Technology	961	1 704	424	60	77	99	44	54	69
University of Venda	434	411	109	94	99	100	37	50	58
Vaal University of Technology	388	541	217	65	80	99	44	61	61
Walter Sisulu University	571	630	194	91	96	100	44	56	47
University of Western Cape	678	920	33	54	94	100	51	58	12
University of Witwatersrand	1 192	1 751	288	42	80	100	48	64	32
University of Zululand	306	407	183	83	94	100	42	50	38
Total	19 214	29 853	8 317	52	73	96	47	60	47

Source: 2016 HEMIS database, data extracted in October 2017.

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 and percentages may not necessarily add up.

Table 10.10: Number of student headcount enrolment in TVET colleges by college and qualification category, 2016

College	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	Total
1. Boland TVET College	2 067	5 901	3 764	56	11 788
2. Buffalo City TVET College	4 007	4 406	0	0	8 413
3. Capricorn TVET College	8 860	24 823	544	4	34 231
4. Central JHB TVET College	2 550	17 879	10	142	20 581
5. Coastal TVET College	6 773	10 736	0	231	17 740
6. College of Cape Town TVET College	3 529	9 454	0	3 266	16 249
7. Eastcape Midlands TVET College	3 373	8 568	0	0	11 941
8. Ehlanzeni TVET College	4 927	9 532	0	1	14 460
9. Ekurhuleni East TVET College	5 313	13 736	0	247	19 296
10. Ekurhuleni West TVET College	7 625	10 354	0	585	18 564
11. Elangeni TVET College	5 866	6 016	345	0	12 227
12. Esayidi TVET College	4 308	12 218	59	80	16 665
13. False Bay TVET College	2 099	6 033	994	2 122	11 248
14. Flavius Mareka TVET College	823	9 870	0	0	10 693
15. Gert Sibande TVET College	5 541	6 173	0	0	11 714
16. Goldfields TVET College	1 579	8 166	0	0	9 745
17. Ikhala TVET College	2 462	5 937	0	0	8 399
18. Ingwe TVET College	3 921	6 048	0	0	9 969
19. King Hintsa TVET College	2 456	4 352	0	0	6 808
20. King Sabata Dalindyebo TVET College	4 538	8 662	0	105	13 305
21. Lephale TVET College	1 096	6 878	154	374	8 502
22. Letaba TVET College	2 387	3 891	0	89	6 367
23. Lovedale TVET College	1 686	4 406	0	0	6 092
24. Majuba TVET College	5 696	16 614	0	0	22 310
25. Maluti TVET College	3 939	7 199	0	29	11 167
26. Mnambithi TVET College	2 195	7 437	0	387	10 019
27. Mopani South East TVET College	4 317	5 448	0	84	9 849
28. Motheo TVET College	1 507	16 381	12	472	18 372
29. Mthashana TVET College	1 602	4 666	0	0	6 268
30. Nkangala TVET College	4 610	16 142	0	3	20 755
31. Northern Cape Rural TVET College	1 271	4 864	2 372	107	8 614
32. Northern Cape Urban TVET College	1 457	4 691	217	169	6 534
33. Northlink TVET College	2 679	18 884	2 045	2 546	26 154
34. Orbit TVET College	4 474	11 407	227	0	16 108
35. Port Elizabeth TVET College	3 825	7 337	39	1 355	12 556
36. Sedibeng TVET College	2 659	11 290	0	96	14 045
37. Sekhukhune TVET College	2 238	9 466	0	0	11 704
38. South Cape TVET College	1 890	1 995	0	784	4 669
39. South West Gauteng TVET College	9 354	15 964	0	584	25 902
40. Taletso TVET College	2 772	7 884	0	0	10 656
41. Thekwini TVET College	1 905	9 510	176	139	11 730
42. Tshwane North TVET College	4 014	20 505	0	1 124	25 643
43. Tshwane South TVET College	2 768	16 530	0	4 331	23 629
44. Umfolozi TVET College	3 789	9 727	0	0	13 516
45. Umgungundlovu TVET College	2 005	8 132	147	73	10 357
46. Vhembe TVET College	7 870	23 105	0	0	30 975
47. Vuselela TVET College	2 534	7 526	138	156	10 354
48. Waterberg TVET College	3 378	2 012	1 006	133	6 529
49. West Coast TVET College	3 069	4 064	1 393	2 075	10 601
50. Western College TVET College	1 658	19 207	0	519	21 384
Total	177 261	492 026	13 642	22 468	705 397

Source: TVETMIS 2016, data extracted in January 2018.

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. It is a part-qualification.

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

Note 4: "Other" refers to all other programmes offered in TVET colleges, for example skills development and short courses. It also includes programme enrolment numbers that were misreported.

Table 10.11: Full-Time Equivalent student enrolment in TVET colleges by qualification category, 2016

College	NC(V)	Report 191 (N1-N6)	Total
1. Boland TVET College	1 750	2 639	4 389
2. Buffalo City TVET College	2 903	1 691	4 594
3. Capricorn TVET College	6 859	9 472	16 331
4. Central JHB TVET College	1 836	5 900	7 735
5. Coastal TVET College	5 860	3 731	9 591
6. College of Cape Town TVET College	3 182	4 016	7 198
7. Eastcape Midlands TVET College	3 036	3 086	6 123
8. Ehlanzeni TVET College	3 662	3 703	7 364
9. Ekurhuleni East TVET College	4 035	5 436	9 471
10. Ekurhuleni West TVET College	6 883	3 679	10 562
11. Elangeni TVET College	4 863	2 493	7 356
12. Esayidi TVET College	3 425	5 077	8 501
13. False Bay TVET College	1 771	2 539	4 310
14. Flavius Mareka TVET College	622	3 457	4 080
15. Gert Sibande TVET College	5 535	2 284	7 818
16. Goldfields TVET College	1 126	2 925	4 050
17. Ikhala TVET College	1 936	2 541	4 477
18. Ingwe TVET College	2 880	2 259	5 139
19. King Hintsa TVET College	1 740	2 004	3 744
20. King Sabata Dalindyebo TVET College	3 532	3 309	6 841
21. Lephhalale TVET College	900	2 276	3 177
22. Letaba TVET College	2 115	1 763	3 878
23. Lovedale TVET College	1 361	1 996	3 357
24. Majuba TVET College	4 593	6 167	10 760
25. Maluti TVET College	3 222	2 858	6 079
26. Mnambithi TVET College	1 786	3 160	4 946
27. Mopani South East TVET College	3 675	2 147	5 822
28. Motheo TVET College	1 208	6 893	8 100
29. Mthashana TVET College	1 384	1 939	3 322
30. Nkangala TVET College	3 504	5 178	8 682
31. Northern Cape Rural TVET College	1 111	1 891	3 002
32. Northern Cape Urban TVET College	1 155	1 900	3 055
33. Northlink TVET College	2 265	6 800	9 065
34. Orbit TVET College	3 077	3 840	6 917
35. Port Elizabeth TVET College	3 201	3 157	6 358
36. Sedibeng TVET College	2 908	5 094	8 002
37. Sekhukhune TVET College	1 981	3 526	5 508
38. South Cape TVET College	1 816	1 051	2 867
39. South West Gauteng TVET College	8 124	6 595	14 719
40. Taletso TVET College	2 034	3 285	5 319
41. Thekwini TVET College	1 860	3 570	5 430
42. Tshwane North TVET College	2 721	7 420	10 141
43. Tshwane South TVET College	1 955	5 036	6 991
44. Umfolozi TVET College	3 757	3 591	7 348
45. Umgungundlovu TVET College	1 928	2 994	4 921
46. Vhembe TVET College	5 760	8 976	14 736
47. Vuselela TVET College	1 925	3 197	5 122
48. Waterberg TVET College	2 705	842	3 547
49. West Coast TVET College	2 608	1 738	4 346
50. Western College TVET College	1 256	6 988	8 244
Total	145 328	188 111	333 439

Source: TVETMIS 2016, data extracted in January 2018.

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. It is a part-qualification on NQF level 5.

Note 4: FTE enrolments represent weighted students enrolment. One FTE presents a student who is enrolled for all the subjects of a programme on a particular level. Statistics on FTEs are important, as they are used to allocate resources to public TVET colleges.

Table 10.12: Funding allocated for public HEIs, by institution, 2016/17

Institution	Total amount allocated R'000
Cape Peninsula University of Technology	1 102 918
University of Cape Town	1 257 912
Central University of Technology, Free State	452 156
Durban University of Technology	923 764
University of Fort Hare	605 283
University of the Free State	1 127 625
University of Johannesburg	1 565 254
University of KwaZulu-Natal	1 762 734
University of Limpopo	730 901
University of Mpumalanga	870 532
Mangosuthu University of Technology	369 173
Nelson Mandela Metropolitan University	1 024 449
North West University	1 569 909
University of Pretoria	2 157 726
Rhodes University	411 829
Sefako Makgatho Health Science University	622 527
Sol Plaatje University, Northern Cape	498 094
University of South Africa	2 850 553
University of Stellenbosch	1 384 375
Tshwane University of Technology	1 602 319
University of Venda	523 047
Vaal University of Technology	698 260
Walter Sisulu University	923 832
University of Western Cape	852 538
University of Witwatersrand	1 404 135
University of Zululand	672 715
Total	27 964 560

Source: DHET Annual Report 2016/17.

Table 10.13: Funding allocated for TVET colleges, by college, 2016/17

College	Total amount allocated R'000
1. Boland TVET College	34 441
2. Buffalo City TVET College	35 082
3. Capricorn TVET College	33 203
4. Central JHB TVET College	28 271
5. Coastal TVET College	26 655
6. College of Cape Town TVET College	44 473
7. Eastcape Midlands TVET College	39 154
8. Ehlanzeni TVET College	50 417
9. Ekurhuleni East TVET College	33 393
10. Ekurhuleni West TVET College	57 248
11. Elangeni TVET College	17 528
12. Esayidi TVET College	9 897
13. False Bay TVET College	33 353
14. Flavius Mareka TVET College	12 566
15. Gert Sibande TVET College	44 085
16. Goldfields TVET College	15 874
17. Ikhala TVET College	19 474
18. Ingwe TVET College	27 539
19. King Hintsa TVET College	26 615
20. King Sabata Dalindyebo TVET College	35 657
21. Lephalale TVET College	4 272
22. Letaba TVET College	16 695
23. Lovedale TVET College	25 712
24. Majuba TVET College	50 934
25. Maluti TVET College	23 762
26. Mnambithi TVET College	11 729
27. Mopani South East TVET College	21 306
28. Motheo TVET College	52 550
29. Mthashana TVET College	6 000
30. Nkangala TVET College	52 794
31. Northern Cape Rural TVET College	9 463
32. Northern Cape Urban TVET College	9 161
33. Northlink TVET College	58 022
34. Orbit TVET College	52 111
35. Port Elizabeth TVET College	34 486
36. Sedibeng TVET College	38 565
37. Sekhukhune TVET College	11 584
38. South Cape TVET College	42 576
39. South West TVET College	100 370
40. Taletso TVET College	16 578
41. Thekwini TVET College	7 678
42. Tshwane North TVET College	37 942
43. Tshwane South TVET College	35 983
44. Umfolozi TVET College	35 278
45. Umgungundlovu TVET College	6 074
46. Vhembe TVET College	50 679
47. Vuselela TVET College	10 994
48. Waterberg TVET College	11 861
49. West Coast TVET College	45 534
50. Western College TVET College	61 129
Total	1 566 747

Source: DHET Annual Report 2016/17.

Note: Funding allocated to TVET colleges includes the amounts that were transferred to TVET colleges for subsidies and training purposes and not the operational costs that are directly paid by the Department.

Table 10.14: Funding allocation for CET colleges, by college, 2016/17

College	Total amount allocated R'000
Eastern Cape CET College	6 848
Free State CET College	4 530
Gauteng CET College	28 718
KwaZulu-Natal CET College	8 127
Limpopo CET College	12 963
Mpumalanga CET College	13 038
Northern Cape CET College	1 863
North West CET College	13 550
Western Cape CET College	8 416
Total	98 053

Source: *DHET BAS report, 2017.*

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 surveys conducted by the Department to obtain data for this publication.

11.2 SCOPE

Information for this publication has been provided by the following education and training institutions and entities:

- Public and private Higher Education Institutions (HEIs);
- Technical and Vocational Education and Training (TVET) colleges;
- Private colleges;
- Community Education and Training (CET) colleges;
- Sector Education and Training Authorities (SETAs);
- The National Student Financial Aid (NSFAS);
- The National Artisan Development Support Centre (NADSC); and
- The National Skills Fund (NSF).

11.3 METHODOLOGY

Data pertaining to CET and private colleges are provided to the Department in an aggregated format (that is, unit record data are not available), while HEIs and TVET colleges submit unit record data directly to the Department as per the format prescribed by the Department to HEIs and TVET colleges. TVET colleges' data were collected at a unit record level for the first time in 2016 using Technical and Vocational Education and Training Management Information System (TVETMIS), while data for the previous academic years were collected in an aggregated format.

Previous statistical data on TVET colleges reported on **Programme headcount**, which reflects the total number of enrolments for the enrolment cycle, irrespective of the unique student ID. Thus all programme and subject enrolments are counted, whether the same student is counted more than once. Data used in 2016 report for TVET colleges reports on **headcount enrolment, which refers to a student record count where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the college the student is registered at**. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) qualification is annually, for Report 191 Engineering Studies enrolment is in trimesters and for the Business and General Studies programmes of Report 191, the intake is per semester.

SETAs, NADSC and the NSF provide aggregated data to the Department. The Department develops and implements policy, standards, definitions and classifications for the aggregation, standardisation and uniformity in the collection of education information from provinces. The data reported in this publication is as received from the institutions and entities and no imputation and weighting was done on it. Data for CET and private colleges is reported in May of every year.

11.4 RESPONSE RATES

The response rates by different PSET institutions to data submitted to the Department for 2016 are as follows:

- Public HEIs: 100%
- Private HEIs: 100%
- TVET colleges: 100%
- Public Community Learning Centres: 99%
- Private colleges: 69%

12. GLOSSARY

Administrative staff

All technical and office staff, as well as all executive and professional staff who spend more than 50% of their official time on administrative functions. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

Apprenticeship

A learnership in respect of a listed trade, and includes a trade-test in respect of that trade. South Africa (2000). South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended). Pretoria.

Artisan

A person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act 1998 (Act No. 97 of 1998). South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

Bursary

That part of the loan granted to a person by the NSFAS, that the person is not required to pay back on compliance with the criteria and conditions set in the written agreement. South Africa (1999) *National Student Financial Aid Scheme Act, No. 56 of 1999*. Pretoria.

Certification

Formal Recognition of a qualification or part qualification awarded to a successful learner. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

College

A public or private technical and vocational education and training institution that is established, declared or registered under the Continuing Education and Training Act 2006 (Act No. 16 of 2006), but does not include:

- a) a school offering further education and training programmes under the South African Schools Act; or
- b) a college under the authority of a government department other than the Department of Education. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

Completion rate

The number of students who successfully completed a qualification (GETC: ABET, NC(V) and Report 191) in the academic year, expressed as a percentage of the number of students who were eligible to complete the level and wrote the examinations in that academic year. *National Examinations Database, 2015*. Pretoria

Comprehensive University

A type of public higher education institution established through the merger of a former technikon with a traditional university. *Council on Higher Education, Vital Stats Public Higher Education 2015*.

Contact student

A student in a higher education institution who is registered mainly for courses offered in contact mode. A contact mode course involves personal interaction with lecturers or supervisors, through lectures, tutorials, seminars, practicals, supervision or other forms of required work, which is presented on the institution's premises or at a site of the institution. Adapted from Department of Education (1982, 1995) Manual: South African Post-Secondary Education (SAPSE), Pretoria.

Distance student

A student in a higher education institution who is registered mainly for courses offered in distance mode. A distance mode course involves interaction with lecturers, or institution supervisors, through distance education techniques. For example, through the use of correspondence, telematics or the Internet. Adapted from Department of Education (1982, 1995) Manual: South African Post-Secondary Education (SAPSE), Pretoria.

Doctoral degree

A postgraduate qualification with an NQF exit level 10 and minimum total credits of 360. Higher Education Qualifications Sub-Framework, 2013.

Full-Time Equivalent (FTE) student

A student in the post-school sector who is enrolled for an academic programme for a full academic year and who is registered for all the courses included in the curriculum of that programme. If a student is following, for example, only half of the courses required for a full-year academic programme, then he/she would be counted as 0.5 FTE students. If a student is taking 20% more than the courses required in a standard full-year curriculum, then he/she would be counted as 1.2 FTE students. Adapted from Department of Education (1982, 1995) Manual: South African Post-Secondary Education (SAPSE), Pretoria.

General Education and Training (GET)

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. South Africa (2001) *General and Further Education and Training Quality Assurance Act, No. 58 of 2001* (as updated by Government Gazette 34620, 16 September 2011). Pretoria.

GETC-ABET Level 4 qualification

A qualification at Level 1 on the National Qualifications Framework (NQF). The GETC is offered to adults as prescribed in the *Adult Education and Training Act, 2000 (Act No. 52 of 2000)*, who have not had any formal schooling, or who may not have completed formal basic schooling to the equivalent of NQF Level 1.

Graduate

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was registered. *South African Post-Secondary Education (SAPSE)-020: Student Statistics Manual*. Pretoria.

Graduation rate

A calculation based on the number of students who have graduated in a particular year, irrespective of the year of study, divided by the total number of students enrolled at the universities, in that particular year.

Headcount student

Total unduplicated number of students enrolled in a post-secondary education institution at a given census date, regardless of their course load. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-005: Student Statistics Manual*. Pretoria.

Higher Education Institution (HEI)

Any institution that provides higher education on a full-time, part-time or distance basis and which is:

- a) merged, established, or deemed to be established, as a public higher education institution under the Higher Education Act, 1997(Act No. 101 of 1997);
- b) declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997); or
- c) registered or provisionally registered as a private higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997).

South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

Instruction and research staff

Academic staff who spend more than 50% of their official time on instruction and research activities. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

Internship

The structured work experience component of an occupational qualification registered by the QCTO. *Skills Development Act, 1998 (Act No. 97 of 1998) Learning Programme Regulations, 2012*.

Learning programme

A structured and purposeful set of learning experiences that leads to a qualification or part-qualification and includes a studentship, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

Learnership

A learning programme that leads to an occupational qualification or part qualification, and includes an apprenticeship and cadetship. South Africa (1998) *Skills Development Act, No. 97 of 1998* (as amended) Pretoria.

Lecturer

Any person who teaches, educates or trains other persons, or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishment under the *Continuing Education and Training Act No. 16 of 2006* (as amended) Pretoria.

Loan

A loan granted to a person by the NSFAS in order to enable the person to defray the costs connected with his or her education at a designated higher education institution, and those connected with the board and lodging of that person for the purpose of attending the institution. *National Student Financial Aid Scheme Act. 1999*.

Major field of study

The subject area(s) in which a student may specialise in the final year of study for a degree/diploma/certificate instructional programme. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

Management staff

A position in which the primary function is the management of the institution or one of its major divisions or sections. In colleges, it refers to a principal and vice-principal of a public college. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

Master's degree

A postgraduate qualification with an NQF exit level 9 and 180 minimum total credits. Higher Education Qualifications Sub-Framework, 2013.

Master list of institutions

A list of institutions containing all the contact information of the institution, such as addresses, telephone numbers, GIS coordinates, etc. Adapted from the Department of Higher Education and Training (2012) *Higher Education Information Standards DHET 003: Standard for the publication of the master list of education institutions in the post-school sector*. Pretoria.

National Certificate (Vocational) (NC(V))

National qualifications at NQF Levels 2, 3 and 4, comprising 130 credits and seven subjects per level, which consist of academic knowledge and theory, integrated with the practical skills and values specific to each vocational area/specialisation. The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.

National Skills Fund

The National Skills Fund was established in 1999 in terms of section 27 of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. The money in the fund may be used for the primary objectives as defined by the prescripts of the Skills Development Act, namely:

1. To fund projects identified in the national skills development strategy as national priorities (section 28(1) of the Skills Development Act);
2. To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines (section 28(1) of the Skills Development Act);
3. To administer the Fund within the prescribed limit (section 28(3) of the Skills Development Act). Regulations to prescribe the limit for the administration of the Fund at 10% of revenue has been approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010; and
4. To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development (section 30B. of the Skills Development Act).

National Skills Fund Annual Report, 2014/2016.

National Student Financial Aid Scheme

The National Student Financial Aid Scheme was established in terms of the *National Student Financial Aid Scheme (Act 56 of 1999)*. It is responsible for providing loans and bursaries to eligible students at all public universities, Technical and Vocational Education and Training (TVET) colleges (formerly known as Further Education and Training [FET] colleges) throughout the country. Further mandates for the entity include the recovery of student loans and raising funds for student loans and bursaries, and to recover the loans from students once they are employed. *National Student Financial Aid Scheme Annual Report, 2015/2016*.

Occasional student

A student who is taking courses that are part of formally approved programmes, but who is not registered for a formal degree or diploma. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

Occupational qualification

A qualification 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. South Africa (2008) *Skills Development Amendment Act, No. 97 of 2008* (as amended). Pretoria.

Pass rate

Represents the percentage of students who passed. It is calculated by dividing the total number of students who passed (pass + conditional pass) by total number of students who sat for an examination. *National Examinations Database, 2013*. Pretoria

Permanent staff

A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

Population group

Classification of people by race, particularly in relation to how they were (or would have been) classified before the 1994 elections. The following categories are provided in the census: Black African, coloured, Indian/Asian, white, other. Statistics South Africa (2011) *Concepts and Definitions for Statistics South Africa, 2017*. Pretoria.

Postgraduate, below Master's level

Includes postgraduate and post-diploma diplomas, postgraduate Bachelor's degrees, and Honours degrees. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

Post-Matric

Refers to programmes offered to learners who have completed Matric (Grade 12). Adapted from the Department of Education (1982, 1995) *Manual: South African Post-Secondary Education (SAPSE)*. Pretoria.

Post-School

Comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. Department of Higher Education and Training (2013) *White Paper for post-school education and training*. Pretoria.

Private College

Any college that provides further education and training on a full-time, part-time or distance basis and which is registered or provisionally registered as a private college under the *Continuing Education and Training Act, No. 16 of 2006*. Pretoria.

Private Higher Education Institution

Any institution registered or conditionally registered as a private higher education institution in terms of Chapter 7 of the Higher Education Act, 1997 (Act No. 101 of 1997). South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

Public college

Any college that provides continuing education and training on a full-time, part time or distance basis and which is established or regarded as having been established as a public college; or declared as a public college under Continuing Education and Training Act, 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). South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended).Pretoria.

Qualification

A registered national qualification. South Africa (2008) *National Qualifications Framework Act, No. 65 of 2008*. Pretoria.

Recognition of Prior Learning

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. *National Policy for the Implementation of the Recognition of Prior Learning*.

Report 191

A catalogue of nationally assessed and certificated occupationally-directed programmes aimed at students intending to pursue a technical/vocational learning pathway outside of the schooling system, and are offered from N1 to N6, with the latter culminating in the National N Diploma upon completion of the compulsory work place experience component. South Africa (2001) *National Education Policy: Formal technical instructional programmes in the RSA*, Report 191 (2001/08). Pretoria.

Report 550

It is a policy resume of instructional programmes offered in schools, containing the programme requirements, which includes the promotion requirements, the special conditions and the rules of combination for the issuing of the Senior Certificate.

South African Qualifications Authority (SAQA)

The statutory authority established in terms of the *SAQA Act 58 of 1995* and continuing in terms of the *NQF Act 67 of 2008*, which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three sub-frameworks. SAQA (2013) *Standard Glossary of Terms: Terms related to the South African National Qualifications Framework*. Pretoria.

Service staff (HEIs)

All staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-secondary Education (SAPSE)*. Pretoria.

Sector Education and Training Authority (SETA)

A Sector Education and Training Authority established in terms of section 9 (1), of the Skills Development Act. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

Skills programme

A skills programme that:

- a) Is occupationally based;
- b) When completed, will constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in section 1 of the *South African Qualifications Authority Act, No. 58 of 1995*;
- c) Uses training providers referred to in section 17(1) (c); or
- d) Complies with the prescribed requirements. South Africa (1998) *Skills Development Act, No. 97 of 1998*. Pretoria.

Student

In HEIs, it is any person registered as a student at a higher education institution. South Africa (1997) *Higher Education Act, No. 101 of 1997* (as amended). Pretoria.

In colleges, it is any person registered as a student at a college. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

Success rate

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.

Subject pass rate

Represents the percentage of students who passed a subject. It is calculated by expressing the total number of students who passed (pass + conditional pass) a subject as a percentage of the total number of students who wrote a subject. *National Examinations Database*, November 2013. Pretoria.

Support staff

Staff who render academic support services; student support services; human resource management; financial management; administration; maintenance of the buildings and gardens; catering services; and security services. South Africa (2006) *Continuing Education and Training Act No. 16 of 2006* (as amended). Pretoria.

Unemployed persons

Persons who:

- a) Were not employed in the reference week of the Quarterly Labour Force Survey; and
- b) Actively looked for work or tried to start a business in the four weeks preceding the survey interview; and
- c) Were available for work, i.e. would have been able to start work or a business in the reference week; or
- d) Had not actively looked for work in the past four weeks but had a job or business to start at a definite date in the future and were available.

Statistics South Africa (2017) *Quarterly Labour Force Survey*. Pretoria.

Undergraduate courses

Courses coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.

Undergraduate student

A student enrolled in an undergraduate programme as specified in the Higher Education Qualifications Sub-Framework.

Undergraduate Diploma or Certificate

A diploma or certificate that does not have a Bachelor's degree as prerequisite for admission to the programme. Department of Education (1995) *South African Post-Secondary Education (SAPSE)-004: Formal Degree/Diploma/Certificate Programme Classification Structure Manual*. Pretoria.

Undergraduate degree

A qualification that also includes professional Bachelor's degrees, which are those that have an approved formal time of three or more years. Examples include degrees such as B Tech, BSc (Engineering), MB ChB, BFA. Adapted from the Department of Education (1982, 1995) *Manual: South African Post-secondary Education (SAPSE)*. Pretoria.

13. CONTACT DETAILS

Request for further information can be communicated to the following persons:

Director: Higher Education Management Information System (HEMIS)

Ms Jean Skene

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria 0001
Tel.: 012 312 5099
Fax: 012 321 1788
Email: skene.j@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

Director: Private Higher Education Institutions (HEIs)

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

Director: Governance and Management Support

Ms Esther Kodisang

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5643
Fax: 012 324 2059
Email: kodisang.e@dhet.gov.za

Data Manager: CET and Private colleges

Ms Hilda Bartizal

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5414
Fax: 086 298 9738
Email: bartizal.h@dhet.gov.za

Data Manager: TVET colleges

Ms Marietta Swart

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5880
Fax: 086 558 2170
Email: swart.m@dhet.gov.za

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

Director: Sector Education and Training Authorities**Ms Melissa Erra**

Department of Higher Education and Training

123 Francis Baard Street, Pretoria

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 312 5430

Fax: 086 698 9734

Email: erra.m@dhet.gov.za

Chief Director: Artisan Development**Mr David Mabusela**

Department of Higher Education and Training

INDLELA, Olifanstfontein

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 011 206 1004

Fax: 011 316 3284

Email: mabusela.d@dhet.gov.za

**Acting Chief Director: National Examinations and Assessment
(TVET, CET and Private Colleges)****Dr Daniel Ramoroka**

Department of Higher Education and Training

222 Struben Street, Pretoria

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 357 3895

Email: ramoroka.d@dbe.gov.za

Deputy Director: SETAs**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.l@dhet.gov.za

Data Manager: Artisan Development**Mr Jabulani Ntshingila**

Department of Higher Education and Training

INDLELA, Olifanstfontein

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 011 206 1137

Fax: 011 316 3284

Email: ntshingila.j@dhet.gov.za

**Director: Resulting and Certification
(IT Systems)****Mr Stanford 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.s@dbe.gov.za

Director: National Skills Fund (NSF)

Mr Frans Strydom

Department of Higher Education and Training
Ndinaye Building, 178 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 943 3166/3130
Fax: 087 236 4910
Email: strydom.f@dhet.gov.za

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

Executive Officer: National Student Financial Aid Scheme (NSFAS)

Mr Steven Zwane

National Student Financial Aid Scheme
Postal Address: Private Bag X6, Plumstead, 7801
Tel.: 021 763 3200
Fax: 086 606 3551
Email: StevenZ@nsfas.org.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 5961/6191

Fax: 012 323 0991

Email: HETIS.Officer@dhet.gov.za



DID YOU KNOW?

The following post-school education and training institutions existed in South Africa in 2016:

26	Public Higher Education Institutions (HEIs)
123	Private Higher Education Institutions (HEIs)
50	Technical and Vocational Education and Training (TVET) Colleges
279	Private Colleges
9	Community Education and Training (CET) Colleges
2 795	Community Learning Centres (CLCs)

Student enrolment in the post-school education and training sector in 2016 was as follows:

Public Higher Education and Training Institutions (HEIs):	975 837
Private Higher Education and Training Institutions (HEIs):	167 408
Technical and Vocational Education and Training (TVET) Colleges:	705 397
Private Colleges:	168 911*
Community Education and Training (CET) Colleges:	273 431
Sector Education and Training Authority (SETA) programmes:	249 680

**This figure represents enrolment at 192 of the 279 private colleges that responded to the Departmental Annual Survey.*