



# Education Series Volume V Higher Education and Skills in South Africa, 2017

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# National Qualification Framework levels and its sub-frameworks

Further education and training				N S C / N C V	Skills development		Post-secondary					
School/Colleges					Colleges		University					
Grade 9	Grade 10	Grade 11	Grade 12		18 months	3-5 years	Year 1	Year 2	Year 3	+1 year	+3-5 years	+1-2 years
NCV1	NCV2	NCV3	NCV4		Appren- ticeship	Artisans	Higher Certifica te	Diplom a	Degree	Honours	Masters	Phd
	NATED 1	NATED 2	NATED 3		N4-N6	Trade test	N4-N6	Diplom a				
N Q F 1	N Q F 2	N Q F 3	N Q F 4		N Q F 5	N Q F 6	N Q F 5	N Q F 6	N Q F 7	N Q F 8	N Q F 9	N Q F 10

# What does general government spend money on?

Breakdown of total South African government spending in 2017/18

## BUDGET 2017/18 EXPENDITURE



### CONSOLIDATED GOVERNMENT EXPENDITURE

**R1.56 TRILLION**

**R884 BILLION**

### SOCIAL SERVICES



#### ECONOMIC AFFAIRS & AGRICULTURE

**R241.6bn**

Economic infrastructure and network regulation	R89.5bn
Employment, labour affairs and social security funds	R75.9bn
Industrial development and trade	R28.9bn
Agriculture, rural development and land reform	R26.5bn
Science, technology, innovation and the environment	R20.6bn



#### DEFENCE & PUBLIC SAFETY

**R198.7bn**

Police services	R93.8bn
Defence and state security	R54.0bn
Law courts and prisons	R43.8bn
Home affairs	R7.2bn



#### GENERAL ADMIN

**R70.7bn**

General public administration and fiscal affairs	R43.9bn
Executive and legislative organs	R14.3bn
External affairs and foreign aid	R12.4bn



#### DEBT-SERVICE COSTS

**R162.4bn**

Debt service costs	R162.4bn
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#### EDUCATION

**R320.5bn**

Basic education	R216.7bn
University subsidies	R31.6bn
Skills development levy institutions	R21.1bn
Education administration	R15.8bn
National Student Financial Aid Scheme	R15.3bn
Technical and vocational education and training	R7.4bn



#### HEALTH

**R187.5bn**

District health services	R83.6bn
Central hospital services	R35.9bn
Provincial hospital services	R32.3bn
Other health services	R25.8bn
Facilities management and maintenance	R9.9bn



#### LOCAL DEVELOPMENT AND INFRASTRUCTURE

**R195.8bn**

Municipal equitable share and infrastructure grant	R72.9bn
Human settlements, water and electrification programmes	R52.8bn
Public transport	R44.1bn
Other human settlements and municipal infrastructure	R26.0bn



#### SOCIAL PROTECTION

**R180.0bn**

Old age grant	R64.5bn
Child-support grant	R56.3bn
Disability grant	R21.2bn
Provincial social development	R19.2bn
Other grants	R10.7bn
Policy oversight and grant administration	R8.3bn

**R884 BILLION**


### SOCIAL SERVICES



#### EDUCATION

**R320.5bn**

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Skills development levy institutions	R21.1bn
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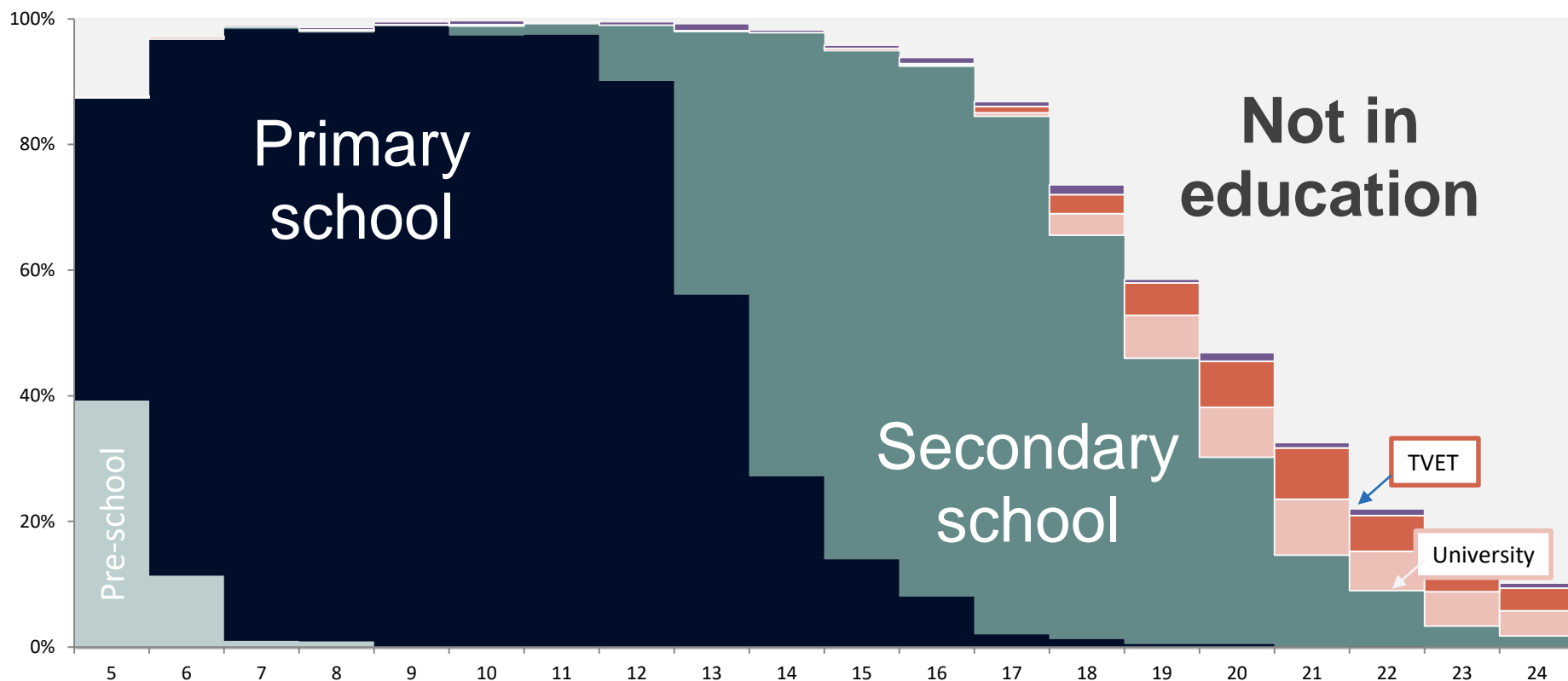


One of the biggest impediments to higher educational attainment in South Africa is the **low levels of progression of learners** within the further education and training (FET) phase, resulting in a lower percentage of youth achieving the national senior certificate pass.



**There is noticeable representation of learners who are older than the ideal graduation age in primary and secondary schools.**

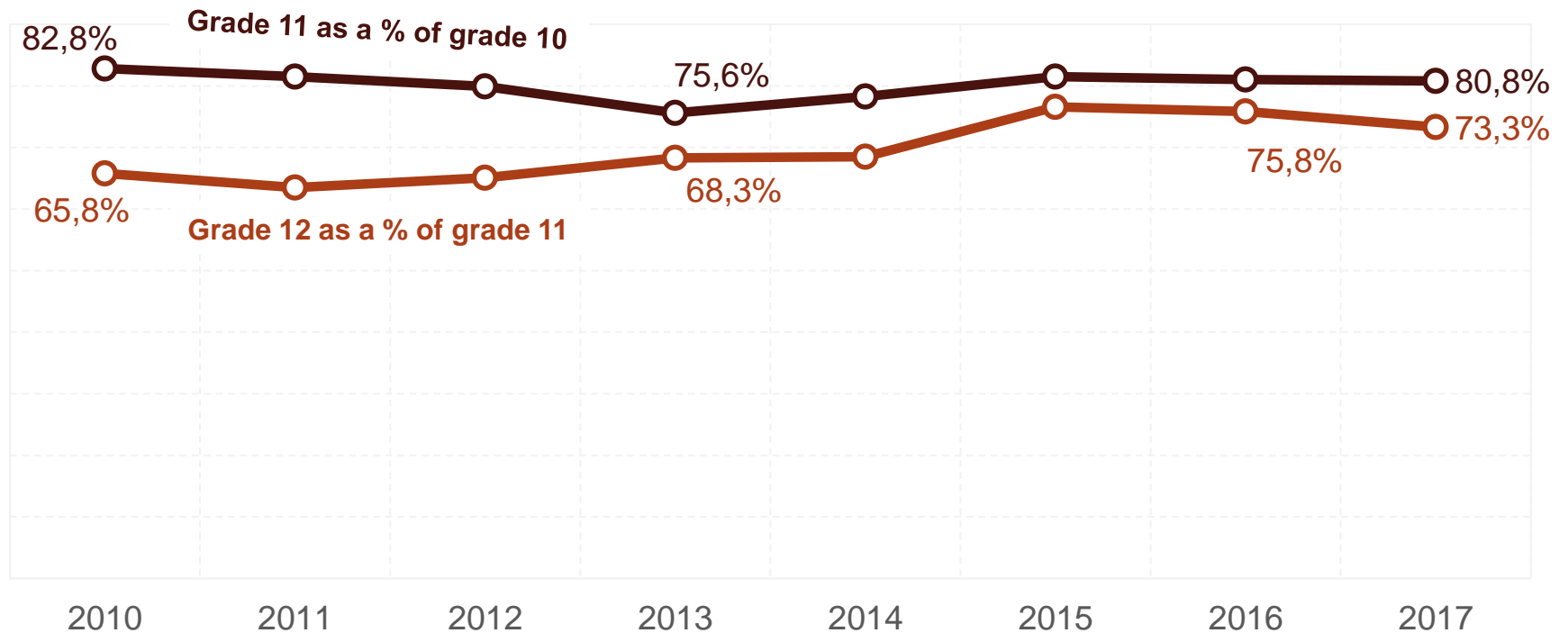
*Percentage of those aged 5 – 24 years who attend educational institutions, 2017*



Source: GHS 2017

# In 2017, 80,8% of learners who enrolled in Grade 11 had enrolled in Grade 10 during the previous year.

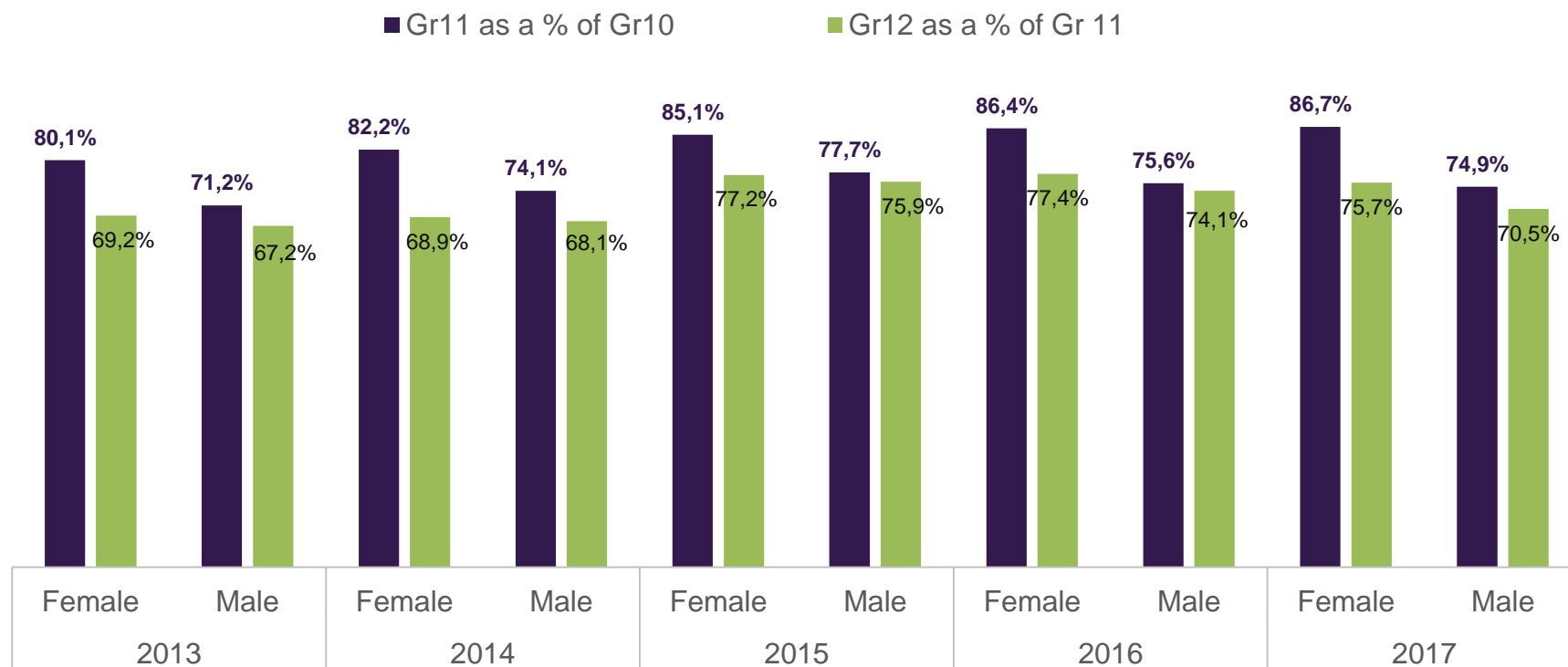
Grade 11 and 12 progressions 2010 - 2017



Source: Own calculation based on data from DBE

# Progression rates are higher among females as compared to males.

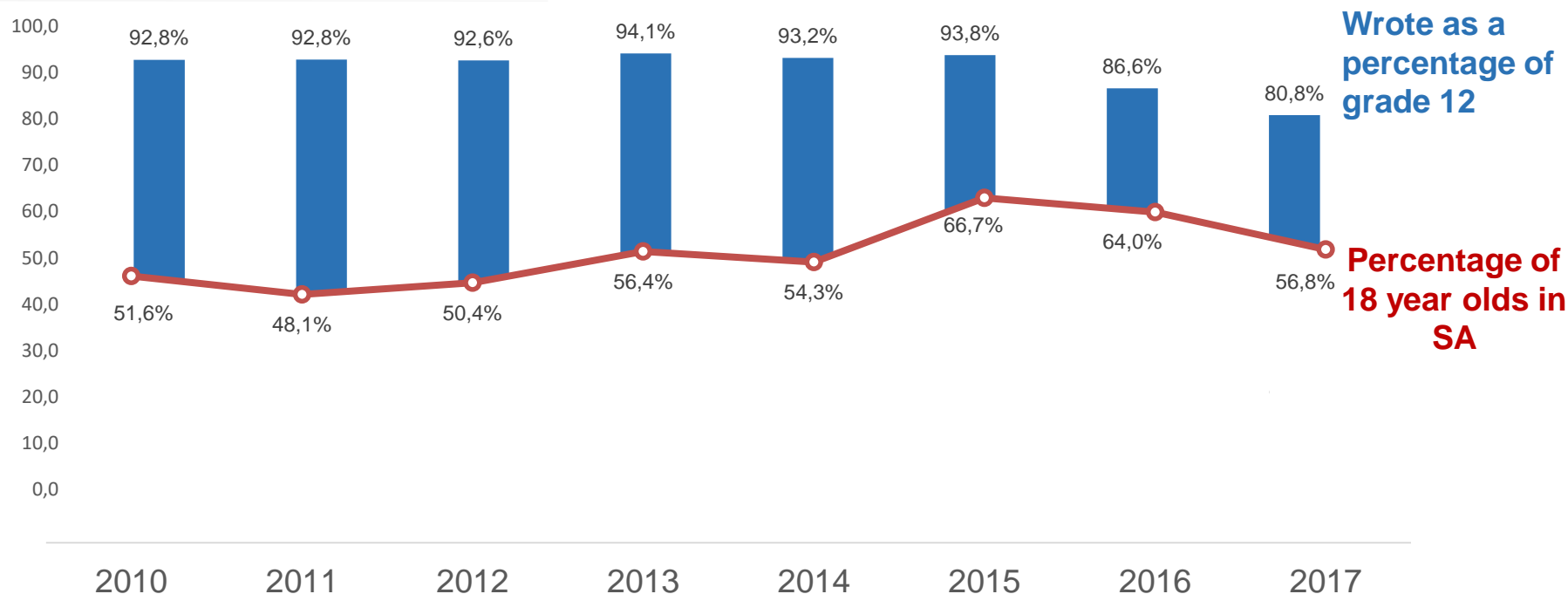
Grade 11 and 12 progressions 2013 - 2017  
by gender



Source: Own calculation based on data from DBE Education

# 19,2% of Grade 12 learners did not write the NSC exam in 2017.

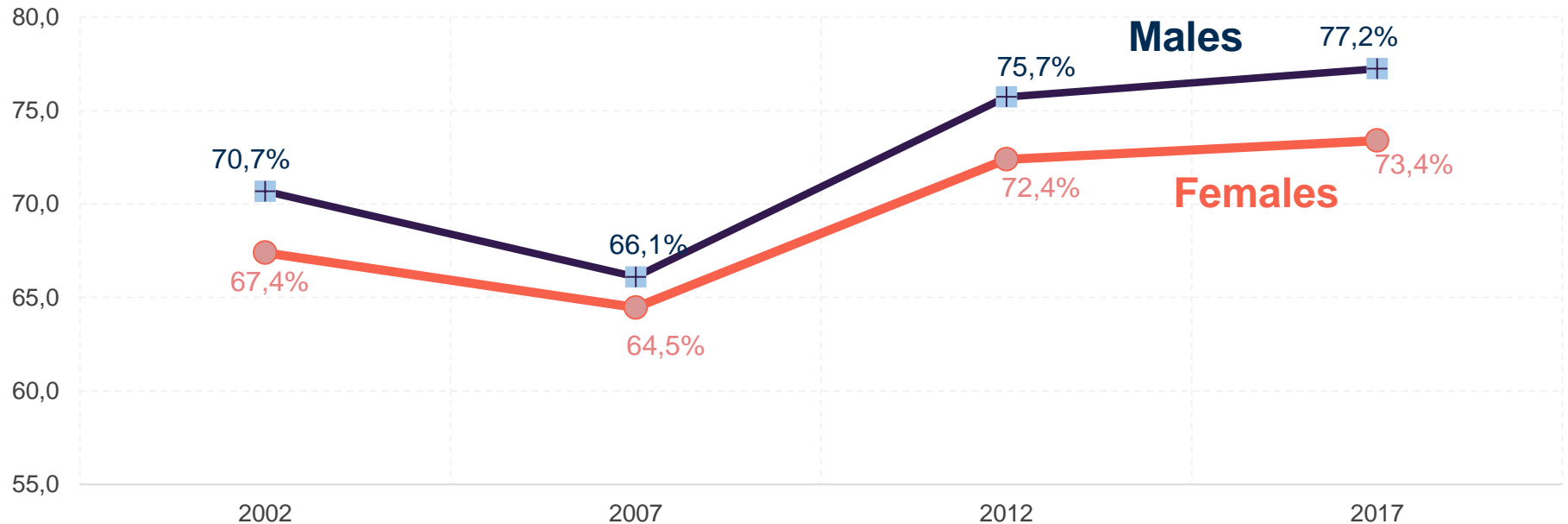
*NSC candidates who wrote the exam as a percentage of the Grade 12 enrolled learners and the eligible population aged 18, 2010–2017*





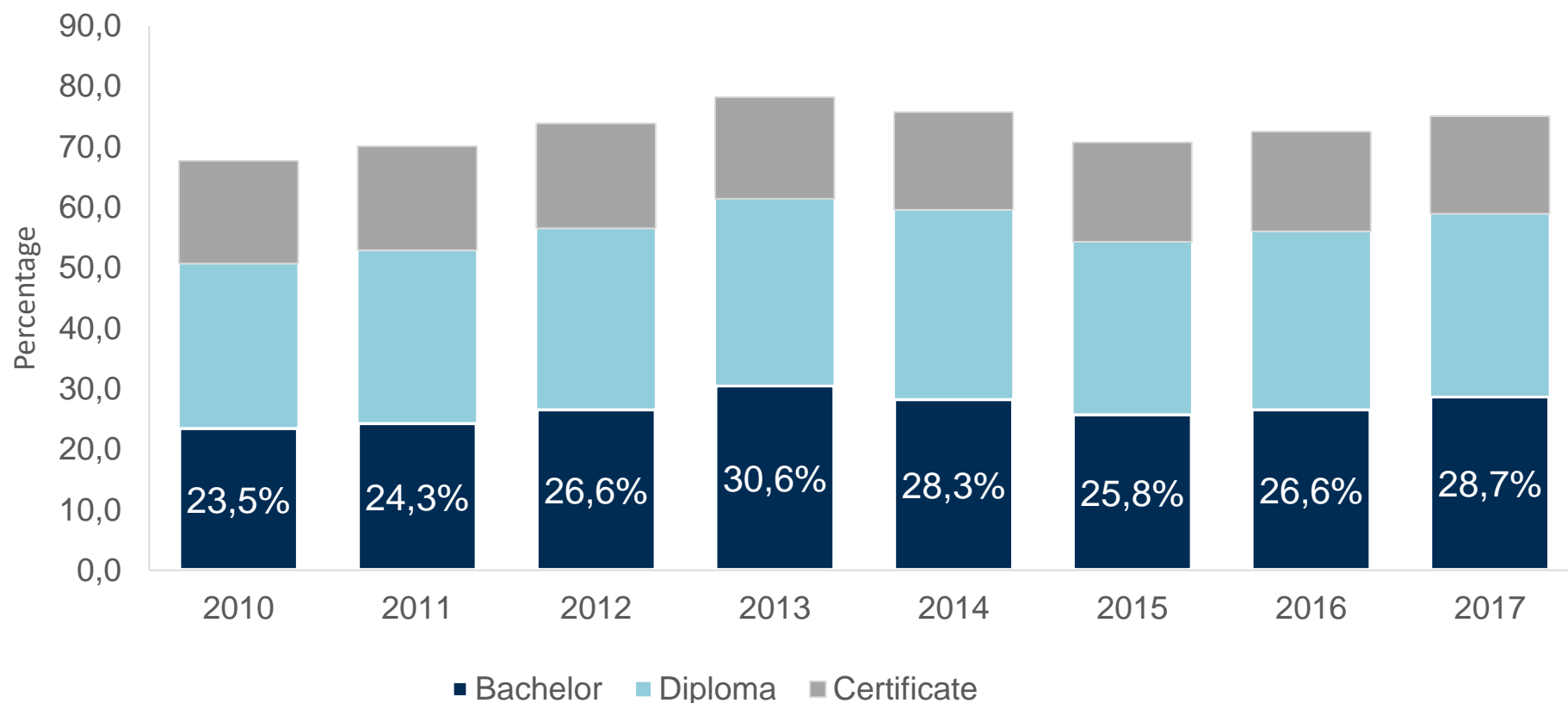
# Achievement for male learners was four percentage point higher than the achievement rate for female learners in 2017.

Candidates who achieved the NSC examination by gender, 2002-2017



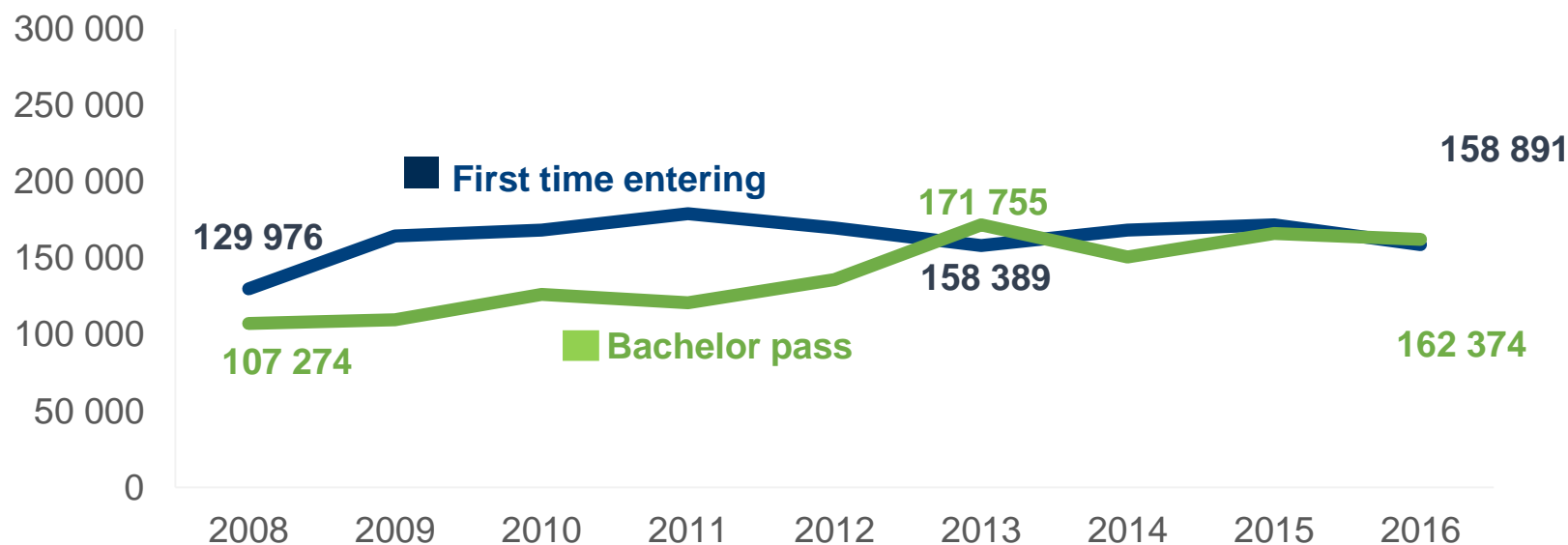
# In 2017, close to 29% of candidates who wrote the exam achieved a bachelor pass.

Percentage of those who wrote exam by achievement type, 2010-2017



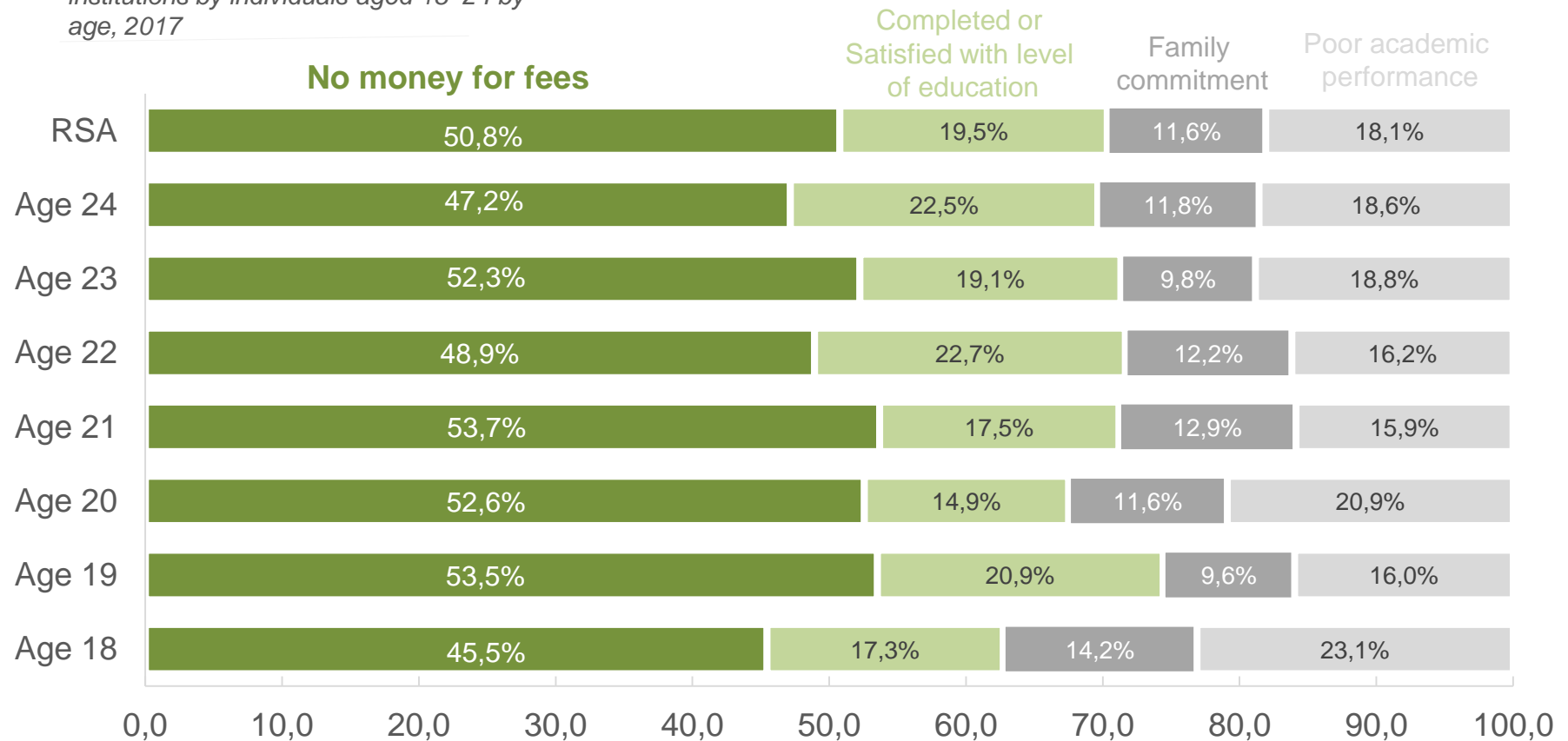
# The increase in bachelor passes over time was not reflected in the growth in number of first time entrants.

*Number of first time students entering public higher education institutions at undergraduate degrees and diplomas programs, 2000–2016*



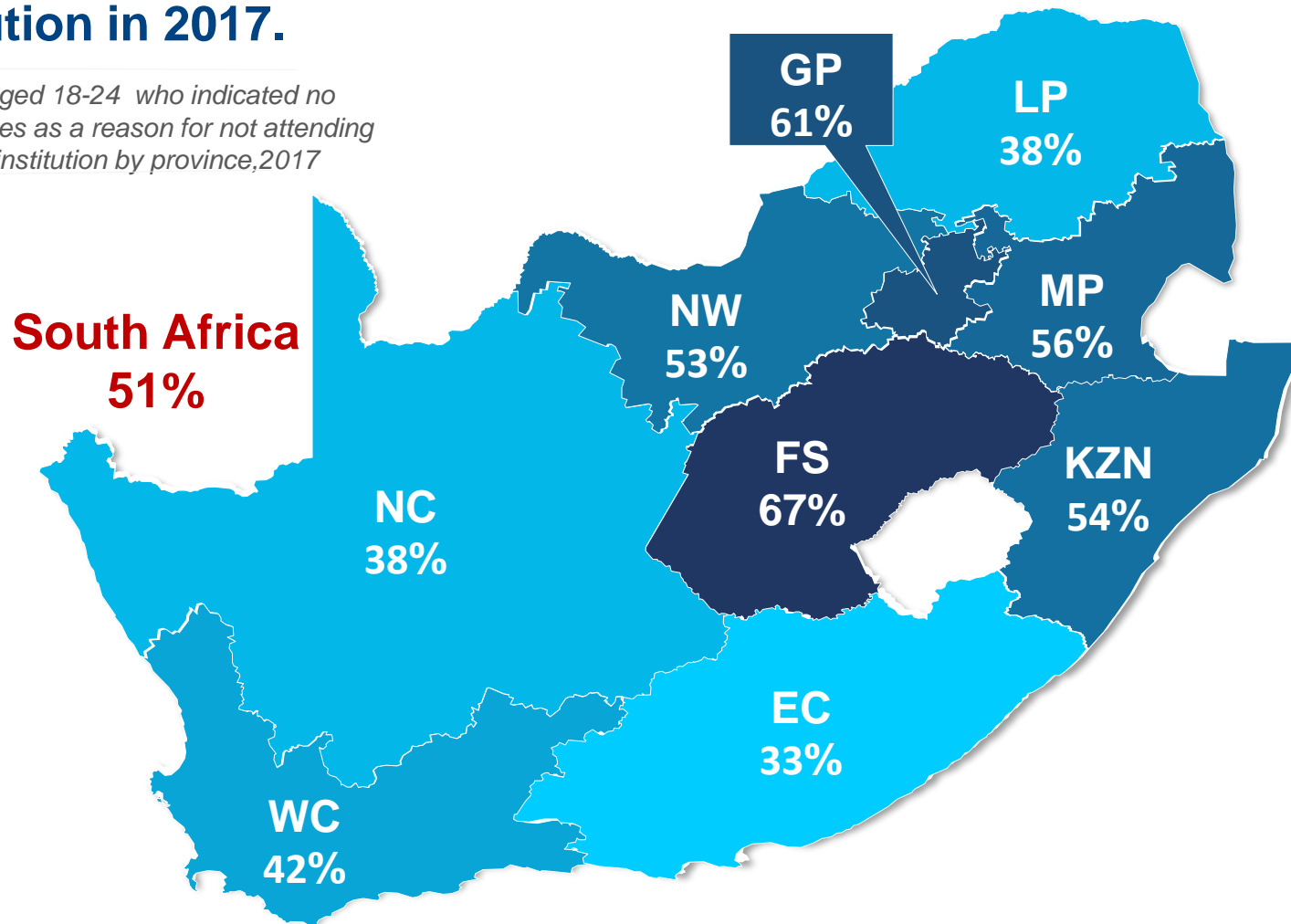
# 1,4 million individuals aged 18-24 reported that they did not attend any educational institutions because they had no money for fees.

*Reasons for not attending educational institutions by individuals aged 18–24 by age, 2017*



# Youth aged 18–24 residing in Free State, KwaZulu-Natal, North West, Gauteng and Mpumalanga, cited lack of money for school fees as the principal reason for not attending any educational institution in 2017.

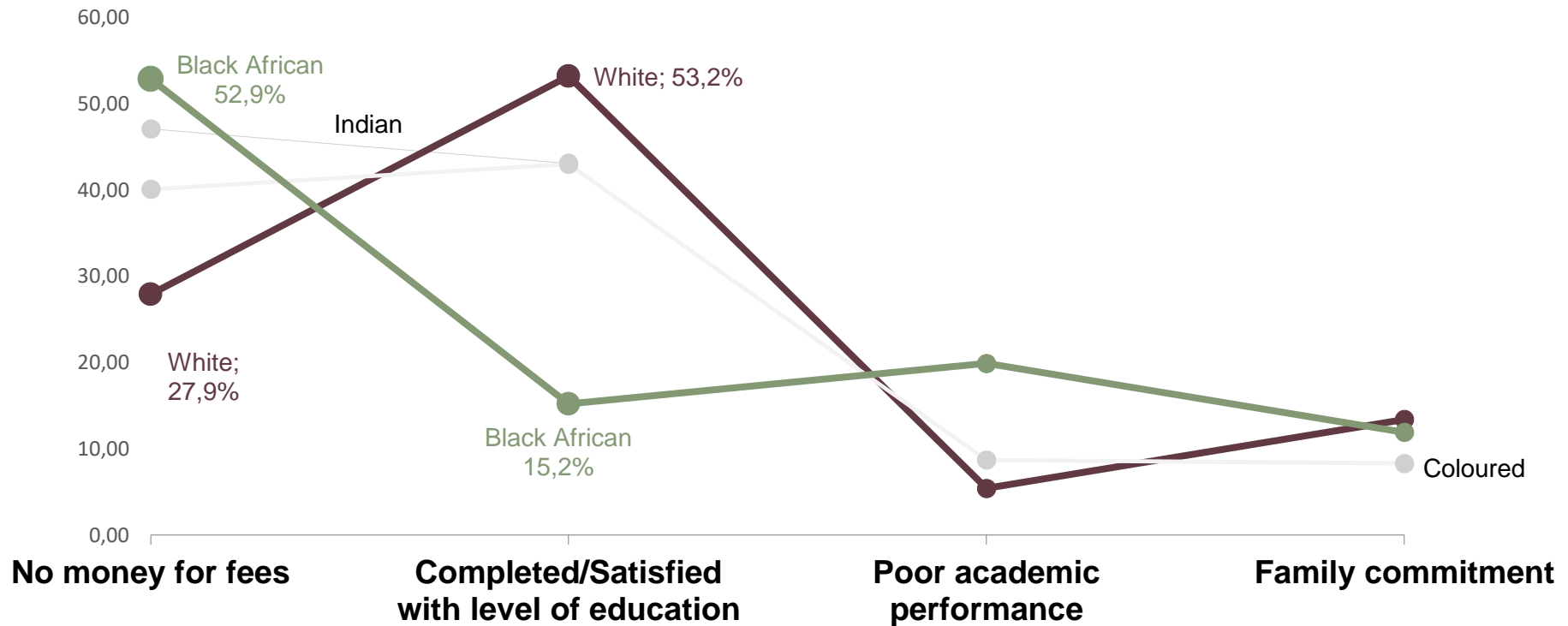
*Individuals aged 18-24 who indicated no money for fees as a reason for not attending educational institution by province, 2017*



Source: GHS, 2017

**Among black African youths, more than half (53%) did not study because they did not have money for fees.** *By contrast, only 28% of white youths reported not being able to attend educational institutions due to lack of funds.*

*Reasons for not attending educational institutions by individuals aged 18–24 by population group, 2017*

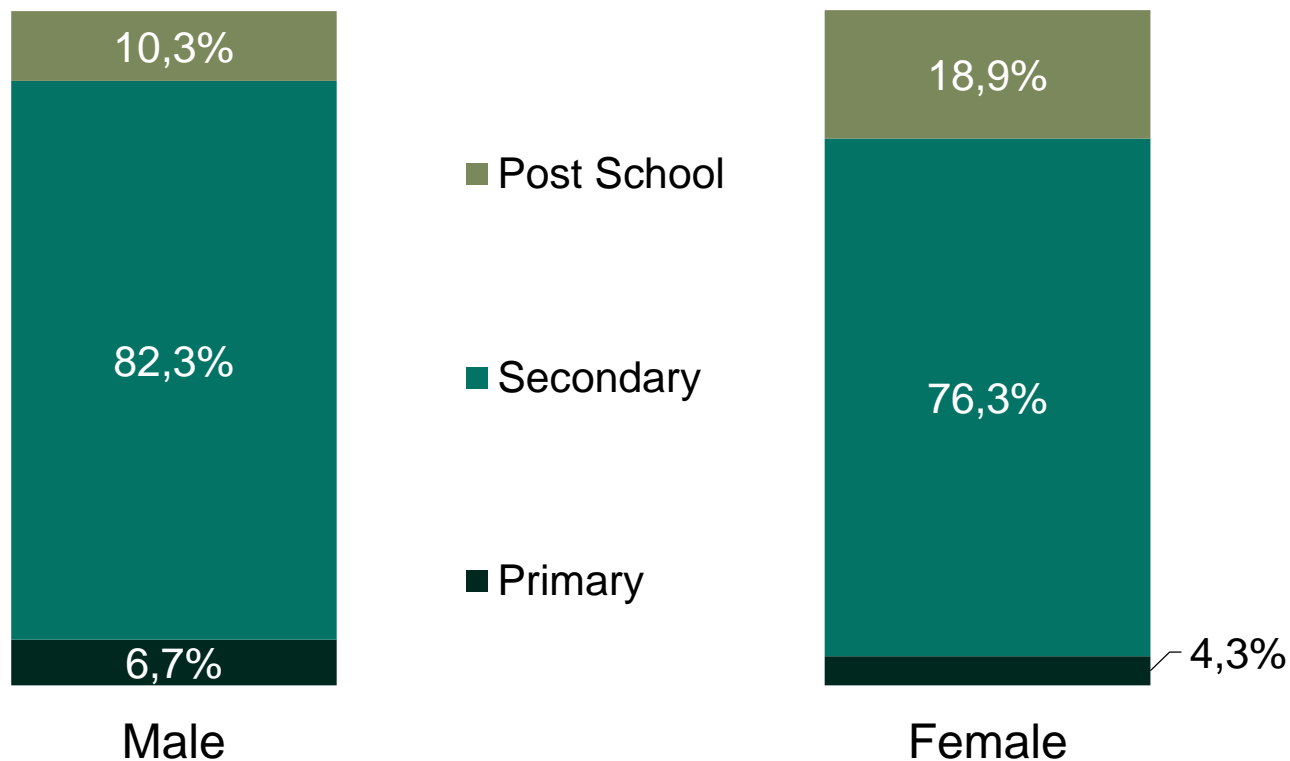


*\* For Indian population group, poor academic performance not shown due to sample size*



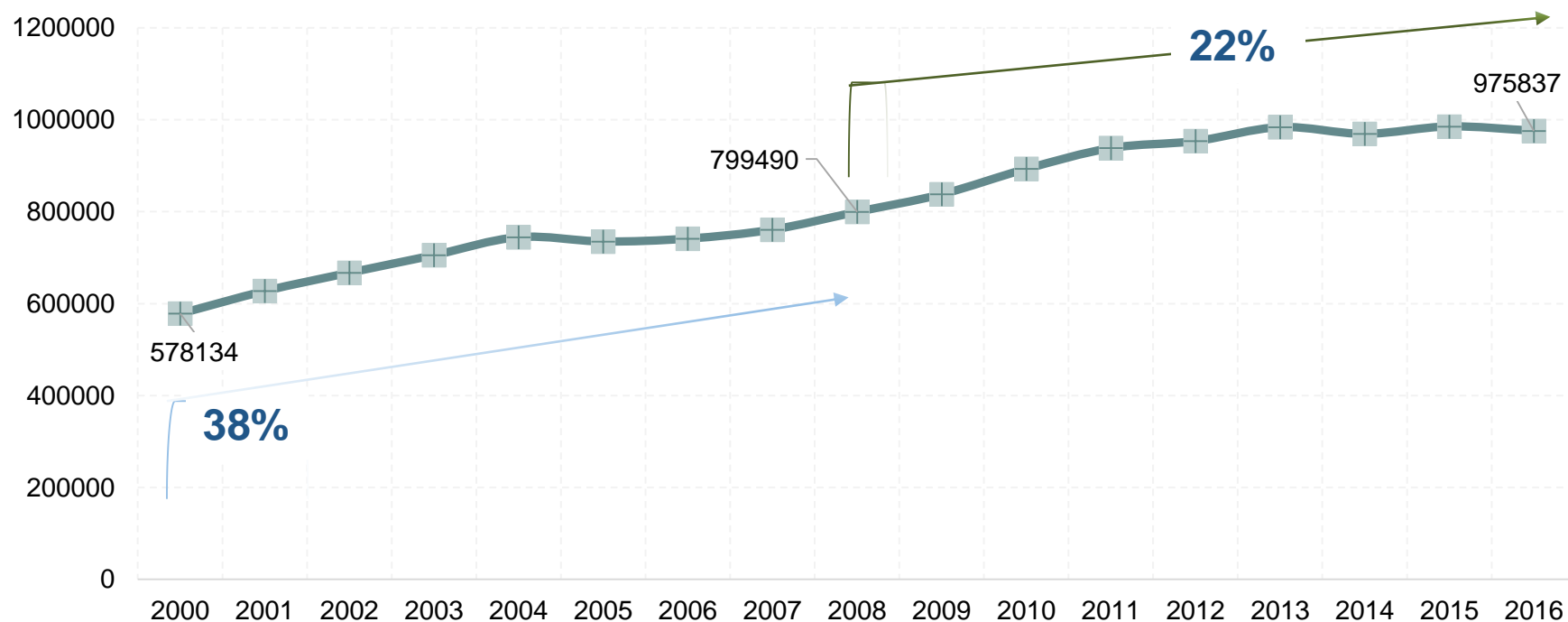
## Of those 18-24 who **completed and were satisfied** with their education, rates differed most for post - school education by gender

*Individuals aged 18–24 who were not attending educational institutions and were satisfied with their educational attainment by their highest level of education and gender, 2017*



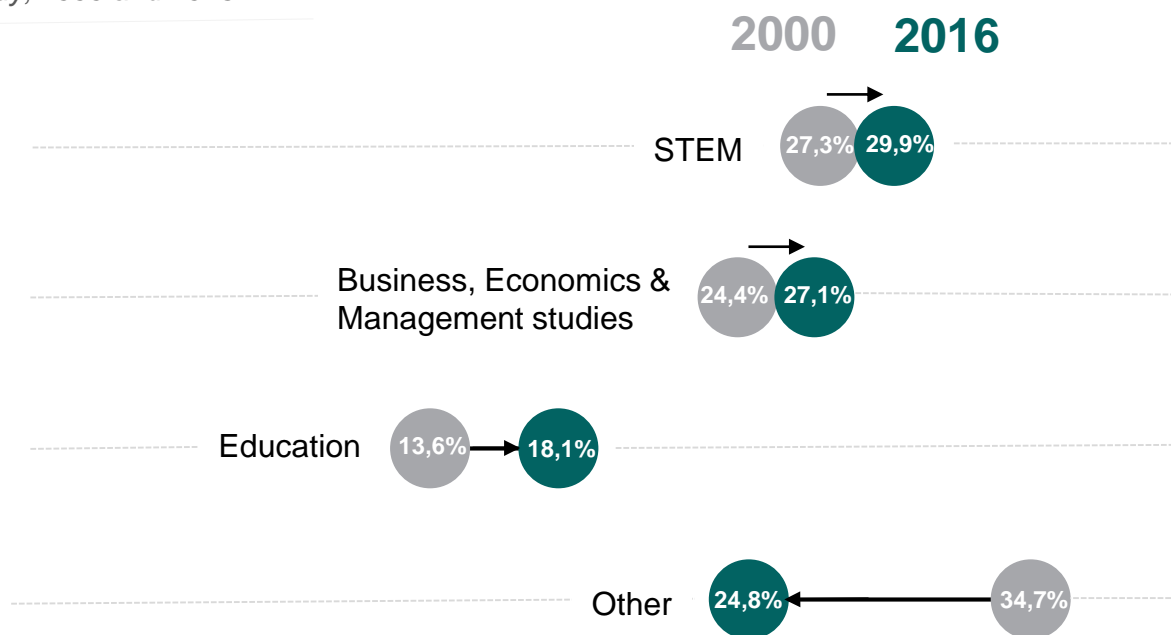
## The percentage of enrolled students in HEI increased by 38% between 2000 and 2008 and by 22% between 2008 and 2016.

Number of individuals enrolled in public higher education institutions (HEI) from 2000 - 2016



**The STEM fields of study represented 29,9% of all enrolment in 2016, amounting to a 2,6 percentage point increase from 2000. The total percentage enrolment in education also increased to 18,1% in 2016.**

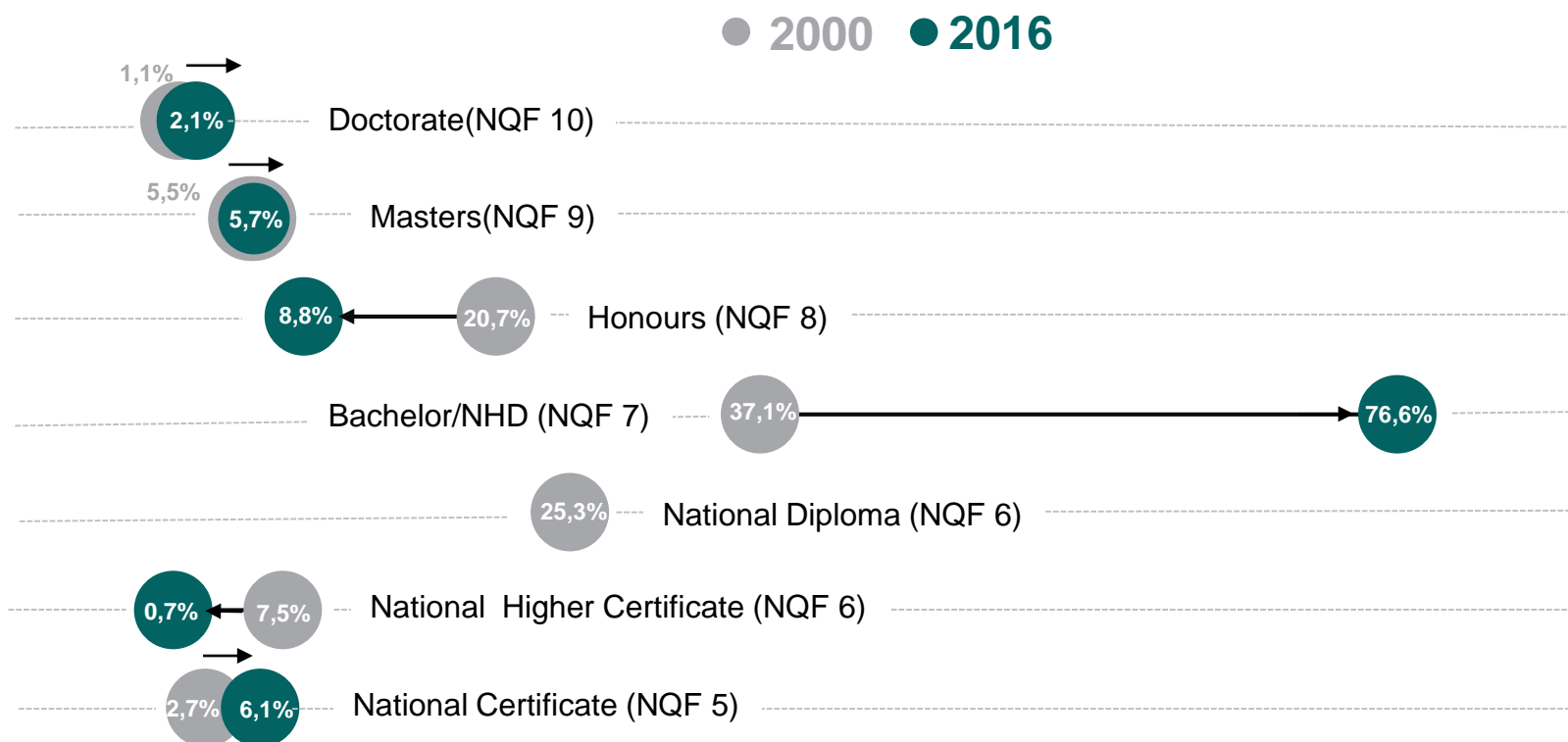
*Enrolment in public higher education by fields of study, 2000 and 2016*



Note: STEM refers to science, technology, engineering and maths

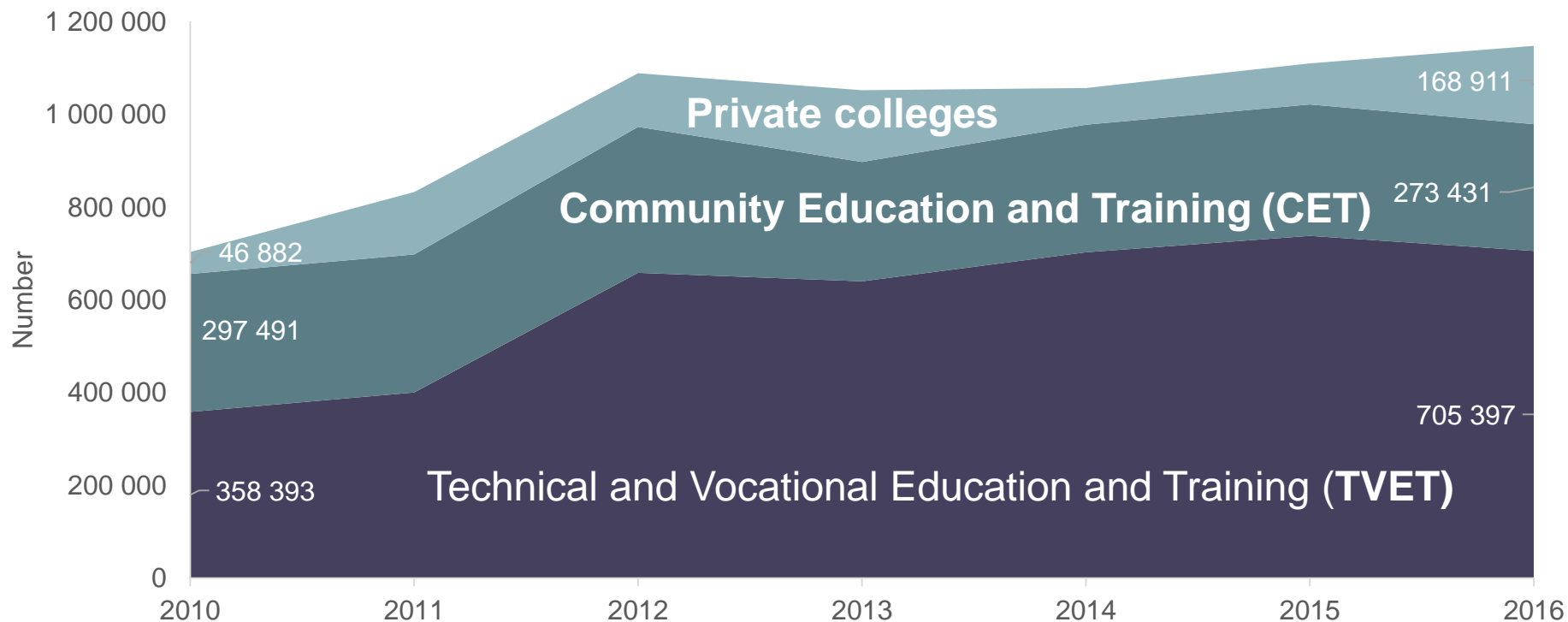
# Enrolment for honours degrees as the percentage of enrolment for such type of degrees was reduced for all population groups in 2016 compared to 2000. The percentage growth in higher degrees for all population groups was low.

Enrolment by qualification categories for public HEIs, 2000 and 2016



# TVET colleges accommodated 705 397 students whilst CET accepted 273 431 students in 2016; and private college 168 911

*Enrolment in TVET, CET and Private colleges, 2010–2016*

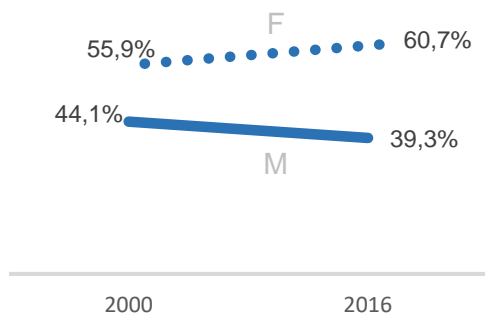


Source: DHET

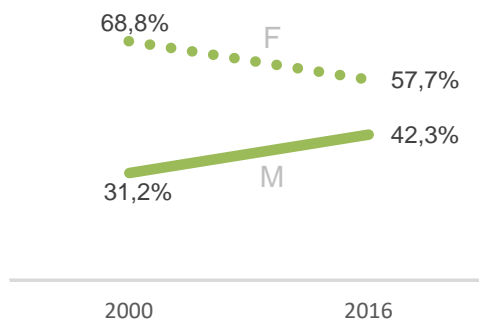
# There were more females than male students enrolled for all qualifications for both years, except for masters where more males than females enrolled.

Enrolment at Public HEI by qualification categories and gender 2000 and 2016

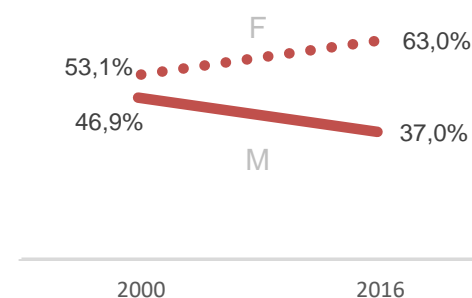
## Nat Cert (NQF5)



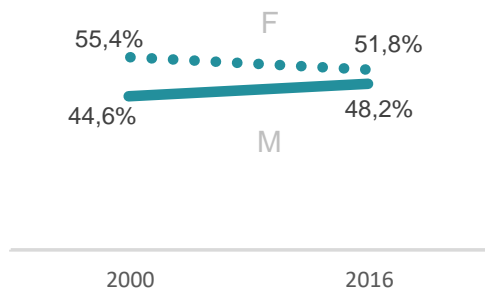
## Nat Higher Cert (NQF6)



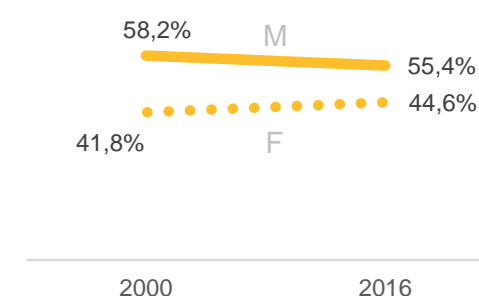
## Bach(NQF7)



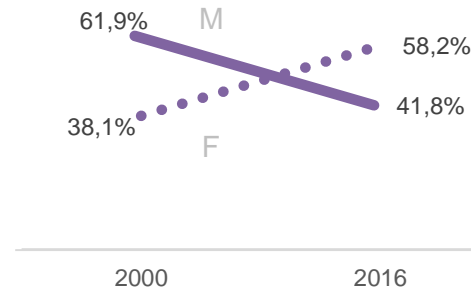
## Hons (NQF8)



## Mast (NQF9)



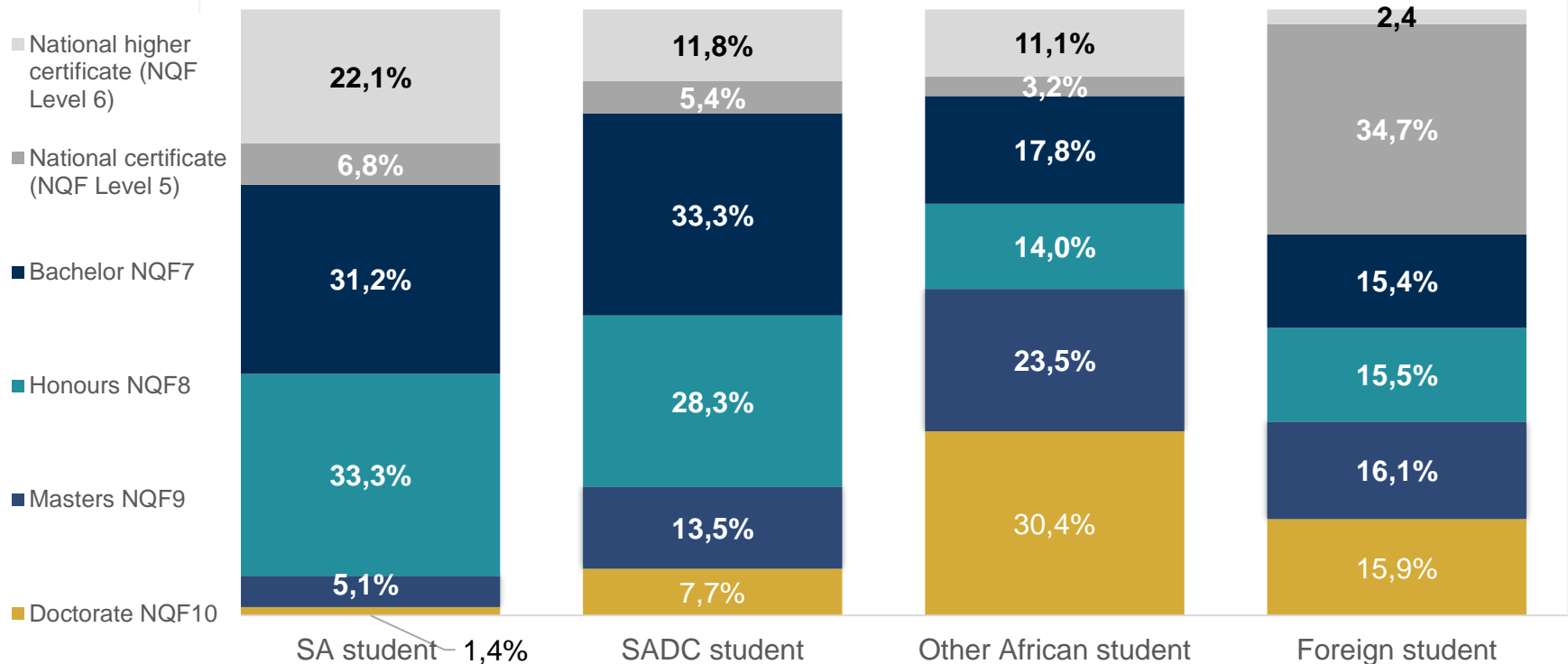
## Doct (NQF10)





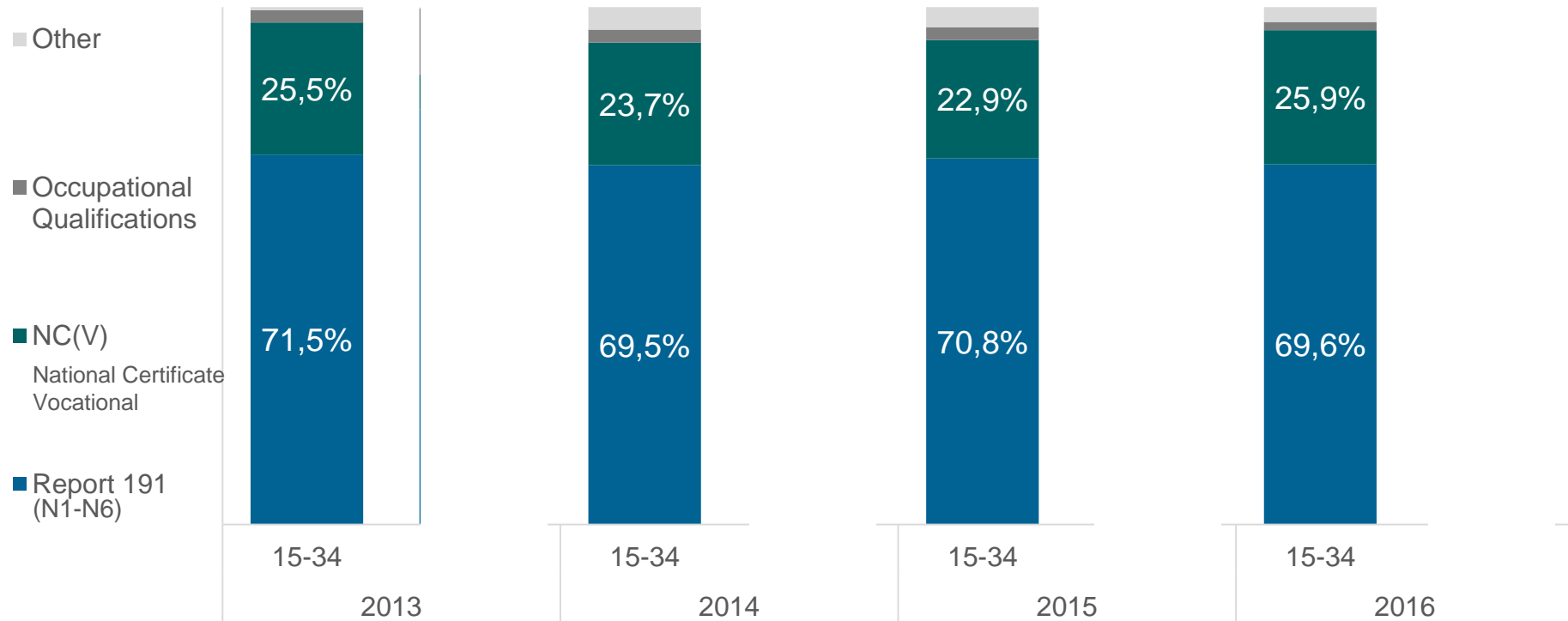
# African students other than SADC region would most likely study for higher qualifications such as masters and doctorate.

Percentage of enrolment at universities by degree type & nationality, 2016



# Around 70% or more of youth aged 15–34 enrolled in TVET institutions enrolled in Report 191(N1-N6) qualifications.

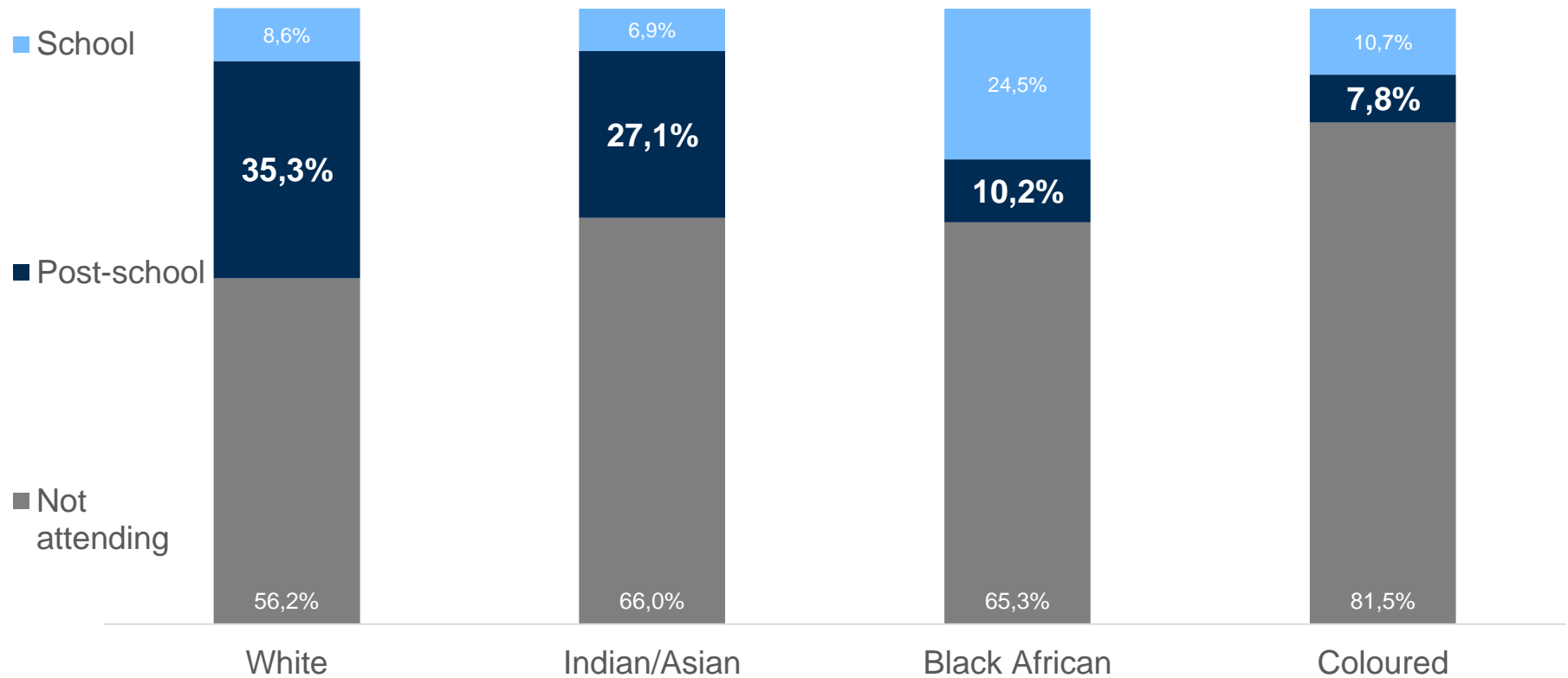
Percentage distribution of TVET college enrolment by age and qualification category, 2013–2016



- NATED / Report 191 programmes are delivered under the auspices of the Department of Higher Education and Training and quality assured by Umalusi. The programmes consist of 18 months theoretical studies at colleges and 18 months relevant practical application in work places. Engineering studies range from N1 – N6 while Business and Utility Studies range from N4 – N6
- Other refers to all programmes offered by TVET colleges i.e. skills development programmes and short courses varying between a week and a year.
- 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

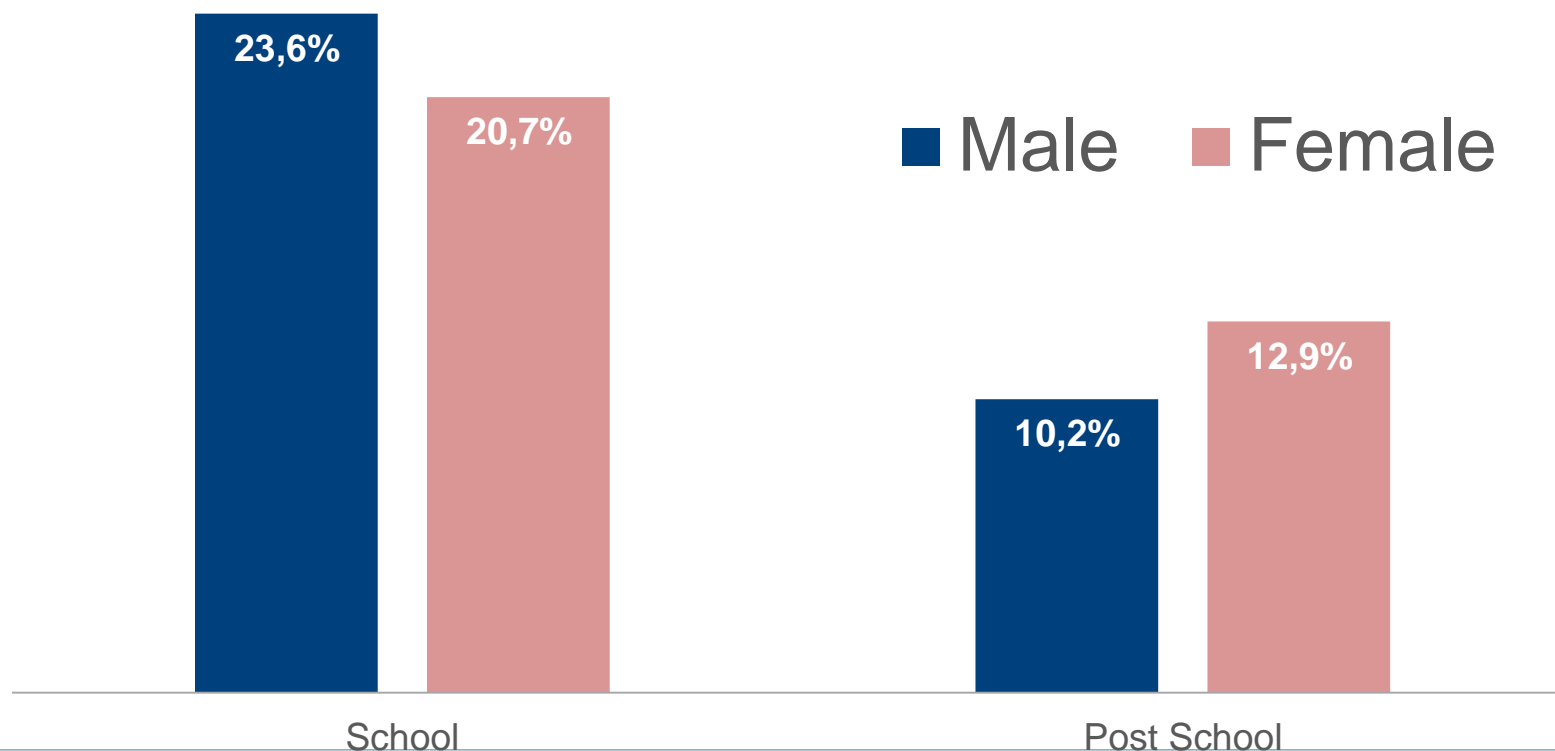
# While 35,3% of white youth attended post-school institutions, 10,2% of black African youth attended post-school institutions.

*Individuals aged 18-24 attending educational institutions by population group*



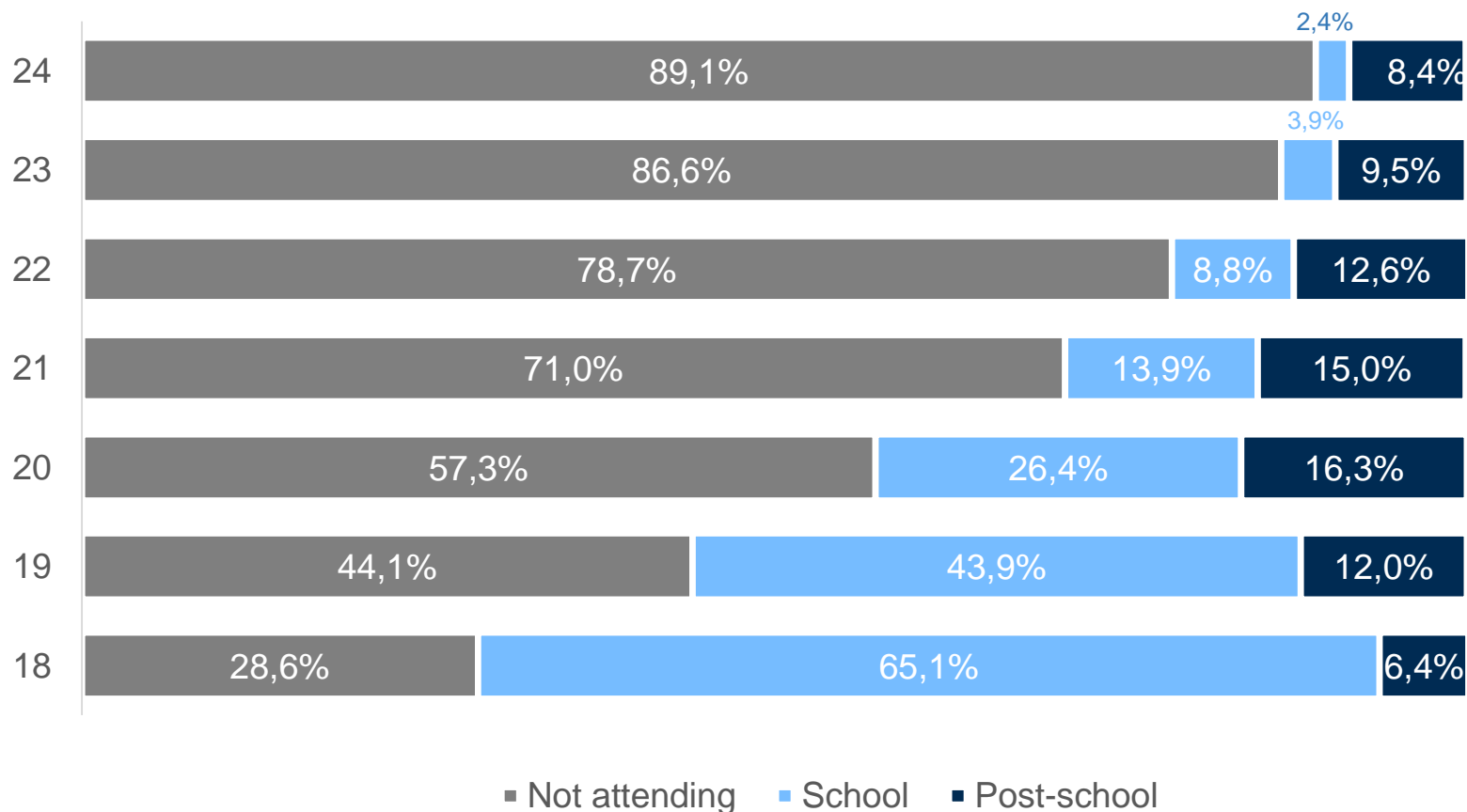
There are a larger number of males attending **school**, with a larger percentage of females attending **post school** 12,9% of female and 10,2% of male youth attended post-school institutions

Individuals aged 18-24 attending educational institutions by gender



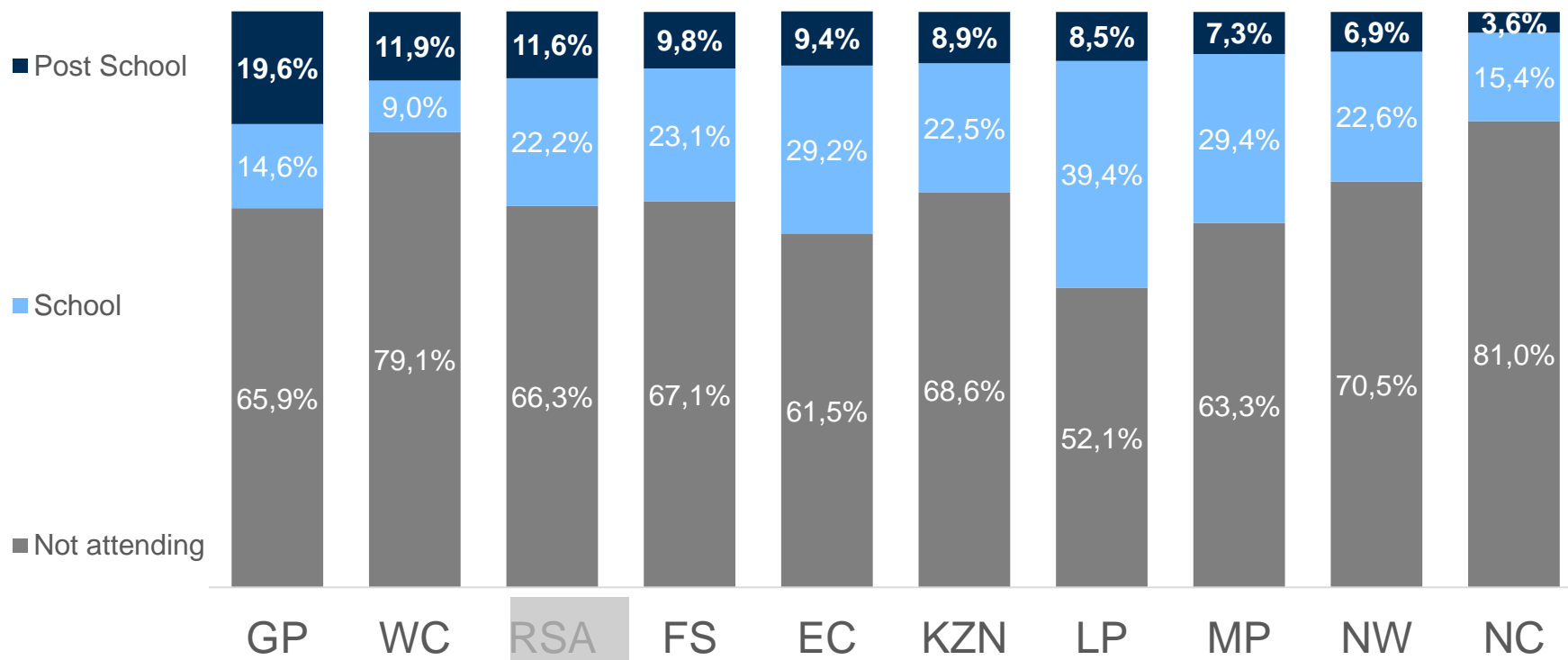
## Attendance of school was highest among those aged 18 (65,1%) and 19 (43,9%). Attendance of post-school institutions was highest among those aged 20 and 21

Individuals aged 18-24 attending educational institutions by age



# The highest youth post-school attendance was in GP followed by the WC

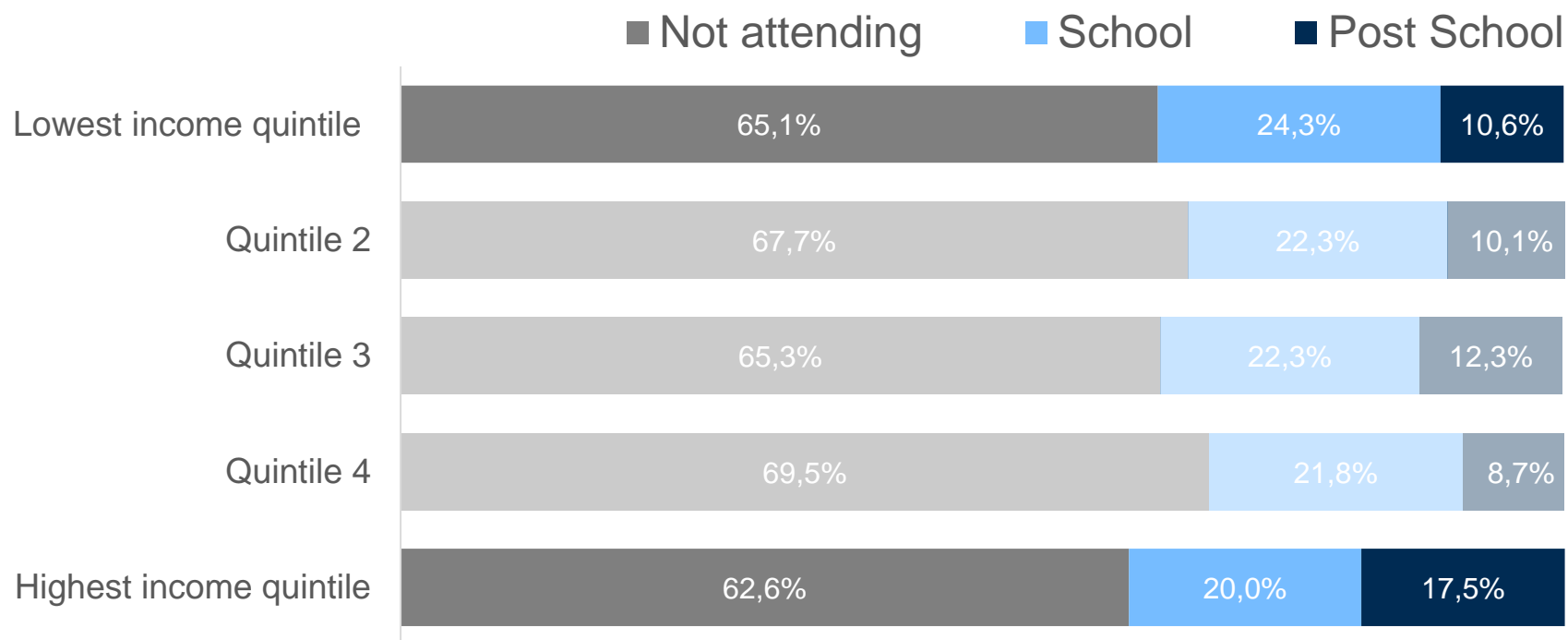
Individuals aged 18-24 attending educational institutions by provinces





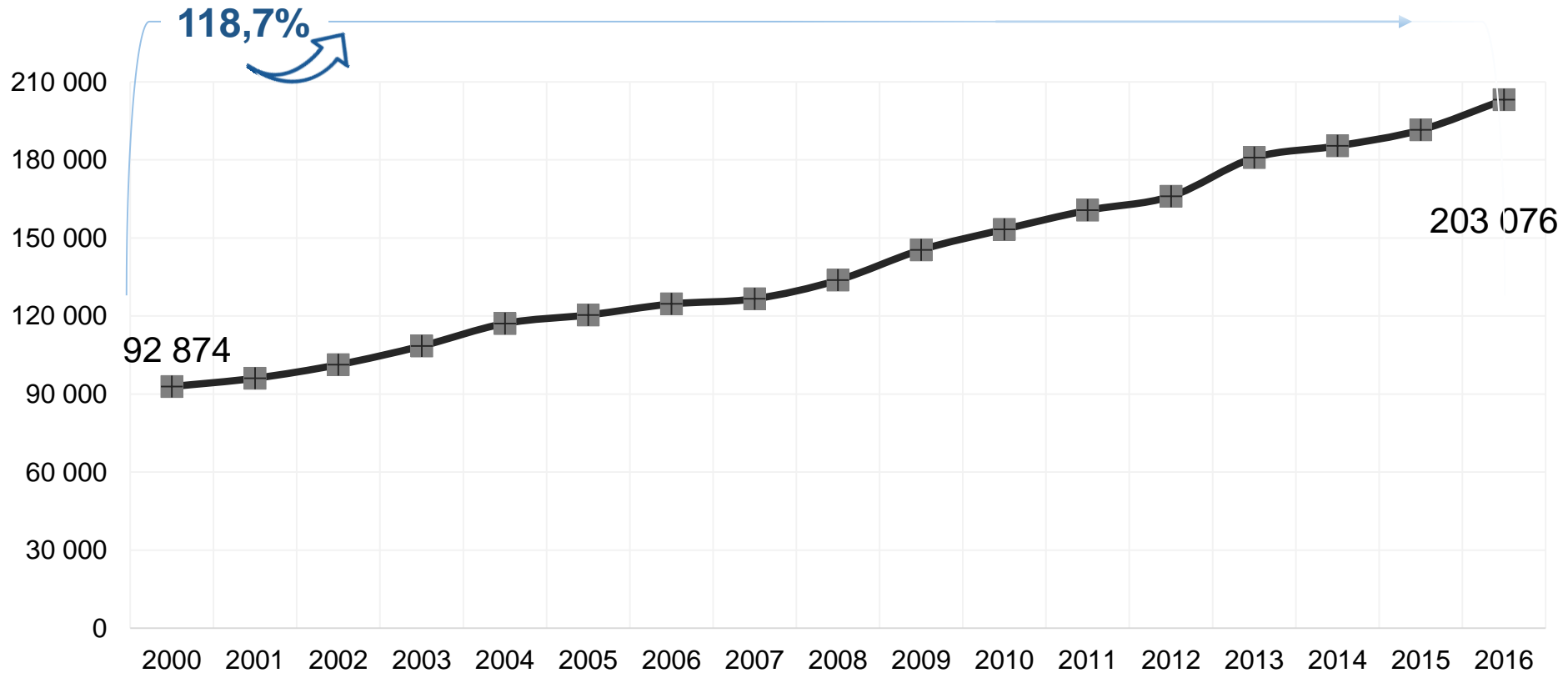
# 17,5% of youth in the highest income quintile were attending post-school educational institutions, compared to 10,6% in the lowest quintile.

Individuals aged 18-24 attending educational institutions by income quintiles



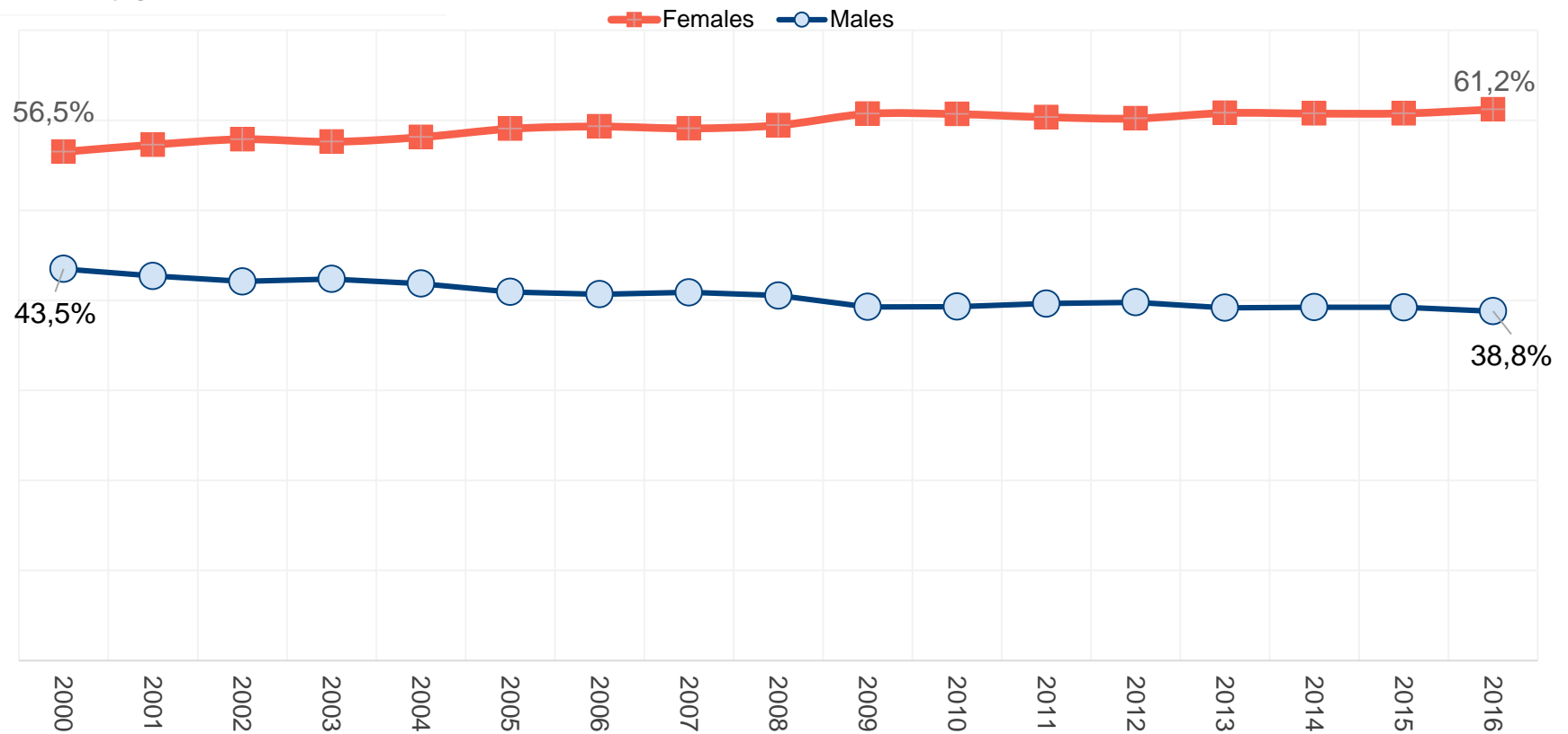
# The percentage growth in graduates from 2000 to 2016 was 118,7%

*Number of public higher education  
graduates, 2000-2016*



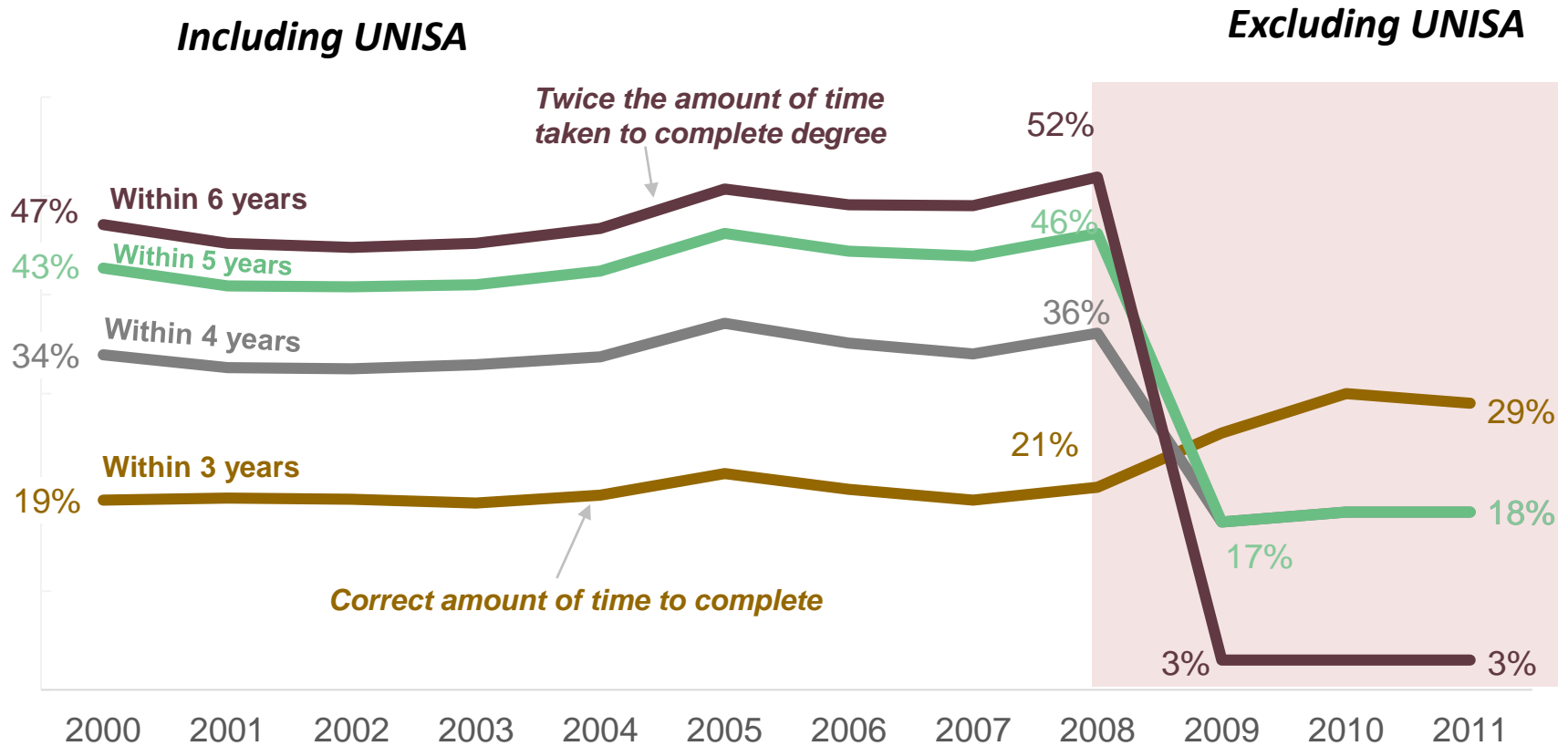
# The highest percentage of **graduates** were females and their percentage was steadily rising since 2000.

Percentage of public higher education graduates by gender, 2000–2016



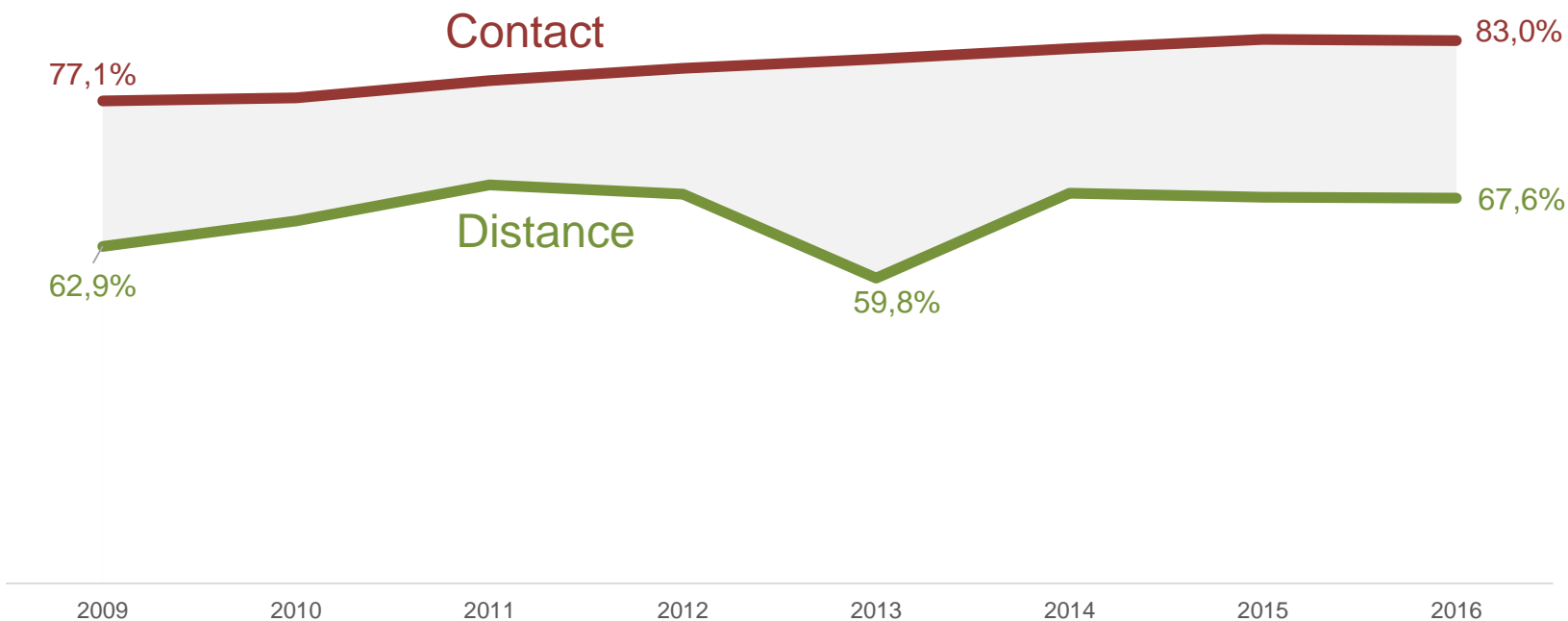
# The time taken by students to complete a three-year degree improved when students from UNISA were removed from the analysis. Of the 2000 cohort, nearly half (47%) took six years (which is double the amount of time required) to complete their degree.

National throughputs for three years degree with first year enrolment in 2000-2011



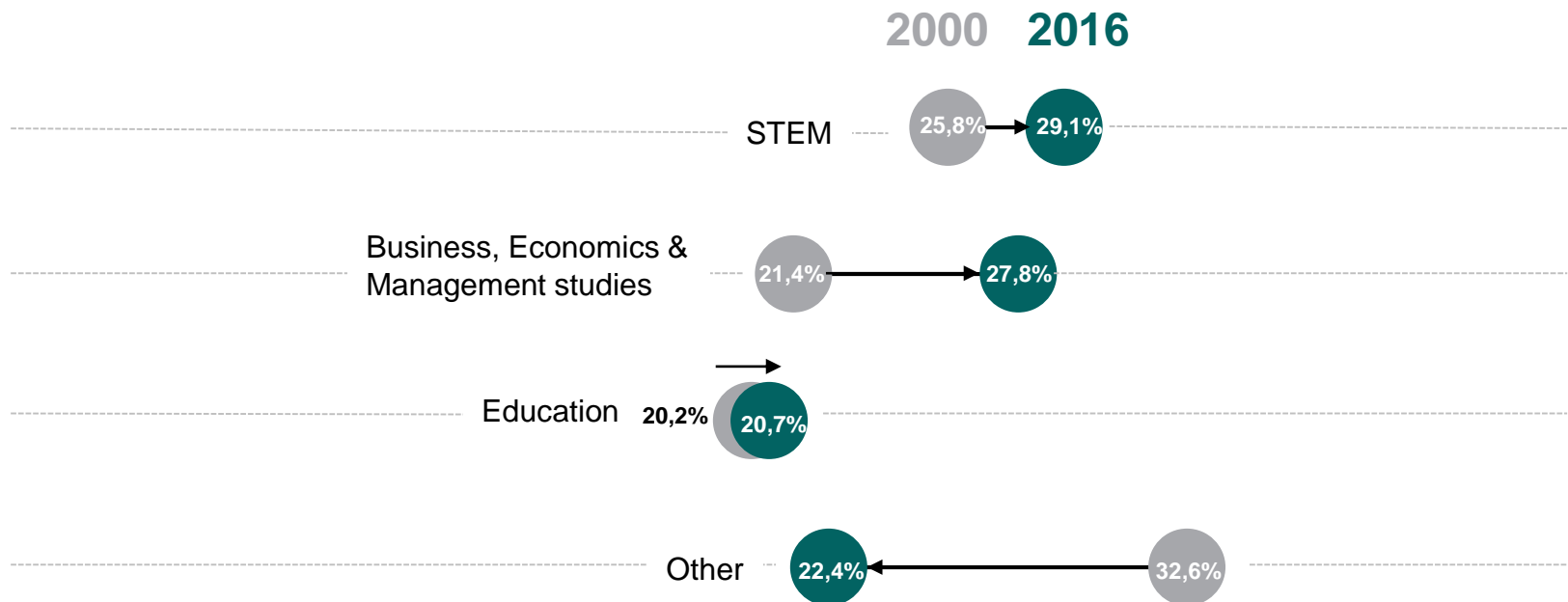
**There has been an improvement in undergraduate success rates for both modes of attendance. Among contact students, success rates have risen from 77,1% of students in 2009 to 83,0% in 2016.**  
*During the same period, success rates of distance education students had risen from 62,9% to 67,6%*

*Public higher education undergraduate success rates by mode of attendance, 2009–2016*



# There is a 3,3 percentage point increase in graduates in the STEM fields from 2000 and 2016

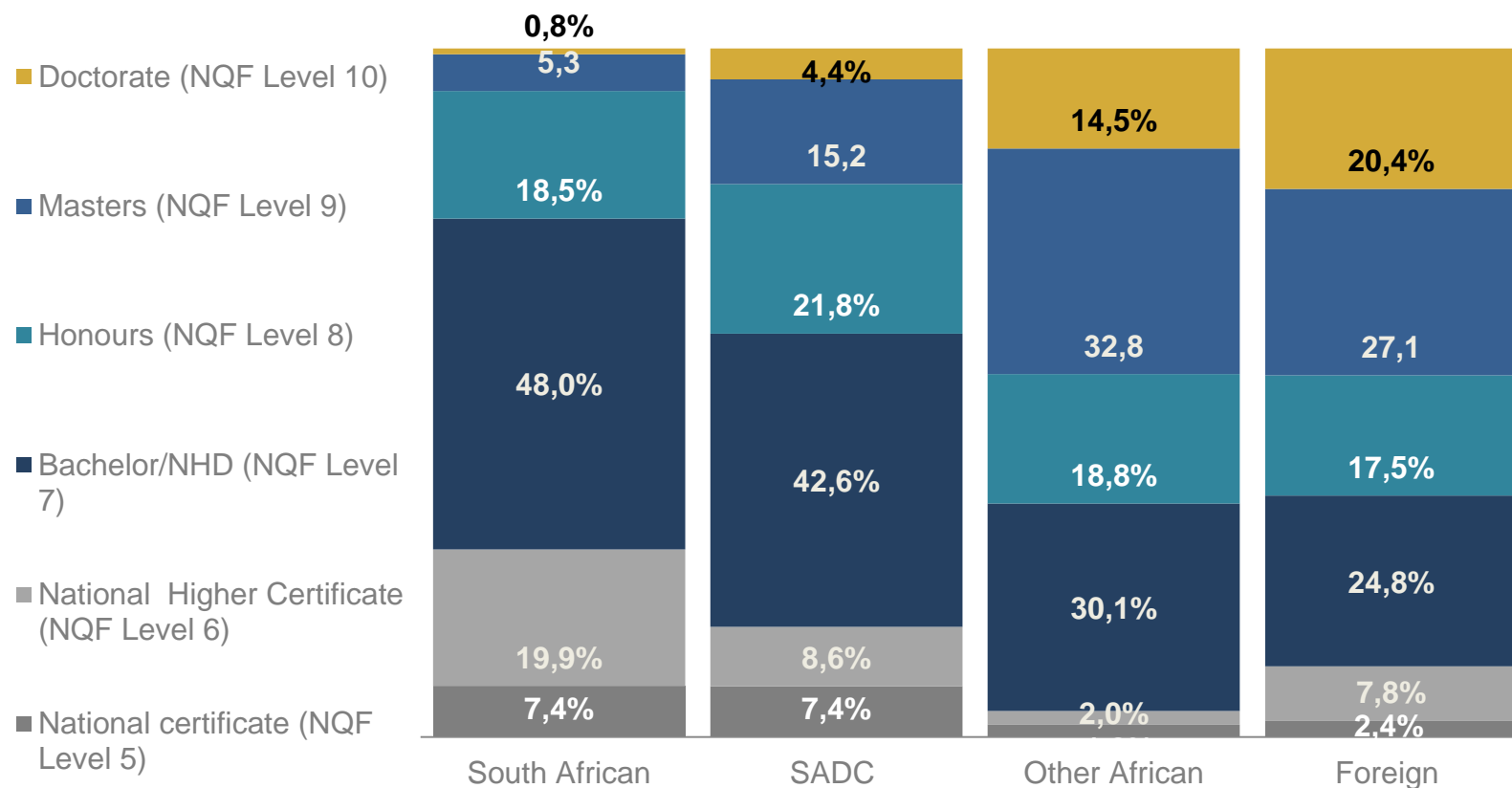
*Graduates from public higher education by fields of study, 2000 and 2016*





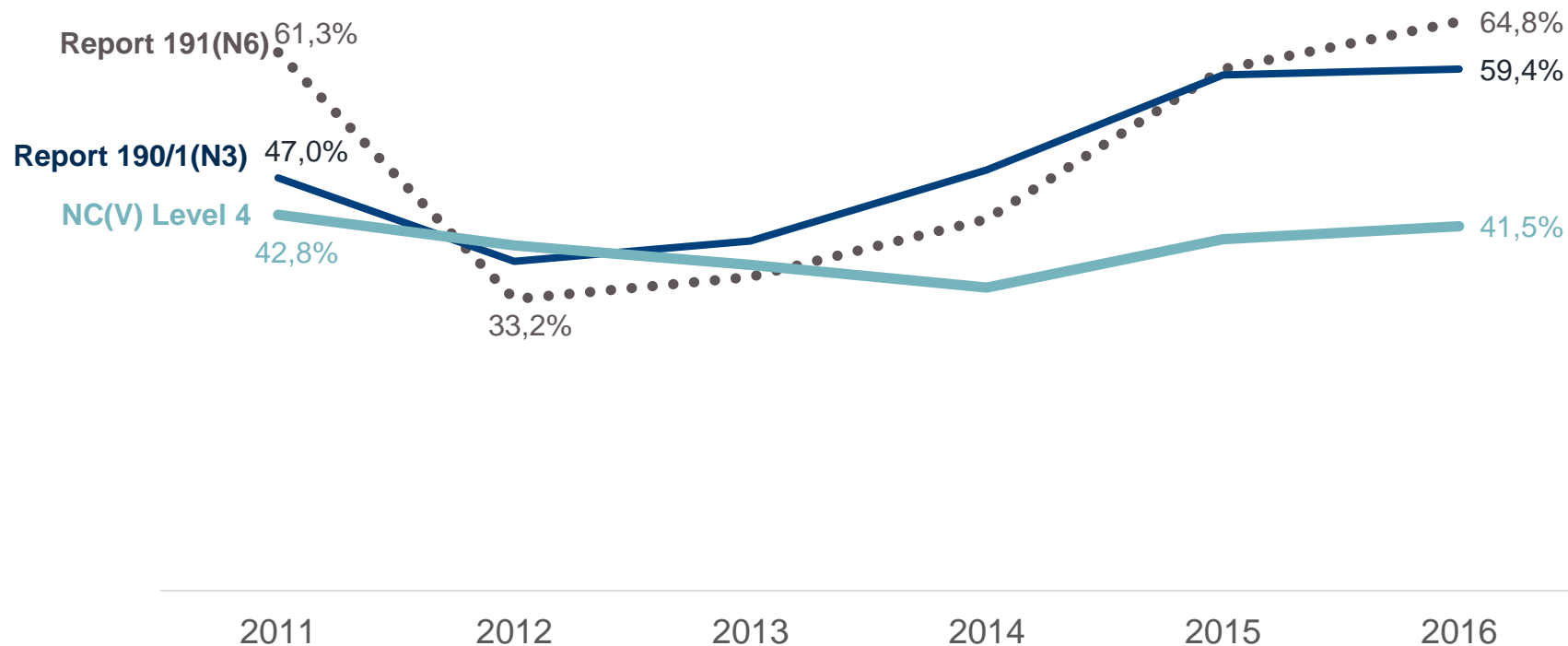
# Graduates from African countries excluding SADC and foreign graduates most likely achieve masters and doctorates degrees

*Graduates from public higher education by fields of study and nationality*



# Completion rates fluctuated over the years, but 2012 and 2013 were the years with the lowest completion rates.

Completion rates of TVET and private colleges graduates by type of qualification, 2011–2016

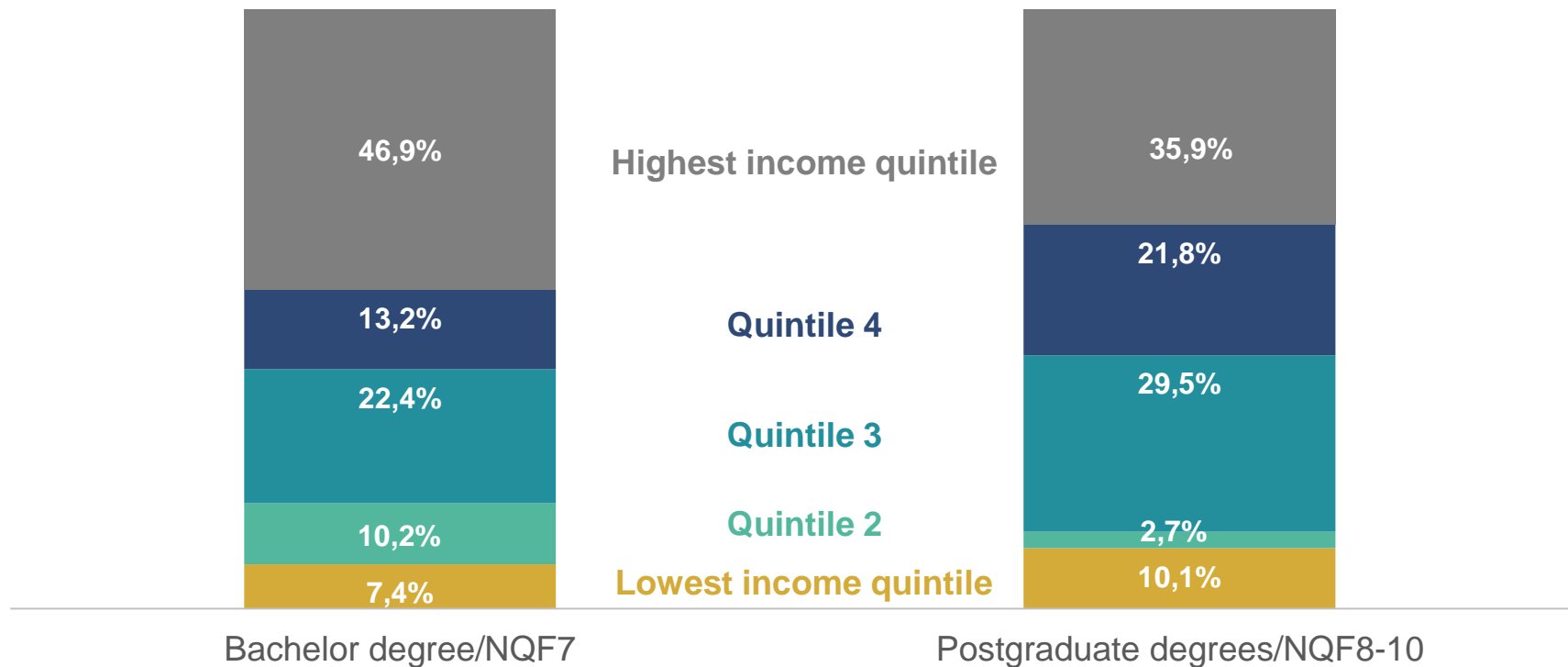


\*Completion rates are calculated by the DHET as the number of students who successfully completed the relevant qualification, expressed as a percentage of the number of students who were eligible to complete the qualification and wrote the examination.

**Of those youth who had bachelor degrees, 46,9% were from the highest quintile.** *Of those who had postgraduate degrees, 35,9% were from the wealthiest quintile.*

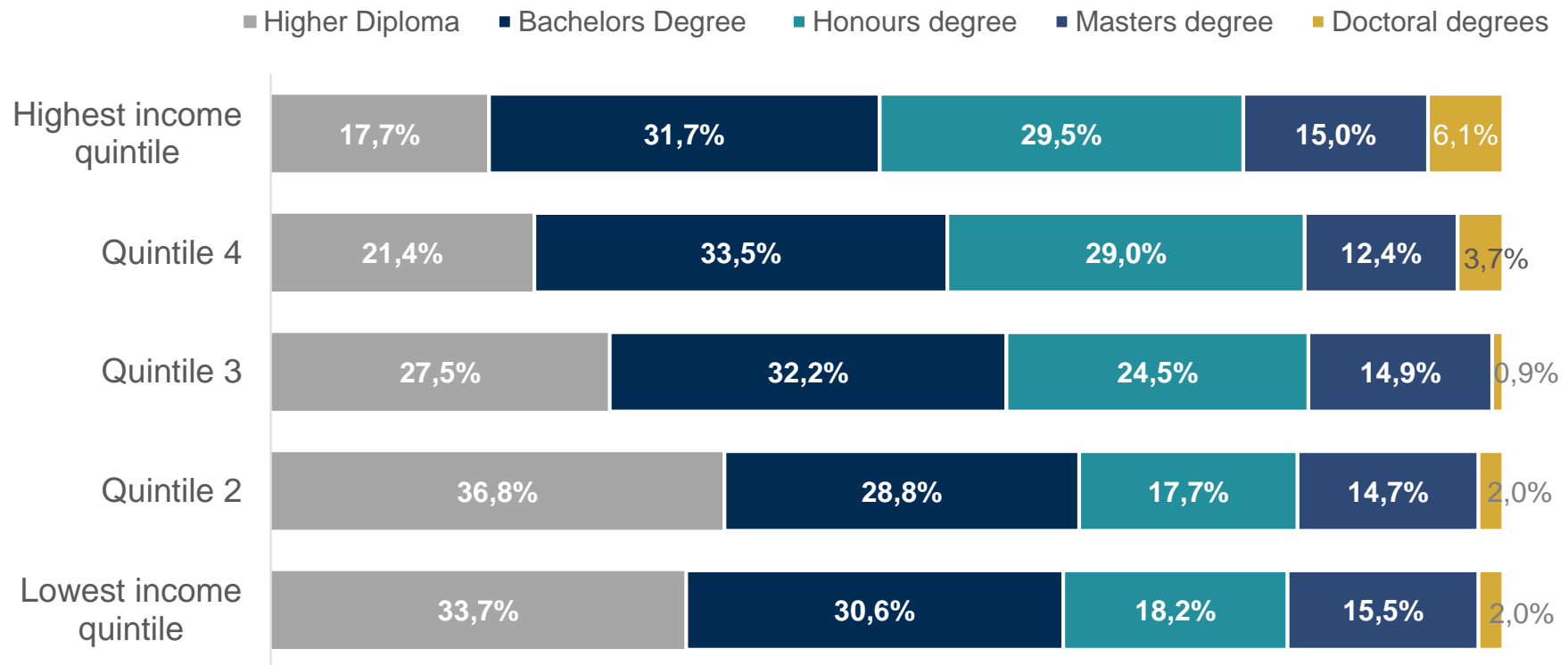
*Educational attainment among youth aged 20–24 years by household income quintiles*

■ Lowest income quintile ■ Quintile 2 ■ Quintile 3 ■ Quintile 4 ■ Highest income quintile



# Doctoral degrees were mostly held by individuals residing in highest quintile households, with those in quintile 4 accounting for 3,7% and those in quintile 5 accounting for 6,1%.

*Educational attainment among individuals aged 20–50 years with NQF level 6-10 qualifications by household income quintiles, 2017*



Source: GHS, 2017

# CONCLUSION

- ❖ Low levels of progression of learners within the further education and training phase, result in a lower percentage of youth achieving the national senior certificate pass.
- ❖ The general trend in participation in all institutions of post-school learning was upward with total enrolment in higher education institutions in 2016 amounting to 49,9% in TVET to 30,8% in CET colleges to 11,9% and private colleges to 7,4%.
- ❖ Despite gains in higher education participation rates, gender disparity was still a challenge as well as participation equity concerns for students from low income backgrounds.
- ❖ Female participation in 2016 at public higher educational institutions (universities) was 58% and 57% at TVET colleges.



# CONCLUSION

- ❖ Among youth aged 18–24, who were not attending any educational institutions, the majority (51%) said that they did not have money to pay the fees.
- ❖ In 2016, most students enrolled in undergraduate NQF level 7 programmes at public HEIs.
- ❖ In 2016, most students were enrolled for qualifications in the fields of business, commerce and management sciences, education and engineering.
- ❖ Most graduates achieved qualifications in the fields of business, commerce and management sciences and education.

# Ndzi hela kwala!