



# Post-school Education and Training Monitor

MACRO-INDICATOR TRENDS

Tables and figures



higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

APRIL 2024



APRIL 2024

# Post-school Education and Training Monitor

MACRO-INDICATOR TRENDS

Tables and figures



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



## higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

### Department of Higher Education and Training

123 Francis Baard Street  
Pretoria  
0001  
Tel: (+ 27) 0800 87 22 22

Published by the Department of Higher Education and Training.

[www.dhet.gov.za](http://www.dhet.gov.za)

© Department of Higher Education and Training, 2024

The ideas, opinions, conclusions, and policy recommendations expressed in this report are strictly those of the authors and do not necessarily represent those of the Department of Higher Education and Training (DHET). The DHET will not be liable for any incorrect data and for errors in conclusions, opinions and interpretations emanating from the information.

Department of Higher Education and Training (DHET) (2024) *Post-school Education and Training Monitor: Macro-indicator Trends*. Department of Higher Education and Training, Pretoria.

ISBN: 978-1-77018-979-9

This report is available on the DHET's website: [www.dhet.gov.za](http://www.dhet.gov.za)

#### Enquiries:

The Director: System Monitoring and Labour Market Intelligence

Tel: +27 (012) 312 5465/5595

Email: [Khuluvhe.m@dhet.gov.za](mailto:Khuluvhe.m@dhet.gov.za)

# CONTENTS

---

List of figures	6
List of tables	8
<b>1 BACKGROUND</b>	<b>10</b>
1.1 Overview of the PSET system	11
<b>2 DEMOGRAPHY</b>	<b>13</b>
<b>3 LEVEL OF EDUCATION IN THE SOUTH AFRICAN POPULATION</b>	<b>15</b>
3.1 What is the highest level of educational attainment (HLEA) in the population?	16
3.2 How does educational attainment affect participation in the labour market?	22
3.3 How does HLEA affect wages?	23
<b>4 ACCESS TO POST-SCHOOL EDUCATION AND TRAINING</b>	<b>24</b>
4.1 To what extent is there access to PSET?	25
4.1.1 Enrolment at PSET institutions relative to the population	25
4.1.2 Enrolment at PSET institutions relative to persons who are NEET	25
4.1.3 Access to universities	26
4.1.3.1 Gross Enrolment Ratio (GER) – Public universities	26
4.1.3.2 GER – Private universities	27
4.1.3.3 GER – Public and private universities	28
4.1.3.4 Enrolment per 100 000 people	29
4.1.3.5 International comparison of GER	29
4.1.3.6 Gender Parity Index (GPI) – Universities	30
4.1.3.7 International comparison of GPI	31

4.1.4	Access to TVET colleges	32
4.1.4.1	GER – TVET colleges	32
4.1.4.2	GPI – TVET colleges	33
4.1.5	Access to private colleges	33
4.1.6	Access to CET colleges	34
4.1.6.1	GER – CET colleges	34
4.1.6.2	GPI – CET colleges	35
4.1.7	Students living with disabilities participating at PSET institutions	35
4.1.8	Foreign nationals participating at PSET institutions	37
4.1.9	Access to SETA-supported workplace-based learning programmes	43
4.1.10	Persons in the population who have access to the internet	43

## **5** QUALITY OF PSET PROVISIONING **44**

5.1	Quality of the PSET system as measured by student:staff ratio and the qualification of its lecturing staff	45
-----	--	----

## **6** THE SUCCESS OF THE PSET SYSTEM **46**

6.1	Graduate output in the PSET system	47
6.1.1	University graduation rates	47
6.1.2	TVET college certification rates	48
6.1.3	CET college certification rates	49
6.1.4	Private college certification rates	50

## **7** THE EFFICIENCY OF THE PSET SYSTEM **52**

7.1	How efficient is the PSET system as measured by throughput and dropout rates?	53
7.1.1	Throughput rates for public universities	53
7.1.2	TVET colleges	55
7.2	What is the total spending on education?	56
7.2.1	Overall public spending on PSET	56
7.2.2	Real per capita spending on PSET	57
7.2.3	Consolidated government spending of a select number of functions	57
7.2.4	Overall government spending on schooling system versus post-schooling system	58
7.2.5	Government spending on tertiary education: International Comparisons	58
7.2.6	Overall government spending on the schooling system versus the post-schooling system	60
7.2.7	Distribution of skills development levy	61

## **8** A RESPONSIVE PSET SYSTEM **62**

---

8.1	How responsive is the PSET system to the labour market?	63
8.1.1	Skills supply and demand mismatches in South Africa	63
8.1.2	Occupations in High Demand (OIHD)	64
8.1.3	Are universities and TVET colleges preparing students for occupations that are in high demand in the labour market?	66
8.1.3.1	TVET colleges – Distribution of students' completion by qualification and programmes	67
8.1.4	Learners completing artisanal learning programmes	69

## **9** BIBLIOGRAPHY **70**

---

## **10** APPENDICES **73**

---

Appendix A:	Definitions for international comparability	74
	ISCED 3: Upper secondary education	74
	ISCED 4: Post-secondary, non-tertiary education	74
	ISCED 5: Short-cycle tertiary education	74
	ISCED 6: Bachelor's or equivalent level	75
	ISCED 7: Master's or equivalent level	75
	ISCED 8: Doctoral or equivalent level	75
	Tertiary education (ISCED 5 to 8)	75
Appendix B:	Additional tables	76

## LIST OF FIGURES

---

<b>Figure 1:</b> The PSET system	11
<b>Figure 2:</b> Comparing the size and shape of the PSET system in 2021 against 2030 targets	12
<b>Figure 3:</b> Population pyramid for South Africa, 2020	14
<b>Figure 4:</b> Population pyramid for South Africa, 2022	14
<b>Figure 5:</b> Number of doctoral degree graduates per million of the population per year, 2014–2021	20
<b>Figure 6:</b> Share of population aged 25–64 years that attained doctoral degrees or equivalent (ISCED 8) (%) by country, 2020–2021	20
<b>Figure 7:</b> Percentage of the population aged 25 years and over with at least a completed Bachelor’s or equivalent degree (ISCED 6 or higher) by country, 2018	21
<b>Figure 8:</b> Percentage of the population aged 25–34 years with tertiary education by country, 2018–2020	21
<b>Figure 9:</b> Unemployment rates of 25–34-year-olds by HLEA, 2020	23
<b>Figure 10:</b> Total number of students attending PSET institutions (all age groups) compared to NEET youth (15–24-year-olds) in thousands, 2014–2021	25
<b>Figure 11:</b> Enrolment at tertiary education institutions per 100 000 of the population, 2014–2021	29
<b>Figure 12:</b> GERs for tertiary education by GDP per capita (PPP US\$), 2020	29
<b>Figure 13:</b> Trends in GPI, 2014–2021	30
<b>Figure 14:</b> Public universities: GPI by race, 2014–2021	31
<b>Figure 15:</b> GPI for gross tertiary enrolment, 2020	31
<b>Figure 16:</b> TVET colleges: GER by gender, 2014–2021 (%)	32
<b>Figure 17:</b> TVET colleges: GPI by race, 2014–2021	33
<b>Figure 18:</b> Percentage of students enrolled at private colleges by gender, 2014–2021	33
<b>Figure 19:</b> Percentage of students enrolled at private colleges by population group, 2014–2021	34
<b>Figure 20:</b> CET colleges: GER by gender, 2014–2021 (%)	34
<b>Figure 21:</b> CET colleges: Trend in GPI, 2014–2021	35
<b>Figure 22:</b> Share of academic staff with a PhD in universities, 2012–2021	45
<b>Figure 23:</b> Graduation rate at public universities by gender, 2014–2021	47
<b>Figure 24:</b> Graduation rate at public universities by race, 2014–2021	47
<b>Figure 25:</b> Examination candidates, passes and certification rates for Report 191 N3 at TVET colleges, 2014–2021	48
<b>Figure 26:</b> Examination candidates, passes and certification rates for N6 at TVET colleges, 2014–2021	48
<b>Figure 27:</b> Examination candidates, passes and certification rates for NC(V) Level 4 at TVET colleges, 2014–2021	49
<b>Figure 28:</b> Examination candidates, passes and certification rates for GETC: ABET Level 4 at CET colleges, 2014–2021	49
<b>Figure 29:</b> Examination candidates, passes and certification rates for Report 191 N3 at private colleges, 2014–2021	50
<b>Figure 30:</b> Examination candidates, passes and certification rates for N6 at private colleges, 2014–2021	50

<b>Figure 31:</b> Examination candidates, passes, and certification rates for NC(V) Level 4 at private colleges, 2014–2021	51
<b>Figure 32:</b> Government spending on PSET as a percentage of total consolidated government expenditure and GDP, 2019/20–2025/26	56
<b>Figure 33:</b> Real per FTE student public expenditure at public universities and TVET colleges, 2012/13–2021/22	57
<b>Figure 34:</b> Percentage distribution of consolidated non-interest government expenditure across a select number of functions, 2019/20–2025/26	57
<b>Figure 35:</b> Expenditure on PSET and schooling expressed as a share of consolidated non-interest government expenditure on education, 2019/20–2025/26	58
<b>Figure 36:</b> Expenditure on tertiary education as a percentage of GDP by country, 2019	58
<b>Figure 37:</b> Expenditure on tertiary education as a percentage of total government expenditure on education, 2016	59
<b>Figure 38:</b> Public expenditure on tertiary education per student, as a percentage of GDP per capita, by country, 2017	59
<b>Figure 39:</b> Consolidated government spending on education as a percentage of consolidated non-interest government expenditure and GDP, 2019/20–2025/26	60
<b>Figure 40:</b> Expenditure on education (both schooling and post-schooling) as a percentage of total government expenditure and GDP by country, 2019	60
<b>Figure 41:</b> Qualification and field-of-study mismatch by country (2020 for South Africa, 2018 for most other countries)	63
<b>Figure 42:</b> Enrolment in tertiary education per 100 000 of the population, by population group, 2014–2021	76

## LIST OF TABLES

---

<b>Table 1:</b>	Number and share of persons in the population aged 25–64 years by HLEA, 2014 and 2022	16
<b>Table 2:</b>	Number and share of persons in the population aged 25–64 years by HLEA and gender, 2014 and 2022	17
<b>Table 3:</b>	Number and share of persons in the population aged 25–64 years by HLEA and race, 2014 and 2022	18
<b>Table 4:</b>	Share of persons in the population by HLEA and age group, 2014 and 2022	19
<b>Table 5:</b>	Number of employed and unemployed persons in the population aged 25–64 years by HLEA, and the absorption and unemployment rates, Q3:2014, Q3:2019 and Q3:2022	22
<b>Table 6:</b>	Median wages per month by race, gender and the HLEA, 2020	23
<b>Table 7:</b>	Working-age population (15–64 years) versus PSET enrolment, 2014 and 2021	25
<b>Table 8:</b>	Public universities: Total enrolments and GER by race, 2010–2021	26
<b>Table 9:</b>	Private universities: Total enrolments and GER by race, 2014–2021	27
<b>Table 10:</b>	Public and private universities: GER by race, 2014–2021	28
<b>Table 11:</b>	Public and private universities: GPI by race, 2011–2021	30
<b>Table 12:</b>	TVET colleges: Total enrolment and GER by race, 2014–2021	32
<b>Table 13:</b>	Total enrolment of students living with disabilities at PSET institutions, 2016–2021	35
<b>Table 14:</b>	Enrolment of students living with disabilities at PSET institutions by institution type, 2016–2021	36
<b>Table 15:</b>	Number and share of the population and students living with disabilities, 2021	37
<b>Table 16:</b>	Number of foreign students enrolled at South African PSET institutions, 2021	37
<b>Table 17:</b>	Number and share of foreign students enrolled at public universities by nationality, 2016–2021	38
<b>Table 18:</b>	Number and share of foreign students enrolled at public HEIs by attendance mode and nationality, 2016–2021	39
<b>Table 19:</b>	Number and share of foreign students enrolled at private universities, 2016–2021	41
<b>Table 20:</b>	Number and share of foreign students enrolled at TVET colleges by country, 2016–2021	42
<b>Table 21:</b>	Number of workers and unemployed persons registered and certificated at SETA-supported learning programmes by programme type, 2014/15–2021/22	43
<b>Table 22:</b>	Percentage of the population who have access to the internet by age and gender, 2016–2021	43
<b>Table 23:</b>	Public universities: first-time-entering (FTE) students to FTE staff ratio, 2010–2021	45
<b>Table 24:</b>	Throughput rates for FTE student cohort in three-year degree programmes through contact and distance learning modes, 2009–2019 intake years	53
<b>Table 25:</b>	Throughput rates by intake year of FTE students in three-year undergraduate degree programmes (contact mode only), 2009–2019 intake years	53
<b>Table 26:</b>	Throughput rates by intake year of FTE students in three-year undergraduate degree programmes (distance mode only), 2009–2019 intake years	54
<b>Table 27:</b>	Dropout rates by intake year of FTE students in three-year undergraduate degree programmes (contact mode only), 2009–2019 intake years	54
<b>Table 28:</b>	Dropout rates by intake year of FTE students in three-year undergraduate degree programmes (distance mode only), 2009–2019 intake years	55

<b>Table 29:</b> Overall throughput rates of NC(V) Level 2 students enrolled at TVET colleges in 2017–2019	55
<b>Table 30:</b> Throughput rates of NC(V) Level 2 students enrolled at TVET colleges by gender, 2017–2019	55
<b>Table 31:</b> Government spending, including skills levy, on PSET (R million), 2019/20–2021/22	56
<b>Table 32:</b> Distribution of the skills development levy, 2014/15–2021/22	61
<b>Table 33:</b> Share of employed persons aged 16–64 years by qualification and field-of-study mismatch, 2019 and 2020	63
<b>Table 34:</b> Occupations in High Demand	64
<b>Table 35:</b> Public HEIs: Enrolment in major field of study by gender, 2014–2021	66
<b>Table 36:</b> Public HEIs: Graduates by major field of study by gender, 2014–2021	66
<b>Table 37:</b> Percentage distribution of students who completed NC(V) Level 4 qualification by programme and gender, 2021	67
<b>Table 38:</b> Percentage distribution of students who completed N6 qualification by programme and gender, 2021	68
<b>Table 39:</b> Percentage of learners completing artisanal learning programmes by trade and gender, 2019/20–2021/22	69
<b>Table 40:</b> Number of students enrolled at PSET institutions compared to youth aged 15–24 years who are NEET, 2014–2021	76
<b>Table 41:</b> Private universities: GPI by race, 2015–2021	77
<b>Table 42:</b> TVET colleges: GER by race and gender, 2014–2021 (%)	77

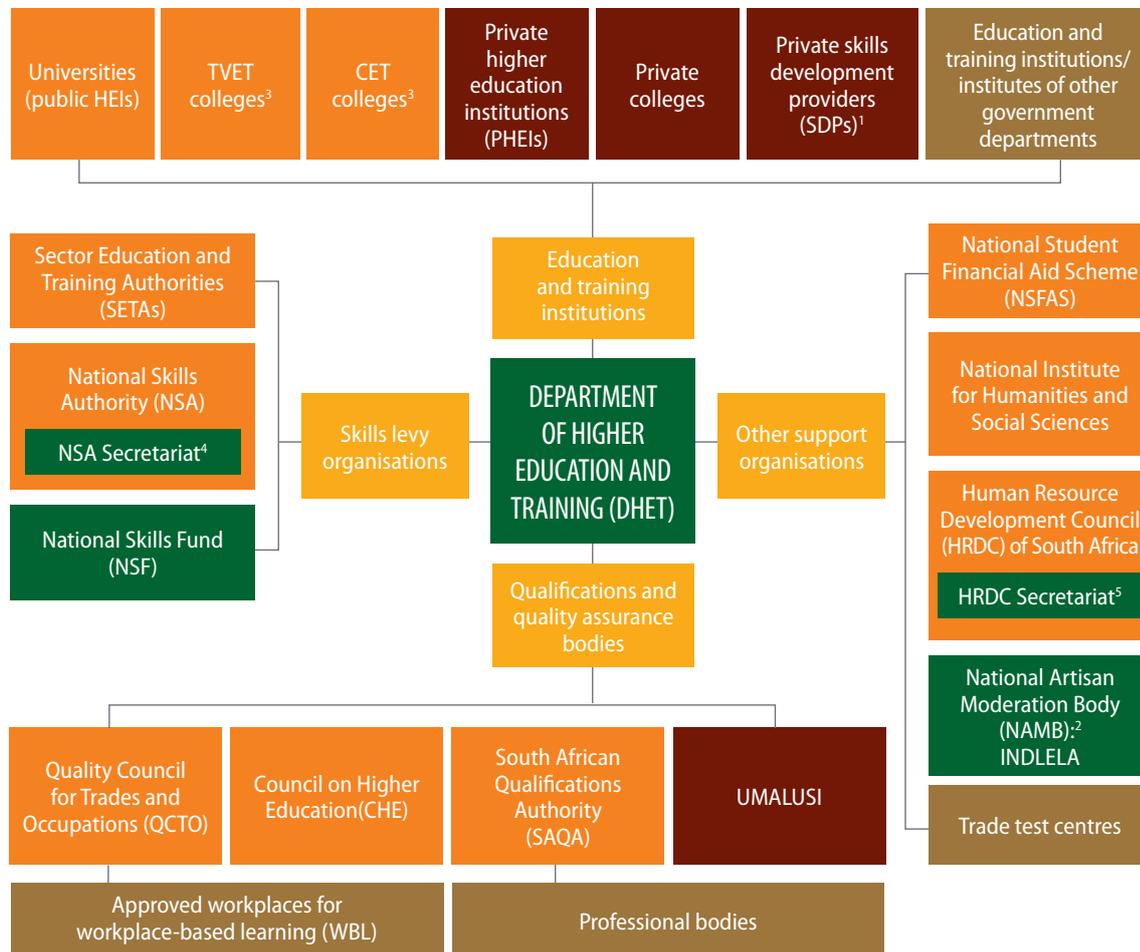
1

Background



# 1.1 Overview of the PSET system

FIGURE 1: The PSET system



**LEGEND:**

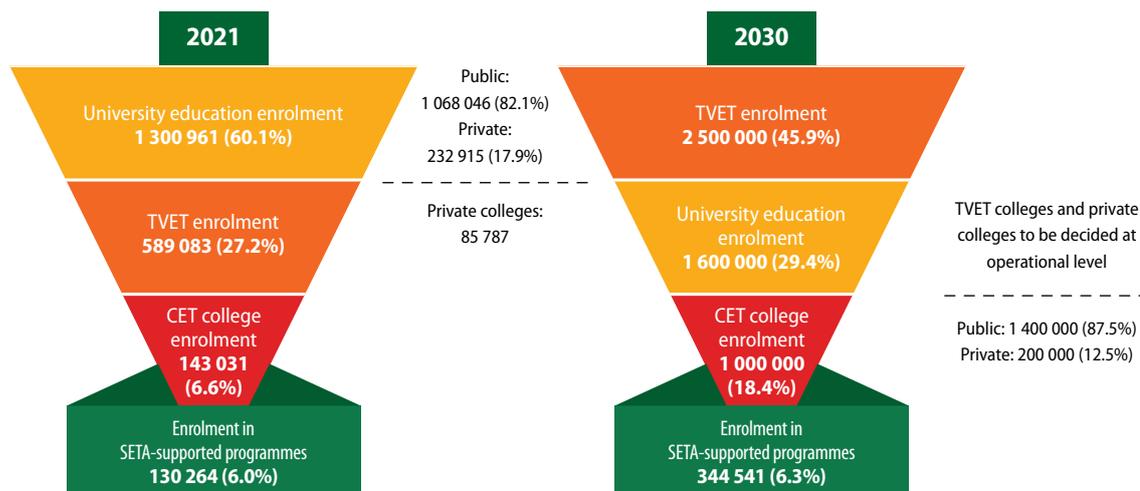
- Organisations that are located *inside* the DHET.
- Organisations that are located *outside* the DHET and which receive funds from the DHET, but in respect of which the DHET has certain legislative functions.
- Organisations that are located *outside* the DHET, which *do not* receive funds from the DHET, but in respect of which the DHET has certain legislative functions.
- Organisations that do not receive funds from the DHET, nor does the DHET have legislative functions in relation to these organisations. However, the DHET entities may have certain legislative responsibilities in relation to these organisations (for example, Quality Councils quality assure formal programmes offered by other government departments, SAQA registers professional bodies and QCTO accredits workplaces for WBL).

**Notes:**

1. The Skills Development Act makes provision for SDPs.
2. The NAMB is envisaged to be part of QCTO in the future.
3. The DHET manages the personnel budget for TVET and CET colleges (since their staff are DHET employees. College councils have their own employees); however, universities employ their own staff, and therefore manage their own personnel and other budgets.
4. The NSA Secretariat is located inside the Department and services the NSA.
5. The HRDC Secretariat is located within the DHET and provides services to the HRDC.

Source: National Plan for Post-School Education and Training 2021–2030 (DHET, 2023c).

**FIGURE 2:** Comparing the size and shape of the PSET system in 2021 against 2030 targets



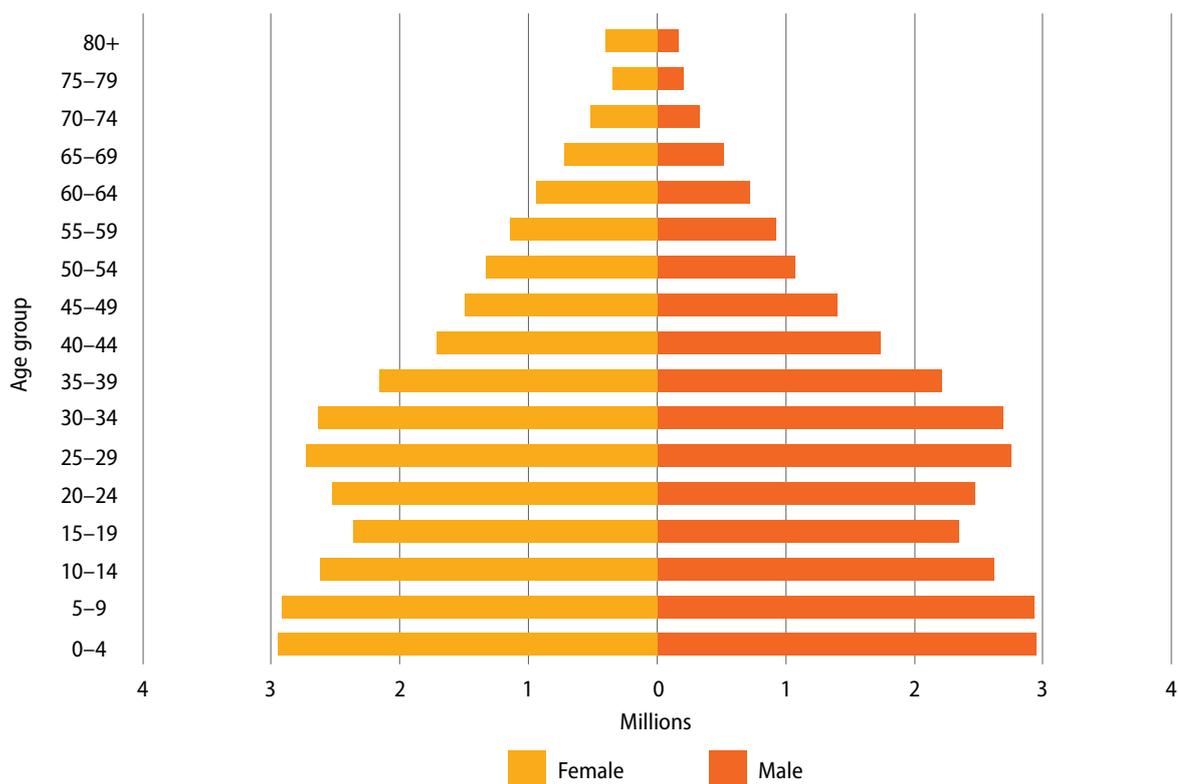
Sources: *White Paper for Post-School Education and Training (DHET, 2013)*; *Statistics on Post-School Education and Training in South Africa (DHET, 2023a)*.

# 2

## Demography

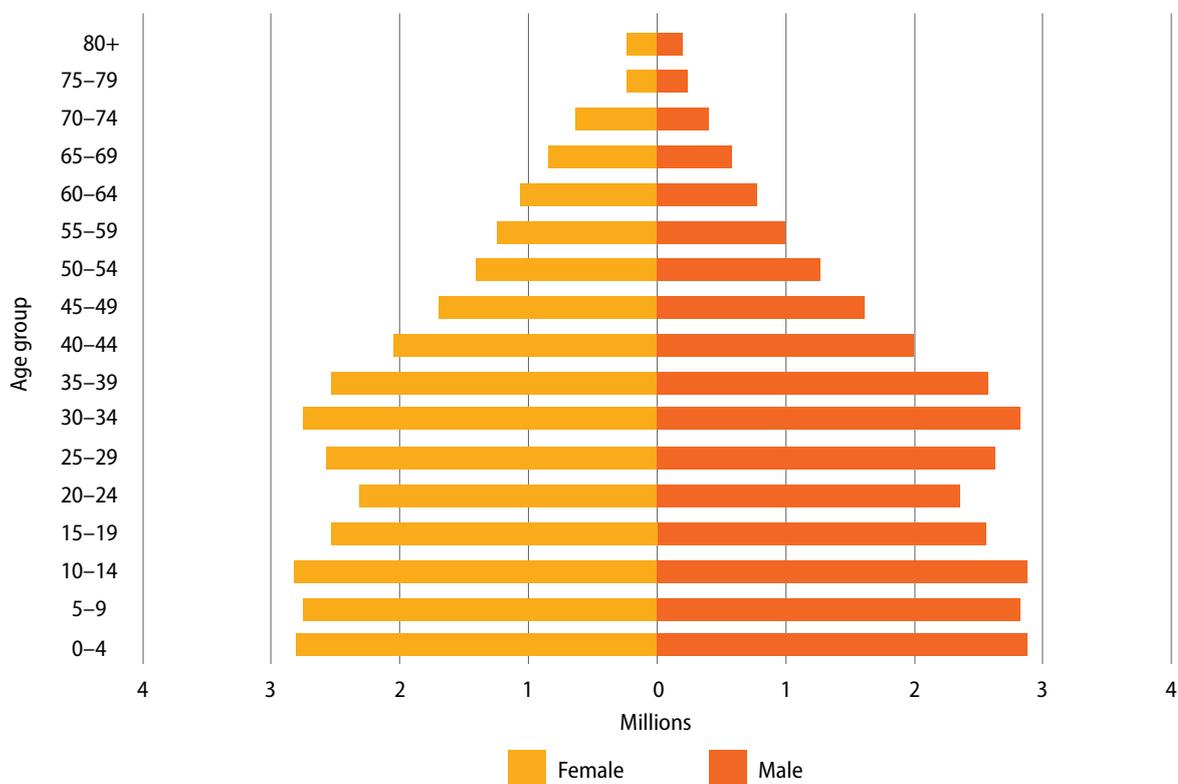


**FIGURE 3:** Population pyramid for South Africa, 2020

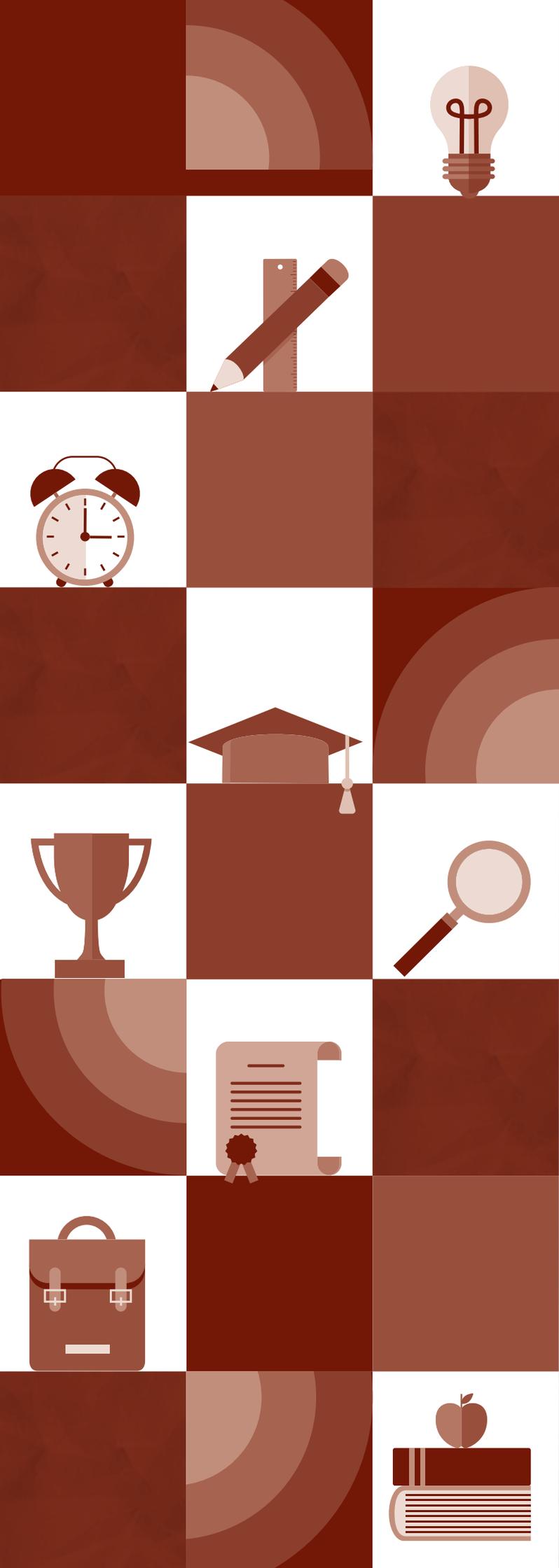


Source: Mid-year population estimates (Stats SA, 2020).

**FIGURE 4:** Population pyramid for South Africa, 2022



Source: Mid-year population estimates (Stats SA, 2022).



3

**Level of  
Education in the  
South African  
Population**

### 3.1 What is the highest level of educational attainment (HLEA) in the population?

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

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

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

Notes:

1. 'No schooling' includes the following categories: No schooling and Grade R/0.
2. 'Less than primary schooling' completed includes the following categories: Grade 1/Sub A/Class 1; Grade 2/Sub B/Class 2; Grade 3/Standard 1/AET 1 (KHARI RI GUDE, SANLI); Grade 4/Standard 2; Grade 5/Standard 3/AET 2; Grade 6/Standard 4.
3. 'Primary schooling' completed refers to Grade 7/Standard 5/AET 3.
4. 'Some secondary schooling' completed includes the following categories: Grade 8/Standard 6/Form 1; Grade 9/Standard 7/Form 2/AET 4; Grade 10/Standard 8/Form 3; Grade 11/Standard 9/Form 4; NTC 1/N1/NC (v) Level 2; NTC 2/N2/NC (v) Level 3; Certificate with less than Grade 12/Std 10 and Diploma with less than Grade 12/Std 10.
5. 'Secondary' completed includes the following categories: Grade 12/Standard 10/Form 5/Matric (No Exemption); Grade 12/Standard 10/Form 5/Matric (Exemption/Bachelor's pass) and NTC 3/N3/NC (v) Level 4.
6. 'Certificate' includes the following categories: N4/NTC 4; N5/NTC 5; N6/NTC 6 and Certificate with Grade 12/Std 10.
7. 'Diploma' includes the following categories: Diploma with Grade 12/Std 10 and Higher Diploma.
8. 'Degree' includes the following categories: Post Higher Diploma (Master's, Doctoral Diploma), Bachelor's degree, Bachelor's degree and postgraduate diploma, Honours degree and higher degree (Master's/PhD).
9. 'Other' includes the following categories: Other and Do not know.

**TABLE 2:** Number and share of persons in the population aged 25–64 years by HLEA and gender, 2014 and 2022

HLEA	Q3:2014						Q3:2022			
	MALE		FEMALE		TOTAL	MALE		FEMALE		TOTAL
	THOUSANDS	%	THOUSANDS	%		THOUSANDS	%	THOUSANDS	%	
No schooling	478	42.8%	640	57.2%	1 118	267	39.6%	407	60.4%	674
Less than primary schooling	1 253	49.6%	1 274	50.4%	2 526	1 034	52.3%	942	47.7%	1 976
Primary schooling	579	46.9%	655	53.1%	1 234	628	54.0%	536	46.0%	1 164
Some secondary schooling	4 656	48.9%	4 871	51.1%	9 527	5 529	49.6%	5 610	50.4%	11 139
Secondary (Grade 12 or equivalent)	3 428	49.6%	3 487	50.4%	6 915	4 995	49.9%	5 008	50.1%	10 003
Certificate	411	52.4%	374	47.6%	784	452	49.8%	456	50.2%	907
Diploma	695	45.2%	844	54.8%	1 539	773	45.4%	930	54.6%	1 702
Degree	668	51.0%	641	49.0%	1 310	940	44.5%	1 172	55.5%	2 112
Other	143	52.7%	128	47.3%	271	254	61.0%	162	39.0%	416
<b>Total</b>	<b>12 312</b>	<b>48.8%</b>	<b>12 913</b>	<b>51.2%</b>	<b>25 224</b>	<b>14 872</b>	<b>49.4%</b>	<b>15 223</b>	<b>50.6%</b>	<b>30 095</b>

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

Notes:

1. 'No schooling' includes the following categories: No schooling and Grade R/0.
2. 'Less than primary schooling' completed includes the following categories: Grade 1/Sub A/Class 1; Grade 2/Sub B/Class 2; Grade 3/Standard 1/AET 1 (KHARI RI GUDE, SANLI); Grade 4/Standard 2; Grade 5/Standard 3/AET 2; Grade 6/Standard 4.
3. 'Primary schooling' completed refers to Grade 7/Standard 5/AET 3.
4. 'Some secondary schooling' completed includes the following categories: Grade 8/Standard 6/Form 1; Grade 9/Standard 7/Form 2/AET 4; Grade 10/Standard 8/Form 3; Grade 11/Standard 9/Form 4; NTC 1/N1/NC (v) Level 2; NTC 2/N2/NC (v) Level 3; Certificate with less than Grade 12/Std 10 and Diploma with less than Grade 12/Std 10.
5. 'Secondary' completed includes the following categories: Grade 12/Standard 10/Form 5/Matric (No Exemption); Grade 12/Standard 10/Form 5/Matric (Exemption/Bachelor's pass) and NTC 3/N3/NC (v) Level 4.
6. 'Certificate' includes the following categories: N4/NTC 4; N5/NTC 5; N6/NTC 6 and Certificate with Grade 12/Std 10.
7. 'Diploma' includes the following categories: Diploma with Grade 12/Std 10 and Higher Diploma.
8. 'Degree' includes the following categories: Post Higher Diploma (Master's, Doctoral Diploma), Bachelor's degree, Bachelor's degree and postgraduate diploma, Honours degree and higher degree (Master's/PhD).
9. 'Other' includes the following categories: Other and Do not know.

**TABLE 3:** Number and share of persons in the population aged 25–64 years by HLEA and race, 2014 and 2022

HLEA	BLACK AFRICAN			COLOURED			INDIAN/ASIAN			WHITE						
	Q3:2014		Q3:2022	Q3:2014		Q3:2022	Q3:2014		Q3:2022	Q3:2014		Q3:2022				
	THOUSANDS	%	THOUSANDS	THOUSANDS	%	THOUSANDS	%	THOUSANDS	%	THOUSANDS	%	THOUSANDS	%			
No schooling	1 062	5.4%	633	2.6%	43	1.8%	36	1.3%	10	1.3%	2	0.2%	3	0.1%	3	0.1%
Less than primary schooling	2 255	11.5%	1 775	7.3%	234	9.7%	178	6.6%	16	2.1%	19	2.3%	22	0.9%	4	0.2%
Primary schooling	1 061	5.4%	991	4.1%	159	6.6%	151	5.6%	12	1.6%	8	1.0%	3	0.1%	14	0.6%
Some secondary schooling	7 894	40.3%	9 537	39.3%	1 040	43.1%	1 162	43.1%	189	25.1%	161	19.1%	404	16.2%	280	12.2%
Secondary (Grade 12 or equivalent)	4 933	25.2%	7 867	32.4%	647	26.8%	802	29.8%	321	42.6%	334	39.5%	1 014	40.8%	999	43.4%
Certificate	590	3.0%	733	3.0%	52	2.2%	57	2.1%	16	2.1%	19	2.3%	126	5.1%	98	4.3%
Diploma	953	4.9%	1 200	4.9%	126	5.2%	110	4.1%	73	9.7%	85	10.1%	387	15.6%	307	13.4%
Degree	612	3.1%	1 191	4.9%	82	3.4%	139	5.1%	111	14.7%	205	24.3%	505	20.3%	577	25.1%
Other	209	1.1%	329	1.4%	31	1.3%	59	2.2%	7	0.9%	10	1.2%	24	1.0%	18	0.8%
<b>Total</b>	<b>19 568</b>	<b>100.0%</b>	<b>24 256</b>	<b>100.0%</b>	<b>2 414</b>	<b>100.0%</b>	<b>2 693</b>	<b>100.0%</b>	<b>754</b>	<b>100.0%</b>	<b>845</b>	<b>100.0%</b>	<b>2 487</b>	<b>100.0%</b>	<b>2 301</b>	<b>100.0%</b>

Source: Stats SA QIFS Q3:2014 and Q3:2022 (Nesstar, downloaded 08 May 2023).

Notes:

- 'No schooling' includes the following categories: No schooling and Grade R/0.
- 'Less than primary schooling' completed includes the following categories: Grade 1/Sub A/Class 1; Grade 2/Sub B/Class 2; Grade 3/Standard 1/AET 1 (KHARI RI GUDE, SANLI); Grade 4/Standard 2; Grade 5/Standard 3/AET 2; Grade 6/Standard 4.
- 'Primary schooling' completed refers to Grade 7/Standard 5/AET 3.
- 'Some secondary schooling' completed includes the following categories: Grade 8/Standard 6/Form 1; Grade 9/Standard 7/Form 2/AET 4; Grade 10/Standard 8/Form 3; Grade 11/Standard 9/Form 4; NTC 1/N1/NC (v) Level 2; NTC 2/N2/NC (v) Level 3; Certificate with less than Grade 12/Std 10 and Diploma with less than Grade 12/Std 10.
- 'Secondary' completed includes the following categories: Grade 12/Standard 10/Form 5/Matric (No Exemption); Grade 12/Standard 10/Form 5/Matric (Exemption/Bachelor's pass) and NTC 3/N3/NC (v) Level 4.
- 'Certificate' includes the following categories: N4/NTC 4; N5/NTC 5; N6/NTC 6 and Certificate with Grade 12/Std 10.
- 'Diploma' includes the following categories: Diploma with Grade 12/Std 10 and Higher Diploma.
- 'Degree' includes the following categories: Post Higher Diploma (Master's); Doctoral Diploma, Bachelor's degree and postgraduate diploma, Honours degree and higher degree (Master's/PhD).
- 'Other' includes the following categories: Other and Do not know.

**TABLE 4:** Share of persons in the population by HLEA and age group, 2014 and 2022

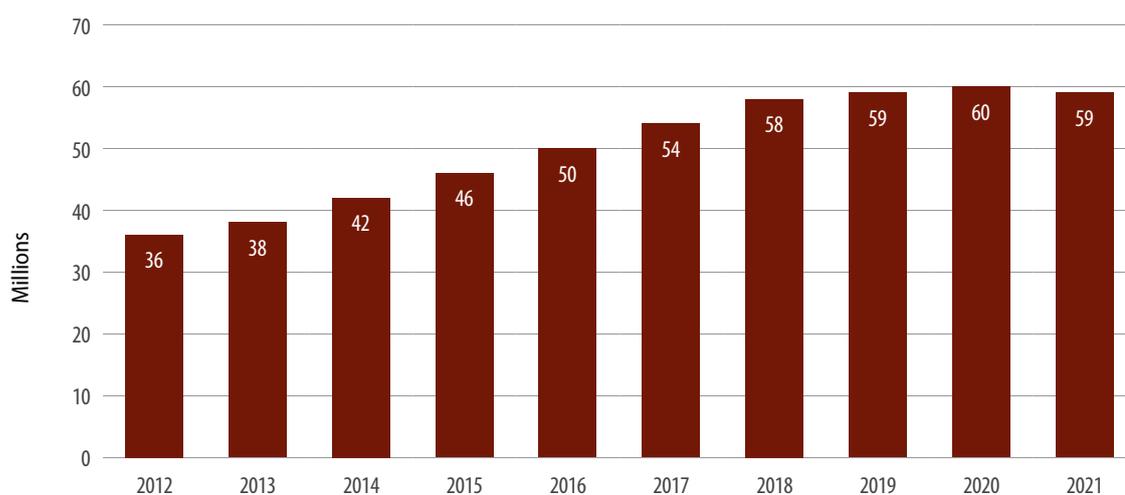
HLEA	15-24 YEARS		25-34 YEARS		35-44 YEARS		45-54 YEARS		55-64 YEARS	
	Q3:2014	Q3:2022	Q3:2014	Q3:2022	Q3 2014	Q3:2022	Q3:2014	Q3:2022	Q3:2014	Q3:2022
	No schooling	1.0%	0.4%	1.3%	0.7%	2.7%	1.0%	6.4%	2.8%	13.7%
Less than primary schooling	4.9%	2.6%	4.3%	2.7%	7.8%	4.1%	16.4%	9.2%	21.2%	17.1%
Primary schooling	5.3%	4.8%	2.9%	2.4%	4.3%	3.1%	7.1%	4.8%	8.4%	7.9%
Some secondary schooling	60.7%	56.6%	42.2%	38.6%	38.8%	38.9%	34.0%	35.4%	29.0%	31.6%
Secondary (Grade 12 or equivalent)	24.6%	31.3%	34.6%	39.5%	29.4%	35.0%	19.9%	29.5%	14.4%	20.0%
Certificate	1.3%	1.2%	4.0%	3.9%	3.6%	3.2%	2.0%	2.5%	1.3%	1.3%
Diploma	1.1%	1.0%	5.7%	5.0%	7.0%	6.2%	6.2%	6.2%	5.1%	5.4%
Degree	0.8%	1.4%	4.2%	6.1%	5.6%	7.3%	6.6%	8.1%	5.1%	7.1%
Other	0.6%	0.8%	0.9%	1.2%	0.8%	1.3%	1.4%	1.5%	1.7%	1.9%
<b>Total</b>	<b>100.0%</b>									

Source: Stats SA QLFS Q3:2014 and Q3:2022 (Nesstar, downloaded 09 May 2023).

Notes:

1. 'No schooling' includes the following categories: No schooling and Grade R/0.
2. 'Less than primary schooling' completed includes the following categories: Grade 1/Sub A/Class 1; Grade 2/Sub B/Class 2; Grade 3/Standard 1/AET 1 (KHARI RI GUDE, SANLI); Grade 4/Standard 2; Grade 5/Standard 3/AET 2; Grade 6/Standard 4.
3. 'Primary schooling' completed refers to Grade 7/Standard 5/AET 3.
4. 'Some secondary schooling' completed includes the following categories: Grade 8/Standard 6/Form 1; Grade 9/Standard 7/Form 2/AET 4; Grade 10/Standard 8/Form 3; Grade 11/Standard 9/Form 4; NTC 1/N1/NC (v) Level 2; NTC 2/N2/NC (v) Level 3; Certificate with less than Grade 12/Std 10 and Diploma with less than Grade 12/Std 10.
5. 'Secondary' completed includes the following categories: Grade 12/Standard 10/Form 5/Matric (No Exemption); Grade 12/Standard 10/Form 5/Matric (Exemption/Bachelor's pass) and NTC 3/N3/NC (v) Level 4.
6. 'Certificate' includes the following categories: N4/NTC 4; N5/NTC 5; N6/NTC 6 and Certificate with Grade 12/Std 10.
7. 'Diploma' includes the following categories: Diploma with Grade 12/Std 10 and Higher Diploma.
8. 'Degree' includes the following categories: Post Higher Diploma (Master's, Doctoral Diploma), Bachelor's degree and postgraduate diploma, Honours degree and higher degree (Master's/PhD).
9. 'Other' includes the following categories: Other and Do not know.

**FIGURE 5:** Number of doctoral degree graduates per million of the population per year, 2014–2021



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

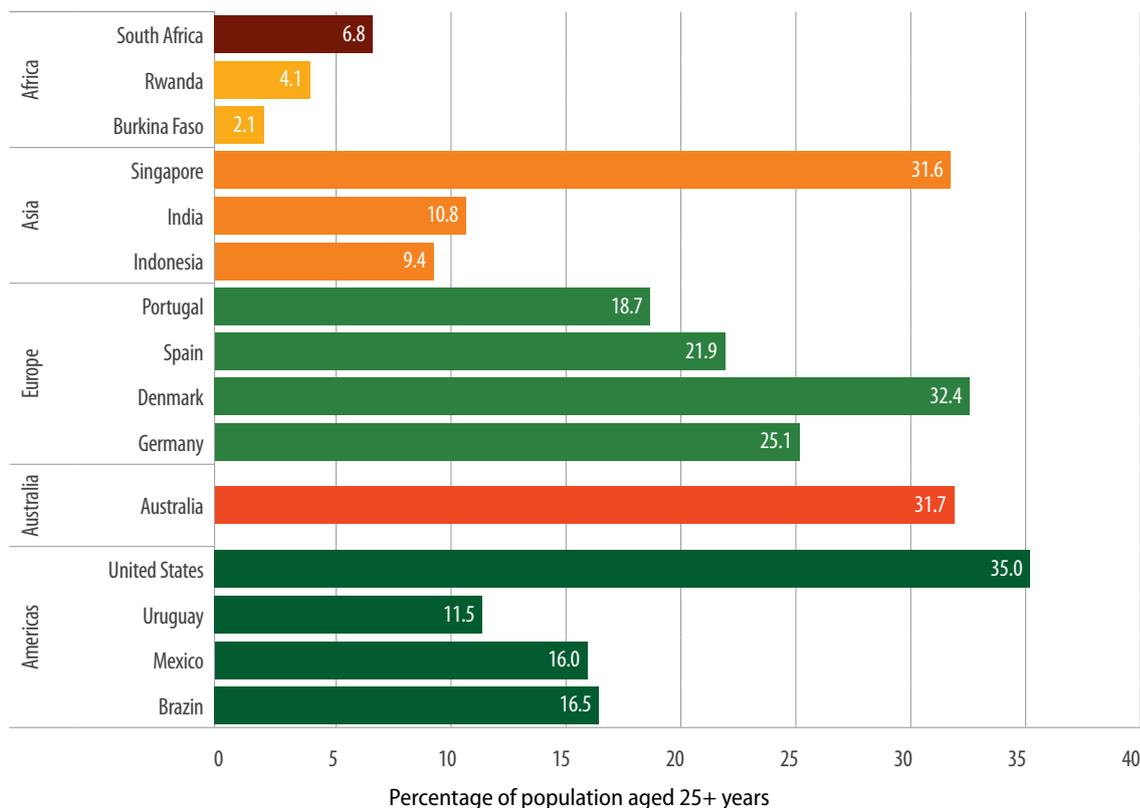
**FIGURE 6:** Share of population aged 25–64 years that attained doctoral degrees or equivalent (ISCED 8) (%) by country, 2020–2021



Sources: Stats SA General Household Surveys (2020, 2021) and OECD, Education at Glance (2020 and 2021).

Note: The proportions for all other countries were obtained from the OECD, while proportions for South Africa were calculated using data from Stats SA.

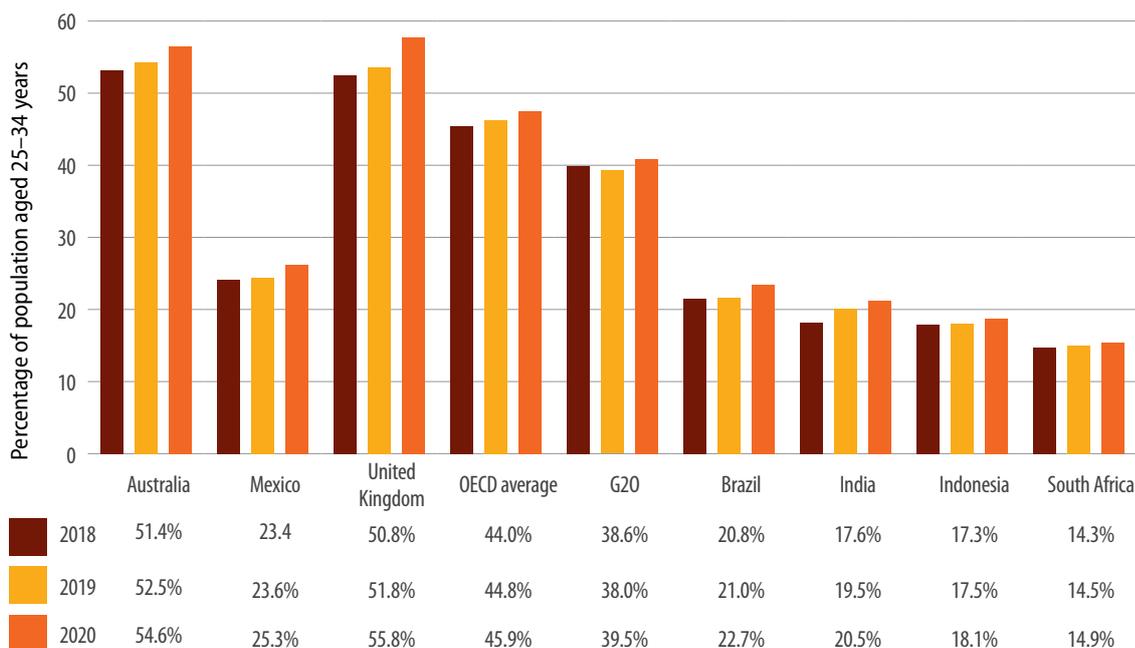
**FIGURE 7:** Percentage of the population aged 25 years and over with at least a completed Bachelor's or equivalent degree (ISCED 6 or higher) by country, 2018



Sources: World Bank (Downloaded 11 May 2023); Labour Market Dynamics 2018 (Nesstar Downloaded 11 May 2023).

Note: The proportions for all other countries were obtained from the World Bank, while proportions for South Africa were calculated using data from Stats SA.

**FIGURE 8:** Percentage of the population aged 25–34 years with tertiary education by country, 2018–2020



Source: OECD.Stat (Extracted 12 May 2023).

## 3.2 How does educational attainment affect participation in the labour market?

**TABLE 5:** Number of employed and unemployed<sup>1</sup> persons in the population aged 25–64 years by HLEA, and the absorption and unemployment rates, Q3:2014, Q3:2019 and Q3:2022

HLEA	EMPLOYED						UNEMPLOYED					
	Q3:2014		Q3:2019		Q3:2022		Q3:2014		Q3:2019		Q3:2022	
	THOUSANDS	ABSORPTION RATE (%)	THOUSANDS	ABSORPTION RATE (%)	THOUSANDS	ABSORPTION RATE (%)	THOUSANDS	UNEMPLOYMENT RATE (%)	THOUSANDS	UNEMPLOYMENT RATE (%)	THOUSANDS	UNEMPLOYMENT RATE (%)
No schooling	378	33.8%	286	32.4%	151	22.4%	73	16.2%	68	19.2%	48	24.1%
Less than primary schooling	1 003	39.7%	913	39.7%	650	32.9%	283	22.0%	305	25.0%	301	31.6%
Primary schooling	561	45.5%	587	46.3%	427	36.7%	164	22.6%	199	25.3%	202	32.2%
Some secondary schooling	4 603	48.3%	5 017	46.5%	4 401	39.5%	1 878	29.0%	2 509	33.3%	2 820	39.1%
Secondary (Grade 12 or equivalent)	4 243	61.3%	4 884	58.8%	5 339	53.4%	1 114	20.8%	1 586	24.5%	2 126	28.5%
Certificate	546	69.7%	638	65.3%	576	63.5%	119	17.9%	199	23.7%	196	25.4%
Diploma	1 250	81.2%	1 293	76.0%	1 234	72.5%	123	9.0%	189	12.7%	235	16.0%
Degree	1 114	85.0%	1 459	83.6%	1 701	80.5%	51	4.4%	110	7.0%	178	9.5%
Other	167	61.6%	195	61.7%	221	53.2%	25	13.2%	34	15.0%	46	17.2%
<b>Total</b>	<b>13 865</b>	<b>55.0%</b>	<b>15 273</b>	<b>54.0%</b>	<b>14 700</b>	<b>48.8%</b>	<b>3 831</b>	<b>21.6%</b>	<b>5 197</b>	<b>25.4%</b>	<b>6 153</b>	<b>29.5%</b>

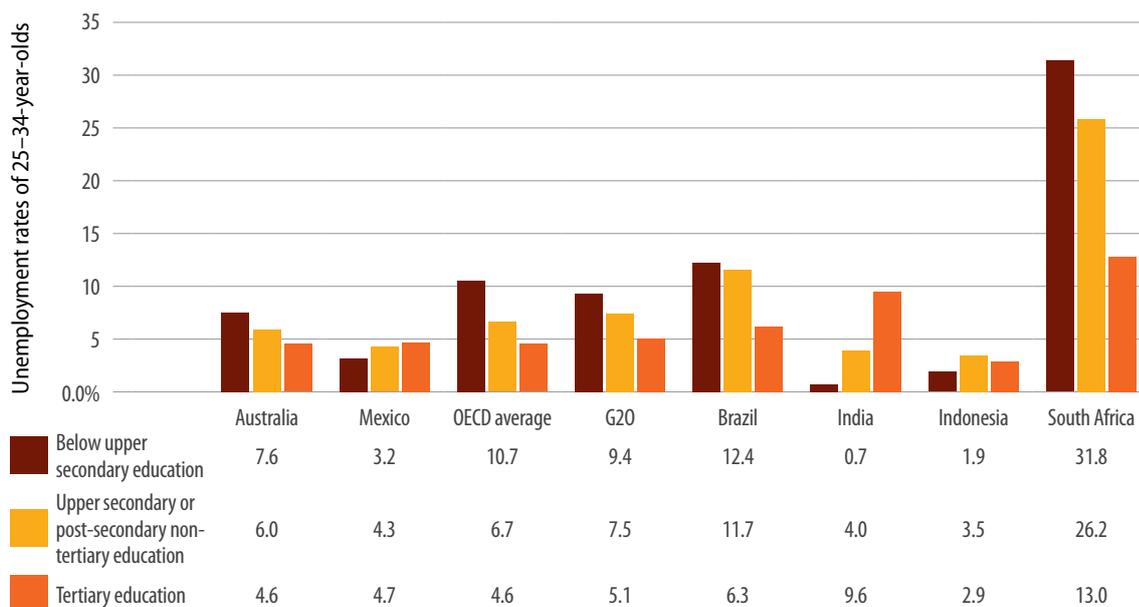
Source: Stats SA QLFS Q3:2014 and Q3:2022 (Nesstar, downloaded 10 May 2023).

### Notes:

1. 'No schooling' includes the following categories: No schooling and Grade R/0.
2. 'Less than primary schooling' completed includes the following categories: Grade 1/Sub A/Class 1; Grade 2/Sub B/Class 2; Grade 3/Standard 1/AET 1 (KHARI RI GUDE, SANLI); Grade 4/Standard 2; Grade 5/Standard 3/AET 2; Grade 6/Standard 4.
3. 'Primary schooling' completed refers to Grade 7/Standard 5/AET 3.
4. 'Some secondary schooling' completed includes the following categories: Grade 8/Standard 6/Form 1; Grade 9/Standard 7/Form 2/AET 4; Grade 10/Standard 8/Form 3; Grade 11/Standard 9/Form 4; NTC 1/N1/NC (v) Level 2; NTC 2/N2/NC (v) Level 3; Certificate with less than Grade 12/Std 10 and Diploma with less than Grade 12/Std 10.
5. 'Secondary' completed includes the following categories: Grade 12/Standard 10/Form 5/Matric (No Exemption); Grade 12/Standard 10/Form 5/Matric (Exemption/Bachelor's pass) and NTC 3/N3/NC (v) Level 4.
6. 'Certificate' includes the following categories: N4/NTC 4; N5/NTC 5; N6/NTC 6 and Certificate with Grade 12/Std 10.
7. 'Diploma' includes the following categories: Diploma with Grade 12/Std 10 and Higher Diploma.
8. 'Degree' includes the following categories: Post Higher Diploma (Master's, Doctoral Diploma), Bachelor's degree, Bachelor's degree and postgraduate diploma, Honours degree and higher degree (Master's/PhD).
9. 'Other' includes the following categories: Other and Do not know.

<sup>1</sup> The narrow or official definition of unemployment was used.

**FIGURE 9:** Unemployment rates<sup>2</sup> of 25–34-year-olds by HLEA, 2020



Source: OECD.Stat (Extracted 12 May 2023).

### 3.3 How does HLEA affect wages?

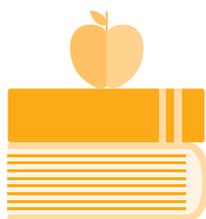
**TABLE 6:** Median wages per month by race, gender and the HLEA, 2020

Note: Data could not be published due to unavailability of wage data from Stats SA and that the sample is too small.

<sup>2</sup> Unemployment rates as a percentage of 25–34-year-olds in the labour force.

# 4

## Access to post-school education and training



## 4.1 To what extent is there access to PSET?

### 4.1.1 Enrolment at PSET institutions relative to the population

**TABLE 7:** Working-age population (15–64 years) versus PSET enrolment, 2014 and 2021

YEAR	2014	2021	GROWTH (%)
	THOUSANDS		
Population	35 489	39 745	12.0%
Enrolment	2 384	2 249	-5.6%

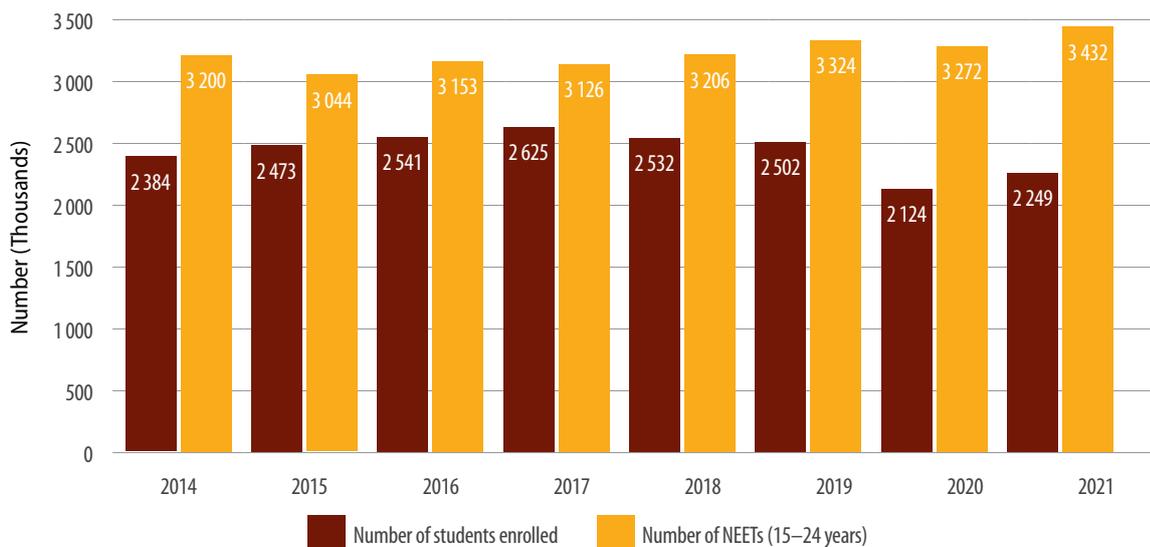
Sources: *Statistics on Post-School Education and Training in South Africa (DHET: 2016 and 2023a)*; *QLFS 2014–2021 (Stats SA, 2022a)*.

Notes:

1. The 2021 total enrolment for CET colleges is based on a response rate of 88.3%.
2. The 2021 figure for private colleges represents enrolment at only 100 of the 133 registered private colleges that responded to the departmental Annual Survey.

### 4.1.2 Enrolment at PSET institutions relative to persons who are NEET

**FIGURE 10:** Total number of students attending PSET institutions (all age groups) compared to NEET youth (15–24-year-olds) in thousands, 2014–2021



Sources: *QLFS 2014–2021 (Stats SA, 2022a)*; *Statistics on Post-School Education and Training in South Africa (DHET: 2019a, 2020a, 2021a and 2022a)*.

### 4.1.3 Access to universities

#### 4.1.3.1 Gross Enrolment Ratio (GER) – Public universities

**TABLE 8:** Public universities: Total enrolments and GER by race, 2010–2021

YEAR	BLACK AFRICAN	COLOURED	INDIAN/ ASIAN	WHITE	UNKNOWN	TOTAL
2014	679 801	60 716	53 611	166 172	8 855	<b>969 155</b>
2015	696 320	62 186	53 378	161 739	11 589	<b>985 212</b>
2016	701 482	61 963	50 450	152 489	9 453	<b>975 837</b>
2017	763 767	64 772	50 131	148 802	9 512	<b>1 036 984</b>
2018	820 619	65 911	47 865	140 305	10 868	<b>1 085 568</b>
2019	830 797	62 362	43 330	126 755	11 668	<b>1 074 912</b>
2020	862 313	61 923	41 262	118 505	10 805	<b>1 094 808</b>
2021	849 246	59 313	38 911	108 982	11 594	<b>1 068 046</b>
ANNUAL AVERAGE ENROLMENT GROWTH RATE						
2014–2021	3.2%	–0.3%	–4.5%	–5.8%	3.9%	<b>1.4%</b>
GROSS ENROLMENT RATIO						
2014	15.3%	13.8%	46.3%	55.1%	–	<b>18.3%</b>
2015	15.9%	14.2%	46.6%	55.1%	–	<b>18.9%</b>
2016	16.2%	14.2%	44.6%	53.6%	–	<b>18.9%</b>
2017	17.9%	15.0%	45.1%	53.8%	–	<b>20.4%</b>
2018	19.7%	15.3%	44.1%	52.2%	–	<b>21.8%</b>
2019	20.2%	14.6%	41.0%	48.6%	–	<b>21.9%</b>
2020	21.4%	14.6%	40.4%	46.6%	–	<b>22.7%</b>
2021	21.4%	14.2%	39.7%	43.3%	–	<b>22.5%</b>

Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a, 2022a and 2023a).

Notes:

1. 'Unknown' refers to those students who did not report their race.
2. This report uses the age group 20–24 to calculate the GER for universities.

### 4.1.3.2 GER – Private universities

**TABLE 9:** Private universities: Total enrolments and GER by race, 2014–2021

YEAR	BLACK AFRICAN	COLOURED	INDIAN/ ASIAN	WHITE	FOREIGN NATIONAL STUDENTS AND UNSPECIFIED	TOTAL
2014	80 983	12 716	10 396	22 191	16 271	142 557
2015	83 997	11 127	9 456	25 740	16 890	147 210
2016	99 972	11 223	10 494	27 212	18 507	167 408
2017	112 124	13 491	11 955	29 780	17 696	185 046
2018	122 342	14 057	12 756	31 802	16 941	197 898
2019	128 519	16 260	14 594	32 131	17 474	208 978
2020	133 506	18 075	15 898	34 848	16 704	219 031
2021	142 518	20 175	16 628	37 511	16 083	232 915
AVERAGE ANNUAL ENROLMENT GROWTH RATE						
2014–2021	8.4%	6.8%	6.9%	7.8%	–0.2%	7.3%
GROSS ENROLMENT RATIO						
2014	1.8%	2.9%	9.0%	7.4%	–	2.7%
2015	1.9%	2.5%	8.3%	8.8%	–	2.8%
2016	2.3%	2.6%	9.3%	9.6%	–	3.2%
2017	2.6%	3.1%	10.8%	10.8%	–	3.6%
2018	2.9%	3.3%	11.8%	11.8%	–	4.0%
2019	3.1%	3.8%	13.8%	12.3%	–	4.3%
2020	3.3%	4.3%	15.6%	13.7%	–	4.5%
2021	3.6%	4.8%	17.0%	14.9%	–	4.9%

Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (DHET, 2023a)

Note: This report uses the age group 20–24 to calculate the GER for universities.

### 4.1.3.3 GER – Public and private universities

**TABLE 10:** Public and private universities: GER by race, 2014–2021

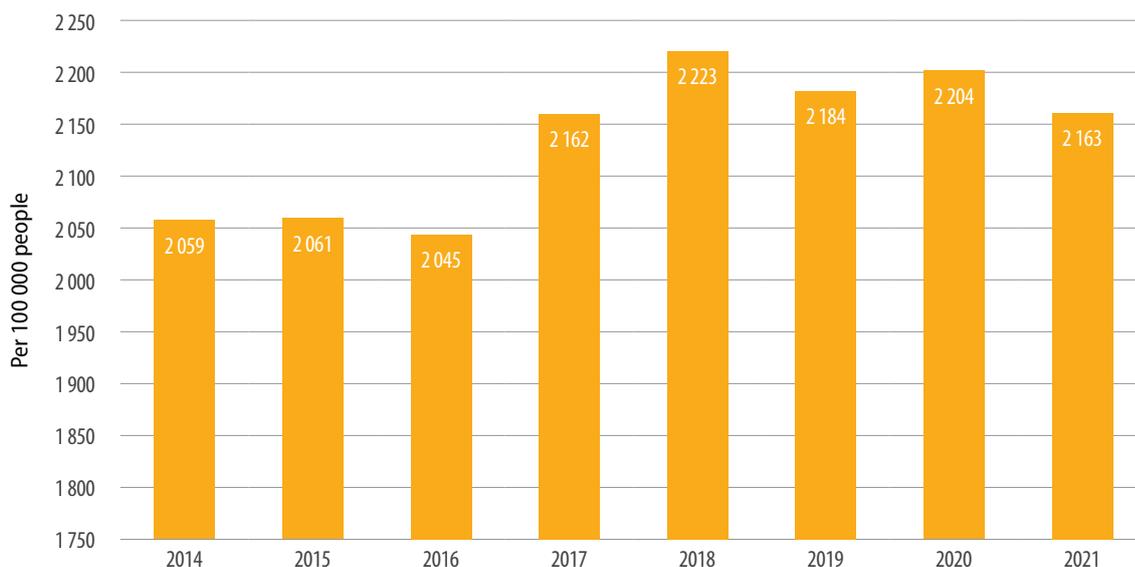
YEAR	BLACK AFRICAN	COLOURED	INDIAN/ ASIAN	WHITE	FOREIGN NATIONAL STUDENTS AND UNSPECIFIED	TOTAL
2014	760 784	73 432	64 007	188 363	25 126	1 111 712
2015	780 317	73 313	62 834	187 479	28 479	1 132 422
2016	801 454	73 186	60 944	179 701	27 960	1 143 245
2017	875 891	78 263	62 086	178 582	27 208	1 222 030
2018	942 961	79 968	60 621	172 107	27 809	1 283 466
2019	959 316	78 622	57 924	158 886	29 142	1 283 890
2020	995 819	79 998	57 160	153 353	27 509	1 313 839
2021	991 764	79 488	55 539	146 493	27 677	1 300 961
AVERAGE ANNUAL ENROLMENT GROWTH						
2014–2021	3.9%	1.1%	–2.0%	–3.5%	1.4%	2.3%
GROSS ENROLMENT RATIO						
YEAR	BLACK AFRICAN	COLOURED	INDIAN/ ASIAN	WHITE		TOTAL
2014	17.2%	16.7%	55.3%	62.5%	–	21.0%
2015	17.8%	16.7%	54.8%	63.9%	–	21.7%
2016	18.5%	16.8%	53.9%	63.2%	–	22.1%
2017	20.6%	18.1%	55.9%	64.5%	–	24.1%
2018	22.6%	18.6%	55.9%	64.0%	–	25.8%
2019	23.3%	18.4%	54.8%	60.9%	–	26.2%
2020	24.6%	18.9%	55.9%	60.2%	–	27.3%
2021	25.0%	19.0%	56.7%	58.2%	–	27.5%

Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a, 2022a and 2023a).

Note: This report uses the age group 20–24 to calculate the GER for universities.

#### 4.1.3.4 Enrolment per 100 000 people

**FIGURE 11:** Enrolment at tertiary education institutions per 100 000 of the population, 2014–2021

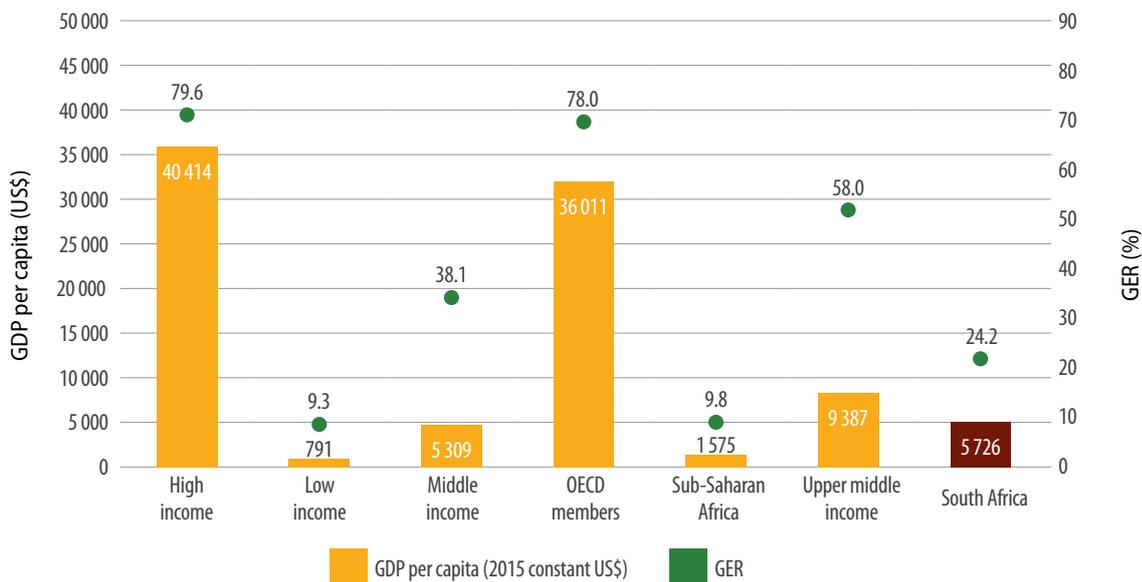


Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a, 2022a and 2023a).

Note: Enrolments at tertiary education level include both public and private HEIs.

#### 4.1.3.5 International comparison of GER

**FIGURE 12:** GERs for tertiary education by GDP per capita (PPP US\$), 2020

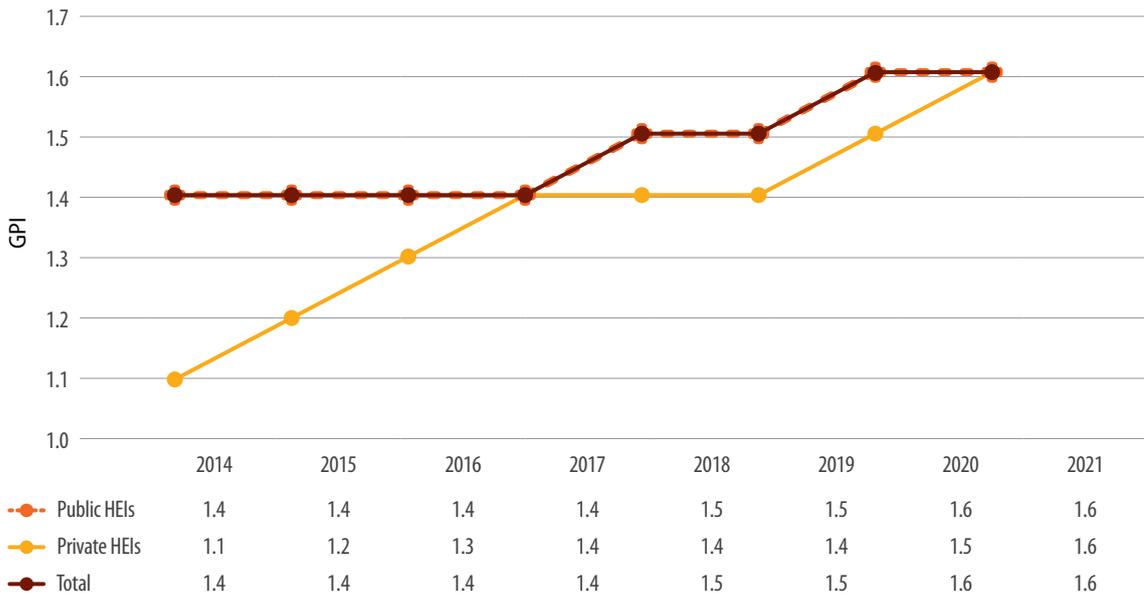


Source: World Bank (Extracted 17 May 2023).

Note: The value for GER for tertiary in this figure is different from the one above in Table 10 as only students enrolled for ISCED level 5 and above were considered. In the previous tables all students enrolled in universities, irrespective of their qualification, were included in the calculation of GER.

#### 4.1.3.6 Gender Parity Index (GPI) – Universities

**FIGURE 13:** Trends in GPI, 2014–2021



Sources: Own calculations based on: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a and 2021a); Mid-Year Population Estimates Stats SA: 2020 and 2021), DHET Annual report submitted by PHEIs for the 2016, 2017, 2018, 2019, 2020 and 2021 years of reporting.

Notes:

1. A GPI of 1 indicates equitable gender participation. A GPI above 1 indicates higher female participation, while a GPI below 1 indicates higher male participation.
2. The value for GPI for tertiary in this figure is different from the one above in Figure 12, as only students enrolled for ISCED level 5 and above were considered in the calculation of GER in Figure 12. While all students enrolled in universities irrespective of their qualification are included in the calculation of GER in this figure.

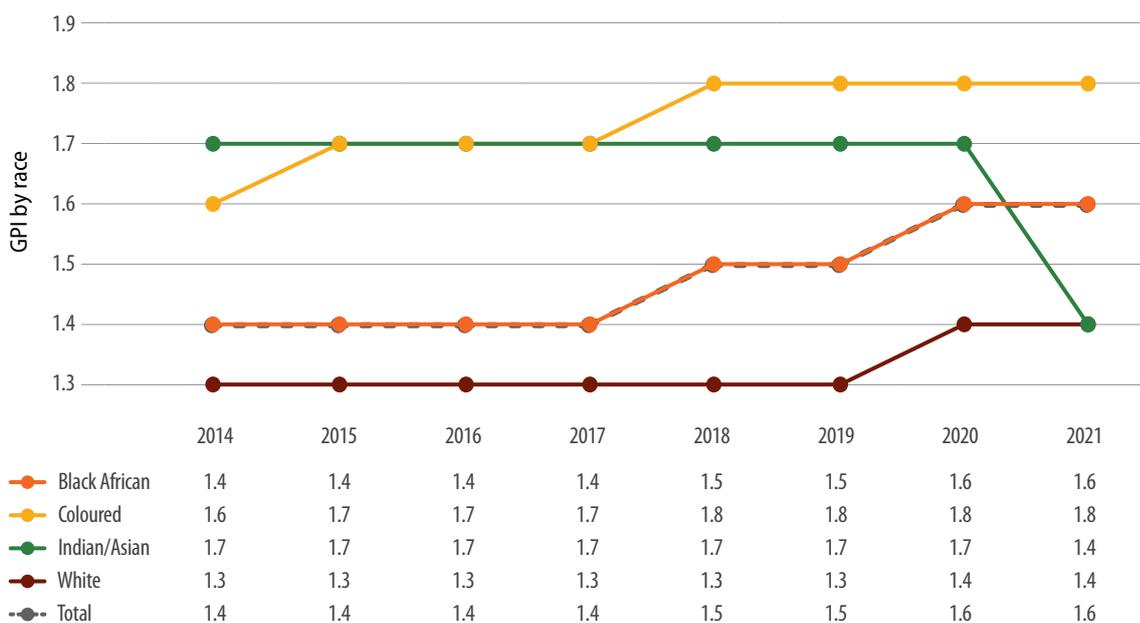
**TABLE 11:** Public and private universities: GPI by race, 2011–2021

YEAR	BLACK AFRICAN	COLOURED	INDIAN/ASIAN	WHITE	TOTAL
2014	1.4	1.6	1.7	1.3	1.4
2015	1.4	1.7	1.7	1.3	1.4
2016	1.4	1.6	1.6	1.3	1.4
2017	1.4	1.7	1.6	1.3	1.4
2018	1.5	1.7	1.6	1.3	1.5
2019	1.5	1.7	1.6	1.3	1.5
2020	1.6	1.8	1.6	1.4	1.6
2021	1.6	1.8	1.3	1.4	1.6

Sources: Own calculations based on: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a and 2021a); Mid-Year Population Estimates Stats SA: 2020 and 2021), DHET Annual report submitted by PHEIs for the 2016, 2017, 2018, 2019, 2020 and 2021 years of reporting.

Note: A GPI of 1 indicates equitable gender participation. A GPI above 1 indicates higher female participation, while a GPI below 1 indicates higher male participation.

**FIGURE 14:** Public universities: GPI by race, 2014–2021

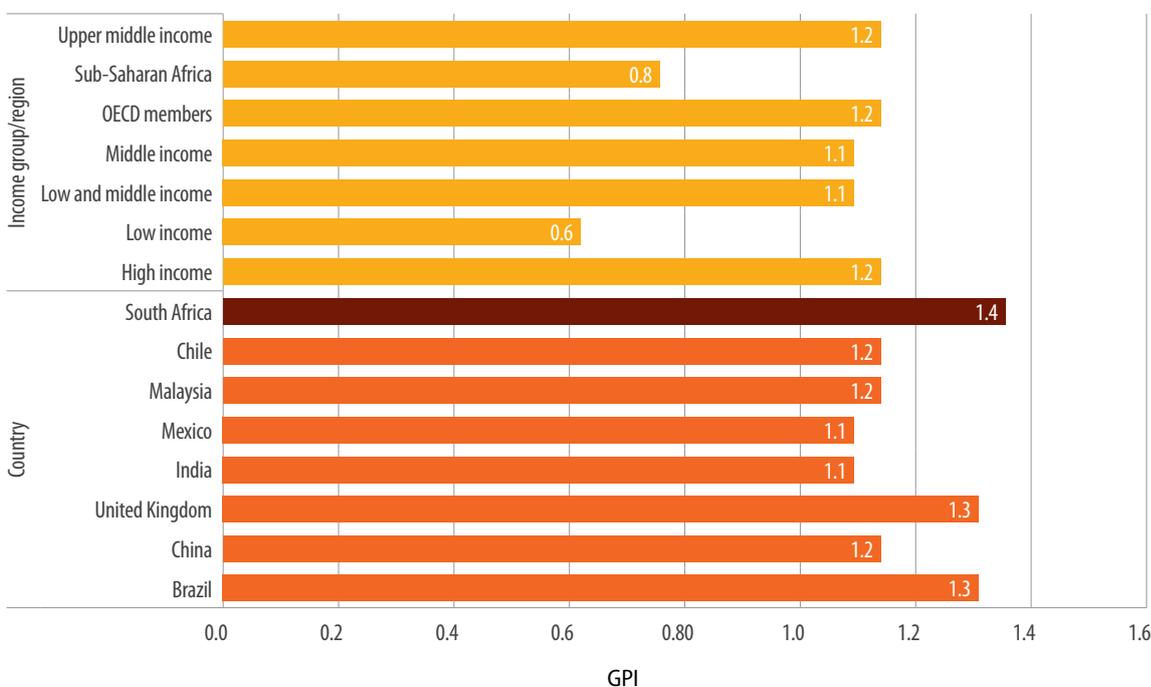


Sources: Own calculations based on: *Statistics on Post-School Education and Training in South Africa* (DHET: 2016, 2017a, 2018a, 2019a, 2020a and 2021a); *Mid-Year Population Estimates Stats SA: 2020 and 2021*.

Note: A GPI of 1 indicates equitable gender participation. A GPI above 1 indicates higher female participation, while a GPI below 1 indicates higher male participation.

#### 4.1.3.7 International comparison of GPI

**FIGURE 15:** GPI for gross tertiary enrolment, 2020



Source: World Bank, 2023 (Accessed 23 May 2023).

## 4.1.4 Access to TVET colleges

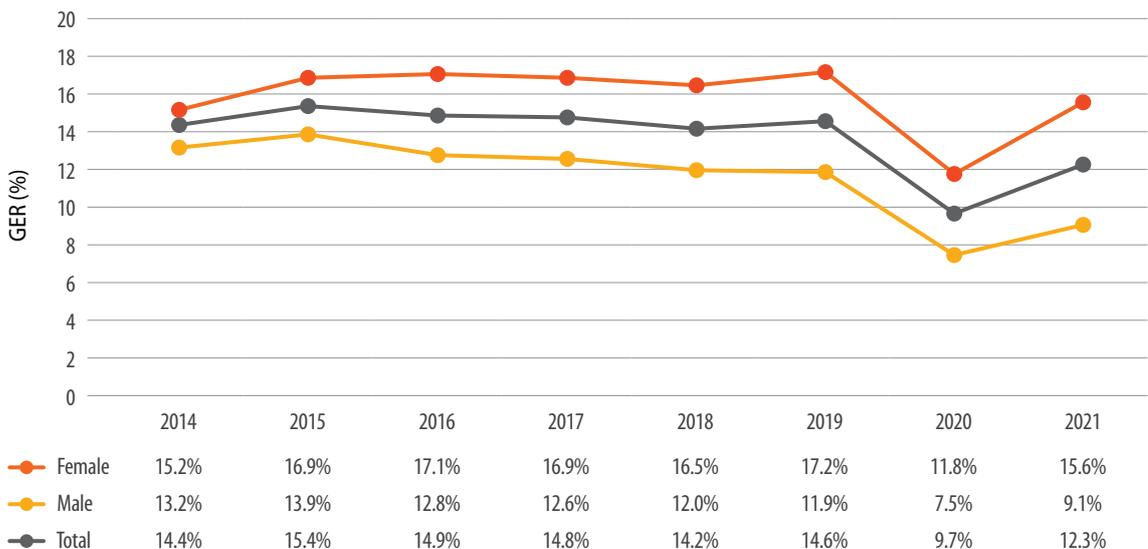
### 4.1.4.1 GER – TVET colleges

**TABLE 12:** TVET colleges: Total enrolment and GER by race, 2014–2021

YEAR	BLACK AFRICAN	COLOURED	INDIAN/ASIAN	WHITE	TOTAL
2014	588 664	44 341	3 226	11 692	<b>702 383</b>
2015	650 419	39 621	2 617	9 996	<b>737 880</b>
2016	649 677	46 031	1 932	7 547	<b>705 397</b>
2017	635 717	43 640	1 699	6 826	<b>688 028</b>
2018	603 112	46 597	1 452	5 850	<b>657 133</b>
2019	621 187	45 374	1 535	5 243	<b>673 490</b>
2020	419 638	29 095	807	2 721	<b>452 277</b>
2021	542 093	42 614	1 013	3 346	<b>589 083</b>
AVERAGE ENROLMENT ANNUAL GROWTH RATE					
2014–2021	-1.2%	-0.6%	-15.3%	-16.4%	<b>-2.5%</b>
GROSS ENROLMENT RATIO (GER) FOR TVET COLLEGES					
2014	14.5%	10.3%	3.2%	4.1%	<b>14.4%</b>
2015	16.3%	9.3%	2.7%	3.6%	<b>15.4%</b>
2016	16.5%	10.8%	2.0%	2.8%	<b>14.9%</b>
2017	16.4%	10.4%	1.8%	2.6%	<b>14.8%</b>
2018	15.6%	11.2%	1.6%	2.3%	<b>14.2%</b>
2019	16.0%	11.1%	1.7%	2.1%	<b>14.6%</b>
2020	10.7%	7.1%	0.9%	1.1%	<b>9.7%</b>
2021	13.4%	10.4%	1.1%	1.4%	<b>12.3%</b>

Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (2019a, 2020a, 2021a and 2022a).

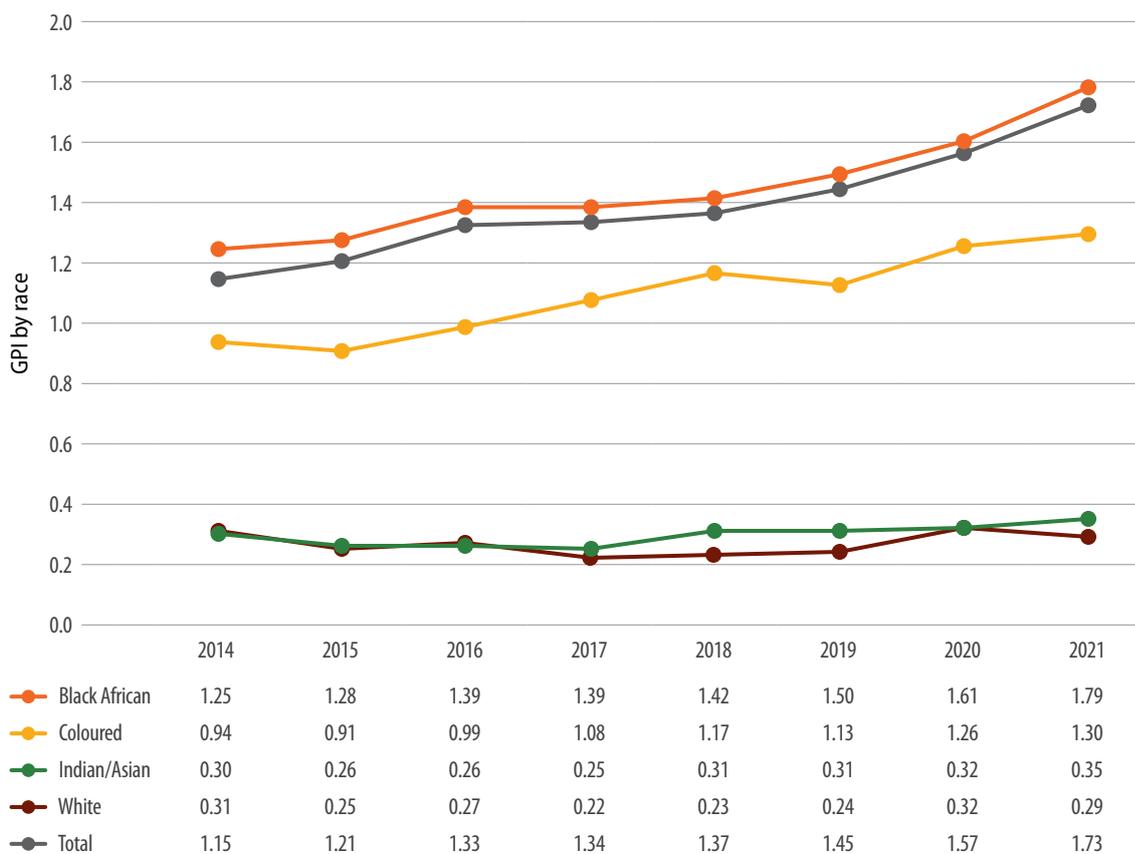
**FIGURE 16:** TVET colleges: GER by gender, 2014–2021 (%)



Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (2019a, 2020a, 2021a and 2022a).

#### 4.1.4.2 GPI - TVET colleges

**FIGURE 17:** TVET colleges: GPI by race, 2014–2021

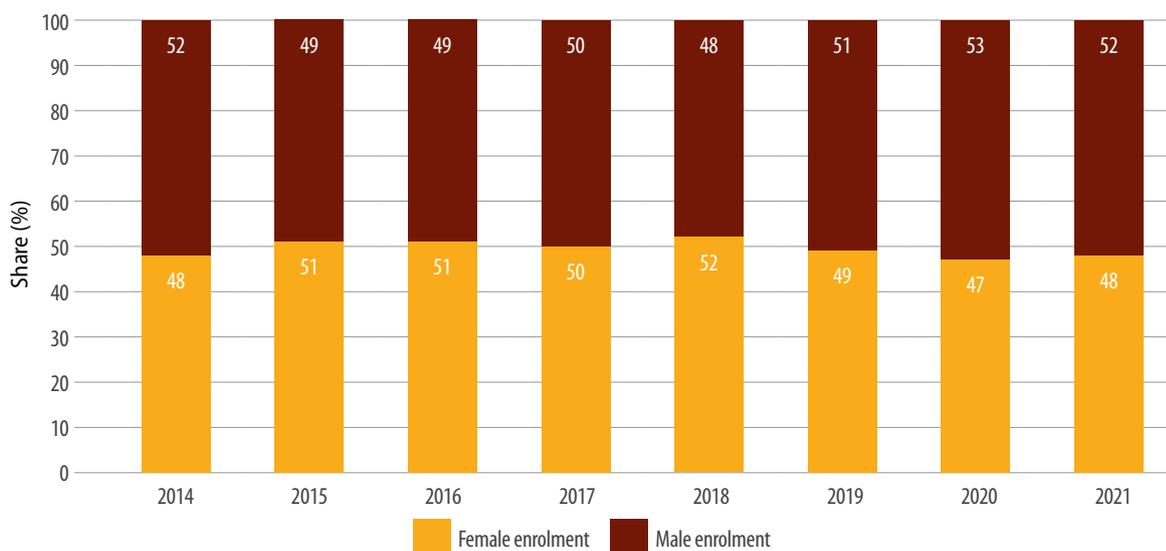


Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (2019a, 2020a, 2021a, 2022a and 2023a).

Note: A GPI of 1 indicates equitable gender participation. A GPI above 1 indicates higher female participation, while a GPI below 1 indicates higher male participation.

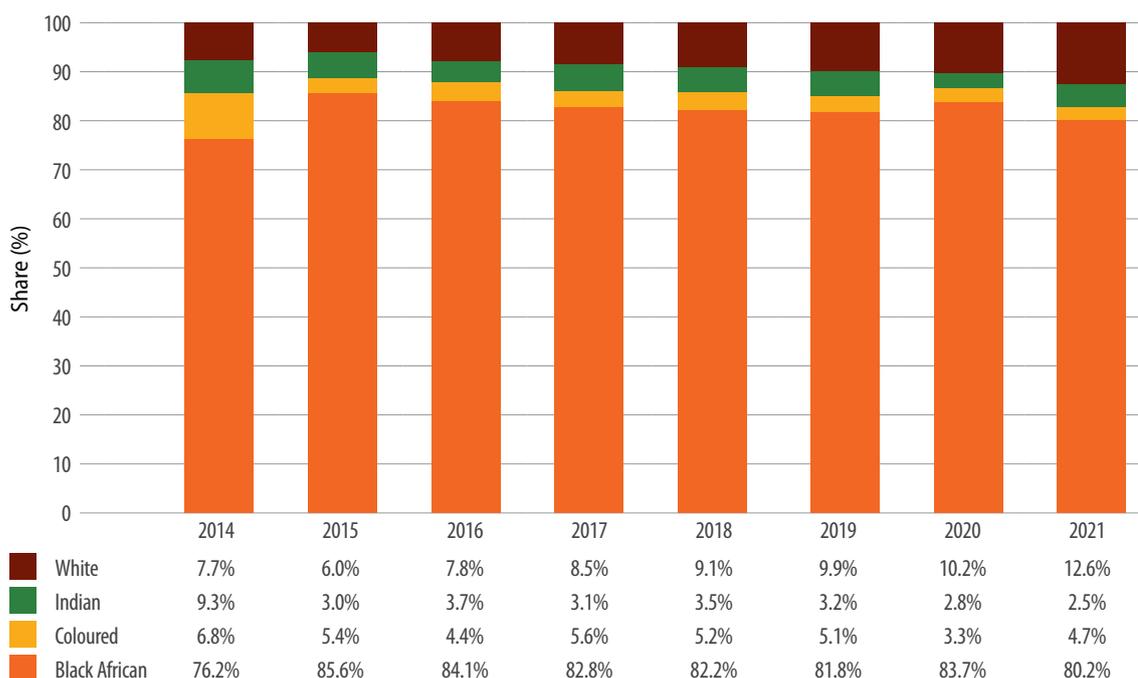
#### 4.1.5 Access to private colleges

**FIGURE 18:** Percentage of students enrolled at private colleges by gender, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a and 2022a).

**FIGURE 19:** Percentage of students enrolled at private colleges by population group, 2014–2021

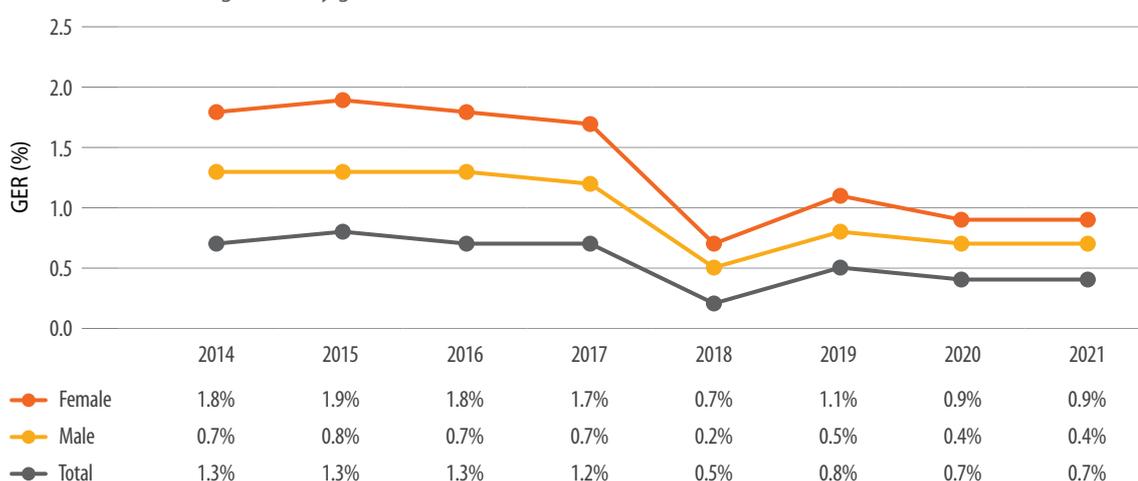


Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a and 2022a).

## 4.1.6 Access to CET colleges

### 4.1.6.1 GER – CET colleges

**FIGURE 20:** CET colleges: GER by gender, 2014–2021 (%)



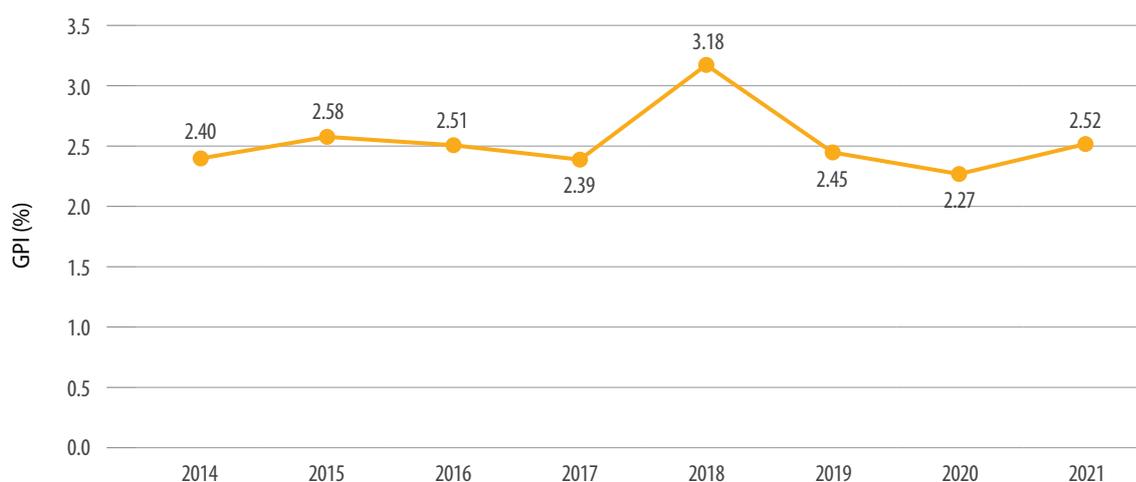
Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2018a, 2019a, 2020a, 2021a, 2022a and 2023a); CET College Annual Survey (2014 and 2015); Mid-year population estimates (Stats SA, 2021)

Notes:

1. GETC: ABET level 4 registration data for examinations was used as proxy for reporting 2018 enrolment.
2. The 2019 enrolment is based on a 70.7% response rate.
3. The 2020 enrolment is based on a 63.1% response rate.

#### 4.1.6.2 GPI – CET colleges

**FIGURE 21:** CET colleges: Trend in GPI, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2018a, 2019a, 2020a, 2021a and 2022a); CET College Annual Survey (2014 and 2015); Mid-year population estimates (Stats SA, 2021)

**Notes:**

1. GETC: ABET level 4 registration data for examinations was used as proxy for reporting 2018 enrolment.
2. The 2019 enrolment is based on a 70.7% response rate.
3. The 2020 enrolment is based on a 63.1% response rate.
4. A GPI of 1 indicates equitable gender participation. A GPI above 1 indicates higher female participation, while a GPI below 1 indicates higher male participation.

#### 4.1.7 Students living with disabilities participating at PSET institutions

**TABLE 13:** Total enrolment of students living with disabilities at PSET institutions, 2016–2021

YEAR	TOTAL		
	TOTAL ENROLMENT	STUDENTS LIVING WITH A DISABILITY	% OF STUDENTS WITH A DISABILITY
2016	2 123 576	13 527	0.6%
2017	2 170 565	14 142	0.7%
2018	2 062 824	13 348	0.6%
2019	2 070 947	16 407	0.8%
2020	1 786 377	17 248	1.0%
2021	1 885 947	18 304	1.0%

Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a, 2022a and 2023a).

**TABLE 14:** Enrolment of students living with disabilities at PSET institutions by institution type, 2016–2021

YEAR	PUBLIC HEIs (UNIVERSITIES)			TVET			CET			PRIVATE COLLEGES		
	TOTAL ENROLMENT	STUDENTS WITH A DISABILITY	% OF STUDENTS WITH A DISABILITY	TOTAL ENROLMENT	STUDENTS WITH A DISABILITY	% OF STUDENTS WITH A DISABILITY	TOTAL ENROLMENT	STUDENTS WITH A DISABILITY	% OF STUDENTS WITH A DISABILITY	TOTAL ENROLMENT	STUDENTS WITH A DISABILITY	% OF STUDENTS WITH A DISABILITY
2016	975 837	7 525	0.8%	705 397	2 076	0.3%	273 431	2 380	0.9%	168 911	1 546	0.9%
2017	1 036 984	8 004	0.8%	688 028	1 708	0.2%	258 199	2 592	1.0%	187 354	1 838	1.0%
2018	1 085 568	9 040	0.8%	657 133	1 624	0.2%	100 286	No data	No data	219 837	2 684	1.2%
2019	1 074 912	10 753	1.0%	673 490	2 537	0.4%	171 409	1 354	0.8%	151 136	1 763	1.2%
2020	1 094 808	11 617	1.1%	452 277	4 258	0.9%	142 538	983	0.7%	96 754	390	0.4%
2021	1 068 046	12 877	1.2%	589 083	4 596	0.8%	143 031	349	0.2%	85 787	482	0.6%

Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a, 2022a and 2023a).

**TABLE 15:** Number and share of the population and students living with disabilities, 2021

Note: Data could not be published because it is not compatible with the previous years due to data quality issues.

## 4.1.8 Foreign nationals participating at PSET institutions

**TABLE 16:** Number of foreign students enrolled at South African PSET institutions, 2021

INSTITUTION	TOTAL ENROLMENT AT PSET INSTITUTIONS	NUMBER OF FOREIGN STUDENTS ENROLLED AT SOUTH AFRICAN PSET INSTITUTIONS	FOREIGN STUDENTS AS A % OF TOTAL STUDENTS ENROLLED AT PSET INSTITUTIONS
Public universities	1 068 046	47 306	4.4%
Private universities	232 915	14 404	6.2%
TVET colleges	589 083	2 528	0.4%
<b>Total</b>	<b>1 890 044</b>	<b>68 035</b>	<b>3.6%</b>

Sources: Statistics on Post-School Education and Training in South Africa (DHET,2022a); TVETMIS 2020.

**TABLE 17:** Number and share of foreign students enrolled at public universities by nationality, 2016–2021

NATIONALITY	2016		2017		2018		2019		2020		2021	
	NUMBER	%										
Zimbabwe	25 642	37.0%	25 859	38.3%	23 983	37.5%	21 693	36.9%	19 147	37.4%	17 585	36.9%
Namibia	5 812	8.4%	5 481	8.1%	4 657	7.3%	4 350	7.4%	3 325	6.5%	2 946	6.2%
Nigeria	4 062	5.9%	4 031	6.0%	3 961	6.2%	3 662	6.2%	3 299	6.4%	3 066	6.4%
Democratic Republic of Congo	3 560	5.1%	3 679	5.5%	3 723	5.8%	3 768	6.4%	3 488	6.8%	3 319	7.0%
Lesotho	3 437	5.0%	3 499	5.2%	3 494	5.5%	3 341	5.7%	2 929	5.7%	2 518	5.3%
Kingdom of Swaziland/Eswatini	3 651	5.3%	3 462	5.1%	3 151	4.9%	2 933	5.0%	2 506	4.9%	2 277	4.8%
Zambia	1 773	2.6%	1 633	2.4%	1 483	2.3%	1 351	2.3%	1 246	2.4%	1 160	2.4%
Botswana	1 864	2.7%	1 624	2.4%	1 448	2.3%	1 315	2.2%	1 162	2.3%	1 038	2.2%
Kenya	1 365	2.0%	1 321	2.0%	1 220	1.9%	1 155	2.0%	1 021	2.0%	992	2.1%
Ghana	958	1.4%	955	1.4%	1 054	1.6%	1 066	1.8%	1 004	2.0%	1 084	2.3%
Malawi	978	1.4%	958	1.4%	932	1.5%	873	1.5%	825	1.6%	843	1.8%
United States of America	1 465	2.1%	938	1.4%	1 021	1.6%	845	1.4%	660	1.3%	332	0.7%
Other foreign nationalities and no information	14 814	21.4%	13 994	20.8%	13 891	21.7%	12 500	21.2%	10 628	20.7%	10 434	21.9%
<b>Total</b>	<b>69 381</b>	<b>100.0%</b>	<b>67 434</b>	<b>100.0%</b>	<b>64 018</b>	<b>100.0%</b>	<b>58 852</b>	<b>100.0%</b>	<b>51 240</b>	<b>100.0%</b>	<b>47 594</b>	<b>100.0%</b>

Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2018a, 2019a, 2020a, 2021a, 2022a and 2023a); HEMIS database 2016–2021.

**TABLE 18:** Number and share of foreign students enrolled at public HEIs by attendance mode and nationality, 2016–2021

COUNTRY	2016						2017						2018					
	CONTACT		DISTANCE		CONTACT		DISTANCE		CONTACT		DISTANCE		CONTACT		DISTANCE			
	NUMBER	%	NUMBER	%	NUMBER	%												
Zimbabwe	10 959	42.7%	14 683	57.3%	11 144	43.1%	14 715	56.9%	10 897	45.4%	13 086	54.6%						
Namibia	2 647	45.5%	3 165	54.5%	2 668	48.7%	2 813	51.3%	2 531	54.3%	2 126	45.7%						
Nigeria	3 077	75.8%	985	24.2%	3 142	77.9%	889	22.1%	3 130	79.0%	831	21.0%						
Democratic Republic of Congo	2 897	82.1%	633	17.9%	2 961	80.5%	718	19.5%	3 006	80.7%	717	19.3%						
Lesotho	2 639	76.8%	798	23.2%	2 712	77.5%	787	22.5%	2 731	78.2%	763	21.8%						
Kingdom of Swaziland/Eswatini	2 052	56.2%	1 599	43.8%	1 893	54.7%	1 569	45.3%	1 814	57.6%	1 337	42.4%						
Zambia	1 111	62.7%	662	37.3%	1 056	64.7%	577	35.3%	1 018	68.6%	465	31.4%						
Botswana	1 052	56.4%	812	43.6%	955	58.8%	669	41.2%	878	60.6%	570	39.4%						
Kenya	1 091	79.9%	274	20.1%	1 080	81.8%	241	18.2%	1 016	83.3%	204	16.7%						
Ghana	651	68.0%	307	32.0%	654	68.5%	301	31.5%	714	67.7%	340	32.3%						
Malawi	743	76.0%	235	24.0%	719	75.1%	239	24.9%	703	75.4%	229	24.6%						
United States of America	1 367	93.3%	98	6.7%	852	90.8%	86	9.2%	940	92.1%	81	7.9%						
Other foreign countries	11 469	77.3%	3 375	22.7%	12 410	80.0%	3 103	20.0%	11 138	80.2%	2 753	19.8%						
<b>Total</b>	<b>41 755</b>	<b>60.2%</b>	<b>27 626</b>	<b>39.8%</b>	<b>40 727</b>	<b>60.4%</b>	<b>26 707</b>	<b>39.6%</b>	<b>40 516</b>	<b>63.3%</b>	<b>23 502</b>	<b>36.7%</b>						

Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2018a, 2019a, 2020a, 2021a, 2022a and 2023a); HEMIS database 2016–2021.

**TABLE 18:** Number and share of foreign students enrolled at public HEIs by attendance mode and nationality, 2016–2021, continued

COUNTRY	2019						2020						2021					
	CONTACT		DISTANCE		CONTACT		DISTANCE		CONTACT		DISTANCE		CONTACT		DISTANCE			
	NUMBER	%	NUMBER	%	NUMBER	%												
Zimbabwe	10 617	48.9%	11 076	51.1%	9 729	50.8%	9 418	49.2%	9 699	55.2%	7 886	44.8%						
Namibia	2 385	54.8%	1 965	45.2%	2 073	62.3%	1 252	37.7%	1 875	63.6%	1 071	36.4%						
Nigeria	2 990	81.6%	672	18.4%	2 661	80.7%	638	19.3%	2 522	82.3%	544	17.7%						
Democratic Republic of Congo	3 137	83.3%	631	16.7%	2 901	83.2%	587	16.8%	2 770	83.5%	549	16.5%						
Lesotho	2 634	78.8%	707	21.2%	2 247	76.7%	682	23.3%	1 990	79.0%	528	21.0%						
Kingdom of Swaziland/Eswatini	1 835	62.6%	1 098	37.4%	1 567	62.5%	939	37.5%	1 486	65.3%	791	34.7%						
Zambia	997	73.8%	354	26.2%	950	76.2%	296	23.8%	898	77.4%	262	22.6%						
Botswana	853	64.9%	462	35.1%	773	66.5%	389	33.5%	718	69.2%	320	30.8%						
Kenya	996	86.2%	159	13.8%	898	88.0%	123	12.0%	869	87.6%	123	12.4%						
Ghana	765	71.8%	301	28.2%	716	71.3%	288	28.7%	780	72.0%	304	28.0%						
Malawi	695	79.6%	178	20.4%	657	79.6%	168	20.4%	678	80.4%	165	19.6%						
United States of America	770	50.0%	770	50.0%	585	88.6%	75	11.4%	256	77.1%	76	22.9%						
Other foreign countries	10 109	85.6%	1 696	14.4%	8 388	78.9%	2 240	21.1%	8 185	80.7%	1 961	19.3%						
<b>Total</b>	<b>38 783</b>	<b>65.9%</b>	<b>20 069</b>	<b>34.1%</b>	<b>34 145</b>	<b>66.6%</b>	<b>17 095</b>	<b>33.4%</b>	<b>32 726</b>	<b>69.2%</b>	<b>14 580</b>	<b>30.8%</b>						

Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2018a, 2019a, 2020a, 2021a, 2022a and 2023a); HEMIS database 2016–2021.

**TABLE 19:** Number and share of foreign students enrolled at private universities, 2016–2021

COUNTRY	2016		2017		2018		2019		2020		2021	
	NUMBER	%										
Zimbabwe	2 159	13.2%	3 884	23.7%	3 352	20.3%	3 338	20.2%	3 229	20.8%	3 118	21.6%
Namibia	4 582	28.0%	5 101	31.1%	4 850	29.4%	4 723	28.5%	4 957	31.9%	4 044	28.1%
Nigeria	293	1.8%	271	1.7%	318	1.9%	347	2.1%	254	1.6%	248	1.7%
Kingdom of Swaziland/Eswatini	1 387	8.5%	1 503	9.2%	1 497	9.1%	1 409	8.5%	1 288	8.3%	1 160	8.1%
Democratic Republic of Congo	639	3.9%	416	2.5%	622	3.8%	653	3.9%	535	3.4%	547	3.8%
Lesotho	345	2.1%	586	3.6%	321	1.9%	240	1.4%	295	1.9%	294	2.0%
Botswana	841	5.1%	720	4.4%	664	4.0%	485	2.9%	404	2.6%	328	2.3%
Zambia	595	3.6%	569	3.5%	466	2.8%	360	2.2%	298	1.9%	262	1.8%
Kenya	108	0.7%	221	1.3%	209	1.3%	149	0.9%	133	0.9%	147	1.0%
United States of America	72	0.4%	94	0.6%	102	0.6%	130	0.8%	121	0.8%	88	0.6%
Other foreign countries	5 372	32.8%	3 022	18.4%	4 095	24.8%	4 720	28.5%	4 029	25.9%	4 168	28.9%
<b>Total</b>	<b>16 393</b>	<b>100.0%</b>	<b>16 387</b>	<b>100.0%</b>	<b>16 496</b>	<b>100.0%</b>	<b>16 554</b>	<b>100.0%</b>	<b>15 543</b>	<b>100.0%</b>	<b>14 404</b>	<b>100.0%</b>

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

**TABLE 20:** Number and share of foreign students enrolled at TVET colleges by country, 2016–2021

COUNTRY	2016		2017		2018		2019		2020		2021	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Lesotho	756	23.6%	1 010	9.5%	972	13.2%	829	19.0%	330	16.8%	364	14.4%
Namibia	591	18.4%	946	8.9%	1 037	14.1%	765	17.5%	201	10.2%	285	11.3%
Zimbabwe	548	17.1%	889	8.4%	1 061	14.4%	1 154	26.5%	549	27.9%	822	32.5%
Rest of Africa	542	16.9%	6 674	62.9%	3 004	40.8%	471	10.8%	389	19.7%	321	12.7%
Kingdom of Swaziland/Eswatini	228	7.1%	206	1.9%	255	3.5%	214	4.9%	94	4.8%	116	4.6%
Angola	130	4.1%	266	2.5%	202	2.7%	138	3.2%	59	3.0%	88	3.5%
Other and the rest of Oceania	127	4.0%	264	2.5%	432	5.9%	410	9.4%	218	11.1%	303	12.0%
Mozambique	96	3.0%	86	0.8%	71	1.0%	64	1.5%	39	2.0%	30	1.2%
Malawi	46	1.4%	56	0.5%	43	0.6%	39	0.9%	14	0.7%	25	1.0%
Zambia	44	1.4%	31	0.3%	42	0.6%	42	1.0%	11	0.6%	17	0.7%
Botswana	35	1.1%	44	0.4%	40	0.5%	48	1.1%	10	0.5%	18	0.7%
Asian countries	23	0.7%	66	0.6%	51	0.7%	35	0.8%	3	0.2%	7	0.3%
SADC (except South Africa)	19	0.6%	34	0.3%	36	0.5%	54	1.2%	23	1.2%	25	1.0%
Democratic Republic of Congo	10	0.3%	7	0.1%	9	0.1%	14	0.3%	10	0.5%	16	0.6%
Tanzania	5	0.2%	3	0.0%	2	0.0%	4	0.1%	2	0.1%	3	0.1%
Mauritius	4	0.1%	3	0.0%	2	0.0%						
Australia and other Oceania countries	1	0.0%	1	0.0%								
European countries	1	0.0%	12	0.1%	11	0.1%	17	0.4%	7	0.4%	1	0.0%
North American countries			2	0.0%	5	0.1%	5	0.1%	2	0.1%	2	0.1%
Unspecified					66	0.9%	57	1.3%	8	0.4%	83	3.3%
South/Central American countries			7	0.1%	16	0.2%	1	0.0%	1	0.1%	2	0.1%
<b>Total</b>	<b>3 206</b>	<b>100.0%</b>	<b>10 607</b>	<b>100.0%</b>	<b>7 357</b>	<b>100.0%</b>	<b>4 361</b>	<b>100.0%</b>	<b>1 970</b>	<b>100.00%</b>	<b>2 528</b>	<b>100.00%</b>

## 4.1.9 Access to SETA-supported workplace-based learning programmes

**TABLE 21:** Number of workers and unemployed persons registered and certificated at SETA-supported learning programmes by programme type, 2014/15–2021/22

YEAR	REGISTERED				CERTIFICATED			
	LEARNERSHIPS	INTERNSHIPS	SKILLS PROGRAMMES	TOTAL REGISTERED	LEARNERSHIPS	INTERNSHIPS	SKILLS PROGRAMMES	TOTAL CERTIFICATED
2014/15	77 931	12 006	137 880	<b>227 817</b>	40 891	3 663	106 459	<b>151 013</b>
2015/16	94 369	13 135	123 593	<b>231 097</b>	43 322	3 352	127 144	<b>173 818</b>
2016/17	101 447	17 216	131 017	<b>249 680</b>	58 080	6 777	116 141	<b>180 998</b>
2017/18	111 681	12 935	144 531	<b>269 147</b>	48 002	6 496	122 979	<b>177 477</b>
2018/19	105 548	15 482	150 674	<b>271 704</b>	61 841	6 123	144 460	<b>212 424</b>
2019/20	81 988	11 784	128 438	<b>222 210</b>	57 888	7 711	114 032	<b>179 631</b>
2020/21	46 546	6 022	65 973	<b>118 541</b>	37 684	7 405	81 636	<b>126 725</b>
2021/22	71 921	9 598	48 745	<b>130 264*</b>	44 164	3 607	46 944	<b>94 715*</b>
<b>Average annual growth from 2011/12 to 2021/22</b>	<b>-1.1%</b>	<b>-3.1%</b>	<b>-13.8%</b>	<b>-7.7%</b>	<b>1.1%</b>	<b>-0.2%</b>	<b>-11.0%</b>	<b>-6.4%</b>

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

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

## 4.1.10 Persons in the population who have access to the internet

**TABLE 22:** Percentage of the population who have access to the internet by age and gender, 2016–2021

YEAR	15–24			25–34			35–44			45–54			55–64		
	MALE	FEMALE	TOTAL												
	%			%			%			%			%		
2016	66.5	69.9	68.1	66.5	68.8	67.7	63.6	69.0	66.2	61.2	66.3	63.9	58.7	62.8	61.0
2017	68.7	71.0	69.8	67.9	72.1	70.0	65.0	69.7	67.3	63.0	68.1	65.7	61.5	64.6	63.2
2018	71.5	74.4	73.0	72.6	75.0	73.8	68.6	72.3	70.4	66.2	71.9	69.1	63.6	66.2	65.0
2019	70.3	73.5	71.9	69.7	73.5	71.6	67.3	71.7	69.5	66.0	71.7	69.0	63.9	65.5	64.8
2020	77.7	78.3	78.0	80.3	80.7	80.5	78.2	77.9	78.0	77.1	79.9	78.5	73.0	74.4	73.8
2021	82.6	83.7	83.2	83.3	84.5	83.9	80.4	83.3	81.8	79.3	81.8	80.6	77.2	78.7	78.0

Source: Stats SA General Household Survey (2016, 2017, 2018, 2019, 2020 and 2021).

5

Quality of PSET  
provisioning



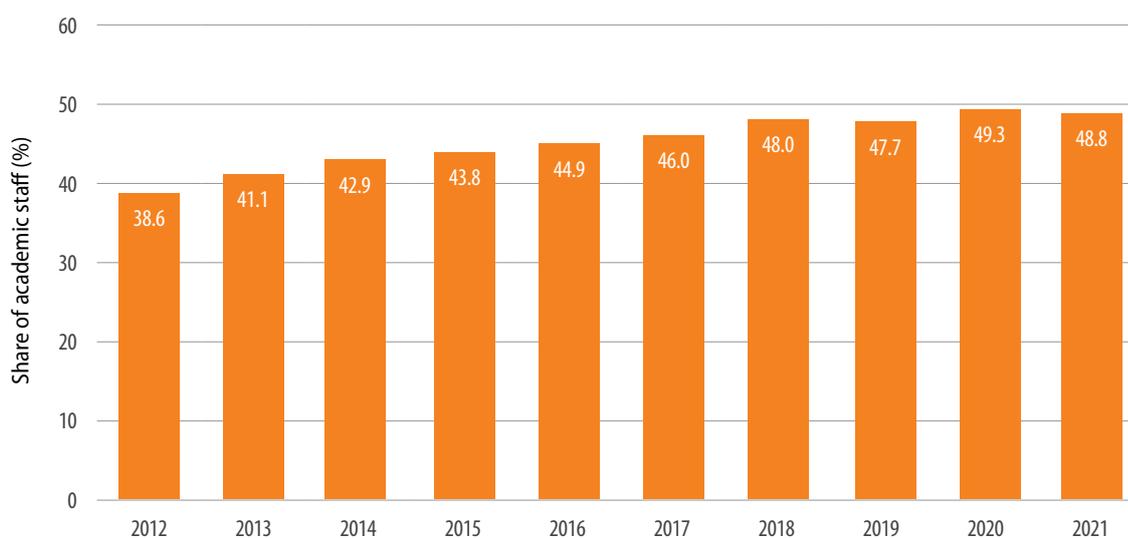
## 5.1 Quality of the PSET system as measured by student:staff ratio and the qualification of its lecturing staff

**TABLE 23:** Public universities: first-time-entering (FTE) students to FTE staff ratio, 2010–2021

YEAR	FTE STUDENTS	FTE STAFF	STUDENT:STAFF RATIO
2010	600 002	21 968	27.3
2011	628 410	23 274	27.0
2012	634 549	24 089	26.3
2013	665 857	24 282	27.4
2014	666 946	24 806	26.9
2015	678 842	25 814	26.3
2016	685 297	26 894	25.5
2017	731 602	27 938	26.2
2018	775 808	28 054	27.7
2019	760 362	26 070	29.2
2020	803 029	26 019	30.9
2021	787 228	26 254	30.0
AVERAGE ANNUAL GROWTH			
2010–2021	2.5%	1.6%	

Source: DHET HEMIS database (2010–2021).

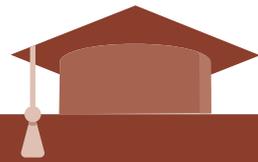
**FIGURE 22:** Share of academic staff with a PhD in universities, 2012–2021



Source: Own calculations based on: DHET HEMIS database (2010–2021).

6

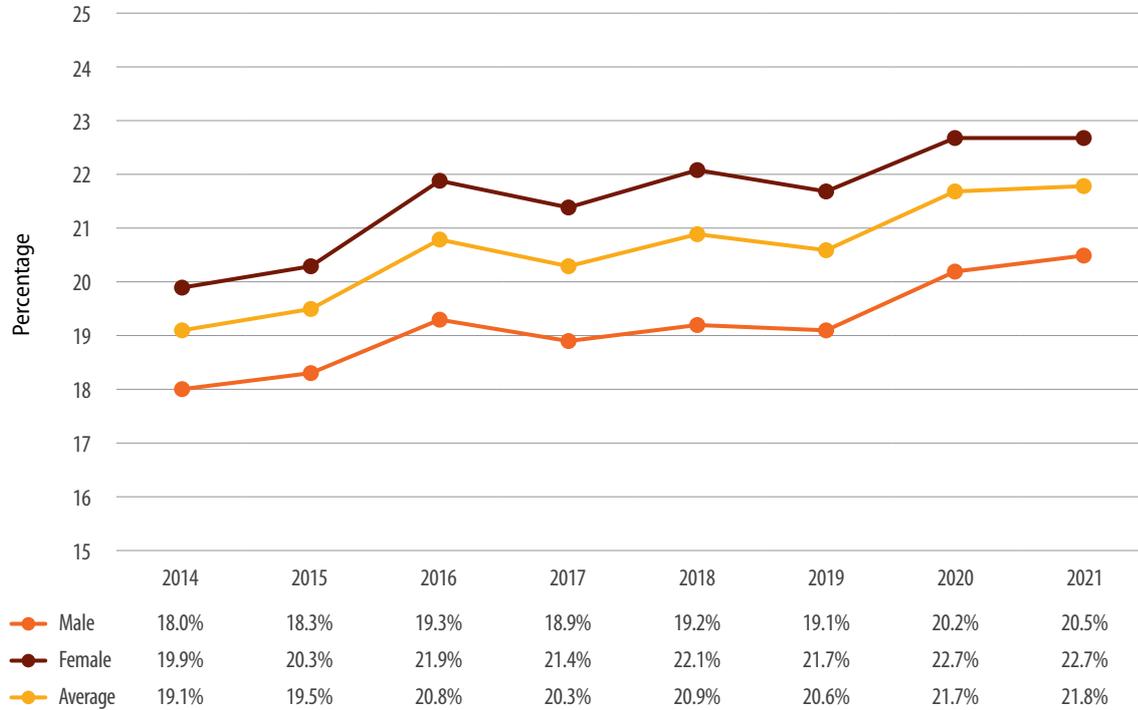
**The success  
of the PSET  
system**



## 6.1 Graduate output in the PSET system

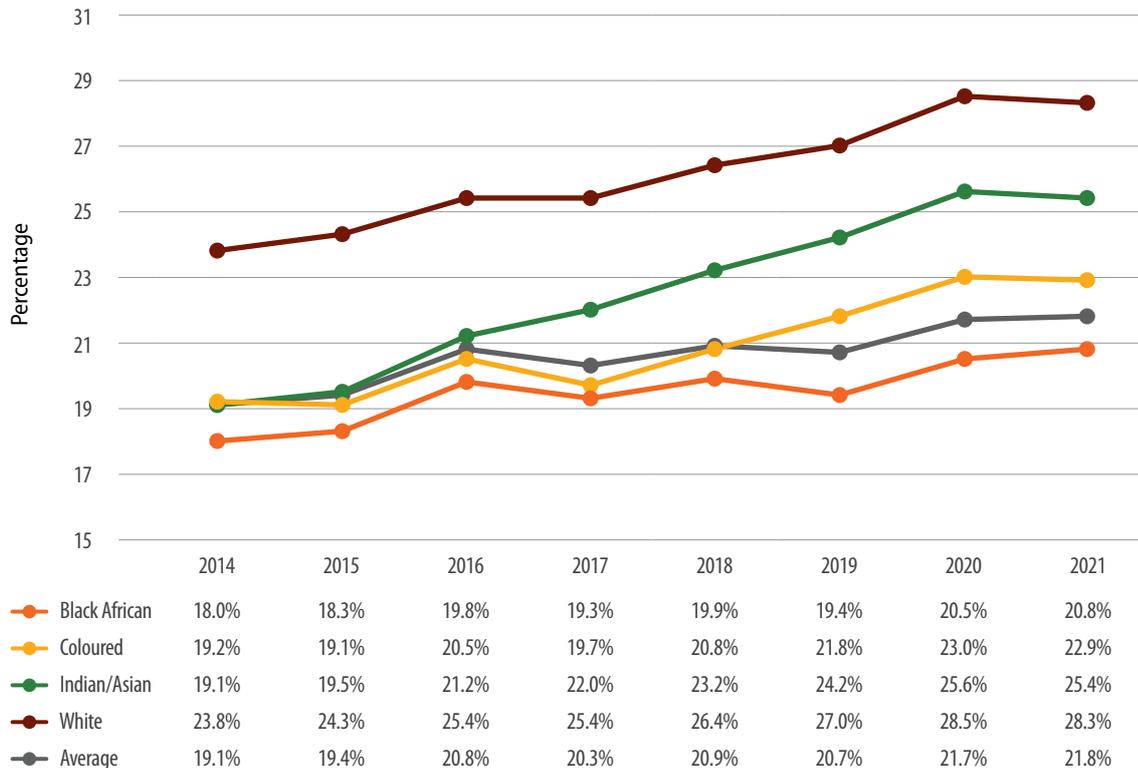
### 6.1.1 University graduation rates

**FIGURE 23:** Graduation rate at public universities by gender, 2014–2021



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

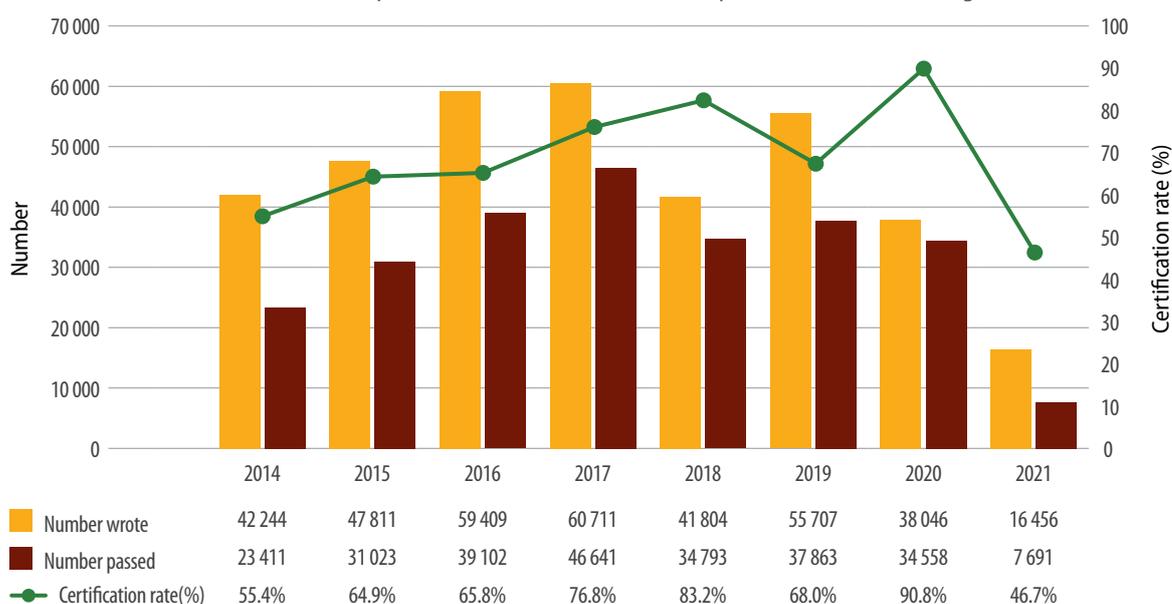
**FIGURE 24:** Graduation rate at public universities by race, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2018a, 2019a, 2020a, 2021a, 2022a and 2023a); HEMIS database 2014–2021.

## 6.1.2 TVET college certification rates

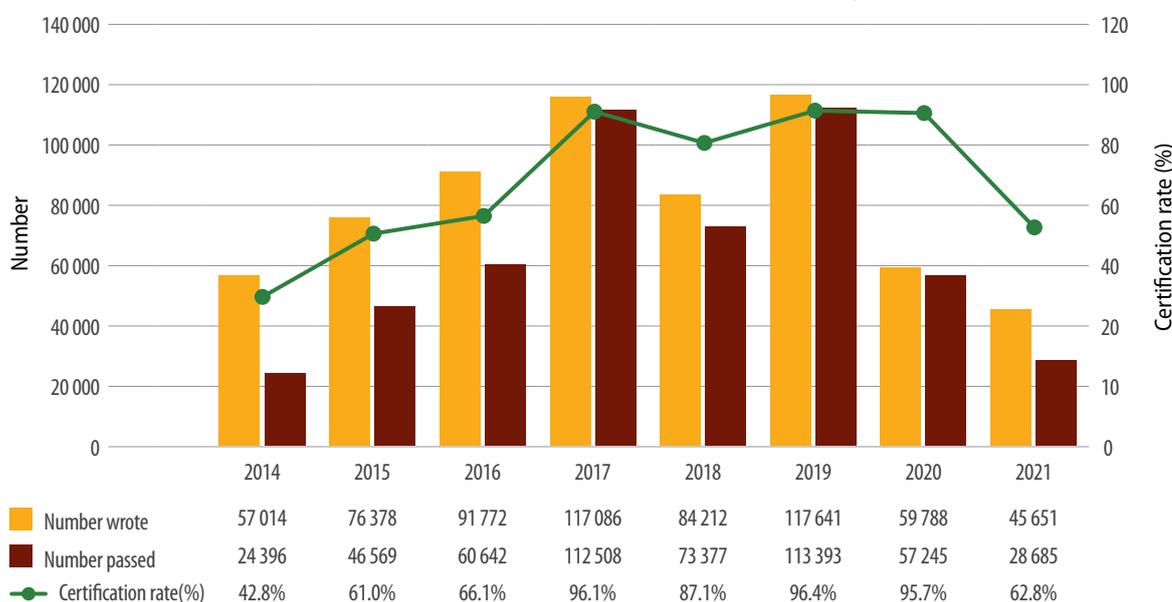
**FIGURE 25:** Examination candidates, passes and certification rates for Report 191 N3 at TVET colleges, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2018a, 2020a, 2021a, 2022a and 2023a); Examination data (DHET: 2017b and 2019b).

Note: The certification rate (also known as the completion rate) is the proportion of students who successfully completed a qualification in an academic cycle expressed as a percentage of the number of students who were eligible to complete the level and were assessed in that academic cycle.

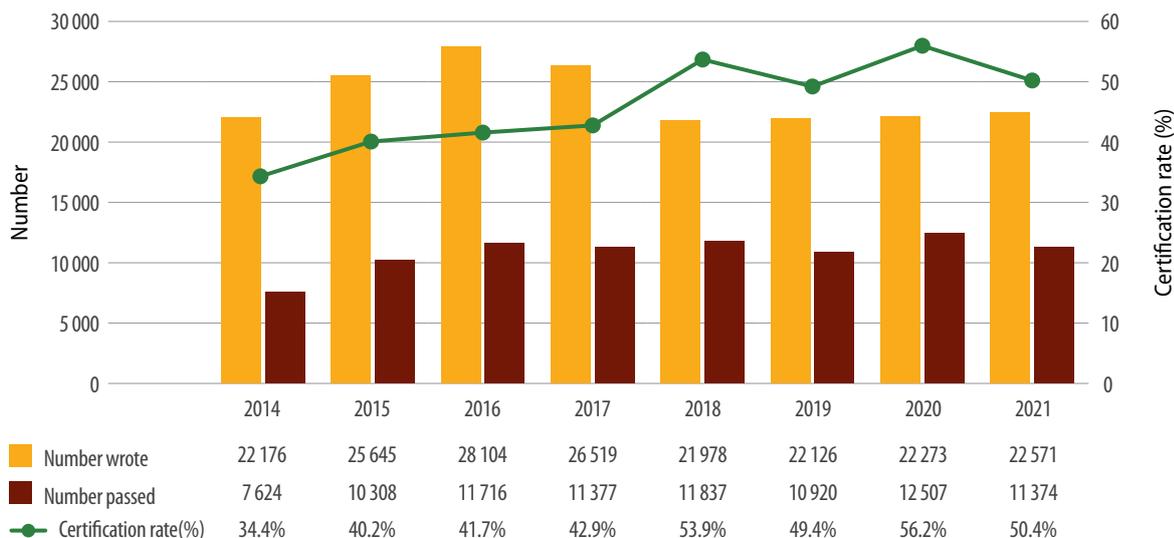
**FIGURE 26:** Examination candidates, passes and certification rates for N6 at TVET colleges, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2018a, 2020a, 2021a, 2022a and 2023a); Examination data (DHET: 2017b and 2019b).

Note: The certification rate (also known as the completion rate) is the proportion of students who successfully completed a qualification in an academic cycle expressed as a percentage of the number of students who were eligible to complete the level and were assessed in that academic cycle.

**FIGURE 27:** Examination candidates, passes and certification rates for NC(V) Level 4 at TVET colleges, 2014–2021

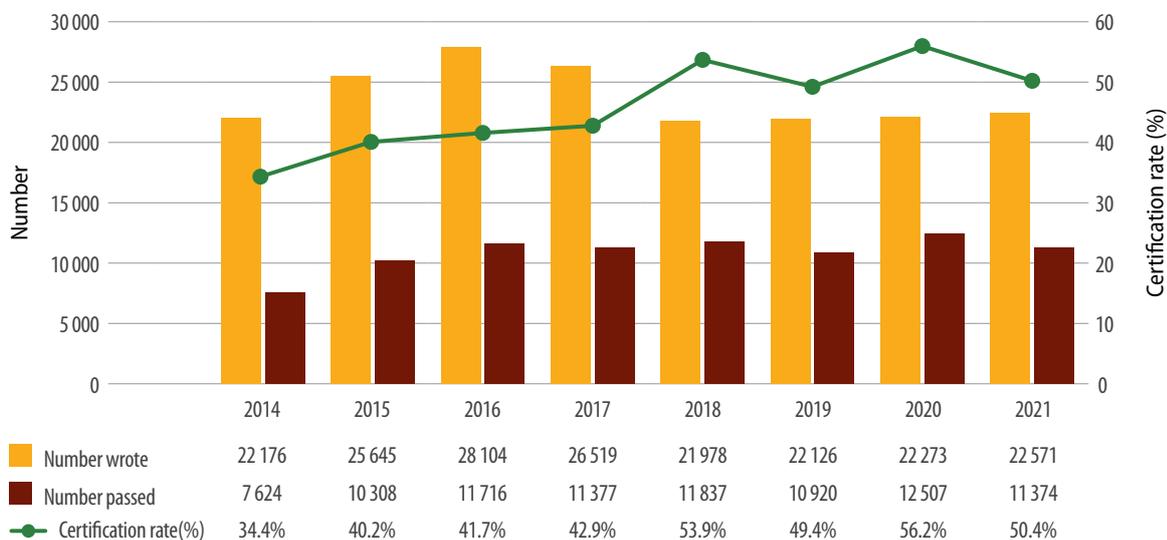


Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2018a, 2020a, 2021a, 2022a and 2023a); Examination data (DHET: 2017b and 2019b).

Note: The certification rate (also known as the completion rate) is the proportion of students who successfully completed a qualification in an academic cycle expressed as a percentage of the number of students who were eligible to complete the level and were assessed in that academic cycle.

### 6.1.3 CET college certification rates

**FIGURE 28:** Examination candidates, passes and certification rates for GETC: ABET Level 4 at CET colleges, 2014–2021

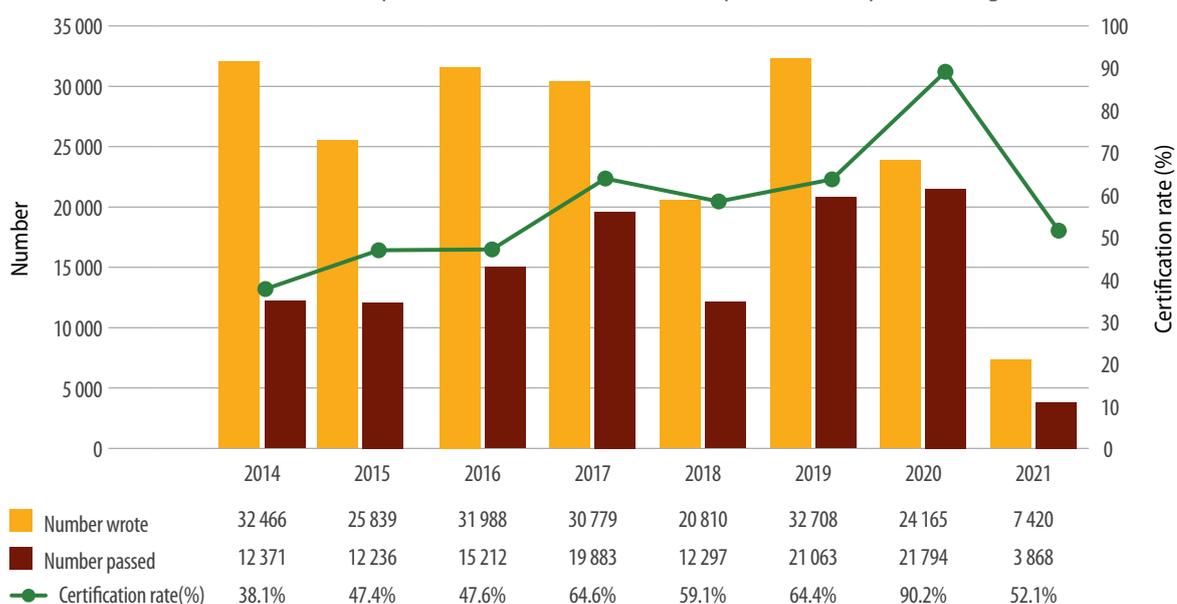


Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2018a, 2020a, 2021a, 2022a and 2023a); Examination data (DHET: 2017b and 2019b).

Note: The certification rate (also known as the completion rate) is the proportion of students who successfully completed a qualification in an academic cycle expressed as a percentage of the number of students who were eligible to complete the level and were assessed in that academic cycle.

## 6.1.4 Private college certification rates

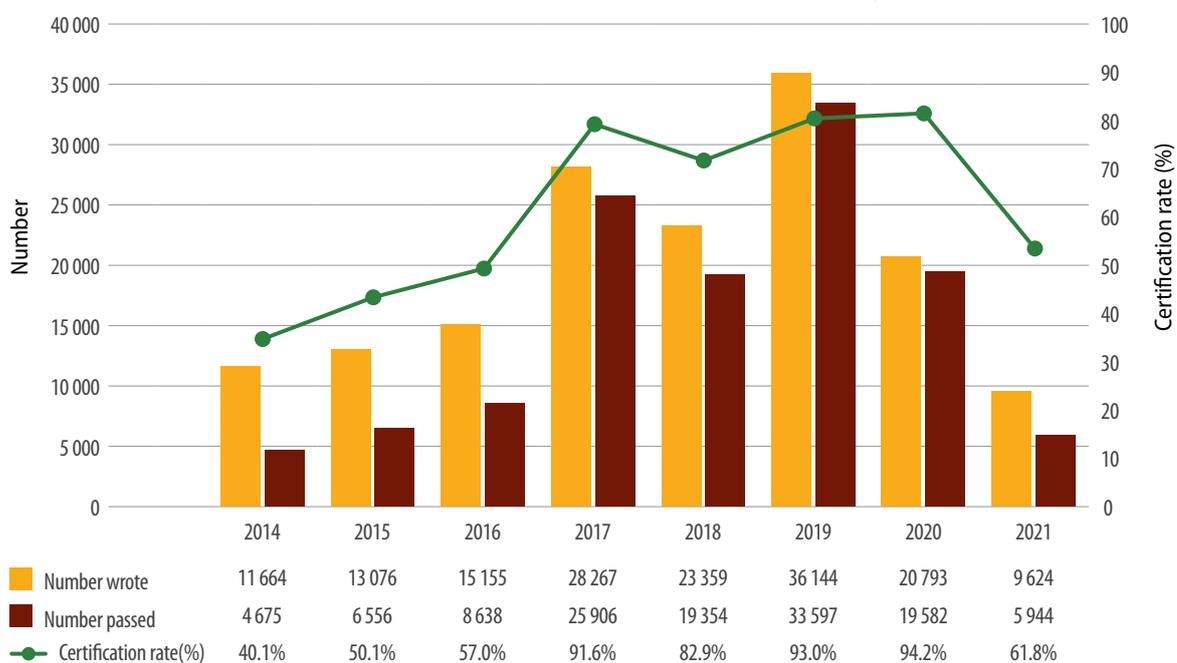
**FIGURE 29:** Examination candidates, passes and certification rates for Report 191 N3 at private colleges, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2018a, 2020a, 2021a, 2022a and 2023a); Examination data (DHET: 2017b and 2019b).

Note: The certification rate (also known as the completion rate) is the proportion of students who successfully completed a qualification in an academic cycle expressed as a percentage of the number of students who were eligible to complete the level and were assessed in that academic cycle.

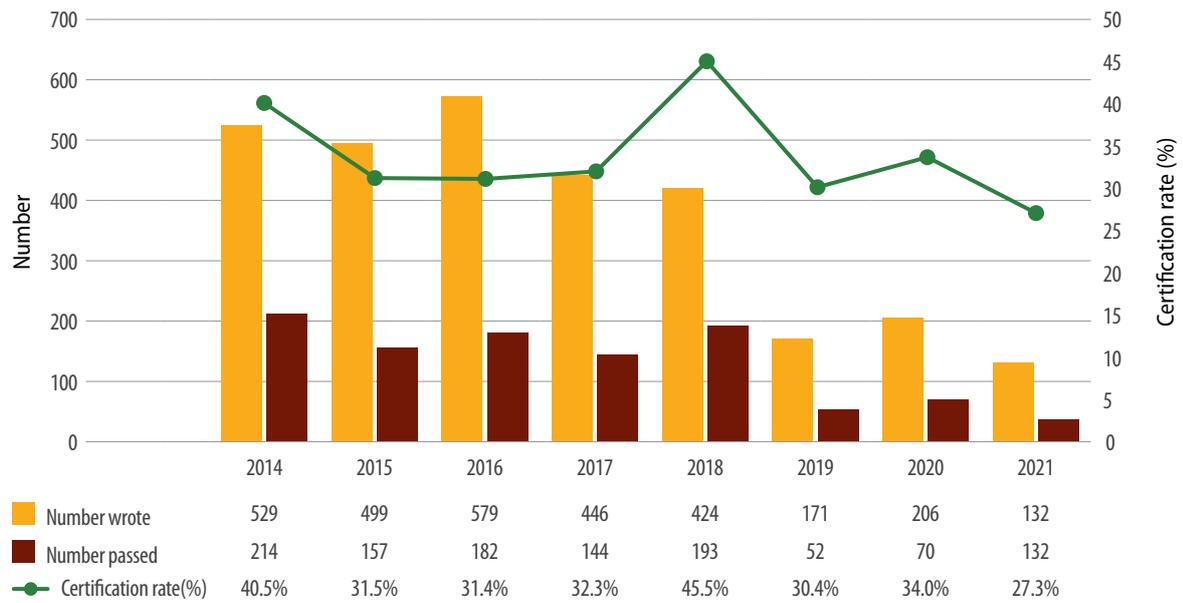
**FIGURE 30:** Examination candidates, passes and certification rates for N6 at private colleges, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2018a, 2020a, 2021a, 2022a and 2023a); Examination data (DHET: 2017b and 2019b).

Note: The certification rate (also known as the completion rate) is the proportion of students who successfully completed a qualification in an academic cycle expressed as a percentage of the number of students who were eligible to complete the level and were assessed in that academic cycle.

**FIGURE 31:** Examination candidates, passes, and certification rates for NC(V) Level 4 at private colleges, 2014–2021



Sources: Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2018a, 2020a, 2021a, 2022a and 2023a); Examination data (DHET: 2017b and 2019b).

Note: The certification rate (also known as the completion rate) is the proportion of students who successfully completed a qualification in an academic cycle expressed as a percentage of the number of students who were eligible to complete the level and were assessed in that academic cycle.

# 7

The efficiency  
of the PSET  
system



## 7.1 How efficient is the PSET system as measured by throughput and dropout rates?

### 7.1.1 Throughput rates for public universities

**TABLE 24:** Throughput rates for FTE student cohort in three-year degree programmes through contact and distance learning modes, 2009–2019 intake years

NATIONAL TOTAL: CONTACT AND DISTANCE								
Intake year	Graduates (%)							
Year 1	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2009	18.8	35.1	46.0	52.0	55.7	58.1	59.7	60.9
2010	21.5	39.0	50.3	55.8	59.3	61.4	62.8	63.9
2011	20.9	38.0	49.0	54.6	57.7	59.9	61.3	62.8
2012	22.9	40.7	52.0	57.5	60.9	62.9	64.7	65.9
2013	26.8	46.5	58.0	63.9	67.3	69.6	71.0	
2014	28.3	48.1	60.0	66.0	69.6	71.7		
2015	28.6	49.1	60.8	67.0	70.4			
2016	29.9	50.3	63.5	68.9				
2017	27.3	49.6	62.2					
2018	27.1	49.4						
2019	28.3							

Source: 2000 to 2020 first-time-entering undergraduate cohort studies for public Higher Education Institutions (DHET, 2023b).

**TABLE 25:** Throughput rates by intake year of FTE students in three-year undergraduate degree programmes (contact mode only), 2009–2019 intake years

NATIONAL TOTAL: CONTACT								
Intake year	Graduates (%)							
Year 1	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2009	25.0	45.6	58.4	64.7	68.1	70.2	71.5	72.6
2010	27.9	49.4	62.4	68.4	71.6	73.4	74.7	75.7
2011	28.6	50.2	63.3	68.9	71.9	73.9	75.2	76.4
2012	29.1	50.4	63.1	68.8	72.0	73.9	75.4	76.4
2013	30.4	51.7	63.7	69.5	72.9	75.0	76.3	
2014	31.1	52.0	64.2	70.2	73.6	75.7		
2015	31.9	53.6	65.8	71.9	75.1			
2016	32.2	53.5	66.9	72.3				
2017	31.0	54.7	67.9					
2018	30.8	54.6						
2019	31.6							

Source: 2000 to 2020 first-time-entering undergraduate cohort studies for public Higher Education Institutions (DHET, 2023b).

**TABLE 26:** Throughput rates by intake year of FTE students in three-year undergraduate degree programmes (distance mode only), 2009–2019 intake years

NATIONAL TOTAL: DISTANCE									
Intake year	Graduates (%)								
Year 1	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
2009	2.8	7.8	13.6	19.0	23.1	26.6	28.7	30.5	
2010	2.0	7.5	13.6	18.3	22.6	25.5	27.4	28.9	
2011	1.7	7.9	13.9	19.5	23.1	25.7	27.5	29.5	
2012	1.9	7.7	14.6	19.4	23.4	25.9	28.5	30.4	
2013	3.4	12.9	21.1	27.3	31.0	34.6	36.5		
2014	4.2	15.0	24.1	30.3	35.4	38.4			
2015	4.5	16.3	25.2	32.2	36.5				
2016	6.0	18.1	28.2	34.2					
2017	4.6	18.3	27.8						Data not available
2018	4.5	17.3							
2019	4.2								

Source: 2000 to 2020 first-time-entering undergraduate cohort studies for public Higher Education Institutions (DHET, 2023b).

**TABLE 27:** Dropout rates by intake year of FTE students in three-year undergraduate degree programmes (contact mode only), 2009–2019 intake years

NATIONAL TOTAL: CONTACT									
Intake year	Dropouts (%)								
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2009	16.5	19.2	20.5	20.8	22.1	22.5	22.6	22.1	21.7
2010	14.1	17.5	18.2	19.6	20.0	20.2	20.0	19.5	19.5
2011	13.8	16.3	18.3	19.3	19.8	19.4	19.0	18.8	18.6
2012	13.1	17.6	18.8	19.3	19.3	18.9	19.2	18.9	19.0
2013	15.3	18.4	17.9	17.6	17.7	18.0	17.9	18.0	
2014	15.3	16.9	16.3	16.4	17.0	17.5	17.5		
2015	11.8	14.7	14.8	15.5	16.4	16.7			
2016	11.3	14.4	15.2	16.2	16.5				
2017	10.3	13.8	15.0	14.8					
2018	10.1	13.9	13.2						Data not available
2019	9.9	11.2							
2020	8.6								

Source: 2000 to 2020 first-time-entering undergraduate cohort studies for public Higher Education Institutions (DHET, 2023b).

**TABLE 28:** Dropout rates by intake year of FTE students in three-year undergraduate degree programmes (distance mode only), 2009–2019 intake years

NATIONAL TOTAL: DISTANCE									
Intake year	Dropouts(%)								
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2009	29.3	48.1	47.8	48.6	53.5	55.1	57.5	57.1	56.9
2010	31.8	44.1	47.1	53.2	55.5	58.6	58.4	58.6	61.4
2011	34.3	40.8	49.1	53.2	56.8	57.4	58.2	60.7	60.4
2012	28.8	42.6	48.1	52.9	54.5	55.8	60.3	60.2	60.9
2013	31.6	44.0	52.0	52.7	52.4	54.0	53.9	54.9	
2014	26.4	38.3	45.4	45.3	48.3	48.1	49.1		
2015	28.7	39.0	42.4	47.6	47.8	48.7			
2016	29.3	36.5	44.4	44.5	46.2				
2017	28.1	40.5	42.7	44.6					
2018	35.8	40.0	41.6						Data not available
2019	28.0	33.2							
2020	30.3								

Source: 2000 to 2020 first-time-entering undergraduate cohort studies for public Higher Education Institutions (DHET, 2023b).

## 7.1.2 TVET colleges

**TABLE 29:** Overall throughput rates of NC(V) Level 2 students enrolled at TVET colleges in 2017–2019

THROUGHPUT RATE PER YEAR		
2017	2019	2020
10.9%	13.2%	10.8%

**TABLE 30:** Throughput rates of NC(V) Level 2 students enrolled at TVET colleges by gender, 2017–2019

GENDER	2017	2019	2020
Male	6.9%	8.0%	6.5%
Female	13.4%	16.7%	13.3%
<b>Overall</b>	<b>10.9%</b>	<b>13.2%</b>	<b>10.8%</b>

## 7.2 What is the total spending on education?

### 7.2.1 Overall public spending on PSET

**TABLE 31:** Government spending, including skills levy, on PSET (R million), 2019/20–2021/22

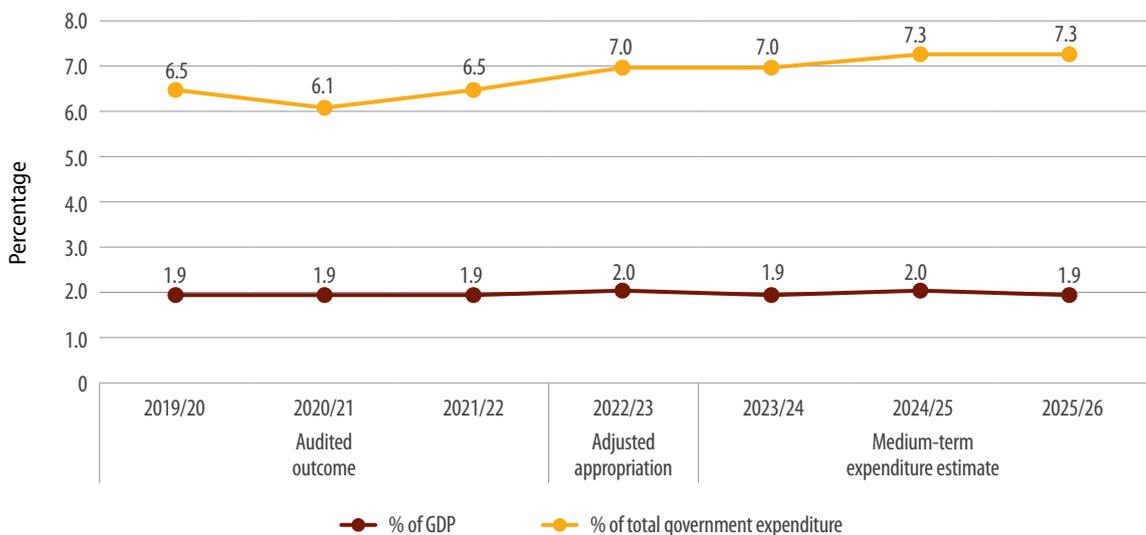
PROGRAMME	AUDITED OUTCOME					
	2019/20	%	2020/21	%	2021/22	%
University, excluding NSFAS	38 486	35.9%	40 515	38.2%	41 455	35.6%
TVET, excluding NSFAS	11 404	10.7%	12 080	11.4%	12 062	10.4%
CET	2 054	1.9%	2 000	1.9%	2 180	1.9%
SETAs, NSF and QCTO	18 284	17.1%	12 413	11.7%	19 012	16.3%
Other	6 017	5.6%	3 967	3.7%	3 042	2.6%
NSFAS	30 822	28.8%	35 135	33.1%	38 675	33.2%
<b>Total</b>	<b>107 067</b>	<b>100.0%</b>	<b>106 110</b>	<b>100.0%</b>	<b>116 427</b>	<b>100.0%</b>

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

Notes:

1. All values are expressed as nominal values, as reported in the source.
2. 'University' funding is the total amount allocated by National Treasury to the DHET for university education in the ENE and it includes transfers to the Council on Higher Education (CHE).
3. 'TVET' funding is the total amount allocated by National Treasury to the DHET for TVET in the ENE.
4. 'Other' includes funds allocated to the following programmes: administration, planning, policy and strategy, and skills development.
5. NSFAS is the total amount allocated by National Treasury for NSFAS and it includes a portion of NSFAS Administration.
6. Even though SETAs, NSF and QCTO receive funding from the skills levy, which is from the private sector, they are included as part of government expenditure, since the funds flow through National Treasury.

**FIGURE 32:** Government spending on PSET as a percentage of total consolidated government expenditure and GDP, 2019/20–2025/26



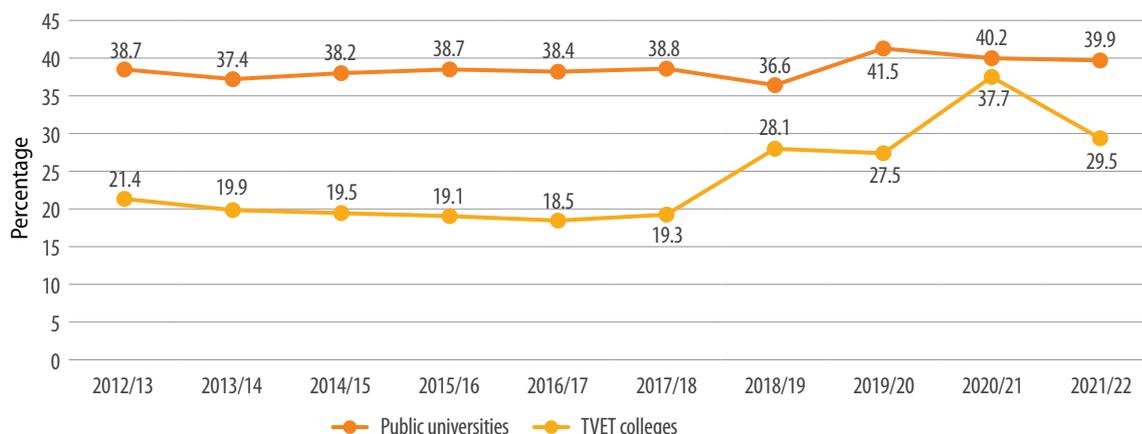
Sources: Own calculations based on: *GDP Time Series Data from Budget Review 2023 (National Treasury, 2023b)*; *Expenditure Priorities from Medium-Term Budget Policy Statement (National Treasury: 2020, 2021 and 2022)*; and *Consolidated Spending Plans from Budget Review 2023 (National Treasury, 2023b)*.

Notes:

1. All calculations are based on nominal values, as reported in the source.
2. Consolidated non-interest government expenditure includes spending by national departments, sub-national spending (including national transfers and sub-national own resources). It excludes debt-service costs.

## 7.2.2 Real per capita spending on PSET

**FIGURE 33:** Real per FTE student public expenditure at public universities and TVET colleges, 2012/13–2021/22



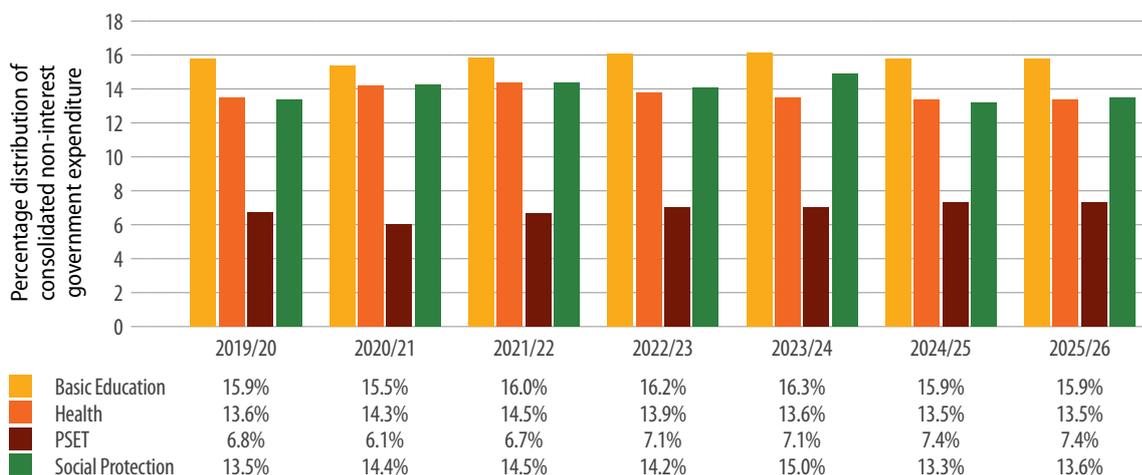
Sources: Own calculations based on: National Treasury, *Estimates of National Expenditure 2016, 2017, 2018, 2019, 2020, 2021, 2022 and 2023*; Statistics on Post-School Education and Training in South Africa 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020 and 2021.

### Notes:

1. All values are expressed in real terms (2015/16 R'000).
2. Public universities per student FTE expenditure is calculated by dividing the total amount allocated by National Treasury to the DHET for university subsidies in the ENE by universities FTE students.
3. Per student FTE expenditure for TVET colleges is calculated by dividing the total amount allocated by National Treasury to the DHET for TVET system planning and institutional support in the ENE by the number of TVET colleges FTE students.
4. Real per FTE student expenditure in this report is not comparable with the previous reports, because of the exclusion of NSFAS due to outstanding audit processes.

## 7.2.3 Consolidated government spending of a select number of functions

**FIGURE 34:** Percentage distribution of consolidated non-interest government expenditure across a select number of functions, 2019/20–2025/26



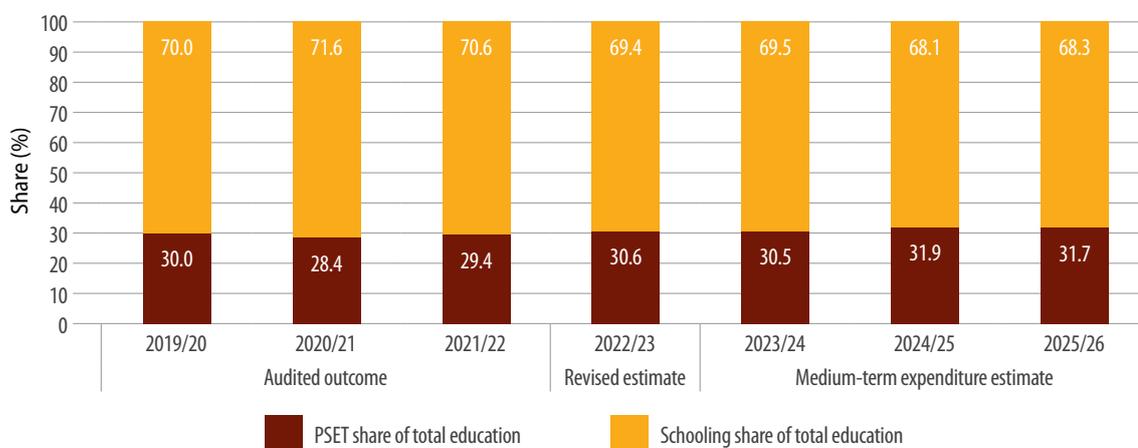
Sources: *Expenditure Priorities from Medium-Term Budget Policy Statement (National Treasury: 2020, 2021 and 2022)*; and *Consolidated Spending Plans from Budget Review 2023 (National Treasury, 2023b)*

### Notes:

1. All values are based on nominal values from the source.
2. Expenditure on education for the years 2019/20 to 21/22 is audited outcome.
3. Expenditure on education for the year 2022/23 is a revised estimate.
4. Expenditure on education for the years 2023/24 to 2025/26 are medium-term estimates.
5. Consolidated non-interest government expenditure includes spending by national departments, sub-national spending (including national transfers and sub-national own resources). It excludes debt-service costs but includes contingency reserves and unallocated reserves.

## 7.2.4 Overall government spending on schooling system versus post-schooling system

**FIGURE 35:** Expenditure on PSET and schooling expressed as a share of consolidated non-interest government expenditure on education, 2019/20-2025/26



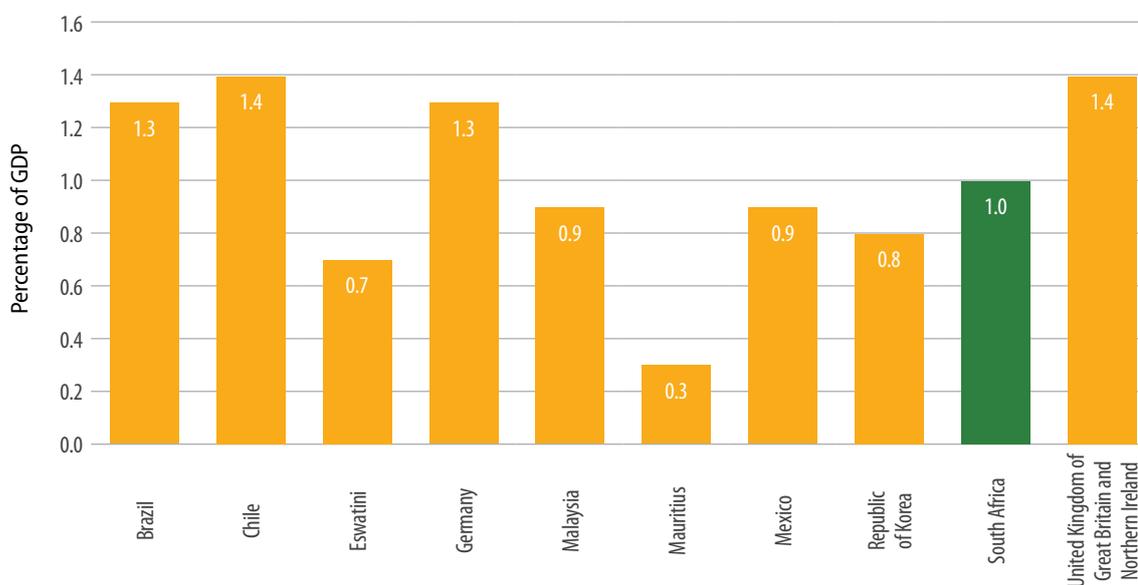
Sources: *Expenditure Priorities from Medium-Term Budget Policy Statement (National Treasury: 2020, 2021 and 2022)*; and *Consolidated Spending Plans from Budget Review 2023 (National Treasury, 2023b)*

### Notes:

1. All values are expressed as nominal values, as reported in the source.
2. Consolidated non-interest government expenditure includes spending by national departments, sub-national spending (including national transfers and sub-national own resources). It excludes debt-service costs but includes contingency reserves and unallocated reserves.

## 7.2.5 Government spending on tertiary education: International Comparisons

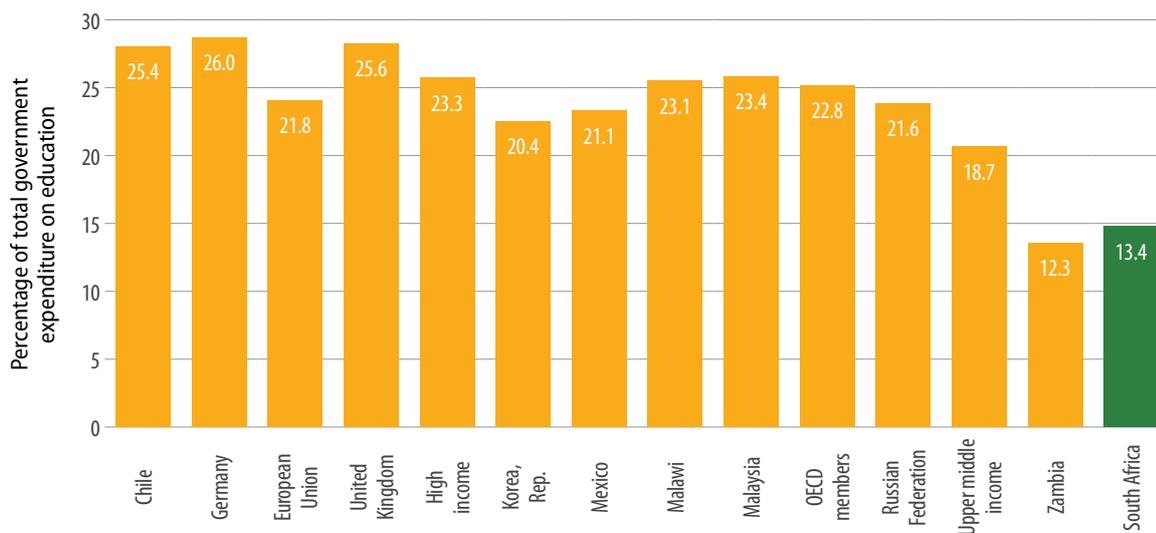
**FIGURE 36:** Expenditure on tertiary education as a percentage of GDP by country, 2019



Source: *UIS (Extracted 26 April 2023)*.

Notes: The countries included in this figure were selected based on availability of latest data.

**FIGURE 37:** Expenditure on tertiary education as a percentage of total government expenditure on education, 2016

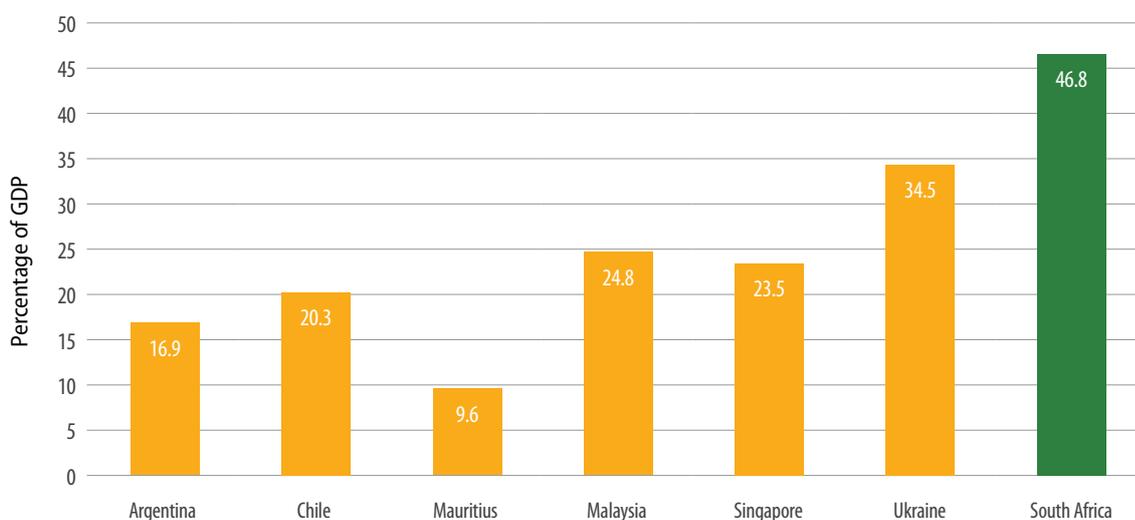


Source: World Bank (Extracted 28 April 2023).

Notes:

1. The countries included in this figure were selected based on availability of latest data.
2. The value for South Africa is based on own calculations, as there was no value for 2016 in the World Bank database.

**FIGURE 38:** Public expenditure on tertiary education per student, as a percentage of GDP per capita, by country, 2017

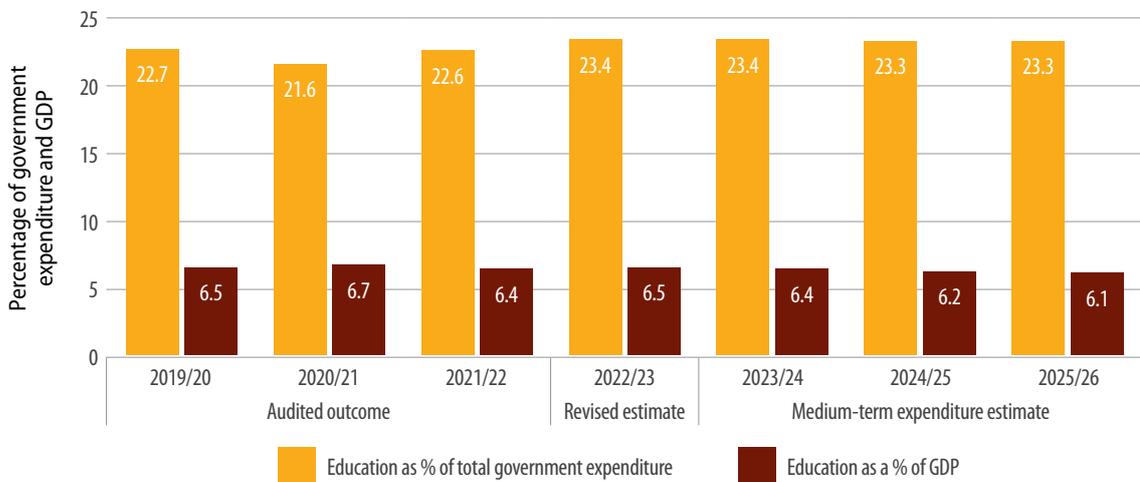


Source: World Bank (Extracted 28 April 2023).

Note: The countries included in this figure were selected based on availability of latest data.

## 7.2.6 Overall government spending on the schooling system versus the post-schooling system

**FIGURE 39:** Consolidated government spending on education as a percentage of consolidated non-interest government expenditure and GDP, 2019/20–2025/26

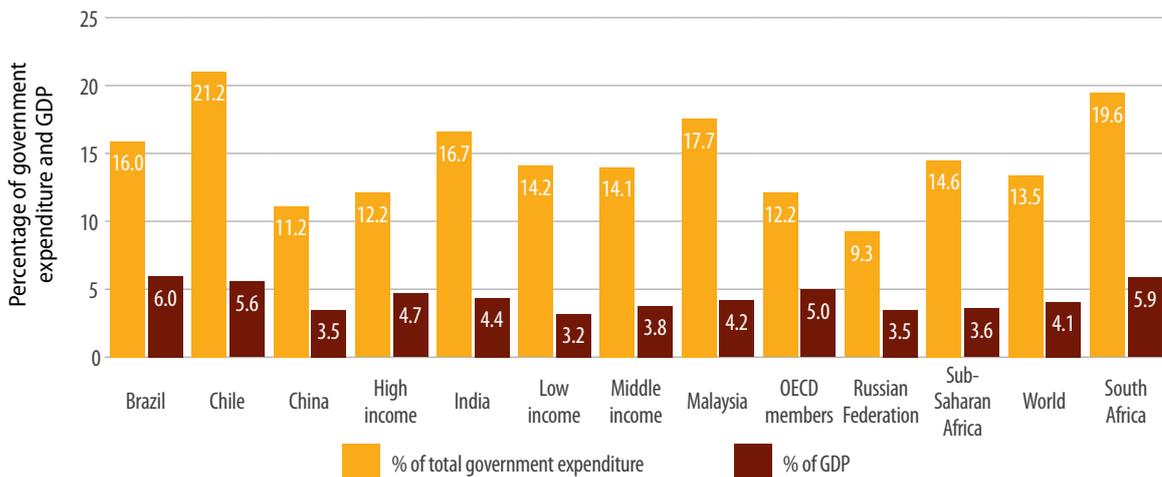


Sources: Own calculations based on: *Expenditure Priorities from Medium-Term Budget Policy Statement* (National Treasury, 2020, 2021 and 2022); and *Consolidated Spending Plans from Budget Review 2023* (National Treasury, 2023b); *GDP Time Series Data from Budget Review 2023* (National Treasury, 2023b).

Notes:

1. All values are expressed as nominal values, as reported in the source.
2. Consolidated non-interest government expenditure includes spending by national departments, sub-national spending (including national transfers and sub-national own resources). It excludes debt-service costs.

**FIGURE 40:** Expenditure on education (both schooling and post-schooling) as a percentage of total government expenditure and GDP by country, 2019



Source: World Bank indicators (Downloaded 03 May 2023).

Notes:

1. The values for South Africa reported by the World Bank are slightly different to our own calculated values, which are based on National Treasury data as reported in Figure 39. The differences could be due to revisions of the mid-term budget policy statements, consolidated budget spending plans and GDP data.
2. The countries included in this figure were selected based on availability of latest data.

## 7.2.7 Distribution of skills development levy

**TABLE 32:** Distribution of the skills development levy, 2014/15–2021/22

YEAR	TOTAL AMOUNT DISBURSED BY THE SKILLS LEVY FUND	DISTRIBUTION OF LEVY FUNDS					PORTION OF SETA ADMIN FEE TRANSFERRED TO QCTO
		NSF	AMOUNT DISBURSED TO SETAs	SETAs			
				ADMINISTRATION COSTS	MANDATORY GRANT	DISCRETIONARY GRANT	
R'000	R'000	R'000	R'000	R'000	R'000	R'000	
2014/15	14 036 309	2 818 082	11 218 227	1 472 392	2 804 557	6 941 278	28 500
2015/16	15 225 043	3 044 212	12 180 831	1 598 734	3 045 208	7 536 889	40 000
2016/17	15 298 454	3 046 235	12 252 219	1 608 103	3 063 055	7 581 061	60 670
2017/18	16 234 599	3 246 920	12 987 679	1 704 633	3 246 920	8 036 126	68 431
2018/19	17 479 895	3 495 979	13 983 916	1 835 389	3 495 979	8 652 548	86 691
2019/20	18 283 843	3 656 768	14 627 075	1 919 803	3 656 769	9 050 503	90 347
2020/21	12 363 798	2 473 409	9 890 389	1 298 114	2 472 597	6 119 678	96 147
2021/22	19 011 609	3 802 322	15 209 287	1 996 219	3 802 322	9 410 746	67 743
<b>Average annual growth 2014/15–2021/22</b>	<b>4.4%</b>	<b>4.4%</b>	<b>4.4%</b>	<b>4.4%</b>	<b>4.4%</b>	<b>4.4%</b>	<b>13.2%</b>

Source: Statistics on Post-School Education and Training in South Africa (DHET, 2022a).

# 8

A responsive  
PSET system



## 8.1 How responsive is the PSET system to the labour market?

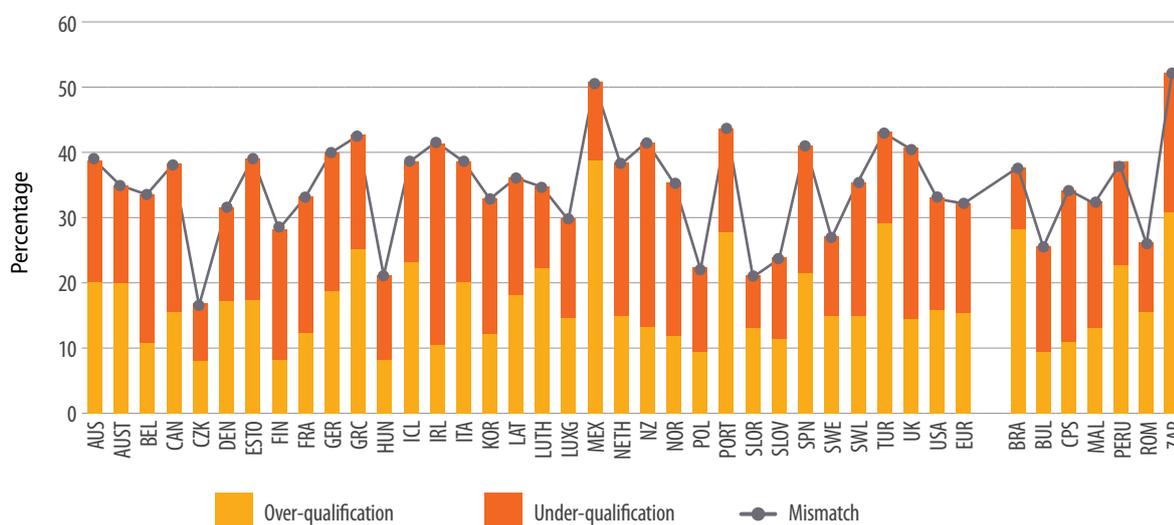
### 8.1.1 Skills supply and demand mismatches in South Africa

**TABLE 33:** Share of employed persons aged 16–64 years by qualification and field-of-study mismatch, 2019 and 2020

YEAR	UNDER-QUALIFICATION	OVER-QUALIFICATION	FIELD-OF-STUDY MISMATCH
2021	29.6%	21.3%	30.7%
2022	28.7%	23.0%	30.3%

Source: OECD Skills for Jobs Database (2022).

**FIGURE 41:** Qualification and field-of-study mismatch by country (2020 for South Africa, 2018 for most other countries)



Source: OECD Skills for Jobs Database (2022).

## 8.1.2 Occupations in High Demand (OIHD)

**TABLE 34:** Occupations in High Demand

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

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

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

Note: \* Some occupations are given an asterisk to indicate a comparatively large number of unemployed individuals registered on the Department of Labour's Employment Services South Africa (ESSA) database. A comparatively large number of unemployed individuals registered on the database could imply an over-supply of labour for an occupation, which may mean that the occupation should not be on the list. However, there are several reasons that there appear to be so many unemployed work-seekers in occupations on the OIHD list (See the DHET's List of Occupations in High Demand 2024 for some of the reasons).

### 8.1.3 Are universities and TVET colleges preparing students for occupations that are in high demand in the labour market?

**TABLE 35:** Public HEIs: Enrolment in major field of study by gender, 2014–2021

YEAR	SCIENCE, ENGINEERING AND TECHNOLOGY			BUSINESS AND MANAGEMENT			EDUCATION			HUMANITIES			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2014	131 664	155 555	287 219	119 923	152 484	272 407	124 636	41 462	166 098	156 001	87 425	243 426	564 785	404 365	
2015	136 267	158 665	294 932	121 023	152 805	273 828	128 130	42 417	170 547	157 476	88 419	245 895	574 678	410 524	
2016	136 520	158 854	295 374	117 001	147 931	264 932	131 550	45 434	176 984	151 119	87 407	238 526	567 120	408 696	
2017	144 677	165 436	310 113	121 755	157 174	278 929	145 103	50 007	195 110	159 945	92 867	252 812	606 899	430 065	
2018	151 248	169 416	320 664	122 344	160 844	283 188	159 713	54 433	214 146	169 687	97 848	267 535	641 492	444 041	
2019	154 631	168 644	323 275	113 423	152 538	265 961	157 558	53 712	211 270	175 605	98 734	274 339	640 332	434 513	
2020	156 343	163 534	319 877	113 080	167 400	280 480	149 127	50 300	199 427	192 760	102 174	294 934	665 630	429 088	
2021	155 794	157 932	313 788	105 451	160 332	265 797	143 284	49 417	192 714	196 018	99 628	295 747	655 427	412 428	
<b>Average growth</b>	<b>2.4%</b>	<b>0.2%</b>	<b>1.3%</b>	<b>-1.8%</b>	<b>0.7%</b>	<b>-0.4%</b>	<b>2.0%</b>	<b>2.5%</b>	<b>2.1%</b>	<b>3.3%</b>	<b>1.9%</b>	<b>2.8%</b>	<b>2.1%</b>	<b>0.3%</b>	

Source: DHET HEMIS database 2022

**TABLE 36:** Public HEIs: Graduates by major field of study by gender, 2014–2021

	SCIENCE, ENGINEERING AND TECHNOLOGY			BUSINESS AND MANAGEMENT			EDUCATION			HUMANITIES			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
2014	27 669	27 906	55 575	21 656	28 724	50 380	9 291	27 784	37 075	14 130	28 213	42 343	72 746	112 627	
2015	28 676	29 414	58 090	23 222	30 641	53 863	8 903	27 751	36 654	14 315	28 600	42 915	75 116	116 406	
2016	29 150	29 971	59 121	24 144	32 218	56 362	10 051	32 056	42 107	15 419	30 057	45 476	78 764	124 302	
2017	29 897	31 684	61 581	24 592	33 178	57 770	10 646	33 787	44 433	16 106	31 033	47 139	81 241	129 682	
2018	31 277	33 931	65 208	25 340	35 118	60 458	11 742	38 905	50 647	16 937	33 922	50 859	85 296	141 876	
2019	30 822	33 855	64 677	24 240	34 426	58 666	11 311	36 177	47 488	16 730	34 354	51 084	83 103	138 812	
2020	30 498	34 217	64 715	25 833	39 501	65 334	11 650	35 619	47 269	18 701	41 828	60 529	86 682	151 165	
2021	31 279	36 130	67 422	24 433	40 534	64 971	10 481	30 577	41 063	18 174	41 599	59 801	84 367	148 841	
<b>Average Growth</b>	<b>1.8%</b>	<b>3.8%</b>	<b>2.8%</b>	<b>1.7%</b>	<b>5.0%</b>	<b>3.7%</b>	<b>1.7%</b>	<b>1.4%</b>	<b>1.5%</b>	<b>3.7%</b>	<b>5.7%</b>	<b>5.1%</b>	<b>2.1%</b>	<b>4.1%</b>	

Source: DHET HEMIS database 2022.

### 8.1.3.1 TVET colleges – Distribution of students’ completion by qualification and programmes

**TABLE 37:** Percentage distribution of students who completed NC(V) Level 4 qualification by programme and gender, 2021

NC(V) LEVEL PROGRAMME	FEMALE		MALE		TOTAL	
	NUMBER COMPLETED	% SHARE	NUMBER COMPLETED	% SHARE	NUMBER COMPLETED	% SHARE
1. L4: Civil Engineering and Building Construction	323	3.7%	179	6.7%	502	4.4%
2. L4: Drawing Office Practice	2	0.0%	3	0.1%	5	0.0%
3. L4: Education and Development	490	5.6%	25	0.9%	515	4.5%
4. L4: Electrical Infrastructure Construction	495	5.7%	326	12.3%	821	7.2%
5. L4: Engineering and Related Design	353	4.0%	432	16.3%	785	6.9%
6. L4: Finance Economics and Accounting	489	5.6%	114	4.3%	603	5.3%
7. L4: Hospitality	717	8.2%	137	5.2%	854	7.5%
8. L4: Information Technology and Computer Science	184	2.1%	167	6.3%	351	3.1%
9. L4: Management	497	5.7%	137	5.2%	634	5.6%
10. L4: Marketing	305	3.5%	104	3.9%	409	3.6%
11. L4: Mechatronics	32	0.4%	22	0.8%	54	0.5%
12. L4: Office Administration	3 022	34.7%	412	15.5%	3 434	30.2%
13. L4: Primary Agriculture	366	4.2%	157	5.9%	523	4.6%
14. L4: Primary Health	115	1.3%	5	0.2%	120	1.1%
15. L4: Process Plant Operations	25	0.3%	8	0.3%	33	0.3%
16. L4: Safety in Society	314	3.6%	113	4.3%	427	3.8%
17. L4: Tourism	712	8.2%	202	7.6%	914	8.0%
18. L4: Transport and Logistics	278	3.2%	112	4.2%	390	3.4%
<b>Total</b>	<b>8 719</b>	<b>100.0%</b>	<b>2 655</b>	<b>100.0%</b>	<b>11 374</b>	<b>100.0%</b>

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

**TABLE 38:** Percentage distribution of students who completed N6 qualification by programme and gender, 2021

N6 PROGRAMMES	FEMALE		MALE		TOTAL	
	NUMBER COMPLETED	% SHARE	NUMBER COMPLETED	% SHARE	NUMBER COMPLETED	% SHARE
1. N6: Art and Design	85	0.4%	88	3.3%	173	0.6%
2. N6: Business Management	2 212	10.3%	873	32.9%	3 085	10.8%
3. N6: Clothing Production	164	0.8%	37	1.4%	201	0.7%
4. N6: Educare	2 611	12.1%	105	4.0%	2 716	9.5%
5. N6: Engineering Studies	969	4.5%	1 072	40.4%	2 041	7.1%
6. N6: Farming Management	450	2.1%	270	10.2%	720	2.5%
7. N6: Financial Management	2 949	13.7%	1 069	40.3%	4 018	14.0%
8. N6: Hospitality and Catering Services	1 078	5.0%	290	10.9%	1 368	4.8%
9. N6: Human Resources Management	2 450	11.4%	776	29.2%	3 226	11.2%
10. N6: Legal Secretary	141	0.7%	31	1.2%	172	0.6%
11. N6: Management Assistant	2 999	13.9%	561	21.1%	3 560	12.4%
12. N6: Marketing Management	789	3.7%	371	14.0%	1 160	4.0%
13. N6: Medical Secretary	86	0.4%	6	0.2%	92	0.3%
14. N6: Popular Music: Composition	1	0.0%	2	0.1%	3	0.0%
15. N6: Popular Music: Performance	38	0.2%	38	1.4%	76	0.3%
16. N6: Popular Music: Studio Work	9	0.0%	36	1.4%	45	0.2%
17. N6: Public Management	3 425	15.9%	1 129	42.5%	4 554	15.9%
18. N6: Public Relations	97	0.5%	18	0.7%	115	0.4%
19. N6: Tourism	995	4.6%	365	13.7%	1 360	4.7%
<b>Total</b>	<b>21 548</b>	<b>100.0%</b>	<b>7 137</b>	<b>100.0%</b>	<b>28 685</b>	<b>100.0%</b>

Source: Statistics on Post-School Education and Training in South Africa (DHET: 2022a).

## 8.1.4 Learners completing artisanal learning programmes

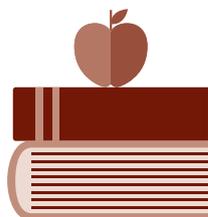
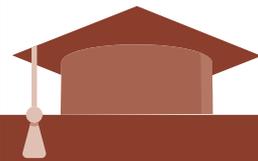
**TABLE 39:** Percentage of learners completing artisanal learning programmes by trade and gender, 2019/20–2021/22

TRADE	2019/20			2020/21			2021/22		
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
Electrician	51.9%	32.1%	35.9%	51.5%	30.2%	34.7%	45.5%	32.0%	35.0%
Mechanical Fitter	8.1%	11.3%	10.7%	10.2%	12.3%	11.8%	8.3%	11.3%	10.6%
Welder	6.9%	7.4%	7.3%	6.1%	6.8%	6.7%	4.9%	6.0%	5.8%
Diesel Mechanic	5.0%	11.4%	10.2%	4.9%	11.5%	10.2%	5.7%	12.7%	11.1%
Plumber	9.2%	8.9%	8.9%	7.9%	8.7%	8.5%	14.3%	9.2%	10.4%
Boilermaker	4.1%	7.5%	6.9%	3.4%	7.2%	6.4%	3.6%	6.9%	6.2%
Automotive Motor Mechanic	1.9%	5.1%	4.5%	2.5%	5.9%	5.2%	2.3%	6.5%	5.6%
Millwright	4.7%	5.4%	5.3%	5.1%	7.4%	6.9%	5.0%	6.0%	5.7%
Rigger	1.8%	4.5%	4.0%	1.3%	3.7%	3.2%	1.4%	3.4%	3.0%
Fitter and Turner	2.5%	3.8%	3.6%	3.5%	4.0%	3.9%	2.8%	3.3%	3.2%
Carpenter	1.1%	1.1%	1.1%	1.1%	0.9%	0.9%	2.8%	1.3%	1.6%
Bricklayer	2.8%	1.4%	1.7%	2.4%	1.4%	1.6%	3.4%	1.4%	1.8%
Joiner	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Carpenter/Joiner	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pipe Fitter	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>100.0%</b>								

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

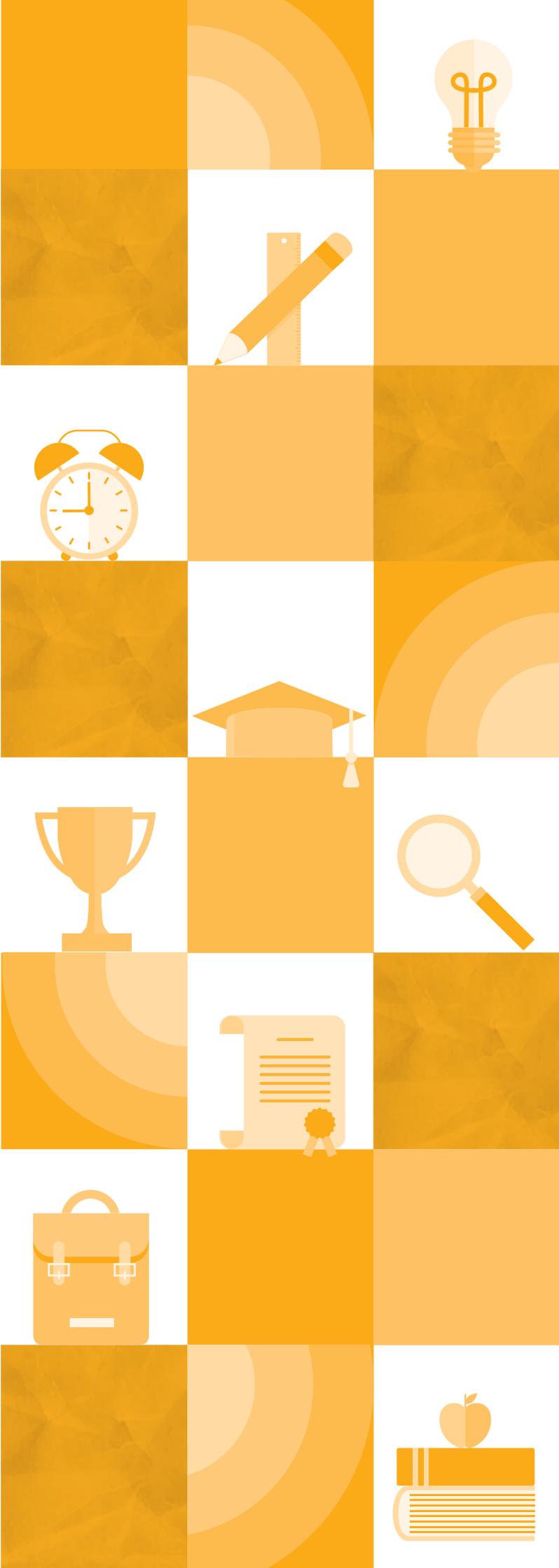
# 9

## Bibliography



- Belfield, C.R. & Levin, H.M. 2016. The education attainment gap: who's affected, how much, and why it matters. Available: [https://www.brookings.edu/wp-content/uploads/2016/07/pricewepay\\_chapter.pdf](https://www.brookings.edu/wp-content/uploads/2016/07/pricewepay_chapter.pdf).
- Barro, R.J. & Lee, J-W. 2010. *A New Data Set of Educational Attainment in the World, 1950–2010*. Working Paper 15902. National Bureau of Economic Research.
- Department of Higher Education and Training (DHET). 2013. *White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-School Education and Training System*. DHET: Pretoria.
- DHET. 2016. Statistics on post-school education and training in South Africa: 2014. Available: <https://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf> (Accessed August 2022).
- DHET. 2017a. Statistics on post-school education and training in South Africa: 2015. Available: <https://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202015.pdf> (Accessed August 2022).
- DHET. 2017b. Statistics on Technical and Vocational Education and Training, Community Education and Training and Private Colleges examinations in South Africa: 2015. Available: [https://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20TVET,CET,%20and%20Private%20colleges%20Examinations\\_2015\\_Released%20Nov%202017.pdf](https://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20TVET,CET,%20and%20Private%20colleges%20Examinations_2015_Released%20Nov%202017.pdf) (Accessed August 2022).
- DHET. 2018a. Statistics on post-school education and training in South Africa: 2016. Available: <https://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202016.pdf> (Accessed August 2022).
- DHET. 2018b. Strategic policy framework on disability for the post-school education and training system. Available: <https://www.dhet.gov.za/SiteAssets/Gazettes/Approved%20Strategic%20Disability%20Policy%20Framework%20Layout220518.pdf> (Accessed March 2023).
- DHET. 2019a. Statistics on post-school education and training in South Africa: 2017. Available: <https://www.dhet.gov.za/SiteAssets/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%20%202017.pdf> (Accessed August 2022).
- DHET. 2019b. 2017 Examination data: South African Technical and Vocational Education and Training, Community Education and Training and Private Colleges. Available: <https://www.dhet.gov.za/DHET%20Statistics%20Publication/2017%20Examination%20Data%20-%20South%20African%20TVET,%20CET%20and%20Private%20Colleges-%20Released%20November%202019.pdf> (Accessed August 2022).
- DHET. 2019c. The Community Education and Training College System: National Plan for the Implementation of the White Paper for Post-School Education and Training System 2019–2030. Available: <https://www.cetskillssummit.dhet.gov.za/wp-content/uploads/2022/03/Resource-Documents-for-Ministerial-Summit-2022-on-CET.pdf> (Accessed October 2022).
- DHET. 2020a. Statistics on post-school education and training in South Africa: 2018. Available: <https://www.dhet.gov.za/SiteAssets/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%20%202018.pdf> (Accessed August 2022).
- DHET. 2021a. Statistics on post-school education and training in South Africa: 2019. Available: [https://cdn.lgseta.co.za/resources/research\\_and\\_reports/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa,%202019.pdf](https://cdn.lgseta.co.za/resources/research_and_reports/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa,%202019.pdf) (Accessed August 2022).

- DHET. 2022a. Statistics on post-school education and training in South Africa: 2020. Available: <https://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202020.pdf> (Accessed August 2022).
- DHET. 2023a. Statistics on post-school education and training in South Africa: 2021. Available: <https://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202021.pdf> (Accessed August 2023).
- DHET. 2023b. 2000 to 2020 first time entering undergraduate cohort studies for public Higher Education Institutions. Available: <https://www.dhet.gov.za/HEMIS/2000%20TO%202020%20FIRST%20TIME%20ENTERING%20UNDERGRADUATE%20COHORT%20STUDIES%20FOR%20PUBLIC%20HEIs.pdf>
- DPME (2014). *Medium Term Strategic Framework 2014-2019*. Republic of South Africa
- DHET. 2023c. National Plan for Post-School Education and Training 2021–2030. Available: [https://www.dhet.gov.za/SiteAssets/NPPSET/DHET%20NPPSET%20\\_%20Web%20version%2018092023.pdf](https://www.dhet.gov.za/SiteAssets/NPPSET/DHET%20NPPSET%20_%20Web%20version%2018092023.pdf) [https://www.dhet.gov.za/SiteAssets/NPPSET/DHET%20NPPSET%20\\_%20Web%20version%2018092023.pdf](https://www.dhet.gov.za/SiteAssets/NPPSET/DHET%20NPPSET%20_%20Web%20version%2018092023.pdf) (Accessed October 2023).
- Internet Society. 2017. Internet access and education: key considerations for policy makers. [https://www.internetsociety.org/wp-content/uploads/2017/11/Internet-Access-Education\\_2017120.pdf](https://www.internetsociety.org/wp-content/uploads/2017/11/Internet-Access-Education_2017120.pdf).
- National Treasury. 2020. Medium Term Budget Policy Statement 2020. Available: <https://www.treasury.gov.za/documents/mtbps/2020/mtbps.aspx>
- National Treasury. 2021. Medium Term Budget Policy Statement 2021. Available: <https://www.treasury.gov.za/documents/mtbps/2021/mtbps.aspx>
- National Treasury. 2022. Medium Term Budget Policy Statement 2022. Available: <https://www.treasury.gov.za/documents/mtbps/2022/mtbps.aspx>
- National Treasury. 2023a. Estimates of National Expenditure 2023. National Treasury: Pretoria.
- National Treasury. 2023b. Budget Review 2023. Available: <https://www.treasury.gov.za/documents/national%20budget/2023/review/FullBR.pdf> (Accessed July 2023).
- OECD Skills for Jobs Database (2022). <https://stats.oecd.org/Index.aspx?DataSetCode=S4J2022>
- Stats SA. 2020. Mid-year population estimates 2020.
- Stats SA. 2021. Mid-year population estimates 2021.
- Stats SA. 2022. Mid-year population estimates 2022.
- Stats SA. 2022a. Quarterly Labour Force Survey 2014–2022. Available: <https://www.statssa.gov.za/publications/P0211/P02111stQuarter2022.pdf> (Accessed August 2022).
- Stats SA. 2022b. Economic recovery from COVID-19: Not all countries are equal. Available: <https://www.statssa.gov.za/?p=15690> (Accessed July 2023).
- UNESCO Institute for Statistics (2012). International Standard Classification of Education ISCED 2011. Available at: <https://uis.unesco.org/sites/default/files/documents/international-standardclassification-of-education-isced-2011-en.pdf>



# 10

## Appendices

## APPENDIX A: DEFINITIONS FOR INTERNATIONAL COMPARABILITY

---

The International Standard Classification of Education (ISCED) is a standard framework used to categorise and report cross-nationally comparable education statistics (UNESCO, 2012). This approach allows for international comparability for country comparison data in this report.

### ISCED 3: Upper secondary education

Upper secondary education is designed to complete secondary education in preparation for tertiary education, or to provide skills relevant to employment, or both. Programmes at this level offer students more varied and in-depth instruction than programmes at ISCED Level 2. They are more differentiated, with an increased range of options and streams available.

*Source definition: ISCED, 2011*

### ISCED 4: Post-secondary, non-tertiary education

Post-secondary, non-tertiary education provides learning and educational activities that build on secondary education to prepare for both entry into the labour market and tertiary education. This kind of education is typically targeted at students who have completed upper secondary (ISCED Level 3) schooling but want to increase their opportunities, either to enter the labour market or to progress to tertiary education. Programmes are often not significantly more advanced than those at upper secondary level, as they typically serve to broaden rather than deepen knowledge, skills and competencies. Post-secondary, non-tertiary education therefore aims at learning below the high level of complexity that is characteristic of tertiary education.

*Source definition: ISCED, 2011*

### ISCED 5: Short-cycle tertiary education

Programmes at ISCED Level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based and occupationally specific, and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified at ISCED Level 5.

*Source definition: ISCED, 2011*

## **ISCED 6: Bachelor's or equivalent level**

Programmes at ISCED Level 6 are designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theoretically based, but may include practical components, and are informed by state-of-the-art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions.

*Source definition: ISCED, 2011*

## **ISCED 7: Master's or equivalent level**

Master's or equivalent level programmes are designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. The programmes are theoretically based, but may include practical components, and are informed by state-of-the-art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.

*Source definition: ISCED, 2011*

## **ISCED 8: Doctoral or equivalent level**

Programmes at ISCED Level 8, or doctoral or equivalent level, are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research, and are typically offered only by research-oriented tertiary educational institutions, such as universities. Doctoral programmes exist in both academic and professional fields.

*Source definition: ISCED, 2011*

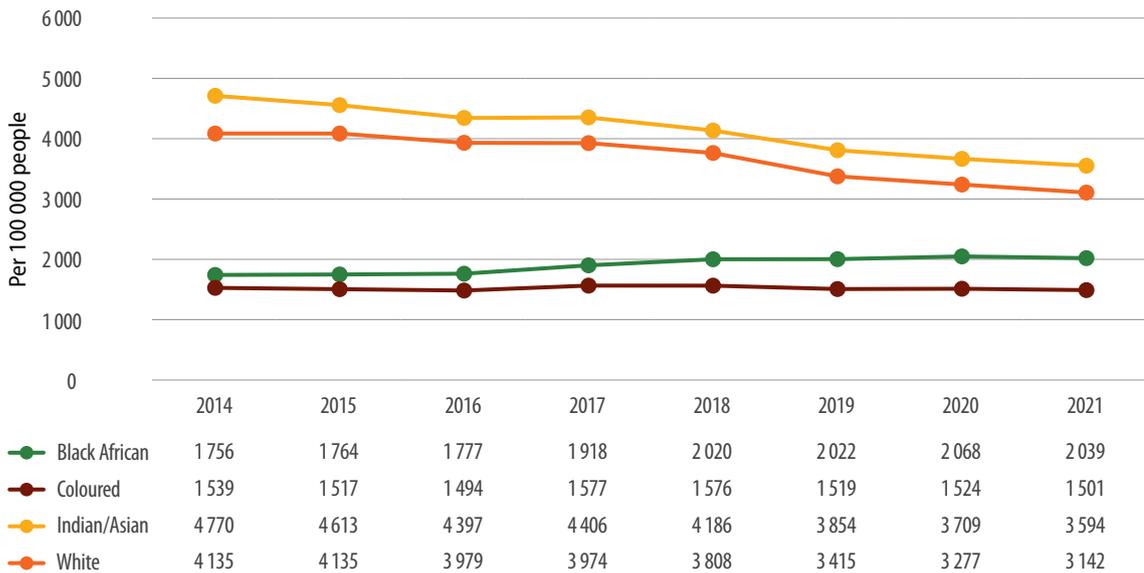
## **Tertiary education (ISCED 5 to 8)**

Tertiary education builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education.

*Source definition: ISCED, 2011*

## APPENDIX B: ADDITIONAL TABLES

**FIGURE 42:** Enrolment in tertiary education per 100 000 of the population, by population group, 2014–2021



Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (DHET: 2016, 2017a, 2018a, 2019a, 2020a, 2021a, 2022a and 2023a).

Note: Enrolments at tertiary education level include both public and private HEIs.

**TABLE 40:** Number of students enrolled at PSET institutions compared to youth aged 15–24 years who are NEET, 2014–2021

YEAR	UNIVERSITIES (PUBLIC AND PRIVATE)	TVET	CET	PRIVATE COLLEGES	SETA	TOTAL	NEET
2014	1 111 712	702 383	262 680	78 995	227 817	2 383 587	3 199 840
2015	1 132 422	737 880	283 602	88 203	231 097	2 473 204	3 043 693
2016	1 143 245	705 397	273 431	168 911	249 680	2 540 664	3 153 025
2017	1 222 030	688 028	258 199	187 354	269 147	2 624 758	3 126 064
2018	1 283 466	657 133	100 286	219 837	271 704	2 532 426	3 205 939
2019	1 283 890	673 490	171 409	151 136	222 210	2 502 135	3 324 295
2020	1 313 839	452 277	142 538	96 754	118 541	2 123 949	3 272 024
2021	1 300 961	589 083	143 031	85 787	130 264	2 249 126	3 431 659

Sources: QLFS 2014–2022 (Stats SA, 2022a); Statistics on Post-School Education and Training in South Africa (DHET: 2019a, 2020a, 2021a, 2022a and 2023a).

**TABLE 41:** Private universities: GPI by race, 2015–2021

YEAR	BLACK AFRICAN	COLOURED	INDIAN/ASIAN	WHITE	TOTAL
2015	1.3	1.2	1.2	2.2	1.4
2016	1.3	1.3	1.2	1.1	1.3
2017	1.5	1.4	1.3	1.1	1.4
2018	1.6	1.4	1.3	1.2	1.4
2019	1.6	1.4	1.3	1.2	1.4
2020	1.7	1.6	1.4	1.3	1.5
2021	1.8	1.7	1.5	1.3	1.6

Sources: Own calculations based on: Mid-Year Population Estimates (Stats SA: 2020 and 2021), DHET Annual report submitted by PHEIs for the 2016, 2017, 2018, 2019, 2020 and 2021 years of reporting.

**TABLE 42:** TVET colleges: GER by race and gender, 2014–2021 (%)

	AFRICAN			COLOURED			INDIAN/ASIAN			WHITE			GRAND TOTAL		
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
2014	16.1%	12.9%	14.5%	9.9%	10.5%	10.2%	1.4%	4.8%	3.2%	1.9%	6.2%	4.1%	15.2%	13.2%	14.4%
2015	18.3%	14.3%	16.3%	8.8%	9.7%	9.3%	1.1%	4.2%	2.7%	1.4%	5.8%	3.6%	16.9%	13.9%	15.4%
2016	19.2%	13.9%	16.5%	10.8%	10.9%	10.8%	0.8%	3.2%	2.0%	1.2%	4.4%	2.8%	17.1%	12.8%	14.9%
2017	19.0%	13.7%	16.4%	10.8%	10.0%	10.4%	0.7%	2.9%	1.8%	0.9%	4.2%	2.6%	16.9%	12.6%	14.8%
2018	18.3%	12.9%	15.6%	12.1%	10.4%	11.2%	0.8%	2.4%	1.6%	0.9%	3.7%	2.3%	16.5%	12.0%	14.2%
2019	19.2%	12.8%	16.0%	11.8%	10.4%	11.1%	0.8%	2.6%	1.7%	0.8%	3.4%	2.1%	17.2%	11.9%	14.6%
2020	13.2%	8.2%	10.7%	7.9%	6.3%	7.1%	0.4%	1.3%	0.9%	0.5%	1.7%	1.1%	11.8%	7.5%	9.7%
2021	17.3%	9.6%	13.4%	11.8%	9.0%	10.4%	0.6%	1.7%	1.1%	0.6%	2.1%	1.4%	15.6%	9.1%	12.3%

Sources: Mid-year population estimates (Stats SA, 2021); Statistics on Post-School Education and Training in South Africa (DHET: 2019a, 2020a, 2021a, 2022a and 2023a).





# higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

