



STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA

2024



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



STATISTICS ON POST-SCHOOL EDUCATION AND TRAINING IN SOUTH AFRICA: 2024

RELEASED IN **MAY 2026**



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

123 Francis Baard Street
Pretoria
South Africa

Private Bag X174
Pretoria
0001
Tel.: 0800 87 22 22

Published by the Department of Higher Education and Training.
www.dhet.gov.za

© Department of Higher Education and Training, 2026.

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

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

ISBN: 978-1-83491-799-3

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



Enquiries:

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

Email: HETIS.Officer@dhet.gov.za



FOREWORD

It is my pleasure to present the 15th series of the *2024 Statistics on Post-School Education and Training in South Africa*, which is an annual report published by the Department of Higher Education and Training (the Department). Effective policy depends on reliable data, and this report provides a comprehensive overview of the Post-School Education and Training (PSET) sector, tracking key measures of access and success, including student enrolment, completion, along with additional performance data across both public and private PSET institutions. By monitoring these trends, we can better assess the impact of our interventions on expanded opportunities and improved system responsiveness.

The report also covers staffing levels at PSET institutions, Workplace-Based Learning (WBL) and key financial indicators including funding by the National Skills Fund (NSF), National Student Financial Aid Scheme (NSFAS) and Funza Lushaka, the skills development levy fund and voted funds. It is important to note that data from institutions administered by other government departments and state entities, such as Agricultural and Nursing colleges, are excluded from this report.

Previous editions of the report dating back to 2013 are available on the Department's website at www.dhet.gov.za. The Department encourages the use of data and information presented in this report for strategic planning, budgeting and reporting within the PSET system.

The report serves as an important resource for various stakeholders, including government entities, researchers, policymakers, journalists and the general public. Informed decision making is the key to achieving our strategic vision of “a skilled and capable nation to support an inclusive economic growth path.”

*Feedback and suggestions
for enhancing the report are
encouraged and can be
forwarded to
HETIS.Officer@dhet.gov.za*

Dr SNP Sishi

Director-General: Department of Higher Education and Training
Pretoria, South Africa

ACKNOWLEDGMENTS

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

The Department further acknowledges the cooperation of all institutions and entities that participated in the data collection processes that informed this report. The statistical data presented in this report excludes data from institutions administered by other government departments and state entities.

TABLE OF CONTENTS

LIST OF TABLES	vii
LIST OF FIGURES	x
LIST OF ACRONYMS AND ABBREVIATIONS	xi
1. INTRODUCTION	1
2. SUMMARY OF FINDINGS	3
3. THE PROVISIONING OF POST-SCHOOL EDUCATION AND TRAINING: A STATISTICAL OVERVIEW	6
4. HIGHER EDUCATION INSTITUTIONS	8
4.1 OVERVIEW OF PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)	8
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)	9
4.2.1 Introduction	9
4.2.2 Enrolment in public Higher Education Institutions (HEIs)	9
4.2.3 Graduates from public Higher Education Institutions (HEIs)	19
4.2.4 Staffing in Public Higher Education Institutions (HEIs)	25
4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)	26
4.3.1 Introduction	26
4.3.2 Enrolment in Private Higher Education Institutions	27
4.3.3 Graduates from Private Higher Education Institutions (PHEIs)	34
4.3.4 Staffing in Private Higher Education Institutions (PHEIs)	38
5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES	39
5.1 OVERVIEW OF TVET COLLEGES	39
5.1.1 Enrolment of students in TVET colleges	40
5.1.2 Overview of the TVET sector by province	44
5.1.3 Enrolment in TVET colleges by qualification levels and programmes	45
5.1.4 Examination results in TVET colleges	48
6. COMMUNITY EDUCATION AND TRAINING COLLEGES	57
6.1 OVERVIEW OF CET COLLEGES	57
6.1.1 Enrolment of students in CET colleges	59
6.1.2 Enrolment per CET college	62
6.1.3 Examination results in CET colleges	63
6.1.4 Staffing in CET colleges	68
7. PRIVATE COLLEGES	70
7.1 OVERVIEW OF PRIVATE COLLEGES	70
7.1.1 Enrolment of students in private colleges	71
7.1.2 Enrolment in private colleges by province	77
7.1.3 Examination results in private colleges	78
7.1.4 Staffing in private colleges	84

8. SECTOR EDUCATION AND TRAINING AUTHORITY (SETA)-SUPPORTED LEARNING PROGRAMMES	85
8.1. INTRODUCTION	85
8.2. REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES	86
8.2.1 Workers registered for SETA-supported learning programmes	88
8.2.2 Workers certificated in SETA-supported learning programmes	89
8.2.3 Unemployed persons registered for SETA-supported learning programmes	90
8.2.4 Unemployed persons certificated in SETA-supported learning programmes	92
8.3. ARTISANS	93
8.3.1 Introduction	93
8.3.2 Learners entering artisanal learning programmes	94
8.3.3 Learners completing artisanal learning programmes	97
9. FUNDING IN THE POST-SCHOOL EDUCATION AND TRAINING SECTOR	101
9.1 INTRODUCTION	101
9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS	102
9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)	105
9.3.1 Introduction	105
9.3.2 NSFAS beneficiaries and amounts provided	105
9.3.3 Funza Lushaka bursary scheme	108
9.4 THE SKILLS DEVELOPMENT LEVY	109
9.4.1 Introduction	109
9.4.2 Distribution of the Skills Development Levy	110
9.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)	112
9.5.1 Introduction	112
9.5.2 Number of projects and beneficiaries supported by the NSF	113
9.5.3 NSF infrastructure grants	116
10. APPENDIX: STATISTICAL TABLES	117
11. EXPLANATORY NOTES	130
11.1 INTRODUCTION	130
11.2 SCOPE	130
11.3 METHODOLOGY	130
11.4 RESPONSE RATES	131
12. GLOSSARY	132
13. CONTACT DETAILS	142

LIST OF TABLES

Table 3.1:	Overview of Post-School Education and Training institutions and student enrolment, 2024	6
Table 4.1:	Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2024	10
Table 4.2:	Number of students enrolled in public HEIs by gender, field of study and qualification type, 2024.....	11
Table 4.3:	Number of students enrolled in public HEIs by qualification type and age group, 2024	15
Table 4.4:	Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2024	17
Table 4.5:	Number of students enrolled in public HEIs by primary disability and gender, 2024	19
Table 4.6:	Number of graduates from public HEIs by gender, field of study and qualification type, 2024	21
Table 4.7:	Number of graduates from public HEIs by qualification type and age group, 2024.....	21
Table 4.8:	Number of permanent staff in public HEIs, by population group, personnel category and gender, 2024	25
Table 4.9:	Number of students enrolled in PHEIs by gender, 2011 – 2024	27
Table 4.10:	Number of students enrolled in PHEIs by qualification type, 2018 – 2024	28
Table 4.11:	Number of students enrolled in PHEIs by NQF field, 2024	29
Table 4.12:	Number of students enrolled in PHEIs by NQF field and gender, 2024	30
Table 4.13:	Number of students enrolled in PHEIs by population group and nationality, 2011 – 2024	31
Table 4.14:	Number of students enrolled in PHEIs by age group and gender, 2024	32
Table 4.15:	Number of foreign national students enrolled in PHEIs by country and qualification type, 2024	33
Table 4.16:	Number of graduates from PHEIs, by qualification type, 2018 – 2024	34
Table 4.17:	Number of graduates from PHEIs, by qualification type and population group, 2024	35
Table 4.18:	Number of graduates from PHEIs, by qualification type and age group, 2024	36
Table 4.19:	Number of graduates from PHEIs, by qualification type and gender, 2024	36
Table 4.20:	Number of graduates from PHEIs, by NQF field and gender, 2024	37
Table 4.21:	Number of staff in PHEIs by employment period and personnel categories, 2024	38
Table 5.1:	Enrolment cycle count in TVET colleges, 2010 – 2024	41
Table 5.2:	Enrolment cycle count of students in TVET colleges by qualification category and age group, 2024.....	43
Table 5.3:	Enrolment cycle count of students in TVET colleges by qualification category and population group, 2024	43
Table 5.4:	Enrolment cycle count of students in TVET colleges by qualification category and gender, 2024	44
Table 5.5:	Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2024	44
Table 5.6:	Enrolment cycle count of students in TVET colleges by qualification category and province, 2024.....	45
Table 5.7:	Enrolment cycle count of students in TVET colleges for NC(V) programmes by level and gender, 2024	45
Table 5.8:	Enrolment cycle count of students in TVET colleges for NC(V) Level 4 programmes by gender, 2024	46
Table 5.9:	Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2024	47
Table 5.10:	Enrolment cycle count of students in TVET colleges for N6 Report 191 programmes by gender, 2024	47
Table 5.11:	Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2024	49
Table 5.12:	Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2024	49
Table 5.13:	Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2024	50
Table 5.14:	Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 partqualifications for Engineering Studies by province, 2024	51
Table 5.15:	Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 partqualifications for Business Studies by province, 2024	52

Table 5.16: Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2024	53
Table 5.17: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 partqualification, by programme and gender, 2024	55
Table 6.1: Number of students enrolled in CET colleges by programme, 2019-2024	59
Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2024	60
Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2024	61
Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2024	61
Table 6.5: Number of students in CET colleges, by college and programme, 2024	62
Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 - 2024	63
Table 6.7: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2024	64
Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, by province and gender, 2024	65
Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2024	66
Table 6.10: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Language, 2024	67
Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2024	68
Table 6.12: Number of staff in CET colleges, by staff category and population group, 2024	69
Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2024	73
Table 7.2: Number of students enrolled in private colleges by qualification category and age group, 2024	73
Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2024	74
Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2024	74
Table 7.5: Number of foreign national students enrolled in private colleges by country, 2024	75
Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2024	76
Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2024	76
Table 7.8: Number of students in private colleges by qualification category and province, 2024	77
Table 7.9: Number of students and lecturers in private colleges by province, 2024	78
Table 7.10: Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2024	79
Table 7.11: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2024	80
Table 7.12: Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 partqualifications for Engineering Studies, 2024	80
Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 partqualification for Engineering Studies, 2024	81
Table 7.14: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part qualifications for Business Studies, 2024	81
Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2024	82
Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 partqualification, by programme and gender, 2024	83
Table 7.17: Number of staff in private colleges, by personnel category and gender, 2024	84
Table 8.1: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2024/25	86
Table 8.2: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2024/25	87

Table 8.3:	Number of workers registered for learnerships by SETA, 2024/25	88
Table 8.4:	Number of workers certificated in learnerships by SETA, 2024/25	89
Table 8.5:	Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2024/25	90
Table 8.6:	Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2024/25	92
Table 8.7:	Number of learners entering artisanal learning programmes, by sector, 2011/12 – 2024/25	94
Table 8.8:	Number of learners entering artisanal learning programmes, by province and gender, 2024/25	95
Table 8.9:	Number of learners entering artisanal learning programmes, by Special Infrastructure Projects	96
Table 8.10:	Number of learners completing artisanal learning programmes by sector, 2011/12 – 2024/25	97
Table 8.11:	Number of learners completing artisanal learning programmes, by province and gender, 2024/25	98
Table 8.12:	Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills, population group and gender, 2024/25	99
Table 8.13:	Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2024/25	100
Table 9.1:	Funding for key Post-School Education and Training Institutions, 2011/12 – 2024/25	102
Table 9.2:	Total funding allocated to TVET colleges, 2011/12 - 2024/25	103
Table 9.3:	Total funding allocated to CET colleges, 2011/12 - 2024/25	104
Table 9.4:	Number of students who received loans/bursaries from NSFAS and amount provided, by sub-sector, 2011 – 2024	105
Table 9.5:	Number of students who received loans/bursaries from NSFAS by gender, 2011 – 2024	106
Table 9.6:	Number of public HEIs students who received Funza Lushaka bursaries by gender and amount provided, 2011 – 2024	108
Table 9.7:	Distribution of the Skills Development Levy, 2011/12 – 2024/25	110
Table 9.8:	Distribution of the Skills Development Levy to SETAs by grant type, 2011/12 – 2024/25	111
Table 9.9:	Number of NSF supported projects and beneficiaries/learners funded by province, 2013/14 – 2024/25	113
Table 9.10:	Number of NSF beneficiaries/learners funded by gender, 2016/17 – 2024/25	114
Table 9.11:	Number of NSF beneficiaries/learners funded by area type, 2016/17 – 2024/25	114
Table 9.12:	Distribution of NSF funding across key projects and number of beneficiaries/learners, 2013/14 – 2024/25	115
Table 9.13:	Distribution of NSF infrastructure budget, 2012/13 – 2024/25	116
Table 10.1:	Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2024	117
Table 10.2:	Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2024	118
Table 10.3:	Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 – 2024	119
Table 10.4:	Full-Time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2024	120
Table 10.5:	Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2024	121
Table 10.6:	Summaries of graduation rates in public HEIs by qualification type and institution, 2024	122
Table 10.7:	Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2024	123
Table 10.8:	Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2024	124
Table 10.9:	Number and percentage of permanent staff in public HEIs. by population group, gender, personnel categories and institution, 2024	125
Table 10.10:	Enrolment cycle count of students in TVET colleges by college and qualification category, 2024	126
Table 10.11:	Funding allocated for public HEIs, by institution, 2019/20 - 2024/25	127
Table 10.12:	Funding allocated for TVET colleges, by college name, 2019/20 - 2024/25	128
Table 10.13:	Funding allocation for CET colleges, by college name, 2019/20 - 2024/25	129

LIST OF FIGURES

Figure 3.1:	Percentage distribution of student enrolments in Post-School Education and Training institutions, 2024	6
Figure 3.2:	Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2014-2024	7
Figure 4.1:	Number of students enrolled in public and private HEIs, 2010 – 2024	8
Figure 4.2:	Number of students enrolled in public HEIs by attendance mode, 2010 – 2024.....	9
Figure 4.3:	Proportion of student enrolment in public HEIs, by attendance mode and gender, 2024	10
Figure 4.4:	Number of students enrolled in public HEIs by major field of study, 2010 – 2024	12
Figure 4.5:	Proportion of students enrolled in public HEIs by major field of study, 2024	13
Figure 4.6:	Number of students enrolled in public HEIs by qualification type, 2010 – 2024	14
Figure 4.7:	Proportion of students enrolled in public HEIs by qualification type, 2024	15
Figure 4.8:	Number of first-time undergraduate students enrolled in public HEIs, 2010 – 2024	16
Figure 4.9:	Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2024	18
Figure 4.10:	Number of graduates from public HEIs by major field of study, 2010 – 2024	19
Figure 4.11:	Number of graduates from public HEIs by qualification type, 2010 – 2024	20
Figure 4.12:	Average graduation rates in public HEIs by qualification type, 2024	22
Figure 4.13:	Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2010 – 2024	23
Figure 4.14:	Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2010 – 2024	24
Figure 4.15:	Number of students enrolled in PHEIs by gender, 2011 – 2024	27
Figure 4.16:	Proportion of students enrolled in PHEIs by gender, 2011 – 2024	28
Figure 5.1:	Enrolment cycle count in TVET colleges, 2010-2024	40
Figure 5.2:	Proportion of enrolment cycle count in TVET colleges by qualification category, 2010-2024	42
Figure 6.1:	Proportion of students enrolled in CET colleges by programme, 2019-2024	59
Figure 6.2:	Proportion of students enrolled in CET colleges by gender and age group, 2024	62
Figure 7.1:	Number of students enrolled in private colleges, 2010 – 2024	71
Figure 7.2:	Number of students enrolled in private colleges by qualification category, 2010 – 2024	72
Figure 9.1:	Number of students who received loans/bursaries from NSFAS, 2011 – 2024	107



LIST OF ACRONYMS AND ABBREVIATIONS

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



MERSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority
MQA	Mining Qualifications Authority
NAD	National Artisan Development
NADSC	National Artisan Development Support Centre
NAMB	National Artisan Moderation Body
NATED	National Technical Education
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NEET	Not in Employment, Education or Training
NGP	New Growth Path
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OFO	Organising Framework for Occupations
OQSF	Occupational Qualifications Sub-Framework
PED	Provincial Education Department
PFMA	Public Finance Management Act
PhD	Doctor of Philosophy
PHEI	Private Higher Education Institution
PIVOTAL	Professional, Vocational, Technical and Academic Learning Programmes
PLP	Pre-Vocational Learning Programme
PSET	Post -School Education and Training
PSETA	Public Service Sector Education and Training Authority
QCTO	Quality Council for Trades and Occupations
SADC	Southern African Development Community
SAPSE	South African Post-Secondary Education
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SASSETA	Safety and Security Sector Education and Training Authority
SDA	Skills Development Act
SDL	Skills Development Levy
SDLA	Skills Development Levies Act
SDPs	Skills Development Providers
SERVICES SETA	Services Sector Education and Training Authority
SET	Science, Engineering and Technology
SETA	Sector Education and Training Authority
SETMIS	Skills Education and Training Management Information System



SNE	Special Needs Education
SIPs	Special Infrastructure Projects
SOP	Standard Operating Procedure
SSPs	Sector Skills Plans
TETA	Transport Education and Training Authority
TVET	Technical and Vocational Education and Training
TVETMIS	Technical and Vocational Education and Training Management Information System
UNISA	University of South Africa
WBL	Workplace-Based Learning
W&RSETA	Wholesale and Retail Sector Education and Training Authority



1. INTRODUCTION

The Department of Higher Education and Training (the Department) plays a central role in developing the skills and capabilities required to support inclusive economic growth, social development and national transformation in South Africa. Through the Post-School Education and Training (PSET) system, the Department seeks to expand access to education and training opportunities, improve the quality and relevance of programmes offered, and strengthen the contribution of the sector to employment creation and sustainable development. In pursuit of these objectives, the following medium-term outcomes have been identified:

- a) Improved energy security and a just energy transition;
- b) Increased employment and work opportunities;
- c) Improved education outcomes and skills;
- d) Social cohesion and nation building; and
- e) A capable and professional public service.

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

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

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

- a) The Higher Education Management Information System (HEMIS), which contains data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) Unit-Level Record (ULR) data submitted by the Technical and Vocational Education and Training colleges to the Department, which contains student enrolment data;
- d) Community Education and Training Management Information System (CETMIS) for student enrolment data and Annual Survey data which contain staff data for CET colleges;
- e) Annual Survey data submitted to the Department which contains data for registered private colleges;
- f) The National Examinations Database, which contains administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the N part-qualifications;

¹ Previous reports of this nature would have made reference to FET colleges (now renamed TVET colleges), and AET Centres (now renamed Community Education and Training colleges), in terms of the Continuing Education and Training, 2006 (Act No. 16 of 2006), Government Gazette No. 36271.

- g) ULR data submitted to the Department by the Sector Education and Training Authorities (SETAs);
- h) Data provided to the Department by the National Artisan Development Support Centre (NADSC);
- i) Data provided to the Department by the NSF;
- j) Data extracted from the DHET levy system; and
- k) Data obtained from NSFAS Annual Reports and NSFAS database.

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

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

2. SUMMARY OF FINDINGS

Post-School Education and Training Institutions

In 2024, the Post-School Education and Training system had 369 institutions namely: 26 public Higher Education Institutions, 138 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 146 registered private colleges and 9 Community Education and Training (CET) colleges.

Enrolment in Post-School Education and Training Institutions

- a) In 2024, over 1.4 million students enrolled in public and private HEIs, with public HEIs accounting for the majority (1 115 580) of enrolments while private HEIs enrolled 313 186 students. The target in the National Development Plan (NDP) is 1.6 million enrolments by 2030.
- b) Of the 2024 public HEIs enrolments, nearly two thirds of students (64.7% or 721 803) were enrolled through contact mode of learning, while 35.3% (393 777) chose distance mode.
- c) Enrolment in TVET colleges reached 560 446 in 2024, reflecting a 0.6% or 3 643 decrease when compared with that of 2023 (564 089). This number reflects a count of students enrolled in each enrolment cycle (there are six enrolment cycles at TVET colleges). The NDP indicates that headcount enrolment in TVET colleges should reach 2.5 million by 2030.
- d) A total of 128 541 students were enrolled in CET colleges in 2024, representing an increase of 7.0% (8 460) compared to enrolments recorded in 2023 (120 081). The NDP has set a target of 1 million students in this subsector by 2030.
- e) In 2024, private colleges enrolled a total of 65 374 students. However, this figure reflects enrolments from only 100 of the 146 private colleges registered with the Department in 2024. The number of registered private colleges has fluctuated over time. It is important to note that in terms of Communiqué 1 of 2020, Skills Development Providers offering occupational qualifications and part-qualifications on the Occupational Qualifications Sub-Framework (OQSF) are no longer required to register with the Department. Instead, they must be accredited by the Quality Council for Trades and Occupations (QCTO) or its delegated Quality Assurance Partners.

Public and Private Higher Education Institutions Graduates

- a) There were 237 571 graduates in public HEIs in 2024, which reflects a 7.6% (16 813) increase when compared with the number of graduates reported in 2023 (220 758). SET (29.1% or 69 058) field, followed by Business and Management (26.3% or 62 583) and Other Humanities (26.2% or 62 300), while the lowest proportion of graduates were in Education (18.4% or 43 630). The majority obtained undergraduate degrees (42.3% or 100 553), followed by undergraduate certificates and diplomas (23.8% or 56 535), and postgraduate below Master's Level (17.3% or 41 200).
- b) The number of graduates of doctoral degrees in 2024 was 3 973, and this was 9.8% (353) higher when compared with 2023 (3 620). The Department planned to produce 4 300 PhD graduates by 2024, and the current number fell short by 327 graduates.
- c) Graduates from private HEIs reached 69 616 in 2024, an increase of 14.3% (8 689) when compared to 60 927 graduates in 2023.

² National Development Plan, November 2011.

- d) The majority of graduates obtained a Higher Certificate (120-credits) qualification (18 970 or 27.2%), and Bachelor's Degree (360-credits) qualification (18 481 or 26.5%), while fewer graduates obtained Doctoral and Diploma (240-credits) qualifications (62 and 166 respectively).

TVET Colleges' Completion Rates

- a) A total of 51 237 students completed N3, N6 and NC(V) Level 4 in TVET colleges in 2024, which are key exit levels in this sector. The corresponding completion rates were 47.1% for N3, 63.9% for N6, and 66.8% for NC(V) Level 4.
- b) At N6 level, Business Studies recorded a higher number of completions (31 896), resulting in a completion rate of 68.1%, while 3 802 students completed N6 Engineering Studies translating to a completion rate of 42.0%.

CET Colleges' Completion Rates

- a) A total of 11 652 students completed the GETC: ABET Level 4 qualification in 2024, resulting in a national completion rate of 39.0%.
- b) Only three provinces recorded completion rates above the national average, with KwaZulu-Natal leading at 50.1%, followed by Mpumalanga (42.5%) and Eastern Cape (41.9%).

Private Colleges' Completion Rates

- a) In 2024, a total of 12 054 students in the private college sector completed key exit levels (N3, N6, and NC(V) Level 4). The completion rates were 50.3% for N3, 57.1% for N6, and 46.6% for NC(V) Level 4.
- b) At N6 level, Business Studies recorded 5 474 completions, resulting in a 63.3% completion rate, which was higher than N6 Engineering Studies, where 1 601 students completed the qualification, translating to a completion rate of 42.9%.

Sector Education and Training Authority (SETA)-Supported Learning Programmes

- a) There were 187 372 learners registered for SETA-supported learning programmes during the 2024/25 financial year, which was 25.8% (38 412) higher than registrations recorded in the 2023/24 financial year (148 960).
- b) Over half of the learners registered for skills programmes (54.3% or 101 784), while 38.6% (72 382) were in learnerships, and the remaining 7.0% (13 206) were in internships.
- c) The total number of certifications for SETA-supported learning programmes during the 2024/25 financial year was 105 078, which was 24.9% (20 973) higher when compared with the 2023/24 financial year (84 105).
- d) The majority of certifications were in skills programmes (56.9% or 59 759) followed by learnerships (34.3% or 36 053), with internships constituting a smaller proportion (8.8% or 9 266).
- e) During the 2024/25 financial year, 22 094 learners entered artisanal learning programmes, with the majority (84.8% or 18 725 learners) enrolled in occupations classified as Special Infrastructure Projects (SIPs) scarce skills (i.e. occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012).
- f) During the 2024/25 financial year, 16 133 learners completed their artisanal learning programmes, with 88.6% (14 288) completing programmes under SIPs scarce skills.

National Student Financial Aid Scheme (NSFAS)

- a) NSFAS allocated R50.5 billion for student funding during the 2024 academic year, which was R5.9 billion (13.3%) higher than what was allocated in 2023 (R44.6 billion).
- b) The number of students who benefitted from NSFAS funding was 812 618 in 2024, representing a 6.4% (48 862) increase when compared with the number of beneficiaries in 2023 (763 756).
- c) The number of students who benefitted from NSFAS was higher for public HEIs (549 190 or 67.6%) as compared with TVET colleges (263 428 or 32.4%).

The Funza Lushaka Bursary Scheme

- a) A total of 9 612 students were awarded Funza Lushaka bursaries in 2024, which are aimed at assisting students who enrolled in the education field of study. The number of beneficiaries was 16.4% (1 892) lower than the 11 504 recorded in 2023.
- b) The total amount allocated for this bursary was R1.06 billion, which was 12.4% (R160.9 million) lower when compared with 2023 (R1.22 billion).

The Skills Development Levy Fund

- a) During the 2024/25 financial year, R24.1 billion was collected through the skills levy system. In line with the Skills Development Act, R4.8 billion was allocated to the National Skills Fund (NSF) while R19.3 billion was disbursed to Sector Education and Training Authorities (SETAs).
- b) Of the R19.3 billion allocated to SETA, R11.9 billion was spent on discretionary grants, R2.5 billion went towards administrative costs, and R4.8 billion was paid back to levy-paying firms in the form of mandatory grants.

National Skills Fund

- a) During the 2024/25 financial year, the NSF supported 280 skills development projects, benefiting 63 608 beneficiaries.
- b) The number of beneficiaries in 2024/25 financial year was 104.3% (32 473) higher than the 31 135 beneficiaries recorded in 2023/24 financial year.
- c) In the 2024/25 financial year, the NSF allocated R5.9 billion to skills development interventions, representing a 27.8% increase (R1.3 billion) compared to the R4.6 billion disbursed in 2023/24.
- d) The largest portion of NSF disbursements in the 2024/25 financial year was directed towards support to NGP (public and private), accounting for 51.7% (R3.0 billion) of total disbursements. This was followed by bursaries (29.7% or R1.7 billion) and other national priorities (10.6% or R620.1 million). The smallest allocation was for support to IPAP (public), which accounted for 1.2% (R70.8 million).

Funding of Key Post-School Education and Training Institutions

- a) The total funding allocated to public HEIs, TVET colleges and CET colleges during the 2024/25 financial year was R62.97 billion, and this was 6.0% (R3.54 billion) higher than what was allocated in 2023/24 (R59.43 billion).
- b) A larger proportion of the R62.97 billion allocated during the 2024/25 financial year was transferred to public HEIs (R47.48 billion), followed by TVET colleges (R12.40 billion), and the least amount was allocated to CET colleges (R3.10 billion).



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

A wide range of Post-School Education and Training (PSET) programmes are offered in South Africa through public and private Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges and private colleges as well as registration and certification for SETA-supported Workplace-Based Learning (WBL) programmes. This section focuses on the number of institutions and students enrolled, as well as trends in enrolment shares across various sub-sectors over time.

Table 3.1: Overview of Post-School Education and Training Institutions and student enrolment, 2024

	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	137	163	50	9	146	205	368
Number of students enrolled	1 115 580	313 186	1 428 766	560 446	128 541	65 374	754 381	2 183 147

Sources:

2024 HEMIS database, data extracted in October 2025.

Annual report submitted by private HEIs to DHET for the 2024 year of reporting.

2024 TVET College Enrolment, December 2025.

2024 Private Annual Survey, 13 January 2026.

CETMIS 2024, data extracted in February 2026.

Note 1: Private and public Higher Education Institutions figures were audited.

Note 2: The number of private colleges shown in Table 3.1 reflects the number of institutions registered with the Department.

Note 3: On 01 April 2015, AET centres merged into nine, and the erstwhile AET centres became Community Learning Centres (CLC) under the respective nine community colleges, one per province.

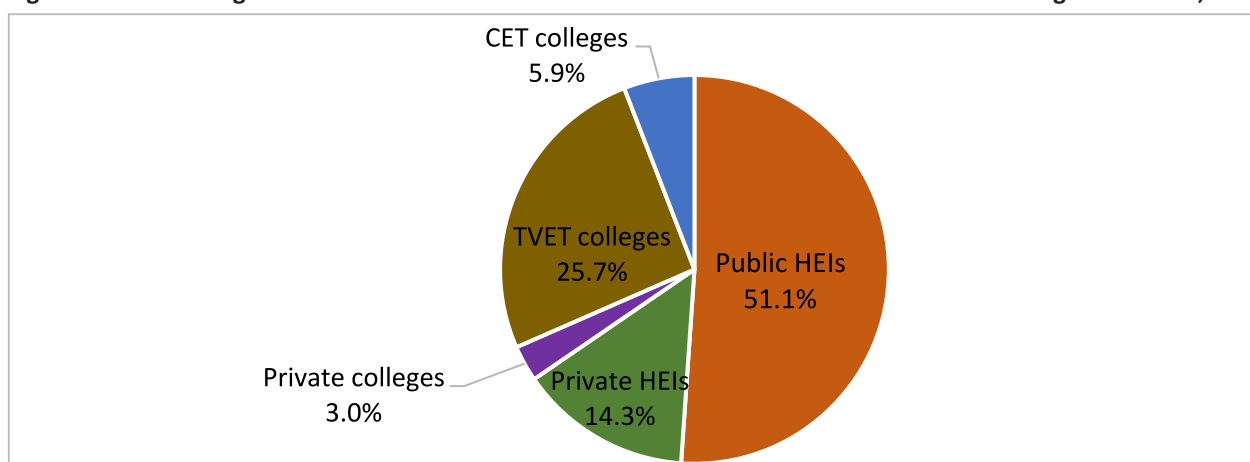
Note 4: Students in TVET colleges are counted once in every enrolment cycle i.e. annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects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

Note 5: Total enrolment for CET colleges is based on a response rate of 78.8%.

Note 6: Total enrolment for private colleges is based on a response rate of 77.4%.

The number of registered and established PSET institutions was 368 in 2024, of which 85 were public institutions, comprising 26 public HEIs, 50 TVET colleges and 9 CET colleges. The remaining 283 institutions were private institutions, consisting of 137 private HEIs and 146 private colleges registered with the Department.

Figure 3.1: Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2024



Sources:

2024 HEMIS database, data extracted in October 2025.

Annual report submitted by private HEIs to DHET for the 2024 year of reporting.

2024 TVET College Enrolment, December 2025.

2024 Private Annual Survey, 13 January 2026.

CETMIS 2024, data extracted in February 2026.

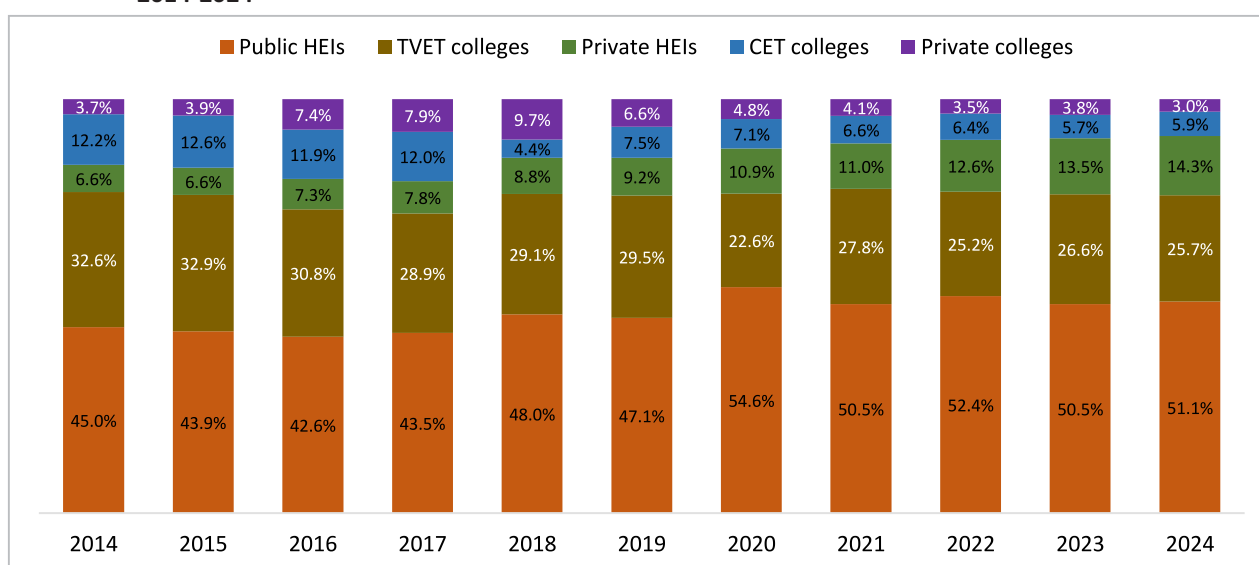
Note: Figure 3.1 reflects enrolment in both public and private institutions.



More than half of all students enrolled in PSET institutions were in public HEIs (51.1%), followed by TVET colleges (25.7%) and private HEIs (14.3%). The smallest proportions were recorded in CET colleges (5.9%) and private colleges (3.0%).

As shown in Figure 3.2, public HEIs consistently accounted for the largest share of enrolments over the past eleven years, increasing from 44.4% in 2014 to 51.1% in 2024. TVET colleges had the second largest share, however, their proportion declined from 32.6% in 2014 to 25.7% in 2024. Even though enrolment in private HEIs ranked third between 2019 and 2024, their contribution to total enrolments increased from 6.6% in 2014 to 14.3% in 2024.

Figure 3.2: Percentage distribution of student enrolments in Post-School Education and Training Institutions, 2014-2024



Sources:

2024 HEMIS database, data extracted in October 2025.

Annual report submitted by private HEIs to DHET for the 2024 year of reporting.

2024 TVET College Enrolment, December 2025.

2024 Private Annual Survey, 13 January 2026.

CETMIS 2024, data extracted in February 2026.

Note: GETC: ABET Level 4 examination registration data were used as a proxy to report on 2018 enrolments in CET colleges; therefore, the figures do not represent total enrolment in this sub-sector.

4. HIGHER EDUCATION INSTITUTIONS

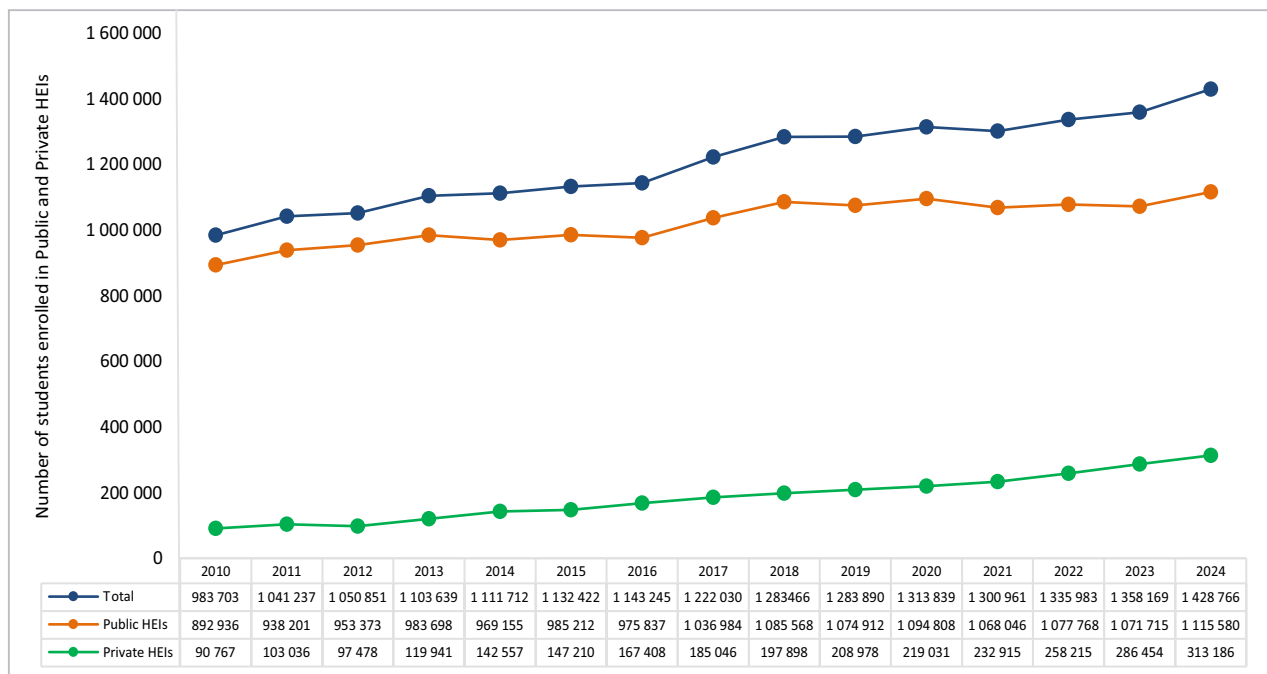
4.1 OVERVIEW OF PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

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

- Educate and equip people with high-level skills to meet the employment needs of the public and private sectors;
- Produce new knowledge, assess and find new applications for existing knowledge; and
- Provide opportunities for social mobility while strengthening equity, social justice, and democracy to deal with the injustices brought about by the apartheid system.

In 2024, the Higher Education sector comprised 26 universities and 137 private Higher Education Institutions (PHEIs). To expand access to university education in Mpumalanga and the Northern Cape, the Department established the University of Mpumalanga and Sol Plaatje University, both of which enrolled students for the first time in 2014. Sefako Makgatho Health Sciences University opened its doors for student enrolments in 2015, and the Department continues to oversee the development of the universities.

Figure 4.1: Number of students enrolled in public and private HEIs, 2010 – 2024



Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2024 HEMIS database, data extracted in October 2025.

Annual report submitted by private HEIs to the DHET for the 2024 year of reporting.

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

Enrolment in both public and private HEIs has shown a steady increase over the past 15 years. In 2024, a total of 1 428 766 students enrolled in this sector, with public HEIs accounting for 78.1% (1 115 580) and private HEIs representing 21.9% (313 186) of the total. The 2024 enrolment represents a 5.2% (70 597) increase when compared to 2023, with private HEIs increasing by 9.3% (26 732), while public HEIs increased by 4.1% (43 865).

Between 2010 and 2024, total enrolment in HEIs increased by 45.2% (445 063). The most substantial growth occurred in private HEIs, where enrolment increased by 245.0% or 222 419, while public HEIs enrolment increased by 24.9% (222 644) in the same period.

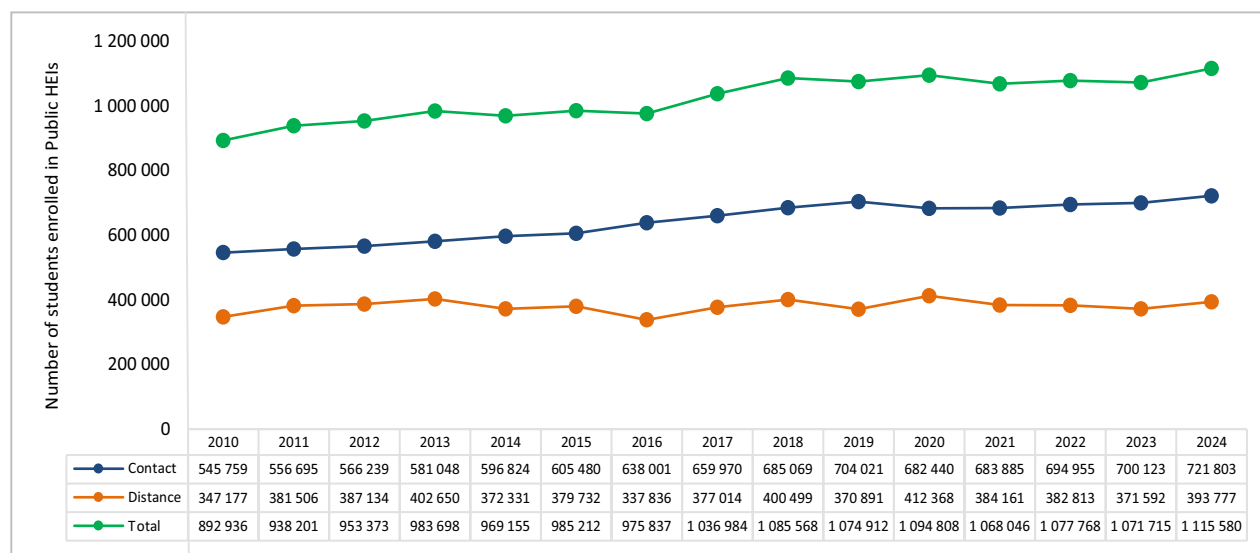
4.2 PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

4.2.1 Introduction

The public Higher Education sector consists of 26 universities, differentiated into eleven (11) general academic universities, nine (9) comprehensive universities and six (6) universities of technology. The statistics reflected in the tables and figures in this section were provided to the Department by public HEIs. The figures can be considered to be reliable since external auditors appointed by public HEIs audited the data prior to it being submitted to the Department.

4.2.2 Enrolment in public Higher Education Institutions (HEIs)

Figure 4.2: Number of students enrolled in public HEIs by attendance mode, 2010 – 2024



Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2024 HEMIS database, data extracted in October 2025.

Note 1: The contact mode of study involves personal interaction with lecturers or supervisors, through, inter alia, lectures, seminars and/or practicals at the premises of the institution.

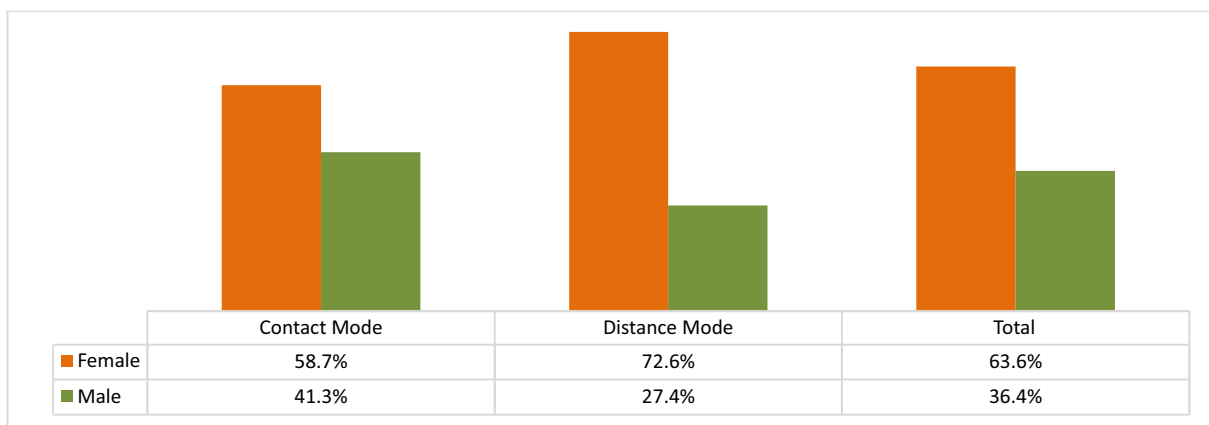
Note 2: The distance mode of study involves interaction with lecturers or supervisors through distance education techniques, such as written correspondence, telematics and/or the internet.

In 2024, total enrolment in public HEIs reached 1 115 580, representing a 4.1% (43 865) increase compared to 2023 enrolment (1 071 715). The growth was primarily driven by an increase in distance mode of learning enrolments, which increased by 6.0% (22 185), while contact mode enrolments increased by 3.1% (21 680) over the same period.

Enrolment in public HEIs continues to be dominated by the contact mode of learning, which in 2024 accounted for 64.7% (721 803) of total enrolment. The remaining 35.3% (393 777) of students were enrolled through the distance mode of learning. This translates to 328 026 more students enrolled through contact mode than distance learning.

Over the period 2010-2024, enrolments in contact mode of learning consistently exceeded those in distance mode. During this period, total student enrolment increased by 24.9% (222 644), driven largely by contact mode of learning, which increased by 32.3% or 176 044, while enrolment in distance mode of learning increased by 13.4% (46 600).

Figure 4.3: Proportion of student enrolment in public HEIs, by attendance mode and gender, 2024



Source: 2024 HEMIS database, data extracted in October 2025.

In 2024, females accounted for 63.6% of total enrolments in public HEIs, while males represented 36.4%. The share of female enrolment exceeded that of males in both contact and distance modes of learning, with the disparity more pronounced in the distance mode, where the proportion of females was 45.1 percentage points higher than that of males.

Table 4.1: Number of students enrolled in public HEIs, by attendance mode, population group and gender, 2024

Population Group	Contact			Distance			Total			
	Female	Male	Unspecified	Female	Male	Unspecified	Female	Male	Unspecified	Total
African	349 056	244 444	224	248 614	91 451	11	597 670	335 895	235	933 800
Coloured	23 327	13 448	51	13 703	5 071	1	37 030	18 519	52	55 601
Indian/Asian	12 512	9 614	20	7 640	3 531	0	20 152	13 145	20	33 317
White	35 726	27 923	143	15 154	7 681	5	50 880	35 604	148	86 632
Unspecified	2 711	2 591	13	572	343	0	3 283	2 934	13	6 230
Total	423 332	298 020	451	285 683	108 077	17	709 015	406 097	468	1 115 580

Source: 2024 HEMIS database, data extracted in October 2025.

Note: "Unspecified" refers to records of students who did not specify gender or population group.

In 2024, over 80% of the students enrolled in public HEIs were African (83.7% or 933 800). Students in the other population groups collectively accounted for 15.7% of total enrolments, i.e. White students (7.8% or 86 632), Coloured students 5.0% (55 601) and Indian/Asian students 3.0% (33 317). Additionally, 0.6% (6 230) of students did not specify their population group.

There were 302 918 more females than males enrolled in public HEIs in 2024. Female students dominated across all population groups, with the largest proportion observed among Coloureds (66.6% females vs 33.3% males). The largest gender disparity was observed in the African population group, where 261 775 more females than males enrolled. The Indian/Asian population group had the smallest gender disparity, with 7 007 more female students compared to males.

The majority of students who enrolled in both contact and distance learning modes were female Africans. The highest gender gap was observed in the distance mode of learning, where 157 163 more African female students enrolled than males. The smallest gender gap was observed among Indian/Asian students enrolled through contact mode of learning, where 2 898 more females than males were enrolled.

Table 4.2: Number of students enrolled in public HEIs by gender, field of study and qualification type, 2024

Qualification Type	Female					Male					Unspecified gender	Total enrolment
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Occasional Students	771	821	189	1 499	3281	793	643	44	627	2107	5	5 393
Undergraduate Certificates and Diplomas	39 978	80 832	13 861	49 240	183 911	40 778	39 683	2 192	21 084	103 737	11	287 659
Undergraduate Degree	95 924	63 632	106 029	129 244	394 829	80 558	40 336	38 283	57 137	216 313	274	611 416
Advanced Diploma and Postgraduate Certificate in Education	5 581	9 914	7 255	2 160	24 910	5 779	5 153	3 716	1 214	15 862	13	40 785
Postgraduate below Master's Level	12 164	16 648	10 271	12 974	52 057	9 109	10 639	3 526	4 943	28 217	43	80 317
Master's Degrees	16 279	6 412	3 496	10 392	36 580	13 389	5 555	1 710	6 011	26 665	82	63 327
Doctoral Degrees	6 367	1 657	1 555	3 869	13 447	6 396	2 060	1 142	3 599	13 196	40	26 683
Total	177 065	179 917	142 655	209 378	709 015	156 802	104 068	50 613	94 614	406 097	468	1 115 580

Source: 2024 HEMIS database, data extracted in October 2025.

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

Note 2: "Unspecified gender" refers to records of students who did not specify their gender.

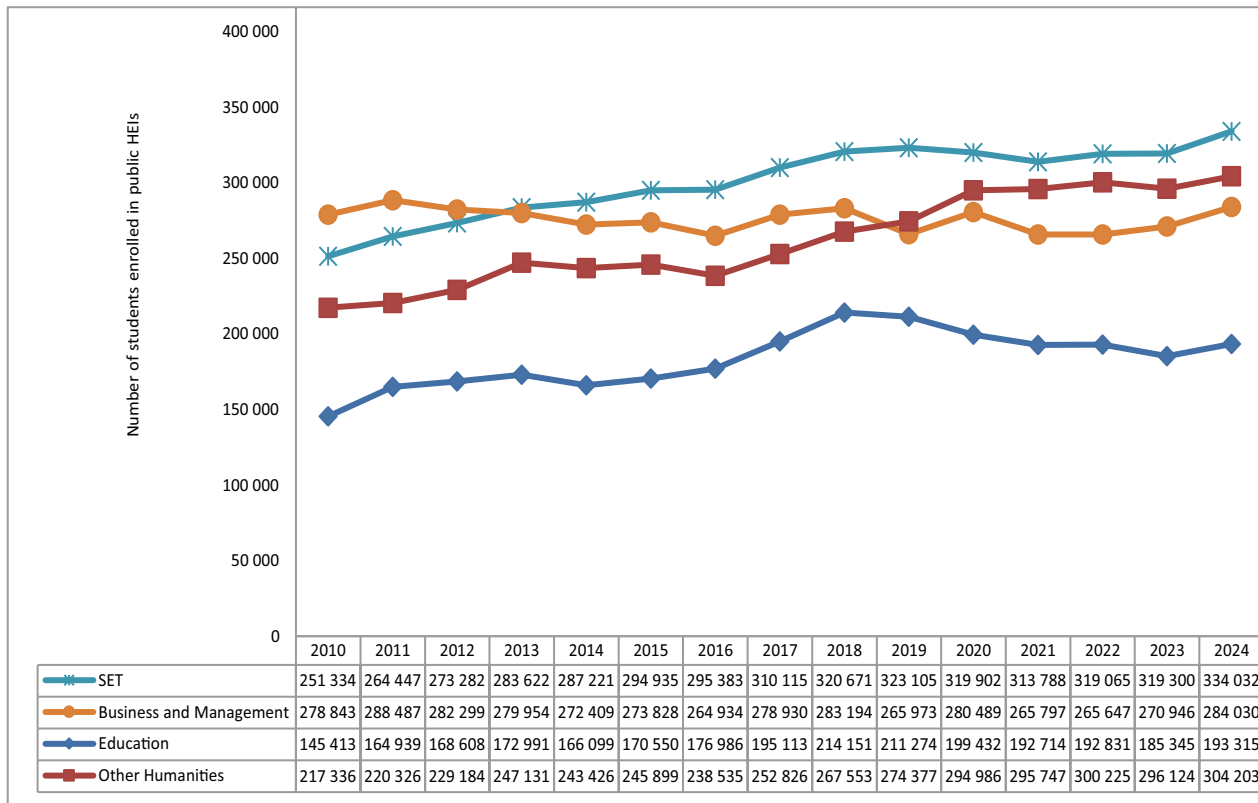
Note 3: "Occasional Students" refers to students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.

Enrolment for females in public HEIs was 709 015 in 2024, which was 302 918 higher than that of males (406 097). Notably, the proportion of female enrolments exceeded 50.0% across all fields of study, with the largest gender disparity observed in the Other Humanities, where 114 764 more female students enrolled than males. Nearly three quarters of the enrolments in the Education field were female (73.8% or 142 655), compared to 26.2% (50 613) male students.

Female enrolment was also higher across all qualification types, and the largest gender disparity was observed in Undergraduate Degree, where 178 516 more females than males were enrolled. The proportion of female enrolment exceeded 60% in most qualification types, except for Master's and Doctoral Degrees where females accounted for 57.8% (36 580) and 50.4% (13 447), respectively.

Although overall female enrolment was higher in all qualification types, male enrolment slightly exceeded that of females within the SET field of study for occasional students, undergraduate certificates and diplomas, advanced diplomas and postgraduate certificates in education and doctoral degrees. There were also more males than females enrolled for doctoral degrees within the Business and Management field of study.

Figure 4.4: Number of students enrolled in public HEIs by major field of study, 2010 – 2024

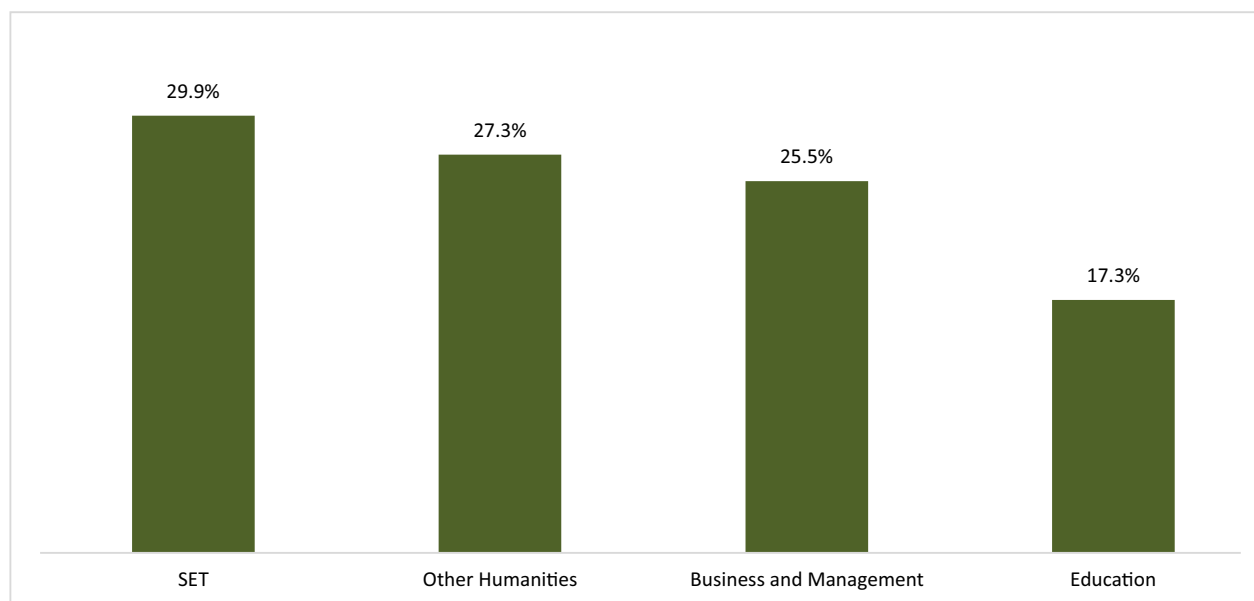


Sources:

Statistics on Post-School Education and Training in South Africa, 2023.
2024 HEMIS database, data extracted in October 2025.

In 2024, the largest number of students were enrolled in the SET field of study (334 032), followed by Other Humanities (304 203), Business and Management (284 030), while the Education field recorded the lowest enrolment (193 315). Between 2023 and 2024, enrolment increased across all fields of study, with the highest growth observed in Business and Management (4.8% or 13 084), followed closely by SET (4.6% or 14 732). The smallest increases were recorded in Education (4.3% or 7 970) and Other Humanities (2.7% or 8 079).

Since 2013, the SET field has consistently recorded the highest enrolment, while Education has remained the lowest since 2010. Over the 2010-2024 period, total enrolment grew by 24.9% (222 644). The most significant growth was in Other Humanities (40.0% or 86 867), followed by SET (32.9% or 82 698) and Education (32.9% or 47 902), while the Business and Management field recorded the lowest increase of 1.9% or 5 187.

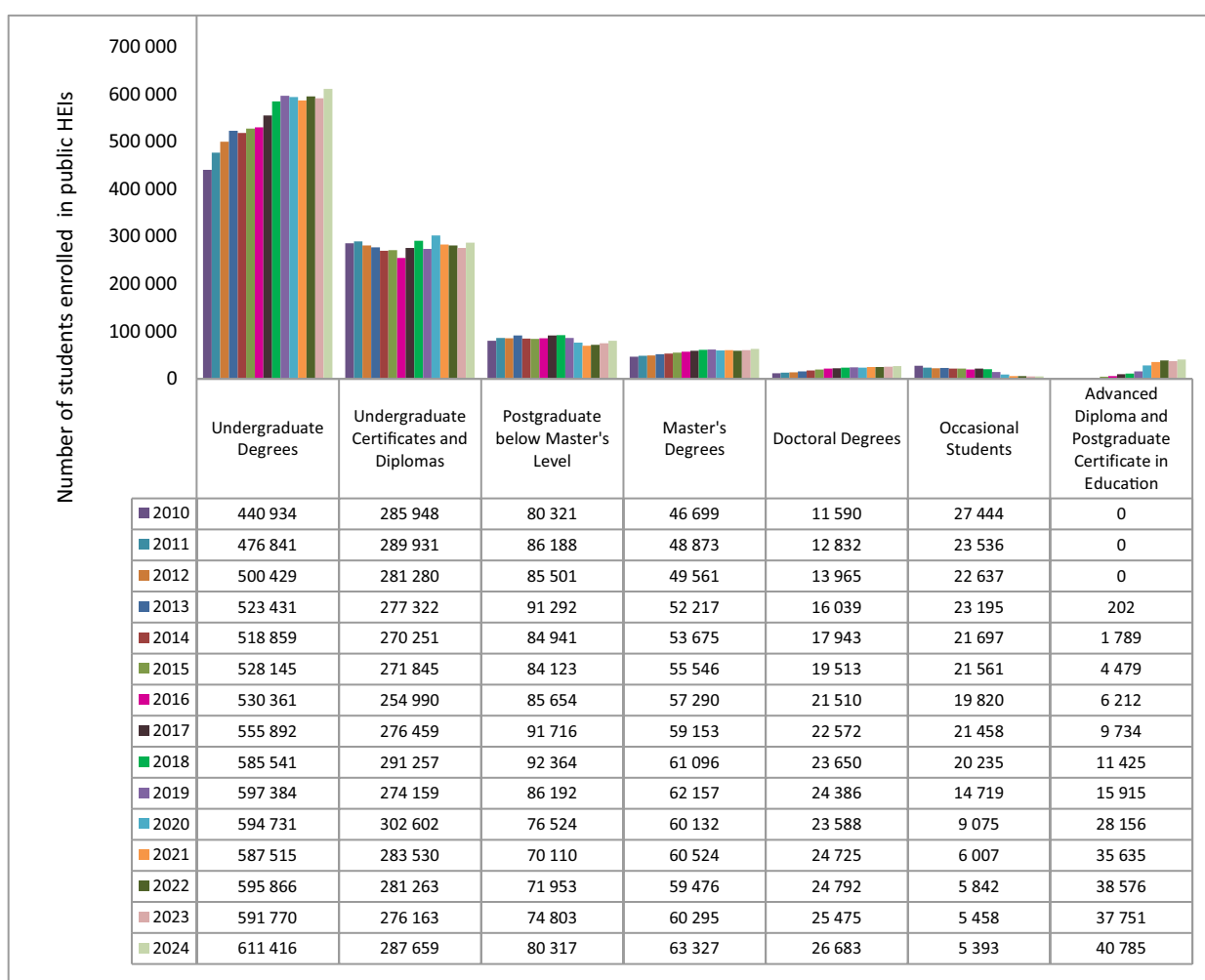
Figure 4.5: Proportion of students enrolled in public HEIs by major field of study, 2024

Source: 2024 HEMIS database, data extracted in October 2025.

In 2024, the largest share of students were enrolled in the SET field of study (29.9%), followed by Other Humanities (27.3%) and Business and Management (25.5%), while the Education field accounted for the smallest share (17.3%).

UNISA accounted for the largest share of enrolments in 2024, with one third of all students (33.3% or 371 757) enrolled at the institution. This was followed by Tshwane University of Technology (5.6% or 62 461), North West University (5.2% or 57 610), University of Johannesburg (4.9% or 54 577) and the University of Pretoria (4.8% or 53 748). The lowest enrolments were recorded at Sol Plaatje University (0.5% or 5 972) and Sefako Makgatho Health Sciences University (0.6% or 6 918).

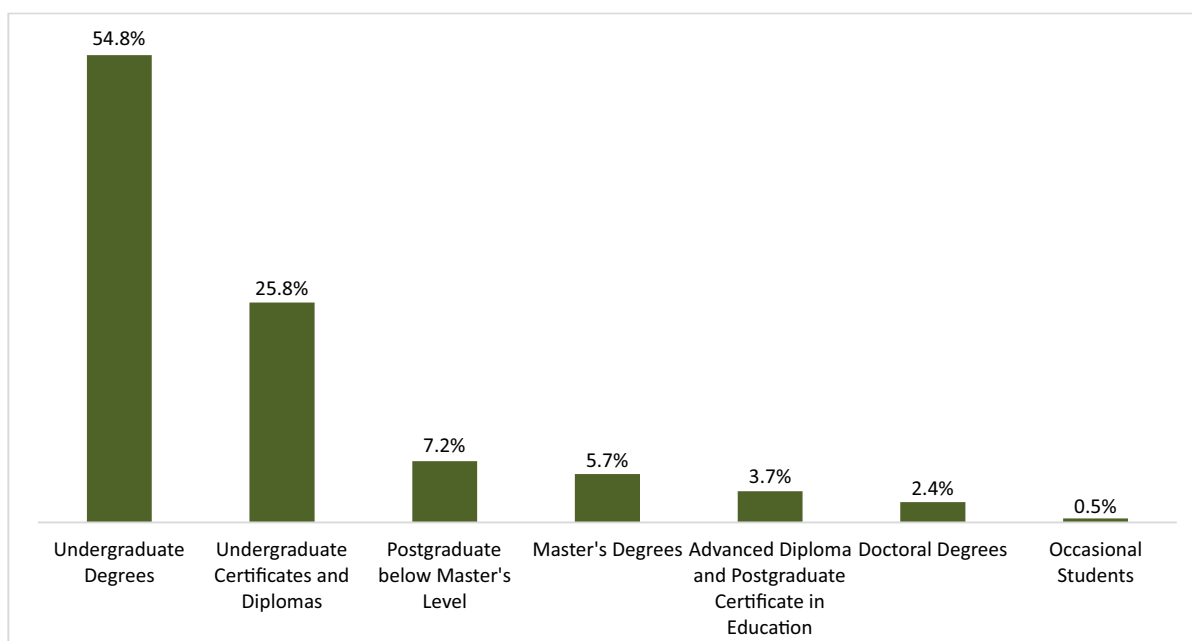
In 2024, UNISA had the highest enrolment across all fields of study, with 133 812 students in Other Humanities, 104 376 in Business and Management, 89 710 in Education, and 43 860 in the SET field of study. Tshwane University of Technology recorded the second largest enrolment in the SET field of study (7.5% or 25 117), while the University of Johannesburg had the second highest enrolment in Business and Management (7.4% or 20 929). North West University ranked second in Education (8.9% or 17 290), while the University of KwaZulu-Natal recorded the second highest enrolment in the Other Humanities field of study (4.8% or 14 732) (see Table 10.1 of the Appendix).

Figure 4.6: Number of students enrolled in public HEIs by qualification type, 2010 – 2024**Sources:***Statistics on Post-School Education and Training in South Africa, 2023.**2024 HEMIS database, data extracted in October 2025.*

In 2024, undergraduate degrees accounted for the largest share of enrolment, with 611 416 students, making up more than half of the total enrolment (see Figure 4.7). This was followed by 287 659 enrolments in undergraduate certificates and diplomas, and 80 317 in postgraduate below Master's Level. Occasional students represented less than one percent of enrolments, with 5 393 students.

Overall enrolment increased between 2023 and 2024 as shown in Figure 4.2. The largest increases were observed in postgraduate below Master's Level (7.4% or 5 514) and advanced diploma and postgraduate certificate in education (8.0% or 3 034). The only decline was among occasional students, which decreased slightly by 1.2% (65).

Throughout the period under review (2010-2024), the majority of public HEIs students were enrolled in undergraduate degrees. Overall enrolment increased during this period, with the largest growth seen in Doctoral degrees (130.2% or 15 093), undergraduate degrees (38.7% or 170 482) and Master's degrees (35.6% or 16 628). Despite this overall growth, enrolment among occasional students declined significantly by 80.3% or 22 051, while postgraduate below Master's Level saw a slight decrease of 0.0% or 4.

Figure 4.7 Proportion of students enrolled in public HEIs by qualification type, 2024

Source: 2024 HEMIS database, data extracted in October 2025.

More than half of enrolments in public HEIs in 2024 were for undergraduate degrees (54.8%), followed by undergraduate certificates and diplomas (25.8%), postgraduate below Master's Level (7.2%) and the lowest proportion were enrolled as occasional students (0.5%).

UNISA enrolled the highest proportion of students in the following qualification types: undergraduate degrees (203 417), undergraduate certificates and diplomas (115 204), postgraduate below Master's Level (27 569), advanced diploma and postgraduate certificate in education (13 111), doctoral degrees (3 810) and occasional students (2 228). For Master's degrees, the University of Witwatersrand had the highest enrolment (8 253), followed by University of South Africa (6 418) and the University of Pretoria (6 322) (see Table 10.1 of the Appendix).

Table 4.3: Number of students enrolled in public HEIs by qualification type and age group, 2024

Qualification Type	≤18 years	19 - 24 years	25 – 29 years	30 – 39 years	40 – 49 years	50 - 59 years	≥60 years	Total
Occasional Students	113	2 064	1 223	1 288	505	164	36	5 393
Undergraduate Certificates and Diplomas	29 597	170 427	49 852	30 937	5 571	1 213	62	287 659
Undergraduate Degrees	89 827	355 276	81 521	62 371	17 867	4 099	455	611 416
Advanced Diploma and Postgraduate Certificate in Education	2	13 075	12 280	10 518	3 570	1 310	30	40 785
Postgraduate below Master's Level	1	25 505	18 672	23 663	10 051	2 242	183	80 317
Master's Degrees	0	11 219	16 795	22 245	9 621	3 071	376	63 327
Doctoral Degrees	0	375	4 572	10 630	6 674	3 558	874	26 683
Total	119 540	577 941	184 915	161 652	53 859	15 657	2 016	1 115 580

Source: 2024 HEMIS database, data extracted in October 2025.

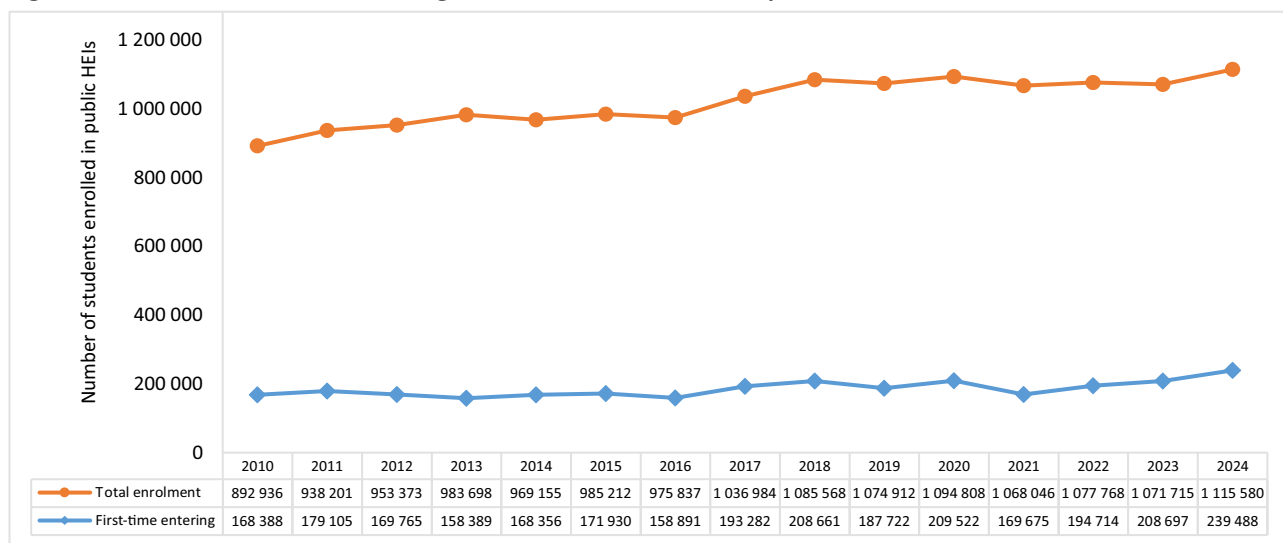
Note: "Occasional Students" refers to students who are taking courses that are part of formally approved programmes, but who are not registered for a formal degree or diploma.

Over 50.0% of the students enrolled at public HEIs were between the ages of 19-24 years (51.8% or 577 941), followed by those aged 25-29 years (16.6% or 184 915) and 30–39 years (14.5% or 161 652). Enrolment was lower for students aged 60 years and older. Students aged 19-39 years enrolled mainly in undergraduate degrees and undergraduate certificates and diplomas, whereas students in the 40-49 year age group enrolled mainly in undergraduate degrees and postgraduate below Master's Level.

In the older age groups (50 years and above), students primarily enrolled in undergraduate and Doctoral degrees. Doctoral degrees were the most common enrolment choice for students aged 60 years and older, accounting for 43.4% or 874.

Enrolment in Master's and Doctoral degrees was mainly concentrated among students aged 30-39 years, whereas the other qualification types were predominantly enrolled by students aged 19-24 years.

Figure 4.8: Number of first-time undergraduate students enrolled in public HEIs, 2010 – 2024



Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2024 HEMIS database, data extracted in October 2025.

Note: The term “undergraduate students” refers to students who have enrolled in a Bachelor’s degree, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It also includes professional Bachelor’s degrees such as BSc (Engineering) and MB ChB, which are those that have an approved formal time of three or more years.

The number of first-time entering students in public HEIs was 239 488 in 2024, representing 21.5% of total enrolment (1 115 580). The largest share of students enrolled at UNISA (33.2% or 79 564), followed by Tshwane University of Technology (6.2% or 14 877), North West University (5.5% or 13 205), and University of Johannesburg (4.5% or 10 891).

Between 2023 and 2024, the number of first-time entering students increased by 14.8% (30 791). The largest enrolment increases were observed at UNISA (26 436), Nelson Mandela University (1 084) and University of Zululand (915). In terms of percentage growth, the largest increase was also recorded at UNISA (49.8% or 26 436), followed by Sol Plaatje University (34.2% or 530), the University of Zululand (21.1% or 915) and the University of Mpumalanga (17.2% or 475). Despite the overall growth, seven of the 26 public HEIs experienced declines, with the University of Western Cape recording the largest decrease of 12.3% (677).

Over the 15-year period (2010-2024), enrolment for first-time entering students increased by 42.2% (71 100). The main contributors to this increase were UNISA (32 356), North West University (5 999), Tshwane University of Technology (3 256) and the University of the Free State (3 047). In terms of percentage growth, the highest increases were recorded at the University of Venda (111.8%), North West University (83.3%) and UNISA (68.5%) – see Table 10.3 of the Appendix.

Table 4.4: Number of foreign students enrolled in public HEIs by country, attendance mode and qualification type, 2024

Country	Contact								Distance								Total contact and distance
	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Contact	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degree	Advanced Diplomas and Postgraduate Certificates in Education	Postgraduate below Master's Level	Master's Degrees	Doctoral Degrees	Total Distance	
Zimbabwe	28	289	3 523	91	577	1 670	1 814	7 992	47	366	3 062	183	765	464	381	5 268	13 260
Democratic Republic of the Congo	8	652	503	218	199	213	130	1 923	2	68	178	46	90	54	22	460	2 383
Namibia	5	10	557	35	231	586	254	1 678	15	51	242	46	144	99	78	675	2 353
Lesotho	5	99	672	47	246	546	266	1 881	7	29	137	21	157	67	35	453	2 334
Nigeria	6	63	225	21	91	354	935	1 695	3	18	157	12	54	62	98	404	2 099
Swaziland	10	129	634	38	147	251	186	1 395	6	40	245	29	181	72	40	613	2 008
Ghana	2	7	37	4	15	133	530	728		6	22	2	18	19	266	333	1 061
Zambia	2	16	208	4	50	177	238	695	4	11	81	4	22	19	32	173	868
Botswana	3	5	141	7	64	290	173	683		5	110	8	35	23	43	224	907
Kenya	19	8	134		34	205	290	690	2	3	33		18	34	64	154	844
Other Foreign Nationalities	1 187	381	1 452	54	441	1 636	1 759	6 910	11	77	468	44	183	202	748	1 733	8 643
Total	1 275	1 659	8 086	519	2 095	6 061	6 575	26 270	97	674	4 735	395	1 667	1 115	1 807	10 490	36 760

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

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

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

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

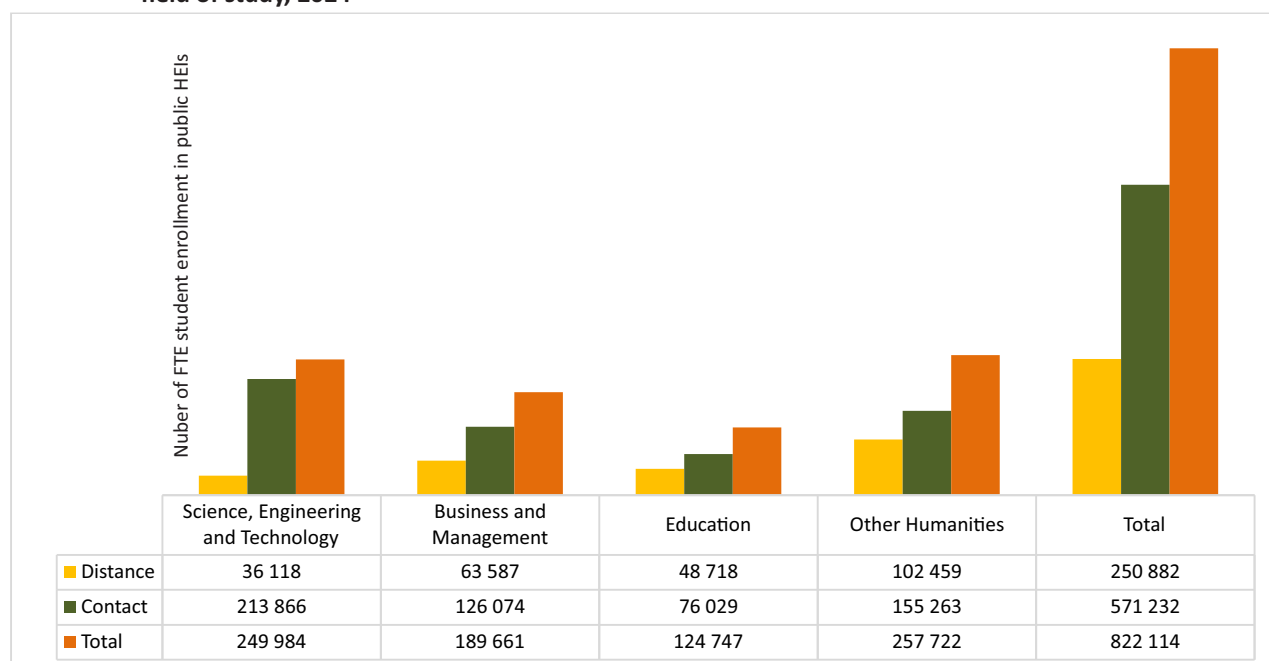
The total number of foreign national students enrolled in public HEIs in 2024 was 36 760, representing 3.3% of total enrolment (1 115 580). The majority of foreign national students enrolled through the contact mode of learning (71.5% or 26 270), while 28.5% (10 490) enrolled through distance mode of learning. More than one third of foreign national students were from Zimbabwe (36.1% or 13 260), while the lowest proportions of students were from Kenya (2.3% or 844), Zambia (2.4% or 868) and Botswana (2.5% or 907).

A higher proportion of foreign national students enrolled through the contact mode of learning. Zimbabwean students had the lowest proportion in this category, with 60.3% enrolled through contact mode of learning and 39.7% enrolled through distance mode of learning.

The majority of students who enrolled through the contact mode of learning pursued undergraduate degrees (30.8% or 8 086), followed by doctoral degrees (25.0% or 6 575) and Master's degrees (23.1% or 6 061). While enrolment through the contact mode of learning enrolment was largely dominated by undergraduate degrees, the majority of students from Nigeria, Ghana, Zambia and Kenya opted to pursue doctoral degrees.

More than half of foreign national students enrolled through the distance mode of learning were from Zimbabwe (50.2% or 5 268). Students from Zimbabwe dominated enrolments in all qualification types. The majority of students who enrolled through distance mode of learning pursued undergraduate degrees (45.1% or 4 735), followed by Doctoral Degrees (17.2% or 1 807) and postgraduate below Master's Level (15.9% or 1 667).

Figure 4.9: Number of Full-Time Equivalent student enrolment in public HEIs, by attendance mode and major field of study, 2024



Source: 2024 HEMIS database, data extracted in October 2025.

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

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

In 2024, the total number of Full-Time Equivalent (FTE) students was 822 114, with almost 70% (69.5% or 571 232) enrolled in contact mode and 30.5% (250 882) in distance mode of learning. Across all fields of study, FTE numbers were higher in contact mode than in distance mode of learning.

The highest number of contact mode FTEs was recorded in the SET field of study (37.4% or 213 866), while the lowest was in Education (13.3% or 76 029). For distance mode, the largest share of FTEs was in Other Humanities (40.8% or 102 459), whereas the SET field had the lowest proportion (14.4% or 36 118). Within the SET field of study, 85.6% (213 866) of FTE enrolments were in the contact mode of learning.

The SET field of study showed the greatest disparity in FTE enrolments, with 177 748 more students in contact mode than in distance mode of learning. The gap was smaller in the Education field of study (27 311).

Tshwane University of Technology recorded the highest number of FTEs for contact mode of learning enrolments (46 625), followed by North-West University (41 432), the University of Johannesburg (40 977), and the University of Pretoria (39 045). The lowest FTEs for contact mode were observed at Sol Plaatje University (5 586) and Sefako Makgatho Health Sciences University (5 624). The University of South Africa (UNISA), which offers qualifications exclusively through distance mode of learning, recorded the highest FTEs for this mode (238 875), representing 95.2% of the total distance mode FTEs (see Table 10.4 in the Appendix).

Table 4.5: Number of students enrolled in public HEIs by primary disability and gender, 2024

Primary Disability	Female	Male	Unspecified	Total
1. Disabled but unspecified	1 866	1 293	12	3 171
2. Sight	1 438	1 003	3	2 444
3. Physical (moving, standing, grasping)	1 411	950	8	2 369
4. Intellectual (difficulties in learning)	851	772	17	1 640
5. Emotional (behavioural or psychological)	846	421	18	1 285
6. Hearing (even with a hearing aid)	488	348	4	840
7. Communication (talking, listening)	80	176	1	257
8. Multiple	58	33	0	91
Total	7 038	4 996	63	12 097

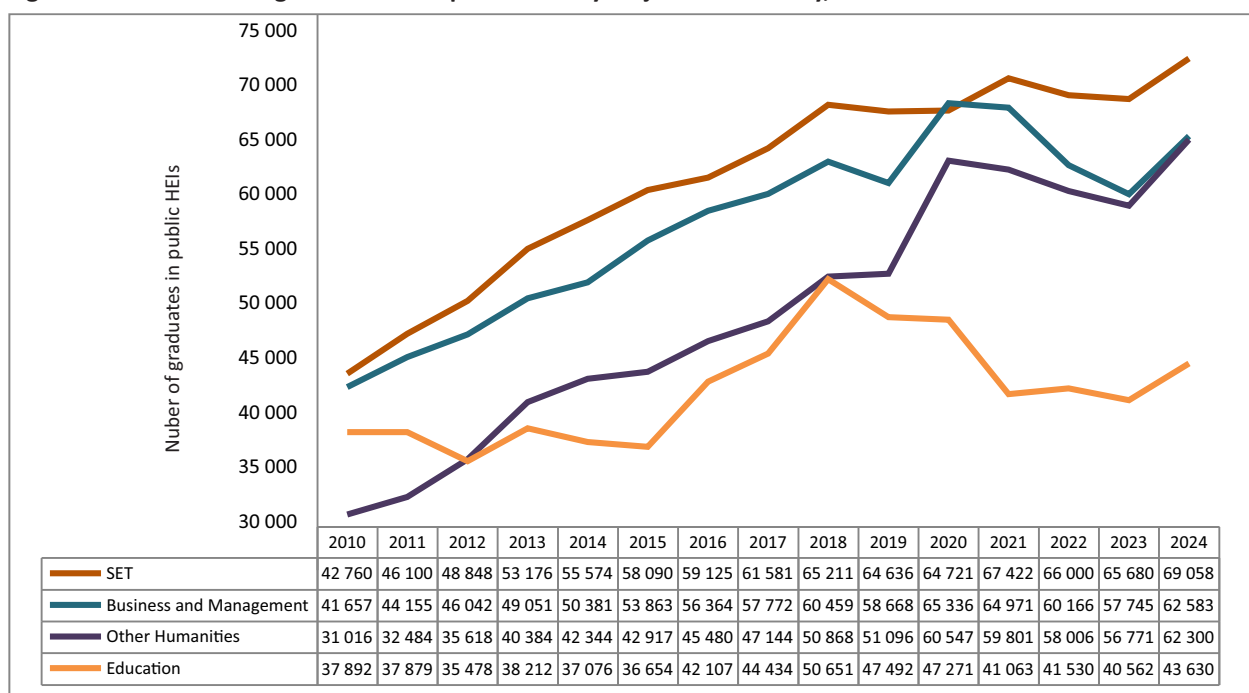
Source: 2024 HEMIS database, data extracted in October 2025.

Note: "Unspecified" refers to records of students who did not specify their gender.

In 2024, the reported number of students living with a disability was 12 097, constituting 1.1% of total enrolment in public HEIs (1 115 580). A significant proportion of students (26.2% or 3 171) chose not to disclose the type of disability they had. Among those who did, the most prevalent disability was a sight disability (20.2% or 2 444), followed by a physical disability (19.6% or 2 369) and an intellectual disability (13.6% or 1 640).

The majority of students who disclosed having a disability were female (58.2% or 7 038), while 41.3% (4 996) were male. The largest gender gap was observed among students with physical, sight and emotional disabilities, where 461, 435 and 425 more females reported having these disabilities compared to males. Despite the overall higher number of females with disabilities, a slightly higher number of male students reported having communication disabilities compared to females.

4.2.3 Graduates from public Higher Education Institutions (HEIs)

Figure 4.10: Number of graduates from public HEIs by major field of study, 2010 – 2024

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

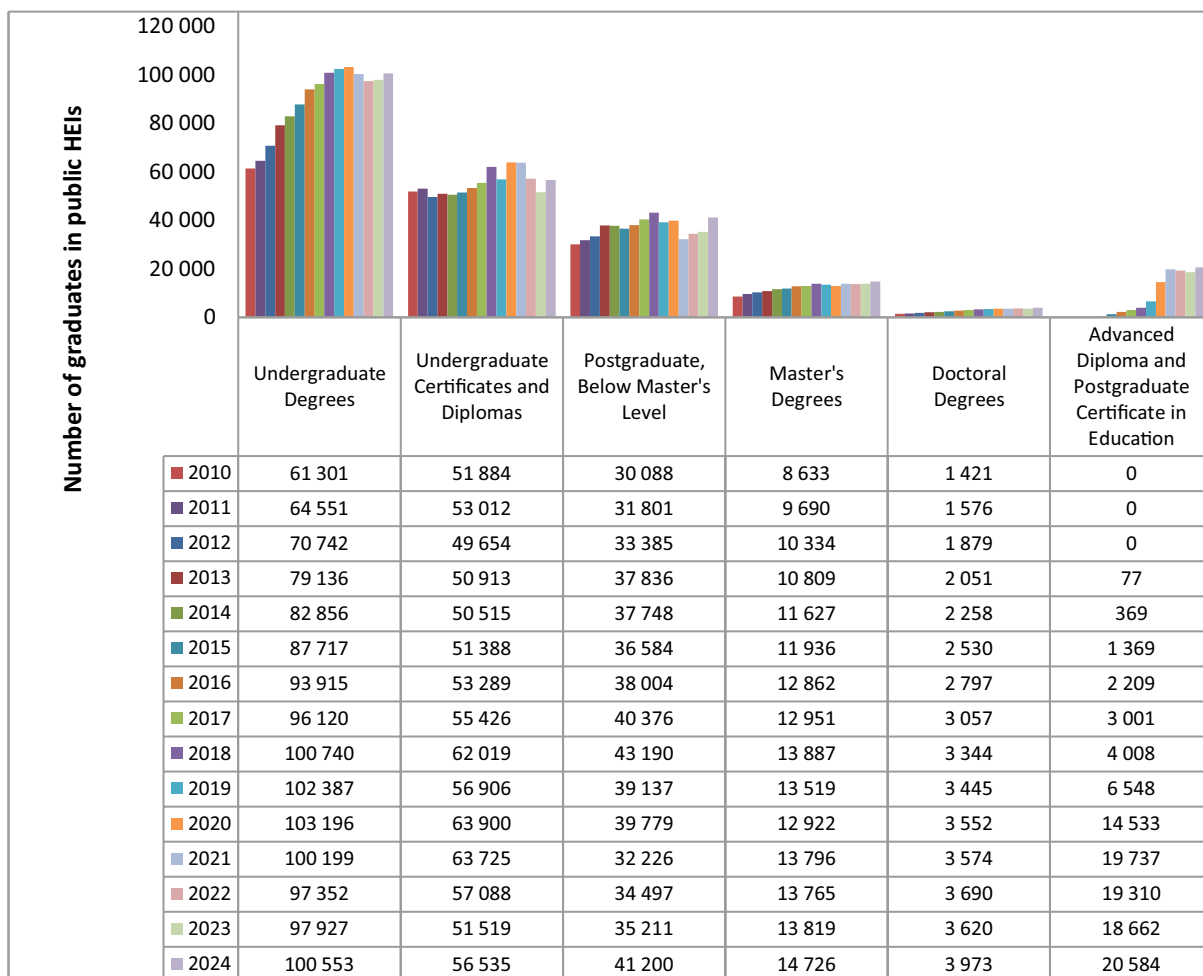
2024 HEMIS database, data extracted in October 2025.

There were 237 571 graduates from public HEIs in 2024, and the majority of graduates obtained their qualifications in SET (29.1% or 69 058) field, followed by Business and Management (26.3% or 62 583) and Other Humanities (26.2% or 62 300), while the lowest proportion of graduates were in Education (18.4% or 43 630). More than a quarter of graduates were from UNISA (27.1% or 64 333), and this was followed by the University of Pretoria (6.3% or 14 990), University of Johannesburg (6.0% or 14 156), North West University (5.7% or 13 563) and Tshwane University of Technology (5.6% or 13 295) and – see Table 10.5 of the Appendix.

In the Education field of study, UNISA accounted for over 40% of all the graduates in 2024 (43.2% or 18 848). Similarly, a large share of graduates in Other Humanities (34.5% or 21 482) and Business and Management (26.6% or 16 667) fields of study were also from UNISA. In the SET field, a third of the graduates were from the following institutions: UNISA (10.6% or 7 338), the University of Pretoria (8.9% or 6 113), Tshwane University of Technology (7.7% or 5 287) and the University of Witwatersrand (6.6% or 4 560) -see Table 10.5 of the Appendix.

The number of graduates in 2024 was 7.6% (16 813) higher than in 2023 (220 758), and 54.9% (84 246) higher compared to 2010 (153 325). Increases in the number of graduates were recorded across all fields of study between 2023 and 2024. The largest growth was observed in the Other Humanities field, where the number of graduates increased by 9.7% (5 529).

Figure 4.11: Number of graduates from public HEIs by qualification type, 2010 – 2024



Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2024 HEMIS database, data extracted in October 2025.

Note: The total number of graduates for 2009, 2019, 2020, 2022, 2023 and 2024 include students with unspecified Classification of Educational Subject Matter (CESM). These figures were 42; 50, 7, 1, 1 and 1 respectively.

Of the 237 571 graduates produced in 2024, the majority obtained undergraduate degrees (42.3% or 100 553), followed by undergraduate certificates and diplomas (23.8% or 56 535), and postgraduate below Master's Level (17.3% or 41 200). These proportions are consistent with trends observed in previous years. Master's degree graduates accounted for 6.2% (14 726) of the total graduates in 2024, with the highest numbers recorded at the University of Pretoria (14.0% or 2 064), the University of Witwatersrand (13.2% or 1 937), University of Stellenbosch (10.4% or 1 530) and the University of Johannesburg (10.2% or 1 501)-see Table 10.5 of the Appendix.

Table 4.6: Number of graduates from public HEIs by gender, field of study and qualification type, 2024

Qualification Type	Female				Male						Unspecified gender	Total number of graduates
	SET	Business and Management	Education	Other Humanities	Total	SET	Business and Management	Education	Other Humanities	Total		
Undergraduate Certificates and Diplomas	8 471	15 773	3 694	11 568	39 505	6 998	5 764	530	3 738	17 030	0	56 535
Undergraduate Degree	15 640	9 941	20 335	21 817	67 734	12 322	6 422	5 543	8 492	32 779	40	100 554
Advanced Diploma and Postgraduate Certificate in Education	2 722	4 561	4 573	1 676	13 531	2 035	2 178	2 032	797	7 042	11	20 584
Postgraduate below Master's Level	7 194	8 591	4 094	6 931	26 810	4 938	5 463	1 430	2 530	14 360	30	41 200
Master's Degrees	3 794	1 724	649	2 319	8 487	3 003	1 589	301	1 329	6 222	17	14 726
Doctoral Degrees	944	250	234	522	1 949	970	312	199	535	2 015	9	3 973
Total	38 764	40 841	33 579	44 833	158 016	30 267	21 727	10 034	17 421	79 448	107	237 571

Source: 2024 HEMIS database, data extracted in October 2025.

Note 1: The total number of graduates includes 107 students who did not specify their gender, and one (1) record with unspecified Classification of Educational Subject Matter (CESM).

Note 2: "Unspecified" refers to records of students who did not specify gender.

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

In 2024, almost two thirds of the graduates were female (66.5% or 158 016), while 33.4% (79 448) were male. The number of female graduates was higher in almost all qualification types, except for doctoral degrees, where 66 more males graduated compared to females. The largest gender disparities were observed for undergraduate degrees and undergraduate certificates and diplomas, with 34 955 and 22 475 more females than males, respectively.

A sizable portion of both male and female graduates obtained their doctoral degrees in the SET field of study (970 and 944, respectively), representing the lowest gender disparity across the fields of study.

Table 4.7: Number of graduates from public HEIs by qualification type and age group, 2024

Qualification Type	≤18 years	19 - 24 years	25 – 29 years	30 – 39 years	40 – 49 years	50 - 59 years	≥60 years	Total
Undergraduate Certificates and Diplomas	1 242	33 115	12 882	7 560	1 373	348	15	56 535
Undergraduate Degree	92	67 730	16 868	11 426	3 542	828	67	100 553
Advanced Diploma and Postgraduate Certificate in Education	2	8 716	5 762	4 157	1 426	513	8	20 584
Postgraduate below Master's Level	1	17 969	8 456	9 821	3 991	885	77	41 200
Master's Degrees	0	2 313	4 318	5 090	2 227	685	93	14 726
Doctoral Degrees	0	11	500	1 669	1 034	593	166	3 973
Total	1 337	129 854	48 786	39 723	13 593	3 852	426	237 571

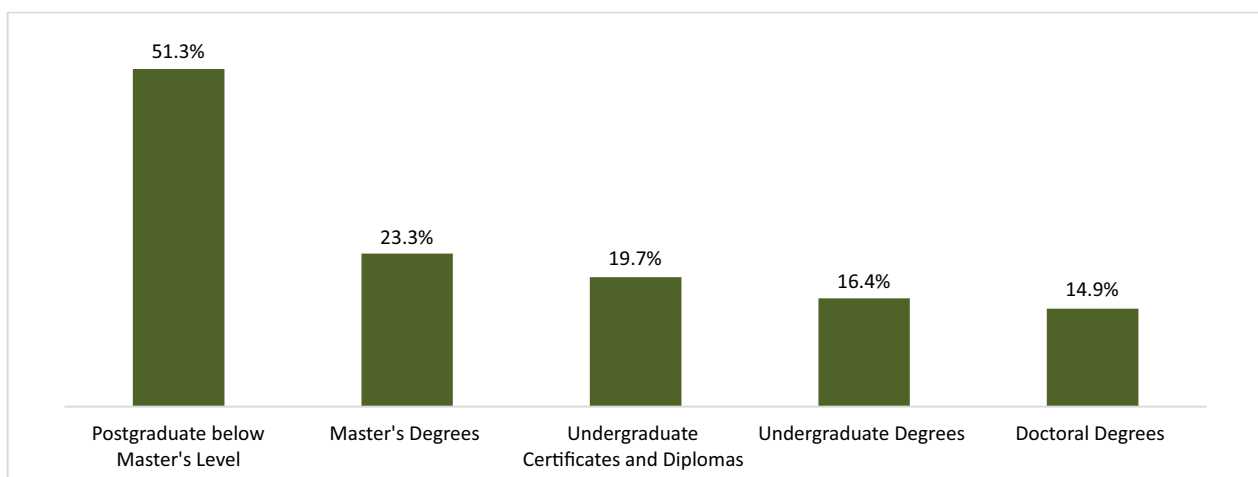
Source: 2024 HEMIS database, data extracted in October 2025.

From the total of 237 571 graduates in Public HEIs in 2024, the majority were between the ages 19–24 years (129 854 or 54.7%), followed by those aged 25–29 years (48 786 or 20.5%) and 30–39 years (39 723 or 16.7%), reflecting the predominance of younger graduates in this PSET sub-sector. Graduates aged 40 years and above collectively accounted for 17 871 or 7.5%.

Among students aged 29 years and younger, the most common qualifications obtained were undergraduate degrees and undergraduate certificates and diplomas. Those aged 30–59 years mainly graduated with undergraduate degrees and postgraduate qualifications below Master's Level. Although graduates aged 60 years and older represented the smallest proportion (0.2% or 426), over 60% of them obtained Master's and Doctoral degrees.

An age-based analysis of qualification types shows that Master's and Doctoral degree graduates were predominantly within the 30–39-year age group (5 090 and 1 669 respectively), whereas graduates aged 19–24 years comprised the majority across the remaining qualification levels.

Figure 4.12: Average graduation rates in public HEIs by qualification type, 2024

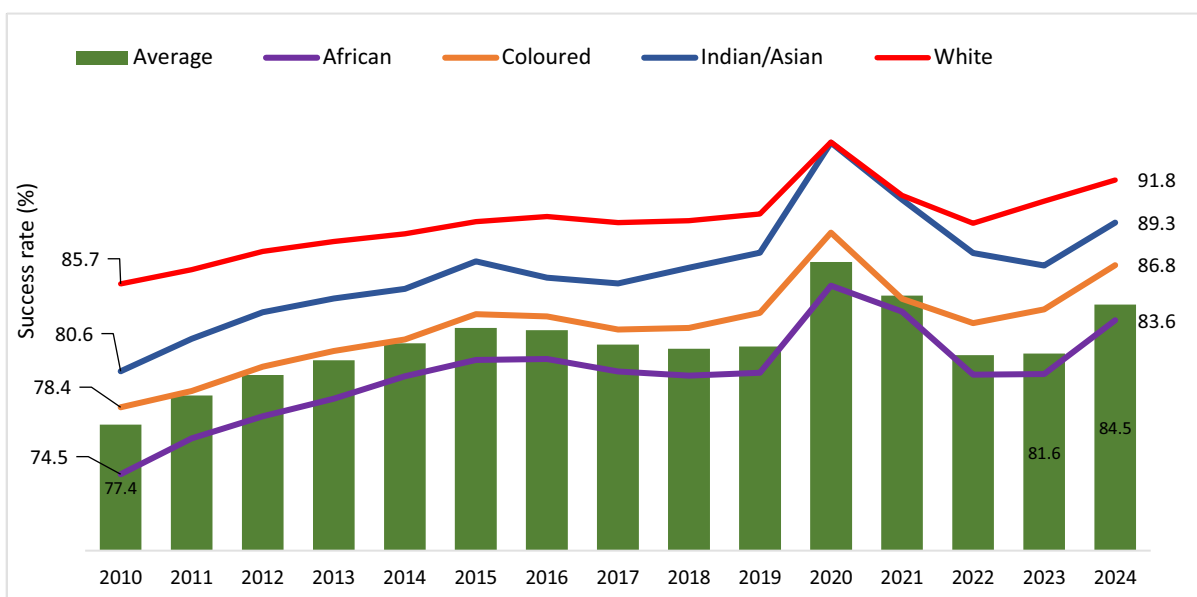


Source: 2024 HEMIS database, data extracted in October 2025.

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

The highest graduation rate was observed at the postgraduate below Master's Level (51.3%), while the lowest was recorded for doctoral degrees (14.9%). High graduation rates for postgraduate below Master's Level were recorded by University of Zululand (87.1%), University of Mpumalanga (84.8%), University of Venda (83.0%) and Sefako Makgatho Health Sciences University (82.7%). Due to the method of calculation, these high graduation rates are as a result of the low number of enrolments in the postgraduate below Master's Level for these institutions – see Tables 10.1 and 10.6 of the Appendix.

Figure 4.13: Percentage distribution of average undergraduate success rates in public HEIs for contact education programmes by population group, 2010 – 2024



Source: 2024 HEMIS database, data extracted in October 2025.

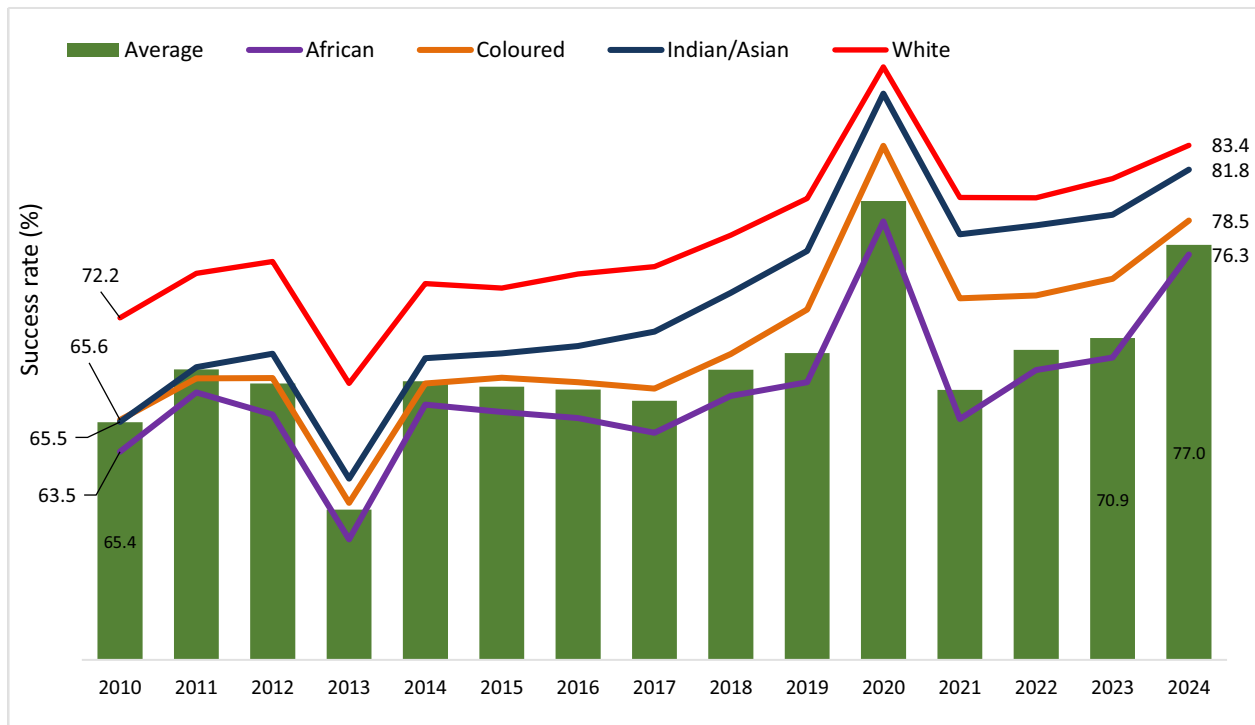
Note: Success rates are determined as follows: a calculation is made of Full-Time Equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success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

In 2024, the average undergraduate success rate for students enrolled through the contact mode of learning was 84.5%, representing an increase of 2.9 percentage points when compared with 2023 (81.6%). Success rates improved across all population groups between 2023 and 2024, with the largest increase recorded among African students (3.2 percentage points) and the lowest among White students (1.2 percentage points). In 2024, White (91.8%), Indian/Asian (89.3%) and Coloured (86.8%) students had success rates above the overall average, while African students recorded a slightly below average success rate of 83.6%.

Of the 26 public higher education institutions, 14 reported contact-mode success rates above the 2024 average of 84.5%. The top three leading universities in this regard were Sefako Makgatho Health Sciences University (107.0%), University of Johannesburg (90.4%), and University of Pretoria (88.1%) - see Table 10.7 of the appendix.

Between 2010 and 2024, the success rate for contact students increased by 7.1 percentage points (from 77.4% to 84.5%). The most notable improvements were recorded among African students (9.1 percentage points) and Indian/Asian students (8.8 percentage points).

Figure 4.14: Percentage distribution of average undergraduate success rates in public HEIs for distance education programmes by population group, 2010 – 2024



Source: 2024 HEMIS database, data extracted in October 2025.

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

The average success rate for undergraduate students enrolled through the distance mode of learning was 77.0% in 2024, which was 6.0 percentage points higher when compared with that of 2023. Success rates increased across all population groups between 2023 and 2024, with the highest increases observed among African (6.7 percentage points) and Coloured (3.8 percentage points) students. Students of almost all population groups (except Africans) recorded above average success rates.

In 2024, only 11 out of 26 public HEIs offered programmes through the distance mode of learning (see Table 10.2 of the Appendix). Most of these institutions recorded above average success rates, with the exception of UNISA, which had a success rate of 76.4%. The University of the Witwatersrand achieved the highest success rate (97.1%), followed by the University of Johannesburg (94.3%), North-West University (93.8%) and Rhodes University (90.1%) – see Table 10.7 of the Appendix.

Between 2010 and 2024, the success rate for distance learning mode students increased by 11.5 percentage points (from 65.4% to 77.0%). The most notable improvements were recorded among Indian/Asian students (16.4 percentage points) and Coloured students (13.0 percentage points).

4.2.4 Staffing in Public Higher Education Institutions (HEIs)

Table 4.8: Number of permanent staff in public HEIs, by population group, personnel category and gender, 2024

Population Group	Instruction and Research Staff		Administrative Staff		Service Staff		Total		
	Female	Male	Female	Male	Female	Male	Female	Male	Total
African	4 569	5 850	11 492	9 724	5 675	4 698	21 736	20 272	42 008
Coloured	878	702	3 344	1 888	500	366	4 722	2 956	7 678
Indian/Asian	974	685	1 042	602	5	31	2 021	1 318	3 339
White	3 827	3 010	3 554	1 643	21	33	7 402	4 686	12 088
Unspecified	106	286	27	50	3	0	136	336	472
Total	10 354	10 533	19 459	13 907	6 204	5 128	36 017	29 568	65 585

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

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

Note 5: "Unspecified" refers to records of staff members who did not specify their population group.

The total number of permanent staff members in public HEIs was 65 585 in 2024, which was a decrease of (0.5% or 358) when compared to 2023 (65 943). Females slightly dominated the number of permanent staff in Public HEIs (36 017 or 54.9%) in comparison to their male counterparts (29 568 or 45.1%). The majority of staff fell under the Administrative Staff category (33 366 or 50.9%), followed by Instruction and Research Staff (20 887 or 31.8%), and Service Staff (11 332 or 17.3%).

Female employees dominated the Administrative Staff (58.3%) and Service Staff (54.7%) categories when compared to their male counterparts. However, the proportion of females in the Instruction and Research Staff category was 49.6% compared to 50.4% of males, and only 12 of the 26 public HEIs had an above-average representation of female staff in this category – see Table 10.9 of the Appendix.

The majority of permanent staff were at the following universities: University of South Africa (5 771 or 8.8%), the University of Witwatersrand (4 840 or 7.4%), the University of Cape Town (4 777 or 7.3%), the University of Johannesburg (4 676 or 7.1%) whereas the following universities reported fewer permanent staff: Mangosuthu University of Technology (615 or 0.9%), University of Mpumalanga (649 or 1.0%) and Sol Plaatje University (651 or 1.0%) – see Table 10.9 of the Appendix.

In terms of permanent staff in accordance with their respective population group representation, the majority of them were Africans (42 008 or 64.1%), followed by White (12 088 or 18.4%) and Coloured (7 678 or 11.7%) while the minority of permanent employees were Indian/Asian (3 339 or 5.1%).

The majority of African and Coloured staff were employed as administrative staff, while more than half of White staff were employed in the instruction and research category (6 837 out of 12 088). The proportion of Indian/Asian employed in the instruction and research and administrative categories were similar (49.7% and 49.2% respectively). In addition, Table 10.9 of the Appendix shows that 99.5% of black staff members (i.e., African, Indian/Asian, and Coloured) were employed as Service Staff, 84.2% as Administrative Staff, and 65.4% as Instruction and Research Staff.

In the instruction and research staff category, black staff members numbers were relatively lower than 50% at the following public HEIs: University of Stellenbosch (33.5%), University of Pretoria (43.2%), University of the Free State (45.4%), North West University (47.2%) and University of Cape Town (49.4%), whereas the following public HEIs employed more than 90% of black staff members in the same category: University of Venda (97.3%), Mangosuthu University of Technology (97.1%), Walter Sisulu University (95.5%), University of Limpopo (94.2%), Sefako Makgatho Health Sciences University (91.0%), University of Mpumalanga (90.9%) and University of Zululand (90.6%) - see Table 10.9 of the Appendix.



4.3 PRIVATE HIGHER EDUCATION INSTITUTIONS (PHEIs)

4.3.1 Introduction

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

The total student enrolment numbers for private Higher Education Institutions (PHEIs) provided below are based on student enrolment for institutions listed on the Register of PHEIs as of 11 November 2024. In 2024, the Directorate issued annual reporting letters to 137 institutions. In 2025, the year in which the 2024 data is reported to the Department, 125 out of 137 (125/137) institutions were required to submit student and staff data to the Department in accordance with section 57(2)(c) of the Act and Regulation 27(3). Further, Monash South Africa, which is in a phase-out period, also submitted student data. This brings the final number to 126.

The following 5 (five) institutions did not submit data even though they were required to submit because they did not have students enrolled: a. Concept Interactive (Pty) Ltd; b. Empilweni Education (Pty) Ltd; c. Felix Higher Education and Training (Pty) Ltd; d. Instill Education (Pty) Ltd; and e. Trifocus Fitness Academy (Pty) Ltd.

The following institution did not submit data. The obligation to submit student data falls away since its registration was cancelled: a. IHT Hotel School (Pty) Ltd. The following 6 (six) institutions were exempt from submitting student data because they were registered in the course of the year and/or they may not enrol students until conditions are met: a. Eco Training (Pty) Ltd; b. Keobakile Nursing Academy (Pty) Ltd; c. SACOB South African College of Business (Pty) Ltd; d. Sizanesu Nursing Training Institute (Pty) Ltd; e. Thulaganyo Nursing School (Pty) Ltd; and f. Thutobopelo Nursing Academy (Pty) Ltd.

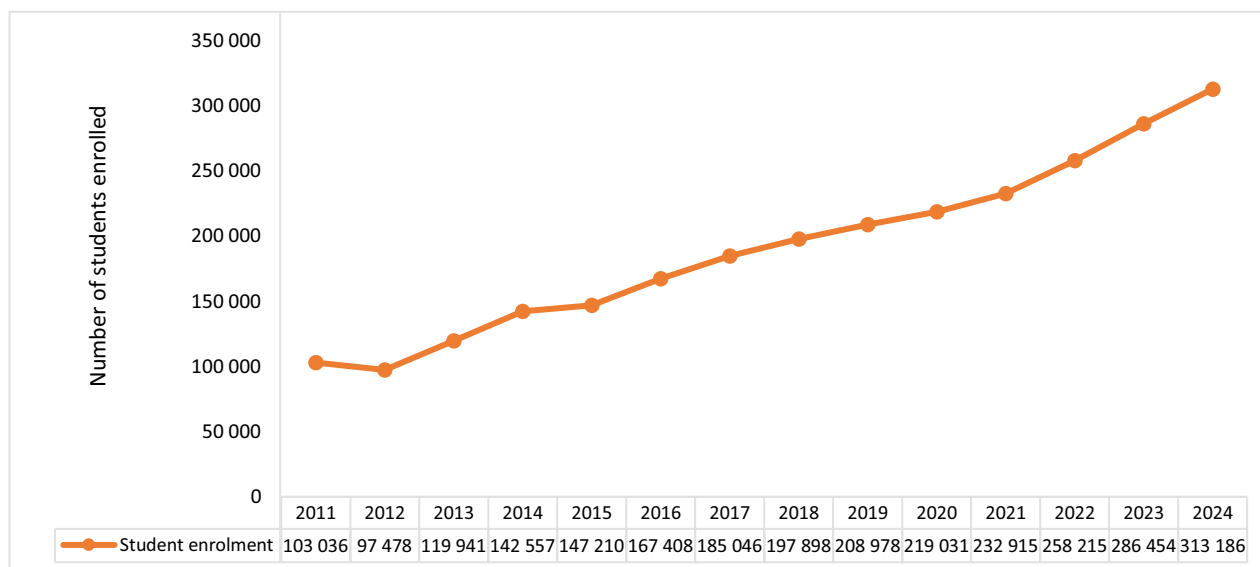
The total number of institutions that submitted the student data is calculated as follows: 137 minus 12, which equals 125, plus 1 (Monash – phase-out), which equals 126.

From 2016, it became mandatory for PHEIs to submit audited student data to the Department as part of their annual reporting. The current Register of PHEIs is available on the homepage of the Department's website through the link: www.dhet.gov.za.



4.3.2 Enrolment in Private Higher Education Institutions

Figure 4.15: Number of students enrolled in PHEIs by gender, 2011 – 2024



Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

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

The figures show that the total number of students enrolled at PHEIs in 2024 was 313 186 which is an increase of 26 732 (9.3%) in comparison to the total student enrolment in 2023 which was 286 454. Over the 14-year period under review, the number of students enrolled in PHEIs has more than doubled from 103 036 in 2011 to 313 186 in 2024, representing an increase of 210 150 (204.0%).

Table 4.9: Number of students enrolled in PHEIs by gender, 2011 – 2024

Year	Female	Male	Unspecified	Total
2011	54 160	48 876	0	103 036
2012	53 774	43 704	0	97 478
2013	64 335	55 606	0	119 941
2014	73 776	65 431	3 350	142 557
2015	80 532	66 516	162	147 210
2016	91 493	73 801	2 114	167 408
2017	105 983	77 754	1 309	185 046
2018	115 106	82 347	445	197 898
2019	122 021	86 037	920	208 978
2020	131 149	86 721	1 161	219 031
2021	141 751	89 485	1 679	232 915
2022	160 108	97 573	534	258 215
2023	177 899	107 773	782	286 454
2024	195 986	116 689	511	313 186

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

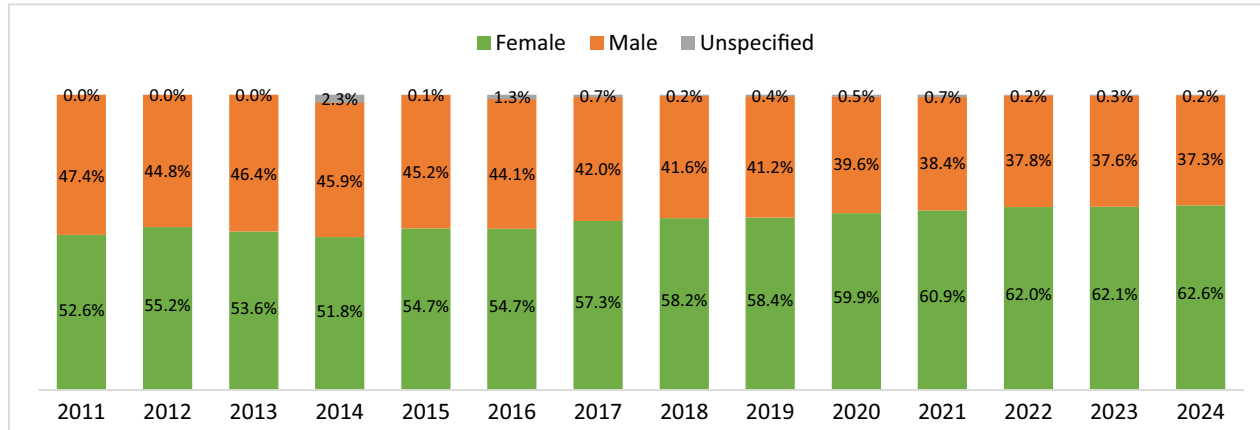
Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

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

The female enrolment in PHEIs was consistently higher than that of males over the period 2011 to 2024. In 2024, the female enrolment in PHEIs was 195 986 or 62.6%, higher than that of males (37.3% or 116 689). The number of students who did not report on gender decreased from 782 in 2023 to 511 in 2024, which is a decrease of 34.7%.

Figure 4.16: Proportion of students enrolled in PHEIs by gender, 2011 – 2024



Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

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

Figure 4.16 further illustrates that the proportion of students enrolled in PHEIs by gender was proportionately higher for female students from 2011 to 2024. The gap was lower between 2011 and 2016 and widened from 2017 onwards.

Table 4.10: Number of students enrolled in PHEIs by qualification type, 2018 – 2024

Year	Higher Certificate (120-Credits)	Advanced Certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Diploma (120-Credits)	Postgraduate Certificate (120-Credits)	Bachelor's Degree (240-Credits)	Bachelor's Degree (360-Credits)	Bachelor's Degree (480-Credits)	Honours Degree (120-Credits)	Master's Degree (480-Credits)	Doctoral Degree (360-Credits)	Total
2018	34 409	3 232	6 441	55 495	2 801	6 498	0	0	66 697	10 937	4 337	6 688	363	197 898
2019	39 881	3 811	5 222	57 046	3 977	8 162	0	0	70 905	8 814	4 529	6 194	437	208 978
2020	39 189	6 579	2 999	47 785	3 678	9 906	0	249	83 715	13 447	4 974	6 097	413	219 031
2021	40 324	3 316	1 568	48 756	4 030	9 191	5 495	569	88 874	18 640	5 513	6 225	414	232 915
2022	44 866	3 439	915	50 715	4 942	10 556	6 980	827	104 423	17 148	6 640	6 175	589	258 215
2023	48 940	3 342	881	52 672	7 110	11 990	6 715	992	109 264	30 185	7 544	6 209	610	286 454
2024	52 699	3 586	1 114	49 678	9 396	14 547	6 058	1 219	120 833	38 168	8 373	6 656	859	313 186
Percentage contribution for 2024	16.8%	1.2%	0.4%	15.9%	3.0%	4.6%	1.9%	0.4%	38.6%	12.2%	2.7%	2.1%	0.3%	100.0%

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

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

The Bachelor's degree (360-Credits) reported the highest enrolment (38.6% or 120 833) followed by enrolments in the Higher Certificate (120-Credits) programmes (16.8% or 52 699). The third highest was the enrolment in the Diploma (360-Credits) at (15.9% or 49 678) whilst the lowest enrolment was for the Doctoral degree with an enrolment of (0.3% or 859). The Master's degree (2.1%), Honours degree (2.7%), and Advanced Diploma (3.0%) qualifications were in the middle with an average percentage of 2.6%.

The figures show that 94.9% or 297 298 students of the total enrolment were enrolled for undergraduate programmes, which is 9 out of every 10 students in PHEIs in 2024. The figure has increased by 4.9% as compared to the 2023 academic year.

Table 4.11: Number of students enrolled in PHEIs by NQF field, 2024

NQF Field	2022	2023	2024	Percentage of enrolments in 2024	Percentage Change between 2023 and 2024	Number of PHEIs offering qualifications per NQF field in 2024
1. Agriculture and Nature Conservation	322	332	375	0.1%	13.0%	4
2. Culture and Arts	11 442	12 793	11 431	3.7%	-10.6%	37
3. Business, Commerce and Management Studies	130 077	134 339	157 156	50.2%	17.0%	44
4. Communication Studies and Language	7 528	18 935	8 123	2.6%	-57.1%	17
5. Education, Training and Development	46 094	46 383	57 866	18.5%	24.8%	21
6. Manufacturing, Engineering and Technology	244	5 851	266	0.1%	-95.5%	3
7. Human and Social Studies	13 707	12 833	14 917	4.8%	16.2%	31
8. Law, Military Science and Security	15 686	17 493	20 307	6.5%	16.1%	9
9. Health Sciences and Social Services	3 403	4 711	7 488	2.4%	58.9%	25
10. Physical, Mathematical, Computer and Life Sciences	24 785	19 618	30 964	9.9%	57.8%	16
11. Services	4 486	12 167	3 402	1.1%	-72.0%	12
12. Physical Planning and Construction	441	999	891	0.3%	-10.8%	7
Total	258 215	286 454	313 186	100.0%	9.3%	226

Sources:

Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

Statistics on Post-School Education and Training in South Africa, 2023.

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

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

In 2024, the highest number of students in PHEIs were enrolled for programmes on the following NQF fields: Business, Commerce and Management Studies (50.2% or 157 156), followed by Education, Training and Development (18.5% or 57 866) and Physical, Mathematical, Computer and Life Sciences (9.9% or 30 964). The lowest student enrolments were in Manufacturing, Engineering and Technology 266 (0.1%), followed by Agriculture and Nature Conservation 375 (0.1%) and Physical Planning and Construction 891 (0.3%).

Between 2023 and 2024, enrolment in private HEIs increased by 9.3% (26 732). The highest increases were observed in the fields: Health Sciences and Social Services (58.9% or 2 777), Physical, Mathematical, Computer and Life Sciences (57.8% or 11 346), Education, Training and Development (24.8% or 11 483) and Business, Commerce and Management Studies (17.0% or 22 817). Despite the overall increase in enrolment, substantial decreases were recorded in Manufacturing, Engineering and Technology (95.5% or 5 585), Services (72.0% or 8 765) and Communication Studies and Language (57.1% or 10 812) fields.

In 2024, 44 out of 137 PHEIs offered programmes in Business, Commerce and Management Studies whilst only 3 out of 137 PHEIs offered programmes in Manufacturing, Engineering and Technology and 7 out of 137 institutions offered programmes in Physical Planning and Construction fields.

Table 4.12: Number of students enrolled in PHEIs by NQF field and gender, 2024

NQF Field	Female	Male	Unspecified	Total
1. Agriculture and Nature Conservation	195	180	0	375
2. Culture and Arts	6 049	5 325	57	11 431
3. Business, Commerce and Management Studies	92 877	64 144	135	157 156
4. Communication Studies and Language	5 538	2 554	31	8 123
5. Education, Training and Development	50 040	7 744	82	57 866
6. Manufacturing, Engineering and Technology	45	221	0	266
7. Human and Social Studies	9 323	5 486	108	14 917
8. Law, Military Science and Security	12 398	7 873	36	20 307
9. Health Sciences and Social Services	6 227	1 261	0	7 488
10. Physical, Mathematical, Computer and Life Sciences	10 595	20 322	47	30 964
11. Services	2 328	1 072	2	3 402
12. Physical Planning and Construction	371	507	13	891
Total	195 986	116 689	511	313 186

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

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

There is a noticeable general trend showing a female predominance in most fields, particularly in higher enrolment fields such as Education, Training and Development, Business, Commerce and Management Studies, Health Services and Social Services and Law, Military Science and Security, where females enrolment surpassed that of males by (42 296; 28 733; 4 966 and 4 525 respectively). The overall representation across all fields indicates that female participation remains significantly higher, with females comprising 62.6% of the total.

Even though female enrolment was higher, certain fields such as Physical, Mathematical, Computer and Life Sciences, Manufacturing, Engineering and Technology, and Physical Planning and Construction had a higher number of males enrolled (i.e. 9 727, 176 and 136 more males than females respectively). The data emphasises the need for initiatives targeting increased female participation, particularly in traditionally male-dominated fields.

Table 4.13: Number of students enrolled in PHEIs by population group and nationality, 2011 — 2024

Year	African		Coloured		Indian/Asian		White		Total South African students	Foreign National Students		Unspecified	% of Students with Unspecified Population Group against the overall total	Total
	Enrolment	% of Total enrolment for South African Students	Enrolment	% of Total enrolment for South African Students	Enrolment	% of Total enrolment for South African Students	Enrolment	% of Total enrolment for South African Students		Enrolment	% against overall total			
2011	56 988	60.8%	7 526	8.0%	5 913	6.3%	23 311	24.9%	93 738	9 298	9.0%	0	0.0%	103 036
2012	56 813	65.0%	6 876	7.9%	5 222	6.0%	18 500	21.2%	87 411	10 067	10.3%	0	0.0%	97 478
2013	64 933	61.0%	8 183	7.7%	6 649	6.2%	26 664	25.1%	106 429	13 512	11.3%	0	0.0%	119 941
2014	80 983	64.1%	12 716	10.1%	10 396	8.2%	22 191	17.6%	126 286	12 921	9.1%	3 350	2.3%	142 557
2015	83 997	64.5%	11 127	8.5%	9 456	7.3%	25 740	19.8%	130 320	15 670	10.6%	1 220	0.8%	147 210
2016	99 972	67.1%	11 223	7.5%	10 494	7.0%	27 212	18.3%	148 901	16 393	9.8%	2 114	1.3%	167 408
2017	112 124	67.0%	13 491	8.1%	11 955	7.1%	29 780	17.8%	167 350	16 387	8.9%	1 309	0.7%	185 046
2018	122 342	67.6%	14 057	7.8%	12 756	7.0%	31 802	17.6%	180 957	16 496	8.3%	445	0.2%	197 898
2019	128 519	67.1%	16 260	8.5%	14 594	7.6%	32 131	16.8%	191 504	16 554	7.9%	920	0.4%	208 978
2020	133 506	66.0%	18 075	8.9%	15 898	7.9%	34 848	17.2%	202 327	15 543	7.1%	1 161	0.5%	219 031
2021	142 518	65.7%	20 175	9.3%	16 628	7.7%	37 511	17.3%	216 832	14 404	6.2%	1 679	0.7%	232 915
2022	159 948	66.2%	24 053	10.0%	17 717	7.3%	39 949	16.5%	241 667	16 014	6.2%	534	0.2%	258 215
2023	181 546	67.3%	26 529	9.8%	20 049	7.4%	41 583	15.4%	269 707	15 965	5.6%	782	0.3%	286 454
2024	196 798	66.5%	31 228	10.6%	22 368	7.6%	45 504	15.4%	295 898	16 777	5.4%	511	0.2%	313 186

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

Annual reports submitted by PHEIs to DHET for the 2024 year of reporting.

Note 1: Only the 2016–2024 figures provided in the above table were audited.

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

Note 3: The proportion for population group is based on the total enrolment for South African Student.

Most of the students who were enrolled in PHEIs in 2024 were South Africans with a reported enrolment of 94.5% or 295 898, while 5.4% or 16 777 of students were foreign nationals. Only 0.2% or 511 students opted not to report on population group, gender and/or nationality. Between 2023 and 2024, the number of South African students enrolled in PHEIs increased by 9.7% or 26 191, while that of foreign nationals decreased by 5.1% or 812.

The figures show that in 2024, among South African students, the highest student enrolment was in the African population group, which was 66.5% or 196 798, followed by the White population group which was 15.4% or 45 504. The coloured and Indian/Asian population groups contributed 10.6% or 31 228 and 7.6% or 22 368, respectively. Overall, there has been a steady increase in student enrolment across the population groups since 2011.

Table 4.14: Number of students enrolled in PHEIs by age group and gender, 2024

Age Group	Female	Male	Total
<18 years	130	113	243
18-24 years	80 047	54 840	134 887
25-31 years	35 251	18 499	53 750
32-38 years	36 843	17 636	54 479
39-45 years	28 171	14 895	43 066
≥46 years	15 588	10 727	26 315
Unspecified	0	0	446
Total	196 030	116 710	313 186

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

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

The majority of students enrolled in PHEIs in 2024 were aged between 18 - 24 years with an enrolment of 43.1% or 134 887, followed by the 32 - 38 years old age group with an enrolment of 17.4% or 54 479 and the 25 – 31 years old age group with an enrolment of 17.2% or 53 750. A smaller number of students were less than 18 years (0.1% or 243). The number of females enrolled consistently outnumbered males across all age groups, aligning with the pattern observed in 2023. However, there was an increase in the number of males in 2024 when compared with 2023.

Table 4.15: Number of foreign national students enrolled in PHEIs by country and qualification type, 2024

Country	Higher Certificate (120-Credits)	Advanced Certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Certificate (120-Credits)	Postgraduate Diploma (120-Credits)	Bachelor's degree (240-Credits)	Bachelor's degree (360-Credits)	Bachelor's degree (480-Credits)	Honours Degree (120-Credits)	Master's Degree (180-Credits)	Doctoral Degrees (360-Credits)	Total
Zimbabwe	641	14	16	337	40	71	291	12	2 069	182	130	120	32	3 955
Namibia	958	25	0	462	203	15	266	249	2 109	66	328	252	16	4 949
Eswatini	214	4	2	19	39	5	98	0	1 120	17	26	39	5	1 588
Lesotho	69	5	0	37	18	3	39	0	177	13	12	23	1	397
Nigeria	37	0	0	37	3	4	82	2	151	14	2	50	9	391
Democratic Republic of the Congo	210	1	1	172	20	5	35	0	466	29	23	20	1	983
Botswana	40	6	2	13	5	1	17	7	191	2	9	14	6	313
Zambia	43	0	1	20	4	1	18	0	156	8	10	28	6	295
Kenya	26	0	14	4	0	0	21	0	77	6	6	10	4	168
United States of America	17	1	2	0	0	2	2	0	49	5	6	16	23	123
Other Foreign Nationalities	557	15	12	303	73	19	280	8	1 877	104	90	206	55	3 599
Unspecified	1	0	0	7	0	0	1	0	7	0	0	0	0	16
Total	2 813	71	50	1 411	405	126	1 150	278	8 449	446	642	778	158	16 777
Percentage (%)	16.8 %	0.4%	0.3%	8.4%	2.4%	0.8%	6.9%	1.7%	50.4%	2.7%	3.8%	4.6%	0.9%	100.0%

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

Note 2: "Other Foreign Nationalities" include students from countries not listed above.

Note 3: "Unspecified" refers to record of students who did not specify their country of origin.

Enrolment by foreign national students in the PHEIs in 2024 was 16 777, which is 5.4% of the total student enrolment at PHEIs. The number of foreign national students increased by 5.1% or 812 between 2023 and 2024.

The highest number of enrolled foreign national students were from Namibia (29.5% or 4 949), followed by Zimbabwe (23.6% or 3 955) and Eswatini (9.5% or 1 588). The smallest proportion of students were from the United States of America (0.7% or 123).

The highest proportion of foreign national students were enrolled on programmes offered at Bachelor's degree (360-Credits) level (50.4% or 8 449), and the majority of them were from Namibia (2 109 or 25.0%), followed by Zimbabwe (2 069 or 24.5%). Furthermore, a total of 2 813 or 16.8% of foreign national students were enrolled on Higher Certificate qualifications, and 8.4% or 1 411 were enrolled on Diploma (360-Credits) qualifications. The figures also show that a total of 778 (4.6%) of foreign national students were enrolled for Master's degree qualifications, while 158 (0.9%) were enrolled for Doctoral degrees.

4.3.3 Graduates from Private Higher Education Institutions (PHEIs)

Table 4.16: Number of graduates from PHEIs, by qualification type, 2018 – 2024

Year	Higher Certificate (120-Credits)	Advanced Certificate (120-Credits)	Diploma (240-Credits)	Diploma (360-Credits)	Advanced Diploma (120-Credits)	Postgraduate Diploma (120-Credits)	Postgraduate Certificate (120-Credits)	Bachelor's degree (240 Credits)	Bachelor's degree (360-Credits)	Bachelor's degree (480-Credits)	Honours Degree (120-Credits)	Master's Degree (120-Credits)	Doctoral Degree (360-Credits)	Total
2018	7 790	393	1 905	7 297	891	1 008	0	0	11 068	1 207	1 394	988	31	33 972
2019	11 197	1 032	1 624	8 264	1 137	2 757	0	0	12 817	874	1 226	1 575	23	42 526
2020	13 134	1 739	1 543	10 227	1 138	2 500	0	0	12 704	1 059	1 616	1 383	42	47 085
2021	14 161	1 430	1 252	8 394	2 302	4 607	2 035	14	14 845	1 290	2 406	1 772	43	54 551
2022	16 021	1 426	495	7 870	2 455	2 504	3 862	126	16 173	2 107	2 660	1 570	33	57 302
2023	16 765	1 185	166	7 654	2 811	5 300	2 741	102	16 544	3 039	3 131	1 433	56	60 927
2024	18 970	1 513	166	9 032	4 249	6 032	2 589	241	18 481	3 399	3 349	1 533	62	69 616
Percentage contribution for 2024	27.2%	2.2%	0.2%	13.0%	6.1%	8.7%	3.7%	0.3%	26.5%	4.9%	4.8%	2.2%	0.1%	100.0%

Sources: .

Statistics on Post-School Education and Training in South Africa, 2023.

Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

The total number of graduates in PHEIs was 69 616 in 2024, which was 14.3% (8 689) higher when compared with 2023 (60 927). The majority of graduates obtained a Higher Certificate (120-credits) qualification (18 970 or 27.2%), and Bachelor's degree (360-credits) qualification (18 481 or 26.5%), while fewer graduates obtained Doctoral and Diploma (240-credits) qualifications (62 and 166 respectively).

Between 2023 and 2024, the highest increase in the number of graduates was recorded for the Bachelor's degree (240 credits) qualification, where the number of graduates more than doubled from 102 to 241. Despite the overall increase in the number of graduates between 2023 and 2024, a decrease of 5.5% (152) was observed in the Postgraduate Certificate (120-Credits) qualification.

Table 4.17: Number of graduates from PHEIs, by qualification type and population group, 2024

Qualification Type	African	White	Indian/Asian	Coloured	Foreign National Students	Unspecified	Total
Higher Certificate (120-Credits)	12 173	2 306	1 401	2 038	980	72	18 970
Advanced Certificate (120-Credits)	884	228	138	215	48	0	1 513
Diploma (240-Credits)	81	46	6	24	9	0	166
Diploma (360-Credits)	7 186	819	219	599	143	66	9 032
Advanced Diploma (120-Credits)	3 019	378	298	381	167	6	4 249
Postgraduate Diploma (120-Credits)	4 020	676	547	340	446	3	6 032
Postgraduate Certificate (120-Credits)	1 236	777	190	321	50	15	2 589
Bachelor's Degree (240-Credits)	93	46	50	17	35	0	241
Bachelor's Degree (360-Credits)	9 270	4 094	2 054	1 791	1 201	71	18 481
Bachelor's Degree (480-Credits)	1 598	1 015	358	392	34	2	3 399
Honours Degree (120-Credits)	1 762	746	340	252	246	3	3 349
Master's Degree (120-Credits)	905	136	217	62	211	2	1 533
Doctoral Degree (360-Credits)	22	21	10	4	5	0	62
Total	42 249	11 288	5 828	6 436	3 575	240	69 616

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

Note 2: "Unspecified" refers to students who did not specify their population group.

In 2024, a total of 69 616 students graduated from PHEIs, with the majority being Africans (60.7% or 42 249), followed by Whites (16.2% or 11 288), Coloureds (9.2% or 6 436) and Indian/Asian (8.4% or 5 828).

The majority of African and Coloured students obtained Higher Certificate (120-credits) qualifications, whereas Indian/Asian and White students mainly obtained Bachelor's degree (360-credits) qualifications. In terms of the different qualification types, the majority of graduates were African students. White students represented the second largest group of graduates in nearly all qualification types except the Bachelor's degree (240 Credits) and Master's degree, where Indian/Asian students were the second largest.

Foreign national graduates constituted 5.1% (3 575) of the total number of graduates in 2024. The majority of them obtained Bachelor's degree (360 Credits) (1 201), higher certificate (980) and postgraduate diploma (446).

Table 4.18: Number of graduates from PHEIs, by qualification type and age group, 2024

Qualification Type	<18 years	18-24 years	25-31 years	32-38 years	39-45 years	>45 years	Unspecified	Total
Higher Certificate (120-Credits)	435	9 189	3 527	2 941	1 881	990	7	18 970
Advanced Certificate (120-Credits)	0	58	131	516	460	348	0	1 513
Diploma (240-Credits)	0	84	21	21	19	21	0	166
Diploma (360-Credits)	9	3 265	2 378	1 531	1 187	650	12	9 032
Advanced Diploma (120-Credits)	0	178	690	1 373	1 275	732	1	4 249
Postgraduate Diploma (120-Credits)	1	425	1 364	1 799	1 435	1 007	1	6 032
Postgraduate Certificate (120-Credits)	0	361	1 366	542	201	115	4	2 589
Bachelor's Degree (240-Credits)	0	88	73	22	22	35	1	241
Bachelor's Degree (360-Credits)	842	7 898	3 212	2 813	2 389	1 315	12	18 481
Bachelor's Degree (480-Credits)	0	1 485	923	390	319	282	0	3 399
Honours Degree (120-Credits)	48	900	736	682	605	375	3	3 349
Master's Degree (120-Credits)	1	6	125	396	549	456	0	1 533
Doctoral Degree (360-Credits)	0	1	1	2	13	45	0	62
Total	1 336	23 938	14 547	13 028	10 355	6 371	41	69 616

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

Note 2: "Unspecified" refers to records of students with missing age.

In 2024, the highest number of graduates were between the ages of 18-24 years (34.4% or 23 938), followed by 25–31-year-olds (20.9 % or 14 547), 32–38-year-olds (18.7% or 13 028) and 39-45-year-olds (14.9% or 10 355). The lowest proportion of graduates were those aged less than 18 years (1.9% or 1 336).

Students in the younger age groups (18-38 years age group) graduated primarily with Higher Certificate (120-credits) qualifications, while the majority of those aged 39 years and older obtained Bachelor's Degree (360-credits) qualifications. Even though over a third of graduates were between the ages 18-24 years, the majority of Advanced Certificate (120-credits), Advanced Diploma (120-credits) and Postgraduate Diploma (120-credits) graduates were in the age groups 32-38 years. When it comes to the Master's and Doctoral degrees, the majority of the graduates were in the older age groups (39 years and older).

Table 4.19: Number of graduates from PHEIs, by qualification type and gender, 2024

Qualification Type	Female	Male	Unspecified	Total
Higher Certificate (120-Credits)	12 038	6 929	3	18 970
Advanced Certificate (120-Credits)	980	533	0	1 513
Diploma (240-Credits)	122	44	0	166
Diploma (360-Credits)	6 110	2 921	1	9 032
Advanced Diploma (120-Credits)	2 703	1 546	0	4 249
Postgraduate Diploma (120-Credits)	3 538	2 494	0	6 032
Postgraduate Certificate (120-Credits)	1 899	688	2	2 589
Bachelor's Degree (240-Credits)	132	108	1	241
Bachelor's Degree (360-Credits)	10 962	7 512	7	18 481
Bachelor's Degree (480-Credits)	2 931	468	0	3 399
Honours Degree (120-Credits)	2 331	1 016	2	3 349
Master's Degree (120-Credits)	817	716	0	1 533
Doctoral Degree (360-Credits)	23	39	0	62
Total	44 586	25 014	16	69 616

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

Note 2: "Unspecified" refers to records of students who did not specify their gender.

The majority of 2024 graduates in PHEIs were female (64.0% or 44 586) and the male graduates accounted for 35.9% or 25 014 of the total (69 616). The number of female graduates exceeded the number of male graduates by 28.1 percentage points or 19 572. The largest gender disparity was observed in the Higher Certificate (120-Credits) qualification, where 5 109 more females than males graduated.

The number of female graduates exceeded male graduates in almost all qualification types except Doctoral degrees, where male graduates were slightly higher than females. The majority of both female and males graduated mainly with a Higher Certificate (120-credits) and Bachelor's degree (360-Credits) qualifications.

Table 4.20: Number of graduates from PHEIs, by NQF field and gender, 2024

NQF Field	Female	Male	Unspecified	Total
1. Agriculture and Nature Conservation	79	70	0	149
2. Culture and Arts	1 914	1 574	0	3 488
3. Business, Commerce and Management Studies	23 162	14 660	4	37 826
4. Communication Studies and Language	1 331	554	2	1 887
5. Education, Training and Development	9 662	1 551	3	11 216
6. Manufacturing, Engineering and Technology	0	27	0	27
7. Human and Social Studies	1 704	942	1	2 647
8. Law, Military Science and Security	2 107	1 142	1	3 250
9. Health Sciences and Social Services	1 735	288	0	2 023
10. Physical, Mathematical, Computer and Life Sciences	2 165	3 807	5	5 977
11. Services	567	232	0	799
12. Physical Planning and Construction	160	167	0	327
Total	44 586	25 014	16	69 616

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

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

More than half of the students graduated in the Business, Commerce and Management Studies (54.3% or 37 826), followed by Education, Training and Development (16.1% or 11 216) and Physical, Mathematical, Computer and Life Sciences (8.6% or 5 977) fields.

Overall, female graduates outnumbered their male counterparts, with the largest disparities recorded in the fields of Business, Commerce and Management Studies and Education, Training and Development, where females exceeded males by 8 502 and 8 111 respectively. In the Education, Training and Development and Health Sciences and Social Services fields, the number of female graduates was six times higher than that of males.

Although the number of female graduates was generally higher, males outnumbered females in the Physical, Mathematical, Computer and Life Sciences, Manufacturing, Engineering and Technology and Physical Planning and Construction fields.

4.3.4 Staffing in Private Higher Education Institutions (PHEIs)

Table 4.21: Number of staff in PHEIs by employment period and personnel categories, 2024

Employment Period	Academic/Research Staff	Service Staff	Support Staff	Total
Full-time	3 863	1 895	6 575	12 333
Part-time	5 435	154	862	6 451
Total	9 298	2 049	7 437	18 784

Source: Annual report submitted by PHEIs to DHET for the 2024 year of reporting.

Note 1: A "full-time" staff member is defined as an employee who is employed by the institution on a full-time permanent basis.

Note 2: A "part-time" staff member is defined as an employee who is employed by the institution on a part-time or contractual basis.

Note 3: The category "Academic/Research" refers to academic and research staff engaged in teaching, learning and research.

Note 4: The category "Service Staff" refers to staff who are employed by the institution to maintain the infrastructure.

Note 5: The category "Support Staff" refers to the staff employed by the institution in an administrative capacity.

The total number of full-time and part-time staff in PHEIs was 18 784 in 2024. Of this total, 65.7% or 12 333 were full-time staff while 34.3% or 6 451 were appointed on a part-time basis. The majority of staff were employed as academic/research staff (49.5% or 9 298), followed by 39.6% (7 437) support staff, while 10.9% (2 049) were employed as service staff.

5. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

5.1 OVERVIEW OF TVET COLLEGES

Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Continuing Education and Training (CET) Act, No. 16 of 2006, as amended. In 2024 there were 50 public TVET colleges with 273 campuses, other delivery sites and units for which enrolment was reported. The vision and objective for the public TVET colleges sector as articulated in the national PSET plan is an expanded and strengthened TVET sub-system that provides quality technical and vocational education and training to prepare students for the world of work (i.e., formal employment, self-employment, and other forms of work).

TVET colleges provide technical and vocational education and training qualifications and programmes which can be accessed at entry levels with a Grade 9 or Grade 12 certificate. These qualification and programme offerings are categorised as programme types for which enrolment and other data is reported and submitted to the Department. The different programme types for which enrolment is reported are:

- a. The National Certificate (Vocational) [NC(V)] offered at NQF Levels 2, 3 and 4. The NC(V) qualification has 19 vocational programmes that are offered at TVET colleges.
- b. Report 190/1 part-qualification or commonly known as NATED (National Technical Education) programmes, which are offered at six N Levels (N1 to N6) for Engineering Studies and three or four N Levels (Introductory, N4 to N6) for Business and General Studies. These national technical education certificates culminate in a national technical education diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies programmes require a minimum of 24 months (2 670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma.
- c. The Pre-Vocational Learning Programme (PLP) is a foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NC(V) programmes at NQF Level 2, N1 Engineering Studies programmes (Report 190) and occupational programmes at NQF Levels 2 to 4. It aims to address identified learning gaps and to improve students' chances of academic success in the qualifications and programmes they progress into after completing the PLP. The PLP does not replace any existing foundational programme. Although the PLP has no assigned credits, there is formal assessment of competence and progress, and these results are endorsed by the Academic Boards of colleges.
- d. Occupational Qualifications and part-qualifications are inclusive of the trade offerings offered by Centres of Specialisation (COS) and other colleges. These programmes are inclusive of a workplace learning component and are closely linked to workplace skills demands and opportunities. Many of the occupational learning programmes are funded by Sector Education Training and Authorities (SETAs) and the National Skills Fund (NSF) through the levy grant system. The trade programme offerings through the COS have been placed on the ministerial approved programme register, and form part of the mainstream offerings funded by the State.

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

Note:

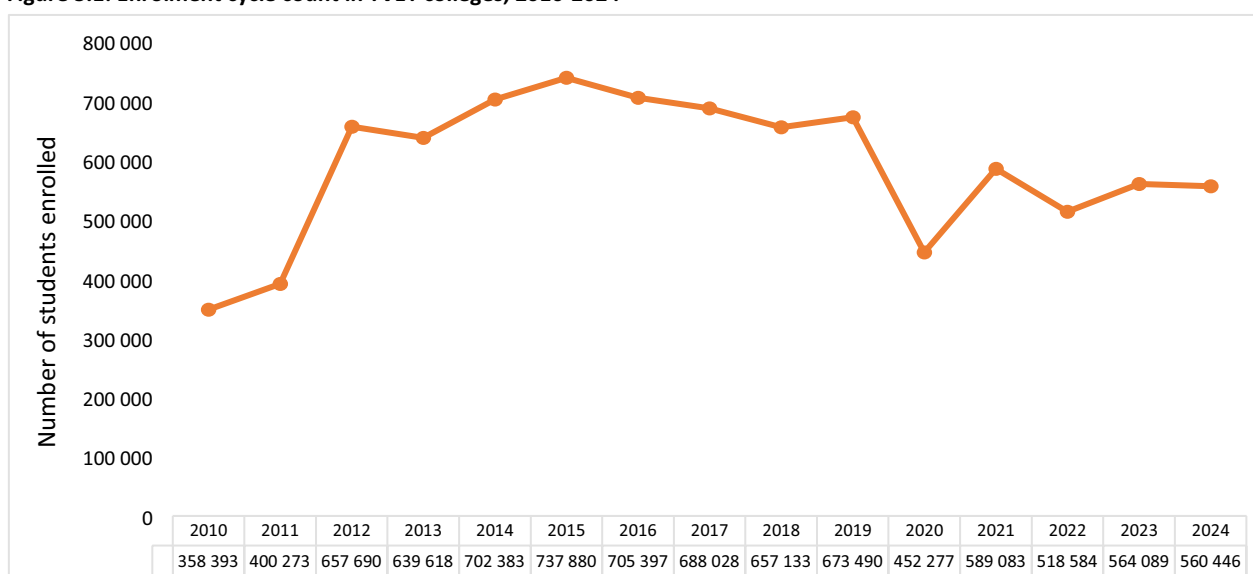
1. These programme types that appear in the ministerial approved programme register [NC(V), Report 191, PLP and trades offered by COS] are funded by the State in terms of the *National Norms and Standards for Funding TVET colleges*.
2. Sub-Levels N1 to N3 are equivalent to NQF Levels 2 to 4.
Sub-Levels N4 to N6 are equivalent to NQF Level 5.
3. In October 2023, the Department issued Government Gazette No. 49518, formally determining the discontinuation of the NATED Report 191 N1–N3 programmes. The phase-out took effect from 1 January 2024, with the final enrolments permitted up to 31 December 2023. This policy change influences enrolment, completion, and programme-mix trends observed in the TVET college sub-sector and should be taken into consideration when interpreting year-on-year data patterns.

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

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

5.1.1 Enrolment of students in TVET colleges

Figure 5.1: Enrolment cycle count in TVET colleges, 2010-2024



Source: 2024 TVET College Enrolment_December 2025.

Enrolment in TVET colleges increased steadily between 2010 and 2015 and started declining since 2016. The sharp decline in 2020 was driven by Coronavirus disease 2019 (COVID-19), as lockdown restrictions led to colleges forfeiting Semester 2 and Trimester 3 enrolments. Since 2021, enrolment levels have fluctuated and remain below the pre-pandemic peak. In 2024, enrolment reached 560 446, representing a 0.6% (3 643) decrease when compared to 2023 (564 089).

Table 5.1: Enrolment cycle count in TVET colleges, 2010 – 2024

Year	Qualification Category						Total
	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other/Skills Programmes	PLP	Level 5 and Level 6 Qualifications	
2010	130 039	169 774	23 160	35 420	n.a	n.a	358 393
2011	124 658	222 754	20 799	32 062	n.a	n.a	400 273
2012	140 575	359 624	62 359	95 132	n.a	n.a	657 690
2013	154 960	442 287	19 000	23 371	n.a	n.a	639 618
2014	166 433	486 933	19 825	29 192	n.a	n.a	702 383
2015	165 459	519 464	20 533	32 424	n.a	n.a	737 880
2016	177 261	492 026	13 642	22 468	n.a	n.a	705 397
2017	142 373	510 153	10 969	24 533	n.a	n.a	688 028
2018	131 212	482 175	20 106	23 355	285	n.a	657 133
2019	138 912	494 070	22 886	14 025	3 597	n.a	673 490
2020	146 637	274 907	20 130	3 888	5 250	1 465	452 277
2021	141 768	416 949	18 277	6 653	4 581	855	589 083
2022	135 727	356 575	15 837	4 505	4 420	1 520	518 584
2023	134 005	402 653	15 474	6 997	4 323	637	564 089
2024	141 070	387 887	14 637	10 752	4 856	1 244	560 446

Source: 2024 TVET College Enrolment, December 2025.

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

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

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

Note 4: "Other"/ Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing). It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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

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

Note 7: "n.a" means not applicable.

Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2024, namely: Central Johannesburg, Ehlanzeni, Ingwe, King Hintsa, King Sabata Dalindyebo, Nkangala and Taletso TVET colleges.

Note 9: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

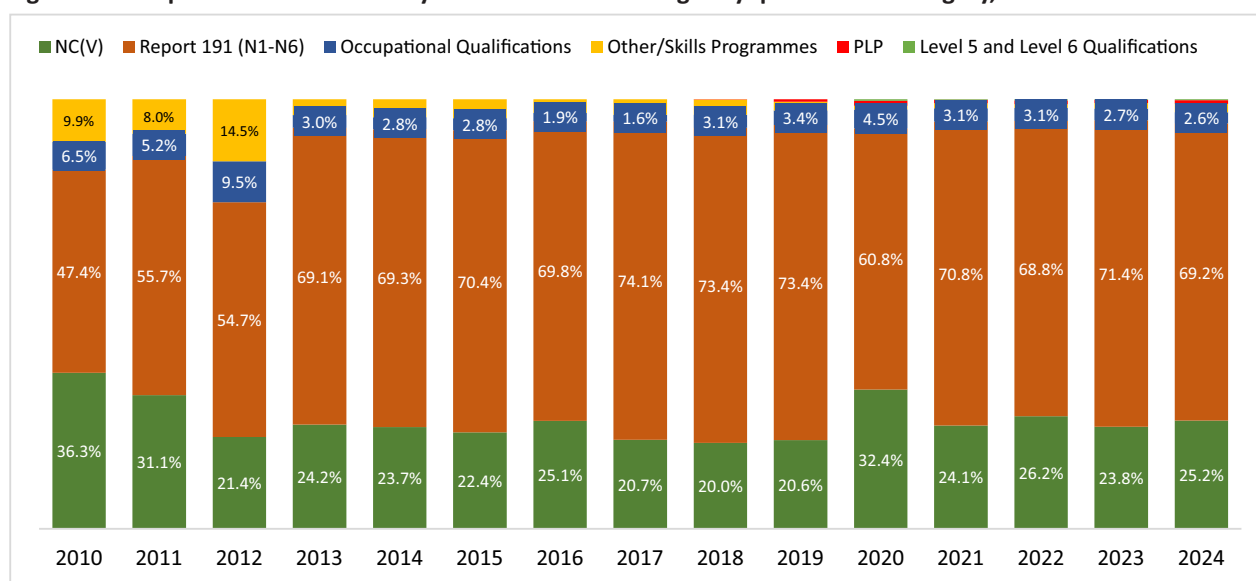
In 2024, overall enrolment in TVET colleges was 560 446, which was 0.6% (3 643) lower than in 2023 (564 089). The largest decline in enrolments between 2023 and 2024 occurred in Occupational Qualifications which decreased by 5.4% (837), while Report 191 enrolments decreased by 3.7% or 14 766. Despite this overall decline between 2023 and 2024, four qualification categories recorded increases, with the highest growth seen in Level 5 and Level 6 Qualifications, which increased by 95.3% or 607, followed by skills programmes (53.7% or 3 755), PLP (12.3% or 533) and NC(V) (5.3% or 7 065).



Enrolment was dominated by Report 191, followed by NC(V) throughout the period under review (2010-2024). In 2024, nearly three-quarters of enrolments were in Report 191 (387 887 or 69.2%), followed by NC(V) (141 070 or 25.2%). The remaining qualifications accounted for smaller proportions: Occupational Qualifications (14 637 or 2.6%), skills programmes (10 752 or 1.9%), PLP (4 856 or 0.9%) and Level 5 and 6 Qualifications (1 244 or 0.2%).

In 2024, the TVET colleges with the highest enrolment were Majuba (26 994 or 4.8%), South West Gauteng (19 960 or 3.6%), Motheo (19 222 or 3.4%), Sedibeng (18 515 or 3.3%), Northlink (18 162 or 3.2%) and Central Johannesburg (17 953 or 3.2%). The lowest enrolments were recorded at Lephalale (3 174 or 0.6%), King Hintsa (3 671 or 0.7%) and Waterberg (4 091 or 0.7%) TVET colleges - see Table 10.10 of the Appendix.

Figure 5.2: Proportion of enrolment cycle count in TVET colleges by qualification category, 2010-2024



Source: 2024 TVET College Enrolment, December 2025.

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

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

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

Note 4: "Other"/ Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing). It also includes programme enrolment numbers that were misreported in 2010-2019 as "Other". The correct reporting is recorded in the 2020 data going forward.

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

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

Note 7: "n.a" means not applicable.

Note 8: The following colleges did not report any enrolment in Occupational Qualifications in 2024, namely: Central Johannesburg, Ehlanzeni, Ingwe, King Hintsa, King Sabata Dalindyebo, Nkangala and Taletso TVET colleges.

Note 9: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

The programme qualification mix remained highly concentrated in Report 191 and NC(V) over the past 15 years. Report 191 has consistently held the largest share of enrolments, and increased from 47.4% in 2010, peaking at 74.1% in 2017 and remained between 60-73% from 2018 onwards. NC(V) accounted for 36.3% of enrolments in 2010, reached the lowest share in 2018 (20.0%), and remained above 23% between 2021 and 2024. The other four qualification categories (Occupational Qualifications, Other/Skills Programmes, PLP and Level 5 and 6 Qualifications) have continued to represent a small proportion of total enrolments, with the share of Occupational Qualifications showing a decline since 2021.



Table 5.2: Enrolment cycle count of students in TVET colleges by qualification category and age group, 2024

Qualification Category	<15 years	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V)	1	10 499	85 608	36 008	6 620	1 749	585	141 070
Report 191 (N1-N6)	3	42 625	255 279	59 908	16 979	7 397	5 696	387 887
Occupational Qualifications	0	659	4 902	4 486	2 482	982	1 126	14 637
Skills Programmes	0	534	3 243	2 874	1 876	967	1 258	10 752
PLP	2	1 219	2 971	527	96	33	8	4 856
Level 5 and Level 6 Qualifications	0	57	325	269	251	133	209	1 244
Total	6	55 593	352 328	104 072	28 304	11 261	8 882	560 446

Source: 2024 TVET College Enrolment, December 2025.

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

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

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

Note 4: Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2024, namely: Central Johannesburg, Ehlanzeni, Ingwe, King Hintsa, King Sabata Dalindyebo, Nkangala and Taletso TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

In 2024, TVET college enrolments were predominantly among students aged 20–24 years, who accounted for almost two-thirds of all enrolments (352 328 or 62.9%). This was followed by the 25–29 years age group (104 072 or 18.6%) and 15–19 years age group (55 593 or 9.9%). Most age groups (except those younger than 15 and those aged 40 years and older) had the highest enrolments in Report 191 programmes, followed by NC(V) qualifications. In contrast, students aged 40 years and older primarily enrolled in Report 191 programmes followed by skills programmes. Students within the age group 20–24 years accounted for the largest share of enrolments in all the qualification categories.

Table 5.3: Enrolment cycle count of students in TVET colleges by qualification category and population group, 2024

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	135 472	5 030	130	414	24	141 070
Report 191 (N1-N6)	368 958	16 609	629	1 582	109	387 887
Occupational Qualifications	11 475	3 020	13	125	4	14 637
Skills Programmes	8 412	2 030	45	258	7	10 752
PLP	4 501	340	2	12	1	4 856
Level 5 and Level 6 Qualifications	896	336	2	10	0	1 244
Total	529 714	27 365	821	2 401	145	560 446

Source: 2024 TVET College Enrolment, December 2025.

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

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

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

Note 4: Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2024, namely: Nkangala, Sedibeng, Taletso and Western TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Note 9: "Unspecified" refers to students who did not provide their population group.

In 2024, African students represented the majority of TVET college enrolments and accounted for 94.5% or 529 714 of the total. Smaller proportions of students enrolled were Coloured (4.9% or 27 365), followed by White (0.4% or 2 401) and Indian/Asian (0.1% or 821). Across all population groups, enrolments were primarily in Report 191 and NC(V) programmes, with African students dominating enrolments in all qualification categories.

Table 5.4: Enrolment cycle count of students in TVET colleges by qualification category and gender, 2024

Qualification Category	Female	Male	Total	Female (%)	Male (%)
NC(V)	98 927	42 143	141 070	70.1%	29.9%
Report 191 (N1-N6)	248 341	139 546	387 887	64.0%	36.0%
Occupational Qualifications	9 621	5 016	14 637	65.7%	34.3%
Skills Programmes	4 936	5 816	10 752	45.9%	54.1%
PLP	2 501	2 355	4 856	51.5%	48.5%
Level 5 and Level 6 Qualifications	1 043	201	1 244	83.8%	16.2%
Total	365 369	195 077	560 446	65.2%	34.8%

Source: 2024 TVET College Enrolment, December 2025.

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

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

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

Note 4: Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2024, namely: Central Johannesburg, Ehlanzeni, Ingwe, King Hintsa, King Sabata Dalindyebo, Nkangala and Taletso TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

In 2024, females made up almost two-thirds of TVET college students (365 369 or 65.2%), while males accounted for 195 077 (34.8%). Female enrolment exceeded that of males in almost all programmes, except for skills programmes, which had 880 more male students. The highest female representation was in Level 5 and 6 Qualifications (83.8%), while males' proportion was higher in skills programmes (54.1%). The largest gender gap was observed in Report 191, with 108 795 more females than males enrolled.

5.1.2 Overview of the TVET sector by province

Table 5.5: Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2024

Province	TVET colleges	Number of Students
Eastern Cape	8	62 050
Free State	4	48 406
Gauteng	8	135 927
KwaZulu-Natal	9	107 209
Limpopo	7	61 356
Mpumalanga	3	35 044
North West	3	34 207
Northern Cape	2	12 699
Western Cape	6	63 548
Total	50	560 446

Source: 2024 TVET College Enrolment, December 2025.

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

Of the 560 446 students enrolled in TVET colleges in 2024, Gauteng recorded the highest share (135 927 or 24.3%), followed by KwaZulu-Natal (107 209 or 19.1%), Western Cape (63 548 or 11.3%), Eastern Cape (62 050 or 11.1%) and Limpopo (61 356 or 10.9%). The lowest enrolments were in Northern Cape (12 699 or 2.3%) and North West (34 207 or 6.1%), which also have fewer colleges (2 and 3 respectively) when compared to other provinces.

Table 5.6: Enrolment cycle count of students in TVET colleges by qualification category and province, 2024

Province	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Skills Programmes	PLP	Level 5 and Level 6 Qualifications	Total
Eastern Cape	17 446	42 740	924	137	803	0	62 050
Free State	6 660	39 311	1 507	595	309	24	48 406
Gauteng	31 168	99 877	1 249	2 388	959	286	135 927
KwaZulu-Natal	28 153	73 789	2 167	1 920	1 125	55	107 209
Limpopo	21 577	35 843	2 080	1 285	489	82	61 356
Mpumalanga	14 572	19 262	655	355	200	0	35 044
North West	8 456	24 913	474	67	293	4	34 207
Northern Cape	1 925	9 770	656	150	198	0	12 699
Western Cape	11 113	42 382	4 925	3 855	480	793	63 548
Total	141 070	387 887	14 637	10 752	4 856	1 244	560 446

Source: 2024 TVET College Enrolment, December 2025.

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

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

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

Note 4: Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing).

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

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2024, namely: Central Johannesburg, Ehlanzeni, Ingwe, King Hintsa, King Sabata Dalindyebo, Nkangala and Taletso TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

TVET colleges in Gauteng accounted for a substantial share of enrolments in Report 191 (99 877 or 25.7%) and NC(V) (31 168 or 22.1%). In contrast, more than one third of Occupational Qualifications and skills programmes enrolments were in Western Cape TVET colleges (4 925 or 33.6% and 3 855 or 35.9% respectively). KwaZulu-Natal recorded the highest share of PLP enrolments (1 125 or 23.2%). Although Level 5 and 6 qualifications had the lowest overall enrolment in 2024, the majority of students enrolled in this qualification were in the Western Cape (793 or 63.7%), followed by Gauteng (286 or 23.0%).

5.1.3 Enrolment in TVET colleges by qualification levels and programmes

Table 5.7: Enrolment cycle count of students in TVET colleges for NC(V) programmes by level and gender, 2024

NC(V) Levels	Female	Male	Total	Female (%)	Male (%)
NC(V) Level 2	42 335	21 379	63 714	66.4%	33.6%
NC(V) Level 3	28 430	11 521	39 951	71.2%	28.8%
NC(V) Level 4	28 162	9 243	37 405	75.3%	24.7%
Total	98 927	42 143	141 070	70.1%	29.9%

Source: 2024 TVET College Enrolment, December 2025.

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

Total enrolment in NC(V) was 141 070 in 2024, with nearly half enrolled at NC(V) Level 2 (63 714 or 45.2%). Enrolments declined at NC(V) Level 3 (39 951 or 28.3%) and NC(V) Level 4 (37 405 or 26.5%). More than 70% of students were females (98 927 or 70.1%) compared to (42 143 or 29.9%) males. Female representation was the highest at NC(V) Level 4 (75.3%), and slightly lower for NC(V) Levels 3 and 2. The largest gender gap was observed at NC(V) Level 2, where 20 956 more females enrolled than males.



Table 5.8: Enrolment cycle count of students in TVET colleges for NC(V) Level 4 programmes by gender, 2024

NC(V) Programme	Female	Male	Total
1. Civil Engineering and Building Construction	1 994	1 052	3 046
2. Drawing Office Practice	10	7	17
3. Education and Development	971	54	1 025
4. Electrical Infrastructure and Construction	2 742	1 484	4 226
5. Engineering and Related Design	2 218	1 974	4 192
6. Finance, Economics and Accounting	1 941	447	2 388
7. Hospitality	2 106	323	2 429
8. Information Technology and Computer Science	1 019	661	1 680
9. Management	1 279	285	1 564
10. Marketing	1 167	317	1 484
11. Mechatronics	161	98	259
12. Office Administration	7 249	989	8 238
13. Primary Agriculture	1 120	409	1 529
14. Primary Health	432	28	460
15. Process Instrumentation	11	7	18
16. Process Plant Operations	194	51	245
17. Safety in Society	899	315	1 214
18. Tourism	1 708	404	2 112
19. Transport and Logistics	941	338	1 279
Total	28 162	9 243	37 405

Source: 2024 TVET College Enrolment_December 2025.

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

Of the 37 405 students enrolled in NC(V) Level 4 in 2024, the largest proportion enrolled for Office Administration (8 238 or 22.0%), followed by Electrical Infrastructure and Construction (4 226 or 11.3%) and Engineering and Related Design (4 192 or 11.2%). Enrolment in NC(V) Level 4 programmes was predominantly female, with females comprising more than three quarters of students (28 162 or 75.3%) compared to 9 243 (24.7%) males, resulting in 18 919 more females than males.

Female enrolment exceeded that of males across all NC(V) Level 4 programmes, with the largest gender gap observed in Office Administration, where 6 260 more females than males enrolled. Smaller gender differences were observed in Mechatronics, Process Instrumentation and Drawing Office Practice. Notably, female enrolment in Education and Development and Primary Health was 18 and 15 times higher than that of males.

Among female students enrolled in NC(V) Level 4 programmes, a quarter enrolled in Office Administration (7 249 or 25.7%), followed by Electrical Infrastructure and Construction (2 742 or 9.7%) and Engineering and Related Design (2 218 or 7.9%). Male students, on the other hand, predominantly enrolled in Engineering and Related Design (1 974 or 21.4%), followed by Electrical Infrastructure and Construction (1 484 or 16.1%) and Civil Engineering and Building Construction (1 052 or 11.4%).



Table 5.9: Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2024

Report 191 Levels	Female	Male	Total	Female (%)	Male (%)
Non-National	33	130	163	20.2%	79.8%
N1	658	762	1 420	46.3%	53.7%
N2	16 645	17 233	33 878	49.1%	50.9%
N3	18 777	19 086	37 863	49.6%	50.4%
N4	90 116	48 338	138 454	65.1%	34.9%
N5	63 934	29 646	93 580	68.3%	31.7%
N6	58 178	24 351	82 529	70.5%	29.5%
Total	248 341	139 546	387 887	64.0%	36.0%

Source: 2024 TVET College Enrolment, December 2025.

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

Note 2: Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

In 2024, female enrolment in Report 191 programmes was 248 341 (64.0%), which was 108 795 more than that of males (139 546 or 36.0%). The low enrolment in N1 and N2 is linked to the ongoing phase-out of N1–N3 programmes. Despite the overall higher female enrolment, male recorded higher enrolment in N1–N3 and Non-National Certificates. Females, however, dominated enrolments in N4–N6 (which includes both Engineering and Business Studies). The largest gender gap was observed in N4, where female enrolment exceeded that of males by 41 778.

Table 5.10: Enrolment cycle count of students in TVET colleges for N6 Report 191 programmes by gender, 2024

Report 191 Programme	Female	Male	Total
1. Art and Design	153	169	322
2. Business Management	5 769	2 265	8 034
3. Clothing Production	328	101	429
4. Educare	1 517	100	1 617
5. Engineering Studies	11 022	9 373	20 395
6. Farming Management	625	322	947
7. Farming Management and Mechanisation	677	305	982
8. Financial Management	5 183	1 857	7 040
9. Hospitality and Catering Services	2 200	570	2 770
10. Human Resource Management	5 331	1 605	6 936
11. Installation Rules	1	0	1
12. Legal Secretary	782	184	966
13. Management Assistant	11 801	2 697	14 498
14. Marketing Management	2 431	1 109	3 540
15. Medical Secretary	330	41	371
16. Popular Music: Composition	0	3	3
17. Popular Music: Performance	40	42	82
18. Popular Music: Studio Work	24	81	105
19. Public Management	7 029	2 425	9 454
20. Public Relations	424	120	544
21. Tourism	2 511	982	3 493
Total	58 178	24 351	82 529

Source: 2024 TVET College Enrolment, December 2025.

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

Total enrolment for N6 Report 191 was 82 529 in 2024, with females comprising the majority (58 178 or 70.5%), compared to 24 351 (29.5%) males. This represents 33 827 more females than males. More than half of enrolments were in Engineering Studies (20 395 or 24.7%), Management Assistant (14 498 or 17.6%) and Public Management (9 454 or 11.5%) programmes.

The number of female students was higher than males in nearly all N6 Report 191 programmes, with the largest gender gap observed in Management Assistant programme, where females outnumbered males by 9 104. A slightly higher number of males than females enrolled in Popular Music: Studio Work, Popular Music: Performance, Popular Music: Composition and Art and Design. Notably, female enrolment in Educare and Medical Secretary was 15 and 8 times higher than that of males.

Females were primarily enrolled in Management Assistant (11 801 or 20.3%), Engineering Studies (11 022 or 18.9%) and Public Management (7 029 or 12.1%). Males, on the other hand, enrolled mainly in Engineering Studies (9 373 or 38.5%), Management Assistant (2 697 or 11.1%) and Public Management (2 425 or 10.0%).

5.1.4 Examination results in TVET colleges

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

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

- a. The National Certificate (Vocational) [NC(V)] at three Levels (Levels 2, 3 and 4 of the National Qualifications Framework [NQF]), which is an alternative learning pathway to Grades 10, 11 and 12 of the academic schooling system.
- b. The “Report 190/1 National Technical Education (NATED)” Certificates offered at six different levels (N1 to N6) for Engineering Studies programmes and three Levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- c. Occupational Qualifications and Part-Qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

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

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

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

Table 5.11: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2024

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate
Report 190/1 N3	11 474	6 952	3 223	11 179	6 368	3 053	22 653	13 320	6 276	47.1%
Report 190/1 N6	45 797	41 144	26 794	17 330	14 731	8 904	63 127	55 875	35 698	63.9%
NC(V) Level 4	11 790	10 995	7 487	3 287	2 869	1 776	15 077	13 864	9 263	66.8%
Total	69 061	59 091	37 504	31 796	23 968	13 733	100 857	83 059	51 237	61.7%

Source: National Examinations Database, November 2024.

- Note 1: The number of students who Registered, Wrote and Completed includes only those who were eligible to complete qualifications (part or full) during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2024 and were eligible to complete the relevant qualifications during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the relevant qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2024 and were eligible to complete the relevant qualifications during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the relevant qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2024.

In 2024, a total of 100 857 students registered for the Report 190/1 (N3 and N6) and NC(V) Level 4 examinations at TVET colleges. Of these, 83 059 students wrote examinations, and 51 237 completed, resulting in an overall completion rate of 61.7%. The largest number of completions was recorded for Report 190/1 N6 part-qualification (35 698), followed by NC(V) Level 4 (9 263), while the lowest number completed Report 190/1 N3 part-qualification (6 276). In terms of completion rates, NC(V) Level 4 had the highest rate at 66.8%, followed by Report 190/1 N6 part-qualification at 63.9%, while Report 190/1 N3 part-qualification had the lowest completion rate at 47.1%.

More female students than males registered, wrote, and completed across all the exit levels (i.e. N3, N6 and NC(V) Level 4) in 2024. The largest gender disparity in completions was observed in Report 190/1 N6 part-qualification, where 17 890 more female students completed the qualification compared to their male counterparts.

Table 5.12: Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2024

Province	NC(V) Level 2				NC(V) Level 3				NC(V) Level 4			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	7 279	3 487	2 587	74.2%	2 537	2 130	1 705	80.0%	1 595	1 493	992	66.4%
Free State	2 818	1 647	1 390	84.4%	1 147	981	801	81.7%	765	720	520	72.2%
Gauteng	12 028	6 131	4 890	79.8%	4 901	3 806	3 044	80.0%	3 039	2 730	1 603	58.7%
KwaZulu-Natal	11 175	6 846	5 310	77.6%	5 110	4 327	3 281	75.8%	3 475	3 241	2 058	63.5%
Limpopo	6 685	5 003	4 018	80.3%	4 081	3 601	2 826	78.5%	2 239	2 096	1 377	65.7%
Mpumalanga	4 411	2 887	2 473	85.7%	2 292	1 918	1 634	85.2%	1 718	1 547	1 135	73.4%
North West	3 182	1 713	1 476	86.2%	1 202	970	795	82.0%	855	802	588	73.3%
Northern Cape	1 104	546	389	71.2%	319	262	184	70.2%	179	161	111	68.9%
Western Cape	5 248	2 468	1 959	79.4%	1 848	1 428	1 167	81.7%	1 212	1 074	879	81.8%
Total	53 930	30 728	24 492	79.7%	23 437	19 423	15 437	79.5%	15 077	13 864	9 263	66.8%

Source: National Examinations Database, November 2024.

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2024 academic year, expressed as a percentage (%) of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2024.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualifications.

In 2024, the national completion rate for NC(V) qualifications was highest at Level 2 (79.7%), followed by Level 3 (79.5%), and lowest at Level 4 (66.8%). The largest proportion of students who registered, wrote and completed examinations was for NC(V) Level 2, and the completion rate was also the highest at this level.

The highest completion rates were recorded in North West for Level 2 (86.2%), Mpumalanga for Level 3 (85.2%) and the Western Cape for Level 4 (81.8%). Free State, Mpumalanga and North West achieved above average completion rates across all NC(V) Levels, while KwaZulu-Natal recorded below average completion rates at all levels. The lowest completion rate for NC(V) Levels 2 and 3 were observed in the Northern Cape (71.2% and 70.2% respectively), while Gauteng recorded the lowest completion rate at NC(V) Level 4 (58.7%).

Table 5.13: Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2024

Province	Report 190/1 N1				Report 190/1 N2				Report 190/1 N3			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	248	222	96	43.2%	3 373	2 187	667	30.5%	2 443	1 688	681	40.3%
Free State	297	259	120	46.3%	3 676	1 326	510	38.5%	2 690	1 248	566	45.4%
Gauteng	351	326	172	52.8%	5 713	2 709	1 216	44.9%	6 660	3 425	1 602	46.8%
KwaZulu-Natal	195	182	92	50.5%	4 873	3 053	1 298	42.5%	3 530	2 518	1 170	46.5%
Limpopo	93	91	37	40.7%	1 769	1 271	580	45.6%	1 925	1 215	627	51.6%
Mpumalanga	57	49	22	44.9%	485	299	160	53.5%	1 248	627	360	57.4%
North West	492	371	255	68.7%	3 573	2 102	1 027	48.9%	2 069	1 264	790	62.5%
Northern Cape	121	98	33	33.7%	855	396	125	31.6%	404	246	83	33.7%
Western Cape	144	126	53	42.1%	1 316	851	343	40.3%	1 684	1 089	397	36.5%
Total	1 998	1 724	880	51.0%	25 633	14 194	5 926	41.8%	22 653	13 320	6 276	47.1%

Source: National Examinations Database, November 2024.

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a Report 190/1 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2024.
- Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2024 academic year.

The national completion rates for Report 190/1 N1 to N3 part-qualifications for Engineering Studies in 2024 varied across levels N1–N3, with Report 190/1 N1 recording the highest rate (51.0%), followed by N3 (47.1%) and the lowest was at N2 (41.8%). The largest number of students registered and wrote examinations for the N2 part-qualification (25 633 and 14 194 respectively). However, the highest number of completions was recorded for N3 (6 276) when compared to N2 (5 926) and N1 (880).

Provincially, colleges in North West recorded the highest completion rates for N1 (68.7%) and N3 (62.5%), while Mpumalanga achieved the highest completion rate for N2 (53.5%). Colleges in seven provinces recorded below average completion rates for N1, with Northern Cape recording the lowest (33.7%). For N2, four provinces recorded below average completion rates, with the lowest observed in Eastern Cape (30.5%). At N3 level, colleges in six provinces recorded completion rates below the national average, with the Northern Cape again recording the lowest rate (33.7%).

Table 5.14: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2024

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	2 498	1 706	759	44.5%	1 464	1 251	538	43.0%	1 272	1 133	485	42.8%
Free State	1 717	1 079	505	46.8%	795	609	315	51.7%	836	678	351	51.8%
Gauteng	8 053	3 409	1 640	48.1%	3 618	2 266	1 156	51.0%	2 148	1 370	666	48.6%
KwaZulu-Natal	7 297	4 587	1 896	41.3%	3 998	3 207	1 592	49.6%	2 948	2 494	993	39.8%
Limpopo	5 365	3 227	989	30.6%	2 283	1 852	779	42.1%	1 603	1 330	390	29.3%
Mpumalanga	2 528	1 222	540	44.2%	1 368	847	451	53.2%	823	533	227	42.6%
North West	1 604	1 168	668	57.2%	1 180	875	522	59.7%	876	674	337	50.0%
Northern Cape	250	182	40	22.0%	36	29	15	51.7%	32	30	12	40.0%
Western Cape	2 349	1 559	761	48.8%	1 413	1 215	585	48.1%	911	812	341	42.0%
Total	31 661	18 139	7 798	43.0%	16 155	12 151	5 953	49.0%	11 449	9 054	3 802	42.0%

Source: National Examinations Database, November 2024.

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a Report 190/1 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2024.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2024 academic year.

The highest national completion rates for Report 190/1 N4 to N6 Engineering Studies in 2024 was recorded at N5 (49.0%), followed by N4 (43.0%) and lower at N6 (42.0%). In terms of absolute numbers, most students completed the N4 part-qualification (7 798) followed by N5 (5 953), while N6 recorded the lowest number of completions (3 802).

TVET colleges in North West recorded the highest completion rates for N4 and N5 (57.2% and 59.7% respectively), while Free State colleges recorded the highest completion rate for N6 (51.8%). In terms of actual numbers, Gauteng had the highest number of students registered to write the N4 examinations, whereas KwaZulu-Natal recorded the highest number of students who wrote and completed N4, N5 and N6. Colleges in Northern Cape, Limpopo and KwaZulu-Natal recorded below average completion rates for N4 and N6, while Limpopo, Eastern Cape and Western Cape TVET colleges recorded below average completion rates for N5.



Table 5.15: Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Business Studies by province, 2024

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	11 669	9 625	6 186	64.3%	9 603	8 318	5 404	65.0%	7 626	6 981	4 477	64.1%
Free State	9 975	7 014	4 675	66.7%	6 484	5 372	3 831	71.3%	4 760	4 316	3 035	70.3%
Gauteng	19 884	14 711	11 017	74.9%	11 347	9 493	7 307	77.0%	9 159	7 952	6 116	76.9%
KwaZulu-Natal	20 505	17 182	11 007	64.1%	15 093	13 314	9 190	69.0%	12 795	11 833	7 645	64.6%
Limpopo	8 730	7 477	4 947	66.2%	4 591	4 098	2 876	70.2%	4 353	4 009	2 564	64.0%
Mpumalanga	4 630	3 714	2 948	79.4%	3 064	2 700	2 293	84.9%	2 701	2 397	1 822	76.0%
North West	4 724	3 597	2 634	73.2%	3 054	2 580	1 940	75.2%	1 921	1 765	1 388	78.6%
Northern Cape	5 174	3 592	2 143	59.7%	2 549	2 193	1 365	62.2%	1 366	1 209	586	48.5%
Western Cape	18 086	13 963	9 040	64.7%	10 250	8 576	6 164	71.9%	6 997	6 359	4 263	67.0%
Total	103 377	80 875	54 597	67.5%	66 035	56 644	40 370	71.3%	51 678	46 821	31 896	68.1%

Source: *National Examinations Database, November 2024.*

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a Report 190/1 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2024.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2024 academic year.

The highest national completion rates for Report 190/1 N4 to N6 Business Studies in 2024 was recorded at N5 (71.3%), followed by N6 (68.1%) and lower at N4 (67.5%). These completion rates were higher than those of Engineering Studies, particularly at the N6 level, where the Business Studies completion rate exceeded that of Engineering Studies by 26.1 percentage points. Furthermore, across all N Levels, Business Studies recorded higher numbers of students registered, wrote examinations, and completed compared to Engineering Studies (see Tables 5.14 and 5.15).

In terms of absolute numbers, the highest number of completions was recorded at N4 part-qualification (54 597), followed by N5 (40 370), while N6 recorded the lowest number of completions (31 896). At the provincial level, Mpumalanga recorded the highest completion rates at N4 (79.4%) and N5 (84.9%), while North West achieved the highest completion rate at N6 (78.6%). TVET colleges in the Eastern Cape, Free State, KwaZulu-Natal, Limpopo and Northern Cape province recorded below average completion rates across all levels, with Northern Cape consistently recording the lowest completion rates.

In terms of absolute numbers, TVET colleges in KwaZulu-Natal accounted for the largest number of students who registered, wrote and completed N4-N6 Business Studies, particularly at N5 and N6 levels, while the Northern Cape recorded the lowest number of students who registered, wrote and completed N5-N6.



Table 5.16: Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2024

NC(V) Level 4 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. Civil Engineering and Building Construction	581	539	286	53.1%	346	291	165	56.7%	927	830	451	54.3%
2. Drawing Office Practice	1	1	0	0.0%	4	3	1	33.3%	5	4	1	25.0%
3. Education and Development	530	504	392	77.8%	23	20	16	80.0%	553	524	408	77.9%
4. Electrical Infrastructure Construction	768	720	272	37.8%	409	355	146	41.1%	1 177	1 075	418	38.9%
5. Engineering and Related Design	639	592	317	53.5%	561	495	245	49.5%	1 200	1 087	562	51.7%
6. Finance, Economics and Accounting	716	658	441	67.0%	190	163	105	64.4%	906	821	546	66.5%
7. Hospitality	1 103	1 011	264	26.1%	165	142	39	27.5%	1 268	1 153	303	26.3%
8. Information Technology and Computer Science	264	231	120	51.9%	192	161	106	65.8%	456	392	226	57.7%
9. Management	583	544	442	81.3%	115	99	72	72.7%	698	643	514	79.9%
10. Marketing	448	424	288	67.9%	111	99	54	54.5%	559	523	342	65.4%
11. Mechatronics	48	43	19	44.2%	18	14	9	64.3%	66	57	28	49.1%
12. Office Administration	3 649	3 422	2 833	82.8%	469	412	335	81.3%	4 118	3 834	3 168	82.6%
13. Primary Agriculture	497	482	349	72.4%	164	158	116	73.4%	661	640	465	72.7%
14. Primary Health	246	237	198	83.5%	17	17	13	76.5%	263	254	211	83.1%
15. Process Instrumentation	2	2	0	0.0%	3	3	1	33.3%	5	5	1	20.0%
16. Process Plant Operations	41	37	18	48.6%	12	9	5	55.6%	53	46	23	50.0%
17. Safety in Society	350	334	224	67.1%	135	123	82	66.7%	485	457	306	67.0%
18. Tourism	902	834	697	83.6%	203	177	153	86.4%	1 105	1 011	850	84.1%
19. Transport and Logistics	422	380	327	86.1%	150	128	113	88.3%	572	508	440	86.6%
Total	11 790	10 995	7 487	68.1%	3 287	2 869	1 776	61.9%	15 077	13 864	9 263	66.8%

Source: National Examinations Database, November 2024.

Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.

Note 2: "Number Registered" refers to the number of students who registered for the 2024 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2024.

Note 3: "Number Wrote" refers to the number of students who wrote the 2024 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2024.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2024.

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

In 2024, a total of 13 864 students wrote the NC(V) Level 4 examinations, of which 9 263 completed the qualification, resulting in an overall completion rate of 66.8%. This represented an improvement of 8.6 percentage points compared to the 58.2% completion rate recorded in 2023. Office Administration accounted for the largest share of completions, contributing 34.2% (3 168) of total completions, followed by Tourism (9.2% or 850), Engineering and Related Design (6.1% or 562), and Finance, Economics and Accounting (5.9% or 546).

Completion rates above the national average were recorded in eight programmes, with the highest rates observed in Transport and Logistics (86.6%), Tourism (84.1%), Primary Health (83.1%) and Office Administration (82.6%). In contrast, Process Instrumentation and Drawing Office Practice recorded the lowest completion rates of 20.0% and 25.0% respectively. These two programmes also had low participation, with fewer students registering, writing, and completing.



Female students outnumbered male students in terms of the number of students who registered, wrote and completed NC(V) Level 4 qualifications in 2024. Females accounted for more than 80.0% (7 487) of all NC(V) Level 4 completions, achieving a completion rate of 68.1%. This was higher than the 1 776 male students who completed the same qualification, whose overall completion rate was 61.9%.

Among female completers, more than a third (37.8% or 2 833) completed Office Administration, followed by Tourism (9.3% or 697), Management (5.9% or 442) and Finance, Economics and Accounting (5.9% or 441). Male completions were mostly concentrated in Office Administration (18.9% or 335), Engineering and Related Design (13.8% or 245), Civil Engineering and Building Construction (9.3% or 165) and Tourism (8.6% or 153) programmes. The largest gender gap in completions was observed in Office Administration, where 2 498 more females than males completed NC(V) Level 4 qualification.

Although male participation was lower overall, male students had notably high completion rates in Transport and Logistics (88.3%), Tourism (86.4%), Office Administration (81.3%) and Education and Development (80.0%). Female completion rates were highest in Transport and Logistics (86.1%), Tourism (83.6%), Primary Health (83.5%), Office Administration (82.8%) and Management (81.3%).



Table 5.17: Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2024

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. Art and Design	120	114	109	95.6%	133	124	117	94.4%	253	238	226	95.0%
2. Business Management	4 488	4 040	2 730	67.6%	1 664	1 453	1 010	69.5%	6 152	5 493	3 740	68.1%
3. Clothing Production	298	291	244	83.8%	90	79	64	81.0%	388	370	308	83.2%
4. Educare	1 522	1 458	1 244	85.3%	91	80	67	83.8%	1 613	1 538	1 311	85.2%
5. Engineering Studies	6 256	5 042	2 124	42.1%	5 193	4 012	1 678	41.8%	11 449	9 054	3 802	42.0%
6. Farming Management	471	454	339	74.7%	240	225	162	72.0%	711	679	501	73.8%
7. Farming Management and Mechanisation	1 042	1 027	629	61.2%	462	442	245	55.4%	1 504	1 469	874	59.5%
8. Financial Management	4 471	4 103	2 903	70.8%	1 555	1 389	1 031	74.2%	6 026	5 492	3 934	71.6%
9. Hospitality and Catering Services	2 103	1 948	1 413	72.5%	549	502	344	68.5%	2 652	2 450	1 757	71.7%
10. Human Resource Management	4 194	3 918	2 944	75.1%	1 250	1 134	793	69.9%	5 444	5 052	3 737	74.0%
11. Legal Secretary	656	582	318	54.6%	135	119	55	46.2%	791	701	373	53.2%
12. Management Assistant	8 243	7 378	4 740	64.2%	1 725	1 513	931	61.5%	9 968	8 891	5 671	63.8%
13. Marketing Management	2 306	2 001	955	47.7%	1 001	827	383	46.3%	3 307	2 828	1 338	47.3%
14. Medical Secretary	264	253	179	70.8%	32	29	21	72.4%	296	282	200	70.9%
15. Popular Music: Composition	0	0	0	n.a	3	3	3	100.0%	3	3	3	100.0%
16. Popular Music: Performance	29	26	25	96.2%	33	28	24	85.7%	62	54	49	90.7%
17. Popular Music: Studio Work	16	13	10	76.9%	52	47	40	85.1%	68	60	50	83.3%
18. Public Management	6 656	6 176	4 253	68.9%	2 179	1 970	1 404	71.3%	8 835	8 146	5 657	69.4%
19. Public Relations	349	340	158	46.5%	56	53	29	54.7%	405	393	187	47.6%
20. Tourism	2 313	1 980	1 477	74.6%	887	702	503	71.7%	3 200	2 682	1 980	73.8%
Total	45 797	41 144	26 794	65.1%	17 330	14 731	8 904	60.4%	63 127	55 875	35 698	63.9%

Source: *National Examinations Database, November 2024.*

Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete an N6 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.

Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the N6 part-qualification in 2024.

Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2024.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2024.

Note 5: "n.a" means not applicable, and applies in cases where there were no students who wrote and completed a particular programme.

Of the 63 127 students who wrote the examination for Report 190/1 N6 part-qualifications in 2024, 35 698 of them completed, resulting in a completion rate of 63.9%. The majority of students wrote examinations in the following programmes: Engineering Studies (9 054), Management Assistant (8 891) and Public Management (8 146). Completions were, however, higher in Management Assistant (5 671), Public Management (5 657) and Financial Management (3 934).



Almost three-quarters of students who wrote examinations for N6 part-qualifications were female (73.6% or 41 144) while males accounted for 26.4% or 14 731. Subsequently, female students also constituted the majority of completers, with 75.1% (26 794) completing N6 part-qualifications with an overall completion rate of 65.1%. Male students accounted for 24.9% (8 904) of completions, with a completion rate of 60.4%.

Almost two thirds of female students who completed Report 190/1 N6 part-qualifications did so in Management Assistant (17.7% or 4 740), Public Management (15.9% or 4 253), Human Resource Management (11.0% or 2 944), Financial Management (10.8% or 2 903) and Business Management (10.2% or 2 730). In contrast, more than two thirds of male students completed N6 part-qualifications in Engineering Studies (18.8% or 1 678), followed by Public Management (15.8% or 1 404), Financial Management (11.6% or 1 031), Business Management (11.3% or 1 010) and Management Assistant (10.5% or 931).

There were 17 890 more female completers in N6 part-qualifications, with the largest gender gaps observed in Management Assistant, Public Management and Human Resource Management programmes, where 3 809, 2 849 and 2 151 more female students completed compared to their male counterparts. Although females had higher overall completions at N6, a slightly higher number of males completed Popular Music: Studio Work, Art and Design, and Popular Music: Composition.



6. COMMUNITY EDUCATION AND TRAINING COLLEGES

6.1 OVERVIEW OF CET COLLEGES

This report is presented amidst underutilised seat capacity in the CET college system, with data over the past five (5) years evidencing that the National Development Plan targets for the sector are unlikely to be met until the year of 2030. This has attracted criticism of the sector, with many stakeholders, particularly political principals, asking questions on whether the CET sector is still a going concern. This is in light of funding for the sector, which shows that over 80% of the budget is dedicated to compensation of employees, with the balance off-setting goods and services as well as machinery and equipment. In addition to the observation on funding, the lecturer-student ratio in the sector remains at an average of 1:13 (1 lecturer for every 13 students).

The 2024 student figures in the CET sector show a marginal increase in comparison to the 2023 enrolment figures as illustrated in the figures below. The steady upsurge in enrolments denies the sector the parity of esteem in comparison to other sectors within the Post-School Education and Training system, namely: public HEIs and TVET colleges. The latter two sectors are over-subscribed, turning multitudes of prospective students away, whilst the CET sector, being the least appealing and often a last resort for students, must market itself in communities facing broader socio-economic challenges. This observation calls for a rethink on the configuration of the CET sector in the country.

As part of the mitigating arguments for the above observation are that most lecturers in the sector are employed on a part-time basis. Not only are lecturers employed on a part-time basis, but some are also employed on a 3/8 basis (3 hours per day), others on 5/8 basis (5 hours per day), making their employment status unsustainable and limiting their commitment to the sector. In addition to the lecturer employment regime, learning centres still do not have access to physical infrastructure and Information Communications Technology (ICT). Current data shows that 95% of learning centres do not have access to their own physical infrastructure, with some operating in structures owned by traditional councils or faith-based organisations. In relation to ICT, 33.9% of learning centres own a gadget (desktop computer, laptop, iPad or tablets), 31.8% of learning centres have access to internet connectivity and only a paltry number having computer laboratories either for academic or non-formal programmes.

Notwithstanding the mitigating factors mentioned above, the CET sector has introduced various measures intended at increasing student enrolment. The measures include, but not exhaustively, the following:

- Intensification of the implementation of responsive and diversified learning programmes in order to address community needs. In this regard, funding has been sought from the National Skills Fund and other SETAs to implement skills programmes in order to attract students whilst simultaneously addressing immediate skills shortages amongst community members;
- Colleges, in conjunction with SETAs and the QCTO, are being accredited to offer skills programmes. In this way, learning centres will be better positioned to offer diversified and responsive programmes;
- In addressing the lack of physical infrastructure, funding has been made available to construct CET learning centres. Though not sufficient, an initial disbursement of R1 billion has been made available for the construction of CET learning centres and there is indication that additional funding will be made available in the medium-term; and
- In order to address the issue of visibility of the sector in communities, advocacy and marketing programmes of the CET colleges have been prioritised. To that effect, an advocacy strategy has been devised for the CET sector.

From a policy perspective, the *National Policy on Community Education and Training Colleges, 2015*, avers that "access to education and training must be made available through viable institutions to the employed and unemployed, young and old to encourage an economically active population and community participation". The policy further outlines the following principles that define what CET Colleges are about, namely:

- Expansion of access to education and training for all youth and adults, especially those who have limited opportunities for structured learning, including learners with disabilities;
- Diversification and transformation of institutions that promote the goals and objectives of a progressive socio-economic agenda;
- Provision of good quality formal and non-formal education and training programmes;
- Provision of vocational training that prepares people for participation in both the formal and informal economy;
- Close partnerships with local communities, including local government, civil society organisations, employer and worker organisations and alignment of programmes with their needs;
- Partnerships with government's community development projects;
- Local community participation in governance; and
- Collaboration and articulation with other sections of the post-school system.

The *White Paper on Post-School Education and Training (WP-PSET)*, 2013, articulates many weaknesses regarding the current provisioning of adult education and training due to, among other things, insufficient resources, inadequate staffing, weak infrastructure and poor articulation. The paper provides for a support system to enhance the functioning of the CET system as well as sustaining the sector.

6.1.1 Enrolment of students in CET colleges

Table 6.1: Number of students enrolled in CET colleges by programme, 2019-2024

Year	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
2019	3 050	6 189	9 892	75 704	72 735	3 333	504	171 407
2020	2 906	3 747	7 423	62 078	60 105	3 596	2 067	141 922
2021	1 856	2 846	5 453	54 856	67 177	6 669	1 736	140 593
2022	1 252	2 228	3 766	50 753	64 057	8 138	558	130 752
2023	1 025	2 096	3 680	51 096	54 653	6 310	1 221	120 081
2024	1 737	2 698	4 808	47 485	59 583	11 076	1 154	128 541

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

CETMIS 2024, data extracted in February 2026.

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

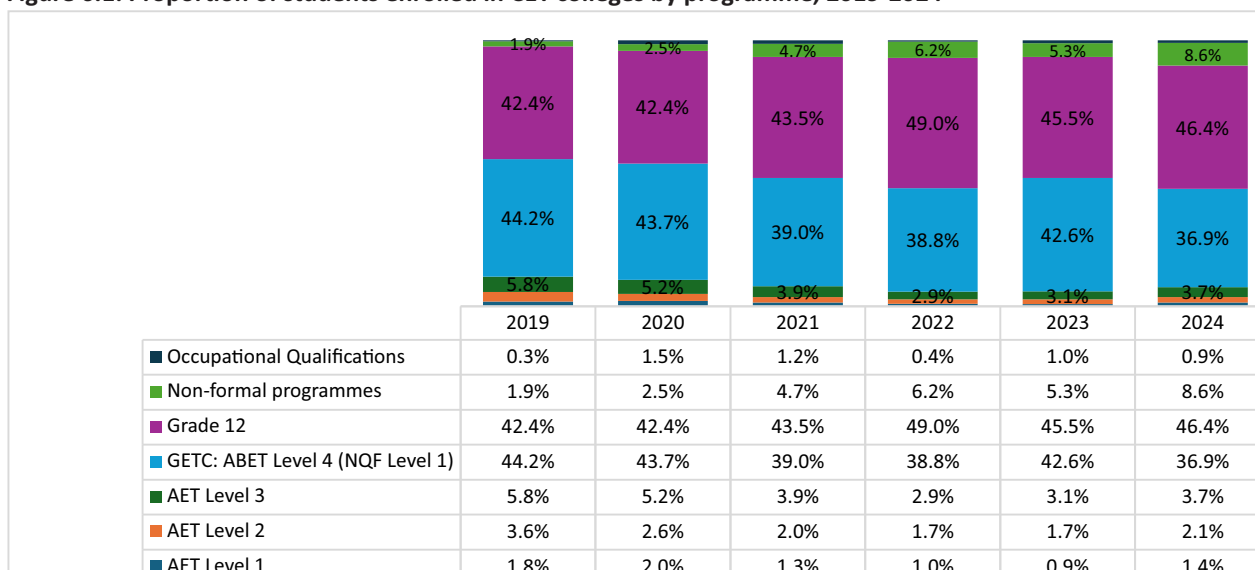
Note 2: Grade 12 enrolment figure includes enrolment for Senior Certificate and Amended Senior Certificate.

Note 3: Total enrolment for 2024 is based on a 78.8% response rate, as colleges have not captured all their enrolment data on the system. The total enrolment would therefore be higher if all colleges had captured their data on the system.

In 2024, CET colleges enrolled a total of 128 541 students, representing a 7.0% (8 460) increase compared to the 120 081 students enrolled in 2023. Enrolments increased in nearly all programme types, with the exception of GETC: ABET Level 4 and Occupational Qualifications, which decreased by 7.1% (3 611) and 5.5% (67), respectively. The largest contributor to the overall increase in enrolment between 2023 and 2024 was observed in non-formal programmes, which increased by 4 766 (75.5%) and Grade 12 by 4 930 (9.0%).

Over the period 2019-2024, enrolments declined by 25.0% (42 866), with decreases recorded in almost all programmes except non-formal programmes and Occupational Qualifications. In absolute terms, the largest decreases were observed in ABET Level 4 and Grade 12, which decreased by 28 219 and 13 152 respectively.

Figure 6.1: Proportion of students enrolled in CET colleges by programme, 2019-2024



Source: CETMIS 2024, data extracted in February 2026.

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

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

Note 3: Total enrolment for 2024 is based on a 78.8% response rate, as colleges have not captured all their enrolment data on the system. The total enrolment would therefore be higher if all colleges had captured their data on the system.

Over the period under review (2019-2024), enrolments in CET colleges were largely concentrated in Grade 12 and ABET Level 4 programmes, which together accounted for over 82% of total enrolments. Although enrolment in other programmes was lower, the proportion of enrolment in non-formal programmes grew gradually, increasing from 1.9% in 2019 to 8.6% in 2024.

In 2024, Grade 12 had the largest share of enrolments (46.4% or 59 583), followed by GETC: ABET Level 4 (36.9% or 47 585). Non-formal programmes accounted for 8.6% (11 076 students), while AET Levels 1–3 and Occupational Qualifications remained comparatively low, collectively representing less than 8% of total enrolments (see Table 6.1 and Figure 6.1).

Table 6.2: Number of students enrolled in CET colleges by programme and gender, 2024

Programme	Female	Male	Total	Female	Male
AET Level 1	532	1 205	1 737	30.6%	69.4%
AET Level 2	1 098	1 600	2 698	40.7%	59.3%
AET Level 3	1 951	2 857	4 808	40.6%	59.4%
GETC: ABET Level 4 (NQF Level 1)	32 781	14 704	47 485	69.0%	31.0%
Grade 12 (NQF Level 4)	40 919	18 664	59 583	68.7%	31.3%
Non-formal programmes	8 698	2 378	11 076	78.5%	21.5%
Occupational Qualifications	808	346	1 154	70.0%	30.0%
Total	86 787	41 754	128 541	67.5%	32.5%

Source: CETMIS 2024, data extracted in February 2026.

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

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

Note 3: Total enrolment for 2024 is based on a 78.8% response rate, as colleges have not captured all their enrolment data on the system. The total enrolment would therefore be higher if all colleges had captured their data on the system.

The CET college sub-sector remains predominantly female. In 2024, females accounted for 67.5% (86 787) of total enrolments, compared to 32.5% (41 754) for males. Female participation exceeded that of males in almost all programmes, with the exception of AET Levels 1-3, where male enrolment was slightly higher. The share of females was particularly high in non-formal programmes and Occupational Qualifications (78.5% and 70.0% respectively).

Among female students, over 94% were enrolled in Grade 12, AET Level 4 and non-formal programmes. Male students were primarily enrolled in Grade 12, AET Level 4 and AET Level 3. The largest gender gaps were observed in Grade 12 and GETC: ABET Level 4, where female enrolment exceeded male enrolment by 22 255 and 18 077 respectively.

Table 6.3: Number of students enrolled in CET colleges by programme and population group, 2024

Programme	African	Coloured	Indian/Asian	White	Unspecified	Total
AET Level 1	1 424	310	1	1	1	1 737
AET Level 2	2 293	393	5	2	5	2 698
AET Level 3	4 080	712	6	3	7	4 808
GETC: ABET Level 4 (NQF Level 1)	44 262	2 937	100	99	87	47 485
Grade 12 (NQF Level 4)	57 077	1 493	190	170	653	59 583
Non-formal programmes	10 980	81	0	0	15	11 076
Occupational Qualifications	1 035	57	0	62	0	1 154
Total	121 151	5 983	302	337	768	128 541

Source: CETMIS 2024, data extracted in February 2026.

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

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

Note 3: Total enrolment for 2024 is based on a 78.8% response rate, as colleges have not captured all their enrolment data on the system. The total enrolment would therefore be higher if all colleges had captured their data on the system.

Note 4: "Unspecified" refers to records of students who did not specify their population group.

In 2024, African students comprised the vast majority of CET college enrolments, accounting for 94.3% (121 151) of the total. The remaining population groups represented less than 6% of enrolments (i.e. Coloured 4.7% (5 983), White (0.3% or 337) and Indian/Asian (0.2% or 302)). African, White and Indian/Asian students were primarily enrolled in Grade 12 programmes, followed by GETC: ABET Level 4. In contrast, Coloured students were mainly enrolled in GETC: ABET Level 4, followed by Grade 12.

Table 6.4: Number of students enrolled in CET colleges by programme and age group, 2024

Age Group	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
<15 years	20	7	17	12	2	100	1	159
15-19 years	204	558	1 780	7 111	10 568	753	99	21 073
20-24 years	226	345	996	15 493	25 396	2 599	311	45 366
25-29 years	212	253	425	9 034	9 853	2 057	257	22 091
30-34 years	194	249	383	6 259	6 544	1 668	199	15 496
35-39 years	182	245	306	4 238	3 774	1 241	126	10 112
≥40 years	674	1 027	895	5 303	3 446	2 658	161	14 164
Unspecified	25	14	6	35	0	0	0	80
Total	1 737	2 698	4 808	47 485	59 583	11 076	1 154	128 541

Source: CETMIS 2024, data extracted in February 2026.

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

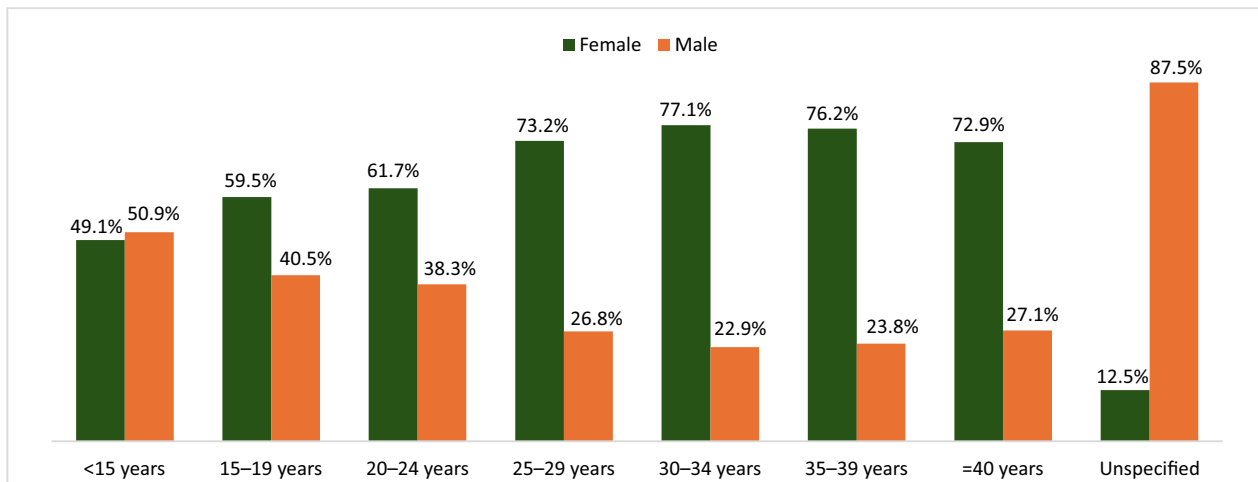
Note 2: Grade 12 enrolment figure includes enrolment for Senior Certificate and Amended Senior Certificate.

Note 3: Total enrolment for 2024 is based on a 78.8% response rate, as colleges have not captured all their enrolment data on the system. The total enrolment would therefore be higher if all colleges had captured their data on the system.

Note 4: "Unspecified" refers to students who did not specify their age.

In 2024, more than one third of students in CET colleges were aged 20–24 years (35.3% or 45 366). This was followed by students aged 25–29 years (17.2% or 22 091), 15–19 years (16.4% or 21 073), 30–34 years (12.1% or 15 496), and those aged 40 years and older (11.0% or 14 164). Lower enrolments were recorded among students younger than 15 years (0.1% or 159) and those aged 35–39 years (7.9% or 10 112).

Nearly two thirds (62.9% or 100) of students under 15 years primarily enrolled in non-formal programmes. Students aged 15–34 years primarily enrolled in Grade 12 programmes, followed by GETC: ABET Level 4. In contrast, most students aged 35 years and older were enrolled mainly in GETC: ABET Level 4 followed by Grade 12. Notably, the majority of enrolled students (80.9%) fell within the youth age group (15 – 34 years).

Figure 6.2: Proportion of students enrolled in CET colleges by gender and age group, 2024

Source: CETMIS 2024, data extracted in February 2026.

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

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

Note 3: Total enrolment for 2024 is based on a 78.8% response rate, as colleges have not captured all their enrolment data on the system. The total enrolment would therefore be higher if all colleges had captured their data on the system.

Note 4: “Unspecified” refers to students who did not specify their age.

Female enrolment exceeded male enrolment in nearly all age groups, with the exception of students under 15 years. The gender gap exceeded 50 percentage points among older students (25 years and older) and was lower in the 15–24 year age group. Notably, the unspecified age group had a higher proportion of males (87.5%) compared to females (12.5%). Most students with unspecified ages were those attending programmes in correctional services facilities.

6.1.2 Enrolment per CET college

Table 6.5: Number of students in CET colleges, by college and programme, 2024

College	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CET College	281	333	446	8 712	1 072	3 313	167	14 324
Free State CET College	166	292	907	4 078	6 739	1 508	0	13 690
Gauteng CET College	148	174	618	6 484	45 749	4	512	53 689
KwaZulu-Natal CET College	241	316	380	7 401	1 705	2 079	35	12 157
Limpopo CET College	36	52	39	5 023	219	2 012	0	7 381
Mpumalanga CET College	269	782	817	5 726	325	631	370	8 920
North West CET College	192	207	676	5 861	1 289	1 278	0	9 503
Northern Cape CET College	51	38	69	773	752	251	0	1 934
Western Cape CET College	353	504	856	3 427	1 733	0	70	6 943
Total	1 737	2 698	4 808	47 485	59 583	11 076	1 154	128 541

Source: CETMIS 2024, data extracted in February 2026.

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

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

Note 3: Total enrolment for 2024 is based on a 78.8% response rate, as colleges have not captured all their enrolment data on the system. The total enrolment would therefore be higher if all colleges had captured their data on the system.

In 2024, Gauteng CET College recorded the highest number of enrolments, accounting for 41.8% (53 689) of all enrolments. This was followed by Eastern Cape CET College 11.1% (14 324) and Free State CET College 10.7% (13 690). The Northern Cape recorded the lowest enrolment, representing 1.5% (1 934) of the total.

Enrolment patterns varied across provinces, with the majority of students in Free State, Gauteng, North West, Northern Cape and Western Cape enrolled mainly in Grade 12 and AET Level 4. On the other hand, students in the Eastern Cape, KwaZulu-Natal and Limpopo enrolled mainly in AET Level 4 and non-formal programmes.

It is also worth noting that over three-quarters (76.8%) of Grade 12 students were enrolled in Gauteng CET College, highlighting the province's significant contribution to offering second chance matriculation programme. Eastern Cape CET College, accounted for 18.3% of GETC: ABET Level 4 enrolments and 29.9% of non-formal programme enrolments. Although enrolments in Occupational Qualifications were relatively lower, 76.4% of students pursuing this qualification were in Gauteng and Mpumalanga CET colleges.

6.1.3 Examination results in CET colleges

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

Table 6.6: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, 2012 - 2024

Year	Number registered	Number wrote	Number completed	Completion rate
2012	109 883	55 735	23 325	41.8%
2013	109 518	52 501	19 945	38.0%
2014	133 363	102 534	38 592	37.6%
2015	117 224	91 603	34 125	37.3%
2016	100 490	78 105	28 024	35.9%
2017	85 136	65 225	24 757	38.0%
2018	89 644	64 700	28 154	43.5%
2019	75 980	53 945	41 638	77.2%
2020	64 726	39 340	22 764	57.9%
2021	58 262	42 179	19 417	46.0*
2022	41 586	25 314	10 383	41.0%
2023	43 253	26 894	10 535	39.2%
2024	44 626	29 857	11 652	39.0%

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

National Examinations Database, November 2024.

Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2012-2024 academic years. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2012-2024.

Note 2: "Number Registered" refers to the number of students who registered for the 2012-2024 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2012-2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2024.

Note 3: "Number Wrote" refers to the number of students who wrote the 2012-2024 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2012-2024 academic years. This number excludes students who wrote individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2024.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2012-2024 academic years. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2012-2024.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2012-2024 academic years, expressed as a percentage of the number of students who were eligible to complete the GETC: ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2024.

Note 6: *Data for 2021 were revised.

In 2024, a total of 44 626 students registered for the GETC: ABET Level 4 examinations. Of these, 29 857 wrote the examinations, and 11 652 completed, resulting in an overall completion rate of 39.0%. This represented a slight decline of 0.2 of a percentage point compared to the 2023 completion rate of 39.2%. The completion rates have generally been on a downward trend since 2013, with a slight improvement observed in 2018 and a peak of 77.2% recorded in 2019. However, the completion rate has declined steadily since 2020.

Table 6.7: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification by province, 2024

Province	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	7 588	4 409	1 847	41.9%
Free State	3 415	2 093	774	37.0%
Gauteng	9 247	6 111	2 092	34.2%
KwaZulu-Natal	9 120	5 766	2 887	50.1%
Limpopo	4 783	3 657	1 300	35.5%
Mpumalanga	4 270	3 291	1 398	42.5%
North West	3 581	2 813	784	27.9%
Northern Cape	553	403	125	31.0%
Western Cape	2 069	1 314	445	33.9%
Total	44 626	29 857	11 652	39.0%

Source: *National Examinations Database, November 2024.*

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the GETC: ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2024.

The national completion rate for the GETC: ABET Level 4 qualification was 39.0% in 2024. KwaZulu-Natal recorded the highest number of students who registered, wrote, and completed the qualification. Only three provinces achieved completion rates above the national average, namely KwaZulu-Natal (50.1%), Mpumalanga (42.5%), and Eastern Cape (41.9%). The lowest completion rate was observed in North West (27.9%).

Table 6.8: Number of students in CET colleges who registered, wrote and completed the GETC: ABET Level 4 qualification, by province and gender, 2024

Province	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
Eastern Cape	5 844	3 446	1 522	44.2%	1 744	963	325	33.7%	7 588	4 409	1 847	41.9%
Free State	2 030	1 311	529	40.4%	1 385	782	245	31.3%	3 415	2 093	774	37.0%
Gauteng	4 849	3 324	1 301	39.1%	4 398	2 787	791	28.4%	9 247	6 111	2 092	34.2%
KwaZulu-Natal	7 006	4 485	2 339	52.2%	2 114	1 281	548	42.8%	9 120	5 766	2 887	50.1%
Limpopo	4 063	3 124	1 153	36.9%	720	533	147	27.6%	4 783	3 657	1 300	35.5%
Mpumalanga	3 237	2 541	1 133	44.6%	1 033	750	265	35.3%	4 270	3 291	1 398	42.5%
North West	2 231	1 770	556	31.4%	1 350	1 043	228	21.9%	3 581	2 813	784	27.9%
Northern Cape	337	246	83	33.7%	216	157	42	26.8%	553	403	125	31.0%
Western Cape	1 056	650	220	33.8%	1 013	664	225	33.9%	2 069	1 314	445	33.9%
Total	30 653	20 897	8 836	42.3%	13 973	8 960	2 816	31.4%	44 626	29 857	11 652	39.0%

Source: *National Examinations Database, November 2024.*

Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a GETC: ABET Level 4 qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.

Note 2: "Number Registered" refers to the number of students who registered for the 2024 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2024.

Note 3: "Number Wrote" refers to the number of students who wrote the 2024 GETC: ABET Level 4 examinations and were eligible to complete a GETC: ABET Level 4 qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2024.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the GETC: ABET Level 4 qualification in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the GETC: ABET Level 4 qualification in 2024.

Note 5: "Completion rate" refers to the number of students who successfully completed a GETC: ABET Level 4 qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the GETC: ABET Level 4 qualification and wrote the examinations (the latter is defined above) in 2024.

Of the 11 652 students who completed the GETC: ABET Level 4 qualification in 2024, more than three quarters were female (8 836 or 75.8%), while males accounted for 24.2% (2 816). Female students outnumbered males in terms of registration, writing, and completion of this qualification. The largest gender gaps in completions were recorded in KwaZulu-Natal, Eastern Cape and Limpopo, where female completers exceeded male completers by 1 791, 1 197 and 1 006, respectively.

Overall, females achieved a higher completion rate (42.3%) than male students (31.4%). KwaZulu-Natal recorded the highest completion rates for both females (52.2%) and males (42.8%). In contrast, the North West recorded the lowest completion rates for both females (31.4%) and males (21.9%).

Table 6.9: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Content, 2024

Content Learning Area	Number wrote	Number passed	Pass rate
1. Ancillary Health Care	23 104	12 618	54.6%
2. Applied Agriculture and Agricultural Technology	3 011	2 298	76.3%
3. Arts and Culture	1 521	1 242	81.7%
4. Early Childhood Development	16 922	13 285	78.5%
5. Economics & Management Sciences	4 038	1 699	42.1%
6. Human and Social Sciences	5 007	2 268	45.3%
7. Information and Communication Technology	1 571	1 194	76.0%
8. Life Orientation	30 875	23 714	76.8%
9. Mathematical Literacy	29 440	13 940	47.4%
10. Mathematics and Mathematical Sciences	3 518	2 176	61.9%
11. Natural Sciences	1 214	679	55.9%
12. Small Medium and Micro Enterprises	9 723	7 050	72.5%
13. Technology	603	232	38.5%
14. Travel and Tourism	12 533	9 144	73.0%
15. Wholesale and Retail	2 609	1 037	39.7%
Total	145 689	92 576	63.5%

Source: *National Examinations Database, November 2024.*

- Note 1: The number of students who Wrote and Passed includes those who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2024 academic year.
- Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2024 academic year.
- Note 4: "Pass rate" refers to the number of students who successfully passed a Learning Area in the GETC: ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2024.

In 2024, a total of 145 689 students wrote content learning area subjects, of which 92 576 passed, resulting in an overall pass rate of 63.5%. The majority of students wrote Life Orientation (30 875 or 21.2%), Mathematical Literacy (29 440 or 20.2%) and Ancillary Health Care (23 104 or 15.9%), while fewer students wrote Technology (603 or 0.4%). Completions followed a similar pattern, with the highest number recorded in Life Orientation (23 714 or 25.6%), Mathematical Literacy (13 940 or 15.1%) and Early Childhood Development (13 285 or 14.4%).

The overall pass rate across the 15 subjects was 63.5%, and the highest pass rates were achieved in Arts and Culture (81.7%), Early Childhood Development (78.5%) and Life Orientation (76.8%). In contrast, eight subjects recorded pass rates below the average, with the lowest being Technology (38.5%) and Wholesale and Retail (39.7%).

Table 6.10: Number of students in CET colleges who wrote and passed GETC: ABET Level 4 Learning Areas by Language, 2024

Language Learning Area	Number wrote	Number passed	Pass rate
1. Afrikaans	881	720	81.7%
2. English	32 375	20 206	62.4%
3. IsiNdebele	304	277	91.1%
4. IsiXhosa	4 079	3 925	96.2%
5. IsiZulu	5 546	5 123	92.4%
6. Sepedi	2 815	2 284	81.1%
7. Sesotho	901	798	88.6%
8. Setswana	2 041	1 738	85.2%
9. Siswati	973	938	96.4%
10. Tshivenda	733	720	98.2%
11. Xitsonga	903	852	94.4%
Total	51 551	37 581	72.9%

Source: *National Examinations Database, November 2024.*

Note 1: The number of students who Wrote and Passed includes those who wrote and passed a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.

Note 2: "Number Wrote" refers to the number of students who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2024 academic year.

Note 3: "Number Passed" refers to the number of students who passed a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification or not during the 2024 academic year.

Note 4: "Pass rate" refers to the number of students who successfully passed a Learning Area in the GETC: ABET Level 4 qualification, expressed as a percentage of the number of candidates who wrote a Learning Area irrespective of whether they were eligible to complete the GETC: ABET Level 4 qualification (the latter is defined above) in 2024.

A total of 51 551 students wrote GETC: ABET Level 4 language learning areas in 2024, of which 37 581 passed, resulting in a pass rate of 72.9%. Nearly two-thirds of the students wrote English (32 375 or 62.8%), followed by isiZulu (5 546 or 10.8%), and isiXhosa (4 079 or 7.9%). Fewer students wrote isiNdebele (304 or 0.6%).

The highest completions were subsequently recorded in English (20 206 or 53.8%), followed by isiZulu (5 123 or 13.6%) and IsiXhosa (3 925 or 10.4%). The average pass rate across the 11 languages was 72.9%, with the highest pass rates achieved in Tshivenda (98.2%), Siswati (96.4%), IsiXhosa (96.2%) and Xitsonga (94.4%). Despite being the most written language, English recorded a pass rate of 62.4%, which was the lowest and below the overall average.

6.1.4 Staffing in CET colleges

Table 6.11: Number of staff in CET colleges, by college, staff category and gender, 2024

College	Management Staff			Lecturer Staff			Support Staff			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Eastern Cape CET College	1	2	3	1 970	342	2 312	10	5	15	1 981	349	2 330
Free State CET College	3	1	4	519	227	746	102	73	175	624	301	925
Gauteng CET College	2	1	3	1 116	574	1 690	143	123	266	1 261	698	1 959
KwaZulu-Natal CET College	2	2	4	1 764	413	2 177	9	5	14	1 775	420	2 195
Limpopo CET College	1	3	4	722	158	880	3	0	3	726	161	887
Mpumalanga CET College	0	4	4	914	98	1 012	4	1	5	918	103	1 021
Northern Cape CET College	0	4	4	91	29	120	5	1	6	96	34	130
North West CET College	1	3	4	483	126	609	139	60	199	623	189	812
Western Cape CET College	2	2	4	179	80	259	80	36	116	261	118	379
Total	12	22	34	7 758	2 047	9 805	495	304	799	8 265	2 373	10 638
Percentage	35.3%	64.7%	100%	79.1%	20.9%	100.0%	62.0%	38.0%	100.0%	77.7%	22.3%	100.0%

Source: Annual Survey Staff Data_February 2026.

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

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

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

Note 4: Total staff reported excludes volunteering staff.

Note 5: Staff information is based on a response rate of 86.7%.

In 2024, a total of 10 638 staff members were employed across Community Education and Training (CET) colleges, representing a decrease of 104 (1.0%) compared to the 10 742 staff reported in 2023. Lecturers constituted the majority of staff members and accounted for 92.2% (9 805) of the total, underscoring the sector's primary focus on teaching and learning. Support staff accounted for 799 employees (7.5%), while management staff represented a lower proportion (34 or 0.3%).

At the provincial level, the highest number of staff was recorded in the Eastern Cape (2 330 or 21.9%), followed by KwaZulu-Natal (2 195 or 20.6%) and Gauteng (1 959 or 18.4%). Almost two thirds of enrolments were, however, recorded in Gauteng, Eastern Cape and Free State CET colleges, as reflected in Table 6.5.

The highest numbers of lecturers were recorded in the Eastern Cape (2 312 or 23.6%), KwaZulu-Natal (2 177 or 22.2%) and Gauteng (1 690 or 17.2%) CET colleges. The majority of support staff were concentrated in Gauteng (266 or 33.3%), North West (199 or 24.9%), Free State (175 or 21.9%) and Western Cape (116 or 14.5%), collectively accounting for over 94% of all support staff.

Gender disparities were noted across CET colleges in 2024. Of the 10 638 staff members, females constituted the majority (77.7% or 8 265), while males accounted for 22.3% or 2 373. The most significant gender gaps were recorded in the Eastern Cape and KwaZulu-Natal CET colleges, where female staff exceeded male staff by 1 632 and 1 355, respectively.

The gender disparities were also higher among lecturers, where 79.1% (7 758) were female and 20.9% (2 047) were male. The largest gender gaps were noticeable in the Eastern Cape and KwaZulu-Natal CET colleges, with 1 628 and 1 351 more female lecturers than male lecturers, respectively. The gender gap narrowed in the support staff category, where females accounted for 62.0% (495) and males 38.0% (304). In contrast, the management category reflected a different trend, with males constituting the majority at 64.7% (22), compared to 35.3% (12) females.

Table 6.12: Number of staff in CET colleges, by staff category and population group, 2024

College	Management Staff						Lecturer Staff						Support Staff						Total number of staff
	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total	African	Coloured	Indian/Asian	White	Other	Total	
Eastern Cape CET College	3	0	0	0	0	3	2 272	38	1	1	0	2 312	15	0	0	0	0	15	2 330
Free State CET College	4	0	0	0	0	4	744	0	0	0	2	746	175	0	0	0	0	175	925
Gauteng CET College	3	0	0	0	0	3	1 664	16	1	8	1	1 690	265	1	0	0	0	266	1 959
KwaZulu-Natal CET College	4	0	0	0	0	4	2 167	5	5	0	0	2 177	14	0	0	0	0	14	2 195
Limpopo CET College	4	0	0	0	0	4	878	2	0	0	0	880	3	0	0	0	0	3	887
Mpumalanga CET College	4	0	0	0	0	4	1 011	1	0	0	0	1 012	5	0	0	0	0	5	1 021
Northern Cape CET College	3	1	0	0	0	4	95	24	0	0	1	120	5	1	0	0	0	6	130
North West CET College	4	0	0	0	0	4	604	5	0	0	0	609	199	0	0	0	0	199	812
Western Cape CET College	4	0	0	0	0	4	129	125	0	4	1	259	66	48	0	2	0	116	379
Total	33	1	0	0	0	34	9 564	216	7	13	5	9 805	747	50	0	2	0	799	10 638
Percentage	97.1%	2.9%	0.0%	0.0%	0.0%	100.0%	97.5%	2.2%	0.1%	0.1%	0.1%	100.0%	93.5%	6.3%	0.0%	0.3%	0.0%	100.0%	100.0%

Source: Annual Survey Staff Data_February 2026.

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

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

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

Note 4: Total staff reported excludes volunteering staff.

Note 5: Staff information is based on a response rate of 86.7%.

The African population group constituted the majority of staff members in CET colleges, accounting for 97.2% (10 344) of the total number of employees. Similarly, among lecturers, Africans constituted 97.5% (9 564), while the other population groups constituted smaller proportions, with Coloured staff accounting for 2.2% (216), and 0.1% each for White and Indian/Asian staff members. In the management staff category, staff comprised only of African and Coloured population groups, with Africans forming the majority at 97.1% (33).

In seven CET colleges, Africans constituted more than 98% of all staff members, while in the Free State CET College, all staff members were Africans. Although the Northern Cape CET College also employed the majority of African staff (79.2% or 103), the proportion was notably lower than in the other seven colleges.

In contrast, the Western Cape CET College reflected a more balanced distribution between African (52.5% or 199) and Coloured 45.6% (173) staff members. Among lecturers in the Western Cape, Africans accounted for 49.8% (129), which was slightly higher than the Coloured proportion (48.3% or 125). A similar pattern was observed among support staff, where Africans constituted 56.9% and Coloured staff 41.4%.

7. PRIVATE COLLEGES

7.1 OVERVIEW OF PRIVATE COLLEGES

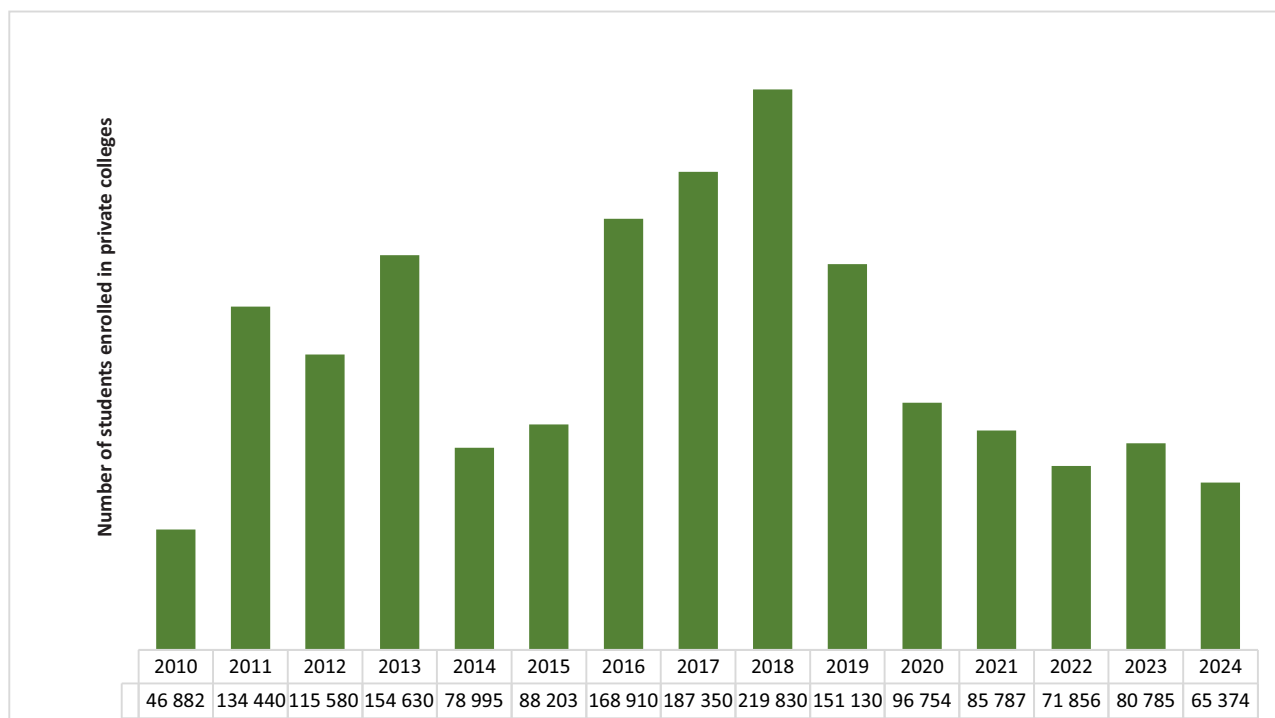
Section 29 (3) (b) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) requires that private education institutions be registered with the state, that is, the Department of Higher Education and Training (the Department). The Continuing Education and Training (CET) Act and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

The legal framework cited above currently requires the Department to register private education institutions that offer General and Further Education and Training qualifications and part-qualifications, such as National Certificate: Vocational (NC(V)), N1-N3 Engineering Studies and Adult Education and Training (AET), as private colleges. Therefore, private education institutions that offer Occupational Qualifications are excluded from registration under the current CET Act and accompanying Regulations. These private education institutions are known as Skills Development Providers (SDPs).

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

7.1.1 Enrolment of students in private colleges

Figure 7.1: Number of students enrolled in private colleges, 2010 – 2024



Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

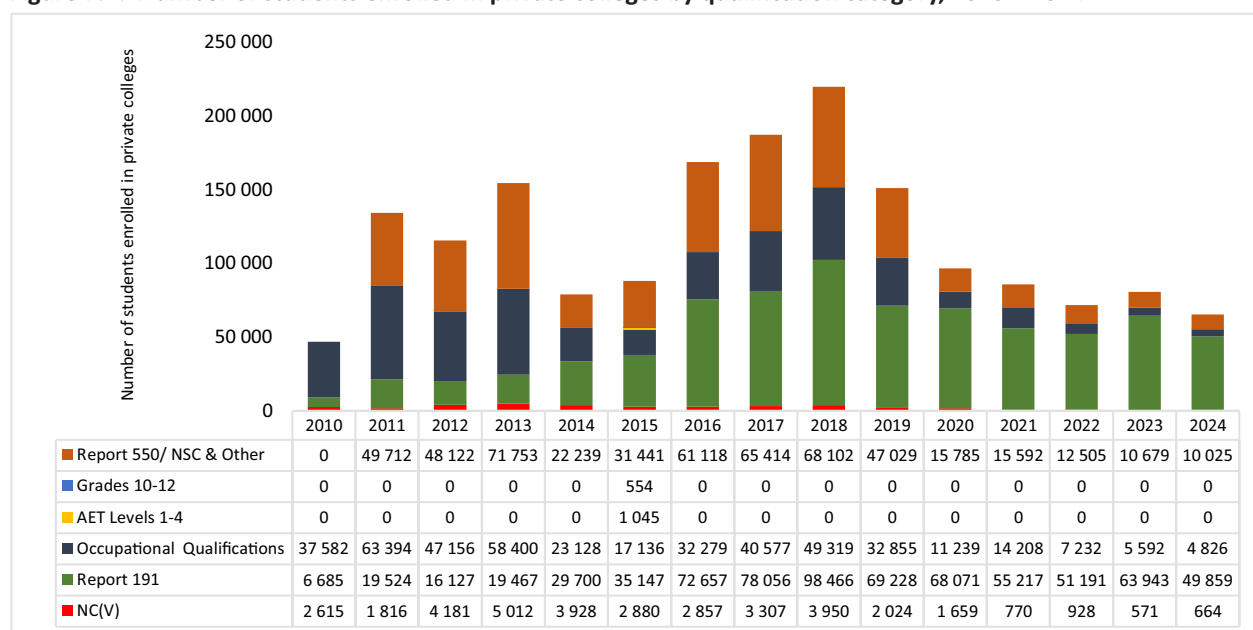
2024_Private_Annual_Survey_13_January_2026.

Note: The 2024 figure represents enrolment based on a response rate of 77.4%.

The total enrolment in private colleges was 65 374 in 2024. This represents a decrease of 15 411 or 19.1% compared to 2023 enrolment of 80 785. Despite this decline, enrolment in 2024 was 39.9% (18 492) higher than what was reported in 2010 (46 882). The downward trend observed since 2020 is largely attributable to amendments to the Department's regulations governing the registration of private colleges.

Reference can be made to Communiqué 1 of 2020, published in 2020, which emphasised that Skills Development Providers that offer occupational qualifications and part-qualifications on the Occupational Qualification Sub-Framework (OQSF) are no longer required to register with the Department, but they must be accredited by the QCTO or its delegated Quality Assurance Partners.

The total enrolment, therefore, reflects the number of registered private colleges which submitted data to the Department, and as such, no statistical imputation or estimation was applied for colleges that did not submit data. It must also be noted that the response rate improved from 62.1% in 2023 to 77.4% in 2024.

Figure 7.2: Number of students enrolled in private colleges by qualification category, 2010 – 2024**Sources:****Statistics on Post-School Education and Training in South Africa, 2023.****2024_Private_Annual_Survey_13_January_2026.**

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

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

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

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

Note 5: The 2024 figure represents enrolment based on a response rate of 77.4%.

In 2024, over three-quarters of students in private colleges were enrolled in Report 191 programmes (76.3% or 49 859), followed by Report 550/NSC and "other" programmes (15.3% or 10 025). This pattern has remained consistent since 2015. NC(V) programmes have recorded the lowest enrolments in the private college sector over the past 15 years (2010–2024), with the smallest share observed in 2023 (0.7% or 571).

Table 7.1: Number of students enrolled in private colleges by qualification category, 2010 – 2024

Year	NC(V)	Report 191	Occupational Qualifications	AET Levels 1-4	Grades 10-12	Report 550/NSC & Other	Total
2010	2 615	6 685	37 582	n.a	n.a	n.a	46 882
2011	1 816	19 524	63 394	n.a	n.a	49 712	134 446
2012	4 181	16 127	47 156	n.a	n.a	48 122	115 586
2013	5 012	19 467	58 400	n.a	n.a	71 753	154 632
2014	3 928	29 700	23 128	n.a	n.a	22 329	79 085
2015	2 880	35 147	17 136	1 045	554	31 441	88 203
2016	2 857	72 657	32 279	n.a	n.a	61 118	168 911
2017	3 307	78 056	40 577	n.a	n.a	65 414	187 354
2018	3 950	98 466	49 319	n.a	n.a	68 102	219 837
2019	2 024	69 228	32 855	n.a	n.a	47 029	151 136
2020	1 659	68 071	11 239	n.a	n.a	15 785	96 754
2021	770	55 217	14 208	n.a	n.a	15 592	85 787
2022	928	51 191	7 232	n.a	n.a	12 505	71 856
2023	571	63 943	5 592	n.a	n.a	10 679	80 785
2024	664	49 859	4 826	n.a	n.a	10 025	65 374

Sources:*Statistics on Post-School Education and Training in South Africa, 2023.**2024 Private Annual Survey 13 January 2026.*

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

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

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

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

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

Note 6: The 2024 figure represents enrolment based on a response rate of 77.4%.

Over the period under review (2010-2024), enrolment increased by 39.9% (18 492). This increase was driven solely by enrolment in Report 191 programmes, which increased by 43 174. Meanwhile, declines were recorded in the same period, with the largest being occupational qualifications (32 756), and the lowest decline was for NC(V) (1 951). The decline in occupational qualifications is attributed to legislative changes affecting the registration of colleges offering programmes under the OQSF and NC(V) programmes in the same period.

Between 2023 and 2024, enrolment declined by 19.1% (15 411). Decreases were observed across three qualification categories, with the largest decrease recorded in Report 191 (22.0% or 14 084). Despite this overall decrease between the two years, an increase was recorded for NC(V) which increased slightly by 16.3% (93).

Table 7.2: Number of students enrolled in private colleges by qualification category and age group. 2024

Qualification Category	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total
NC(V) Levels 2-4	581	72	7	2	1	1	664
Report 191 (N1-N3)	8 853	7 248	3 749	2 442	1 191	890	24 373
Report 191 (N4-N6)	9 884	7 002	3 565	2 435	1 420	1 180	25 486
Occupational Qualifications	1 846	1 271	551	359	319	480	4 826
Report 550/NSC	1 050	479	50	28	13	6	1 626
Skills Programmes and Short Courses	2 102	1 822	1 453	1 150	741	1 131	8 399
Total	24 316	17 894	9 375	6 416	3 685	3 688	65 374

Source: 2024 Private Annual Survey 13 January 2026.

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

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

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

Note 4: The figures represent enrolment based on a response rate of 77.4%.

In 2024, more than one third of students who enrolled in private colleges were aged 15-19 years (37.2% or 24 316), followed by those aged 20-24 years (27.4% or 17 894) and 25-29 years (14.3% or 9 375). The smallest share of enrolment was recorded among students aged 30-39 years (5.6% or 3 685).

Across all age groups (except 40 years and older), over 70% of students were mainly enrolled in Report 191 (N1-N6). The proportion of students enrolled in this programme was the highest among students aged 20-24 years (79.6% or 14 250), followed by those aged 25-29 years (78.0% or 7 314) and 15-19 years (77.1% or 18 737).

Table 7.3: Number of students enrolled in private colleges by qualification category and population group, 2024

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V) Levels 2-4	600	15	18	31	0	664
Report 191 (N1-N3)	19 928	721	958	2 752	14	24 373
Report 191 (N4-N6)	22 891	607	652	1 296	40	25 486
Occupational Qualifications	3 863	359	138	417	49	4 826
Report 550/NSC	1 523	30	25	30	18	1 626
Skills Programmes and Short Courses	-	-	-	-	-	8 399
Total	48 805	1 732	1 791	4 526	121	65 374

Source: 2024_Private_Annual_Survey_13_January_2026.

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

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

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

Note 4: "Unspecified" refers to the number of students who did not report on their population group.

Note 5: "-" means that the data is not available by population group.

Note 6: The totals for the population groups do not add up to the overall total, as the "Skills Programmes and Short Courses" qualification category is not reported by population group.

Note 7: The figures represent enrolment based on a response rate of 77.4%.

The majority of students enrolled in private colleges in 2024 were Africans (74.7% or 48 805), followed by White and Indian/Asian students (6.9% or 4 526 and 2.7% or 1 791 respectively). A larger share of African students were enrolled in Report 191 (N4-N6), while Coloured, White and Indian/Asian students enrolled mainly in Report 191 (N1-N3) programmes.

Across all population groups, the lowest enrolments were recorded in NC(V) Levels 2-4 and Report 550/NSC programmes. Despite the low enrolments in NC(V) and Report 550/NSC programmes, the proportion of African students enrolled in these programmes was notably the highest (90.4% or 600 and 93.7% or 1 523 respectively) when compared to the other population groups.

Table 7.4: Number of students enrolled in private colleges by qualification category and gender, 2024

Qualification Category	Female	Male	Total	Female (%)	Male (%)
NC(V) Levels 2-4	262	402	664	39.5%	60.5%
Report 191 (N1-N3)	7 824	16 549	24 373	32.1%	67.9%
Report 191 (N4-N6)	12 095	13 391	25 486	47.5%	52.5%
Occupational Qualifications	2 619	2 207	4 826	54.3%	45.7%
Report 550/NSC	1 007	619	1 626	61.9%	38.1%
Skills Programmes and Short Courses	3 358	5 041	8 399	40.0%	60.0%
Total	27 165	38 209	65 374	41.6%	58.4%

Source: 2024_Private_Annual_Survey_13_January_2026.

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

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

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

Note 4: The figures represent enrolment based on a response rate of 77.4%.

In 2024, male students accounted for the majority of enrolments in private colleges (38 209 or 58.4%), which was 11 044 more than female students (27 165 or 41.6%). Male enrolment exceeded female enrolment across most programme types, with the largest gender disparity observed in Report 191 (N1-N3), where 8 725 more males enrolled than females. A higher number of males also enrolled in Report 191 (N4-N6), skills programmes and short courses, and NC(V) Levels 2-4.

Conversely, female enrolment exceeded male enrolment in occupational qualifications and Report 550/NSC, with 412 and 388 more females than males, respectively.

Table 7.5: Number of foreign national students enrolled in private colleges by country, 2024

Country	Total	% of foreign national students
Zimbabwe	576	44.0%
Democratic Republic of the Congo	139	10.6%
Lesotho	85	6.5%
Namibia	54	4.1%
Nigeria	55	4.2%
Zambia	99	7.6%
Botswana	43	3.3%
Mozambique	41	3.1%
Angola	34	2.6%
Congo	35	2.7%
Swaziland/Eswatini	23	1.8%
Ghana	13	1.0%
Malawi	21	1.6%
Other Foreign Nationalities	90	6.9%
Total	1 308	100.0%

Source: 2024_Private_Annual_Survey_13_January_2026.

Note 1: Enrolment numbers are listed by the ten countries with the most foreign student enrolment.

Note 2: "Other Foreign Nationalities" category refers to foreign student enrolments in other countries than those listed.

Note 3: The figures represent enrolment based on a response rate of 77.4%.

In 2024, a total of 1 308 foreign national students enrolled in private colleges, accounting for 2.0% of overall enrolments (65 374). The largest share of these students were from Zimbabwe (44.0% or 576), followed by Democratic Republic of the Congo (10.6% or 139) and Zambia (7.6% or 99). The majority of foreign national students came from the 12 Southern African Development Community (SADC) member states (85.4% or 1 117).

Table 7.6: Number of Special Needs Education (SNE) students in private colleges by primary disability and gender, 2024

Primary Disability	Female	Male	Total
1. Albinism	2	1	3
2. Attention deficit disorder with/without hyperactivity (ADHD)	13	128	141
3. Autistic spectrum disorders	2	10	12
4. Behavioural/conduct disorder (including severe behavioural problems)	3	8	11
5. Blindness	17	4	21
6. Cerebral palsy	12	1	13
7. Deafness	0	3	3
8. Epilepsy	68	81	149
9. Hard of hearing	5	8	13
10. Mild to moderate intellectual disability	0	6	6
11. Moderate to severe/profound intellectual disability	0	1	1
12. Partial sightedness / Low vision	5	13	18
13. Physical disability	26	8	34
14. Psychiatric disorder	27	13	40
15. Specific learning disability	18	48	66
Total	198	333	531

Source: 2024_Private_Annual_Survey_13_January_2026.

Note: The figures represent enrolment based on a response rate of 77.4%.

In 2024, 531 students in private colleges were reported to have a disability, representing 0.8% of total enrolments (65 374). The most commonly reported disabilities were epilepsy (149 or 28.1%) and attention deficit disorder with or without hyperactivity (ADHD) (141 or 26.6%).

Most students who reported having a disability were males (333 or 62.7%) compared to (198 or 37.3%) of females. This indicates that 135 more males than females reported having a disability. The largest gender disparity was observed in the ADHD category, where 115 more male students than females reported having this disability.

Table 7.7: Number of students in private colleges by Occupational Qualifications and gender, 2024

Occupational Qualifications	Female	Male	Total
1. Agriculture and Nature conservation	11	9	20
2. Business, Commerce and Management Studies	675	469	1 144
3. Communication Studies and Language	5	0	5
4. Culture and Arts	41	30	71
5. Education, Training and Development	398	261	659
6. Health Sciences and Social Services	140	32	172
7. Human and Social Studies	5	2	7
8. Law, Military Science and Security	540	572	1 112
9. Manufacturing, Engineering and Technology	255	389	644
10. Physical Planning and Construction	335	223	558
11. Physical, Mathematical, Computer and Life Sciences	167	199	366
12. Services	47	21	68
Total	2 619	2 207	4 826

Source: 2024_Private_Annual_Survey_13_January_2026.

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

Note 2: These courses are all accredited by SAQA.

Note 3: The figures represent enrolment based on a response rate of 77.4%.

In 2024, occupational qualifications accounted for the third highest enrolment in private colleges (4 826 or 7.4%), and the majority of students enrolled in Business, Commerce and Management Studies (1 144 or 23.7%), followed by Law, Military Science and Security (1 112 or 23.0%).

Female students constituted a larger share of enrolments in occupational qualifications (2 619 or 54.3%) compared to (2 207 or 45.7%) male students. More than 61% of females enrolled in Business, Commerce and Management Studies, Law, Military Science and Security and Education. Meanwhile, 64.8% of enrolments for males were in Law, Military Science and Security, Business, Commerce and Management Studies and Manufacturing, Engineering and Technology fields.

The largest gender gap was in the Business, Commerce and Management Studies, where female enrolment exceeded male enrolment by 206 students. Although overall enrolment in occupational qualifications was dominated by females, more males than females enrolled in the Manufacturing, Engineering and Technology, Law, Military Science and Security and Physical, Mathematical, Computer and Life Sciences.

7.1.2 Enrolment in private colleges by province

Table 7.8: Number of students in private colleges by qualification category and province, 2024

Province	NC(V)	Report 191 N1-N3	Report 191 N4-N6	Occupational Qualifications	Report 550/NSC	Skills Programmes and Short Courses	Total
Eastern Cape	68	1 975	2 012	0	0	206	4 261
Free State	27	427	412	84	168	149	1 267
Gauteng	366	12 131	9 846	2 458	727	5 694	31 222
KwaZulu-Natal	12	1 864	4 335	291	91	99	6 692
Limpopo	12	2 634	2 721	394	169	351	6 281
Mpumalanga	0	3 000	4 473	137	165	274	8 049
North West	0	2 244	1 124	164	114	222	3 868
Northern Cape	0	0	0	0	0	0	0
Western Cape	179	98	563	1 298	192	1 404	3 734
Total	664	24 373	25 486	4 826	1 626	8 399	65 374

Source: 2024_Private_Annual_Survey_13_January_2026.

Note: The figures represent enrolment based on a response rate of 77.4%.

The majority of students who enrolled for qualifications in private colleges were from Gauteng (47.8% or 31 222), followed by Mpumalanga (12.3% or 8 049) and KwaZulu-Natal (10.2% or 6 692). Private colleges in Gauteng made a notable contribution across all qualification categories, with the province having the highest enrolment recorded for Report 191 (N1-N3) (12 131) and N4-N6 (9 846). The highest proportion was in skills programmes, where over 67% of enrolments were in Gauteng.

Although NC(V) programmes represented only 1% of total private college enrolments, the majority of students enrolled in this qualification were in Gauteng colleges (55.1% or 366), followed by Western Cape (27.0% or 179) and Eastern Cape (10.2% or 68). Private colleges in Mpumalanga and North West did not have student enrolments in NC(V) programmes. No enrolments were recorded in the Northern Cape province.

In terms of programme preferences by province, private colleges in Eastern Cape, KwaZulu-Natal, Limpopo and Mpumalanga enrolled most of their students in Report 191 (N4-N6) programmes. North West, Gauteng, and Free State had the majority of students in Report 191 (N1-N3) programmes. However, in the Western Cape, the majority of students enrolled in skills programmes and short courses (37.6% or 1 404).

Table 7.9: Number of students and lecturers in private colleges by province, 2024

Province	Lecturers	Students
Eastern Cape	40	4 261
Free State	45	1 267
Gauteng	659	31 222
KwaZulu-Natal	123	6 692
Limpopo	111	6 281
Mpumalanga	195	8 049
North West	82	3 868
Northern Cape	0	0
Western Cape	114	3 734
Total	1 369	65 374

Source: 2024_Private_Annual_Survey_13_January_2026.

Note: The figures represent enrolment based on a response rate of 77.4%.

The number of lecturers reported by private colleges in 2024 was 1 369, with Gauteng accounting for the largest share (48.1% or 659), followed by Mpumalanga (14.2% or 195) and KwaZulu-Natal (9.0% or 123). On average, the lecturer-to-student ratio in private colleges was 1:48.

7.1.3 Examination results in private colleges

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

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

- The National Certificate (Vocational) [NC(V)] at three Levels (Levels 2, 3 and 4 of the National Qualifications Framework [NQF]), which is an alternative learning pathway to Grades 10, 11 and 12 of the academic schooling system.
- The “Report 191 National Technical Education (NATED)” Certificates offered at six different Levels (N1 to N6) for Engineering Studies programmes and three Levels (N4 to N6) for Business Studies programmes, which culminate in a National N Diploma if students meet the requirements for work experience. Students enrolled for Business Studies require 18 months (2 000 hours) of applicable work experience, while those enrolled for Engineering Studies require a minimum of 24 months (2 670 hours) of applicable work experience to obtain the National N Diploma. Students may also choose to take a trade test on completion of the N2 certificates whenever they have acquired the necessary practical skills.
- Occupational Qualifications and part-qualifications which are based on job-related programmes that are closely linked to workplace demands and opportunities.

The following section of the report provides performance statistics in private colleges for Report 191 (N1-N6) programmes and NC(V) Levels 2-4 programmes.

Table 7.10: Number of students in private colleges who registered, wrote and completed national qualifications, by qualification category and gender, 2024

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate
Report 190/1 N3	5 540	3 539	1 805	10 513	6 118	3 057	16 053	9 657	4 862	50.3%
Report 190/1 N6	9 638	8 115	4 888	6 004	4 268	2 187	15 642	12 383	7 075	57.1%
NC(V) Level 4	160	149	85	112	102	32	272	251	117	46.6%
Total	15 338	11 803	6 778	16 629	10 488	5 276	31 967	22 291	12 054	54.1%

Source: *National Examinations Database, November 2024.*

Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete qualifications (part or full) during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2024 and were eligible to complete the relevant qualifications during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the relevant qualifications in 2024.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2024 and were eligible to complete the relevant qualifications during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the relevant qualifications in 2024.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2024.

The number of students who registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in private colleges in 2024 was 31 967, of which 22 291 wrote examinations and 12 054 completed, translating to a completion rate of 54.1%. The largest number of completions were for Report 190/1 N6 (7 075), followed by Report 190/1 N3 (4 862) and the lowest was for NC(V) Level 4 (117).

In terms of completion rates, the highest rate was recorded for Report 190/1 N6 (57.1%), followed by Report 190/1 N3 (50.3%) and the lowest rate was for NC(V) Level 4 (46.6%). Compared to TVET colleges, completion rates for N6 and NC(V) Level 4 at private colleges were lower, while the N3 completion rate was 3.2 percentage points higher (see Tables 5.10 and 7.10).

A large number of male students registered, wrote, and completed examinations for the Report 190/1 N3 part-qualification (Engineering Studies). In contrast, the majority of female students registered, wrote, and completed the Report 190/1 N6 part-qualification and the NC(V) Level 4 qualification. The largest gender gap in completions was observed for Report 190/1 N6 part-qualification, where 2 701 more female students completed as compared to males.

Table 7.11: Number of students in private colleges who registered, wrote and completed NC(V) qualifications, by level, 2024

Qualification	Number registered	Number wrote	Number completed	Completion rate
NC(V) Level 2	1 755	995	616	61.9%
NC(V) Level 3	502	408	260	63.7%
NC(V) Level 4	272	251	117	46.6%
Total	2 529	1 654	993	60.0%

Source: *National Examinations Database, November 2024.*

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 NC(V) Levels 2-4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 NC(V) Levels 2 – 4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Levels 2-4 qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 2-4 qualifications in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2024 academic year, expressed as a percentage of the number of candidates who were eligible to complete the NC(V) Level 2-4 qualifications and wrote the examinations (the latter is defined above) in 2024.
- Note 6: NC(V) Level 2, NC(V) Level 3 and NC(V) Level 4 are each full qualifications.

In 2024, private colleges recorded 2 529 registrations for NC(V) Levels 2–4. Of these, 1 654 students wrote the examinations, and 993 successfully completed, resulting in an overall completion rate of 60.0%. The number of completions was highest at NC(V) Level 2 (616) and declined at Levels 3 and 4 (260 and 117 respectively). However, the completion rate was highest at NC(V) Level 3 (63.7%), followed by Level 2 (61.9%), and lowest at Level 4 (46.6%).

Table 7.12: Number of students in private colleges who registered, wrote and completed Report 190/1 N1 to N3 part-qualifications for Engineering Studies, 2024

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N1	6 835	5 011	3 246	64.8%
Report 191 N2	25 105	14 036	4 577	32.6%
Report 191 N3	16 053	9 657	4 862	50.3%
Total	47 993	28 704	12 685	44.2%

Source: *National Examinations Database, November 2024.*

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a Report 190/1 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2024.
- Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2024 academic year.

In 2024, private colleges registered 47 993 students for Report 190/1 N1-N3 examinations. Of these students, 28 704 students wrote examinations, and only 12 685 completed, resulting in a completion rate of 44.2%. The N2 part-qualification had the highest number of students registered and writing examinations, while completions were higher at N3. The highest completion rate was however recorded for Report 190/1 N1 part-qualification (64.8%), followed by N3 (50.3%), with the lowest rate observed for N2 (32.6%).

Table 7.13: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualification for Engineering Studies, 2024

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	15 796	9 309	4 128	44.3%
Report 191 N5	8 232	5 748	3 166	55.1%
Report 191 N6	5 609	3 733	1 601	42.9%
Total	29 637	18 790	8 895	47.3%

Source: National Examinations Database, November 2024.

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete an N6 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N6 examinations and were eligible to complete a Report 191 N6 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the N6 part-qualification in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2024.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2024 academic year.

In 2024, private colleges registered 29 637 students for Report 190/1 N4-N6 part-qualifications in Engineering Studies. Of these registered students, 18 790 wrote examinations, and only 8 895 completed, resulting in a completion rate of 47.3%. The largest number of students wrote, registered and completed N4 part-qualifications. However, the highest completion rate was recorded for Report 190/1 N5 (55.1%), followed by N4 (44.3%), while the lowest completion rate was for N6 (42.9%).

Table 7.14: Number of students in private colleges who registered, wrote and completed Report 190/1 N4 to N6 part qualifications for Business Studies, 2024

Qualification	Number registered	Number wrote	Number completed	Completion rate
Report 191 N4	21 841	14 251	7 379	51.8%
Report 191 N5	11 402	9 463	5 668	59.9%
Report 191 N6	10 033	8 650	5 474	63.3%
Total	43 276	32 364	18 521	57.2%

Source: National Examinations Database, November 2024.

- Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete a Report 190/1 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.
- Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2024.
- Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2024.
- Note 6: The number of students who registered for, wrote and completed N4-N6 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2024 academic year.

In 2024, private colleges registered a total of 43 276 students for Report 190/1 N4-N6 Business Studies. Of these, 32 364 wrote the examinations, and 18 521 completed, resulting in an overall completion rate of 57.2%. The largest number of students registered, wrote and completed Business Studies at N4 level, with numbers declining at the higher levels (N5 and N6).

However, the highest completion rate was recorded for Report 190/1 N6 (63.3%), followed by N5 (59.9%) and the lowest for N4 (51.8%). Completion rates for Business Studies were consistently higher than those for Engineering Studies (see Table 7.13), with the most notable gap at N6, where the Business Studies completion rate exceeded that of Engineering Studies by 20.4 percentage points.

Table 7.15: Number of students in private colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2024

NC(V) Level 4 Programme	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. Electrical Infrastructure Construction	0	0	0	n.a	1	1	0	0.0%	1	1	0	0.0%
2. Engineering and Related Design	1	1	1	100.0%	3	3	1	33.3%	4	4	2	50.0%
3. Finance, Economics and Accounting	2	2	1	50.0%	1	1	0	0.0%	3	3	1	33.3%
4. Hospitality	2	2	1	50.0%	6	6	0	0.0%	8	8	1	12.5%
5. Information Technology and Computer Science	11	11	6	54.5%	41	39	16	41.0%	52	50	22	44.0%
6. Management	25	23	22	95.7%	11	7	5	71.4%	36	30	27	90.0%
7. Marketing	10	9	7	77.8%	5	4	3	75.0%	15	13	10	76.9%
8. Office Administration	59	57	39	68.4%	7	7	3	42.9%	66	64	42	65.6%
9. Safety in Society	40	36	2	5.6%	32	30	2	6.7%	72	66	4	6.1%
10. Tourism	10	8	6	75.0%	5	4	2	50.0%	15	12	8	66.7%
Total	160	149	85	57.0%	112	102	32	31.4%	272	251	117	46.6%

Source: *National Examinations Database, November 2024.*

Note 1: The number of students who Registered, Wrote and Completed included only those who were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.

Note 2: "Number Registered" refers to the number of students who registered for the 2024 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2024.

Note 3: "Number Wrote" refers to the number of students who wrote the 2024 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2024.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC(V) Level 4 qualification in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC(V) Level 4 qualification in 2024.

Note 5: "Completion rate" refers to the number of students who successfully completed an NC(V) qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the NC(V) Level 4 qualification and wrote the examinations (the latter is defined above) in 2024.

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

Note 7: "n.a" means not applicable.

In 2024, a total of 272 students registered to write NC(V) Level 4 examinations in private colleges, of which 251 wrote examinations, and 117 successfully completed their qualifications, resulting in a completion rate of 46.6%. Although the number of completions was relatively low, Office Administration accounted for more than one third of all completions (35.9% or 42), followed by Management (23.1% or 27) and Information Technology and Computer Science (18.8% or 22).

Female students achieved a higher completion rate (57.0%) than their male counterparts (31.4%). Nearly half of the female completers obtained their NC(V) Level 4 qualification in Office Administration (39) followed by Management (22). Despite the smaller number of male completions, half of them completed their NC(V) Level 4 qualification in Information Technology and Computer Science (16), followed by Management (5).

Table 7.16: Number of students in private colleges who registered, wrote and completed the Report 191/N6 part-qualification, by programme and gender, 2024

Report 191 N6 Programme	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
1. Art and Design	18	17	16	94.1%	33	28	21	75.0%	51	45	37	82.2%
2. Business Management	414	346	212	61.3%	242	176	106	60.2%	656	522	318	60.9%
3. Clothing Production	27	23	15	65.2%	16	13	10	76.9%	43	36	25	69.4%
4. Educare	2 386	2 119	1 770	83.5%	210	184	136	73.9%	2 596	2 303	1 906	82.8%
5. Engineering Studies	1 970	1 427	597	41.8%	3 639	2 306	1 004	43.5%	5 609	3 733	1 601	42.9%
6. Farming Management	34	27	21	77.8%	43	39	31	79.5%	77	66	52	78.8%
7. Farming Management and Mechanisation	23	21	6	28.6%	16	12	5	41.7%	39	33	11	33.3%
8. Financial Management	293	253	148	58.5%	105	87	49	56.3%	398	340	197	57.9%
9. Hospitality and Catering Services	206	181	111	61.3%	68	55	31	56.4%	274	236	142	60.2%
10. Human Resource Management	1 064	890	556	62.5%	328	260	162	62.3%	1 392	1 150	718	62.4%
11. Legal Secretary	106	96	35	36.5%	47	45	7	15.6%	153	141	42	29.8%
12. Management Assistant	668	588	261	44.4%	114	98	42	42.9%	782	686	303	44.2%
13. Marketing Management	209	177	83	46.9%	147	133	59	44.4%	356	310	142	45.8%
14. Medical Secretary	570	508	170	33.5%	67	58	18	31.0%	637	566	188	33.2%
15. Popular Music: Composition	1	1	0	0.0%	3	2	2	100.0%	4	3	2	66.7%
16. Popular Music: Studio Work	13	10	9	90.0%	181	152	123	80.9%	194	162	132	81.5%
17. Public Management	1 126	992	680	68.5%	536	446	312	70.0%	1 662	1 438	992	69.0%
18. Public Relations	247	208	100	48.1%	98	79	23	29.1%	345	287	123	42.9%
19. Tourism	263	231	98	42.4%	111	95	46	48.4%	374	326	144	44.2%
Total	9 638	8 115	4 888	60.2%	6 004	4 268	2 187	51.2%	15 642	12 383	7 075	57.1%

Source: *National Examinations Database, November 2024.*

Note 1: The number of students who Registered, Wrote and Completed includes only those who were eligible to complete an N6 part-qualification during the 2024 academic year. This number excludes students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2024.

Note 2: "Number Registered" refers to the number of students who registered for the 2024 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2024 academic year. This number excludes students who registered to write individual subjects but were not eligible to complete the N6 part-qualification in 2024.

Note 3: "Number Wrote" refers to the number of students who wrote the 2024 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2024 academic year. This number excludes students who wrote individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2024.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2024 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2024.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N6 part-qualification in the 2024 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N6 part-qualification and wrote the examinations (the latter is defined above) in 2024.

In 2024, a total of 12 383 students at private colleges wrote examinations for Report 190/1 N6 part-qualification, with 7 075 completing, resulting in a completion rate of 57.1%. Almost 70% of students wrote examinations in the following programmes: Engineering Studies (3 733 or 30.1%), Educare (2 303 or 18.6%), Public Management (1 438 or 11.6%) and Human Resource Management (1 150 or 9.3%). Subsequently, almost three quarters of students completed their N6 part-qualification in Educare (1 906 or 26.9%), Engineering Studies (1 601 or 22.6%), Public Management (992 or 14.0%) and Human Resource Management (718 or 10.1%).

The majority of students who completed the Report 190/1 N6 part-qualification examinations were female (4 888), with an overall completion rate of 60.2%. Most female completers were concentrated in Educare (1 770 or 36.2%), followed by Public Management (680 or 13.9%), Engineering Studies (597 or 12.2%) and Human Resource Management (556 or 11.4%).

For male students, the completion rate was 51.2%, with almost half completing their part-qualifications in Engineering Studies (1 004 or 45.9%), followed by Public Management (312 or 14.3%), Human Resource Management (162 or 7.4%) and Educare (136 or 6.2%). The largest gender disparity was observed in the Educare programme, where 1 634 more female students completed compared to their male counterparts.

Although females accounted for more N6 part-qualification completions overall, male completions were higher in five of the 19 programmes. The largest disparity was observed in Engineering Studies, where 407 more male students completed than females.

7.1.4 Staffing in private colleges

Table 7.17: Number of staff in private colleges, by personnel category and gender, 2024

Personnel Category	Female	Male	Total
Management Staff	194	189	383
Lecturer Staff	621	748	1 369
Support Staff	649	374	1 023
Total	1 464	1 311	2 775

Source: 2024_Private_Annual_Survey_13_January_2026.

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

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

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

Note 4: The figures represent staff based on a response rate of 77.4%.

The total number of staff members reported by 100 private colleges which submitted 2024 data to the Department was 2 775. Almost half of the staff were employed as lecturers (49.3% or 1 369), followed by support staff (36.9% or 1 023) and management staff (13.8% or 383). In terms of the gender distribution, more than half of the staff members in private colleges were females (52.8% or 1 464) compared to (47.2% or 1 311) of males.

While females constituted the overall majority of staff, most lecturer staff were males. In contrast, a large proportion of support staff (63.4% or 649) were females. The greatest gender gap was observed among support staff, where 275 more females than males were employed.

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

8.1. INTRODUCTION

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

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

This section of the report provides the number of workers and unemployed persons who were registered and certificated in SETA-supported learning programmes, namely: Learnerships, Internships and Skills Programmes. The data for 2019/20 – 2022/23 was collected through the Skills Education and Training Management Information System (SETMIS), which is a unit-level record data system for the SETAs. Audited data for 2023/24 and 2024/25 were collected from the SETAs and used for reporting in this report.



8.2. REGISTRATION AND CERTIFICATION OF SETA-SUPPORTED LEARNING PROGRAMMES

Table 8.1: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type, 2011/12 – 2024/25

Year	Registered				Certificated			
	Learnerships	Internships	Skills Programmes	Total registered	Learnerships	Internships	Skills Programmes	Total certificated
2011/12	43 871	3 452	87 906	135 229	29 197	878	87 527	117 602
2012/13	50 885	6 127	74 587	131 599	37 158	2 195	86 491	125 844
2013/14	75 782	8 017	92 508	176 307	38 796	2 510	109 547	150 853
2014/15	77 931	12 006	137 880	227 817	40 891	3 663	106 459	151 013
2015/16	94 369	13 135	123 593	231 097	43 322	3 352	127 144	173 818
2016/17	101 447	17 216	131 017	249 680	58 080	6 777	116 141	180 998
2017/18	111 681	12 935	144 531	269 147	48 002	6 496	122 979	177 477
2018/19	105 548	15 482	150 674	271 704	61 841	6 123	144 460	212 424
2019/20	81 988	11 784	128 438	222 210	57 888	7 711	114 032	179 631
2020/21	46 546	6 022	65 973	118 541	37 684	7 405	81 636	126 725
2021/22	71 921	9 598	48 745	130 264*	44 164	3 607	46 944	94 715*
2022/23	60 809	13 085	53 518	127 412	22 068	2 051	51 981	76 100
2023/24	79 275	14 553	55 132	148 960	23 826	7 613	52 666	84 105
2024/25	72 382	13 206	101 784	187 372	36 053	9 266	59 759	105 078

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2024/25 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012³.

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

Note 3: Internship data includes only those who were recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

Note 4: "Skills Programmes" refer to a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO and complies with any requirements that may be prescribed.

Note 5: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.

Note 6: Unemployed persons refer to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 7: * Total registered and total certificated for 2021/22 financial year includes 3 401 (1 021 registrations and 2 380 certifications) records with unspecified economic status.

In the 2024/25 financial year, 187 372 learners registered for SETA-supported learning programmes. Skills programmes accounted for the largest share (54.3% or 101 784), followed by learnerships (38.6% or 72 382), while the least number of registrations were for internships (7.0% or 13 206). Skills programmes have been the leading contributor to registrations between the 2011/12 - 2020/21 and 2024/25 financial years. Learnerships accounted for the majority of registrations during the 2021/22 and 2023/24 financial years.

The total number of registrations in the 2024/25 financial year increased by 25.8% (38 412) compared to the 2023/24 financial year. This increase was solely driven by skills programmes, which increased by 84.6% (46 652), while internships and learnerships declined by 9.3% (1 347) and 8.7% (6 893) respectively.

³The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



In terms of completions, 105 078 learners completed SETA-supported learning programmes in the 2024/25 financial year. Skills programmes accounted for the majority of certifications (56.9% or 59 759), followed by learnerships (34.3% or 36 053), while internships accounted for the lowest proportion (8.8% or 9 266). Overall certifications in 2024/25 increased by 24.9% (20 973) when compared to the 2023/24 financial year, with the largest growth recorded in learnerships (51.3% or 12 227). Certifications for internships and skills programmes also increased by 21.7% (1 653) and 13.5% (7 093) respectively during this period.

Table 8.2: Number of workers and unemployed persons registered and certificated in SETA-supported learning programmes, by programme type and gender, 2011/12 – 2024/25

Year	Registered								Certificated							
	Learnerships		Internships		Skills Programmes		Total registered		Learnerships		Internships		Skills Programmes		Total certificated	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2011/12	26 323	13 438	2 002	1 250	47 469	39 849	75 794	54 537	15 766	12 835	446	396	49 015	36 987	65 227	50 218
2012/13	27 986	22 389	3 860	1 867	46 243	27 465	78 089	51 721	18 950	16 907	1 163	948	45 840	38 574	65 953	56 429
2013/14	47 742	25 327	5 772	1 645	52 729	39 779	106 243	66 751	20 561	16 366	1 355	1 035	59 155	48 987	81 071	66 388
2014/15	40 524	32 802	8 164	3 534	79 970	51 890	128 658	88 226	22 081	18 408	1 978	1 596	59 617	44 874	83 676	64 878
2015/16	49 993	38 287	5 698	5 391	66 740	54 253	122 431	97 931	23 827	19 208	1 776	1 365	67 556	56 389	93 159	76 962
2016/17	50 665	50 782	9 897	7 319	72 403	58 614	132 965	116 715	30 075	28 005	3 788	2 989	64 912	51 229	98 775	82 223
2017/18	67 008	44 673	6 833	6 102	93 945	50 586	167 786	101 361	24 951	23 051	3 855	2 641	64 376	58 603	93 182	84 295
2018/19	54 536	51 012	9 686	5 796	81 236	69 438	145 458	126 246	33 204	28 637	4 200	1 923	75 511	68 949	112 915	99 509
2019/20	47 498	34 490	7 862	3 922	69 260	59 178	124 620	97 590	32 079	25 809	5 078	2 633	50 525	63 507	87 682	91 949
2020/21	24 901	21 645	3 929	2 093	32 862	33 111	61 692	56 849	20 032	17 652	4 783	2 622	40 978	40 658	65 793	60 932
2021/22	40 297	31 624	6 256	3 342	23 213	25 532	69 766	60 498	24 793	19 371	2 360	1 247	20 482	26 462	47 635	47 080
2022/23	35 706	25 103	9 047	4 038	27 503	26 015	72 256	55 156	12 253	9 815	1 262	789	23 233	28 748	36 748	39 352
2023/24	47 084	32 191	9 304	5 248	33 118	22 013	89 506	59 452	14 964	8 849	4 933	2 680	30 419	22 247	50 316	33 776
2024/25	43 895	28 487	8 834	4 372	64 946	36 838	117 675	69 697	20 890	15 123	6 231	3 035	34 997	24 758	62 118	42 916

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2024/25 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁴.

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

Note 3: Internship data includes only those who were recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

Note 4: "Skills Programmes" refer to a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed.

Note 5: The difference in registered and certificated programmes is due to programmes taking longer than a year to complete, thus certification occurs in the next financial years.

Note 6: The imbalances in the gender figures for the 2011/12-2015/16 financial years are attributed to SETAs not fully reporting on equity thereby making the equity data not equivalent to the totals.

Note 7: Unemployed persons refer to learners who were not employed by their current employer before undertaking a Workplace Based Learning Programme.

Note 8: The totals for 2023/24 and 2024/25 include a few records with unspecified gender.

⁴The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



In the 2024/25 financial year, the majority of learners registered for SETA-supported learning programmes were female (62.8% or 117 675), compared to 37.2% (69 697) males, translating to 47 978 more females registered than males. The largest gender disparities were observed in skills programmes and learnerships, where female registrations exceeded those of males by 28 108 and 15 408, respectively. Female participation has consistently been higher than that of males throughout the period under review (2011/12 – 2024/25 financial years).

In terms of certifications, females accounted for 59.1% (62 118) of the total, while males represented 40.8% (42 916), reflecting a gender gap of 19 202 more females than males. Similar to registrations, the largest gender gaps were observed in skills programmes and learnerships, with 10 239 and 5 767 more females certificated than males. In all the financial years under review (except for 2019/20 and 2022/23), the number of females certificated generally exceeded that of males.

8.2.1 Workers registered for SETA-supported learning programmes

Table 8.3: Number of workers registered for learnerships by SETA, 2024/25

SETA	Target	Actual	Achieved
AGRISETA	500	437	87.4%
BANKSETA	2 000	2 855	142.8%
CATHSSETA	360	352	97.8%
CETA	631	572	90.6%
CHIETA	671	661	98.5%
ETDP SETA	0	87	n.a
EWSETA	225	228	101.3%
FASSET	500	782	156.4%
FOODBEV	780	808	103.6%
FP&M SETA	1 150	1 083	94.2%
HWSETA	1 593	1 065	66.9%
INSETA	950	1 670	175.8%
LGSETA	1 500	203	13.5%
MERSETA	2 325	1 609	69.2%
MICT SETA	0	0	n.a
MQA	680	738	108.5%
PSETA	100	135	135.0%
SASSETA	610	435	71.3%
SERVICES SETA	1 023	1 019	99.6%
TETA	670	861	128.5%
W&R SETA	6 260	6 200	99.0%
Total	22 528	21 800	96.8%

Source: 2024/25 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁵.

Note 2: "n.a." means not applicable.

⁵The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



During the 2024/25 financial year, a total of 21 800 workers were registered for learnerships, accounting for 30.1% of total learnership registrations (72 382) reported in Table 8.1. This was 728 below the planned target of 22 528, resulting in an achievement rate of 96.8%. The underachievement was mainly driven by LGSETA, MERSETA and HWSETA, which registered 1 297, 716 and 528 fewer workers respectively compared to their planned targets.

Eleven SETAs did not meet their registration targets during this period, with the lowest performance recorded by LGSETA (13.5%), HWSETA (66.9%) and MERSETA (69.2%). Despite the overall underachievement in learnership registrations, eight SETAs exceeded their planned targets, with BANKSETA recording the highest overachievement, surpassing its target by 855 registrations.

8.2.2 Workers certificated in SETA-supported learning programmes

Table 8.4: Number of workers certificated in learnerships by SETA, 2024/25

SETA	Target	Actual	Achieved
AGRISETA	250	681	272.4%
BANKSETA	1 267	1 402	110.7%
CATHSSETA	146	267	182.9%
CETA	334	309	92.5%
CHIETA	336	340	101.2%
ETDP SETA	0	5	n.a
EWSETA	129	225	174.4%
FASSET	250	247	98.8%
FOODBEV	1 100	568	51.6%
FP&M SETA	980	924	94.3%
HWSETA	913	140	15.3%
INSETA	630	631	100.2%
LGSETA	1 075	688	64.0%
MERSETA	860	867	100.8%
MICT SETA	0	0	n.a
MQA	585	245	41.9%
PSETA	120	128	106.7%
SASSETA SETA	520	377	72.5%
SERVICES	1 247	131	10.5%
TETA	320	754	235.6%
W&R SETA	4 141	2 327	56.2%
Total	15 203	11 256	74.0%

Source: 2024/25 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁶.

Note 2: "n.a." means not applicable.

⁶The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



During the 2024/25 financial year, a total of 11 256 workers were certified for learnerships, accounting for 31.2% of total learnership certifications (36 053) reported in Table 8.1. This was 3 947 below the planned target, resulting in an overall achievement rate of 74.0%.

Ten SETAs did not meet their certification targets, with the lowest achievement rates recorded by SERVICES SETA (10.5%), HWSETA (15.3%) and MQA (41.9%). In contrast, nine SETAs exceeded their targets, with the most notable overachievement observed at TETA (235.6%) and AGRISSETA (272.4%), which certified 434 and 431 more learners than planned, respectively.

8.2.3 Unemployed persons registered for SETA-supported learning programmes

Table 8.5: Number of unemployed persons registered for SETA-supported learning programmes, by programme type, 2024/25

SETA	Learnerships			Internships			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISSETA	2 500	2 469	98.8%	400	66	16.5%	2 900	2 535
BANKSETA	1 500	1 470	98.0%	832	659	79.2%	2 332	2 129
CATHSSETA	2 920	3 790	129.8%	526	494	93.9%	3 446	4 284
CETA	3 025	1 310	43.3%	375	246	65.6%	3 400	1 556
CHIETA	1 085	1 542	142.1%	615	604	98.2%	1 700	2 146
ETDP SETA	500	5	1.0%	1 100	1 326	120.5%	1 600	1 331
EWSETA	1 125	725	64.4%	300	300	100.0%	1 425	1 025
FASSET	5 500	3 403	61.9%	3 000	2 495	83.2%	8 500	5 898
FOODBEV	1 600	2 698	168.6%	710	525	73.9%	2 310	3 223
FP&M SETA	2 800	2 965	105.9%	750	652	86.9%	3 550	3 617
HWSETA	2 220	1 604	72.3%	1 249	814	65.2%	3 469	2 418
INSETA	1 250	1 352	108.2%	900	923	102.6%	2 150	2 275
LGSETA	2 000	1 128	56.4%	700	590	84.3%	2 700	1 718
MERSETA	4 815	3 226	67.0%	563	217	38.5%	5 378	3 443
MICT SETA	4 050	1 862	46.0%	1 650	1 022	61.9%	5 700	2 884
MQA	1 628	1 923	118.1%	1 125	718	63.8%	2 753	2 641
PSETA	50	66	132.0%	50	80	160.0%	100	146
SASSETA	1 400	1 293	92.4%	600	453	75.5%	2 000	1 746
SERVICES SETA	8 465	6 997	82.7%	835	718	86.0%	9 300	7 715
TETA	820	670	81.7%	330	304	92.1%	1 150	974
W&R SETA	12 519	10 084	80.5%	1 284	0	0.0%	13 803	10 084
Total	61 772	50 582	81.9%	17 894	13 206	73.8%	79 666	63 788

Source: 2024/25 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁷.

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

Note 3: Internship data includes only those recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

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

⁷The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



During the 2024/25 financial year, a total of 63 788 unemployed persons were registered for learnership and internship programmes, which was 15 878 below the target of 79 666. The majority were registered for learnerships (79.3% or 50 582), while 20.7% (13 206) were in internship programmes. Registrations of unemployed persons in learnerships accounted for 69.9% (50 582) of the total 72 382 reported in Table 8.1.

Achievement rates for learnerships and internships were 81.9% and 73.8%, which were 11 190 and 4 688 lower than the targets for these programmes. Despite the overall underachievement in learnerships, seven SETAs exceeded their targets, with the highest overperformance recorded by FOODBEV (168.6%), CHIETA (142.1%) and PSETA (132.0%). Fourteen SETAs underperformed, with the lowest achievement recorded for ETDP SETA (1.0%).

Although the overall achievement for internships was 73.8%, three SETAs exceeded their targets, with the highest being PSETA (160.0%) and ETDP SETA (120.5%). Seventeen SETAs recorded underachievements, with the lowest performance observed at W&RSETA (0.0%) and AGRISSETA (16.5%).



8.2.4 Unemployed persons certificated in SETA-supported learning programmes

Table 8.6: Number of unemployed persons certificated in SETA-supported learning programmes, by programme type, 2024/25

SETA	Learnerships			Internships			Total target	Total actual
	Target	Actual	Achieved	Target	Actual	Achieved		
AGRISETA	1 600	2 760	172.5%	400	18	4.5%	2 000	2 778
BANKSETA	550	1 012	184.0%	1 133	2 034	179.5%	1 683	3 046
CATHSETA	800	819	102.4%	220	299	135.9%	1 020	1 118
CETA	1 599	1 419	88.7%	300	47	15.7%	1 899	1 466
CHIETA	565	735	130.1%	322	413	128.3%	887	1 148
ETDP SETA	0	124	n.a	1 578	927	58.7%	1 578	1 051
EWSETA	600	534	89.0%	225	157	69.8%	825	691
FASSET	3 000	3 461	115.4%	1 875	1 731	92.3%	4 875	5 192
FOODBEV	2 000	674	33.7%	236	34	14.4%	2 236	708
FP&M SETA	2 600	2534	97.5%	640	620	96.9%	3 240	3154
HWSETA	1 480	349	23.6%	1 044	0	0.0%	2 524	349
INSETA	640	710	110.9%	300	194	64.7%	940	904
LGSETA	1 200	627	52.3%	300	257	85.7%	1 500	884
MERSETA	2 500	2536	101.4%	273	124	45.4%	2 773	2 660
MICT SETA	2 025	1 761	87.0%	630	812	128.9%	2 655	2 573
MQA	1 000	1 008	100.8%	500	557	111.4%	1 500	1 565
PSETA	112	41	36.6%	50	47	94.0%	162	88
SASSETA	960	641	66.8%	320	288	90.0%	1 280	929
SERVICES SETA	6 450	979	15.2%	422	91	21.6%	6 872	1 070
TETA	400	743	185.8%	135	300	222.2%	535	1 043
W&RSETA	7 704	1 330	17.3%	563	316	56.1%	8 267	1 646
Total	37 785	24 797	65.6%	11 466	9 266	80.8%	49 251	34 063

Source: 2024/25 SETA Audited data.

Note 1: "Learnerships" refer to a period of workplace-based learning culminating in an occupational qualification or part-qualification. It includes an apprenticeship and cadetship. The data above excludes registrations in trade-related programmes, which form part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012⁸.

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

Note 3: Internship data includes only those recruited through a specific SETA, and it is not a comprehensive report on the number of interns in the system.

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

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

The total number of unemployed persons certificated in SETA-supported learning programmes for both learnerships and internships during the 2024/25 financial year was 34 063, representing 32.4% of the total certifications during this period (105 078). More than 70% of these certifications were for learnerships (72.8% or 24 797), while internships accounted for 27.2% (9 266). Learnership certifications for unemployed persons made up 68.8% (i.e., 24 797) of the 36 053 total learnership certifications reflected in Table 8.1.

Achievement rates for learnerships and internships were 65.6% and 80.8%, which were 12 988 and 2 200 lower than the targets for these programmes. Despite the overall underachievement in learnerships, nine SETAs exceeded their targets, with the highest overperformance recorded by TETA (185.8%), BANKSETA (184.0%) and AGRISSETA (172.5%). Eleven SETAs underperformed, with the lowest achievement recorded by SERVICES SETA (15.2%) and W&RSETA (17.3%).

⁸The registration and certification data for trade related programmes can be found in Tables 8.7 and 8.10.



In terms of internships, six SETAs exceeded their targets despite the overall underachievement for this learning programme. The highest overachievements were recorded by TETA (222.2%) and BANKSETA (179.5%). Fifteen SETAs recorded underachievement's, with the lowest performance observed at HWSETA (0.0%), AGRISSETA (4.5%), FOODBEV (14.4%) and CETA (15.7%).

8.3. ARTISANS

8.3.1 Introduction

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

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

A person has to follow several steps to be certified as an artisan. These steps include the completion of a theory component, a practical training component, structured workplace training and trade testing. There is a continuous need for suitably qualified artisans to sustain industries and support economic growth in South Africa. Artisan development has therefore been elevated as a priority area for skills development in the country. Government's National Development Plan (NDP) and the White Paper for Post-School Education and Training indicate that by 2030 the country should be producing 30 000 qualified artisans per year. At present the country is producing on average 20 000 qualified artisans per year; the number must increase drastically in the next 5 years leading up to 2030 for the country to realise the NDP target.

8.3.2 Learners entering artisanal learning programmes

Table 8.7: Number of learners entering artisanal learning programmes, by sector, 2011/12 – 2024/25

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
AGRISETA	96	70	116	244	347	227	193	303	396	564	785	671	803	1 075
CATHSETA	563	662	312	840	514	683	639	699	1 112	194	262	251	303	395
CETA	1 849	579	1 342	2 104	1 737	2 024	8 731	8 913	1 812	1 889	2 191	2 947	2 706	5 476
CHIETA	2 541	1 989	1 694	2 164	3 372	4 263	3 172	2 144	2 543	1 148	1 770	1 783	2 042	1 887
EWSETA	1 046	1 316	390	507	1 378	1 287	1 789	1 165	672	467	724	1 020	851	565
FOODBEV	15	0	267	70	45	178	167	218	141	191	76	433	446	615
FP&M SETA	351	584	426	958	459	419	290	257	270	267	160	673	157	283
HWSETA	0	0	0	109	119	87	74	170	237	136	91	115	0	149
INDLELA	5 227	5 795	7 865	7 122	5 734	7 311	5 508	4 065	3 056	1 849	2 895	2 401	1 979	2 047
LGSETA	413	528	294	754	1 020	888	646	191	44	59	0	0	0	0
MERSETA	6 254	4 951	10 394	7 606	8 130	8 038	6 755	7 353	1 524	997	1 619	4 522	2 772	5 101
MQA	2 525	2 365	2 468	2 621	1 848	1 978	1 872	1 459	1 847	1 644	2 160	2 622	2 372	1 446
PSETA	78	53	2	48	33	34	20	76	60	80	0	0	0	0
SASSETA	0	516	385	539	467	401	77	117	165	117	128	119	79	158
SERVICES SETA	2 104	984	968	761	1 127	1 416	1 416	1 515	1 031	448	645	968	1 321	492
TETA	1 019	711	538	1 579	1 778	1 314	981	897	682	130	157	329	635	625
W&R SETA	334	746	209	276	532	269	0	440	626	122	716	1 074	1 678	1 149
ARPL Unspecified	-	-	-	-	-	-	-	-	-	-	-	535	0	631
Total	24 415	21 849	27 670	28 302	28 640	30 817	32 330	29 982	16 218	10 302	14 379	20 463	18 144	22 094

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2025.

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

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

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

Note 4: "ARPL" refers to Artisan Recognition of Prior Learning.

Note 5: ARPL data were previously reported under each SETA.

In the 2024/25 financial year, 22 094 learners registered for artisanal learning programmes, reflecting an increase of 21.8% (3 950) when compared to the 2023/24 financial year. The most significant increase in learner registration for these programmes occurred in CETA and MERSETA with increases of 2 770 (102.4%) and 2 329 (84.0%) respectively. Despite the overall increase reported between the 2023/24 and 2024/25 financial years, declines in registrations were recorded in six SETAs. The largest decrease was recorded at MQA (926), followed by SERVICES SETA (829) and W&R SETA (529), while TETA recorded a smaller decrease of 10, amongst the sectors.

Over the 14-year period (2011/12-2024/25 financial years) the number of artisanal learning programme registrations decreased by 2 321 (9.5%), with the largest decreases recorded at INDLELA (3 180), followed by SERVICES SETA (1 612), MERSETA (1 153) and MQA (1 079). While overall number declined, CETA recorded a substantial increase of 3 627 registrations during this period.

Table 8.8: Number of learners entering artisanal learning programmes, by province and gender, 2024/25

Province	Female	Male	Total
Western Cape	342	989	1 331
Eastern Cape	288	560	848
Northern Cape	85	332	417
Free State	101	297	398
KwaZulu-Natal	898	1 830	2 728
North West	237	519	756
Gauteng	1645	3 706	5 351
Mpumalanga	788	1 488	2 276
Limpopo	1 313	1 548	2 861
Unspecified	2 428	2 700	5 128
Total	8 125	13 969	22 094

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2025.*

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

Note 2: “Unspecified” refers to learners who did not specify their province.

During the 2024/25 financial year, the majority of the learners who enrolled in artisanal programmes were located in Gauteng (5 351 or 24.2%), followed by Limpopo (2 861 or 12.9%) and KwaZulu-Natal (2 728 or 12.3%) provinces, while Free State province enrolled the lowest proportion of learners (398 or 1.8%).

Registration in artisanal learning programmes was dominated by males (13 969 or 63.2%) as compared to females (8 125 or 36.8%). The gender disparities were most pronounced in Gauteng, KwaZulu-Natal and Mpumalanga provinces with 2 061, 932 and 700, respectively more males than females entering artisanal learning programmes.



Table 8.9: Number of learners entering artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills, population group and gender, 2024/25

Trade	African		Coloured		Indian/Asian		White		Total		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Automotive Motor Mechanic	169	414	11	138	1	56	6	130	187	738	925
Boilermaker	270	789	3	67	0	8	0	48	273	912	1 185
Bricklayer	920	611	7	11	0	1	0	7	927	630	1 557
Carpenter	303	224	4	13	0	0	0	0	307	237	544
Carpenter/ Joiner	0	1	0	0	0	0	0	0	0	1	1
Diesel Mechanic	214	952	2	93	0	25	1	234	217	1 304	1 521
Electrician	2 347	2 629	34	172	7	50	13	324	2 401	3 175	5 576
Fitter & Turner	193	323	2	41	1	4	1	50	197	418	615
Mechanical Fitter	375	1 075	7	76	0	28	2	76	384	1 255	1 639
Millwright	208	651	3	35	4	19	4	202	219	907	1 126
Pipe Fitter	14	9	0	0	0	0	0	0	14	9	23
Plumber	1 021	901	15	63	1	1	3	45	1 040	1 010	2 050
Rigger	83	349	2	6	0	0	0	19	85	374	459
Welder	441	849	27	137	0	11	0	39	468	1 036	1 504
Total	6 558	9 777	117	852	14	203	30	1 174	6 719	12 006	18 725

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2025.

Note 1: Trades are the occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

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

The number of learners registered for scarce skills artisanal programmes (Special Infrastructure Projects (SIPs)) was 18 725, which represents 84.8% of the total number of artisans registered in the 2024/25 financial year (22 094). The Electrician trade was the most prominent, with 5 576 or 29.8% of learners receiving training in this trade.

Almost two-thirds of learners entering scarce skills artisanal learning programmes were males (12 006 or 64.1%) while over one-third were females (6 719 or 35.9%). The largest gender disparities were observed in trades such as Diesel Mechanic, Mechanical Fitter and Electrician, where 1 087, 871 and 774 more males were trained than females. Despite most of the trades being dominated by males, females' registrations were slightly higher in Bricklayer, Carpenter, Plumber and Pipe Fitter trades with 297, 70, 30 and 5, respectively more than males.

Africans constituted the majority of registrations for scarce skills artisanal learning programmes, with 16 335 or 87.2% of the overall registration (18 725), followed by White learners (1 204 or 6.4%), Coloured learners (969 or 5.2%) and the lowest were Indian/Asian learners (217 or 1.2%). The top three trades registered by learners in different population groups differed. For instance, more than half of the African learners (8 429 or 51.6%) registered in the Electrician, Plumber and Bricklayer trades, while 64.6% (778) of White learners registered in the Electrician, Diesel Mechanic and Millwright trades.

Among Coloured learners, 53.6% (519) registered in the Electrician, Welder and Automotive Motor Mechanic, while almost two thirds of Indian/Asian learners (142 or 65.4%) chose to register in the Automotive Motor Mechanic, Electrician and Mechanical Fitter trades. The largest gender disparity for African learners was observed in the Diesel Mechanic trade, while Coloured and White learners had the largest gender gap in the Electrician trade, and Indian/Asian learners had a large gender disparity in the Automotive Motor Mechanic trade.



8.3.3 Learners completing artisanal learning programmes

Table 8.10: Number of learners completing artisanal learning programmes by sector, 2011/12 – 2024/25

SETA	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
AGRISETA	77	149	100	121	154	228	195	275	280	271	264	313	669	873
CATHSSETA	282	1 007	1 161	86	0	0	1 590	190	56	0	44	59	122	128
CETA	699	520	9	5	504	1 344	957	1 798	1 824	1 446	2 741	4 381	2 379	3 247
CHIETA	989	1 279	387	547	743	946	344	1 287	1 980	1 389	1 633	1 433	973	1 122
EWSETA	571	37	1 841	360	470	697	629	1 560	3 085	1 631	2 582	1 715	1 738	1 221
FOODBEV	160	36	168	0	0	13	63	146	119	113	104	206	190	415
FP&M SETA	0	0	4	30	101	124	114	171	493	471	369	834	550	570
HWSETA	0	0	0	8	36	74	91	56	214	271	151	120	60	129
INDLELA	3 392	1 355	2 077	3 177	2 952	3 224	4 133	3 227	3 087	965	1 888	2 036	1 548	1 401
LGSETA	226	305	81	383	87	232	453	368	549	263	309	89	271	168
MERSETA	3 155	7 166	7 522	6 869	8 352	9 660	7 938	6 224	6 411	4 008	4 895	3 103	3 024	2 739
MQA	2 566	2 035	3 597	1 617	1 382	1 807	1 931	1 712	2 465	2 262	1 734	1 587	2 139	2 338
PSETA	1	5	0	0	30	15	35	22	11	33	10	65	62	3
SASSETA	0	0	101	0	0	227	171	201	294	114	88	97	134	109
SERVICES SETA	1 521	841	185	348	550	1 245	1 427	1 280	1 719	1 093	1 740	1 452	1 651	587
TETA	208	169	478	718	714	1 359	1 075	1 109	1 463	770	984	449	631	475
W&R SETA	176	373	399	120	39	3	5	1	0	6	0	378	136	608
Unspecified	-	-	-	-	-	-	-	-	-	-	-	1 745	-	-
Total	14 023	15 277	18 110	14 389	16 114	21 198	21 151	19 627	24 050	15 106	19 536	20 062	16 277	16 133

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2025.

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

Note 2: “Unspecified” refers to learners completing artisanal learning programmes at Trade Test Centre and the quality assuring SETA not mentioned/specified.

During the 2024/25 financial year, 16 133 learners completed artisanal learning programmes, reflecting a 0.9% decrease (144 fewer completions) compared to the 16 277 recorded in 2023/24. The main contributors to this decline were SERVICES SETA, with 1 064 fewer completions, and EWSETA with 517 fewer completions.

Despite the overall decrease in the number of completions, nine SETAs reported increases in completions during the financial year. The largest increases were recorded for CETA (868), W&R SETA (472) and FOODBEV (225).

CETA, MERSETA, and MQA collectively accounted for over 50.0% of completions in 2024/25 financial year, with CETA contributing 20.1% (3 247), MERSETA 17.0% (2 739) and MQA 14.5% (2 338). CETA recorded the highest number of completions in both the 2023/24 and 2024/25 financial years, surpassing MERSETA, which had been the leading contributor from 2012/13 to 2022/23.

Over the long-term period (2011/12 – 2024/25 financial years), completions increased by 16.1% (2 110). The largest increases during this period were recorded by CETA (2 548), AGRISETA (796) and EWSETA (650), while INDLELA and SERVICES SETA recorded the most significant decreases in this period, with 1 991 and 934 fewer completions, respectively.

**Table 8.11: Number of learners completing artisanal learning programmes, by province and gender, 2024/25**

Province	Female	Male	Total
Western Cape	149	782	931
Eastern Cape	199	446	645
Northern Cape	53	248	301
Free State	77	295	372
KwaZulu-Natal	524	1 493	2 017
North West	201	639	840
Gauteng	1 422	4 368	5 790
Mpumalanga	663	1 881	2 544
Limpopo	796	1 433	2 229
Unspecified	91	373	464
Total	4 175	11 958	16 133

Source: *National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2025.*

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

Note 2: “Unspecified” refers to learners who did not specify their province.

In the 2024/25 financial year, the majority of the learners completing artisanal learning programmes were from Gauteng (35.9% or 5 790), Mpumalanga (15.8% or 2 544) and Limpopo (13.8% or 2 229). The lowest proportion of learners was recorded in the Northern Cape (1.9% or 301).

Almost three quarters of the learners completing artisanal learning programmes were male (74.1% or 11 958) compared to females (25.9% or 4 175). The proportion of male completers exceeded 60.0% in all nine provinces. The highest proportion of male completers were within the Western Cape province with 84.0% or 782 males. The most significant gender gap was in Gauteng and Mpumalanga where 2 946 and 1 218 more males completed than females.



Table 8.12: Number of learners completing artisanal learning programmes, by Special Infrastructure Projects (SIPs) scarce skills, population group and gender, 2024/25

Trade	African		Coloured		Indian/Asian		White		Total		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Automotive Motor Mechanic	58	229	2	56	2	35	1	129	63	449	512
Boilermaker	211	663	4	47	0	4	2	67	217	781	998
Bricklayer	207	258	0	5	0	0	2	14	209	277	486
Carpenter	129	201	0	2	0	1	0	1	129	205	334
Diesel Mechanic	160	918	1	88	0	37	3	280	164	1 323	1 487
Electrician	1 465	2 506	18	140	2	46	9	576	1 494	3 268	4 762
Fitter & Turner	140	244	0	28	0	9	0	58	140	339	479
Mechanical Fitter	301	1 089	1	64	1	21	2	73	305	1 247	1 552
Millwright	210	471	5	26	0	19	2	142	217	658	875
Pipe Fitter	8	8	0	0	0	0	0	0	8	8	16
Plumber	379	840	2	36	0	21	1	194	382	1 091	1 473
Rigger	48	349	1	18	0	1	1	19	50	387	437
Welder	161	574	10	60	0	10	3	59	174	703	877
Total	3 477	8 350	44	570	5	204	26	1 612	3 552	10 736	14 288

Source: National Artisan Development Support Centre (NADSC) – National Artisan Development (NAD) database management system, 2025.

Note 1: Trades are the occupations that are part of the official list of artisan occupations as per Schedule 2 Gazette 35625, 31 August 2012.

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

Scarce skills trades accounted for 88.6% (14 288) of completions in artisanal learning programmes (16 133). More than a third of the learners completed the Electrician trade (33.3% or 4 762), followed by Mechanical Fitter (10.9% or 1 552), Diesel Mechanic (10.4% or 1 487) and Plumber (10.3% or 1 473).

Male completers dominated all scarce skills trades. Pronounced gender disparities were observed in Electrician, Diesel Mechanic, Mechanical Fitter and Plumber trades, where 1 774, 1 159, 942 and 709 more males completed compared to females, respectively. Although females represented a smaller proportion of completions, nearly half of them qualified as electricians (42.1% or 1 494), while 30.4% (3 268) males completed the same trade.

African learners constituted the majority of completions for scarce skills artisanal learning programmes, accounting for 11 827 learners (82.8% of the total), followed by White learners (11.5% or 1 638), Coloured learners (4.3% or 614) and Indian/Asian learners (1.5% or 209). Across all population groups, the proportion of male learners was significantly higher than that of females, with African males dominating completions across all trades.

The majority of learners across all population groups completed the Electrician trade, with African learners accounting for 83.4% of the completions (3 971 out of 4 762). Certain trades, such as Bricklayer (95.0% or 465), Carpenter (98.8% or 330), and Pipe Fitter (100% or 16), showed almost exclusive completion by African learners.

The majority of African learners completed the Electrician (3 971 or 33.6%), followed by Mechanical Fitter (1 390 or 11.8%) and Plumber (1 290 or 10.3%). White learners primarily completed the Electrician (585 or 35.7%), Diesel Mechanic (283 or 17.3%), and Plumber (195 or 11.9%) trades. Coloured learners mainly completed Electrician (158 or 25.7%), Diesel Mechanic (89 or 14.5%), and Welder (70 or 11.4%) trades, while Indian/Asian learners were largely concentrated in the Electrician (48 or 23.0%), Diesel Mechanic (37 or 17.7%), and Automotive Motor Mechanic (37 or 17.7%) trades.

Table 8.13: Number of artisans certificated by SETAs and INDLELA, by economic sector, 2014/15 – 2024/25

SETA	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
AGRISETA	190	186	219	193	277	234	234	280	314	686	1 174
CATHSSETA	0	1	1	0	0	0	13	56	148	235	168
CETA	479	582	1 058	1 500	1 427	1 279	1 253	2 682	4 216	3 694	3 714
CHIETA	572	861	1 020	917	1 314	2 013	819	1 545	1 308	1 170	1 308
ETDPSETA	0	0	0	0	0	0	0	0	0	0	0
EWSETA	964	1 170	993	666	1 202	1 969	1 232	3 359	3 355	2 959	2 033
FOODBEV	2	0	14	63	69	106	66	115	219	232	274
FP&M SETA	98	106	106	111	189	449	223	402	434	878	689
HWSETA	16	79	73	116	59	175	209	100	141	168	278
INDLELA	4 983	3 791	3 692	4 381	3 277	2 405	587	1 935	1 865	1 426	1 323
LGSETA	486	98	233	415	442	566	210	311	215	595	328
MERSETA	6 890	6 600	7 061	6 108	6 320	4 182	4 651	4 511	3 633	4 665	3 502
MQA	1 876	2 056	1 974	1 963	1 978	1 734	1 372	1 435	1 855	1 924	2 071
PSETA	0	29	14	36	15	11	32	10	48	48	8
SASSETA	12	21	133	168	260	245	170	98	100	131	172
SERVICES SETA	1 685	928	1 271	1 246	1 272	1 639	907	1 948	2 131	2 114	1 484
TETA	1 028	1 402	1 541	1 212	1 250	1 312	516	870	1 048	1 062	885
W&R SETA	0	0	3	5	4	0	6	0	46	202	510
Total	19 281	17 910	19 406	19 100	19 355	18 319	12 500	19 657	21 076	22 189	19 921

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

National Artisan Development Support Centre (NADSC) – National Artisan Recommendation for certification data management system, 2025.

Note : Certificated refers to the number of National Trade Certificates issued.

During the 2024/25 financial year, a total of 19 921 artisans were issued national trade certificates by SETAs and INDLELA. The majority of certificates were issued by CETA (18.6% or 3 714), MERSETA (17.6% or 3 502), MQA (10.4% or 2 071), EWSETA (10.2% or 2 033), and SERVICES SETA (7.4% or 1 484), with these five SETAs collectively accounting for 64.3% of all certificates issued.

The total number of certificates issued in 2024/25 (19 921) was 10.2% (2 268) lower than in the previous financial year (22 189). The main contributors to this decrease were MERSETA (1 163), EWSETA (926), SERVICES SETA (630), LGSETA (267) and FP&M SETA (189). Despite the overall decrease, notable increases were observed for AGRISSETA (488), W&R SETA (308), MQA (147), CHIETA (138), and HWSETA (110).

Over the period under review (2014/15–2024/25), the total number of certificates issued increased by 3.3% (640). The largest increases were recorded by CETA (3 235) and EWSETA (1 069), while INDLELA and MERSETA experienced the largest decreases, with 3 660 and 3 388 fewer certificates issued, respectively.

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

9.1 INTRODUCTION

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

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

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

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

In the 2011/12 and 2012/13 financial years, the Department transferred funds to PEDs, which in turn administered TVET colleges. In the 2013/14 and 2014/15 financial years, TVET colleges received funding directly from the Department in the form of subsidies, while PEDs received funding from the Department in the form of conditional grants. The latter was undertaken to compensate PEDs for salaries paid to TVET college lecturers who were still on the PED PERSAL system. From the 2015/16 to 2019/20 financial years, TVET colleges received funding directly from the Department for operational costs and TVET college lecturers were paid directly from the Department. In the 2020/21 financial year, TVET colleges also received earmarked funds for infrastructure from the Department.

Until 2014, public AET centres (now called CET colleges) were funded and administered by PEDs through the national and provincial budgeting processes. This function has shifted to the Department with effect from 01 April 2015, and the CET centres received funding from the Department for operational costs. The Department has been paying the salaries of the CET lecturers since the 2015/16 financial year.

9.2 FUNDING OF KEY POST-SCHOOL EDUCATION AND TRAINING INSTITUTIONS

Table 9.1: Funding for key Post-School Education and Training Institutions, 2011/12 – 2024/25

Financial Year	Public HEIs (R'000)	TVET colleges (R'000)	CET colleges (R'000)	Total (R'000)
2011/12	19 354 159	4 375 311	1 413 194	25 142 664
2012/13	20 902 779	4 844 607	1 535 932	27 283 318
2013/14	22 388 767	5 467 377	1 669 252	29 525 396
2014/15	24 155 093	5 817 173	1 927 300	31 899 566
*2015/16	26 342 110	6 112 818	1 819 861	34 274 789
2016/17	27 964 560	6 549 613	1 943 390	36 457 563
2017/18	31 580 302	6 746 837	2 134 823	40 461 962
2018/19	36 896 878	9 993 719	2 180 065	49 070 662
2019/20	42 358 941	11 543 686	2 208 622	56 111 249
2020/21	43 070 379	11 754 241	1 969 726	56 794 346
2021/22	43 047 445	11 380 484	2 149 852	56 577 781
2022/23	46 352 812	12 250 593	2 594 016	61 197 421
2023/24	44 631 942	12 003 385	2 797 200	59 432 527
2024/25	47 475 587	12 399 631	3 097 124	62 972 342
Share of total expenditure in 2024/25	75.4%	19.7%	4.9%	100.00%

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

DHET Annual Report, 2024/25.

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

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

Note 3: Amount for CET Centres reflects funds transferred from PEDs to CET Centres.

Note 4: Allocations above exclude NSFAS allocations.

Note 5: (*) Included under operational cost for the 2015/16 financial year are Compensation of Employees, transfers to SETAs, goods and services, leave gratuities paid and machinery and equipment.

In the 2024/25 financial year, the Department provided R62.972 billion in total financing to public PSET institutions, with three quarters of that amount transferred to public HEIs (75.4% or R47.476 billion), followed by TVET colleges (19.7% or R12.400 billion), and the least amount was allocated to CET colleges (4.9% or R3.097 billion). The total funding for 2024/25 was 6.0% higher (R3.540 billion) than what was allocated in 2023/24 (R59.433 billion).

Funding for public HEIs and TVET colleges increased by R2.844 billion (6.4%) and R396.246 million (3.3%) respectively between the 2023/24 and 2024/25 financial years, while funding for CET colleges increased by R299.924 million (10.7%) in the same period.

In the 2024/25 financial year, more than one third of the transfers to public HEIs were made to the following institutions: UNISA (R5.381 billion or 11.3%), Tshwane University of Technology (R3.436 billion or 7.2%), the University of Pretoria (R3.262 billion or 6.9%), the University of KwaZulu-Natal (R2.909 billion or 6.1%), the University of Witwatersrand (R2.726 billion or 5.7%) and the University of Johannesburg (R2.723 billion or 5.7%). The lowest amount was allocated to Mangosuthu University of Technology (R609.219 million or 1.3%).

Between the 2023/24 and 2024/25 financial years, funding to public HEIs increased by 6.4% (R2.844 billion), and the largest increases were recorded for the Tshwane University of Technology (28.3% or R757.907 million), University of Zululand (25.0% or R234.474 million), Walter Sisulu University (23.9% or R309.462 million), Sol Plaatje University (22.3% or R140.075 million), and the Central University of Technology (22.2% or R188.150 million).

Over the last five financial years (2020/21 to 2024/25), there was a notable increase of R4.405 billion (10.2%) in transfers to public HEIs. Large increases were recorded in Walter Sisulu University (36.1% or R424.656 million), followed by Nelson Mandela University (35.6% or R484.604 million) and Tshwane University of Technology (31.6% or R825.178 million). The largest decline during this period was observed at Mangosuthu University of Technology (10.1% or R68.288 million), the University of Mpumalanga (9.7% or R104.045 million), the University of Fort Hare (8.1% or R85.559 million), the Durban University of Technology (5.3% or R77.246 million) and the University of Venda (4.4% or R45.350 million)– see Table 10.11 of the Appendix.

Table 9.2: Total funding allocated to TVET colleges, 2011/12 - 2024/25

Financial Year	Subsidies (R'000)	Conditional/Operational Grants (R'000)	Total (R'000)
2011/12	0	4 375 311	4 375 311
2012/13	0	4 844 607	4 844 607
2013/14	3 013 189	2 454 188	5 467 377
2014/15	3 185 827	2 631 346	5 817 173
*2015/16	1 239 740	4 873 078	6 112 818
2016/17	1 566 747	4 982 866	6 549 613
2017/18	1 495 749	5 251 088	6 746 837
2018/19	4 287 538	5 706 181	9 993 719
2019/20	5 204 965	6 338 721	11 543 686
2020/21	5 315 043	6 439 198	11 754 241
2021/22	5 184 519	6 195 965	11 380 484
2022/23	5 490 918	6 759 675	12 250 593
2023/24	4 736 879	7 266 506	12 003 385
2024/25	4 823 263	7 576 368	12 399 631

*Statistics on Post-School Education and Training in South Africa, 2023.
DHET Annual Report, 2024/25.*

Note 1: For the 2011/12 and 2012/13 financial years, the amount for public TVET colleges reflects funds transferred by the DHET to Provincial Education Departments (PEDs) in the form of conditional grants. The 2013/14 and 2014/15 financial years figures for public TVET colleges show a subsidy amount that was transferred directly from the DHET to TVET colleges as well as a conditional grant amount which was transferred from the DHET to PEDs.

Note 2: Allocations above exclude NSFAS allocations.

Note 3: (*) Included under operational cost for the 2015/16 financial year are Compensation of Employees, transfers to SETAs, goods and services, leave gratuities paid and machinery and equipment.

Since the 2015/16 financial year, the Department has provided funding to TVET colleges in the form of operational costs and subsidies. In the 2024/25 financial year, operational costs accounted for over half of the total funding allocated to TVET colleges (61.1% or R7.576 billion), while subsidies made up 38.9% (R4.823 billion). It should also be noted that the proportion of operational costs have decreased from 79.7% in 2015/16 to 61.1% in the 2024/25 financial year.

According to Table 10.12 of the Appendix, during the 2024/25 financial year Majuba TVET college received a larger share of the TVET college subsidies (R324.768 million or 6.7%), followed by South West Gauteng (R222.125 million or 4.6%), Capricorn (R179.566 or 3.7%), Ekurhuleni West (R167.856 million or 3.5%), Gert Sibande (R165.669 million or 3.4%) and Nkangala (R153.319 million or 3.2%). Lephalale and Flavius Mareka TVET colleges received the least amount of funding (R22.920 million or 0.5% and R23.077 million or 0.5% respectively).

Between the 2023/24 and 2024/25 financial years, the amount of subsidies transferred to TVET colleges increased by R86.384 million (1.8%), while operating costs increased by R309.862 million (4.3%). Over the five financial years (2020/21 - 2024/25), subsidies allocated to TVET colleges decreased by R491.780 million (9.3%), and the largest decreases occurred in Tshwane North (59.8% or R80.436 million), Flavius Mareka (51.9% or R24.867 million) TVET colleges. Despite the overall decline, high increases were recorded in Lephalale (133.3% or R13.094 million) and Sekhukhune (76.6% or R30.442 million) TVET colleges in the same period.

Table 9.3: Total funding allocated to CET colleges, 2011/12 - 2024/25

Financial Year	Subsidies (R'000)	Conditional/Operational Grants (R'000)	Total (R'000)
2011/12	n.a	n.a	1 413 194
2012/13	n.a	n.a	1 535 932
2013/14	n.a	n.a	1 669 252
2014/15	n.a	n.a	1 927 300
*2015/16	91 758	1 728 103	1 819 861
2016/17	98 053	1 845 337	1 943 390
2017/18	103 897	2 030 926	2 134 823
2018/19	109 923	2 070 142	2 180 065
2019/20	150 835	2 057 787	2 208 622
2020/21	156 812	1 812 914	1 969 726
2021/22	206 779	1 943 073	2 149 852
2022/23	215 151	2 378 865	2 594 016
2023/24	213 851	2 583 349	2 797 200
2024/25	440 453	2 656 671	3 097 124

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

DHET Annual Report, 2024/25.

Note 1: For the 2011/12 and 2012/13 financial years, the amount for public TVET colleges reflects funds transferred by the DHET to Provincial Education Departments (PEDs) in the form of conditional grants. The 2013/14 and 2014/15 financial years figures for public TVET colleges show a subsidy amount that was transferred directly from the DHET to TVET colleges as well as a conditional grant amount which was transferred from the DHET to PEDs.

Note 2: Amount for CET Centres reflects funds transferred from PEDs to CET Centres.

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

Note 4: Allocations above exclude NSFAS allocations.

Note 5: (*) Included under operational cost for the 2015/16 financial year are Compensation of Employees, transfers to SETAs, goods and services, leave gratuities paid and machinery and equipment.

Similar to TVET colleges, the Department has provided funding to CET colleges in the form of operational costs and subsidies since the 2015/16 financial year. A larger proportion of CET colleges' funding in 2024/25 was allocated for operational costs (85.8% or R2.657 billion), while 14.2% (R440.453 million) was allocated for subsidies. The proportion of operational costs declined from 95.0% in 2015/16 to 85.8% in 2024/25 financial year. In the 2024/25 financial year, KwaZulu-Natal CET college received the largest proportion of the subsidy allocation (R86.326 million or 19.6%), followed by Gauteng CET college (R78.515 million or 17.8%), while the lowest amount was allocated to Northern Cape CET college (almost R16.146 million or 3.7%).

Between the 2023/24 and 2024/25 financial years, the subsidy amount to CET colleges increased by R226.602 million (106.0%) while operational costs increased by R73.322 million (2.8%). Despite receiving the lowest funding in comparison to public HEIs and TVET colleges, allocation for the CET colleges sector increased by 180.9% (R283.641 million) over the five-year period (2020/21 – 2024/25 financial years). The largest increases were observed in North-West and Eastern Cape CET colleges (321.8% or R30.282 million and 320.0% or R50.177 million respectively) - see Table 10.13 of the Appendix.

9.3 NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

9.3.1 Introduction

The Department of Higher Education and Training (DHET) introduced the new DHET Bursary Scheme from 2018, providing fully-subsidised funding for poor and working-class students from families with gross combined annual incomes of up to R350 000. Students on the bursary scheme are covered for actual tuition and learning support materials, as well as subsidised accommodation and subsistence, or transport costs if living at home. Public HEIs students who entered their studies prior to 2018 qualify for a grant according to the previous threshold of R122 000 family income per annum. The grants for these students from 2018 onwards are subject to a funding cap, as in prior years.

9.3.2 NSFAS beneficiaries and amounts provided

Table 9.4: Number of students who received loans/bursaries from NSFAS and amount provided, by sub-sector, 2011 – 2024

Year	Public HEIs		TVET colleges		Total		Percentage change on amount provided
	Number of students	Amount provided (R'000)	Number of students	Amount provided (R'000)	Number of students	Amount provided (R'000)	
2011	217 219	4 848 960	114 968	1 116 591	332 187	5 965 551	62.2%
2012	194 932	5 888 374	188 182	1 822 497	383 114	7 710 871	29.3%
2013	195 387	6 748 152	220 978	1 953 253	416 365	8 701 406	12.8%
2014	186 160	6 970 982	228 642	1 991 488	414 802	8 962 470	3.0%
2015	178 961	7 194 619	235 988	2 095 130	414 949	9 289 748	3.7%
2016	225 950	10 304 757	225 557	2 106 267	451 507	12 411 024	33.6%
2017	260 002	12 106 307	200 339	2 012 108	460 341	14 118 415	13.8%
2018	346 966	18 373 239	239 797	2 742 607	586 763	21 115 845	49.6%
2019	393 767	22 657 509	346 270	5 101 439	740 037	27 758 948	31.5%
2020	504 336	30 840 538	261 404	6 228 061	765 740	37 068 599	33.5%
2021	535 644	33 425 892	269 598	4 617 909	805 242	38 043 801	2.6%
2022	554 236	37 281 740	266 081	5 349 577	820 317	42 631 317	12.1%
2023	504 569	37 252 212	259 187	7 305 856	763 756	44 558 068	4.5%
2024	549 190	42 375 568	263 428	8 130 107	812 618	50 505 674	13.4%

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2021-2024 NSFAS database, data extracted in November 2025.

NSFAS 2024/25 Annual Report, data extracted in November 2025.

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

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

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

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

Note 5: Percentage changes were calculated year-on-year based on the total amount provided.

In 2024, the number of NSFAS beneficiaries reached 812 618, with over two-thirds enrolled in public HEIs (67.6% or 549 190) and 32.4% (263 428) were beneficiaries at TVET colleges. Similar beneficiary distribution proportions have been observed since 2020. The total number of NSFAS beneficiaries increased by 6.4% (48 862) between 2023 and 2024. This growth was primarily driven by an increase in beneficiaries at public HEIs, which accounted for 44 621 of the additional beneficiaries, while TVET colleges contributed an increase of 4 241 in the same period.

Total NSFAS funding in 2024 amounted to R50.5 billion, with the largest share allocated to public HEIs (83.9% or R42.4 billion) and 16.1% (R8.1 billion) allocated to TVET college students. Compared to 2023, total NSFAS funding increased by R5.9 billion (13.4%). Public HEIs allocation increased by 13.8% (R5.1 billion) between 2023 and 2024, while TVET colleges funding increased by 11.3% (R824.3 million) over the same period.

Over the 14-year period (2011-2024), total NSFAS funding increased by R44.5 billion, with public HEIs accounting for the largest share of the increase (R37.5 billion), compared to R7.0 billion for TVET colleges. Over the same period, the number of beneficiaries at both public HEIs and TVET colleges more than doubled, with the largest increase observed in public HEIs (331 971) beneficiaries, while TVET colleges saw an increase of 148 460.

Table 9.5: Number of students who received loans/bursaries from NSFAS by gender, 2011 – 2024

Year	Public HEIs			TVET colleges			Total		
	Number of students			Number of students			Number of students		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
2011	124 242	92 977	217 219	68 582	46 386	114 968	192 824	139 363	332 187
2012	113 372	81 560	194 932	112 465	75 717	188 182	225 837	157 277	383 114
2013	114 696	80 691	195 387	131 921	89 057	220 978	246 617	169 748	416 365
2014	109 751	76 409	186 160	143 914	84 728	228 642	253 665	161 137	414 802
2015	104 825	74 136	178 961	151 208	84 780	235 988	256 033	158 916	414 949
2016	130 297	95 653	225 950	146 770	78 787	225 557	277 067	174 440	451 507
2017	140 800	119 202	260 002	124 314	76 025	200 339	265 114	195 227	460 341
2018	205 494	141 472	346 966	154 850	84 947	239 797	360 344	226 419	586 763
2019	233 739	160 028	393 767	221 147	125 123	346 270	454 886	285 151	740 037
2020	298 440	179 243	504 336*	169 679	88 246	261 404*	468 119	267 489	765 740*
2021	343 443	192 201	535 644	185 030	84 568	269 598	528 473	276 769	805 242
2022	361 507	192 729	554 236	187 005	79 076	266 081	548 512	271 805	820 317
2023	332 450	172 119	504 569	182 691	76 496	259 187	515 141	248 615	763 756
2024	366 949	182 241	549 190	185 575	77 853	263 428	552 524	260 094	812 618

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2021-2024 NSFAS database, data extracted in November 2025.

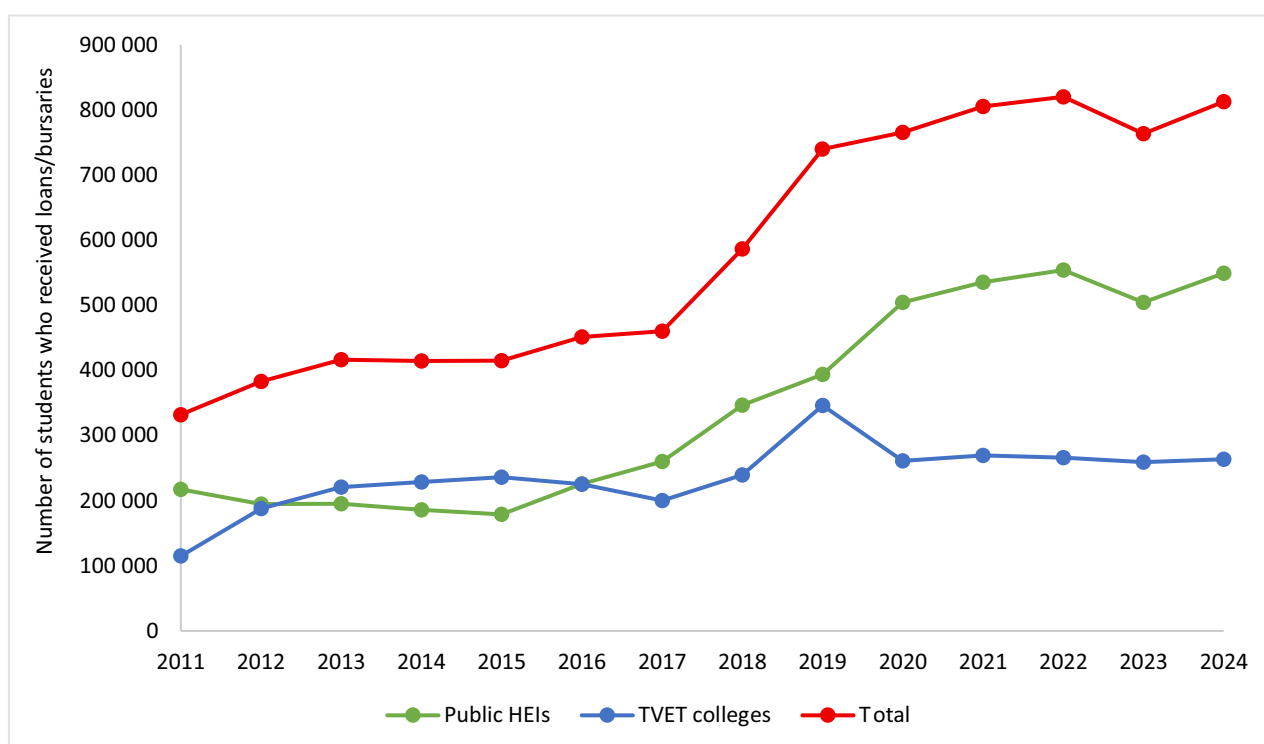
Note 1: From 2011 – 2014, NSFAS awarded loans and bursaries to students/learners at specific agricultural colleges and/or schools, the National Institute for Higher Education and other colleges, (2011 – 345, 2012 – 428, 2013 – 464 and 2014 – 10). The table includes loans and bursaries to these institutions.

Note 2: *Includes students with unspecified gender.

In 2024, the majority of NSFAS beneficiaries were female, accounting for 68.0% (552 524) of the 812 618 students funded, while male beneficiaries made up 32.0% (260 094). This represents the highest proportion of female beneficiaries observed over the period under review (2011–2024). The proportion of female beneficiaries were higher in TVET colleges (70.4% or 185 575) than in public HEIs (66.8% or 366 949). The largest gender disparity was in public HEIs, where 184 708 more female beneficiaries received NSFAS bursaries compared to males. This aligns with the overall trend of higher female enrolment in both public HEIs and TVET colleges. Between 2023 and 2024, female beneficiaries increased by 7.3% (37 383), while male recipients increased by 4.6% (11 479).

Over the period 2011 – 2024, the number of female NSFAS beneficiaries increased significantly by 186.5% (359 700), compared to an 86.6% (120 731) increase among male beneficiaries. The largest gender disparities occurred in different years, with public HEIs recording the largest gap in 2024, where 184 708 more females than males received NSFAS funding. TVET colleges observed the largest gender disparity in 2022, with 107 929 more females than males receiving NSFAS support.

Figure 9.1: Number of students who received loans/bursaries from NSFAS, 2011 – 2024

**Sources:**

Statistics on Post-School Education and Training in South Africa, 2023.

2021-2024 NSFAS database, data extracted in November 2025.

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

An upward trend in the number of NSFAS beneficiaries was observed between 2011 and 2017, followed by a sharp increase from 2018 onwards after the introduction of the fully subsidised bursary scheme for poor and working-class students. The number of beneficiaries in public HEIs increased substantially over the period under review, while the growth among TVET college beneficiaries was comparatively slower.

Between 2011 and 2024, the total number of NSFAS beneficiaries increased from 332 187 to 812 618, representing more than a twofold increase over the period. The highest number of NSFAS recipients was recorded in 2022 (820 317) - see Table 9.4. Public HEIs accounted for the majority of NSFAS beneficiaries, with the exception of the period from 2013 to 2015, during which TVET colleges recorded higher numbers of recipients.



9.3.3 Funza Lushaka bursary scheme

Table 9.6: Number of public HEIs students who received Funza Lushaka bursaries by gender and amount provided, 2011 – 2024

Year	Number of students enrolled in the Education Field			Number of students who received Funza Lushaka bursaries			Percentage of students who received Funza Lushaka bursaries	Amount provided (R'000)
	Female	Male	Total	Female	Male	Total	Total	Total
2011	122 296	42 580	164 939*	6 115	2 778	8 893	5.4%	442 846
2012	125 950	42 511	168 608*	8 071	3 631	11 702	6.9%	666 782
2013	129 736	43 255	172 991	9 912	4 561	14 473	8.4%	890 104
2014	124 636	41 462	166 099*	9 570	4 758	14 328	8.6%	941 202
2015	128 130	42 417	170 550*	8 986	5 040	14 026	8.2%	965 592
2016	131 550	45 434	176 986*	8 781	5 355	14 136	8.0%	1 012 507
2017	144 759	50 143	195 113*	8 172	6 727	14 899	7.6%	1 091 738
2018	159 713	54 433	214 151*	9 467	5 320	14 787	6.9%	1 000 630
2019	157 562	53 712	211 274	6 732	3 737	10 469	5.0%	942 165
2020	149 127	50 300	199 432*	7 826	3 893	12 964*	6.5%	1 215 455
2021	143 284	49 417	192 714*	7 518	4 101	11 619	6.0%	1 182 949
2022	143 122	49 687	192 831*	8 372	4 569	12 941	6.7%	1 231 702
2023	137 132	48 160	185 345*	7 643	3 861	11 504	6.2%	1 215 568
2024	142 655	50 613	193 315*	6 359	3 253	9 612	5.0%	1 064 484

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

2021–2024 NSFAS database, data extracted in November 2025.

Note: *Includes students with unspecified gender.

In 2024, the number of Funza Lushaka bursary recipients was 9 612, representing a 16.4% (1 892) decrease from the 11 504 recorded in 2023. Both female and male beneficiaries declined during this period, by 1 284 and 608, respectively. The majority of Funza Lushaka bursaries recipients were female, accounting for 6 359 (66.2%), compared to 3 253 (33.8%) males. Similar proportions were observed in the previous academic years (2011–2023). Over the fourteen-year period (2011–2024) the number of beneficiaries increased by 8.1% (719).

In 2024, 5.0% of students enrolled in the Education field were funded through Funza Lushaka bursaries, representing a decline of 1.2 percentage points from 6.2% in 2023 and 0.4 of a percentage point below the 5.4% recorded in 2011.

The amount allocated to Funza Lushaka bursary recipients was R1.06 billion in 2024, representing a 12.4% (151.08 million) decrease from the R1.22 billion allocated in 2023. Over the period 2011–2024, funding increased substantially by 140.4% (R621.6 million). Additionally, the average allocation per beneficiary increased by R60 948, from R49 797 in 2011 to R110 745 in 2024.



9.4 THE SKILLS DEVELOPMENT LEVY

9.4.1 Introduction

The Skills Development Levies Act, 1999 (*Act No. 9 of 1999*) directs employers to contribute 1% of their payroll towards skills development. The South African Revenue Service (SARS) collects the skills levies and reports to the Department of Higher Education and Training (the Department) on a monthly basis. The Department transfers monthly, 80% of the levies to the Sector Education and Training Authorities (SETAs) and the remaining 20% to the National Skills Fund (NSF) to implement the National Skills Development Plan.

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

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

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

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



9.4.2 Distribution of the Skills Development Levy

Table 9.7: Distribution of the Skills Development Levy, 2011/12 – 2024/25

Financial Year	National Skills Fund (R'000)	SETAs (R'000)	Total Amount Disbursed (R'000)
2011/12	2 020 029	8 086 184	10 106 213
2012/13	2 283 872	9 135 469	11 419 341
2013/14	2 511 390	10 054 899	12 566 289
2014/15	2 818 082	11 218 227	14 036 309
2015/16	3 044 212	12 180 831	15 225 043
2016/17	3 046 235	12 252 219	15 298 454
2017/18	3 246 920	12 987 679	16 234 599
2018/19	3 495 979	13 983 916	17 479 895
2019/20	3 656 768	14 627 075	18 283 843
2020/21	2 473 409	9 890 389	12 363 798
2021/22	3 802 322	15 209 287	19 011 609
2022/23	4 161 770	16 647 080	20 808 849
2023/24	4 478 892	17 915 570	22 394 463
2024/25	4 827 482	19 309 931	24 137 414
Total	45 867 362	183 498 756	229 366 119

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

DHET Levy System, data extracted in April 2025.

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

During the 2024/25 financial year, the total amount of the Skills Development Levy (SDL) collected was R24.1 billion, reflecting a 7.8% (R1.7 billion) increase when compared to the amount disbursed in 2023/24 (R22.4 billion). In line with the Skills Development Levies Act, 20% (R4.8 billion) of the funds was allocated to the National Skills Fund (NSF) while 80% (R19.3 billion) was allocated to the Sector Education and Training Authorities (SETAs).

Over the 14-year period, R229.4 billion was collected, of which R183.5 billion was allocated to the SETAs, while R45.9 billion was allocated to the NSF. There was a strong upward trend in the amount collected through the SDL fund over this period, except in the 2020/21 financial year, where a four-month payment holiday for Skills Development Levy was granted to levy paying employers as a relief measure due to the outbreak of COVID-19. The growth recorded between the 2011/12 and 2024/25 financial years was 138.8% (R14.0 billion), and the largest increase was recorded for the SETA allocation, which increased by R11.2 billion, while the NSF allocation increased by R2.8 billion in the same period.



Table 9.8: Distribution of the Skills Development Levy to SETAs by grant type, 2011/12 – 2024/25

Financial Year	Administration Costs (R'000)	Mandatory Grant (R'000)	Discretionary Grant (R'000)	Total (R'000)	Portion of SETA Admin fee transferred to QCTO (R'000)
2011/12	1 010 773	5 053 865	2 021 546	8 086 184	n.a
2012/13	1 141 934	5 709 668	2 283 867	9 135 469	n.a
2013/14	1 319 705	2 513 725	6 221 469	10 054 899	15 428
2014/15	1 472 392	2 804 557	6 941 278	11 218 227	28 500
2015/16	1 598 734	3 045 208	7 536 889	12 180 831	40 000
2016/17	1 608 104	3 063 055	7 581 061	12 252 219	60 670
2017/18	1 704 633	3 246 920	8 036 126	12 987 679	68 431
2018/19	1 835 389	3 495 979	8 652 548	13 983 916	86 691
2019/20	1 919 804	3 656 769	9 050 503	14 627 075	90 347
2020/21	1 298 114	2 472 597	6 119 678	9 890 389	97 200*
2021/22	1 996 219	3 802 322	9 410 746	15 209 287	67 743
2022/23	2 184 929	4 161 770	10 300 381	16 647 080	96 147
2023/24	2 351 419	4 478 893	11 085 259	17 915 570	111 646
2024/25	2 534 428	4 827 483	11 948 020	19 309 931	124 150
Total	23 976 577	52 332 811	107 189 371	183 498 759	886 953

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

DHET Levy System, data extracted in April 2025.

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

Note 2: "Mandatory Grant" refers to the funds designated as mandatory grant contemplated in regulation 4 of the SETA Grant Regulations of 3 December 2012.

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

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

Note 5: As a result of rounding off, numbers may not necessarily add up to totals.

Note 6: *means QCTO data for 2020/21 have been revised.

Note 7: There was a decrease in mandatory grants from 50% to 20% since the 2013/14 financial year, which led to an increase in discretionary grant allocations.

In the 2024/25 financial year, SETAs were allocated R19.3 billion, and this was 7.8% (R1.4 billion) higher when compared to 2023/24 (R17.9 billion). The allocation to SETAs was made in line with the SETA Grant Regulations of 3 December 2012. The largest share (R11.9 billion) was dedicated to discretionary grants, which are aimed at encouraging stakeholders to contribute to skills development by supporting critical PIVOTAL programmes such as learnerships, Work Integrated Learning, bursaries, skills programmes, Adult Education and Training programmes and candidacy.

These PIVOTAL programmes can result in a part qualification or full qualification (i.e. any program that is linked to an NQF qualification). An amount of R4.8 billion was paid back to levy-paying employers in the form of mandatory grants, while R2.5 billion was utilised for administrative costs. SETAs are also required to transfer a portion of their administrative funds to the Quality Council for Trades & Occupations (QCTO). In the 2024/25 financial year, the transfer amounted to R124.2 million, reflecting an 11.2% (R12.5 million) increase from R111.6 million transferred in the 2023/24 financial year.

Over the 14-year period (2011/12-2024/25 financial years), the allocation to SETAs increased substantially by 138.8% (R11.2 billion). Notable increases were observed in discretionary grants (491.0% or R9.9 billion), while administrative costs increased by 150.7% (R1.5 billion). In contrast, a 4.5% (R226.4 million) decrease was recorded in the mandatory grants, and this is attributed to a change in policy where mandatory grant allocation was decreased from 50% to 20% since the 2013/14 financial year, resulting in an increase in discretionary grant allocations (from 20% to 49.5%).



9.5 GRANTS PROVIDED BY THE NATIONAL SKILLS FUND (NSF)

9.5.1 Introduction

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

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

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

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

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

NSF is funded through section 27(2) of the Skills Development Act (SDA) (Act No. 97 of 1998) which stipulates that:

The Fund must be credited with -

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

The NSF provides funding for Skills Development Initiatives and associated services in line with the NSF Strategic Plan, the NSF Annual Performance Plan (APP), the guidelines and requirements of the NSF Funding Framework, Skills Development Funding Standard Operating Procedure (SOP) and within the prescripts of the Public Finance Management Act (PFMA), which provide for an open, transparent, fair and competitive process to achieve the best value for money. In the majority of cases, this is the preferred approach for providing funding to achieve the best return for Skills Development and to ensure all proponents wishing to conduct business with the Government are given a fair and reasonable opportunity to do so.

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



9.5.2 Number of projects and beneficiaries supported by the NSF

Table 9.9: Number of NSF supported projects and beneficiaries/learners funded by province, 2013/14 – 2024/25

Province	Number of projects												Number of beneficiaries											
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Eastern Cape	11	13	16	23	18	36	33	27	35	30	18	24	3 134	5 045	5 479	5 898	9 271	9 767	7 483	7 127	10 499	2 875	4 161	7 385
Free State	4	4	4	4	4	6	22	21	22	7	8	13	857	2 541	1 674	2 859	2 148	2 944	2 251	1 997	6 450	843	1 409	2 783
Gauteng	18	20	23	25	27	38	51	40	39	84	83	118	2 220	15 980	19 039	10 684	9 781	12 095	9 571	6 881	30 848	4 285	4 485	9 742
KwaZulu-Natal	21	19	18	24	21	48	46	39	39	36	40	53	11 903	11 516	16 976	8 012	10 450	10 282	10 734	6 374	11 906	4 524	6 516	13 919
Limpopo	11	10	10	11	12	23	29	27	38	21	14	19	5 261	8 668	6 598	7 147	6 649	7 641	4 967	3 009	5 922	3 435	3 639	6 846
Mpumalanga	4	5	4	6	5	13	28	20	33	13	15	16	1 591	4 604	2 902	2 497	2 040	2 929	2 884	3 020	3 371	1 996	2 757	5 470
Northern Cape	5	4	4	4	2	3	12	11	16	6	5	5	625	601	1 003	1 603	1 602	1 569	1 260	977	641	600	923	2 235
North West	6	5	5	5	4	13	27	22	25	1	3	7	1 727	3 534	1 730	2 010	3 204	3 807	3 195	2 425	4 983	1 028	1 347	2 625
Western Cape	13	13	16	18	17	26	27	25	25	17	17	20	6 188	10 128	8 502	7 293	11 952	7 687	6 597	3 184	6 903	4 732	3 471	5 272
Multi-provinces	39	34	24	42	24	45	18	16	-	-	-	-	44 407	n.a.	n.a.	n.a.	n.a.	n.a.	-	-	-	-	-	-
National	32	58	83	8	39	46	65	56	-	6	5	5	n.a.	n.a.	n.a.	166	141	330	-	-	9*	-	2 427	7 331*
Total	164	185	207	170	173	297	358	304	272	221	208	280	77 913	62 617	63 903	48 169	57 238	59 051	48 942	34 994	81 532	24 318	31 135	63 608*

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

NSF organisational report (2021-2024).

NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2014 to 31 March 2025.

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

Note 2: * The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS, National Research Foundation, DALRRD, AIMS, Saimu, Thuthuka and international scholarships. Bursaries were classified separately under National Projects from 2023/24 Financial Year.

Note 3: The number of projects and beneficiaries/learners per province are counted from the audited Annual Report (AR).

Note 4: "-" means that data is not available for the reporting year.

Note 5: * The figure includes learners funded for bursaries, Worker education, SMME and education and training during 2024/25 Financial year.

Note 6: Projects in "Multi-provinces" – people that benefitted from skills development are counted in the province where training takes place.

Note 7: 81 532 beneficiaries were funded during the 2021/22 financial year. A total of 244 beneficiaries did not provide their provincial status during the time of reporting in preparation for the NSF Annual report. However, the information was subsequently reported as follows: EC – 222, FS – 3, KZN – 2, LP – 1, NW – 5, WC – 2, and beneficiaries without provincial status – 9.

Note 8: * The provincial status for these beneficiaries was not specified.

Note 9: The number of projects and beneficiaries/learners per province are counted from the Annual Performance Report (APR) Lead schedule.

In the 2024/25 financial year, the NSF funded 280 projects, benefiting 63 608 recipients. This represents an increase of 104.3% (32 473 beneficiaries) compared to the 31 135 recorded in the 2023/24 financial year. The largest increases in beneficiary numbers, between 2023/24 and 2024/25 financial years, were recorded in KwaZulu-Natal and Gauteng, with 7 403 and 5 257 additional beneficiaries respectively. Notably, none of the nine provinces experienced a decline in beneficiary numbers. Almost half of all beneficiaries were concentrated in KwaZulu-Natal (13 919 or 21.9%), Gauteng (9 742 or 15.3%), and Eastern Cape (7 385 or 11.6%).

Between the 2013/14 and 2024/25 financial years, the number of beneficiaries decreased by 14 305 (18.4%). This decline is largely attributed to the 44 407 multi-provincial beneficiaries that were recorded only in the 2013/14 financial year.

Over the 12-year period (2013/14 – 2024/25 financial years), the total number of NSF supported projects nationally fluctuated substantially, peaking at 358 projects in 2019/20, before decreasing to 208 projects in 2023/24 and rising again to 280 projects in 2024/25.

**Table 9.10: Number of NSF beneficiaries/learners funded by gender, 2016/17 – 2024/25**

Year	Female	Male	Total
2016/17	26 702	21 467	48 169
2017/18	33 308	23 930	57 238
2018/19	35 291	23 760	59 051
2019/20	21 370	27 572	48 942 *
2020/21	20 529	14 465	34 994
2021/22	51 109	30 423	81 532
2022/23	14 426	9 892	24 318
2023/24	19 584	11 551	31 135
2024/25	41 643*	21 965*	63 608*

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

NSF Organisational report (2019 - 2024).

NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2025.

Note: The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS, National Research Foundation and international scholarships. It also includes learners funded for bursaries, Worker education, SMME and education and training. Bursaries were classified separately under National Projects from 2023/24 Financial Year.

Across nearly all financial years under review, except 2019/20, females comprised the majority of NSF beneficiaries. In the 2024/25 financial year, females accounted for 65.5% (41 643) of beneficiaries, compared to 34.5% (21 965) for males. The gender gap peaked in 2021/22 at 20 686 more females than males, narrowed to 4 534 in 2022/23 and increased to 19 678 in 2024/25.

Table 9.11: Number of NSF beneficiaries/learners funded by area type, 2016/17 – 2024/25

Year	Rural	Urban	Total
2016/17	25 641	22 528	48 169
2017/18	32 892	24 346	57 238
2018/19	34 925	24 126	59 051
2019/20	27 713	21 229	48 942
2020/21	21 904	13 090	34 994
2021/22	37 188	44 344	81 532
2022/23	10 284	14 034	24 318
2023/24	19 686	11 449	31 135
2024/25	39 176*	24 432*	63 608*

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

NSF Organisational report (2019-2024).

NSF Annual Financial Statements and Annual Reports for the years ended 31 March 2017 to 31 March 2025.

Note 1: *The figure includes learners funded for bursaries, Worker education, SMME and education and training during 2024/25 Financial year

Note 2: The number of beneficiaries includes students who were awarded bursaries, by channeling NSF funds via NSFAS, National Research Foundation and international scholarships. Bursaries were classified separately under National Projects from 2023/24 Financial Year.

In 2024/25, 61.6% (39 176) of beneficiaries were from rural areas, while 38.4% (24 432) were from urban areas. Between 2023/24 and 2024/25, the total number of beneficiaries more than doubled, with rural and urban beneficiaries increasing by 99.0% (19 490) and 113.4% (12 983) respectively.

For the financial years under review (2016/17- 2024/25), beneficiaries from rural areas generally constituted the majority of NSF beneficiaries, except in 2021/22 and 2022/23, when urban beneficiaries predominated. Rural beneficiaries grew by 52.8% (13 535) over the period under review, compared to only 8.5% (1 904) growth among urban beneficiaries.



Table 9.12: Distribution of NSF funding across key projects and number of beneficiaries/learners, 2013/14 – 2024/25

Year	Number of beneficiaries							Amount disbursed (R'000)						
	Bursaries	NSF disbursement to TVET colleges	Support to NGP (Public & Private)	Support to IPAP (public)	Rural Development	Other National Priorities	Total	Bursaries	NSF disbursement to TVET colleges	Support to NGP (Public & Private)	Support to IPAP (public)	Rural Development	Other National Priorities	Total
2013/14	30 162	25 850	9 238	626	3 156	8 881	77 913	1 272 200	493 123	428 456	64 800	101 008	618 826	2 978 413
2014/15	15 216	23 112	6 099	3 228	7 731	7 231	62 617	1 074 769	507 020	225 262	58 653	221 235	1 003 604	3 090 543
2015/16	17 747	14 835	5 562	5 778	12 627	7 354	63 903	1 551 362	453 705	213 430	181 136	233 779	1 723 750	4 357 162
2016/17	19 171	2 844	10 029	657	15 468	0	48 169	1 390 404	209 610	544 431	32 311	241 744	2 597 398	5 015 898
2017/18	16 643	7 326	n.a	377	32 892	0	57 238	969 714	233 810	n.a	0	1 795 634	3 970 941	6 970 099
2018/19	10 815	9 698	n.a	3 613	34 925	0	59 051	1 057 916	486 897	n.a	64 217	531 849	149 901	2 290 780
2019/20	6 655	5 357	n.a	4 407	32 523	0	48 942	647 759	1 117 515	n.a	36 287	1 102 351	204 565	3 108 477
2020/21	6 733	1 988	n.a	460	25 813	0	34 994	381 287	493 124	n.a	10 266	490 520	313 396	1 688 593
2021/22	55 017	3 010	n.a	413	23 092	0	81 532	1 794 487	686 266	n.a	8 925	123 272	748 279	3 361 229
2022/23	798	4 989	n.a	-	18 531	0	24 318	81 739	255 980	n.a	105 538	710 750	454 885	1 608 892
2023/24	2 427	8 897	19 103	0	708	n.a	31 135	2 360 625	571 656	1 420 345	17 336	3 194	215 334	4 588 490
2024/25	4 874	8 582	47 695	0	0	2 457*	63 608	1 741 775	396 750	3 034 383	70 817	-	620 127	5 863 852

Sources:*Statistics on Post-School Education and Training in South Africa, 2023.**NSF audited financial statements for the years ending 31 March 2014 to 31 March 2025.*

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

Note 2: The number of beneficiaries regarding disbursement to TVET colleges was extracted on the annual report excel sheet.

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

Note 4: "-." means that data is not available for the reporting year.

Note 5: Inputs were provided in line with the grant disbursement from Fund management.

Note 6: Grant Disbursement includes TVET Colleges, Private and Public that support NGP, Worker Education and SMMEs

Note 7: Full details regarding the NSF expenditure and performance information are in the NSF Annual Reports from 2013/14 to 2021/22.

Note 8: "Rural development" – this figure does not reflect the number of people benefiting from skills development under the other key project types also with a rural impact.

Note 9: As a result of rounding off, numbers and percentages may not necessarily add up to totals.

Note 10: The numbers under the project type "Support to NGP" were covered under Bursaries, TVET colleges, IPAP and Rural Development between 2017/18 – 2022/23 financial years.

During the 2024/25 financial year, the NSF disbursed R5.9 billion to skills development interventions, representing a 27.8% increase (R1.3 billion) compared to the R4.6 billion disbursed in 2023/24. The most significant growth was recorded under support to IPAP (public), which rose by 308.5% (R53.5 million). Disbursements for other national priorities also increased markedly by 188.0% (R404.8 million), followed by an increase in support to NGP (public and private) of 113.6% (R1.6 billion) over the same period.

Despite the overall growth in disbursements in 2024/25 compared to 2023/24, allocations to TVET colleges and bursaries declined by (30.6% or R174.9 million) and (26.2% or R618.9 million) respectively.

Between the 2023/24 and 2024/25 financial years, the number of beneficiaries grew by 104.3% (32 473). Despite this overall growth, TVET colleges beneficiaries declined by 3.5% (315) in the same period. The largest number of beneficiaries were recorded under the support to NGP category (75% of the total).

In 2024/25, the largest portion of NSF disbursements went towards support to NGP (public and private), representing 51.7% (R3.0 billion) of total disbursements. This allocation was primarily spent on Workplace-Based Learning and capacity building for CET colleges, benefiting 47 695 beneficiaries. This was followed by funding for bursaries (29.7% or R1.7 billion) and other national priorities (10.6% or R620.1 million). The smallest allocation went to support to IPAP (public), accounting for 1.2% (R70.8 million).

Between 2013/14 and 2024/25 financial years, NSF disbursements reached R5.9 billion, marking a 96.9% increase (R2.9 billion). The largest increase in disbursements occurred in support to NGP projects, which increased by 608.2% (R2.6 billion). This was followed by a 36.9% (R469.6 million) increase in bursary allocations and a 9.3% (R6.0 million) increase in support to IPAP (public). Other national priorities recorded the smallest increase (0.2% or R1.3 million), while allocations to TVET colleges experienced a 19.5% decrease (R96.4 million) over the same period.

9.5.3 NSF infrastructure grants

Table 9.13: Distribution of NSF infrastructure budget, 2012/13 – 2024/25

Year	Amount disbursed		
	Public HEIs/TVET colleges/CET colleges (R'000)	Other (R'000)	Total (R'000)
2012/13	21 113	32 838	53 951
2013/14	275 061	28 104	303 165
2014/15	407 425	18 014	425 439
2015/16	278 152	-19	278 133
2016/17	218 254	0	218 254
2017/18	126 789	0	126 789
2018/19	105 085	0	105 085
2019/20	503 280	0	503 280
2020/21	294 911	0	294 911
2021/22	545 377	0	545 377
2022/23	86 311	58 049	144 360
2023/24	34 224	103 649	137 873
2024/25	53 615	0	53 615
Total	2 949 597	240 635	3 190 232

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

NSF audited financial statements for the year ending 31 March 2013 to 31 March 2025.

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

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

Note 3: Certain disbursed amounts stated under "Amount Disbursed" may have changed as per the restated figures in the NSF Annual Financial Statements for the years ended 31 March 2014 to 31 March 2021.

In the 2024/25 financial year, the NSF spent R53.6 million on TVET colleges and other infrastructure development, which was 61.1% (R84.3 million) lower than the amount spent in 2023/24.

Between 2012/13 and 2024/25, the NSF supported the improvement of infrastructure across public Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Community Education and Training (CET) colleges, and state-owned enterprises. Over this period, more than R3.1 billion was invested in skills infrastructure development, which remains a national government priority. The infrastructure budget saw a 0.6% reduction (R336 000) during the period under review.

10. APPENDIX: STATISTICAL TABLES

Table 10.1: Number of students enrolled in public HEIs, by major field of study, qualification type and institution, 2024

Institution	Major Field of Study					Qualification Type							
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Occasional Students	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	17 648	10 169	5 120	3 135	36 072	101	21 195	8 633	3 289	1 654	812	388	36 072
2. University of Cape Town	13 981	6 120	813	8 482	29 396	439	292	16 806	603	2 984	6 082	2 190	29 396
3. Central University of Technology, Free State	9 885	4 948	5 131	1 653	21 617	21	9 752	8 717	1 380	963	572	212	21 617
4. Durban University of Technology	13 934	14 220	1 527	4 827	34 508	0	20 093	8 847	2 281	1 392	1 039	856	34 508
5. University of Fort Hare	4 248	2 977	3 168	7 212	17 604	20	103	14 841	244	1 106	901	389	17 604
6. University of the Free State	9 664	6 939	9 199	14 162	39 964	286	1 567	31 082	323	3 110	2 491	1 105	39 964
7. University of Johannesburg	18 984	20 929	4 838	9 827	54 577	53	8 846	30 394	1 989	5 111	5 888	2 296	54 577
8. University of KwaZulu-Natal	18 333	5 975	7 584	14 732	46 624	61	0	35 141	582	3 417	4 624	2 799	46 624
9. University of Limpopo	10 026	3 083	3 470	6 876	23 455	18	0	20 082	246	1 227	1 463	419	23 455
10. Nelson Mandela University	11 087	11 923	2 382	7 562	32 954	156	12 049	15 878	1 635	1 280	1 388	568	32 954
11. North West University	13 095	13 179	17 290	14 046	57 610	206	5 132	43 823	918	3 104	2 943	1 484	57 610
12. University of Pretoria	24 471	9 574	8 792	10 911	53 748	377	678	33 425	1 456	8 880	6 322	2 610	53 748
13. Rhodes University	2 405	1 301	1 210	3 529	8 445	104	91	6 175	202	635	742	496	8 445
14. University of South Africa	43 860	104 376	89 710	133 812	371 757	2 228	115 204	203 417	13 111	27 569	6 418	3 810	371 757
15. University of Stellenbosch	17 226	6 706	2 160	8 584	34 676	631	208	22 824	507	3 914	4 983	1 609	34 676
16. Tshwane University of Technology	25 117	20 475	5 756	11 113	62 461	111	42 351	9 511	5 560	2 616	1 643	669	62 461
17. University of Venda	6 379	2 615	1 881	4 942	15 816	0	149	13 749	413	560	710	235	15 816
18. Vaal University of Technology	9 268	6 878	969	3 770	20 885	2	16 694	979	2 107	641	326	136	20 885
19. Walter Sisulu University	8 480	7 770	8 612	5 037	29 899	30	13 209	13 335	1 356	1 095	718	156	29 899
20. University of Western Cape	8 430	3 118	2 966	10 857	25 370	0	276	18 423	605	2 090	2 602	1 374	25 370
21. University of Witwatersrand	20 252	8 917	3 821	8 442	41 432	548	0	24 304	416	5 622	8 253	2 289	41 432
22. University of Zululand	6 173	4 201	4 306	4 335	19 014	0	1 593	15 423	363	442	845	348	19 014
23. Sol Plaatje University, Northern Cape	1 613	726	1 742	1 891	5 972	0	1 482	3 844	278	282	86	0	5 972
24. University of Mpumalanga	4 357	2 196	872	2 744	10 168	0	3 167	6 256	169	269	263	44	10 168
25. Mangosuthu University of Technology	8 473	4 717	0	1 448	14 638	0	13 374	438	752	70	4	0	14 638
26. Sefako Makgatho Health Sciences University	6 641	0	0	277	6 918	1	154	5 069	0	284	1 209	201	6 918
Total	334 032	284 030	193 315	304 203	1 115 580	5 393	287 659	611 416	40 785	80 317	63 327	26 683	1 115 580

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

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

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

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

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

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

Table 10.2: Number of students enrolled in public HEIs, by attendance mode, population group, gender and institution, 2024

Institution	Contact									Distance								
	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information	African	Coloured	Indian/Asian	White	No information	Total	Female	Male	No information
1. Cape Peninsula University of Technology	28 648	5 941	169	972	77	35 807	21 140	14 657	10	170	33	5	57	0	265	148	116	1
2. University of Cape Town	14 136	4 434	2 118	5 808	1 621	28 117	15 690	12 382	45	654	324	56	211	34	1 279	995	283	1
3. Central University of Technology, Free State	20 949	339	11	299	19	21 617	12 230	9 387	0	0	0	0	0	0	0	0	0	0
4. Durban University of Technology	32 258	276	1 633	200	141	34 508	19 322	15 186	0	0	0	0	0	0	0	0	0	0
5. University of Fort Hare	17 332	216	16	40	0	17 604	10 401	7 203	0	0	0	0	0	0	0	0	0	0
6. University of the Free State	33 541	1 553	323	2 952	6	38 375	24 374	13 949	52	1 108	108	62	311	0	1 589	1 054	535	0
7. University of Johannesburg	47 978	1 004	1 522	1 870	5	52 379	29 385	22 994	0	1 660	108	134	296	0	2 198	1 437	761	0
8. University of KwaZulu-Natal	39 851	644	5 478	579	72	46 624	28 516	18 108	0	0	0	0	0	0	0	0	0	0
9. University of Limpopo	23 374	33	28	20	0	23 455	13 369	10 086	0	0	0	0	0	0	0	0	0	0
10. Nelson Mandela University	28 496	2 166	330	1 939	0	32 931	19 651	13 280	0	19	0	0	4	0	23	17	6	0
11. North West University	35 822	1 608	541	10 574	0	48 545	29 420	19 104	21	6 499	661	117	1 788	0	9 065	7 656	1 399	10
12. University of Pretoria	28 221	1 554	3 293	15 055	31	48 154	29 175	18 861	118	4 863	181	112	429	9	5 594	3 997	1 592	5
13. Rhodes University	7 214	433	143	548	0	8 338	5 595	2 743	0	92	7	2	6	0	107	57	50	0
14. University of South Africa	0	0	0	0	0	0	0	0	0	323 385	17 234	10 601	19 665	872	371 757	269 163	102 594	0
15. University of Stellenbosch	8 407	5 491	1 183	16 503	3 092	34 676	19 675	14 896	105	0	0	0	0	0	0	0	0	0
16. Tshwane University of Technology	61 200	212	108	541	0	62 061	33 919	28 142	0	334	46	6	14	0	400	199	201	0
17. University of Venda	15 766	15	28	7	0	15 816	9 315	6 501	0	0	0	0	0	0	0	0	0	0
18. Vaal University of Technology	20 761	57	15	38	14	20 885	10 589	10 296	0	0	0	0	0	0	0	0	0	0
19. Walter Sisulu University	29 678	79	47	93	2	29 899	18 010	11 889	0	0	0	0	0	0	0	0	0	0
20. University of Western Cape	15 267	8 427	699	817	160	25 370	16 122	9 238	10	0	0	0	0	0	0	0	0	0
21. University of Witwatersrand	29 442	1 482	4 291	4 667	50	39 932	23 812	16 030	90	1 292	73	76	59	0	1 500	960	540	0
22. University of Zululand	18 923	23	34	9	25	19 014	11 039	7 975	0	0	0	0	0	0	0	0	0	0
23. Sol Plaatje University, Northern Cape	5 175	745	12	40	0	5 972	3 782	2 190	0	0	0	0	0	0	0	0	0	0
24. University of Mpumalanga	10 134	21	5	8	0	10 168	6 351	3 817	0	0	0	0	0	0	0	0	0	0
25. Mangosuthu University of Technology	14 605	19	11	3	0	14 638	7 957	6 681	0	0	0	0	0	0	0	0	0	0
26. Sefako Makgatho Health Sciences University	6 546	54	108	210	0	6 918	4 493	2 425	0	0	0	0	0	0	0	0	0	0
Total	593 724	36 826	22 146	63 792	5 315	721 803	423 332	298 020	451	340 076	18 775	11 171	22 840	915	393 777	285 683	108 077	17
Percentage	82.3%	5.1%	3.1%	8.8%	0.7%	100.0%	58.6%	41.3%	0.1%	86.4%	4.8%	2.8%	5.8%	0.2%	100.0%	72.5%	27.4%	0.0%

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

Note 4: Audited data was amended to ensure that totals balance.

Note 5: The figures in the "total" columns are for both gender and population group. Given that students coded as "race unknown" are not included in the table, the sum of African + Coloured + Indian/Asian + White may therefore, not equal to the total columns.

Table 10.3: Number of first-time undergraduate students enrolled in public HEIs by institution, 2009 – 2024

Institution	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
1. Cape Peninsula University of Technology	8 244	8 106	7 876	7 949	7 604	7 595	7 343	7 980	7 186	7 183	6 753	6 784	7 067	8 522	8 904	8 635
2. University of Cape Town	4 153	3 637	3 464	3 875	3 748	3 877	4 105	4 235	4 102	3 690	3 957	3 996	4 243	3 703	4 161	4 426
3. Central University of Technology, Free State	3 941	3 321	2 722	2 803	3 408	3 795	3 683	4 316	4 995	4 220	4 430	3 972	4 241	4 724	4 464	4 674
4. Durban University of Technology	6 856	7 096	6 243	6 078	6 842	7 568	7 687	7 062	7 825	7 804	8 422	8 057	7 703	8 318	8 637	8 950
5. University of Fort Hare	2 314	2 468	2 592	2 811	2 276	2 718	2 950	2 792	3 153	3 422	3 421	3 638	3 395	3 964	3 645	3 992
6. University of the Free State	4 038	5 007	5 829	6 202	5 533	5 680	4 918	7 966	8 027	8 992	7 719	7 794	7 993	8 929	8 360	8 054
7. University of Johannesburg	13 168	10 230	12 404	10 181	10 142	11 902	10 443	11 311	9 784	9 574	9 953	9 970	10 534	10 424	11 471	10 891
8. University of KwaZulu-Natal	8 048	8 053	7 649	7 150	8 684	10 586	8 108	8 037	8 894	8 359	7 976	8 065	7 180	9 058	9 065	9 198
9. University of Limpopo	3 421	4 745	5 288	5 137	4 861	5 291	4 514	4 878	4 716	4 722	4 761	5 060	4 418	5 203	5 194	5 021
10. Nelson Mandela University	5 391	5 099	5 815	5 164	5 226	5 955	5 600	5 769	5 088	6 068	6 132	5 220	5 854	8 428	6 811	7 895
11. North West University	5 929	7 206	7 526	7 848	8 770	9 029	9 359	11 166	11 595	11 874	12 255	12 209	9 656	12 625	13 138	13 205
12. University of Pretoria	8 015	8 124	7 408	7 412	8 497	8 648	8 773	7 868	7 519	9 077	8 989	8 335	9 348	8 469	8 972	8 671
13. Rhodes University	1 670	1 451	1 230	1 275	1 372	1 491	1 472	1 267	1 339	1 361	1 483	1 608	1 348	1 549	1 527	1 755
14. University of South Africa	40 884	47 208	60 912	52 227	33 828	34 897	43 181	19 164	54 434	67 484	48 271	78 144	36 585	43 130	53 128	79 564
15. University of Stellenbosch	4 234	4 599	4 535	3 936	4 553	5 161	5 285	5 025	5 200	5 189	5 054	5 160	5 165	5 926	6 113	6 715
16. Tshwane University of Technology	12 760	11 621	10 556	12 184	13 593	13 901	13 053	13 727	14 822	13 522	12 064	11 053	11 318	13 602	14 737	14 877
17. University of Venda	1 796	1 680	1 975	2 176	3 457	3 579	3 460	3 488	3 086	3 322	3 427	2 470	2 764	3 344	3 425	3 559
18. Vaal University of Technology	5 956	6 073	4 816	4 412	4 010	3 841	3 300	4 937	4 513	5 222	4 803	3 579	4 262	4 080	5 167	5 602
19. Walter Sisulu University	6 082	6 078	5 742	5 214	5 956	5 809	7 113	7 488	6 960	7 056	7 175	5 009	6 875	7 041	7 166	7 514
20. University of Western Cape	3 251	3 783	3 852	3 871	3 896	4 109	4 047	5 056	4 575	4 537	4 829	4 405	4 482	4 678	5 503	4 826
21. University of Witwatersrand	6 590	5 300	4 684	5 349	5 418	5 921	5 475	6 439	5 907	5 988	5 463	5 360	5 596	6 394	6 044	5 839
22. University of Zululand	4 745	4 734	3 477	3 671	3 832	4 055	3 814	3 806	3 673	3 683	3 697	3 430	3 568	4 178	4 329	5 244
23. Sol Plaatje University, Northern Cape	n.a	n.a	n.a	n.a	n.a	124	220	408	444	634	648	652	735	1 213	1 549	2 079
24. University of Mpumalanga	n.a	n.a	n.a	n.a	n.a	140	310	589	775	1 010	1 463	1 375	1 702	2 690	2 755	3 230
25. Mangosuthu University of Technology	3 032	2 769	2 510	2 840	2 883	2 684	2 791	3 138	3 677	3 439	3 658	3 463	2 718	3 435	3 409	3 911
26. Sefako Makgatho Health Sciences University	n.a	n.a	n.a	n.a	n.a	n.a	926	979	993	1 229	919	714	925	1 087	1 023	1 161
Total	164 518	168 388	179 105	169 765	158 389	168 356	171 930	158 891	193 282	208 661	187 722	209 522	169 675	194 714	208 697	239 488

Sources:*Statistics on Post-School Education and Training in South Africa. 2023.**2024 HEMIS database, data extracted in October 2025.*

Note 1: A first-time entering undergraduate student is defined as a person who is (a) registered for an undergraduate or prediplomate course, and (b) has not registered in any HEI in the past.

Note 2: The term “undergraduate students” refers to students who have enrolled in a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor's degrees such as BSc (Engineering) and MBChB, which are those that have an approved formal time of three or more years.

Note 3: “n.a.” means not applicable.

Table 10.4: Full-Time Equivalent student enrolment in public HEIs by attendance mode, major field of study and institution, 2024

Institution	Contact					Distance				
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total
1. Cape Peninsula University of Technology	13 364	7 294	3 208	4 585	28 451	15	176	0	30	220
2. University of Cape Town	9 591	4 365	493	6 388	20 837	23	0	0	93	115
3. Central University of Technology, Free State	6 632	2 930	4 673	1 551	15 785	0	0	0	0	0
4. Durban University of Technology	11 381	10 406	2 652	4 575	29 014	0	0	0	0	0
5. University of Fort Hare	3 686	1 954	2 442	6 364	14 446	0	0	0	0	0
6. University of the Free State	7 750	5 063	5 796	12 501	31 109	0	529	253	138	919
7. University of Johannesburg	13 608	13 947	2 923	10 500	40 977	184	214	342	6	747
8. University of KwaZulu-Natal	12 060	4 186	7 224	11 477	34 947	0	0	0	0	0
9. University of Limpopo	7 308	2 447	2 490	5 913	18 157	0	0	0	0	0
10. Nelson Mandela University	8 659	8 369	1 901	6 542	25 471	1	0	0	0	1
11. North West University	10 314	8 669	7 625	14 824	41 432	205	343	5 757	689	6 994
12. University of Pretoria	17 140	6 892	4 863	10 150	39 045	634	43	1 107	269	2 052
13. Rhodes University	1 936	856	755	3 098	6 646	0	100	0	3	103
14. University of South Africa	0	0	0	0	0	34 889	61 667	41 259	101 060	238 875
15. University of Stellenbosch	13 379	5 592	1 791	6 914	27 676	0	0	0	0	0
16. Tshwane University of Technology	17 838	14 710	4 089	9 988	46 625	69	49	0	84	203
17. University of Venda	4 967	1 735	1 811	4 521	13 035	0	0	0	0	0
18. Vaal University of Technology	6 467	4 941	824	4 056	16 287	0	0	0	0	0
19. Walter Sisulu University	7 720	4 710	8 902	5 392	26 724	0	0	0	0	0
20. University of Western Cape	5 947	2 360	2 318	8 483	19 108	0	0	0	0	0
21. University of Witwatersrand	14 102	5 054	2 354	7 435	28 945	99	467	0	87	653
22. University of Zululand	5 127	3 359	4 108	3 945	16 539	0	0	0	0	0
23. Sol Plaatje University, Northern Cape	1 524	711	1 721	1 631	5 586	0	0	0	0	0
24. University of Mpumalanga	3 120	2 579	1 064	2 066	8 828	0	0	0	0	0
25. Mangosuthu University of Technology	4 935	2 948	3	2 052	9 938	0	0	0	0	0
26. Sefako Makgatho Health Sciences University	5 312	0	0	312	5 624	0	0	0	0	0
Total	213 866	126 074	76 029	155 263	571 232	36 118	63 587	48 718	102 459	250 882
Percentage	37.4%	22.1%	13.3%	27.2%	100.0%	14.4%	25.3%	19.4%	40.8%	100.0%

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

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

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

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

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

Table 10.5: Number of students who graduated from public HEIs by major field of study, qualification type and institution, 2024

Institution	Major Field of Study					Formal Qualification						
	Science, Engineering and Technology	Business and Management	Education	All Other Humanities and Social Sciences	Total	Undergraduate Certificates and Diplomas	Undergraduate Degrees	Advanced Diploma and Postgraduate Certificate in Education	Postgraduate, Below Master's Level	Master's Degrees	Doctoral Degrees	Total
1. Cape Peninsula University of Technology	4 000	2 481	1 129	767	8 377	3 933	1 352	1 942	972	137	41	8 377
2. University of Cape Town	3 257	1 912	388	2 009	7 565	94	3 474	362	1 930	1 416	289	7 565
3. Central University of Technology, Free State	1 796	1 196	975	447	4 414	1 829	1 161	840	459	77	48	4 414
4. Durban University of Technology	3 023	3 534	351	1 385	8 293	4 161	1 394	1 518	903	200	117	8 293
5. University of Fort Hare	955	458	757	1 548	3 717	30	2 556	194	688	186	63	3 717
6. University of the Free State	2 280	1 609	2 188	3 173	9 250	909	5 293	260	1 975	650	163	9 250
7. University of Johannesburg	4 292	5 692	1 323	2 849	14 156	1 839	5 852	1 332	3 300	1 501	332	14 156
8. University of KwaZulu-Natal	3 276	1 510	1 847	2 955	9 588	0	5 538	415	2 200	1 000	435	9 588
9. University of Limpopo	1 797	840	837	1 466	4 940	0	3 418	215	933	321	53	4 940
10. Nelson Mandela University	2 128	2 311	577	1 692	6 708	2 210	2 360	948	799	325	66	6 708
11. North West University	2 772	3 465	4 071	3 256	13 563	1 494	8 133	621	2 250	788	277	13 563
12. University of Pretoria	6 113	3 593	2 357	2 928	14 990	146	7 167	643	4 555	2 064	415	14 990
13. Rhodes University	599	395	292	921	2 207	39	1 279	177	482	154	76	2 207
14. University of South Africa	7 338	16 667	18 848	21 482	64 333	23 238	28 092	3 264	8 440	859	440	64 333
15. University of Stellenbosch	3 975	2 315	634	2 301	9 225	68	4 278	363	2 658	1 530	328	9 225
16. Tshwane University of Technology	5 287	4 461	972	2 575	13 295	7 187	1 474	2 813	1 351	365	105	13 295
17. University of Venda	1 279	575	551	1 093	3 498	41	2 353	393	465	174	72	3 498
18. Vaal University of Technology	2 054	1 655	395	1 157	5 261	3 116	196	1 379	521	38	11	5 261
19. Walter Sisulu University	1 235	1 718	1 828	1 203	5 984	2 173	2 211	969	500	114	17	5 984
20. University of Western Cape	1 868	857	758	2 549	6 030	181	3 273	489	1 335	555	197	6 030
21. University of Witwatersrand	4 560	2 840	1 142	2 268	10 809	0	4 763	335	3 413	1 937	361	10 809
22. University of Zululand	906	878	939	1 051	3 775	384	2 509	327	385	115	55	3 775
23. Sol Plaatje University, Northern Cape	323	144	331	447	1 245	331	545	175	172	22	0	1 245
24. University of Mpumalanga	1 052	466	143	363	2 024	683	929	129	228	54	1	2 024
25. Mangosuthu University of Technology	1 635	1 014	0	360	3 008	2 375	101	481	51	0	0	3 008
26. Sefako Makgatho Health Sciences University	1 260	0	0	56	1 316	74	852	0	235	144	11	1 316
Total	69 058	62 583	43 630	62 300	237 571	56 535	100 553	20 584	41 200	14 726	3 973	237 571

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

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

Table 10.6: Summaries of graduation rates in public HEIs by qualification type and institution, 2024

Institution	Undergraduate Certificates and Diplomas (%)	Undergraduate Degrees (%)	Postgraduate below Master's Level (%)	Master's Degrees (%)	Doctoral Degrees (%)
1. Cape Peninsula University of Technology	18.6	15.7	58.8	16.9	10.6
2. University of Cape Town	32.2	20.7	64.7	23.3	13.2
3. Central University of Technology, Free State	18.8	13.3	47.7	13.5	22.6
4. Durban University of Technology	20.7	15.8	64.9	19.2	13.7
5. University of Fort Hare	29.1	17.2	62.2	20.6	16.2
6. University of the Free State	58.0	17.0	63.5	26.1	14.8
7. University of Johannesburg	20.8	19.3	64.6	25.5	14.5
8. University of KwaZulu-Natal	n.a.	15.8	64.4	21.6	15.5
9. University of Limpopo	n.a.	17.0	76.0	21.9	12.6
10. Nelson Mandela University	18.3	14.9	62.4	23.4	11.6
11. North West University	29.1	18.6	72.5	26.8	18.7
12. University of Pretoria	21.5	21.4	51.3	32.6	15.9
13. Rhodes University	42.9	20.7	75.9	20.8	15.3
14. University of South Africa	20.2	13.8	30.6	13.4	11.5
15. University of Stellenbosch	32.7	18.7	67.9	30.7	20.4
16. Tshwane University of Technology	17.0	15.5	51.6	22.2	15.7
17. University of Venda	27.5	17.1	83.0	24.5	30.6
18. Vaal University of Technology	18.7	20.0	81.3	11.7	8.1
19. Walter Sisulu University	16.5	16.6	45.7	15.9	10.9
20. University of Western Cape	65.6	17.8	63.9	21.3	14.3
21. University of Witwatersrand	n.a.	19.6	60.7	23.5	15.8
22. University of Zululand	24.1	16.3	87.1	13.6	15.8
23. Sol Plaatje University, Northern Cape	22.3	14.2	61.0	25.6	n.a.
24. University of Mpumalanga	21.6	14.8	84.8	20.5	2.3
25. Mangosuthu University of Technology	17.8	23.1	72.9	n.a.	n.a.
26. Sefako Makgatho Health Sciences University	48.1	16.8	82.7	11.9	5.5
Average	19.7	16.4	51.3	23.3	14.9

Source: 2024 HEMIS database, data extracted in October 2025.

Note 1: These graduation rates serve as proxies for throughput rates of cohorts of students. A detailed account of benchmarks related to these graduation rates can be seen in The National Plan for Higher Education (Department of Education: 2001).

Note 2: The benchmarks in the National Plan were set on the basis that at least 75% of any cohort of students entering a programme should complete their degrees or diplomas. When converted to graduation rates, the cohort throughput rates in the table above are equivalent to graduation rates of, broadly, the following kind:

	<u>Undergraduate</u>	<u>Doctoral</u>
Contact programmes	25%	20%
Distance programmes	15%	15%

Note 3: Graduation rates include graduates and diplomates.

Note 4: Definitions of formal qualifications are the same as those used in Table 10.1.

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

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

Table 10.7: Undergraduate success rates of students in public HEIs by attendance mode, population group and institution, 2024

Institution	Contact (%)					Distance (%)				
	African	Coloured	Indian/Asian	White	Average	African	Coloured	Indian/Asian	White	Average
1. Cape Peninsula University of Technology	82.5	88.6	87.1	93.8	83.9	74.8	87.1	76.5	93.3	80.4
2. University of Cape Town	84.9	87.7	91.0	94.0	87.8	86.1	88.2	90.6	94.9	88.8
3. Central University of Technology, Free State	76.1	78.5	75.2	84.4	76.2	n.a.	n.a.	n.a.	n.a.	n.a.
4. Durban University of Technology	87.1	89.4	88.4	87.9	87.2	n.a.	n.a.	n.a.	n.a.	n.a.
5. University of Fort Hare	85.2	87.5	95.2	87.4	85.2	n.a.	n.a.	n.a.	n.a.	n.a.
6. University of the Free State	82.4	84.3	87.5	91.8	83.0	80.3	88.5	100.0	91.6	83.2
7. University of Johannesburg	90.2	90.5	93.5	95.2	90.4	92.5	95.1	100.0	98.1	94.3
8. University of KwaZulu-Natal	83.0	88.0	88.5	92.4	83.6	n.a.	n.a.	n.a.	n.a.	n.a.
9. University of Limpopo	83.7	78.7	75.3	98.1	83.6	n.a.	n.a.	n.a.	n.a.	n.a.
10. Nelson Mandela University	75.5	84.2	88.4	91.9	76.9	n.a.	n.a.	n.a.	n.a.	n.a.
11. North West University	84.3	82.3	87.2	90.0	85.4	93.8	93.1	94.5	94.0	93.8
12. University of Pretoria	85.4	88.7	88.8	92.9	88.1	85.4	80.0	75.6	89.2	85.6
13. Rhodes University	85.7	88.8	86.2	89.1	86.0	89.5	100.0	100.0	83.3	90.1
14. University of South Africa	n.a.	n.a.	n.a.	n.a.	n.a.	75.9	77.7	81.6	81.9	76.4
15. University of Stellenbosch	76.7	83.5	85.1	90.8	86.2	n.a.	n.a.	n.a.	n.a.	n.a.
16. Tshwane University of Technology	77.8	82.2	88.1	89.9	77.9	78.4	87.9	103.1	75.1	80.4
17. University of Venda	86.2	91.5	96.8	94.0	86.3	n.a.	n.a.	n.a.	n.a.	n.a.
18. Vaal University of Technology	82.3	78.6	40.8	86.3	82.3	n.a.	n.a.	n.a.	n.a.	n.a.
19. Walter Sisulu University	86.4	81.8	86.4	93.1	86.4	n.a.	n.a.	n.a.	n.a.	n.a.
20. University of Western Cape	86.4	89.0	91.1	94.2	87.5	n.a.	n.a.	n.a.	n.a.	n.a.
21. University of Witwatersrand	85.1	87.8	90.5	94.1	86.7	96.7	99.1	98.7	97.8	97.1
22. University of Zululand	83.8	83.1	70.8	91.5	83.8	n.a.	n.a.	n.a.	n.a.	n.a.
23. Sol Plaatje University, Northern Cape	87.8	84.2	90.2	93.8	87.4	n.a.	n.a.	n.a.	n.a.	n.a.
24. University of Mpumalanga	84.2	85.1	84.1	78.3	84.2	n.a.	n.a.	n.a.	n.a.	n.a.
25. Mangosuthu University of Technology	82.7	88.1	84.4	76.7	82.7	n.a.	n.a.	n.a.	n.a.	n.a.
26. Sefako Makgatho Health Sciences University	107.1	106.0	103.5	99.9	107.0	n.a.	n.a.	n.a.	n.a.	n.a.
Average	83.6	86.8	89.3	91.8	84.5	76.3	78.5	81.8	83.4	77.0

Source: 2024 HEMIS database, data extracted in October 2025.

Note 1: Undergraduate courses are those coded as lower prediplomate/undergraduate, intermediate prediplomate/undergraduate and higher undergraduate.

Note 2: Success rates are determined as follows: a calculation is made of Full-Time Equivalent (FTE) enrolled student totals for each category of courses. A further FTE calculation, using the same credit values, is made for each category of courses for those students who passed the courses. The success rates are then determined as: FTE passes divided by FTE enrolments. The success rates shown are therefore weighted averages for contact and distance courses for each population group.

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

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

Table 10.8: Number of permanent staff in public HEIs by population group, gender, personnel categories and institution, 2024

Institution	African						Coloured						Indian/ Asian						White					
	Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service staff		Instruction and Research Staff		Administrative Staff		Service Staff		Instruction and Research Staff		Administrative Staff		Service Staff	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1. Cape Peninsula University of Technology	120	188	275	213	385	299	129	127	262	144	140	101	30	30	17	11	0	0	108	81	56	31	0	2
2. University of Cape Town	114	153	457	484	386	182	119	87	842	463	174	76	69	53	86	37	0	0	313	259	225	132	2	0
3. Central University of Technology, Free State	69	115	179	157	230	133	9	8	32	12	6	3	3	3	2	1	0	0	69	51	37	25	1	2
4. Durban University of Technology	156	169	255	253	10	50	12	3	11	6	0	0	117	94	152	95	1	3	57	33	20	14	0	0
5. University of Fort Hare	99	132	264	174	3	22	6	6	11	7	0	0	4	0	3	2	0	0	29	22	13	12	0	0
6. University of the Free State	152	189	570	399	393	270	28	23	148	60	10	17	11	10	11	11	0	2	289	207	352	121	2	4
7. University of Johannesburg	320	395	663	848	644	549	48	30	120	37	12	4	105	72	89	21	0	0	232	182	202	99	3	1
8. University of KwaZulu-Natal	228	229	580	380	673	527	19	9	58	26	0	2	191	123	290	205	3	24	119	94	81	41	1	0
9. University of Limpopo	246	423	311	240	20	37	2	3	4	1	0	0	7	5	5	1	0	0	25	17	13	8	0	0
10. Nelson Mandela University	132	146	369	224	323	251	73	53	182	105	29	12	18	16	29	14	1	0	150	138	180	88	4	5
11. North West University	303	392	608	511	109	139	33	34	135	86	5	10	21	18	21	16	0	0	483	412	626	291	3	11
12. University of Pretoria	191	205	710	619	496	756	24	14	99	34	2	14	60	24	52	27	0	0	394	288	369	165	1	5
13. Rhodes University	70	77	188	116	225	161	14	16	50	46	15	20	6	4	9	8	0	0	85	87	85	31	0	1
14. University of South Africa	554	717	1508	1365	270	107	29	44	74	43	2	1	77	35	43	30	0	0	322	164	252	134	0	0
15. University of Stellenbosch	80	82	229	132	13	20	125	89	684	457	62	86	28	31	38	23	0	0	447	416	600	240	2	0
16. Tshwane University of Technology	214	348	594	630	616	305	10	5	20	5	1	0	12	12	18	7	0	0	145	103	184	74	0	1
17. University of Venda	212	279	264	246	34	23	2	0	0	2	0	0	2	1	0	1	0	0	6	8	2	1	0	0
18. Vaal University of Technology	94	133	239	170	118	58	2	1	5	0	0	0	7	3	4	5	0	0	55	24	49	18	1	1
19. Walter Sisulu University	373	455	627	548	39	51	6	4	6	3	1	1	11	20	5	5	0	0	17	24	5	8	0	0
20. University of Western Cape	51	45	160	93	0	3	135	106	427	286	0	8	43	15	23	17	0	0	104	62	27	22	0	0
21. University of Witwatersrand	228	290	1421	1123	166	274	45	27	124	38	0	2	100	56	126	55	0	1	306	280	115	63	0	0
22. University of Zululand	117	163	346	251	40	50	0	0	3	0	0	0	12	16	9	1	0	0	14	18	10	5	0	0
23. Sol Plaatje University, Northern Cape	38	78	80	92	111	71	5	9	44	24	41	9	4	2	1	1	0	1	9	12	11	7	1	0
24. University of Mpumalanga	73	113	139	103	111	73	0	1	1	0	0	0	3	0	3	2	0	0	11	8	4	4	0	0
25. Mangosuthu University of Technology	71	117	180	145	11	23	3	0	1	2	0	0	15	26	5	6	0	0	5	2	1	2	0	0
26. Sefako Makgatho Health Sciences University	264	217	276	208	249	264	0	3	1	1	0	0	18	16	1	0	0	0	33	18	35	7	0	0
Total	4 569	5 850	11 492	9 724	5 675	4 698	878	702	3 344	1 888	500	366	974	685	1 042	602	5	31	3 827	3 010	3 554	1 643	21	33

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

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

Note 5: As a result of rounding off, numbers may not necessarily add up to totals.

Table 10.9: Number and percentage of permanent staff in public HEIs, by population group, gender, personnel categories and institution, 2024

Institution	Total Permanent Staff			% of Black Staff in Total			% of Female Staff in Total		
	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff	Instruction and Research Staff	Administrative Staff	Service Staff
1. Cape Peninsula University of Technology	813	1 009	927	76.8	91.4	99.8	47.6	60.5	56.6
2. University of Cape Town	1 204	2 751	822	49.4	86.1	99.5	52.4	59.0	68.6
3. Central University of Technology, Free State	327	445	375	63.3	86.1	99.2	45.9	56.2	63.2
4. Durban University of Technology	689	815	64	80.0	94.7	100.0	51.2	53.9	17.2
5. University of Fort Hare	298	486	25	82.9	94.9	100.0	46.3	59.9	12.0
6. University of the Free State	909	1 672	698	45.4	71.7	99.1	52.8	64.7	58.0
7. University of Johannesburg	1 384	2 079	1 213	70.1	85.5	99.7	50.9	51.7	54.3
8. University of KwaZulu-Natal	1 178	1 685	1 231	67.8	91.3	99.8	49.9	60.3	55.1
9. University of Limpopo	728	583	57	94.2	96.4	100.0	38.5	57.1	35.1
10. Nelson Mandela University	726	1 191	625	60.3	77.5	98.6	51.4	63.8	57.1
11. North West University	1 696	2 294	277	47.2	60.0	94.9	49.5	60.6	42.2
12. University of Pretoria	1 200	2 075	1 274	43.2	74.3	99.5	55.8	59.3	39.2
13. Rhodes University	359	533	422	52.1	78.2	99.8	48.7	62.3	56.9
14. University of South Africa	1 942	3 449	380	75.0	88.8	100.0	50.6	54.4	71.6
15. University of Stellenbosch	1 298	2 403	183	33.5	65.0	98.9	52.4	64.5	42.1
16. Tshwane University of Technology	849	1 532	923	70.8	83.2	99.9	44.9	53.3	66.8
17. University of Venda	510	516	57	97.3	99.4	100.0	43.5	51.6	59.6
18. Vaal University of Technology	319	491	178	75.2	86.2	98.9	49.5	60.5	66.9
19. Walter Sisulu University	910	1 210	92	95.5	98.7	100.0	44.7	53.2	43.5
20. University of Western Cape	702	1 070	11	56.3	94.0	100.0	54.3	59.9	0.0
21. University of Witwatersrand	1 332	3 065	443	56.0	94.2	100.0	51.0	58.3	37.5
22. University of Zululand	340	625	90	90.6	97.6	100.0	42.1	58.9	44.4
23. Sol Plaatje University, Northern Cape	157	260	234	86.6	93.1	99.6	35.7	52.3	65.4
24. University of Mpumalanga	209	256	184	90.9	96.9	100.0	41.6	57.4	60.3
25. Mangosuthu University of Technology	239	342	34	97.1	99.1	100.0	39.3	54.7	32.4
26. Sefako Makgatho Health Sciences University	569	529	513	91.0	92.1	100.0	55.4	59.2	48.5
Total	20 887	33 366	11 332	65.4	84.2	99.5	49.6	58.3	54.7

Source: 2024 HEMIS database, data extracted in October 2025.

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

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

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

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

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

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

Table 10.10: Enrolment cycle count of students in TVET colleges by college and qualification category, 2024

College	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Skills Programmes	PLP	Level 5 and Level 6 Qualifications	Total
1. Boland TVET College	1 795	7 004	880	0	155	0	9 834
2. Buffalo City TVET College	2 727	4 384	39	0	78	0	7 228
3. Capricorn TVET College	5 585	10 828	734	0	104	0	17 251
4. Central Johannesburg TVET College	2 335	15 434	0	152	32	0	17 953
5. Coastal TVET College	4 012	5 415	145	319	199	0	10 090
6. College of Cape Town	2 711	5 486	879	731	57	319	10 183
7. Eastcape Midlands TVET College	2 544	6 752	417	99	118	0	9 930
8. Ehlanzeni TVET College	4 889	4 359	0	0	0	0	9 248
9. Ekurhuleni East TVET College	3 517	12 723	85	127	116	0	16 568
10. Ekurhuleni West TVET College	6 976	9 397	237	211	168	0	16 989
11. Elangeni TVET College	3 881	5 024	142	34	80	0	9 161
12. Esayidi TVET College	2 891	10 236	46	0	88	0	13 261
13. False Bay TVET College	1 641	7 069	760	925	139	89	10 623
14. Flavius Mareka TVET College	713	10 196	445	63	63	0	11 480
15. Gert Sibande TVET College	5 212	5 436	655	355	103	0	11 761
16. Goldfields TVET College	1 333	5 314	330	125	100	24	7 226
17. Ikhala TVET College	2 064	7 114	100	38	103	0	9 419
18. Ingwe TVET College	2 422	6 703	0	0	76	0	9 201
19. King Hintsa TVET College	913	2 666	0	0	92	0	3 671
20. King Sabata Dalindyebo TVET	2 813	7 037	0	0	85	0	9 935
21. Lephalela TVET College	1 017	1 937	200	0	20	0	3 174
22. Letaba TVET College	2 405	5 542	177	698	100	0	8 922
23. Lovedale TVET College	1 700	4 131	173	0	103	0	6 107
24. Majuba TVET College	4 187	21 744	296	468	299	0	26 994
25. Maluti TVET College	3 020	6 871	222	325	40	0	10 478
26. Mnambithi TVET College	1 848	5 640	257	108	67	0	7 920
27. Mopani South East TVET College	3 315	3 248	167	94	100	0	6 924
28. Motheo TVET College	1 594	16 930	510	82	106	0	19 222
29. Mthashana TVET College	2 167	7 268	342	314	162	0	10 253
30. Nkangala TVET College	4 471	9 467	0	0	97	0	14 035
31. Northern Cape Rural TVET College	932	4 241	571	30	124	0	5 898
32. Northern Cape Urban TVET College	993	5 529	85	120	74	0	6 801
33. Northlink College	2 137	11 975	1 441	2 199	129	281	18 162
34. Orbit TVET College	3 489	9 400	194	24	100	4	13 211
35. Port Elizabeth TVET College	2 263	3 953	195	0	148	0	6 559
36. Sedibeng TVET College	3 699	14 601	49	65	101	0	18 515
37. Sekhukhune TVET College	1 080	5 062	357	493	61	0	7 053
38. South Cape TVET College	786	5 708	347	0	0	104	6 945
39. South West Gauteng College	6 525	13 155	103	115	62	0	19 960
40. Taletso TVET College	2 249	6 975	0	0	37	0	9 261
41. Thekwini TVET College	1 820	6 282	207	256	89	0	8 654
42. Tshwane North TVET College	2 866	13 571	85	106	107	0	16 735
43. Tshwane South TVET College	2 754	8 514	545	1 592	344	265	14 014
44. Umfolozi TVET College	4 369	7 222	469	212	89	0	12 361
45. Umgungundlovu TVET College	2 978	4 958	263	209	52	55	8 515
46. Vhembe TVET College	4 967	8 784	86	0	104	0	13 941
47. Vuselela TVET College	2 718	8 538	280	43	156	0	11 735
48. Waterberg TVET College	3 208	442	359	0	0	82	4 091
49. West Coast TVET College	2 043	5 140	618	0	0	0	7 801
50. Western TVET College	2 496	12 482	145	20	29	21	15 193
Total	141 070	387 887	14 637	10 752	4 856	1 244	560 446

Source: 2024 TVET College Enrolment, December 2025.

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

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

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

Note 4: PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.

Note 5: Skills Programmes refers to all other programmes offered in TVET colleges, for example skills and short courses (credit bearing). It also includes programme enrolment numbers that were misreported in 2010-2019. The correct reporting is recorded in the 2020 data going forward.

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

Note 7: The following colleges did not report any enrolment in Occupational Qualifications in 2024, namely: Central Johannesburg, Ehlanzeni, Ingwe, King Hintsa, King Sabata Dalindyebo, Nkangala and Taletso TVET colleges.

Note 8: Qualifications on NQF Level 5 and 6 include higher certificate qualifications.

Table 10.11: Funding allocated for public HEIs, by institution, 2019/20 - 2024/25

Institution	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
	Total amount allocated (R'000)					
1. Cape Peninsula University of Technology	1 574 033	1 569 195	1 719 203	1 426 053	1 526 712	1 704 488
2. University of Cape Town	1 854 928	1 851 735	1 885 988	1 951 553	1 859 165	1 969 956
3. Central University of Technology, Free State	690 150	920 681	807 715	909 932	846 755	1 034 905
4. Durban University of Technology	1 365 212	1 466 708	1 411 351	1 602 116	1 409 893	1 389 462
5. University of Fort Hare	961 474	1 059 869	846 217	912 029	837 319	974 310
6. University of the Free State	1 628 630	1 634 523	1 654 954	1 961 626	1 924 681	1 889 904
7. University of Johannesburg	2 626 074	2 615 532	2 693 945	2 631 091	2 724 977	2 723 310
8. University of KwaZulu-Natal	2 692 336	2 936 829	2 796 113	2 951 925	2 693 165	2 909 131
9. University of Limpopo	1 451 549	1 269 675	1 164 609	1 244 954	1 415 824	1 535 168
10. University of Mpumalanga	1 063 589	1 069 647	911 937	963 210	890 230	965 602
11. Mangosuthu University of Technology	563 736	677 507	556 692	630 023	527 637	609 219
12. Nelson Mandela University	1 384 441	1 362 712	1 631 473	1 595 579	1 577 949	1 847 316
13. North-West University	2 566 843	2 298 083	2 328 664	2 549 469	2 502 182	2 481 176
14. University of Pretoria	3 105 279	3 143 953	3 190 157	3 354 071	3 288 142	3 262 466
15. Rhodes University	772 549	559 109	584 858	622 177	618 443	621 520
16. Sefako Makgatho Health Sciences University	998 938	936 496	1 037 401	1 134 656	944 015	932 494
17. Sol Plaatje University, Northern Cape	692 146	762 922	668 169	730 421	627 206	767 281
18. University of South Africa	4 356 776	4 632 420	4 706 779	5 276 257	5 245 116	5 380 861
19. University of Stellenbosch	2 086 014	2 033 820	2 088 407	2 283 446	2 180 749	2 178 039
20. Tshwane University of Technology	2 613 579	2 610 607	2 913 998	2 906 052	2 677 878	3 435 785
21. University of Venda	891 018	1 042 459	870 576	1 106 746	1 044 718	997 109
22. Vaal University of Technology	837 950	863 376	1 015 254	943 203	847 712	885 749
23. Walter Sisulu University	1 137 950	1 177 790	1 310 132	1 446 074	1 292 984	1 602 446
24. University of Western Cape	1 326 011	1 249 802	1 295 258	1 577 864	1 456 700	1 481 219
25. University of Witwatersrand	2 420 586	2 350 634	2 345 788	2 685 708	2 735 114	2 725 521
26. University of Zululand	697 150	974 295	611 807	956 577	936 676	1 171 150
Total	42 358 941	43 070 379	43 047 445	46 352 812	44 631 942	47 475 587

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.
DHET Annual Report 2020/21 - 2024/25.

Table 10.12: Funding allocated for TVET colleges, by college name, 2019/20 - 2024/25

College	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
	Total amount allocated (R'000)					
1. Boland TVET College	85 114	75 179	48 563	53 427	51 276	80 763
2. Buffalo City TVET College	69 443	74 073	73 262	64 602	66 940	81 325
3. Capricorn TVET College	190 257	212 683	186 490	183 179	141 345	179 566
4. Central Johannesburg TVET College	96 816	84 097	96 955	147 394	89 074	76 485
5. Coastal TVET College	145 109	162 354	154 578	206 832	170 243	144 085
6. College of Cape Town	89 927	94 184	66 566	66 041	79 654	79 122
7. East Cape Midlands TVET College	126 899	79 064	63 915	64 968	66 318	72 236
8. Ehlanzeni TVET College	147 774	157 398	153 909	137 514	121 351	133 505
9. Ekurhuleni East TVET College	135 826	158 140	157 072	148 870	136 295	140 635
10. Ekurhuleni West TVET College	171 774	209 484	188 975	196 095	167 426	167 856
11. Elangeni TVET College	105 016	114 522	104 678	110 472	103 336	117 377
12. Esayidi TVET College	91 493	145 355	104 378	142 825	126 944	104 891
13. False Bay TVET College	81 994	69 654	57 353	70 278	58 431	58 751
14. Flavius Mareka TVET College	49 576	47 944	31 346	44 235	29 729	23 077
15. Gert Sibande TVET College	164 357	167 220	204 291	337 705	220 613	165 669
16. Goldfields TVET College	47 751	56 453	45 180	47 367	38 428	44 420
17. Ikhala TVET College	93 160	108 974	74 198	98 043	114 229	117 361
18. Ingwe TVET College	74 374	87 570	123 906	70 482	63 637	88 877
19. King Hintsa TVET College	76 747	40 879	56 379	42 459	29 643	35 974
20. King Sabata Dalindyebo TVET College	86 242	91 463	83 201	78 100	75 778	101 648
21. Lephalale TVET College	9 726	9 826	8 168	19 781	10 674	22 920
22. Letaba TVET College	104 366	65 946	84 256	89 269	54 215	78 314
23. Lovedale TVET College	48 849	53 073	52 384	56 696	47 751	47 056
24. Majuba TVET College	220 240	237 855	238 224	342 483	300 028	324 768
25. Maluti TVET College	85 065	109 573	87 956	85 127	71 086	71 885
26. Mnambithi TVET College	65 916	69 998	63 476	67 881	60 546	57 773
27. Mopani South East TVET College	84 187	100 097	96 460	88 769	78 467	74 535
28. Motheo TVET College	102 463	98 033	87 886	91 319	99 292	84 371
29. Mthashana TVET College	100 344	81 216	125 047	139 500	124 820	137 059
30. Nkangala TVET College	147 408	166 578	167 253	155 572	142 955	153 319
31. Northern Cape Rural TVET College	48 358	53 837	43 424	52 714	34 899	37 749
32. Northern Cape Urban TVET College	84 845	87 196	87 143	74 399	69 340	105 764
33. Northlink TVET College	132 876	112 602	89 097	101 994	100 225	99 765
34. Orbit TVET College	88 821	81 301	76 780	77 545	75 252	78 178
35. Port Elizabeth TVET College	50 854	46 010	42 501	49 820	47 470	47 786
36. Sedibeng TVET College	148 707	182 986	161 980	163 738	129 356	105 702
37. Sekhukhune TVET College	45 776	39 730	32 388	57 643	28 124	70 172
38. South Cape TVET College	27 096	21 409	18 072	27 016	55 641	29 190
39. South West Gauteng TVET College	251 106	325 167	328 783	316 076	231 386	222 125
40. Taletso TVET College	89 341	101 226	131 078	100 471	83 884	93 500
41. Thekwini TVET College	60 959	65 373	64 102	56 584	59 399	64 698
42. Tshwane North TVET College	131 568	134 582	159 330	127 246	125 049	54 146
43. Tshwane South TVET College	146 015	58 086	76 143	85 383	87 737	75 168
44. Umfolozi TVET College	235 179	159 706	186 823	171 935	144 251	144 281
45. Umgungundlovu TVET College	55 156	106 483	122 847	89 900	110 530	106 906
46. Vhembe TVET College	136 609	126 439	102 318	106 354	101 235	93 452
47. Vuselela TVET College	92 098	92 723	91 879	108 537	81 475	78 196
48. Waterberg TVET College	61 836	74 316	70 223	62 095	67 233	76 122
49. West Coast TVET College	89 131	89 148	88 138	87 962	81 761	87 303
50. Western TVET College	130 421	127 838	125 165	126 221	82 108	87 437
Total	5 204 965	5 315 043	5 184 519	5 490 918	4 736 879	4 823 263

Sources:

Statistics on Post-School Education and Training in South Africa, 2023.

DHET Annual Report 2020/21 - 2024/25.

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

Table 10.13: Funding allocation for CET colleges, by college name, 2019/20 - 2024/25

College	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
	Total amount allocated (R'000)					
1. Eastern Cape CET College	10 273	15 682	23 397	24 009	29 298	65 859
2. Free State CET College	7 808	10 979	16 096	16 690	18 689	34 059
3. Gauteng CET College	49 315	43 485	52 684	54 759	42 813	78 515
4. KwaZulu-Natal CET College	10 894	32 993	41 311	43 205	36 154	86 326
5. Limpopo CET College	18 925	12 546	19 071	19 944	24 398	49 996
6. Mpumalanga CET College	18 080	12 545	17 425	18 145	20 629	44 182
7. Northern Cape CET College	2 687	6 627	8 965	9 397	11 945	16 146
8. North-West CET College	19 941	9 409	13 213	13 676	16 855	39 691
9. Western Cape CET College	12 912	12 546	14 617	15 326	13 070	25 679
Total	150 835	156 812	206 779	215 151	213 851	440 453

Sources:*Statistics on Post-School Education and Training in South Africa, 2023.**DHET Annual Report 2020/21 - 2024/25.*

Note: Funding includes subsidy amounts transferred in respect of Community Learning Centres (CLC) and not the operational costs that are directly paid by the Department.

11. EXPLANATORY NOTES

11.1 INTRODUCTION

These explanatory notes provide information about data sources and some methodological issues pertaining to the data submitted to the Department for the compilation of this report.

11.2 SCOPE

Information for this report has been provided by the following Education and Training Institutions and Entities:

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

11.3 METHODOLOGY

Data pertaining to private colleges and private HEIs are provided to the Department in an aggregated format owing to the unavailability of Unit-Level Record (ULR) data, while public HEIs, TVET colleges, CET colleges and SETAs submit ULR data as per the format prescribed by the Department. TVET colleges started submitting ULR data in 2016 through the Technical and Vocational Education and Training Management Information System (TVETMIS), while SETAs started submitting data through the Skills Education and Training Management Information System (SETMIS) in the 2019/20 financial year. In 2024, data from TVET colleges and SETAs were submitted manually due to technical challenges experienced with TVETMIS and SETMIS.

CET colleges have been submitting their ULR data since 2019, and started using the Community Education and Training Management Information System (CETMIS) in 2023 to capture 2023 student enrolment data. 2024 student enrolment data were captured using CETMIS. Aggregated data for previous years was used to report on enrolment and Workplace-Based Learning programmes prior to implementation of the above-mentioned Management Information Systems.

Previous statistical data on TVET colleges reported on programme headcount, which reflected the total number of enrolments for the enrolment cycle, irrespective of the unique student identity number. Thus, all programme and subject enrolments were counted, whether the same student is counted more than once.

Since the implementation of TVETMIS, data used for TVET colleges reports on an enrolment cycle count of students, where a student is counted only once in an enrolment period/cycle, irrespective of the programme and subject enrolment and taking into account the college the student is registered at. There are six (6) enrolment intakes/cycles at TVET colleges during an academic year – i.e. annual, trimester (3) and semester (2). Enrolment into the NC(V) and PLP qualifications occurs once a year, while Report 191 Engineering Studies intake is in trimesters, and enrolment for Report 191 Business and General Studies programmes is in semesters.

The data in this report is as received from the institutions and entities, with no imputation or weighting applied. Data for CET and private colleges covers enrolment up to October of every year.

11.4 RESPONSE RATES

The response rates to data submitted to the Department with respect to 2024 data are as follows:

- Public HEIs: **100%**
- Private HEIs: **92.0%**
- TVET colleges: **100%**
- Private colleges: **77.4%**
- CET colleges: **78.8%**

12. GLOSSARY

Administration Costs

An administration costs incurred by SETAs, as defined in Regulation 1 of the SETA Grant regulations regarding monies received by a SETA and related matters. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012.*

Administrative Staff

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

Age

The number of years from the date of birth to the year in which the data collection is being undertaken. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

Apprenticeship

A period of Workplace-Based Learning culminating in an occupational qualification for a listed trade. *Sector Education and Training Authorities (SETAs) Workplace-Based Learning programme Agreement Regulations, 2018.*

Artisan

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

Artisanal Learning Programme

An apprenticeship, learnership, skills programme undertaken at the workplace conclude with a trade test which is undertaken for an occupation that is part of the official list of artisan occupations. *Skills Development Act, 1998, Schedule 2, Listing of Occupations as Trades for which Artisan Qualifications are required, Gazette no. 35625 of 31 August 2012.*

Bachelor's degree

A qualification with an NQF exit Level of 7 or 8 and minimum total credits of 360 or 480. *Higher Education Qualifications Sub-Framework, 2013.*

Barriers to Learning

Systematic and/or intrinsic difficulties that prevent students from effective learning. *DBE, Policy on Screening, Identification, Assessment and Support, 2014.*

Bursary

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

Certification

Formal Recognition of a qualification or part-qualification awarded to a successful learner. *National Qualifications Framework: Standard Glossary of Terms, 2013.*

College

(a) a public college that is established or declared as:

- (i) a technical and vocational education and training college; or
- (ii) a community education and training college; or

(b) a private college that is established, declared or registered under the Community Education Act, but does not include a college under the authority of a government department other than the Department of Higher Education and Training. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006).*

Completion Rate

The proportion of students who successfully completed a qualification or part-qualification in an academic cycle, expressed as a percentage of the number of students who were eligible to complete the level and are assessed in that academic cycle.

Comprehensive University

An institution that provides higher education on a full-time, part-time or distance basis which is established or deemed to be established as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), declared as a public higher education institution under the Higher Education Act, (Act No. 101 of 1997), or registered or conditionally registered as a private higher education institution under the Higher Education Act, (Act No. 101 of 1997). *Higher Education Act, 1997 (Act No. 101 of 1997).*

Continuing Education and Training

All learning and training programmes leading to qualifications or part-qualifications at Levels 1 to 4 of the NQF contemplated in the National Qualifications Framework Act, 2008 (Act 67 of 2008) provided for at a college in terms of the Continuing Education and Training Act. *Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (as amended).*

Contact Student

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

Disability

The loss or elimination of opportunities to take part in the life of the community, equitably with others, that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature; thereby causing activity limitations and participation restriction within the mainstream society. *Department of Higher Education and Training: Dictionary of Terms and Concepts for Post-School Education and Training, 2024.*

Distance Student

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

Doctoral Degree

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

Examination

A component of the assessment that refers to the culmination of the summative assessment process when students/learners are subjected to a final sitting at the end of the learning process. Department of Higher Education and Training: *Regulations on the Assessment Process and Procedures for Adult Education and Training NQF Level 1, 2013*.

Financial Year

The twelve months according to which organisations and government departments budget and account. Department of Higher Education and Training: *adapted from the National Treasury Glossary, 2018*.

First-Time Entering Student

A person who is enrolled at a PSET institution and has not enrolled at a similar institution in the past. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007*.

Full-Time Equivalent (FTE) Student

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

Funding

The process of providing financial assistance for a particular purpose or intervention, to either an enrolled student or the institution.

Gender

Social distinction between males and females. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2010*.

General Education and Training (GET)

All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

General Education and Training Certificate (GETC)

A certificate to be awarded on to learners on completion of Adult Education and Training Level 4. Department of Higher Education and Training: *Regulations on the assessment process and procedures for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1, 2018*.

Graduate

A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was enrolled. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Graduation Rate

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

Headcount Enrolment

Unduplicated number of students enrolled in a PSET institution at a given time in an academic year, regardless of their course load, or number of programmes enrolled in.

Headcount Enrolment Cycle

A count of students once in every enrolment period/cycle. There are six enrolment intakes/cycles at TVET and private colleges during an academic year: annual, 3 trimester intakes, and 2 semester intakes. Students are counted once in each intake, and in instances where a student is enrolled in more than one programme in a cycle, they are counted at the highest-level programme they are enrolled in.

Higher Certificate

An entry-level higher education qualification with NQF exit Level 5 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

Higher Education Institution (HEI)

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

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

Honours Degree

A postgraduate specialisation qualification with NQF exit Level 8 and minimum total credits of 120. *Higher Education Qualification Sub-Framework, 2013.*

Instruction and Research Staff/Academic Staff

Any person appointed to teach or to do research at a public higher education institution and any other employee designated as such by the council of that institution. *Higher Education Act, 1997 (Act No. 101 of 1997).*

Internship

Internship programmes are structured, planned, and managed Workplace-Based Learning programmes that aim to provide practical experience to higher education or further education graduates in their field of study. For example, the primary objective of internship programmes in South Africa is to equip learners with work experience and skills to enhance their employability and provide a gateway to finding employment after the completion of the programme, which is usually 12 months long, but can last up to two consecutive years (*HRSC, 2010*).

An internship provides an environment where students gain skills and experience under the guidance of a supervisor. It can be a paid or unpaid experience and offers an opportunity to develop job-related skills before qualifying for a regular job. In South Africa, internships are more complex than apprenticeships and learnerships, with various differing types of internships, with various types catering to different educational and vocational qualifications (Maake-Malatji, 2021). The figure below illustrates the various types of internships and their purpose (Blom, 2015) (Blom, 2016) (*Gazette, 2018*).

Graduate internships target unemployed graduates who lack work experience in their field of study, providing them with practical experience and enhancing their employability. Internships for N-diploma, offer vocational training and experience as part of the qualification requirements, while internships for candidacy focus on practical training for individuals pursuing professional qualifications. Student internships are categorised as

Category A, Category B, and Category C, providing work-based learning opportunities for individuals pursuing vocational, professional, and occupational qualifications respectively (Mabeba, 2019). The objectives of internships in South Africa include addressing skills shortages, meeting sector-specific needs, and providing unemployed graduates with work experience and skills to enhance their employability (Mabeba, 2019).

Learning Programme

A structured and purposeful set of learning experiences that leads to a qualification or part-qualification and includes a studentship, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component. Adapted from *South African Qualifications Authority, Policy and Criteria for the Registration of Qualifications and Part-Qualifications on the NQF, 2013*.

Learnership

A period of Workplace-Based Learning culminating in an occupational qualification or part-qualification. *Sector Education and Training Authorities (SETAs) Workplace-Based Learning Programme Agreement Regulations, 2018*.

Lecturer

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

Loan

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

Mandatory Grant

Funds designated as mandatory grants contemplated in regulation 4 to fund the education and training programmes as contained in the Workplace Skills Plan (WSP) and Annual Training Report (ATR) of a SETA. *The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters, 2012*.

Major Field of Study

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

Management Staff

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

Master's Degree

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

MasterList of Institutions

A list of institutions containing all the contact information of the institution, such as addresses, telephone

numbers, GIS coordinates, etc. Adapted from the Department of Higher Education and Training: *Higher Education Information Standards (DHET 003) Standard for the publication of the master list of education institutions in the post-school sector, 2012.*

Mixed Mode of Delivery

The interaction between institutional teachers or institutional supervisors and students is undertaken through a mixture of contact and distance modes of delivery. Department of Higher Education and Training: *adapted from Higher Education Management Information System Valpac Glossary, 2007.*

National Certificate (Vocational) (NC(V))

A qualification with 120 to 140 minimum credits at Levels 2, 3 or 4 of the NQF that will be awarded to students who comply with the national policy requirements of the NC(V). The qualification comprises both internal and external components of assessment and is quality assured by Umalusi.

National Skills Fund

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

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

National Skills Fund Annual Report, 2014/2016.

National Student Financial Aid Scheme

The National Student Financial Aid Scheme was established in terms of the *National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999)*. It is responsible for providing loans and bursaries to eligible students at all public universities, Technical and Vocational Education and Training (TVET) colleges (formerly known as Further Education and Training [FET] colleges) throughout the country. Further mandates for the entity include the recovery of student loans and raising funds for student loans and bursaries, and to recover the loans from students once they are employed. *National Student Financial Aid Scheme Annual Report, 2015/2016.*

Occasional Student

A person who satisfies the statutory requirements for entry into a formally approved qualification offered by the institution, who is effectively registered for an approved course, but who is not registered for an approved qualification. Department of Higher Education and Training: *Higher Education Management Information System Valpac glossary, 2007.*

Occupational Qualification

A qualification that consists of a minimum of 25 credits associated with a trade, occupation or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment. *Quality Council for Trades and Occupations (QCTO): Assessment Policy for Qualifications and Part-Qualifications on the Occupational Qualifications Sub-Framework, 2013.*

Part-Qualification

An assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF. Department of Higher Education and Training: *adapted from the National Qualifications Framework Act, 2008 (Act No. 67 of 2008.)*

Pass Rate

The percentage of students who passed. It is calculated by dividing the total number of students who passed (pass plus conditional pass) by the total number of students who sat for an examination. *DHET: Dictionary of Terms and Concepts for Post-School Education and Training, 2024.*

Permanent Staff

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

Personnel Category

The classification that indicates the type of duties to be undertaken in a position which a staff member occupies at the institution, and the qualifications and experience are normally required by the incumbent of that position. *DHET: Dictionary of Terms and Concepts for Post-School Education and Training, 2024.*

Population Group

Classification of people by race. The following categories are provided in the census: Black African, Coloured, Indian/Asian, White, Other. Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

Postgraduate, Below Master's Level

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

Postgraduate Qualification

Qualification at Levels 8 to 10 on the HEQSF, excluding professional qualification at Level 8. *Higher Education Qualification Sub-Framework, 2013.*

Post-School Education and Training Institution (PSETI)

Education and Training Institutions that include public and private Higher Education Institutions, Technical and Vocational Education and Training colleges, private colleges, Community Education and Training colleges, and skills development providers. These are established, declared or registered by any law assigned to the Minister of Higher Education and Training. Department of Higher Education and Training: *adapted from the White Paper for Post-School Education and Training, 2013.*

Post-School Education and Training (PSET) sector

A sector that comprises all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school. Department of Higher Education and Training: *White Paper for Post-School Education and Training, 2013.*

Pre-Vocational Learning Programme (PLP)

A foundational learning programme to prepare students for access into a specific vocational or occupational learning pathway at TVET colleges such as the NC(V) programmes at NQF Level 2, N1 Engineering Studies programmes (Report 190) and Occupational Programmes at NQF Levels 2 to 4.

Private College

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

Private Higher Education Institution

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

Public Higher Education Institution

Any higher education institution that is established, deemed to be established or declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997). *Higher Education Act, 1997 (Act No. 101 of 1997).*

Qualification

The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework, as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

Recognition of Prior Learning (RPL)

The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. *National Qualifications Framework Standard Glossary of Terms, 2017.*

Report 191

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

Report 550

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

Response Rate

Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents. Department of Higher Education and Training, adapted from Statistics South Africa: *Concepts and Definitions for Statistics South Africa, 2017.*

South African Qualifications Authority (SAQA)

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

Service Staff (HEIs)

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

Sector Education and Training Authority (SETA)

A Sector Education and Training Authority established in terms of section 9(1) of the Skills Development Act to develop and implement sector skills plans and promote learning programmes, including workplace learning. *Skills Development Act, 1998 (Act No. 97 of 1998)*.

Skills Programme

A skills programme that:

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

Student

Any person enrolled as a student at any PSET institution. Adapted from the *Higher Education Act, 1997 (Act No. 101 of 1997)* and *Continuing Education Act, 2006 (Act No. 16 of 2006) (as amended)*.

Success Rate

A proportion of Full-Time Equivalent (FTE) passes relative to FTE enrolments at a PSET institution.

Support Staff

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

Undergraduate Courses

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

Undergraduate Student

Student enrolled in a Bachelor's degree, BTech, Diploma (including advanced Diploma), Higher Certificate, Advanced Certificate and Post-Graduate Certificate in Education. It includes students enrolled in professional Bachelor's degrees such as BSc (Engineering) and MBChB), which are those that have an approved formal time of three or more years.

Undergraduate Diploma or Certificate

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

Undergraduate Degree

Refers to Bachelor's degrees, BTech and professional Bachelor's degrees such as BSc (Engineering), MBChB, BFA, which are those that have an approved formal time of three or more years. Adapted from the *Department of Education Manual: South African Post-Secondary Education (SAPSE), 1982, 1995*.

Undergraduate Qualification

Qualification at NQF Levels 5 to 7 of the HEQSF, including professional Bachelor's degrees, which are at NQF Level 8. Adapted from the *Higher Education Qualification Sub-Framework, 2013*.

University

Any institution that provides higher education on a full-time, part-time or distance basis and which is established or deemed to be established as a public higher education institution under the Higher Education Act, 101 of 1997, declared as a public higher education institution under the Higher Education Act, 101 of 1997, or registered or conditionally registered as a private higher education institution under the Higher Education Act, 101 of 1997. *Higher Education Act, 1997 (Act No. 101 of 1997)*.

University of Technology

A university (previously called technikon) that offers a range of programmes that are vocationally and/or professionally-orientated, primarily at undergraduate level. *Department of Higher Education and Training: Dictionary of Terms and Concepts for Post-School Education and Training, 2024*.

13. CONTACT DETAILS

Requests for further information regarding specific sections of the report can be communicated to the following persons:

PUBLIC HEIs:

Deputy Director: Higher Education Management Information System (HEMIS)

Mr Norman Nkwana

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5098
Fax: 086 298 9673
Email: Nkwana.N@dhet.gov.za

Deputy Director: Higher Education Management Information System (HEMIS)

Mr Jacques Appelgryn

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5480
Fax: 086 298 9673
Email: Appelgryn.J@dhet.gov.za

PRIVATE HEIs:

Director: Private Higher Education Institutions

Dr Shaheeda Essack

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5444
Fax: 012 324 6343
Email: Essack.S@dhet.gov.za

CET COLLEGES:

Director: CET Monitoring and Evaluation

Mr Bully Sedibe

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5977
Email: Sedibe.B@dhet.gov.za



TVET COLLEGES:

Deputy Director: TVET Monitoring and Evaluation
Ms Matome Mafa

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5506
Fax: 086 558 2170
Email: Mafa.M@dhet.gov.za

PRIVATE COLLEGES:

Deputy Director: CET Monitoring and Evaluation

Mr Nkosana Nkambule

Department of Higher Education and Training

123 Francis Baard Street, Pretoria

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 312 5095

Email: Nkambule.N@dhet.gov.za

SETA PERFORMANCE:

Director: SETA Implementation Oversight

Mr Lungisa Tunzi

Department of Higher Education and Training

123 Francis Baard Street, Pretoria

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 312 5633

Fax: 086 698 9734

Email: Tunzi.L@dhet.gov.za

Deputy Director: SETA Implementation Oversight

Mr Lennox Malaka

Department of Higher Education and Training

123 Francis Baard Street, Pretoria

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 312 5107

Fax: 086 298 9822

Email: Malaka.Lennox@dhet.gov.za

NATIONAL ARTISAN'S MODERATION BODY (NAMB)

Acting Chief Director: National Artisan Development

Mr Jowie Bopape

Department of Higher Education and Training

INDLELA, Olifanstfontein

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 011 206 1004

Fax: 011 316 3284

Email: Bopape.J@dhet.gov.za

Acting Deputy Director: Information Management & Analysis (NAD)

Mr Mackson Motedi

Department of Higher Education and Training

INDLELA, Olifanstfontein

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 011 206 1137

Fax: 011 316 3284

Email: Motedi.M@dhet.gov.za

EXAMINATIONS:

Acting Chief Director: National Examinations & Assessment (TVET, CET and Private colleges)

Dr Malose Ramoroka

Department of Higher Education and Training

222 Struben Street, Pretoria

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 357 3895

Email: Ramoroka.D@dbe.gov.za

Director: Resulting and Certification: IT Systems (TVET, CET and Private colleges)

Mr Ledimo Mphahlele

Department of Higher Education and Training

222 Struben Street, Pretoria

Postal Address: Private Bag X174, Pretoria, 0001

Tel.: 012 357 4219

Email: Mphahlele.L@dbe.gov.za

FINANCE:

Director: Financial Management

Ms Amelia Poolman

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5241
Fax: 012 323 1413
Email: Poolman.A@dhet.gov.za

NATIONAL SKILLS FUND (NSF)

Acting Chief Executive Officer: NSF

Ms Melissa Erra

National Skills Fund
Ndinaye House
178 Francis Baard Street, Pretoria, 0002
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 943 2916
Email: MelissaE@nsf.org.za

Deputy Director: Strategy, Innovation and Organisational Performance

Ms Thenjiwe Ncube

National Skills Fund
Ndinaye House
178 Francis Baard Street, Pretoria, 0002
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 943 3248
Email: ThenjiweN@nsf.org.za

NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS):

Deputy Director: Management Support and Transfers

Ms Kgabiso Molokoane

Department of Higher Education and Training
123 Francis Baard Street, Pretoria
Postal Address: Private Bag X174, Pretoria, 0001
Tel. : 012 312 5298
Email: Molokoane.K@dhet.gov.za

GENERAL ENQUIRIES:

Higher Education and Training Information System (HETIS) Officer

Ms Nthabiseng Tema

Department of Higher Education and Training
Postal Address: Private Bag X174, Pretoria, 0001
Tel.: 012 312 5965/6191
Email: HETIS.Officer@dhet.gov.za

AT A GLANCE:

The following Post-School Education and Training Institutions existed in South Africa in 2024:

26	Public Higher Education Institutions
137	Private Higher Education Institutions
50	Technical and Vocational Education and Training (TVET) colleges
146	Private colleges
9	Community Education and Training (CET) colleges
21	Sector Education and Training Authority (SETA)

Student enrolment in the Post-School Education and Training sector in 2024 was as follows:

Public Higher Education and Training Institutions:	1 115 580
Private Higher Education and Training Institutions:	313 186
Technical and Vocational Education and Training (TVET) colleges:	560 446
Private colleges:	65 374*
Community Education and Training colleges:	128 541**
Sector Education and Training Authority (SETA) programmes:	187 372

**This figure represents enrolment at only 100 of the 146 registered private colleges that responded to the Departmental Annual Survey.*

***This figure represents enrolment at only 1 411 of the 1 791 gazetted Learning Centres.*

DHET Call Centre (Toll Free): 0800 872 222

DHET Website: www.dhet.gov.za

HETIS Officer Tel.: 012 312 5965 / 6191

HETIS Officer Email: HETIS.Officer@dhet.gov.za

ISBN: 978-1-83491-799-3