

NOV 2024 EDUCATION



Finance | Levels of Education | School Education |
Post-School Education | Work and Education

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NOTE

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In line with our new format, updated sections of the *Survey* will be made available as standalone chapters in PDF and Excel formats.

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EDUCATION

At a glance	1
FINANCE	2
Overall state spending on education	2
All state spending on education, 2023/24-2026/27	2
Public education spending as a proportion of total government spending and the bachelor's pass rate, 1996/97-2023/24	2
Basic education spending, 2023/24-2026/27	3
Public school pupils who paid/did not pay school fees, 2009-22.	3
Post-school education spending, 2023/24-2026/27	4
Sources of income by university, 2023.	5
International comparisons.	7
Public spending on education as a proportion of GDP and of total government spending, selected countries, 2021	7
QUALIFICATION PROFILE OF THE POPULATION	8
National Qualifications Framework (NQF)	8
Levels of education in South Africa	8
Level of education	9
National statistics	9
People with no school education	9
People aged 20 and older with no schooling by race, 1995-2023	9
People with school education	10
People aged 20 and older with grade 9 by race, 1995-2023	10
People aged 20 and older with grade 12 by race, 1995-2023	10
People aged 20 and older with a diploma/certificate by race, 1995-2023	11
People aged 20 and older with a degree/higher by race, 1995-2023	12
Educational attendance	13
Breakdown by age	13
Population attending an educational institution by race and age, 2010 and 2023	13
Breakdown by institution	14
People aged 5 and above attending an educational institution by type of institution, 2009 and 2023	14
People aged 5 and above attending an educational institution by race and type of institution, 2023	14
Early Childhood Development (ECD) centres	15
People aged between 0 and 4 attending/not attending an Early Childhood Development (ECD) centre by race, 2009 and 2023	15

People aged between 0 and 4 attending/not attending an Early Childhood Development (ECD) centre by province, 2009 and 2023	16
Non attendance	16
People aged 7 to 18 who are out of school, 2013-22	16
Reasons for non-attendance at an educational institution, 2022 ..	17
Schools	18
All schools and enrolment	18
Enrolment by grade at ordinary public and independent schools, 2000 and 2023	18
Pupils in public and independent schools by province, 2000 and 2023	19
Public schools	20
Public schools by province, 2000 and 2023	20
Pupils and teachers	20
Pupils and teachers at public schools by province, 2000 and 2023	20
Facilities and amenities	21
Public schools and toilets by province, 2024	21
Public schools and water supply by province, 2024	22
Public schools and electricity supply by province, 2024	22
Public schools and communication systems by province, 2024 ..	23
Public schools and laboratory facilities by province, 2024	24
Public schools and computer facilities by province, 2024	24
Public schools and library facilities by province, 2024	25
Public schools and sporting facilities by province, 2024	26
Safety in schools	27
Public schools and fencing/security by province, 2024	27
Independent schools	28
Number of schools	28
Independent schools by province, 2000 and 2023	28
Pupils and teachers	28
Pupils and teachers at independent schools by province, 2000 and 2023	28
Examinations and output	29
Public examinations	29
National Senior Certificate (NSC)	29
Higher Education Admission	29
Overall results	30
National Senior Certificate examination results (new curriculum), 2008-23	30
The grade 1 class of 2012	31
The grade 12 class of 2023	32
The grade 12 class of 2023 (actual numbers)	32
The grade 12 class of 2023 (proportions)	32
NSC passes by province, 2023	33

Bachelor's admission pass rate, 2008 and 2023	33
Results for selected subjects by race, 2023	34
Results for selected subjects (actual numbers), 2008-23	35
Results for selected subjects (proportions), 2008-23	36
Results by school quintile, 2023	37
Ratio of mathematical literacy to mathematics candidates and passes, 2008-23	37
Mathematics results by school quintile (actual numbers), 2023	38
Mathematics results by school quintile (proportions), 2023	38
Throughput	39
Throughput, 1995-97 and 2021-23	39
Independent Examinations Board	40
Examination results	40
Independent Examinations Board Senior Certificate examination results, 1994-2023	40
National Senior Certificate results compared	41
Public and independent school results, 1994-2023	41
POST-SCHOOL EDUCATION AND TRAINING	42
Overview	42
Post-School Education and Training Institutions, 2022	42
Distribution of students in Post-School Education and Training Institutions, 2022	42
Technical Vocational Education and Training (TVET)	43
TVET colleges	43
Admission requirements and qualifications	43
National Certificate (Vocational) (NC(V))	43
General admission requirements	43
Public colleges	44
Students enrolled in TVET colleges by province and qualification, 2022	44
Students enrolled in TVET colleges by qualification, 2010-22	44
Students enrolled in TVET colleges by race and qualification, 2022	44
Students enrolled in TVET colleges by sex and qualification, 2022	45
Private colleges	45
Students enrolled in private colleges by province and qualification, 2022	45
Students enrolled in private colleges by qualification, 2010-22	45
Sector Education and Training Authorities (Setas)	46
Setas by sector	47
Seta learning programmes	48
Workers registered for learnership, 2022/23	48
Workers certificated in learnership, 2022/23	49

Unemployed persons registered for Seta-supported learning programmes, 2022/23	50
Unemployed persons certificated in Seta-supported learning programmes, 2022/23	51
Vocational training and apprentices	52
Artisans	52
Students entering artisanal learning programmes through Setas and Indlela, 2011/12-2022/23	52
Top ten trades for students entering artisanal learning programmes by SIP scarce skill, 2022/23	53
Students completing artisanal learning programmes through Setas and Indlela, 2011/12-2022/23	53
Top ten trades for students completing artisanal learning programmes by SIP scarce skill, 2022/23	54
Artisans certificated by Setas and Indlela, 2014/15-2022/23	54
Public Higher Education	55
Universities	55
Distribution of students by type of university, 2004 and 2022	55
Enrolment	56
Higher education participation rate	56
Higher education participation rates by race, 2002 and 2022	56
First-year enrolment	56
Undergraduate students enrolling for their first year of study by race, 1986-2022	56
All enrolment	57
Headcount enrolment at universities by type of university, 1985-2022	57
Headcount enrolment at universities, 1986 and 2022	57
Headcount enrolment at universities by race (actual numbers), 1986-2022	58
Headcount enrolment at universities by race (proportions), 1986-2022	59
Headcount enrolment at universities by race (proportions), 1986 and 2022	59
Staff	60
University teaching staff and students	60
Students and teaching staff, 2005 and 2022	60
Teaching staff by position, 2005 and 2022	61
Teaching staff by race, 1986 and 2022	61
Teaching staff by sex, 1986 and 2022	61
Teaching staff by age, 2022	62
Professional university staff by race and position, 2022	62
Completion	63
Graduation rates in Public Higher Education Institutions by type of award, 2022	63

Completion rates by subject (actual numbers), 2019/20-2022	64
Completion rates by subject (proportions), 2019/20-2022	65
Tertiary awards	66
Awards of various types.	66
Undergraduate degrees, diplomas and certificates awarded by all universities by field of study, 1996 and 2022	66
All degrees, diplomas and certificates awarded by field of study, 2022.	67
All degrees, diplomas and certificates awarded by sub-discipline.	68
Agriculture and related sciences, 2010-22	68
Architecture and environmental design, 2010-22.	68
Business, commerce and management, 2010-22.	69
Communication and journalism, 2010-22.	70
Computer and information sciences, 2010-22	70
Education, 2010-22	71
Engineering, 2010-22	72
Family ecology and consumer sciences, 2010-22.	73
Health professions, 2010-22.	73
Language, linguistics and literature, 2010-22	74
Law, 2010-22.	74
Life sciences, 2010-22	75
Mathematics and statistics, 2010-22.	75
Philosophy, religion and theology, 2010-22	75
Physical sciences, 2010-22.	75
Psychology, 2010-22.	76
Public management and services, 2010-22.	76
Social sciences and studies, 2010-22	77
Visual and performing arts, 2010-22	77
Undergraduate degrees/diplomas	78
Undergraduate degrees by race (actual numbers), 1991 and 2022	78
Undergraduate degrees by race and subject (vertical proportions), 1991 and 2022	80
Undergraduate degrees/diplomas by race and subject (horizontal proportions), 1991 and 2022.	81
Graduates in Science, Engineering and Technology (SET), 1994-2022	82
Private Higher Education	83
Private Higher Education Institutions.	83
Students enrolled in Private Higher Education Institutions by race, 2011-22	83
Students enrolled in Private Higher Education Institutions by sex, 2011-22	83
WORK AND EDUCATION	84
Education and employment/unemployment	84
Employment and unemployment by highest level of education (actual numbers), 2008 and 2024.	84

Employment and unemployment by highest level of education (proportions), 2008 and 2024.....	85
Education and labour absorption.....	86
Employment by highest level of education, 2024.....	86
NEET rate by sex, 2018-24.....	86

EDUCATION

Thuthukani Ndebele

At a glance

Finance	
Public expenditure on education as a proportion of total government spending (2023/24)	20.6%
Public expenditure on education as a proportion of GDP (2023/24)	6.8%
Schools	2023
Pre-primary enrolment (public and independent)	818 404 (6.1%)
Primary enrolment (public and independent)	7 514 384 (55.9%)
Secondary enrolment (public and independent)	5 105 608 (38.0%)
School output	2023
National Senior Certificate (NSC/Matric) candidates	691 160
NSC passes (82.9%)	572 839
Bachelor's passes (40.9%)	282 894
Number of candidates who achieved more than 50% for mathematics (27.5%)	72 126
Higher education	2022
Public university enrolment	1 077 768
Undergraduate degrees awarded (Black)	72.5%
Undergraduate degrees awarded (Coloured)	6.8%
Undergraduate degrees awarded (Indian/Asian)	4.9%
Undergraduate degrees awarded (White)	14.6%
Total undergraduate degrees	110 053
Total science, engineering and technology (SET) awards	66 000 (29.2%)
Proportion of people aged 20 and older with	2023
No schooling	3.0%
Grade 9	5.7%
Grade 12	34.5%
Degree/higher	7.6%
Work and education	2024
Employment rate among people who have no education	25.0%
Employment rate among people who have completed primary education	30.8%
Employment rate among people who have completed secondary education	43.8%
Employment rate among people who have completed tertiary education	71.5%
Proportion of people aged 15-34 not in employment, education or training (NEET)	44.2%

FINANCE

Overall state spending on education

All state spending on education^a, 2023/24-2026/27

Allocation	2023/24		2024/25	
	Rbn	Proportion of total ^b	Rbn	Proportion of total ^b
Basic education	313.7	68.7%	324.5	69.3%
Post-school education and training	142.8	31.3%	144.0	30.7%
Total^c	456.5	100.0%	468.5	100.0%

Allocation	2025/26		2026/27	
	Rbn	Proportion of total ^b	Rbn	Proportion of total ^b
Basic education	341.4	70.0%	360.0	70.1%
Post-school education and training	146.2	30.0%	153.7	29.9%
Total^c	487.6	100.0%	513.8	100.0%

Source: National Treasury, *Budget Review 2023*, 22 February 2023, Table 5.6, p61

a The main budget and spending by provinces, public entities and social security funds financed from own revenue.

b CRA calculations.

c Totals may not add up, owing to rounding.

Public education spending as a proportion of total government spending and the bachelor's pass rate, 1996/97-2023/24

Year	Proportion ^a	Bachelor's pass rate ^b	Year	Proportion ^a	Bachelor's pass rate ^b
1996/97	22.0%	13.0%	2011/12	19.4%	24.0%
1997/98	21.4%	13.0%	2012/13	19.6%	27.0%
1998/99	20.6%	12.0%	2013/14	20.2%	31.0%
1999/00	20.3%	14.0%	2014/15	20.3%	28.0%
2000/01	20.3%	15.0%	2015/16	19.7%	25.8%
2001/02	20.5%	17.0%	2016/17	20.2%	26.6%
2002/03	19.6%	19.0%	2017/18	20.1%	28.7%
2003/04	19.5%	18.0%	2018/19	20.7%	33.6%
2004/05	18.4%	17.0%	2019/20	20.5%	36.9%
2005/06	18.1%	16.0%	2020/21	19.7%	36.4%
2006/07	18.0%	15.0%	2021/22	20.3%	36.4%
2008/09	17.9%	20.0%	2022/23	20.0%	36.4%
2009/10	17.7%	20.0%	2023/24	20.6%	40.9%
2010/11	18.2%	24.0%			

Source: Department of Basic Education (DBE), *Macro Indicator Trends in Schooling: Summary Report 2011*, 2011, p63; National Treasury, *Budget Review 2010*, 17 February 2010, px; *Budget Review 2011*, 23 February 2011, px; *Budget Review 2012*, 22 February 2012, px; *Budget Review 2013*, 27 February 2013, px; *Budget Review 2014*, 26 February 2014, pxii; *Budget Review 2015*, 25 February 2015, pv; *Budget Review 2016*, 24 February 2016, pv; *Budget Review 2018*, 21 February 2018, p57; *Budget Review 2019*, 20 February 2019, p54; *Budget Review 2020*, 26 February 2020, p53; *Budget Review 2022*, 23 February 2022, p56; *Budget Review 2023*, 22 February 2023, p58; *Budget Review 2024*, 21 February 2024, p50

a CRA calculations.

b Enables a person to study for a bachelor's degree.

Basic education spending, 2023/24-2026/27

Allocation	2023/24		2024/25	
	Rbn	Proportion ^e	Rbn	Proportion ^e
Compensation of employees ^a	235.3	72.5%	241.1	70.6%
Goods and services ^b	15.4	4.8%	16.3	4.8%
Transfers and subsidies ^c	28.6	8.8%	26.1	7.6%
Education infrastructure	13.8	4.3%	15.0	4.4%
Early childhood development	9.6	3.0%	10.5	3.1%
Total^d	313.7	100.0%	324.5	100.0%

Allocation	2025/26		2026/27	
	Rbn	Proportion ^e	Rbn	Proportion ^e
Compensation of employees ^a	252.6	70.1%	264.0	73.3%
Goods and services ^b	17.1	4.8%	17.9	5.0%
Transfers and subsidies ^c	27.4	7.6%	28.6	7.9%
Education infrastructure	15.6	4.3%	15.8	4.4%
Early childhood development	11.2	3.1%	11.7	3.3%
Total^d	341.4	100.0%	360.0	100.0%

Source: National Treasury, *Budget Review 2024*, 21 February 2024, Table 5.5, p52

a Includes provincial employees.

b Includes workbooks, the national school nutrition programme and pupil and teacher support material.

c Includes subsidies for learning and teaching support material (LTSM) and property payments for schools that manage their own budgets.

d Totals should add up vertically but may not, owing to rounding. e CRA calculations.

Public school pupils who paid/did not pay school fees, 2009-22

Year	No fees	R1-R1 000	R1 000-R12 000	R12 000+
2009	50.1%	41.9%	7.6%	0.5%
2010	60.9%	29.7%	8.6%	0.8%
2011	63.1%	27.1%	8.9%	0.9%
2012	66.0%	22.6%	9.9%	1.6%
2013	66.1%	21.8%	10.2%	1.9%
2014	69.4%	18.0%	10.5%	2.2%
2015	69.6%	18.7%	9.6%	2.2%
2016	70.4%	17.4%	9.9%	2.4%
2017	70.2%	17.1%	10.0%	2.8%
2018	71.1%	15.9%	10.1%	2.9%
2019	71.2%	16.0%	9.5%	3.3%
2020	74.1%	14.7%	8.5%	2.6%
2021	75.5%	13.6%	7.9%	3.0%
2022	73.2%	14.0%	9.1%	3.7%

Source: DBE, *General Household Survey: Focus on schooling 2022*, March 2024, Figure 25, p29

Post-school education spending, 2023/24-2026/27

Allocation	2023/24		2024/25	
	Rbn	Proportion of total ^b	Rbn	Proportion of total ^b
University subsidies	44.0	30.8%	44.5	30.9%
National Student Financial Aid Scheme	58.8	41.2%	53.6	37.2%
Technical Vocational Education and Training	12.7	8.9%	13.2	9.2%
Community education and training	2.7	1.9%	3.1	2.1%
Skills development levy institutions	26.2	18.3%	28.6	19.8%
Total ^a	142.8	100.0%	144.0	100.0%

Allocation	2025/26		2026/27	
	Rbn	Proportion of total ^b	Rbn	Proportion of total ^b
University subsidies	47.0	32.2%	49.0	31.9%
National Student Financial Aid Scheme	55.8	38.2%	58.7	38.2%
Technical Vocational Education and Training	13.7	9.4%	14.3	9.3%
Community education and training	3.3	2.2%	3.2	2.1%
Skills development levy institutions	27.3	18.7%	29.3	19.1%
Total ^a	146.2	100.0%	153.7	100.0%

Source: National Treasury, *Budget Review 2024*, 21 February 2024, Table 5.5, p52

a Totals should add up vertically but may not, owing to rounding.

b CRA calculations.

Sources of income by university, 2023

Institution	Grants		Tuition	
	Rm	Proportion of total income ^b	Rm	Proportion of total income ^b
Cape Peninsula University of Technology	1 662	50.7%	1 430	43.6%
Central University of Technology	913	65.0%	394	28.1%
Durban University of Technology	1 598	43.3%	1 694	45.9%
Mangosuthu University of Technology	708	46.8%	686	45.3%
Nelson Mandela University	1 332	36.9%	1 369	37.9%
North West University	2 536	45.2%	1 783	31.8%
Rhodes University	764	44.0%	594	34.2%
Sefako Makgatho University	1 264	66.2%	434	22.7%
Sol Plaatje University	721	69.5%	231	22.3%
Stellenbosch University	2 604	38.2%	2 016	29.5%
Tshwane University of Technology	2 698	50.7%	2 016	37.9%
University of Cape Town	2 206	28.5%	2 205	28.5%
University of Fort Hare	961	47.3%	879	43.3%
University of the Free State	1 935	42.0%	1 831	39.7%
University of Johannesburg	2 883	41.4%	2 493	35.8%
University of KwaZulu-Natal	2 871	45.8%	2 203	35.2%
University of Limpopo	1 489	54.4%	858	31.4%
University of Mpumalanga	975	59.4%	348	21.2%
University of Pretoria	3 476	41.0%	2 771	32.7%
University of South Africa	5 234	44.2%	5 605	47.3%
University of Venda	1 252	58.6%	682	31.9%
University of the Western Cape	1 871	53.3%	1 084	30.9%
University of the Witwatersrand	2 811	39.0%	2 353	32.6%
University of Zululand	1 057	63.3%	517	31.0%
Vaal University of Technology	991	54.4%	658	36.1%
Walter Sisulu University	1 736	55.1%	1 342	42.6%
Total^c	48 315	45.0%	38 753	36.1%



→ **Sources of income by university, 2023 (continued)**

Institution	Rm	Other ^a	Total ^b
		Proportion of total income ^b	
Cape Peninsula University of Technology	185	5.6%	3 277
Central University of Technology	97	6.9%	1 404
Durban University of Technology	400	10.8%	3 692
Mangosuthu University of Technology	119	7.9%	1 513
Nelson Mandela University	912	25.2%	3 613
North West University	1 295	23.1%	5 614
Rhodes University	380	21.9%	1 738
Sefako Makgatho University	212	11.1%	1 910
Sol Plaatje University	85	8.2%	1 037
Stellenbosch University	2 204	32.3%	6 824
Tshwane University of Technology	605	11.4%	5 319
University of Cape Town	3 338	43.1%	7 749
University of Fort Hare	190	9.4%	2 030
University of the Free State	841	18.3%	4 607
University of Johannesburg	1 583	22.7%	6 959
University of KwaZulu-Natal	1 190	19.0%	6 264
University of Limpopo	388	14.2%	2 735
University of Mpumalanga	319	19.4%	1 642
University of Pretoria	2 230	26.3%	8 477
University of South Africa	1 012	8.5%	11 851
University of Venda	203	9.5%	2 137
University of the Western Cape	555	15.8%	3 510
University of the Witwatersrand	2 043	28.3%	7 207
University of Zululand	95	5.7%	1 669
Vaal University of Technology	172	9.4%	1 821
Walter Sisulu University	71	2.3%	3 149
Total^c	20 389	19.0%	107 457

Source: Statistics South Africa (Stats SA), *Financial statistics of higher education institutions 2023*, Statistical release P9103.1, 31 October 2024, Annexure B, p9

a Includes interest, dividends, sales of goods and services and transfers not classified elsewhere.

b CRA calculations.

c Figures should add up vertically and horizontally but may not, owing to rounding.

International comparisons

Public spending on education as a proportion of GDP and of total government spending, selected countries, 2021

Country	Proportion of GDP	Proportion of total government spending
Australia	5.7%	13.1%
Botswana	N/A	N/A
Brazil	N/A	N/A
Chile	4.0%	N/A
China	3.3%	10.9%
Denmark	5.9%	11.9%
Egypt	N/A	N/A
France	5.2%	8.9%
Germany	4.5%	9.1%
Ghana	3.4%	12.2%
Greece	4.1%	7.1%
Hong Kong	4.0%	14.9%
India	4.6%	14.6%
Indonesia	3.0%	16.1%
Ireland	2.9%	12.0%
Israel	6.6%	18.4%
Italy	4.0%	7.4%
Japan	3.5%	7.4%
Kazakhstan	4.4%	24.1%
Lithuania	4.8%	12.7%
Mexico	N/A	N/A
Mozambique	7.0%	18.8%
Nigeria	N/A	N/A
Pakistan	1.7%	7.8%
Philippines	3.9%	16.7%
Poland	4.9%	11.2%
Russia	N/A	N/A
Saudi Arabia	N/A	N/A
South Africa	6.6%	18.5%
Spain	4.6%	9.2%
Switzerland	5.6%	14.6%
Turkey	2.8%	8.8%
Uganda	2.6%	8.2%
United Kingdom	5.4%	11.2%
United States	5.6%	N/A
Venezuela	N/A	N/A

Source: World Bank, wdi.worldbank.org/tables, *World Development Indicators 2021*, Table 2.7: *Education Inputs*, accessed 17 October 2024

N/A — Not available.

QUALIFICATION PROFILE OF
THE POPULATION

National Qualifications Framework (NQF)

Levels of education in South Africa			
Band	School grades	NQF level	Qualification
Higher Education and Training	Not applicable	10	Doctoral Degree
		9	Master's Degree
		8	Bachelor's Honours Degree Postgraduate Diploma
		7	Bachelor's Degree Advanced Diploma
		6	Diploma Advanced Certificate
		5	Higher Certificate Nationally Accredited Technical Education Diploma — NATED (N4-6)
Further Education and Training	12		<i>National Certificate</i> National Certificate (Vocational)/ NC(V) (Level 4) Nationally Accredited Technical Education Diploma — NATED (N3)
	11	3	<i>Intermediate Certificate</i> National Certificate (Vocational)/ NC(V) (Level 3) Nationally Accredited Technical Education Diploma — NATED (N2)
	10		<i>Elementary Certificate</i> National Certificate (Vocational)/ NC(V) (Level 2) Nationally Accredited Technical Education Diploma — NATED (N1)
General Education and Training	9		<i>General Certificate</i> Adult Education and Training (AET) Level 4
	8		
	7		Adult Education and Training (AET) Level 4
	6		
	5		Adult Education and Training (AET) Level 2
	4		
	3		Adult Education and Training (AET) Level 1
	2		
	1		
Reception (R)			
Source: South African Qualifications Authority (Sqa), <i>Publication of the General and Further Education and Training Qualifications Sub-Framework and Higher Education Qualifications Sub Framework of the National Qualifications Framework</i> , Government Gazette, 30 August 2013, pp7, 23			

According to Section 4 of the National Qualifications Framework Act of 2008, the National Qualifications Framework (NQF) is a comprehensive system approved by the minister for the classification, registration, publication and articulation of quality-assured national qualifications. Section 3 (1) of the South African Schools Act of 1996 states that it is compulsory for children aged between 7 and 15 to attend school, or reach the end of Grade 9, whichever comes first.

Level of education

National statistics

People with no school education

People aged 20 and older with no schooling by race, 1995-2023

Race	People aged 20+	1995	2002	2010	2023	Change 1995-2023
	Number with no schooling	2 640 000	2 812 000	1 913 000	1 127 000	-1 513 000
Black	Total aged 20+	15 676 000	19 783 000	22 076 000	31 348 000	15 672 000
	Proportion with no schooling	16.8%	14.2%	8.7%	3.6%	—
	Number with no schooling	182 000	171 000	88 000	43 000	-139 000
Coloured	Total aged 20+	2 079 000	2 332 000	2 807 000	3 443 000	1 364 000
	Proportion with no schooling	8.8%	7.3%	3.1%	1.2%	—
	Number with no schooling	34 000	27 000	16 000	14 000	-20 000
Indian/ Asian	Total aged 20+	644 000	743 000	900 000	1 154 000	510 000
	Proportion with no schooling	5.3%	3.6%	1.8%	1.2%	—
	Number with no schooling	8 000	5 000	10 000	7 000	-1 000
White	Total aged 20+	3 700 000	3 069 000	3 338 000	3 406 000	-294 000
	Proportion with no schooling	0.2%	0.2%	0.3%	0.2%	—
	Number with no schooling	2 864 000	3 016 000	2 026 000	1 190 000	-1 674 000
Total ^a	Total aged 20+	22 100 000	25 954 000	29 121 000	39 351 000	17 251 000
	Proportion with no schooling	13.0%	11.6%	7.0%	3.0%	—

Source: Stats SA, *October Household Survey 1995*, Statistical release P0317, 27 November 1996, Table 8.1, p75; *General Household Survey 2002*, Statistical release P0318, 15 December 2003, p4; *General Household Survey 2010 (Revised version)*, Statistical release P0318, 3 August 2011, Table 2.2, p53; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 2.2, pp88-89

a Totals should add up vertically but may not, owing to rounding/the inclusion of unspecified values.

People with school education

People aged 20 and older with grade 9^a by race, 1995-2023

Race	People aged 20+	1995	2002	2010	2023	Change 1995-2023
Black	Number with grade 9	1 056 000	1 322 000	1 656 000	1 892 000	836 000
	Total aged 20+	15 676 000	19 783 000	22 076 000	31 348 000	15 672 000
	Proportion with grade 9	6.7%	6.7%	7.5%	6.0%	—
Coloured	Number with grade 9	186 000	202 000	257 000	274 000	88 000
	Total aged 20+	2 079 000	2 332 000	2 807 000	3 443 000	1 364 000
	Proportion with grade 9	8.9%	8.7%	9.2%	8.0%	—
Indian/ Asian	Number with grade 9	36 000	42 000	39 000	35 000	-1 000
	Total aged 20+	644 000	743 000	900 000	1 154 000	510 000
	Proportion with grade 9	5.6%	5.7%	4.3%	3.0%	—
White	Number with grade 9	104 000	77 000	75 000	29 000	-75 000
	Total aged 20+	3 700 000	3 069 000	3 338 000	3 406 000	-294 000
	Proportion with grade 9	2.8%	2.5%	2.2%	0.9%	—
Total ^b	Number with grade 9	1 382 000	1 645 000	2 027 000	2 231 000	849 000
	Total aged 20+	22 100 000	25 954 000	29 121 000	39 351 000	17 251 000
	Proportion with grade 9	6.3%	6.3%	7.0%	5.7%	—

Source: Stats SA, *October Household Survey 1995*, Statistical release P0317, 27 November 1996, Table 8.1, p75; *General Household Survey 2002*, Statistical release P0318, 15 December 2003, p4; *General Household Survey 2010 (Revised version)*, Statistical release P0318, 3 August 2011, Table 2.2, p53; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 2.2, pp88-89

- a As their highest level of education. At the end of grade 9, pupils receive a school-leaving (general) certificate and qualify to study at a Technical Vocational Education and Training (TVET) college.
- b Totals should add up vertically but may not, owing to rounding/the inclusion of unspecified values.

People aged 20 and older with grade 12^a by race, 1995-2023

Race	People aged 20+	1995	2002	2010	2023	Change 1995-2023
Black	Number with grade 12	2 110 000	3 398 000	5 024 000	10 447 000	8 337 000
	Total aged 20+	15 676 000	19 783 000	22 076 000	31 348 000	15 672 000
	Proportion with grade 12	13.5%	17.2%	22.8%	33.3%	—
Coloured	Number with grade 12	268 000	404 000	745 000	1 161 000	893 000
	Total aged 20+	2 079 000	2 332 000	2 807 000	3 443 000	1 364 000
	Proportion with grade 12	12.9%	17.3%	26.5%	33.7%	—
Indian/ Asian	Number with grade 12	207 000	246 000	362 000	524 000	317 000
	Total aged 20+	644 000	743 000	900 000	1 154 000	510 000
	Proportion with grade 12	32.1%	33.1%	40.2%	45.4%	—
White	Number with grade 12	1 545 000	1 228 000	1 472 000	1 308 000	-237 000
	Total aged 20+	3 700 000	3 069 000	3 338 000	3 406 000	-294 000
	Proportion with grade 12	41.8%	40.0%	44.1%	38.4%	—
Total ^b	Number with grade 12	4 131 000	5 286 000	7 603 000	13 440 000	9 309 000
	Total aged 20+	22 100 000	25 954 000	29 121 000	39 351 000	17 251 000
	Proportion with grade 12	18.7%	20.4%	26.1%	34.2%	—

Source: Stats SA, *October Household Survey 1995*, Statistical release P0317, 27 November 1996, Table 8.1, p75; *General Household Survey 2002*, Statistical release P0318, 15 December 2003, p4; *General Household Survey 2010 (Revised version)*, Statistical release P0318, 3 August 2011, Table 2.2, p53; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 2.2, pp88-89

- a As their highest level of education. Figures include those who have completed the equivalent of grade 12 at TVETs.
- b Totals should add up vertically but may not, owing to rounding/the inclusion of unspecified values.

People aged 20 and older with a diploma/certificate^a by race, 1995-2023

Race	People aged 20+	1995	2002	2010	2023	Change 1995-2023
	Number with a diploma/ certificate	634 000	734 000	1 037 000	2 199 000	1 565 000
Black	Total aged 20+	15 676 000	19 783 000	22 076 000	31 348 000	15 672 000
	Proportion with a diploma/ certificate	4.0%	3.7%	4.7%	7.0%	—
	Number with a diploma/ certificate	78 000	88 000	141 000	234 000	156 000
Coloured	Total aged 20+	2 079 000	2 332 000	2 807 000	3 443 000	1 364 000
	Proportion with a diploma/ certificate	3.8%	3.8%	5.0%	6.8%	—
	Number with a diploma/ certificate	39 000	44 000	77 000	99 000	60 000
Indian/ Asian	Total aged 20+	644 000	743 000	900 000	1 154 000	510 000
	Proportion with a diploma/ certificate	6.1%	5.9%	8.6%	8.6%	—
	Number with a diploma/ certificate	549 000	407 000	421 000	589 000	40 000
White	Total aged 20+	3 700 000	3 069 000	3 338 000	3 406 000	-294 000
	Proportion with a diploma/ certificate	14.8%	13.3%	12.6%	17.3%	—
	Number with a diploma/ certificate	1 300 000	1 274 000	1 677 000	3 120 000	1 820 000
Total^b	Total aged 20+	22 100 000	25 954 000	29 121 000	39 351 000	17 251 000
	Proportion with a diploma/ certificate	5.9%	4.9%	5.8%	7.9%	—

Source: Stats SA, *October Household Survey 1995*, Statistical release P0317, 27 November 1996, Table 8.1, p75; *General Household Survey 2002*, Statistical release P0318, 15 December 2003, p4; *General Household Survey 2010 (Revised version)*, Statistical release P0318, 3 August 2011, Table 2.2, p53; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 2.2, pp88-89

a Excludes people with certificates/diplomas but with less than grade 12 i.e. those who finished grade 9 and enrolled at a Technical Vocational Education and Training (TVET) college to obtain their qualification. Includes Nationally Accredited Technical Education Diplomas (Levels N4-6) — these are above grade 12 and fall within the higher education band.

b Totals should add up vertically but may not, owing to rounding/the inclusion of unspecified values.

People aged 20 and older with a degree/higher^a by race, 1995-2023

Race	People aged 20+	1995	2002	2010	2023	Change 1995-2023
	Number with a degree and higher	188 000	330 000	604 000	1 667 000	1 479 000
Black	Total aged 20+	15 676 000	19 783 000	22 076 000	31 348 000	15 672 000
	Proportion with a degree and higher	1.2%	1.7%	2.7%	5.3%	—
	Number with a degree and higher	24 000	42 000	105 000	189 000	165 000
Coloured	Total aged 20+	2 079 000	2 332 000	2 807 000	3 443 000	1 364 000
	Proportion with a degree and higher	1.2%	1.8%	3.7%	5.5%	—
	Number with a degree and higher	35 000	57 000	107 000	191 000	156 000
Indian/ Asian	Total aged 20+	644 000	743 000	900 000	1 154 000	510 000
	Proportion with a degree and higher	5.4%	7.7%	11.9%	16.6%	—
	Number with a degree and higher	403 000	526 000	755 000	948 000	545 000
White	Total aged 20+	3 700 000	3 069 000	3 338 000	3 406 000	-294 000
	Proportion with a degree and higher	10.9%	17.1%	22.6%	27.8%	—
	Number with a degree and higher	649 000	956 000	1 572 000	2 996 000	2 347 000
Total^b	Total aged 20+	22 100 000	25 954 000	29 121 000	39 351 000	17 251 000
	Proportion with a degree and higher	2.9%	3.7%	5.4%	7.6%	—

Source: Stats SA, *October Household Survey 1995*, Statistical release P0317, 27 November 1996, Table 8.1, p75; *General Household Survey 2002*, Statistical release P0318, 15 December 2003, p4; *General Household Survey 2010 (Revised version)*, Statistical release P0318, 3 August 2011, Table 2.2, p53; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 2.2, pp88-89

a National Qualifications Framework (NQF) Level 7-10. Includes Higher Diploma/National Certificate.

b Totals should add up vertically but may not, owing to rounding/the inclusion of unspecified values.

Educational attendance

Breakdown by age

Population attending an educational institution^a
by race and age, 2010 and 2023

2010					
Age group	Black	Coloured	Indian/Asian	White	Total
5-6	88.6%	77.2%	97.4%	84.0%	87.7%
7-15	98.4%	98.2%	99.4%	99.4%	98.5%
16-20	70.2%	50.8%	62.8%	71.7%	68.6%
21-25	14.8%	6.9%	14.0%	22.4%	14.6%
26+	2.3%	1.6%	2.1%	2.0%	2.2%
Total	37.4%	27.9%	26.7%	24.2%	35.1%

2023					
Age group	Black	Coloured	Indian/Asian	White	Total
5-6	91.5%	85.1%	89.7%	97.8%	91.1%
7-15	98.8%	96.9%	95.3%	99.8%	98.7%
16-20	71.9%	53.8%	84.9%	79.1%	71.0%
21-25	16.8%	10.2%	16.0%	25.7%	16.7%
26+	2.2%	1.6%	2.9%	1.2%	2.1%
Total	33.2%	27.1%	22.4%	19.5%	31.4%

Source: Stats SA, *General Household Survey 2010 (Revised version)*, Statistical release P0318, 3 August 2011, Table 3.1, pp63-64; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 3.1, pp92-93

a CRA calculations. The table above refers to the proportion of each age group in each race group attending an educational institution. For example, 91.5% of black 5 to 6 year-olds were attending an educational institution in 2023.

Breakdown by institution

People aged 5 and above attending an educational institution
by type of institution^a, 2009 and 2023

Type of institution	2009		2023	
	Number	Proportion of total ^b	Number	Proportion of total ^b
Pre-school (including day-care, crèche, and pre-primary)	596 000	3.7%	545 000	3.1%
School	13 924 000	87.3%	15 411 000	86.8%
Higher educational institution	717 000	4.5%	962 000	5.4%
Technical vocational education and training college	197 000	1.2%	400 000	2.3%
Other college	168 000	1.1%	283 000	1.6%
Other ^c	226 000	1.4%	162 000	0.9%
Total	15 948 000	100.0%	17 763 000	100.0%

Source: Stats SA, *General Household Survey 2009 (Revised version)*, Statistical release P0318, 3 August 2011, Table 3.3, p66; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 3.2, p94

- a *General Household Survey* figures are largely based on sampling units and may therefore differ significantly from those in other official sources of enrolment data.
- b CRA calculations. Refers to the proportion of people aged five and above enrolled in each type of institution. For example, in 2023, 3.1% of all people aged five and above attending an educational institution were in pre-school.
- c Includes home-based education/home schooling. According to the DBE, a parent/guardian who prefers to teach or hire a tutor to teach their child(ren) at home must register with their respective provincial education department in order to do so. The lessons offered must fall within the scope of the compulsory phases (grades 1 to 9).

People aged 5 and above attending an educational institution
by race^a and type of institution, 2023

Type of institution	Black	Coloured	Indian/ Asian	White	Total
Pre-school (including day-care, crèche, and pre-primary)	451 000	47 000	10 000	37 000	545 000
School	13 454 000	1 136 000	232 000	589 000	15 411 000
Higher educational institution	738 000	51 000	66 000	108 000	962 000
Technical vocational education and training college	358 000	23 000	— ^b	17 000	400 000
Other college	219 000	33 000	7 000	24 000	283 000
Other ^c	99 000	21 000	4 000	32 000	162 000
Total^d	15 323 000	1 311 000	323 000	806 000	17 763 000

- Source: Stats SA, *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 3.4, p96
- a *General Household Survey* figures are largely based on sampling units and may therefore differ significantly from those in other official sources of enrolment data.
 - b Figures too small for reliable estimates.
 - c Includes home-based education/home schooling. According to the DBE, a parent/guardian who prefers to teach or hire a tutor to teach their child(ren) at home must register with their respective provincial education department in order to do so. The lessons offered must fall within the scope of the compulsory phases (grades 1 to 9).
 - d Totals should add up vertically and horizontally but may not, owing to rounding.

Early Childhood Development (ECD) centres

People aged between 0 and 4 attending/not attending an Early Childhood Development (ECD) centre^a by race, 2009 and 2023

2009					
Number					
Status	Black	Coloured	Indian/Asian	White	Total ^b
Attending	1 240 000	89 000	28 000	131 000	1 488 000
Not attending	2 979 000	323 000	69 000	115 000	3 486 000
Total^b	4 299 000	417 000	99 000	248 000	5 063 000
Proportion ^c					
Status	Black	Coloured	Indian/Asian	White	Total ^b
Attending	31.5%	24.5%	25.0%	48.0%	31.6%
Not attending	68.5%	75.3%	75.0%	52.0%	68.4%
Total^b	100.0%	100.0%	100.0%	100.0%	100.0%
2023					
Number					
Status	Black	Coloured	Indian/Asian	White	Total ^b
Attending	437 000	31 000	6 000	56 000	531 000
Not attending	4 559 000	441 000	89 000	146 000	5 235 000
Total^b	4 997 000	472 000	95 000	202 000	5 766 000
Proportion ^c					
Status	Black	Coloured	Indian/Asian	White	Total ^b
Attending	8.7%	6.6%	6.3%	27.7%	9.2%
Not attending	91.2%	93.4%	93.7%	72.3%	90.8%
Total^b	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Stats SA, *General Household Survey 2009, (Revised version)* Statistical release P0318, 3 August 2011, Table 3.11, p75; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 3.10, p103

a Includes day-care centres, crèches, playgroups, nursery schools and pre-primary schools.

b Includes those who did not specify whether or not they attend an ECD centre.

c CRA calculations.

People aged between 0 and 4 attending/not attending an Early Childhood Development (ECD) centre^a by province, 2009 and 2023

Province	Attending		Not attending	
	2009	2023	2009	2023
Eastern Cape	213 000	96 000	509 000	586 000
Free State	109 000	19 000	188 000	258 000
Gauteng	394 000	133 000	513 000	1 161 000
KwaZulu-Natal	258 000	98 000	833 000	1 075 000
Limpopo	165 000	37 000	425 000	673 000
Mpumalanga	102 000	57 000	261 000	426 000
North West	80 000	32 000	285 000	391 000
Northern Cape	23 000	11 000	95 000	117 000
Western Cape	144 000	48 000	377 000	548 000
South Africa	1 488 000	531 000	3 486 000	5 235 000

Province	Total ^b		Attending proportion	
	2009	2023	2009	2023
Eastern Cape	449 000	681 000	47.4%	14.1%
Free State	299 000	277 000	36.5%	6.9%
Gauteng	945 000	1 294 000	41.7%	10.3%
KwaZulu-Natal	1 103 000	1 173 000	23.4%	8.4%
Limpopo	599 000	710 000	27.5%	5.2%
Mpumalanga	368 000	483 000	27.7%	11.8%
North West	369 000	423 000	21.7%	7.6%
Northern Cape	119 000	128 000	19.3%	8.6%
Western Cape	527 000	597 000	27.3%	8.0%
South Africa	5 063 000	5 766 000	29.4%	9.2%

Source: Stats SA, *General Household Survey 2009, (Revised version)* Statistical release P0318, 3 August 2011, Table 3.11, p74; *General Household Survey 2023*, Statistical release P0318, 23 May 2024, Table 3.9, p102

- a This includes day-care centres, crèches, playgroups, nursery schools and pre-primary schools.
- b Totals include those who did not specify whether or not they attend an ECD centre.

Non attendance

People aged 7 to 18 who are out of school, 2013-22

Year	Number	Proportion
2013	435 292	3.6%
2014	391 853	3.4%
2015	432 232	3.7%
2016	412 685	3.5%
2017	359 904	3.0%
2018	353 262	2.9%
2019	389 901	3.1%
2020	440 191	3.4%
2021	414 410	3.1%
2022	407 832	3.0%

Source: DBE, *General Household Survey: Focus on schooling 2022*, March 2024, Table 6, p28

Reasons for non-attendance at an educational institution, 2022

Reason	7-15 years	16-18 years
Completed education/satisfied level of education/does not want to study	9.9%	13.2%
Difficulty getting to school (transport)	0.6%	0.4%
Disability	18.0%	3.4%
Education is useless or not interesting	5.0%	6.6%
Failed exams	4.8%	4.9%
Family commitment (e.g. child minding)	2.3%	4.3%
Got married	1.0%	0.0%
Illness	9.2%	2.2%
Left school due to Covid-19	0.0%	1.1%
No money for fees	8.6%	31.8%
Not accepted for enrolment	4.0%	7.3%
Pregnancy	0.0%	3.7%
School/education institution is too far	6.4%	1.1%
Too old/young	19.2%	2.3%
Unable to perform at school	7.4%	10.7%
Violence at school	1.0%	0.3%
Working at home or business/job	1.1%	5.0%
Other	1.7%	1.8%
Total	100.0%	100.0%

Source: DBE, *General Household Survey: Focus on schooling 2022*, March 2024, Table 8, p31

Schools

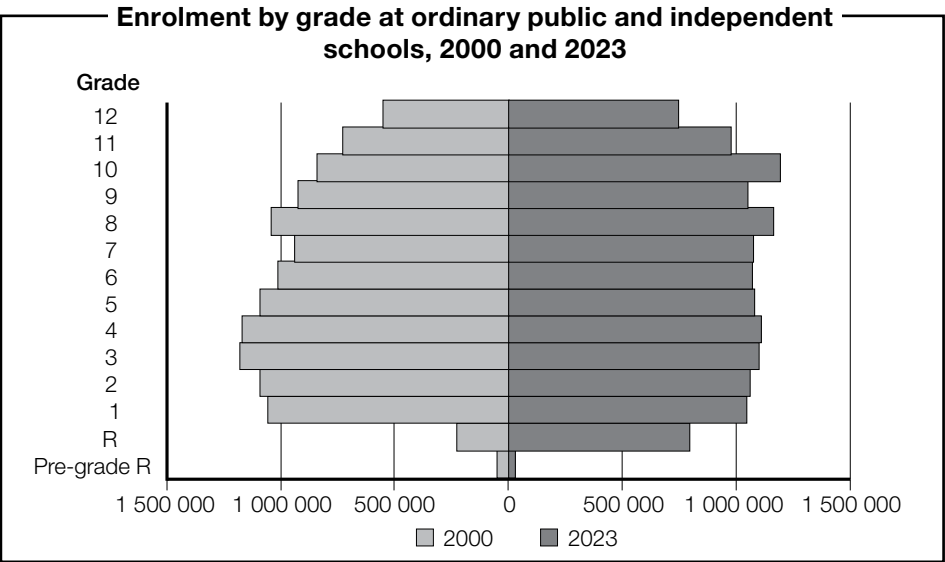
All schools and enrolment

Enrolment by grade at ordinary public and independent schools, 2000 and 2023

Grade	Number of pupils		Change
	2000	2023	
Pre-grade R	46 868	25 545	-45.5%
Grade R (Reception)	226 631	792 859	249.8%
Total pre-primary	273 499	818 404	199.2%
1	1 055 397	1 043 144	-1.2%
2	1 090 765	1 058 159	-3.0%
3	1 178 712	1 096 607	-7.0%
4	1 167 949	1 106 856	-5.2%
5	1 088 836	1 073 750	-1.4%
6	1 009 782	1 066 961	5.7%
7	936 454	1 068 907	14.1%
Total primary	7 527 895	7 514 384	-0.2%
8	1 039 547	1 158 279	11.4%
9	922 566	1 044 578	13.2%
10	836 962	1 187 468	41.9%
11	724 192	974 717	34.6%
12	549 203	740 566	34.8%
Total secondary ^a	4 072 470	5 105 608	25.4%
TOTAL	11 873 864 ^b	13 439 683 ^b	13.2%

Source: DBE, *Education Statistics in South Africa at a Glance 2000*, February 2002, Table 3, pp8-9; *School Realities 2023*, December 2023, Table 2, p1

- a Excludes TVET colleges.
- b The total for 2000 excludes 29 591 pupils enrolled in special needs schools, adult learning centres, and technical colleges. The total for 2023 includes 1 287 pupils who were not listed under any grade and were classified as 'Other'.



Pupils in public and independent schools by province, 2000 and 2023

Province	Year	Public ^a		Independent ^b	
Eastern Cape	2000	2 130 390	18.3%	8 471	3.3%
	2023	1 728 088	13.6%	78 031	10.6%
	2000-23	-18.9%	—	821.2%	—
Free State	2000	744 868	6.4%	19 887	7.8%
	2023	702 394	5.5%	21 227	2.9%
	2000-23	-5.7%	—	6.7%	—
Gauteng	2000	1 436 964	12.3%	117 531	45.9%
	2023	2 281 492	18.0%	346 555	47.0%
	2000-23	58.8%	—	194.9%	—
KwaZulu-Natal	2000	2 619 621	22.5%	43 739	17.1%
	2023	2 813 108	22.1%	62 750	8.5%
	2000-23	7.4%	—	43.5%	—
Limpopo	2000	1 830 018	15.7%	15 247	5.9%
	2023	1 714 068	13.5%	85 226	11.5%
	2000-23	-6.3%	—	459.0%	—
Mpumalanga	2000	898 599	7.7%	13 180	5.1%
	2023	1 113 279	8.8%	37 077	5.0%
	2000-23	23.9%	—	181.3%	—
North West	2000	902 256	7.7%	7 650	3.0%
	2023	850 644	6.7%	29 436	4.0%
	2000-23	-5.7%	—	284.8%	—
Northern Cape	2000	196 205	1.7%	2 445	1.0%
	2023	299 163	2.4%	7 490	1.0%
	2000-23	52.5%	—	206.3%	—
Western Cape	2000	888 251	7.6%	28 133	11.0%
	2023	1 199 339	9.4%	70 316	9.5%
	2000-23	35.0%	—	149.9%	—
SOUTH AFRICA	2000	11 647 172	100.0%	256 283	100.0%
	2023	12 701 575	100.0%	738 108	100.0%
	2000-23	9.1%	—	188.0%	—

Source: DBE, *Education Statistics in South Africa at a glance, 2000*, February 2002, p4; *School Realities 2023*, December 2023, Table 2, p1

a Public schools are state-controlled and are contemplated under Chapter 3 of the South African Schools Act of 1996.

b Independent or private schools are owned by individuals or organisations and are established in line with section 29(3) of the Constitution and section 45 of the South African Schools Act of 1996.

Public schools

Public schools^a by province, 2000 and 2023

Province	2000	2023	Change
Eastern Cape	6 178	5 016	-18.8%
Free State	2 538	937	-63.1%
Gauteng	1 905	2 061	8.2%
KwaZulu-Natal	5 693	5 790	1.7%
Limpopo	4 138	3 622	-12.5%
Mpumalanga	2 053	1 632	-20.5%
North West	2 294	1 443	-37.1%
Northern Cape	486	543	11.7%
Western Cape	1 504	1 467	-2.5%
South Africa	26 789	22 511	-16.0%

Source: DBE, *Education Statistics in South Africa at a Glance, 2000*, February 2002, p1; *School Realities 2023*, December 2023, Table 2, p1

a Public schools are state-controlled and are contemplated under chapter 3 of the South African Schools Act of 1996. A public school may be an ordinary or special needs school, or one with a specialised focus on talent, including sport, performing arts or creative arts, according to section 12 (3)(a) of the Act.

Pupils and teachers

Pupils and teachers at public schools by province, 2000 and 2023

Province	Pupils		Teachers		Pupil-to-teacher ratio ^a	
	2000	2023	2000	2023	2000	2023
Eastern Cape	2 130 390	1 728 088	66 361	56 942	32 to 1	30 to 1
Free State	744 868	702 394	22 834	23 306	33 to 1	30 to 1
Gauteng	1 436 964	2 281 492	43 254	74 030	33 to 1	31 to 1
KwaZulu-Natal	2 619 621	2 813 108	71 748	91 816	37 to 1	31 to 1
Limpopo	1 830 018	1 714 068	54 456	51 227	34 to 1	33 to 1
Mpumalanga	898 599	1 113 279	26 080	34 807	35 to 1	32 to 1
North West	902 256	850 644	29 516	27 199	31 to 1	31 to 1
Northern Cape	196 205	299 163	6 399	10 268	31 to 1	29 to 1
Western Cape	888 251	1 199 339	27 714	39 893	32 to 1	30 to 1
South Africa	11 647 172	12 701 575	348 362	409 488	33 to 1	31 to 1

Source: DBE, *Education Statistics in South Africa at a Glance, 2000*, February 2002, p4; *School Realities 2023*, December 2023, Table 2, p1

a CRA calculations.

Facilities and amenities

Public schools and toilets by province, 2024

Province	Sites ^a	Pit	Ventilation Improved Pit ^b	Enviro loo ^c
Eastern Cape	5 046	427	3 143	151
Free State	945	2	116	11
Gauteng	2 066	0	10	10
KwaZulu-Natal	5 797	254	2 702	194
Limpopo	3 649	789	1 578	1 306
Mpumalanga	1 649	40	588	556
North West	1 448	257	329	45
Northern Cape	545	1	62	68
Western Cape	1 452	0	4	0
South Africa	22 597	1 770	8 532	2 341

Province	Flush toilet, septic tank	Flush toilet, municipal	Mobile	Chemical/without sanitation facility/other
Eastern Cape	286	1 087	9	44
Free State	133	731	13	0
Gauteng	140	1 883	98	6
KwaZulu-Natal	642	1 581	73	75
Limpopo	760	403	0	15
Mpumalanga	792	668	3	3
North West	858	697	7	9
Northern Cape	198	313	2	1
Western Cape	239	1 387	3	0
South Africa	4 048	8 750	208	153

Source: DBE, www.education.gov.za, *Education Facility Management Systems (EFMS)* as at 03 July 2024, p4

a One site can have more than one type of ablution.

a A more sophisticated form of the pit latrine, with a black pipe (vent pipe) fitted to the pit and a screen (fly screen) at the top outlet of the pipe.

b A "dry or waterless sanitation system" rather than a composting toilet. The system uses a dehydrating process over a lengthy retention period, with an ancillary, lesser composting process.

Public schools and water supply by province, 2024

Province	Sites ^a	Unreliable water supply	Borehole/ well on site	Mobile tanker	Municipal communal	Municipal yard supply	Rainwater
Eastern Cape	5 016	421	110	816	1 745	4 109	4 014
Free State	937	166	36	99	765	112	17
Gauteng	2 061	297	25	0	1 639	0	85
KwaZulu-Natal	5 790	1 510	438	645	2 532	5 785	2 996
Limpopo	3 622	2 697	230	575	1 150	312	219
Mpumalanga	1 632	926	267	0	790	15	6
North West	1 443	1 090	148	256	547	42	58
Northern Cape	543	311	21	227	230	35	46
Western Cape	1 467	233	96	70	1 318	7	14
South Africa	22 511	7 651	1 371	2 688	10 716	10 417	7 455

Source: DBE, www.education.gov.za, *Education Facility Management Systems (EFMS)* as at 03 July 2024, p3

a One site can have more than one type of water source.

Public schools and electricity supply by province, 2024

Province	Sites ^a	Grid connection	Generator powered	Solar powered
Eastern Cape	5 016	4 635	228	590
Free State	937	937	35	10
Gauteng	2 061	2 059	2	6
KwaZulu-Natal	5 790	5 356	203	440
Limpopo	3 622	3 504	97	227
Mpumalanga	1 632	1 614	156	7
North West	1 443	1 421	11	4
Northern Cape	543	525	62	15
Western Cape	1 467	1 467	4	2
South Africa	22 511	21 518	798	1 301

Source: DBE, www.education.gov.za, *Education Facility Management Systems (EFMS)* as at 03 July 2024, p2

a One site can have more than one electricity source.

Public schools and communication systems by province, 2024

With communication systems ^a					
Province	Sites	Cell phone network	Landline	Fax	Two-way radio
Eastern Cape	5 016	4 741	1 045	774	31
Free State	937	844	808	721	26
Gauteng	2 061	1 685	1 788	1 679	131
KwaZulu-Natal	5 790	5 480	2 286	1 642	53
Limpopo	3 622	3 468	825	494	6
Mpumalanga	1 632	1 477	603	380	19
North West	1 443	1 384	540	190	23
Northern Cape	543	454	387	346	7
Western Cape	1 467	1 059	1 334	1 247	100
South Africa^b	22 511	20 592	9 616	7 473	396

With communication systems ^a						Without communication systems	
Province	Internet connectivity for learning and teaching	Internet connectivity for administrative purposes	Public call box	Intercom			
Eastern Cape	518	1 147	258	292		190	3.8%
Free State	299	424	381	73		28	3.0%
Gauteng	1 171	1 231	953	485		80	3.9%
KwaZulu-Natal	573	1 093	563	252		156	2.7%
Limpopo	189	384	147	34		119	3.3%
Mpumalanga	459	1 037	53	34		32	1.9%
North West	307	813	39	109		25	1.7%
Northern Cape	217	410	23	79		8	1.5%
Western Cape	1 178	1 201	623	198		72	5.0%
South Africa^b	4 911	7 740	3 040	1 556		722	3.2%

Source: DBE, www.education.gov.za, *National Education Infrastructure Management System Report as at 03 July 2024*, p11

a One site can have more than one communication mode.

b Figures may not add up vertically, owing to rounding.

Public schools and laboratory facilities by province, 2024

Province	Sites	—With a laboratory—		—Without a laboratory—	
		Number	Proportion	Number	Proportion
Eastern Cape	5 016	372	7.4%	4 644	92.6%
Free State	937	673	71.8%	264	28.2%
Gauteng	2 061	927	45.0%	1 134	55.0%
KwaZulu-Natal	5 790	782	13.5%	5 008	86.5%
Limpopo	3 622	228	6.3%	3 394	93.7%
Mpumalanga	1 632	217	13.3%	1 415	86.7%
North West	1 443	184	12.8%	1 259	87.2%
Northern Cape	543	56	10.3%	487	89.7%
Western Cape	1 467	521	35.5%	946	64.5%
South Africa	22 511	3 960	17.6%	18 551	82.4%

Source: DBE, www.education.gov.za, Education Facility Management Systems (EFMS) as at 03 July 2024, p8

Public schools and computer facilities by province, 2024

Province	Sites	—With a computer facility—		—Without a computer facility—	
		Number	Proportion	Number	Proportion
Eastern Cape	5 016	580	11.6%	4 436	88.4%
Free State	937	665	71.0%	272	29.0%
Gauteng	2 061	1 687	81.9%	374	18.1%
KwaZulu-Natal	5 790	2 023	34.9%	3 767	65.1%
Limpopo	3 622	618	17.1%	3 004	82.9%
Mpumalanga	1 632	551	33.8%	1 081	66.2%
North West	1 443	552	38.3%	891	61.7%
Northern Cape	543	100	18.4%	443	81.6%
Western Cape	1 467	896	61.1%	571	38.9%
South Africa	22 511	7 672	34.1%	14 839	65.9%

Source: DBE, www.education.gov.za, Education Facility Management Systems (EFMS) as at 03 July 2024, p9

Public schools and library facilities by province, 2024

Province	Sites	With a library	
		Number	Proportion
Eastern Cape	5 016	364	7.3%
Free State	937	645	68.8%
Gauteng	2 061	1 403	68.1%
KwaZulu-Natal	5 790	1 509	26.1%
Limpopo	3 622	314	8.7%
Mpumalanga	1 632	341	20.9%
North West	1 443	364	25.2%
Northern Cape	543	107	19.7%
Western Cape	1 467	816	55.6%
South Africa	22 511	5 863	26.0%

Province	With a stocked library		Without a library	
	Number	Proportion	Number	Proportion
Eastern Cape	215	59.1%	4 652	92.7%
Free State	201	31.2%	292	31.2%
Gauteng	881	62.8%	658	31.9%
KwaZulu-Natal	995	65.9%	4 281	73.9%
Limpopo	108	34.4%	3 308	91.3%
Mpumalanga	159	46.6%	1 291	79.1%
North West	197	100.0%	1 079	74.8%
Northern Cape	107	54.1%	436	80.3%
Western Cape	449	55.0%	651	44.4%
South Africa	3 312	56.5%	16 648	74.0%

Source: DBE, www.education.gov.za, Education Facility Management Systems (EFMS) as at 03 July 2024, p7

Public schools and sporting facilities by province, 2024

Province	Sites	With sports facilities ^a				
		Athletics	Tennis	Combi court ^b	Hockey	Netball
Eastern Cape	5 016	153	170	132	80	1 485
Free State	937	64	142	64	49	534
Gauteng	2 061	428	430	358	244	1 277
KwaZulu-Natal	5 790	209	160	317	129	1 967
Limpopo	3 622	86	109	74	40	2 149
Mpumalanga	1 632	78	121	134	58	744
North West	1 443	127	103	396	50	687
Northern Cape	543	47	125	47	27	278
Western Cape	1 467	87	232	37	113	854
South Africa ^c	22 511	1 279	1 592	1 559	790	9 975

Province	With sports facilities ^a					Without sports facilities	
	Swimming pool	Soccer	Cricket	Rugby	Squash court		
Eastern Cape	72	1 214	177	476	19	3 045	60.7%
Free State	16	457	113	42	6	253	27.0%
Gauteng	168	1 074	456	236	9	505	24.5%
KwaZulu-Natal	185	1 622	275	121	17	3 143	54.3%
Limpopo	43	1 617	68	37	2	1 179	32.6%
Mpumalanga	22	694	69	278	2	574	35.2%
North West	33	807	93	81	6	297	20.6%
Northern Cape	20	168	53	83	2	192	35.4%
Western Cape	23	744	156	105	1	396	27.0%
South Africa ^c	582	8 397	1 460	1 459	64	9 584	42.6%

Source: DBE, www.education.gov.za, *Education Facility Management Systems (EFMS) as at 03 July 2024*, p10

- a One site can have more than one sporting facility.
- b Caters for more than one sporting code.
- c Figures may not add up vertically, owing to rounding.

Safety in schools

Public schools and fencing/security by province, 2024

Province	Sites ^a	With fencing/security				
		Palisade	Wire/Razor wire	Precast wall	Brick wall	Electric fence
Eastern Cape	5 016	408	6 477	24	371	14
Free State	937	287	800	4	87	4
Gauteng	2 061	1 529	982	113	568	31
KwaZulu-Natal	5 790	546	8 482	101	576	19
Limpopo	3 622	575	4 193	13	470	7
Mpumalanga	1 632	558	1 418	7	100	7
North West	1 443	421	1 889	19	212	12
Northern Cape	543	208	523	2	31	5
Western Cape	1 467	183	1 311	17	91	13
South Africa^b	22 511	4 715	26 075	300	2 506	112

Province	Gate	With fencing/security				
		Access control	Security room/guard house room	Alarm system	Security lights	Surveillance cameras
Eastern Cape	4 610	141	381	445	402	151
Free State	850	40	50	67	93	70
Gauteng	1 930	954	531	146	587	194
KwaZulu-Natal	5 473	433	2 172	159	434	184
Limpopo	3 336	167	354	107	110	28
Mpumalanga	1 457	370	463	468	115	110
North West	1 362	170	220	411	281	223
Northern Cape	512	68	14	167	39	45
Western Cape	1 285	350	94	200	156	89
South Africa^b	20 815	2 693	4 279	2 170	2 217	1 094

Source: DBE, www.education.gov.za, *Education Facility Management Systems (EFMS) as at 03 July 2024*, p6

a One site can have more than one fencing/security type.

b Figures may not add up vertically, owing to rounding.

Independent schools

Number of schools

Independent schools^a by province, 2000 and 2023

Province	2000	2023	Change
Eastern Cape	39	269	589.7%
Free State	61	84	37.7%
Gauteng	365	918	151.5%
KwaZulu-Natal	198	230	16.2%
Limpopo	60	217	261.7%
Mpumalanga	62	139	124.2%
North West	36	106	194.4%
Northern Cape	24	43	79.2%
Western Cape	126	319	153.2%
South Africa	971	2 325	139.4%

Source: DBE, *Education Statistics in South Africa at a Glance, 2000*, p1; *School Realities 2023*, December 2023, Table 2, p1

a Independent or private schools are owned by individuals or organisations and are established in line with section 29(3) of the Constitution and section 45 of the South African Schools Act of 1996. Section 46 of the Act states that an independent school must not have standards inferior to those of comparable public schools, its admission policy must not discriminate on grounds of race, and it must comply with the grounds for registration of the provincial education department it is registered under.

Pupils and teachers

Pupils and teachers at independent schools by province, 2000 and 2023

Province	Pupils		Teachers		– Pupil-to-teacher ratio ^a –	
	2000	2023	2000	2023	2000	2023
Eastern Cape	8 471	78 031	453	4 361	19 to 1	18 to 1
Free State	19 887	21 227	486	1 269	41 to 1	17 to 1
Gauteng	1 17 531	346 555	7 004	20 830	17 to 1	17 to 1
KwaZulu-Natal	43 739	62 750	2 921	4 591	15 to 1	14 to 1
Limpopo	15 247	85 226	683	4 095	22 to 1	21 to 1
Mpumalanga	13 180	37 077	661	2 336	20 to 1	16 to 1
North West	7 650	29 436	508	1 508	15 to 1	20 to 1
Northern Cape	2 445	7 490	157	601	16 to 1	12 to 1
Western Cape	28 133	70 316	2 108	5 670	13 to 1	12 to 1
South Africa	256 283	738 108	14 981	45 261	17 to 1	16 to 1

Source: DBE, *Education Statistics in South Africa at a Glance, 2000*, February 2002, p4; *School Realities, 2023*, December 2023, Table 2, p1

a CRA calculations.

Examinations and output

Public examinations

National Senior Certificate (NSC)

The minimum duration of an NSC is three years, namely grades 10, 11 and 12. In order to qualify for the NSC, a pupil must register for a minimum of seven subjects, and provide full evidence of a school-based assessment for each subject. To obtain the NSC, a candidate must:

- complete the programme requirements for grades 10, 11 and 12 separately and fulfil the assessment standards for each of the three grades; and
- comply with internal assessment requirements for grades 10, 11 and 12 and with the external assessment requirements of grade 12.

In the NSC final examinations at grade 12, a candidate needs to:

- achieve 40% in three subjects, one of which must be an official language studied as a home language;
- achieve 30% in three additional subjects; and
- provide full evidence of the school-based assessment component for subjects failed.

NSC subjects are as follows:

- | | |
|-----------------------------------|--------------------------|
| • Accounting | • Information technology |
| • Agricultural science | • Languages |
| • Business studies | • Life sciences |
| • Consumer studies | • Mathematics |
| • Dramatic arts | • Mathematical literacy |
| • Economics | • Music |
| • Engineering graphics and design | • Physical sciences |
| • Geography | • Religious studies |
| • History | • Visual arts |

Higher Education Admission

a) Bachelor's degree: In order to be admitted to university to study towards a (bachelor's) degree, one needs an NSC (at least six subjects), having achieved not less than 30% in the language of instruction; 40% or more in their home language; and 50% in four subjects*.

b) Diploma: To be admitted to study towards a diploma, one needs an NSC (at least six subjects), having achieved not less than 30% in two subjects, including the language of instruction; and 40% or more in four subjects, one of which is their official language studied as a home language*.

c) Higher Certificate: In order to be admitted to study towards a higher certificate, one needs an NSC (at least six subjects), having achieved not less than 30% in three subjects, including the language of instruction; 40% in two subjects; and 40% in their home language.

Endorsed NSC: This is for candidates who are unable to meet the stipulated requirements owing to impairment (visual, oral and hearing) and other disorders. For an endorsed NSC, candidates only need to register for five subjects, (namely first additional language, mathematics/mathematical literacy, life orientation and two other subjects) and are expected to achieve a minimum of 30% in each of those five subjects.

Source: DBE, *National Senior Certificate Examination Report 2018*, 4 January 2018, pp6-7; *National Senior Certificate Examination Report 2022*, January 2023, Table 3.3.2, p23

* Excluding life orientation.

Overall results

National Senior Certificate examination results
(new curriculum), 2008-23

Year	Candidates	Pass		Higher Certificate admission	
		Number	Proportion	Number	Proportion
2008	533 561	334 744	62.7%	102 032	19.1%
2009	552 073	334 718	60.6%	93 356	17.0%
2010	537 543	364 513	67.8%	91 241	17.1%
2011	496 090	348 114	70.2%	85 296	17.2%
2012	511 152	377 829	73.9%	88 604	17.3%
2013	562 112	439 779	78.2%	94 556	16.8%
2014	532 860	403 874	75.8%	86 022	16.1%
2015	644 536	455 825	70.7%	105 770	16.4%
2016	610 178	442 672	72.5%	100 486	16.5%
2017	534 484	401 307	75.1%	86 265	16.1%
2018	512 735	400 632	78.1%	86 790	16.9%
2019	504 303	409 906	81.3%	78 984	15.7%
2020	578 468	440 598	76.2%	79 117	13.7%
2021	704 021	537 565	76.4%	103 859	14.8%
2022	725 146	580 555	80.1%	108 159	14.9%
2023	691 160	572 839	82.9%	101 973	14.8%
2008-23	29.5%	71.1%	32.2%	-0.1%	-22.8%

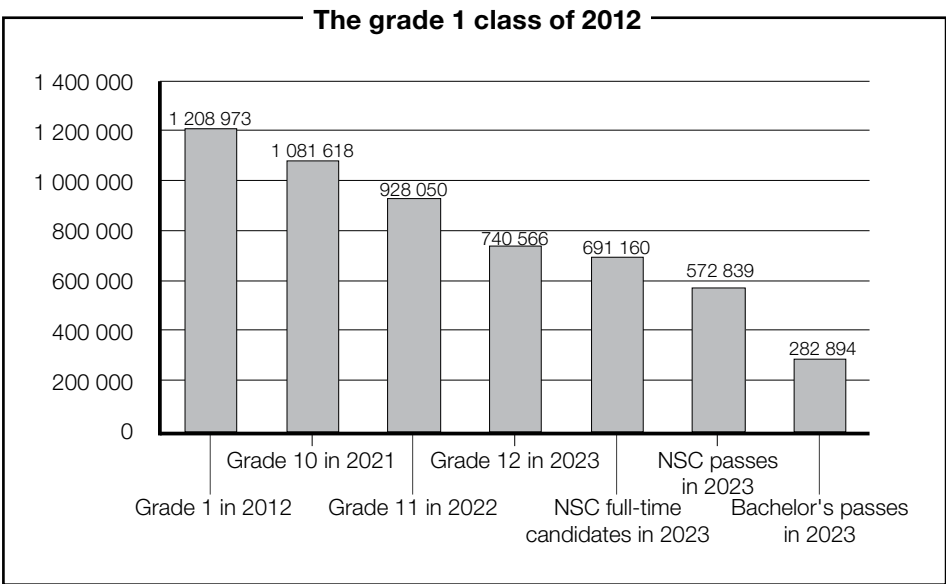
Year	Diploma admission		Bachelor's admission	
	Number	Proportion	Number	Proportion
2008	124 258	23.3%	107 274	20.1%
2009	131 035	23.8%	109 697	19.9%
2010	146 224	27.2%	126 371	23.5%
2011	141 584	28.5%	120 767	24.3%
2012	152 881	29.9%	136 047	26.6%
2013	173 292	30.8%	171 755	30.6%
2014	166 689	31.3%	150 752	28.3%
2015	183 720	28.5%	166 263	25.8%
2016	179 619	29.4%	162 374	26.6%
2017	161 333	30.2%	153 610	28.7%
2018	141 700	27.6%	172 043	33.6%
2019	144 672	28.7%	186 058	36.9%
2020	150 600	26.0%	210 820	36.4%
2021	177 572	25.2%	256 031	36.4%
2022	193 357	26.7%	278 814	38.4%
2023	187 876	27.2%	282 894	40.9%
2008-23	51.2%	16.7%	163.7%	103.6%

Source: DBE, National Senior Certificate Examination Reports, 2009-22; 2023 NSC Exam Results Technical Report, January 2024, Table 6.1.4, p38

The grade 1 class of 2012

Class progress	Number	Proportion
Grade 1 in 2012	1 208 973	100.0%
Grade 10 in 2021	1 081 618	89.5%
Grade 11 in 2022	928 050	76.8%
Grade 12 in 2023	740 566	61.3%
NSC candidates who wrote in 2023	691 160	57.2%
NSC passes in 2023	572 839	47.4%
Bachelor's passes in 2023	282 894	23.4%

Source: DBE, *School Realities 2012*, September 2012, Table 4, pp2-3; *School Realities 2021*, January 2022, Table 4, pp2-3; *School Realities 2022*, December 2022, Table 4, pp2-3; *School Realities 2023*, December 2023, Table 4, pp2-3; *2023 NSC Exam Results Technical Report*, January 2024, Table 6.1.4, p38



The grade 12 class of 2023

Achievement	Number	Proportion of total ^a
Higher certificate admission	101 973	14.8%
Diploma admission	187 876	27.2%
Bachelor's admission	282 894	40.9%
NSC ^b	96	0.0%
Passed/Achieved	572 839	82.9%
Failed	118 321	17.1%
Total^c	691 160	100.0%

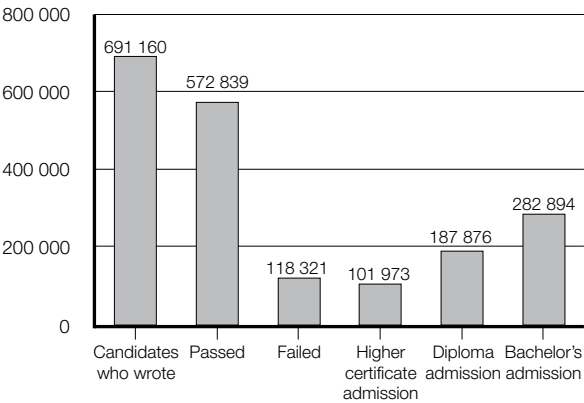
Source: DBE, 2023 NSC Exam Results Technical Report, January 2024, Table 6.1.4, p38

a CRA calculations.

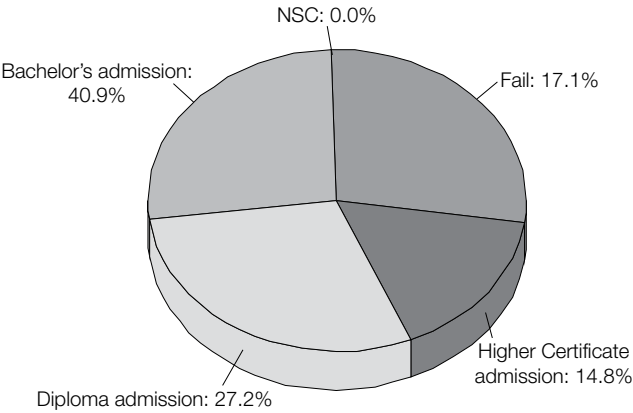
b Candidates who obtained an NSC but did not satisfy the minimum requirements to study for a higher certificate, diploma, or bachelor's degree.

c Full-time candidates only.

The grade 12 class of 2023 (actual numbers)



The grade 12 class of 2023 (proportions)

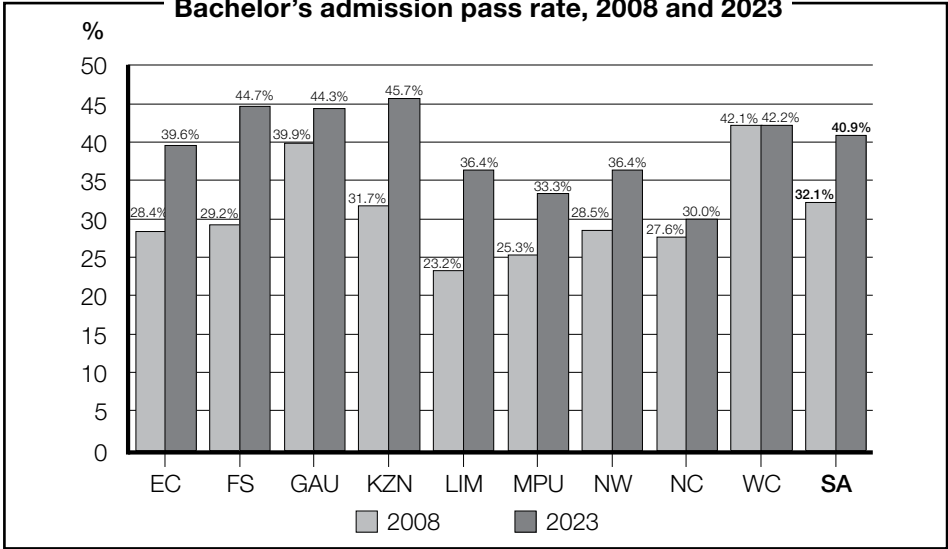


NSC passes by province, 2023

Province	Total wrote	Higher Certificate admission		Diploma admission		Bachelor's admission		Total NSC
		Number	Proportion	Number	Proportion	Number	Proportion	
Eastern Cape	95 697	13 992	14.6%	25 997	27.2%	37 898	39.6%	81.4%
Free State	34 451	4 952	14.4%	10 282	29.8%	15 414	44.7%	89.0%
Gauteng	127 697	17 364	13.6%	35 038	27.4%	56 552	44.3%	85.4%
KwaZulu-Natal	157 911	20 435	12.9%	43 769	27.7%	72 099	45.7%	86.4%
Limpopo	93 533	15 894	17.0%	24 481	26.2%	34 018	36.4%	79.5%
Mpumalanga	65 534	11 196	17.1%	17 412	26.6%	21 819	33.3%	77.0%
North West	41 418	7 093	17.1%	11 647	28.1%	15 061	36.4%	81.6%
Northern Cape	12 842	2 222	17.3%	3 665	28.5%	3 851	30.0%	75.8%
Western Cape	62 077	8 825	14.2%	15 585	25.1%	26 182	42.2%	81.5%
South Africa	691 160	101 973	14.8%	187 876	27.2%	282 894	40.9%	82.9%

Source: DBE, 2023 NSC Exam Results Technical Report, January 2024, Table 6.1.4, p38

Bachelor's admission pass rate, 2008 and 2023



Results for selected subjects by race, 2023

Subject	Number of candidates	Number achieved 40% and above	Proportion achieved 40% and above	Number achieved 50% and above	Proportion achieved 50% and above
Accounting	100 996	52 537	52.0%	32 302	32.0%
Black	88 404	43 697	49.4%	25 394	28.7%
Coloured	4 593	2 265	49.3%	1 424	31.0%
Indian/Asian	3 172	2 431	76.6%	1 955	61.6%
White	4 767	4 105	86.1%	3 497	73.4%
Other	60	39	65.0%	32	53.3%
Agricultural sciences	115 879	66 166	57.1%	40 884	35.3%
Black	115 023	65 607	57.0%	40 559	35.3%
Coloured	179	71	39.7%	35	19.6%
Indian/Asian	26	13	50.0%	6	23.1%
White	648	473	73.0%	283	43.7%
Other	3	2	66.7%	1	33.3%
Business studies	227 678	141 639	62.2%	97 752	42.9%
Black	193 468	121 324	62.7%	83 495	43.2%
Coloured	20 908	10 650	50.9%	6 937	33.2%
Indian/Asian	5 070	3 734	73.6%	2 875	56.7%
White	8 071	5 794	71.8%	4 334	53.7%
Other	161	137	85.1%	111	68.9%
Economics	123 661	60 958	49.3%	35 255	28.5%
Black	116 023	56 632	48.8%	32 208	27.8%
Coloured	5 111	2 316	45.3%	1 452	28.4%
Indian/Asian	922	647	70.2%	452	49.0%
White	1 569	1 336	85.1%	1 123	71.6%
Other	36	27	75.0%	20	55.6%
Geography	344 285	211 365	61.4%	128 547	37.3%
Black	316 817	194 538	61.4%	117 607	37.1%
Coloured	18 154	8 806	48.5%	4 682	25.8%
Indian/Asian	3 606	2 997	83.1%	2 302	63.8%
White	5 586	4 921	88.1%	3 866	69.2%
Other	122	103	84.4%	90	73.8%
History	225 709	154 490	68.4%	102 468	45.4%
Black	197 990	138 212	69.8%	92 097	46.5%
Coloured	22 189	11 493	51.8%	6 396	28.8%
Indian/Asian	2 291	1 936	84.5%	1 528	66.7%
White	3 133	2 766	88.3%	2 380	76.0%
Other	106	83	78.3%	67	63.2%
Life sciences	379 110	198 374	52.3%	123 280	32.5%
Black	343 436	177 602	51.7%	108 249	31.5%
Coloured	18 461	7 594	41.1%	4 633	25.1%
Indian/Asian	6 463	4 775	73.9%	3 752	58.1%
White	10 533	8 248	78.3%	6 532	62.0%
Other	217	155	71.4%	114	52.5%
Mathematics	261 922	114 284	43.6%	72 100	27.5%
Black	234 886	95 325	40.6%	57 467	24.5%
Coloured	8 428	4 075	48.4%	2 606	30.9%
Indian/Asian	5 839	4 175	71.5%	3 292	56.4%
White	12 576	10 574	84.1%	8 628	68.6%
Other	193	135	69.9%	107	55.4%
Mathematical literacy	421 833	239 062	56.7%	141 807	33.6%
Black	364 488	200 397	55.0%	113 995	31.3%
Coloured	37 573	20 604	54.8%	12 583	33.5%
Indian/Asian	5 103	4 249	83.3%	3 307	64.8%
White	14 465	13 646	94.3%	11 797	81.6%
Other	204	166	81.4%	125	61.3%
Physical science	206 318	105 365	51.1%	64 288	31.2%
Black	188 679	92 417	49.0%	54 177	28.7%
Coloured	5 057	2 699	53.4%	1 785	35.3%
Indian/Asian	4 178	3 212	76.9%	2 551	61.1%
White	8 276	6 946	83.9%	5 703	68.9%
Other	128	91	71.1%	72	56.3%

Source: DBE, email communication, 16 July 2024

Results for selected subjects (actual numbers), 2008-23

Subject	Year	Wrote	Fail 0%-29%	Pass 30%-49%	Pass 50%-69%	Pass 70%-100%
Accounting	2008	176 366	68 176	77 366	22 818	7 922
	2010	160 991	57 629	73 742	20 714	8 906
	2012	134 978	46 461	53 139	23 096	12 256
	2014	125 987	40 300	51 335	22 271	12 068
	2016	128 853	39 355	54 190	22 834	12 474
	2018	90 278	24 797	37 978	17 580	9 923
	2020	92 767	22 752	38 074	20 510	11 428
	2022	104 798	25 805	44 553	22 332	12 104
	2023	100 974	23 402	45 280	21 238	11 053
Life sciences	2008	298 210	87 900	144 025	49 489	16 769
	2010	285 496	70 614	125 467	66 827	22 588
	2012	278 412	84 786	124 402	51 781	17 381
	2014	284 298	74 512	125 130	60 342	24 304
	2016	347 662	102 585	152 164	67 884	25 005
	2018	310 041	73 456	140 133	73 184	23 259
	2020	319 228	92 517	134 403	69 473	22 806
	2022	399 007	113 783	163 884	90 702	30 619
	2023	379 024	92 316	163 446	92 826	30 436
Mathematics	2008	300 008	163 793	73 796	37 361	25 027
	2010	263 034	135 249	77 590	32 361	17 834
	2012	225 874	103 873	70 726	35 330	15 901
	2014	225 458	104 924	70 152	33 874	16 491
	2016	265 810	129 820	79 382	38 288	18 267
	2018	233 858	98 220	84 932	36 275	14 426
	2020	233 315	107 784	73 445	35 436	16 637
	2022	269 734	121 380	88 887	41 992	17 458
	2023	262 016	95 678	94 210	50 772	21 354
Mathematical literacy	2008	267 236	57 084	109 948	62 794	37 392
	2010	280 836	37 870	128 922	85 075	28 969
	2012	291 341	36 722	150 401	81 696	22 480
	2014	312 054	49 556	155 486	82 770	24 230
	2016	361 865	103 956	165 193	74 978	17 676
	2018	294 204	80 976	138 696	59 886	14 634
	2020	341 363	65 673	154 957	96 361	24 339
	2022	450 005	64 485	224 803	129 255	31 446
	2023	421 835	74 605	205 413	110 303	31 508
Physical science	2008	217 300	98 042	86 682	25 115	7 409
	2010	205 364	103 753	63 758	25 214	12 639
	2012	179 201	69 247	66 273	30 013	13 626
	2014	167 997	64 644	65 596	25 784	11 965
	2016	192 618	73 175	71 821	31 953	15 633
	2018	172 319	44 400	76 448	34 657	16 809
	2020	174 310	59 548	68 889	31 732	14 128
	2022	209 004	53 123	92 406	46 351	17 106
	2023	206 399	49 031	93 050	47 327	16 989

Source: DBE, email communication, 11 July 2024

Results for selected subjects (proportions)^a, 2008-23

Subject	Year	Wrote	Fail 0%-29%	Pass 30%-49%	Pass 50%-69%	Pass 70%-100%
Accounting	2008	176 366	38.7%	43.9%	12.9%	4.5%
	2010	160 991	35.8%	45.8%	12.9%	5.5%
	2012	134 978	34.4%	39.4%	17.1%	9.1%
	2014	125 987	32.0%	40.7%	17.7%	9.6%
	2016	128 853	30.5%	42.1%	17.7%	9.7%
	2018	90 278	27.5%	42.1%	19.5%	11.0%
	2020	92 767	24.5%	41.0%	22.1%	12.3%
	2022	104 798	24.6%	42.5%	21.3%	11.5%
	2023	100 974	23.2%	44.8%	21.0%	10.9%
Life sciences	2008	298 210	29.5%	48.3%	16.6%	5.6%
	2010	285 496	24.7%	43.9%	23.4%	7.9%
	2012	278 412	30.5%	44.7%	18.6%	6.2%
	2014	284 298	26.2%	44.0%	21.2%	8.5%
	2016	347 662	29.5%	43.8%	19.5%	7.2%
	2018	310 041	23.7%	45.2%	23.6%	7.5%
	2020	319 228	29.0%	42.1%	21.8%	7.1%
	2022	399 007	28.5%	41.1%	22.7%	7.7%
	2023	379 024	24.4%	43.1%	24.5%	8.0%
Mathematics	2008	300 008	54.6%	24.6%	12.5%	8.3%
	2010	263 034	51.4%	29.5%	12.3%	6.8%
	2012	225 874	46.0%	31.3%	15.6%	7.0%
	2014	225 458	46.5%	31.1%	15.0%	7.3%
	2016	265 810	48.8%	29.9%	14.4%	6.9%
	2018	233 858	42.0%	36.3%	15.5%	6.2%
	2020	233 315	46.2%	31.5%	15.2%	7.1%
	2022	269 734	45.0%	33.0%	15.6%	6.5%
	2023	262 016	36.5%	36.0%	19.4%	8.1%
Mathematical literacy	2008	267 236	21.4%	41.1%	23.5%	14.0%
	2010	280 836	13.5%	45.9%	30.3%	10.3%
	2012	291 341	12.6%	51.6%	28.0%	7.7%
	2014	312 054	15.9%	49.8%	26.5%	7.8%
	2016	361 865	28.7%	45.7%	20.7%	4.9%
	2018	294 204	27.5%	47.1%	20.4%	5.0%
	2020	341 363	19.2%	45.4%	28.2%	7.1%
	2022	450 005	14.3%	50.0%	28.7%	7.0%
	2023	421 835	17.7%	48.7%	26.1%	7.5%
Physical science	2008	217 300	45.1%	39.9%	11.6%	3.4%
	2010	205 364	50.5%	31.0%	12.3%	6.2%
	2012	179 201	38.6%	37.0%	16.7%	7.6%
	2014	167 997	38.5%	39.0%	15.3%	7.1%
	2016	192 618	38.0%	37.3%	16.6%	8.1%
	2018	172 319	25.8%	44.4%	20.1%	9.8%
	2020	174 310	34.2%	39.5%	18.2%	8.1%
	2022	209 004	25.4%	44.2%	22.2%	8.2%
	2023	206 399	23.8%	45.1%	22.9%	8.2%

Source: DBE, email communication, 11 July 2024

a CRA calculations.

Results by school quintile^a, 2023

Rank	Higher certificate admission	Diploma admission	Bachelor's admission	NSC ^b / Endorsed Certificate ^c	Total
Quintile 1	25 420	41 638	54 412	49	121 519
Quintile 2	24 313	41 285	56 219	22	121 839
Quintile 3	26 395	46 077	64 045	18	136 535
Quintile 4	12 465	24 693	33 919	3	71 080
Quintile 5	10 584	27 088	58 918	3	96 593
Quintile 99 ^d	2 532	6 586	14 662	1	23 781
Total	101 709	187 367	282 175	96	572 983

Source: DBE, 2023 NSC Exam Results Technical Report, January 2024, Table 6.1.10, p43

- a The quintile ranking system is a poverty index used by the DBE for funding purposes (primarily school subsidies). The poorest schools fall under quintile 1 and the most well-off are in quintile 5.
- b Obtained an NSC but did not satisfy the minimum requirements to study for a higher certificate, diploma, or bachelor's degree.
- c This is for candidates who cannot, despite concessions granted, meet the stipulated NSC requirements (endorsed NSC candidates only need to offer five subjects, with a minimum pass of 30% in those five subjects).
- d Schools not captured or whose ranking is unknown. Includes independent and special schools, which are not ranked.

Ratio of mathematical literacy to mathematics candidates and passes, 2008-23

Year	Candidates	Achieved 40% or above	Achieved 60% or above
2008	0.9 to 1	1.6 to 1	1.6 to 1
2010	1.1 to 1	2.2 to 1	2.3 to 1
2012	1.3 to 1	2.2 to 1	2.0 to 1
2014	1.4 to 1	2.3 to 1	2.1 to 1
2016	1.5 to 1	2.0 to 1	1.6 to 1
2018	1.3 to 1	1.5 to 1	1.5 to 1
2019	1.3 to 1	2.1 to 1	2.1 to 1
2020	1.5 to 1	2.4 to 1	2.3 to 1
2021	1.7 to 1	2.2 to 1	2.2 to 1
2022	1.7 to 1	2.8 to 1	2.7 to 1
2023	1.6 to 1	2.1 to 1	2.0 to 1

Source: CRA calculations based on data from the DBE

Mathematics results by school quintile^a (actual numbers), 2023

Rank	0%-19.9%	20%-39.9%	40%-59.9%	60%-79.9%	80%-100%	Total ^c
Quintile 1	15 337	24 174	16 074	5 556	1 121	62 262
Quintile 2	12 575	21 937	15 095	5 430	1 192	56 229
Quintile 3	12 725	22 579	14 982	5 738	1 480	57 504
Quintile 4	5 921	10 505	7 885	3 565	993	28 869
Quintile 5	3 870	12 355	14 404	9 561	3 535	43 725
Quintile 99 ^b	1 552	4 107	4 595	2 439	639	13 332
Total ^c	51 980	95 657	73 035	32 289	8 960	262 016

Source: DBE, email communication, 23 January 2024

a The quintile ranking system is a poverty index used by the DBE for funding purposes (primarily school subsidies).

b Schools not captured or whose ranking is unknown.

c Figures may not add up, owing to the exclusion of ‘Other’/ ‘Unspecified’.

Mathematics results by school quintile^a (proportions), 2023

Rank	0%-19.9%	20%-39.9%	40%-59.9%	60%-79.9%	80%-100%	Total
Quintile 1	24.6%	38.8%	25.8%	8.9%	1.8%	100.0%
Quintile 2	22.4%	39.0%	26.8%	9.7%	2.1%	100.0%
Quintile 3	22.1%	39.3%	26.1%	10.0%	2.6%	100.0%
Quintile 4	20.5%	36.4%	27.3%	12.3%	3.4%	100.0%
Quintile 5	8.9%	28.3%	32.9%	21.9%	8.1%	100.0%
Quintile 99 ^b	11.6%	30.8%	34.5%	18.3%	4.8%	100.0%
Total	19.8%	36.5%	27.9%	12.3%	3.4%	100.0%

Source: DBE, email communication, 23 January 2024; CRA calculations

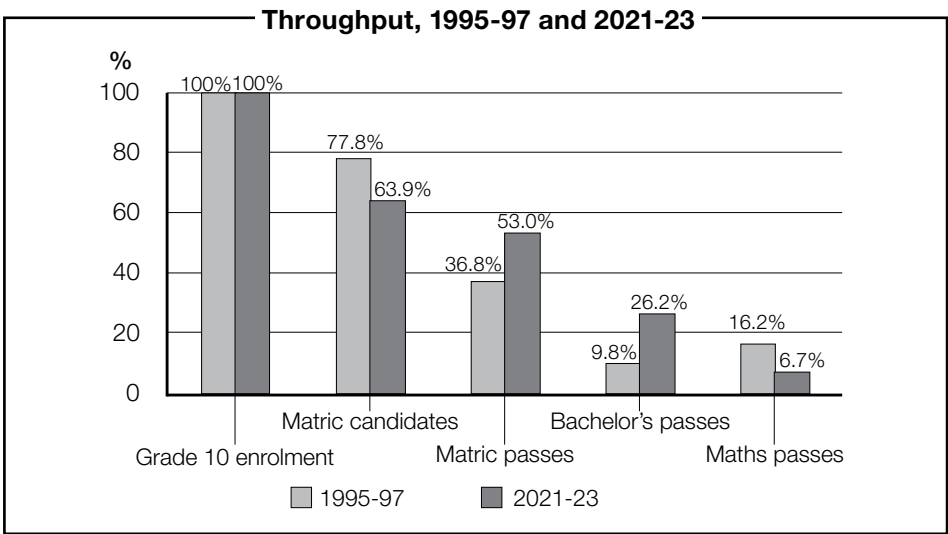
Throughput

Throughput^a, 1995-97 and 2021-23

The grade 10 ^b class of 1995 (number)		The grade 10 ^b class of 2021 (number)	
Grade 10 enrolment 1995	719 190	Grade 10 enrolment 2021	1 081 618
Matric candidates 1997	559 233	Matric candidates 2023	691 160
Matric passes 1997	264 795	Matric passes 2023	572 983
Bachelor's passes 1997	70 127	Bachelor's passes 2023	282 894
Maths passes 1997	116 836	Maths passes (50%+) 2023	72 126
The grade 10 ^b class of 1995 (proportion) ^c		The grade 10 ^b class of 2021 (proportion) ^c	
Grade 10 enrolment 1995	100.0%	Grade 10 enrolment 2021	100.0%
Matric candidates 1997	77.8%	Matric candidates 2023	63.9%
Matric passes 1997	36.8%	Matric passes 2023	53.0%
Bachelor's passes 1997	9.8%	Bachelor's passes 2023	26.2%
Maths passes 1997	16.2%	Maths passes (50%+) 2023	6.7%

Source: 2001/2002 Survey, p260; 2002/2003 Survey, pp247, 255; DBE, *School Realities 2021*, January 2022, Table 4, p3; 2023 *NSC Exam Results Technical Report*, January 2024, Table 6.1.4, p38

- a The table compares the throughput of the grade 10 cohorts of 1995 and 2020, showing pupils registered in each cohort who went on to become matric candidates and how many obtained matric, bachelor's, and maths passes. For example, 719 190 grade 10s were enrolled in 1995. Of those, 559 233 became matric candidates in 1997. Some 264 795 passed matric, with 70 127 obtaining bachelor's passes, and 116 836 passing maths. In 2021, there were 1 081 618 grade 10s and 691 160 went on to become matric or NSC candidates in 2023.
- b The minimum duration of an NSC or matric is three years, from grade 10 to 12.
- c CRA calculations.



Independent Examinations Board

Examination results

Independent Examinations Board^a Senior Certificate examination results, 1994-2023

Year	Number of schools	Number of candidates	Pass		Bachelor's pass ^b	
			Number	Proportion ^c	Number	Proportion ^d
1994	26	1 305	1 225	94%	920	70%
1995	29	1 371	1 306	95%	956	70%
1996	61	2 994	2 913	97%	2 158	72%
1997	91	4 269	4 137	97%	3 052	71%
1998	100	4 602	4 542	99%	3 479	76%
1999	114	5 550	5 478	99%	4 124	74%
2000	120	5 493	5 423	99%	4 157	76%
2001	125	5 414	5 360	99%	4 222	78%
2002	135	6 052	5 961	99%	4 599	76%
2003	141	6 290	6 189	98%	4 906	78%
2004	141	6 415	6 357	99%	5 099	80%
2005	149	6 763	6 634	98%	5 295	78%
2006	153	7 035	6 915	98%	4 729	76%
2007	149	7 362	7 283	99%	5 780	79%
2008	159	8 001	7 763	97%	6 169	79%
2009	168	8 056	7 848	97%	6 410	80%
2010	172	8 209	8 076	98%	6 693	82%
2011	173	8 434	8 281	98%	6 763	82%
2012	177	8 957	8 796	98%	7 488	84%
2013	181	9 580	9 443	99%	8 150	85%
2014	191	9 976	9 814	98%	8 524	85%
2015	194	10 212	10 038	98%	8 707	85%
2016	237	11 021	10 871	99%	9 654	88%
2017	212	11 464	11 322	99%	10 146	89%
2018	249	11 514	11 390	99%	10 347	91%
2019	227	11 818	11 678	99%	—	—
2020	233	12 032	11 792	98%	10 631	88%
2021	237	12 857	12 650	98%	11 468	89%
2022	232	12 580	12 381	98%	11 236	89%
2023	248	13 967	13 752	98%	12 373	89%

Source: Independent Examinations Board (IEB), email communication

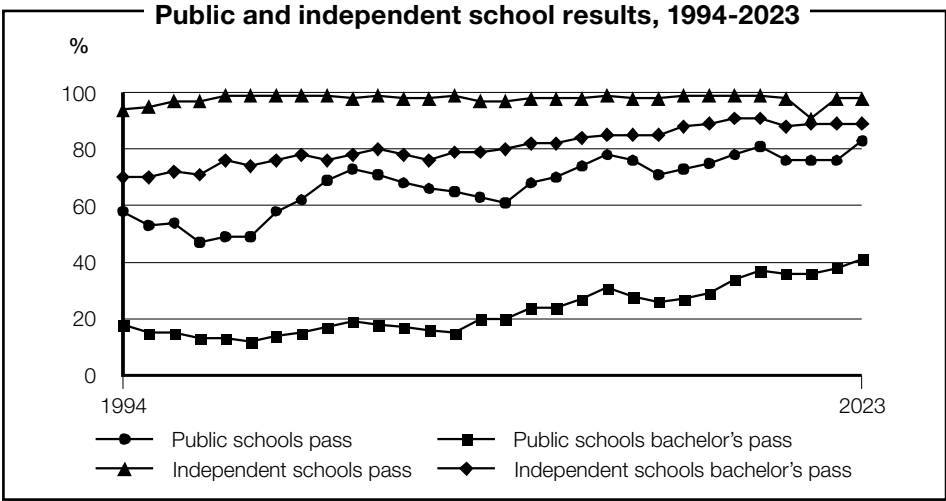
- a The IEB is the examining body of independent (or private) schools, although only a small minority of independent schools write IEB exams.
- b Bachelor's passes are officially known as passes with matriculation endorsement, or endorsements, and were formerly known as passes with matriculation exemption, or exemptions. Students who obtained university entrance passes achieved marks high enough to gain entry to university.
- c Proportion of total candidates passing grade 12.
- d The proportion of pupils who gained passes enabling them to study at university for bachelor's degrees.

National Senior Certificate results compared

Public and independent school results, 1994-2023

Year	Public schools		Independent schools	
	Pass	Bachelor's pass	Pass	Bachelor's pass
1994	58%	18%	94%	70%
1995	53%	15%	95%	70%
1996	54%	15%	97%	72%
1997	47%	13%	97%	71%
1998	49%	13%	99%	76%
1999	49%	12%	99%	74%
2000	58%	14%	99%	76%
2001	62%	15%	99%	78%
2002	69%	17%	99%	76%
2003	73%	19%	98%	78%
2004	71%	18%	99%	80%
2005	68%	17%	98%	78%
2006	66%	16%	98%	76%
2007	65%	15%	99%	79%
2008	63%	20%	97%	79%
2009	61%	20%	97%	80%
2010	68%	24%	98%	82%
2011	70%	24%	98%	82%
2012	74%	27%	98%	84%
2013	78%	31%	99%	85%
2014	76%	28%	98%	85%
2015	71%	26%	98%	85%
2016	73%	27%	99%	88%
2017	75%	29%	99%	89%
2018	78%	34%	99%	91%
2019	81%	37%	99%	—
2020	76%	36%	98%	88%
2021	76%	36%	98%	89%
2022	80%	38%	98%	89%
2023	83%	41%	98%	89%

Source: DBE, email communication; IEB, email communication; *National Senior Certificate Examination: Technical Reports*



POST-SCHOOL EDUCATION AND TRAINING

Overview

Post-School Education and Training Institutions, 2022

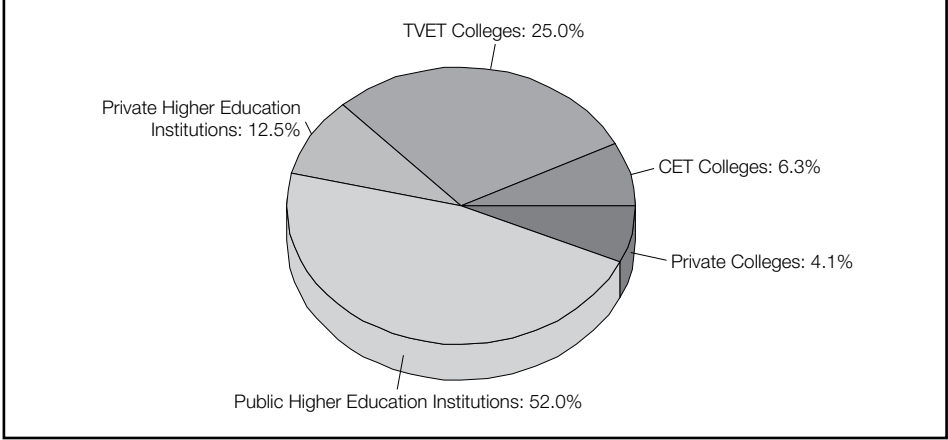
	Higher Education Institutions			Colleges			
	Public	Private	Total	TVET ^a	CET ^b	Private	Total
Number	26	125	151	50	9	161	220
Students enrolled	1 077 768	258 215	1 335 983	518 584	130 752	85 787	735 123

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 3.1, p6

a Technical Vocational Education and Training Colleges.

b Community Education and Training Colleges.

Distribution of students in Post-School Education
and Training Institutions, 2022



Technical Vocational Education and Training (TVET)

TVET colleges

Further Education and Training (FET) colleges are now known as Technical Vocational Education and Training (TVET) colleges. Such colleges offer post-school education and training to individuals who wish to acquire knowledge and skills for employment or to qualify to study at university.

Admission requirements and qualifications

National Certificate (Vocational) (NC(V))

The NC(V) was introduced in 2007 and is offered at levels 2, 3 and 4 of the National Qualifications Framework (NQF). Every level of the NC(V) is a full qualification and takes one academic year to complete when studying full-time. Each level is made up of three compulsory fundamental subjects (a language, life orientation and maths or maths literacy), three compulsory vocational subjects in the particular field of study and one optional subject which focuses on a specialisation in a particular occupation.

General admission requirements

NC(V) Level 2

- A grade 9 certificate; or
- An Adult Education and Training (AET) NQF Level 1 certificate; or
- A recognised equivalent qualification obtained at NQF Level 1.

NC(V) Level 3

- A NQF level 2 NC(V); or
- A recognised equivalent qualification obtained at NQF Level 2.

NC(V) Level 4

- A NQF Level 3 NC(V); or
- A recognised equivalent qualification obtained at NQF Level 3.

Source: DHET, www.dhet.gov.za, *Formal and Further Education and Training Programmes at Levels 2 to 4 on the National Qualifications Framework (NQF) 2011*, accessed 28 August 2014

Public colleges

Students enrolled in TVET colleges by province and qualification, 2022

Province	NC(V)	Report 191 (N1-N6)	Occupational qualifications	Report 550/ NSC/Other	Total
Eastern Cape	15 867	38 852	362	856	55 937
Free State	7 146	34 221	681	1 086	43 134
Gauteng	30 045	86 903	1 797	1 295	120 040
KwaZulu-Natal	28 301	67 909	1 894	1 886	99 990
Limpopo	22 024	31 860	5 570	1 827	61 281
Mpumalanga	13 372	20 324	510	253	34 459
North West	6 462	16 195	111	479	23 247
Northern Cape	1 526	8 427	390	293	10 636
Western Cape	10 984	51 884	4 522	2 470	69 860
South Africa	135 727	356 575	15 837	10 445	518 584

Source: DHET, Statistics on Post-School Education and Training in South Africa: 2022, July 2024, Table 5.6, p45

Students enrolled in TVET colleges by qualification, 2010-22

Year	NC(V)	Report 191 (N1-N6)	Occupational qualifications	Report 550/ NSC/Other	Total ^a
2010	130 039	169 774	23 160	35 420	358 393
2011	124 658	222 754	20 799	32 062	400 273
2012	140 575	359 624	62 359	95 132	657 690
2013	154 960	442 287	19 000	23 371	639 618
2014	166 433	486 933	19 825	29 192	702 383
2015	165 459	519 464	20 533	32 424	737 880
2016	177 261	492 026	13 642	22 468	705 397
2017	142 373	510 153	10 969	24 533	688 028
2018	131 212	482 175	20 106	23 640	657 133
2019	138 912	494 070	22 886	17 622	673 490
2020	146 637	274 907	20 130	10 603	452 277
2021	141 768	416 949	18 277	12 089	589 083
2022	135 727	356 575	15 837	10 445	518 584

Source: DHET, Statistics on Post-School Education and Training in South Africa: 2022, July 2024, Table 5.6, p45

a CRA calculations.

Students enrolled in TVET colleges by race and qualification, 2022

Race	NC(V)	Report 191 (N1-N6)	Occupational qualifications	Report 550/NSC	Total ^a
Black	130 131	329 180	12 916	8 522	480 749
Coloured	5 287	25 158	2 710	1 821	34 976
Indian/Asian	83	565	33	13	694
White	226	1 672	178	89	2 165
Unspecified	135 727	356 575	15 837	10 445	518 584
Total ^a	141 768	416 949	18 277	12 089	589 083

Source: DHET, Statistics on Post-School Education and Training in South Africa: 2022, July 2024, Table 5.3, p43

a Totals include Other/Unspecified.

Students enrolled in TVET colleges by sex and qualification, 2022

Sex	NC(V)	Report 191 (N1-N6)	Occupational qualifications	Report 550/NSC	Total ^a
Male	39 919	129 039	6 802	4 651	180 411
Female	95 808	227 536	9 035	5 794	338 173
Total^a	135 727	356 575	15 837	10 445	518 584

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 5.4, p43

a Totals include Other/Unspecified.

Private colleges

Students enrolled in private colleges^a by province and qualification, 2022

Province	NC(V)	Report 191 (N1-N6)	Occupational qualifications	Report 550/ NSC/Other	Total
Eastern Cape	59	1 446	46	26	1 577
Free State	178	2 079	109	647	3 013
Gauteng	575	22 205	3 459	5 787	32 026
KwaZulu-Natal	9	6 188	763	814	7 774
Limpopo	107	7 213	469	844	8 633
Mpumalanga	0	5 359	482	311	6 152
North West	0	3 826	140	428	4 394
Northern Cape	0	858	0	0	858
Western Cape	0	2 017	1 764	3 648	7 429
South Africa	928	51 191	7 232	12 505	71 856

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 7.8, p80

a Private TVET colleges are now known as private colleges in terms of the Continuing Education and Training Act of 2006.

Students enrolled in private colleges by qualification, 2010-22

Year	NC(V)	Report 191 (N1-N6)	Occupational qualifications	Report 550/ NSC/Other	Total ^a
2010	2 615	6 685	37 582	N/A	46 882
2011	1 816	19 524	63 394	49 712	134 446
2012	4 181	16 127	47 156	48 122	115 586
2013	5 012	19 467	58 400	71 753	154 632
2014	3 928	29 700	23 128	22 329	79 085
2015	2 880	35 147	17 136	33 040	88 203
2016	2 857	72 657	32 279	61 118	168 911
2017	3 307	78 056	40 577	65 414	187 354
2018	3 950	98 466	49 319	68 102	219 837
2019	2 024	69 228	32 855	47 029	151 136
2020	1 659	68 071	11 239	15 785	96 754
2021	770	55 217	14 208	15 592	85 787
2022	928	51 191	7 232	12 505	71 856

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 7.8, p80

a CRA calculations.

N/A — Not available.

Sector Education and Training Authorities (Setas)

Sector Education and Training Authorities (Setas) were established by the Government in 2000, under the Skills Development Act 97 of 1998. There are currently 21 Setas in the country, covering all industries and occupations in the economy. Setas are funded through the levy grant system, whereby employers with salary bills exceeding R500 000 a year pay a Skills Development Levy (SDL), which is pegged at 1% of a company's payroll. The funds are passed on to Setas through the South African Revenue Service (SARS) and the DHET.

The functions and responsibilities of Setas are set out in the Skills Development Act of 1998 as follows:

- a** To develop sector skills within the framework of the National Skills Development Strategy (NSDS);
- b** To implement sector skills plans by:
 - (i) establishing learning programmes;
 - (ii) approving workplace skills plans and annual training reports;
 - (iii) allocating grants in the prescribed manner;
 - (iv) monitoring education and skills development provision in their respective sectors;
- c** To promote learning programmes by:
 - (i) identifying workplaces for practical work experience;
 - (ii) supporting the development of learning materials;
 - (iii) improving the facilitation of learning;
 - (iv) assisting in the conclusions of agreements for learning programmes;
- d** To register agreements for learning programmes;
- e** To perform any functions delegated to them by the Quality Council For Trades and Occupations (QTCO);
- f** To collect skills development levies and disburse such levies in their respective sectors.

Setas by sector

AGRISETA (Agricultural Seta)

BANKSETA (Bank Seta)

CATHSSETA (Culture, Arts, Tourism, Hospitality and Sports Seta)

CETA (Construction Seta)

CHIETA (Chemical Industries Seta)

ETDPSETA (Education, Training and Development Practices Seta)

EWSETA (Energy and Water Seta)

FASSET (Financial and Accounting Services Seta)

FOODBEV (Food and Beverage Manufacturing Industry Seta)

FP&MSETA (Fibre Processing and Manufacturing Seta)

HWSETA (Health and Welfare Seta)

INSETA (Insurance Seta)

LGSETA (Local Government Seta)

MERSETA (Manufacturing, Engineering and Related Services Seta)

MICTSETA (Media, Advertising, Information and Communication Technologies Seta)

MQA (Mining Qualifications Authority Seta)

PSETA (Public Service Seta)

SASSETA (Safety and Security Seta)

SERVICES (Services Seta)

TETA (Transport Seta)

W&RSETA (Wholesale and Retail Seta)

Seta learning programmes

Workers registered for learnerships, 2022/23

Seta	Target	Actual	Achieved (%)
Agriculture	1 300	175	13.5%
Banking	970	128	13.2%
Culture and tourism	225	247	109.8%
Construction	221	105	47.5%
Chemical	500	282	56.4%
Education and development	0	0	—
Energy and water	100	124	124.0%
Financial	310	331	106.8%
Food and beverage	1 500	1 519	101.3%
Fibre processing	1 040	518	49.8%
Health and welfare	2 125	704	33.1%
Insurance	800	801	100.1%
Local government	1 500	1 641	109.4%
Manufacturing and engineering	1 440	927	64.4%
Media	0	0	—
Mining	410	563	137.3%
Public service	0	60	—
Safety and security	650	243	37.4%
Services	1 000	971	97.1%
Transport	700	1 086	155.1%
Wholesale and retail	2 800	5 708	203.9%
Total	17 591	16 133	91.7%

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.3, p95

a Learning programmes that lead to an occupational qualification or part qualification, and include apprenticeships and cadetships.

Workers certificated in learnerships, 2022/23

Seta	Target	Actual	Achieved (%)
Agriculture	1 000	209	20.9%
Banking	870	629	72.3%
Culture and tourism	132	153	115.9%
Construction	105	77	73.3%
Chemical	250	258	103.2%
Education and development	6 305	0	0.0%
Energy and water	100	309	309.0%
Financial	190	96	50.5%
Food and beverage	800	636	79.5%
Fibre processing	852	21	2.5%
Health and welfare	1 000	56	5.6%
Insurance	500	519	103.8%
Local government	1 000	230	23.0%
Manufacturing and engineering	1 183	760	64.2%
Media	0	0	—
Mining	703	378	53.8%
Public service	80	82	102.5%
Safety and security	325	246	75.7%
Services	350	122	34.9%
Transport	350	594	169.7%
Wholesale and retail	1 400	0	0.0%
Total	17 495	5 375	30.7%

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.3, p95

a Learning programmes that lead to an occupational qualification or part qualification, and include apprenticeships and cadetships.

Unemployed persons registered for Seta-supported learning programmes, 2022/23

Seta	Learnerships ^a			Internships		
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)
Agriculture	3 000	742	24.7%	600	135	22.5%
Banking	1 000	464	46.4%	1 000	4 764	476.4%
Culture and tourism	240	902	375.8%	313	309	98.7%
Construction	3 000	1 267	42.2%	352	203	57.7%
Chemical	1 500	1 475	98.3%	525	519	98.9%
Education and development	200	0	—	1 500	541	36.1%
Energy and water	750	266	35.5%	500	114	22.8%
Financial	0	5 486	—	1 650	1 712	103.8%
Food and beverage	1 800	1 658	92.1%	450	446	99.1%
Fibre processing	2 535	1 784	70.4%	650	3	0.5%
Health and welfare	2 200	1 822	82.8%	1 089	205	18.8%
Insurance	1 500	0	0.0%	1 240	0	0.0%
Local government	1 500	1 686	112.4%	350	507	144.9%
Manufacturing and engineering	3 000	3 899	130.0%	250	126	50.4%
Media	3 200	687	21.5%	850	0	0.0%
Mining	1 000	1 299	129.9%	650	432	66.5%
Public service	0	0	—	50	81	162.0%
Safety and security	1 500	879	58.6%	500	532	106.4%
Services	7 000	5 646	80.7%	500	1 025	205.0%
Transport	850	2 202	259.1%	300	467	155.7%
Wholesale and retail	8 000	12 512	156.4%	750	964	128.5%
Total	43 775	44 676	102.1%	14 069	13 085	93.0%

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.5, p97

a Learning programmes that lead to an occupational qualification or part qualification and include apprenticeships and cadetships.

Unemployed persons certificated in Seta-supported learning programmes, 2022/23

Seta	Learnerships ^a			Internships		
	Target	Actual	Achieved (%)	Target	Actual	Achieved (%)
Agriculture	950	563	59.3%	250	59	23.6%
Banking	488	523	107.2%	85	165	194.1%
Culture and tourism	100	171	171.0%	109	121	111.0%
Construction	2 000	1 204	60.2%	124	71	57.3%
Chemical	750	1 267	168.9%	263	263	100.0%
Education and development	0	0	—	1 227	677	55.2%
Energy and water	500	661	132.2%	80	36	45.0%
Financial	0	2 965	—	0	0	—
Food and beverage	1 400	1 258	89.9%	100	0	0.0%
Fibre processing	2 200	32	1.5%	520	0	0.0%
Health and welfare	800	121	15.1%	870	0	0.0%
Insurance	1 050	0	0.0%	870	168	19.3%
Local government	835	200	24.0%	150	40	26.7%
Manufacturing and engineering	2 583	2 271	—	170	50	29.4%
Media	1 600	484	30.3%	425	3	0.7%
Mining	675	1 669	247.3%	0	0	—
Public service	0	75	—	0	0	—
Safety and security	500	484	96.8%	250	195	78.0%
Services	1 701	1 234	72.5%	189	0	0.0%
Transport	425	1 511	355.5%	150	203	135.3%
Wholesale and retail	4 000	0	0.0%	250	0	0.0%
Total	22 557	16 693	74.0%	6 082	2 051	33.7%

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.5, p99

a Learning programmes that lead to an occupational qualification or part qualification and include apprenticeships and cadetships.

Vocational training and apprentices

Artisans

The Skills Development Act defines an artisan as a person certified to perform a listed trade. South Africa's artisan development system was a single national system until the early 1980s, when decentralised artisan training and trade testing was implemented through industry training boards. By 2000, these boards were allocated to economic sectors through the Seta system. However, this led to major confusion about the location of artisans in the skills training system, resulting in unnecessary duplication of the certification of artisans. A new national system development, led by the National Artisan Moderation Body (NAMB), was established in terms of Section 26A (1)(a) of the Skills Development Act of 2008 as an operational unit within the DHET, with statutory functions.

Students entering artisanal learning programmes through Setas and Indlela^a, 2011/12-2022/23

Sector	2011/12	2013/14	2017/18	2019/20	2021/22	2022/23
Agriculture	96	116	193	396	785	671
Culture and tourism	563	312	639	1 112	262	251
Construction	1 849	1 342	8 731	1 812	2 191	2 947
Chemical	2 541	1 694	3 172	2 543	1 770	1 783
Energy and water	1 046	390	1 789	672	724	1 020
Food and beverage	15	267	167	141	76	433
Fibre processing	351	426	290	270	160	673
Health and welfare	N/A	N/A	74	237	91	115
Indlela ^a	5 227	7 865	5 508	3 056	2 895	2 401
Local government	413	294	646	44	—	—
Manufacturing and engineering	6 254	10 394	6 755	1 524	1 619	4 522
Mining	2 525	2 468	1 872	1 847	2 160	2 622
National and Provincial Government	78	2	20	60	0	0
Safety and security	N/A	385	77	165	128	119
Services	2 104	968	1 416	1 031	645	968
Transport	1 019	538	981	682	157	329
Wholesale and retail	334	209	0	626	716	1 074
Unspecified	—	—	—	—	—	535
Total	24 415	27 670	32 330	16 218	14 379	20 463

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.7, p102

a Institute for the National Development of Learnerships, Employment Skills and Labour Assessments.
N/A — Not available.

**Top ten trades for students entering
artisanal learning programmes
by SIP^a scarce skill, 2022/23**

Trade	Number
Electrician	4 822
Mechanical Fitter	1 864
Welder	1 544
Plumber	1 325
Diesel Mechanic	1 299
Automotive Motor Mechanic	1 291
Boilermaker	1 160
Bricklayer	1 095
Millwright	1 007
Fitter and turner	670
Total	16 077

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.9, p104

a Special Infrastructure Projects.

**Students completing artisanal learning programmes through
Setas and Indlela^a, 2011/12-2022/23**

Sector	2011/12	2013/14	2017/18	2019/20	2021/22	2022/23
Agriculture	77	100	195	280	264	313
Culture and tourism	282	1 161	1 590	56	44	59
Construction	699	9	957	1 824	2 741	4 381
Chemical	989	387	344	1 980	1 633	1 433
Energy and water	571	1 841	629	3 085	2 582	1 715
Food and beverage	160	168	63	119	104	206
Fibre processing	0	4	114	493	369	834
Health and welfare	0	0	91	214	151	120
Indlela	3 392	2 077	4 133	3 087	1 888	2 036
Local government	226	81	453	549	309	89
Manufacturing and engineering	3 155	7 522	7 938	6 411	4 895	3 103
Mining	2 566	3 597	1 931	2 465	1 734	1 587
National and Provincial Government	1	0	35	11	10	65
Safety and security	0	101	171	294	88	97
Services	1 521	185	1 427	1 719	1 740	1 452
Transport	208	478	1 075	1 463	984	449
Wholesale and retail	176	399	5	0	—	378
Unspecified	—	—	—	—	—	1 745
Total	14 023	18 110	21 151	24 050	19 536	20 062

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.10, p105

a Institute for the National Development of Learnerships, Employment Skills and Labour Assessments.

**Top ten trades for students completing
artisanal learning programmes
by SIP^a scarce skill, 2022/23**

Trade	Number
Electrician	5 755
Plumber	2 480
Mechanical Fitter	1 831
Diesel Mechanic	1 625
Millwright	1 026
Welder	1 002
Boiler Maker	915
Automotive Motor Mechanic	744
Bricklayer	719
Fitter and turner	630
Total	16 727

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.13, p107

a Special Infrastructure Projects.

Artisans certificated by Setas and Indlela^a, 2014/15-2022/23

Sector	2014/15		2016/17		2022/23	
	Number	Proportion of total ^b	Number	Proportion of total ^b	Number	Proportion of total ^b
Agriculture	190	1.0%	219	1.1%	314	1.6%
Culture and tourism	0	0.0%	1	0.0%	148	0.8%
Construction	479	2.5%	1 058	5.5%	4 216	21.7%
Chemical	572	3.0%	1 020	5.3%	1 308	6.7%
Energy and water	964	5.0%	993	5.1%	3 355	17.3%
Food and beverage	2	0.0%	14	0.1%	219	1.1%
Fibre processing	98	0.5%	106	0.5%	434	2.2%
Health and welfare	16	0.1%	73	0.4%	141	0.7%
Indlela	4 983	25.8%	3 692	19.0%	1 865	9.6%
Local government	486	2.5%	233	1.2%	215	1.1%
Manufacturing and engineering	6 890	35.7%	7 061	36.4%	3 633	18.7%
Mining	1 876	9.7%	1 974	10.2%	1 855	9.6%
National and Provincial Government	0	0.0%	14	0.1%	48	0.2%
Safety and security	12	0.1%	133	0.7%	100	0.5%
Services	1 685	8.7%	1 271	6.5%	2 131	11.0%
Transport	1 028	5.3%	1 541	7.9%	1 048	5.4%
Wholesale and retail	—	—	3	0.0%	46	0.2%
Total	19 281	100.0%	19 406	100.0%	21 076	100.0%

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, March 2024, Table 8.13, p109

a Institute for the National Development of Learnerships, Employment Skills and Labour Assessments.

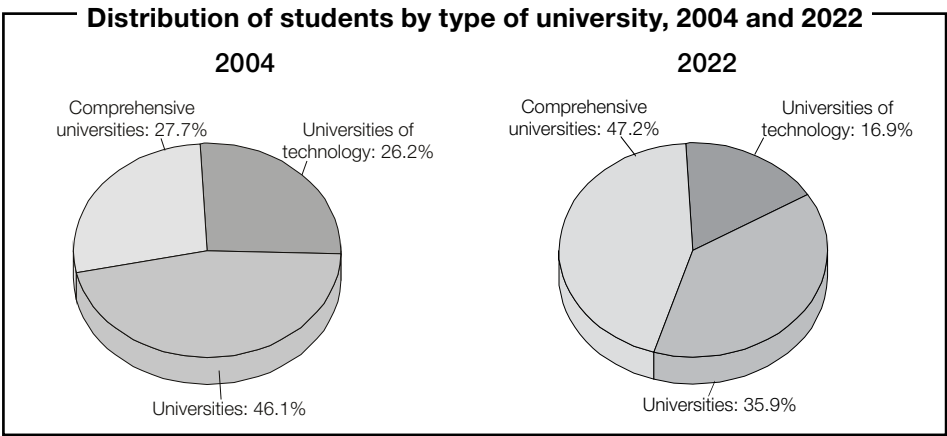
b CRA calculations.

Public Higher Education

Universities^a

Comprehensive universities ^b	Universities of technology ^c	Universities
Nelson Mandela University (6)	Cape Peninsula University of Technology (5)	North West University (3)
		Rhodes University (1)
University of Johannesburg (4)	Central University of Technology (2)	Sefako Makgatho Health Sciences University (1)
University of South Africa (27)	Durban University of Technology (7)	
University of Venda (1)	Mangosuthu University of Technology (1)	Sol Plaatje University (1)
University of Zululand (2)		Stellenbosch University (4)
Walter Sisulu University (3)	Tshwane University of Technology (6)	University of Cape Town (6)
	Vaal University of Technology (1)	University of Fort Hare (3)
		University of KwaZulu-Natal (5)
		University of Limpopo (1)
		University of Mpumalanga (2)
		University of Pretoria (7)
		University of the Free State (2)
		University of the Western Cape (1)
		University of the Witwatersrand (5)

- a Numbers in brackets indicate the number of campuses of the parent institution.
- b These are universities which were formed from the mergers of traditional universities and technikons, and offer traditional university courses, as well as vocational courses.
- c Effectively technikons renamed.



Enrolment

Higher education participation rate

Higher education participation rates^a by race, 2002 and 2022

Race	— 20-24 year olds — in the country		— Students enrolled in — higher education		— Participation — rate	
	2002	2022	2002	2022	2002	2022
Black	3 594 000	4 028 000	399 915	869 614	11.1%	21.6%
Coloured	358 000	408 000	38 329	57 912	10.7%	14.2%
Indian/Asian	96 000	94 000	47 706	36 800	49.7%	39.1%
White	283 000	231 000	179 380	99 637	63.4%	43.1%
Total^b	4 333 000	4 761 000	667 182	1 077 768	15.4%	22.6%

Source: Stats SA, *General Household Survey 2002*, 15 December 2003, p2; *Census 2011: Census in Brief*, 30 October 2012; *General Household Survey 2022*, Statistical release P0318, 17 August 2023, Table 1.2, p86; DHET, www.dhet.gov.za, Table 2.12 for all institutions to 2nd order CESM (Enrolment, 2002), accessed 6 June 2023; *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 10.1, p124

a The proportion of people aged between 20 and 24 who are enrolled in public universities.

b Includes unspecified population groups.

First-year enrolment

Undergraduate students enrolling for their first year of study by race, 1986-2022

Year	Black	Coloured	Indian/Asian	White	Other ^b	Total
1986 ^a	15 287	3 303	5 142	38 400	N/A	62 133
1990 ^a	27 413	7 981	5 866	45 307	N/A	86 567
1994 ^a	52 988	6 257	6 929	38 355	N/A	104 529
2000	58 759	6 468	6 942	25 782	33	97 984
2005	84 979	9 542	10 259	30 316	197	135 293
2010	118 533	11 020	8 794	29 524	517	168 388
2011	130 474	11 043	8 516	25 587	485	179 105
2012	127 066	9 882	6 398	25 754	665	169 765
2013	114 794	10 329	7 461	25 128	677	158 389
2014	121 937	10 971	9 375	25 231	842	168 356
2015	126 734	11 287	7 956	24 772	1 181	171 930
2016	118 909	11 120	6 227	21 737	898	158 891
2017	150 153	12 048	7 067	22 656	1 358	193 282
2018	168 904	11 760	6 238	20 064	1 695	208 661
2019	152 958	9 692	5 311	17 487	2 274	187 722
2020	175 971	10 053	5 284	16 500	1 714	209 522
2021	140 377	8 236	4 601	14 274	2 187	169 675
2022	163 610	9 519	4 858	14 248	2 479	194 714
1986-2022	970.3%	188.2%	-5.5%	-62.9%	—	213.4%

Source: DHET, www.dhet.gov.za, Table 2.7 for all institutions including languages (1986-2022), accessed 1 July 2024

a Excludes figures for the University of Transkei, Border and Eastern Cape Technikons (all merged in 2005 to become the Walter Sisulu University), University of Venda, North West University, Peninsula Technikon (now the Cape Peninsula University of Technology), Technikon North West (merged in 2004 with Technikon Northern Gauteng and Technikon Pretoria to become the Tshwane University of Technology).

b Students whose race is unspecified.

N/A — Not available.

All enrolment

Headcount enrolment^a at universities by type of university, 1985-2022

Year	Universities	Universities of technology	Total enrolment	Contact students ^b	Distance students ^c
1985	211 756	59 118	270 874	N/A	N/A
1986	233 625	43 490	277 115	221 113	56 002
1990	285 986	92 721	378 707	N/A	N/A
1995	385 221	190 191	575 412	453 065	122 347
2000	380 168	199 089	579 257	455 107	124 150
2005	563 199	171 874	735 073	593 986	141 087
2010	739 368	153 568	892 936	545 766	346 828
2011	785 988	152 212	938 200	556 694	381 130
2012	798 551	159 822	953 373	566 239	387 133
2013	824 692	159 006	983 698	581 048	402 556
2014	807 663	161 491	969 154	596 824	372 142
2015	824 880	160 332	985 212	605 480	379 732
2016	817 567	168 270	985 837	638 001	337 836
2017	859 395	177 589	1 036 984	659 970	377 014
2018	900 330	185 238	1 085 568	685 069	400 499
2019	880 376	194 536	1 074 912	704 021	370 891
2020	909 962	184 846	1 094 808	682 440	412 368
2021	887 246	180 800	1 068 046	683 885	384 161
2022	895 409	182 359	1 077 768	694 955	382 813
1985-2022	322.8%	208.5%	297.9%	214.3%^d	583.6%^d

Source: DHET, www.dhet.gov.za, Table 2.19 Distance only for all institutions (1986-2014), accessed 17 July 2015; Table 2.12 for all Institutions to 2nd order CESM (Enrolment, 1985-2022), accessed 1 July 2024; *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 10.1, p124

a Refers to the number of students enrolled at an institution as opposed to enrolment figures which refer to the number of students enrolled in different courses.

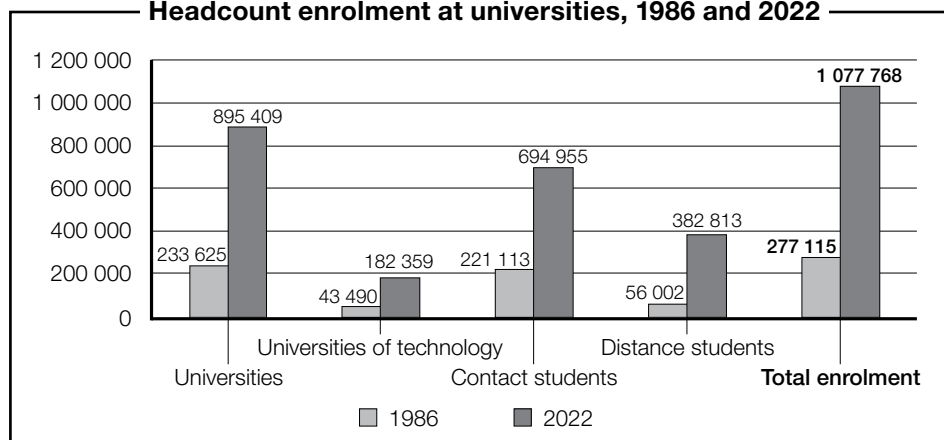
b Refers to those whose courses involve personal interaction with lecturers or supervisors, through lectures, tutorials, seminars, practicals, supervision, or other forms of required work, which occur at the institution's premises or at a site of delivery.

c Refers to those whose courses do not involve personal interaction with teachers or supervisors, and whose studies are undertaken remotely through the use of correspondence, telematics, or the Internet.

d Change is calculated from 1986 to 2022.

N/A — Not available.

Headcount enrolment at universities, 1986 and 2022



**Headcount enrolment^a at universities by race
(actual numbers), 1986-2022**

Year	Black	Coloured	Indian/Asian	White	Total
1986	54 997	13 652	21 848	177 744	277 115
1987	69 577	20 167	21 842	184 895	306 689
1988	76 175	22 492	20 477	188 019	329 260
1989	98 335	25 037	25 795	204 782	362 156
1995	268 144	29 771	35 990	209 640	575 412
2000	340 652	30 472	39 492	162 864	579 257
2001	375 059	33 247	42 425	172 950	657 269
2002	399 915	34 329	47 706	179 380	675 164
2003	430 745	43 551	52 883	188 353	717 793
2004 ^b	453 626	46 090	54 314	188 687	744 470
2005	446 945	46 302	54 611	185 847	735 073
2006	451 106	48 538	54 859	184 667	741 380
2007	476 770	49 066	52 596	180 461	760 889
2008	514 955	51 647	52 401	178 140	799 387
2009	547 686	55 101	53 629	179 232	837 779
2010	595 783	58 175	54 492	178 190	892 936
2011	640 443	59 312	54 698	177 365	938 200
2012	662 123	58 692	52 296	172 654	953 373
2013	689 503	61 034	53 787	171 927	983 698
2014	679 800	60 716	53 611	166 172	969 154
2015	696 320	62 186	53 378	161 739	985 212
2016 ^c	701 482	61 963	50 450	152 489	966 384
2017 ^c	763 767	64 772	50 131	148 802	1 027 472
2018	820 619	65 911	47 865	140 305	1 085 568
2019 ^c	830 797	62 362	43 330	126 755	1 074 912
2020 ^c	862 313	61 923	41 262	118 505	1 094 808
2021 ^c	849 246	59 313	38 911	108 982	1 068 046
2022	869 614	57 912	36 800	99 637	1 077 768
1986-2022	1 481.2%	324.2%	68.4%	-43.9%	288.9%

Source: DHET, www.dhet.gov.za, Table 2.12 for all Institutions to 2nd order CESM (Enrolment, 1986-2021), accessed 6 June 2023; *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 10.2, p125

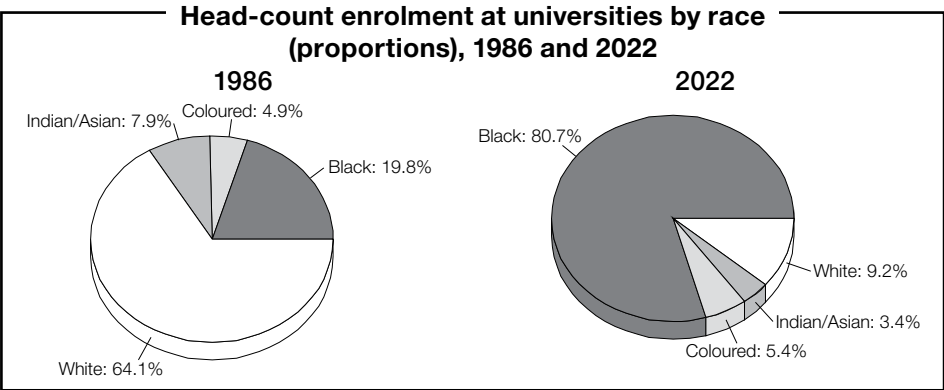
- a Refers to the number of students enrolled at an institution as opposed to enrolment figures which refer to the number of students enrolled in different courses.
- b For 2004, the former Department of Education changed the manner in which tertiary enrolment and output data were collected and presented. Unisa was defined as 'comprehensive' for fulfilling the roles of both a university and a university of technology. For 2004, therefore, enrolment and output figures for universities and universities of technology are not comparable with figures for previous years. Total tertiary enrolment and output figures remain comparable.
- c Excludes students whose race is unspecified.

Headcount enrolment^a at universities by race (proportions)^b, 1986-2022

Year	Black	Coloured	Indian/Asian	White	Total ^c
1986	19.8%	4.9%	7.9%	64.1%	100.0%
1987	22.7%	6.6%	7.1%	60.3%	100.0%
1988	23.1%	6.8%	6.2%	57.1%	100.0%
1989	27.2%	6.9%	7.1%	56.5%	100.0%
1995	46.6%	5.2%	6.3%	36.4%	100.0%
2000	58.8%	5.3%	6.8%	28.1%	100.0%
2001	57.1%	5.1%	6.5%	26.3%	100.0%
2002	59.2%	5.1%	7.1%	26.6%	100.0%
2003	60.0%	6.1%	7.4%	26.2%	100.0%
2004	60.9%	6.2%	7.3%	25.3%	100.0%
2005	60.8%	6.3%	7.4%	25.3%	100.0%
2006	60.8%	6.5%	7.4%	24.9%	100.0%
2007	62.7%	6.4%	6.9%	23.7%	100.0%
2008	64.4%	6.5%	6.6%	22.3%	100.0%
2009	65.4%	6.6%	6.4%	21.4%	100.0%
2010	66.7%	6.5%	6.1%	20.0%	100.0%
2011	68.3%	6.3%	5.8%	18.9%	100.0%
2012	69.5%	6.2%	5.5%	18.1%	100.0%
2013	70.1%	6.2%	5.5%	17.5%	100.0%
2014	70.1%	6.3%	5.5%	17.1%	100.0%
2015	70.7%	6.3%	5.4%	16.4%	100.0%
2016	72.6%	6.4%	5.2%	15.8%	100.0%
2017	74.3%	6.3%	4.9%	14.5%	100.0%
2018	75.6%	6.1%	4.4%	12.9%	100.0%
2019	77.3%	5.8%	4.0%	11.8%	100.0%
2020	78.8%	5.7%	3.8%	10.8%	100.0%
2021	79.5%	5.6%	3.6%	10.2%	100.0%
2022	80.7%	5.4%	3.4%	9.2%	100.0%

Source: DHET, www.dhet.gov.za, Table 2.12 for all Institutions to 2nd order CESM (Enrolment, 1986-2021), accessed 6 June 2023; *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 10.2, p125

- a Refers to the number of students enrolled at an institution as opposed to enrolment figures which refer to the number of students enrolled in different courses. Between 1997 and 2003, however, head-count enrolment was greater than enrolment due to institutions submitting head-count figures that included non-formal qualifications. The former Department of Education requested that these institutions correct their databases.
- b CRA calculations.
- c Figures should add up horizontally to 100% but may not, owing to rounding and the inclusion of students whose race is unspecified. For 2004, the former Department of Education changed the manner in which tertiary enrolment and output data was collected and presented. Unisa was defined as 'comprehensive' for being both a university and a university of technology. Thus, for 2004, enrolment and output figures for universities and universities of technology are not comparable with figures for previous years. Total tertiary enrolment and output figures remain comparable.



Staff

University teaching staff and students

Students and teaching staff, 2005 and 2022

University	— Students —		—Teaching staff—		Student-to-staff ratio ^a —	
	2005	2022	2005	2022	2005	2022
Cape Peninsula University of Technology	28 961	33 762	621	820	47 to 1	41 to 1
Central University of Technology	10 320	23 251	203	321	51 to 1	72 to 1
Durban University of Technology	22 779	32 089	537	676	42 to 1	47 to 1
Mangosuthu University of Technology	9 901	14 437	146	230	68 to 1	63 to 1
Nelson Mandela University	24 157	32 320	557	719	43 to 1	45 to 1
North West University	38 596	54 176	769	1 678	50 to 1	32 to 1
Rhodes University	6 322	8 348	306	368	21 to 1	23 to 1
Sefako Makgatho Health Sciences University	N/A	6 642	N/A	705	—	9 to 1
Sol Plaatje University	N/A	3 585	N/A	141	—	25 to 1
Stellenbosch University	21 702	31 986	818	1 295	27 to 1	25 to 1
Tshwane University of Technology	57 971	59 164	880	875	66 to 1	68 to 1
University of Cape Town	21 764	29 425	821	1 192	27 to 1	25 to 1
University of Fort Hare	8 790	16 747	230	336	48 to 1	50 to 1
University of the Free State	24 659	40 671	620	862	40 to 1	47 to 1
University of Johannesburg	45 544	51 483	917	1 328	40 to 1	39 to 1
University of KwaZulu-Natal	40 704	44 865	1 448	1 176	28 to 1	38 to 1
University of Limpopo	17 579	22 318	804	668	22 to 1	33 to 1
University of Mpumalanga	N/A	7 134	N/A	179	—	40 to 1
University of Pretoria	46 351	54 466	1 575	1 269	29 to 1	43 to 1
University of South Africa	207 931	362 317	1 308	1 823	159 to 1	199 to 1
University of Venda	10 497	14 962	268	469	39 to 1	32 to 1
University of the Western Cape	14 580	23 937	465	683	31 to 1	35 to 1
University of the Witwatersrand	23 626	42 563	939	1 211	25 to 1	35 to 1
University of Zululand	10 398	16 855	219	334	48 to 1	50 to 1
Vaal University of Technology	17 408	19 656	312	344	56 to 1	57 to 1
Walter Sisulu University	24 533	30 609	531	910	46 to 1	34 to 1
Total	735 073	1 077 768	15 302	20 612	48 to 1	52 to 1

Source: DHET, www.dhet.gov.za, Tables 2.7; 2.12 for all institutions to 2nd order CESM (Enrolments, 2005 and 2022); Table 3.4 for all institutions (Staff, 2005 and 2022), accessed 15 July 2024

a CRA calculations.

N/A — Not available.

Teaching staff by position, 2005 and 2022

Position	2005		2022	
	Number	Proportion of total ^a	Number	Proportion of total ^a
Professor	2 010	13.1%	2 367	11.5%
Associate professor	1 423	9.3%	2 916	14.1%
Director/associate director	323	2.1%	69	0.3%
Senior lecturer	4 041	26.4%	5 338	25.9%
Lecturer	6 138	40.1%	8 755	42.5%
Junior lecturer	660	4.3%	717	3.5%
Below junior lecturer	66	0.4%	124	0.6%
Other/unspecified	641	4.2%	326	1.6%
Total	15 302	100.0%	20 612	100.0%

Source: DHET, www.dhet.gov.za, Table 3.4 for all institutions (Staff, 2005 and 2022), accessed 11 July 2024

a CRA calculations.

Teaching staff by race, 1986 and 2022

Race	1986		2022	
	Number	Proportion of total ^a	Number	Proportion of total ^a
Black	424	3.7%	9 599	46.6%
Coloured	243	2.1%	1 537	7.5%
Indian/Asian	348	3.1%	1 637	7.9%
White	10 263	90.4%	7 441	36.1%
Other/unspecified	80	0.7%	398	1.9%
Total	11 358	100.0%	20 612	100.0%

Source: DHET, www.dhet.gov.za, Table 3.3 for all institutions (Staff, 1986 and 2022), accessed 11 July 2024

a CRA calculations.

Teaching staff by sex, 1986 and 2022

Sex	1986		2022	
	Number	Proportion of total ^a	Number	Proportion of total ^a
Male	8 484	74.7%	10 508	51.0%
Female	2 874	25.3%	10 104	49.0%
Total	11 358	100.0%	20 612	100.0%

Source: DHET, www.dhet.gov.za, Table 3.3 for all institutions (Staff, 2005 and 2022), accessed 11 July 2024

a CRA calculations.

Teaching staff by age, 2022

Age group	Associate professor	Professor	Senior lecturer	Lecturer	Junior lecturer
Under 25 years	0	0	0	19	25
25-34	80	4	572	2 514	350
35-44	810	269	1 876	2 911	192
45-54	1 096	877	1 733	2 098	107
55-59	536	584	646	747	28
60-62	226	344	316	301	12
63-65	128	235	172	147	2
66-69	24	33	17	13	1
70+	16	21	6	5	0
Total	2 916	2 367	5 338	8 755	717

Age group	Below junior lecturer	Other/ unspecified ^a	Total	
			Number	Proportion of total ^b
Under 25 years	1	8	53	0.3%
25-34	54	73	3 647	17.7%
35-44	33	96	6 187	30.0%
45-54	25	84	6 020	29.2%
55-59	6	37	2 584	12.5%
60-62	3	27	1 229	6.0%
63-65	2	20	706	3.4%
66-69	0	25	113	0.5%
70+	0	25	73	0.4%
Total	124	395	20 612	100.0%

Source: DHET, www.dhet.gov.za, Table 3.5 for all institutions (Staff, 2022), accessed 11 July 2024

a Includes directors and associate directors.

b CRA calculations.

Professional university staff by race and position, 2022

Race	Specialist/ support	Executive/ administrative/ managerial	Teaching staff	Total
Black	2 777	1 050	9 599	13 426
Coloured	808	269	1 537	2 614
Indian/Asian	396	184	1 637	2 217
White	1 491	670	7 441	9 602
Other/unspecified	14	15	398	427
Total	5 486	2 188	20 612	28 286

Source: DHET, www.dhet.gov.za, Table 3.3 for all institutions (Staff, 2022), accessed 11 July 2024

Completion

Graduation rates^a in Public Higher Education institutions by type of award, 2022

University	Under-graduate certificates and diplomas	Under-graduate degrees	Postgraduate below master's	Master's degrees	Doctor's degrees
Cape Peninsula University of Technology	19.5%	18.1%	32.5%	20.5%	14.8%
Central University of Technology	58.2%	19.0%	62.0%	22.0%	12.5%
Durban University of Technology	15.1%	11.1%	36.4%	15.2%	8.3%
Mangosuthu University of Technology	28.0%	19.5%	64.8%	19.3%	15.2%
Nelson Mandela University	26.7%	16.9%	63.2%	12.8%	12.7%
North West University	44.3%	19.1%	61.5%	25.3%	16.0%
Rhodes University	19.3%	17.5%	58.1%	24.0%	14.4%
Sefako Makgatho Health Sciences University	0.0%	20.0%	62.2%	22.0%	16.8%
Sol Plaatje University	N/A	16.4%	62.3%	28.0%	23.3%
Stellenbosch University	19.5%	20.8%	77.2%	0.0%	N/A
Tshwane University of Technology	17.8%	13.1%	75.9%	23.0%	0.0%
University of Cape Town	21.4%	17.0%	65.0%	20.6%	14.6%
University of Fort Hare	37.1%	20.0%	71.2%	24.8%	13.8%
University of the Free State	36.0%	20.1%	45.3%	29.4%	12.8%
University of Johannesburg	30.9%	18.3%	73.5%	25.4%	15.2%
University of KwaZulu-Natal	42.3%	18.3%	73.5%	25.4%	15.2%
University of Limpopo	19.5%	15.9%	47.0%	12.5%	N/A
University of Mpumalanga	16.1%	11.6%	32.3%	21.8%	19.6%
University of Pretoria	26.9%	19.3%	68.5%	29.3%	16.8%
University of South Africa	22.3%	24.1%	47.6%	20.9%	15.1%
University of Venda	20.0%	19.6%	47.7%	19.0%	13.0%
University of the Western Cape	22.1%	39.3%	82.0%	20.8%	12.0%
University of the Witwatersrand	25.5%	21.4%	17.5%	14.2%	8.3%
University of Zululand	75.3%	20.2%	55.1%	14.0%	9.7%
Vaal University of Technology	N/A	19.2%	55.2%	18.0%	13.1%
Walter Sisulu University	20.0%	17.8%	55.7%	10.1%	13.9%
Total	20.3%	16.3%	47.9%	23.1%	14.9%

Source: DHET, *Statistics on Post-School Education and Training in South Africa 2022*, July 2024, Table 10.6, p129

a Graduation rates are calculated by dividing the number of students obtaining a qualification in a given academic year by the total enrolment for that type of award in that year.

N/A — Not available.

Completion rates^a by subject (actual numbers), 2019/20-2022

Field of study	Enrolment 2019/20			Graduates 2022		
	Under-graduate diploma/certificate (3 years)	Bachelor's degree (3 years)	Bachelor's degree (4 years or more)	Under-graduate diploma/certificate (3 years)	Bachelor's degree (3 years)	Bachelor's degree (4 years or more)
Agriculture and related sciences	8 568	2 433	4 003	1 921	547	968
Architecture and environmental design	3 762	4 370	893	689	908	202
Business, commerce and management	80 025	94 529	5 272	14 922	15 497	918
Communication, journalism and related studies	8 433	10 161	579	1 313	1 694	53
Computer and information sciences	18 600	17 527	1 718	3 541	2 629	147
Education	7 301	2 092	131 581	1 523	55	23 366
Engineering	26 549	9 153	20 605	4 544	1 711	2 900
Family ecology and consumer sciences	1 132	1 212	599	243	182	151
Health professions	2 109	5 495	33 300	404	1 405	7 008
Language, linguistics and literature	2 071	12 113	2 481	402	1 906	181
Law	13 885	7 779	48 725	1 752	942	6 967
Life sciences	2 712	19 498	2 417	623	3 459	373
Mathematics and statistics	906	11 494	1 255	64	1 251	54
Philosophy, religion and theology	135	4 130	930	22	636	67
Physical sciences	4 357	16 779	2 519	973	2 353	225
Psychology	10	23 817	1 432	2	4 882	77
Public management and services	20 294	13 570	216	3 671	3 041	4
Social sciences	615	29 367	11 158	153	5 399	1 557
Visual and performing arts	5 537	4 738	3 913	944	738	704
Total^b	207 001	290 261	274 049	37 704	49 234	45 921

Source: DHET, www.dhet.gov.za, Table 2.12 for all institutions to 2nd order CESM (Enrolments, 2019 and 2020); Table 2.13 for all institutions to 2nd order CESM (Graduates, 2022), accessed 15 July 2024

a The table above shows, for example, that a total of 8 568 students were enrolled for a three-year undergraduate diploma or certificate in agriculture in 2020. In 2022, some 1 921 (22.4% of the 8 568 students enrolled in 2020) graduated with that qualification.

b Total includes Military Sciences.

Completion rates^a by subject (proportions^b), 2019/20-2022

Field of study	Undergraduate diploma/certificate (3 years)	Bachelor's degree (3 years)	Bachelor's degree (4 years or more)
Agriculture and related sciences	22.4%	22.5%	24.2%
Architecture and environmental design	18.3%	20.8%	22.6%
Business, commerce and management	18.6%	16.4%	17.4%
Communication, journalism and related studies	15.6%	16.7%	9.2%
Computer and information sciences	19.0%	15.0%	8.6%
Education	20.9%	2.6%	17.8%
Engineering	17.1%	18.7%	14.1%
Family ecology and consumer sciences	21.5%	15.0%	25.2%
Health professions	19.1%	25.6%	21.0%
Language, linguistics and literature	19.4%	15.7%	7.3%
Law	12.6%	12.1%	14.3%
Life sciences	23.0%	17.7%	15.4%
Mathematics and statistics	7.1%	10.9%	4.3%
Philosophy, religion and theology	16.4%	15.4%	7.2%
Physical sciences	22.3%	14.0%	8.9%
Psychology	14.6%	20.5%	5.4%
Public management and services	18.1%	22.4%	1.6%
Social sciences	24.9%	18.4%	14.0%
Visual and performing arts	17.0%	15.6%	18.0%
Total	18.2%	17.0%	16.8%

Source: DHET, www.dhet.gov.za, Table 2.12 for all institutions to 2nd order CESM (Enrolments, 2020); Table 2.13 for all institutions to 2nd order CESM (Graduates, 2022), accessed 15 July 2024

a The table above shows the proportion of students who graduated in each degree category as a share of all those who were enrolled in that field three or four years earlier. For example, students who graduated with a three-year undergraduate diploma/certificate in agriculture and related sciences in 2022 accounted for 22.4% of all those enrolled in the same category in 2020.

b CRA calculations.

Tertiary awards

Awards of various types

Undergraduate degrees, diplomas and certificates awarded by all universities^a by field of study, 1996 and 2022^{bc}

Field of study	1996	2022	Change
Agriculture and related sciences	1 215	4 374	260.0%
Architecture and environmental design	1 322	2 175	64.5%
Business, commerce and management	13 913	44 178	217.5%
Communication, journalism and related studies	768	3 638	373.7%
Computer and information sciences	1 697	8 042	373.9%
Education	19 005	29 390	54.6%
Engineering	5 110	11 936	133.6%
Family ecology and consumer sciences	728	620	-14.8%
Health professions and clinical sciences	6 772	9 689	43.1%
Language, linguistics and literature	5 722	2 708	-52.7%
Law	5 097	12 442	144.1%
Life and physical sciences	3 577	9 702	171.2%
Mathematics and statistics	1 010	1 770	75.3%
Philosophy, religion and theology	1 681	848	-49.6%
Psychology	4 020	5 092	26.7%
Public management and services	5 896	9 207	56.2%
Social sciences	6 467	8 620	33.3%
Visual and performing arts	1 290	2 710	110.1%
Total	85 989	167 141	94.4%

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 1996 and 2022), accessed 15 July 2024

a Includes universities of technology.

b Undergraduate awards.

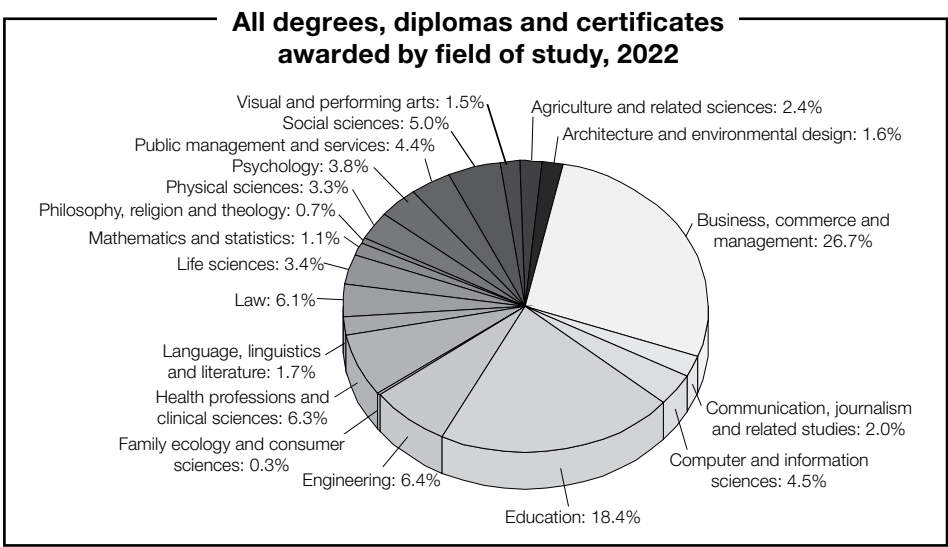
c In 2008 the Higher Education Management Information System (HEMIS) revised the South African Classification of Education Subject Matter (CESM), reducing the number of subject matter categories from 22 to 20. These revisions were implemented in the 2010 HEMIS database. As a result, the 1996 and 2006 figures have been adjusted to reflect the new subject categories.

All degrees, diplomas and certificates awarded by field of study, 2022

Field of study	Diplomas and certificates	Under-graduate degrees ^a	Post-graduate degrees ^b	Total
Agriculture and related sciences	2 205	2 169	1 030	5 405
Architecture and environmental design	742	1 433	1 457	3 632
Business, commerce and management	21 173	23 005	15 988	60 166
Communication, journalism and related studies	1 438	2 200	798	4 436
Computer and information sciences	4 358	3 684	2 002	10 045
Education	4 613	24 778	12 139	41 529
Engineering	5 481	6 455	2 427	14 363
Family ecology and consumer sciences	243	377	83	703
Health professions and clinical sciences	921	8 768	4 498	14 187
Language, linguistics and literature	490	2 218	1 017	3 725
Law	4 296	8 146	1 374	13 815
Life sciences	767	3 982	2 816	7 564
Mathematics and statistics	389	1 381	781	2 552
Philosophy, religion and theology	132	716	614	1 462
Physical sciences	2 120	2 833	2 597	7 550
Psychology	125	4 967	3 358	8 450
Public management and services	4 949	4 258	2 175	11 382
Social sciences	1 662	6 958	2 837	11 457
Visual and performing arts	985	1 725	569	3 279
Total^c	57 088	110 053	58 561	225 702
Proportion	25.3%	48.8%	25.9%	100.0%

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 1996 and 2022), accessed 15 July 2024

- a Includes B-Tech Degree and Advanced Diploma.
- b Includes Postgraduate Certificate in Education, Postgraduate Diploma/Certificate, National Higher Diploma.
- c Includes courses not listed above e.g. Military Sciences are included in the total.



All degrees, diplomas and certificates awarded by sub-discipline

Agriculture and related sciences, 2010-22

Field of study	2010	2018	2019	2020	2022
Agricultural business and management	828	1 777	1 578	1 766	1 760
Agricultural mechanisation	27	29	33	28	19
Agricultural production operations	367	790	802	693	1 115
Animal sciences	425	692	644	968	945
Applied horticultural business services	148	235	270	310	320
Food science technology	282	534	503	388	487
Forestry and wood sciences	63	182	130	150	172
Plant sciences	301	475	427	430	328
Soil sciences	81	182	152	174	185
Other	58	95	66	54	74
Total	2 580	4 991	4 606	4 959	5 405

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Architecture and environmental design, 2010-22

Field of study	2010	2018	2019	2020	2022
Architecture, general	748	867	944	837	778
Architectural and built environment technology	74	92	106	136	136
Architectural history and criticism	7	41	35	39	29
Building/construction site management	758	1 359	1 323	1 210	1 328
City/urban, community and regional planning	413	638	626	489	575
Environmental design/architecture	142	53	54	43	23
Interior architecture and design	28	33	19	24	37
Landscape architecture	12	33	37	33	37
Quantity surveying	425	630	760	804	591
Other	300	263	276	111	100
Total	2 907	4 008	4 180	3 726	3 632

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Business, commerce and management, 2010-22

Field of study	2010	2018	2019	2020	2022
Accounting and related services	14 196	19 063	18 436	19 281	15 813
Business administration, management and operations	9 896	18 266	17 373	20 502	19 581
Business/corporate communications	132	176	132	141	118
Economics	2 890	4 068	4 117	4 499	3 895
Entrepreneurial and small business operations	324	558	597	808	887
Finance and financial management services	2 937	4 367	4 172	4 642	5 127
General sales, merchandising and related marketing operations	228	421	394	634	629
Hospitality administration/management	1 211	1 456	1 673	1 945	2 732
Human resource management and services	3 973	4 450	4 121	4 676	4 141
Insurance	161	110	101	317	170
International business	96	204	231	176	88
Management sciences and quantitative methods	690	1 165	1 264	925	859
Marketing	2 430	2 739	2 702	3 450	3 196
Parks, recreation and leisure facility management	702	762	867	811	697
Real estate	226	190	244	226	192
Specialised sales, merchandising and marketing operations	61	160	162	150	100
Taxation	1 201	1 728	1 566	1 493	1 365
Other	303	577	518	660	575
Total	41 657	60 459	58 668	65 336	60 166

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Communication and journalism, 2010-22

Field of study	2010	2018	2019	2020	2022
Communication and media studies	1 259	1 913	1 685	1 889	1 977
Journalism	480	591	551	577	579
Public relations, advertising and applied communication	952	1 709	1 638	1 440	1 707
Publishing	35	46	39	37	43
Radio, television and digital communication	217	137	137	150	106
Other	40	39	48	48	25
Total	2 983	4 434	4 099	4 142	4 436

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Computer and information sciences, 2010-22

Field of study	2010	2018	2019	2020	2022
Computer and business systems analysis	65	282	255	234	328
Computer and information sciences	1 374	2 687	2 621	3 229	3 919
Computer/information technology administration and management	190	502	549	586	485
Computer programming	906	1 048	1 060	1 235	1 436
Computer science	344	742	847	960	1 122
Computer software and media applications	313	184	211	216	226
Computer systems networking and telecommunications	277	269	363	283	349
Data entry/micro-computer applications	178	291	59	52	60
Data processing and information sciences	499	811	801	1 009	996
Management information systems and services	500	811	721	953	1 056
Other	110	56	52	90	68
Total	4 756	7 682	7 538	8 848	10 045

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Education, 2010-22

Field of study	2010	2018^a	2019^a	2020^a	2022^a
Counsellor Education and Guidance Services	1 765	N/A	N/A	N/A	N/A
Curriculum and instruction	1 300	N/A	N/A	N/A	N/A
Education, general	9 948	N/A	N/A	N/A	N/A
Educational management and leadership	5 854	1 903	1 618	1 318	1 992
Educational/instructional media design	1 162	N/A	N/A	N/A	N/A
Educational assessment, evaluation and research	1 089	631	595	575	469
Foundations of Education	N/A	18 114	15 809	16 663	13 154
International and comparative education	241	N/A	N/A	N/A	N/A
Social and philosophical foundations of education	2 951	N/A	N/A	N/A	N/A
Special needs education	988	522	808	719	359
Teaching education and professional development	4 637	N/A	N/A	N/A	N/A
Teaching and learning support	N/A	17 808	15 214	12 845	7 152
Teacher education and professional development, early childhood development and general education and training	4 123	N/A	N/A	N/A	N/A
Teaching, leading and research in education and professional development, further education and training	3 135	N/A	N/A	N/A	N/A
Teaching, leading and research in early childhood education and development	N/A	953	823	705	746
Teaching, leading and research in grade R and Foundation Phase	N/A	1 055	2 558	2 754	4 250
Teaching, leading and research in Intermediate School Phase	N/A	1 128	1 437	1 476	2 804
Teaching, leading and research in Senior School Phase	N/A	1 489	2 336	2 820	2 786
Teaching, leading and research in Senior School/ Further Education and Training (FET) Phase	N/A	2 709	3 267	4 241	4 359
Teaching, leading and research in Community and Adult Education and Training	N/A	182	45	190	257
Teaching, leading and research in Technical and Vocational Education and Training (TVET)	N/A	201	36	269	329
Teaching, leading and research in Higher Education	N/A	133	181	194	349
Other	699	3 822	2 763	2 504	2 524
Total	37 892	50 651	47 492	47 271	41 530

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

a The DHET changed its graduate classification for education from 2015. Thus, figures will not be strictly comparable between 2010 and 2022. However, between 2010 and 2014, figures are strictly comparable.

N/A — Not available.

Engineering, 2010-22

Field of study	2010	2018	2019	2020	2022
Aerospace, aeronautical and astronautical engineering	18	11	25	26	20
Agricultural/biological engineering and bio-engineering	17	30	27	26	16
Biomedical/medical engineering	32	35	29	53	51
Chemical engineering	1 138	1 841	1 671	1 555	1 405
Civil engineering	2 057	2 949	3 190	3 074	2 606
Computer engineering	297	399	420	354	498
Construction engineering	24	148	180	168	151
Electrical, electronics and communications engineering	2 537	3 546	3 647	3 446	3 637
Engineering mechanics	182	159	105	75	15
Engineering physics	4	14	9	26	17
Engineering science	9	40	43	13	1
Environmental health engineering	27	25	20	14	18
Geological/geophysical engineering	39	46	51	37	21
Industrial engineering	625	1 674	1 366	1 197	1 214
Manufacturing engineering	79	73	78	28	53
Materials engineering	55	70	73	58	112
Materials science	4	4	10	12	8
Mechanical and mechatronic engineering	1 542	2 956	3 043	3 063	2 858
Metallurgical engineering	304	469	503	380	383
Mining and mineral engineering	345	458	430	341	354
Naval architecture and marine engineering	43	143	121	133	178
Nuclear engineering	39	31	24	23	25
Ocean engineering	0	0	1	2	0
Operations research	96	83	73	89	105
Polymer/plastics engineering	19	19	21	19	6
Systems engineering	347	290	307	245	184
Surveying engineering	220	337	313	210	209
Textile sciences and engineering	21	34	22	37	42
Other	81	198	172	123	178
Total	10 201	16 080	15 971	14 825	14 363

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Family ecology and consumer sciences, 2010-22

Field of study	2010	2018	2019	2020	2022
Apparel and textiles	48	105	128	114	115
Family and consumer sciences	102	222	196	205	198
Foods, nutrition and related services	226	303	304	242	322
Housing and human environments	34	91	75	73	42
Human development, family studies and related services	43	74	63	66	21
Other	26	10	13	19	6
Total	479	805	780	719	703

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Health professions, 2010-22

Field of study	2010	2018	2019	2020	2022
Alternative and complementary medicine and medical systems	71	71	81	105	95
Bioethics/medical ethics	5	37	34	21	21
Chiropractic	136	130	149	60	108
Communication disorders sciences and services	189	337	351	365	323
Dental support services and allied professions	241	336	334	377	416
Dentistry, advanced dentistry and oral sciences	417	425	459	418	368
Dietetics and clinical nutrition services	167	254	224	250	274
Energy and biologically based therapies	11	0	0	7	25
Health and medical administrative services	679	767	779	729	605
Movement and mind-body therapies and education	7	6	0	0	0
Medicine	792	1 176	1 175	1 324	1 396
Medical clinical sciences	2 093	2 629	2 612	2 514	2 741
Medical radiologic technology/radiography	320	362	496	469	306
Nursing	3 025	3 042	3 176	2 736	1 913
Optometry	165	120	187	165	183
Pharmacy, pharmaceutical sciences and administration	582	1 380	1 257	1 183	1 138
Podiatric medicine, podiatry	6	25	38	2	43
Public health	967	1 311	1 171	1 263	2 166
Rehabilitation and therapeutic professions	845	1 468	1 316	1 351	1 381
Somatic bodywork and related therapeutic services	144	184	168	217	174
Veterinary medicine	76	26	24	5	8
Veterinary biomedical and clinical sciences	214	352	338	258	244
Other	50	332	413	323	261
Total	11 202	14 766	14 781	14 140	14 187

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Language, linguistics and literature, 2010-22

Field of study	2010	2018	2019	2020	2022
Afrikaans language and literature	257	373	303	416	378
Asian languages and literature	1	8	7	5	5
Classics and classical languages and literature	72	58	78	83	54
Comparative African languages and literatures	35	33	26	109	15
Dutch language and literature	5	7	9	5	4
English language and literature	957	1 103	1 159	1 218	1 138
European languages and literature (excluding Dutch)	132	144	143	142	115
Linguistic, comparative and related languages studies and practices	667	1 198	1 394	1 105	1 446
Middle/near Eastern and Semitic languages and literature	50	36	34	35	22
Ndebele language and literature	1	2	0	0	0
Pedi language and literature	24	84	60	44	31
Sotho language and literature	41	55	107	118	26
South African Sign Language	1	14	24	26	24
Swati language and literature	4	8	11	17	22
Tsonga language and literature	53	51	66	23	33
Tswana language and literature	8	11	18	16	17
Venda language and literature	35	24	28	30	30
Xhosa language and literature	30	102	82	108	125
Zulu language and literature	63	169	176	302	152
Other African languages and literature	29	46	57	64	62
Other languages, linguistics and literature	58	75	42	57	28
Total	2 523	3 600	3 822	3 922	3 725

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Law, 2010-22

Field of study	2010	2018	2019	2020	2022
Formal law	311	661	629	697	1 107
International aspects of law	434	343	446	417	535
Legal profession	278	1 007	1 256	1 197	1 156
Mercantile law	1 100	1 488	1 733	1 877	1 959
Perspectives on law	476	1 797	1 750	4 636	2 848
Private law	1 336	2 968	2 904	3 293	4 076
Public law	1 065	875	913	1 298	1 467
Other	290	875	1 054	1 479	667
Total	5 290	10 014	10 685	14 894	13 815

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Life sciences, 2010-22

Field of study	2010	2018	2019	2020	2022
Biochemistry, biophysics and molecular biochemistry	651	1 234	1 120	1 113	1 053
Biology, general	293	370	432	422	311
Biomathematics and bioinformatics	91	122	131	120	162
Biotechnology	427	651	638	573	599
Botany/plant biology	294	482	393	467	440
Cell/cellular biology and anatomical sciences	109	303	245	331	270
Ecology, evolution, systematics and population biology	368	550	461	485	631
Genetics	289	468	525	646	525
Microbiological sciences and immunology	486	939	1 053	1 117	926
Pharmacology and toxicology	164	222	206	135	139
Physiology, pathology and related sciences	878	1 648	1 746	1 948	1 809
Zoology/animal biology	343	491	397	349	542
Other	12	297	287	145	157
Total	4 405	7 776	7 635	7 850	7 564

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Mathematics and statistics, 2010-22

Field of study	2010	2018	2019	2020	2022
Applied mathematics	225	401	453	455	447
Mathematics	940	759	940	1 047	1 067
Statistics	868	940	931	1 067	1 029
Other	3	1	17	10	8
Total	2 036	2 100	2 340	2 578	2 552

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Philosophy, religion and theology, 2010-22

Field of study	2010	2018	2019	2020	2022
Philosophy	328	642	570	657	614
Religion	84	155	285	180	106
Theology	785	623	664	802	688
Other	4	7	35	58	53
Total	1 201	1 426	1 554	1 696	1 462

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Physical sciences, 2010-22

Field of study	2010	2018	2019	2020	2022
Astronomy and astrophysics	42	53	47	53	61
Atmospheric sciences and meteorology	60	61	82	122	76
Chemistry	1 282	2 133	1 979	1 942	1 830
Geography and cartography	1 544	2 899	2 939	3 215	3 858
Geology and earth sciences/geosciences	809	1 144	1 036	915	834
Physical science, general	121	160	161	167	111
Physics	322	550	589	647	776
Other	8	4	18	16	5
Total	4 188	6 699	6 850	7 076	7 550

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Psychology, 2010-22

Field of study	2010	2018	2019	2020	2022
Clinical psychology	235	300	311	257	216
Cognitive psychology and psycholinguistics	59	12	3	2	1
Community psychology	225	544	412	722	615
Counselling psychology	143	145	146	160	117
Developmental and child psychology	133	160	121	151	136
Educational psychology	104	175	174	167	129
Forensic psychology	6	46	31	26	10
Health/medical psychology	47	10	13	37	38
Industrial and organisational psychology	1 259	1 358	1 482	1 541	1 550
Personality psychology	75	48	58	94	97
Physiological psychology/psychobiology	14	28	35	26	18
Psychology	2 284	3 544	3 738	5 418	4 846
Psychometrics and applied psychological assessment	70	106	99	82	65
Research methodology for psychology	470	479	458	491	369
Social psychology	69	68	65	62	93
Other	66	134	154	185	147
Total	5 259	7 155	7 302	9 421	8 450

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Public management and services, 2010-22

Field of study	2010	2018	2019	2020	2022
Community organisation and advocacy	0	38	59	61	59
Criminal justice and corrections	1 634	2 994	2 773	4 486	4 799
Human services	16	8	1	10	10
Public administration	2 788	5 827	5 855	5 470	6 181
Public policy analysis	67	188	132	179	204
Other	114	5	21	30	130
Total	4 619	9 060	8 841	10 236	11 382

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Social sciences and studies, 2010-22

Field of study	2010	2018	2019	2020	2022
Anthropology	575	1 009	1 061	999	887
Archaeology	60	72	75	69	65
Development studies	N/A	576	560	744	790
History	471	691	812	996	829
Library science/librarianship	325	1 446	1 404	2 880	1 669
Museology/museum studies	10	22	28	31	32
Political science and government	1 064	2 062	2 007	2 084	2 479
Social work	1 620	2 776	2 421	2 132	1 569
Sociology	1 771	2 780	2 554	2 732	2 615
Other	378	513	555	358	523
Total	6 274	11 946	11 478	13 026	11 457

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

N/A — Not available.

Visual and performing arts, 2010-22

Field of study	2010	2018	2019	2020	2022
Dance	70	73	67	57	49
Design and applied arts	862	909	908	775	869
Drama/theatre arts	468	607	620	722	732
Film/video and photographic arts	341	335	371	330	316
Fine and studio art	667	710	701	644	679
Music	432	584	634	666	621
Other	27	15	14	17	13
Total	2 867	3 233	3 314	3 210	3 279

Source: DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 2010-22), accessed 15 July 2024

Undergraduate degrees/diplomas

Undergraduate degrees^a by race (actual numbers)^{bc}, 1991 and 2022



Field of study	— Black —		— Coloured —		— Indian/Asian —	
	1991	2022	1991	2022	1991	2022
Agriculture and related sciences	60	1 664	1	25	1	29
Architecture and environmental design	8	905	7	104	15	80
Business, commerce and management	303	16 625	208	1 196	314	1 292
Communication, journalism and related studies	58	1 899	2	89	6	36
Computer and information sciences	14	2 304	19	229	42	389
Education	2 386	19 477	382	1 868	259	704
Engineering	36	4 158	18	278	85	493
Family ecology and consumer sciences	8	234	12	6	0	9
Health professions and clinical sciences	820	5 506	148	724	294	811
Language, linguistics and literature	1 471	1 525	387	334	92	61
Law	522	5 774	126	578	259	521
Life and physical sciences	267	4 734	130	410	171	335
Mathematics and statistics	93	925	46	50	58	107
Philosophy, religion and theology	298	444	111	107	37	23
Psychology	455	3 202	195	532	194	210
Public management and services	436	3 700	102	219	69	110
Social sciences	1 223	5 694	402	549	390	128
Visual and performing arts	41	1 005	20	140	36	52
Total^d	8 514^e	79 776	2 316	7 438	2 322	5 390

Source: DHET, www.dhet.gov.za, Table 2.13 for all Institutions to 2nd order CESM (Graduates — African, Coloured, Indian, White; 1991 and 2022), accessed 15 July 2024

a CRA calculations. Includes B-Tech Degree and Advanced Diploma. Figures should add up vertically but may not, owing to rounding.

b In 2008, the HEMIS revised the CESM, reducing the number of subject matter categories from 22 to 20. These revisions were implemented in the 2010 HEMIS database. As a result, the 1991 figures have been adjusted to reflect the new subject categories. The figures for 1991 exclude the Universities of the Transkei, Venda and the North West.

c Courses unspecified above are included in the total.

d Students whose race is unspecified are included in the total.

e The low output for black people in 1991 is largely because of race restrictions.



Undergraduate degrees^a by race (actual numbers)^{bc}, 1991 and 2022 (continued)

Field of study	White		Total		Ratio of White to Black	
	1991	2022	1991	2022	1991	2022
Agriculture and related sciences	619	443	681	2 169	10.3 to 1	0.3 to 1
Architecture and environmental design	643	318	673	1 433	80.4 to 1	0.4 to 1
Business, commerce and management	5 952	3 469	6 777	23 005	19.6 to 1	0.2 to 1
Communication, journalism and related studies	346	158	412	2 200	6.0 to 1	0.1 to 1
Computer and information sciences	545	689	620	3 684	38.9 to 1	0.3 to 1
Education	1 499	2 630	4 526	24 778	0.6 to 1	0.1 to 1
Engineering	1 582	1 451	1 721	6 455	43.9 to 1	0.3 to 1
Family ecology and consumer sciences	154	128	174	377	19.3 to 1	0.5 to 1
Health professions and clinical sciences	2 277	1 684	3 539	8 768	2.8 to 1	0.3 to 1
Language, linguistics and literature	1 414	256	3 364	2 218	1.0 to 1	0.2 to 1
Law	2 453	1 215	3 360	8 146	4.7 to 1	0.2 to 1
Life and physical sciences	1 930	1 262	2 498	6 814	7.2 to 1	0.3 to 1
Mathematics and statistics	586	286	783	1 381	6.3 to 1	0.3 to 1
Philosophy, religion and theology	701	108	1 147	716	2.4 to 1	0.2 to 1
Psychology	2 202	901	3 046	4 967	4.8 to 1	0.3 to 1
Public management and services	688	221	1 295	4 258	1.6 to 1	0.1 to 1
Social sciences	3 244	449	5 259	6 958	2.7 to 1	0.1 to 1
Visual and performing arts	553	446	650	1 725	13.5 to 1	0.4 to 1
Total^d	27 388	16 112	40 525	110 053	3.2 to 1	0.2 to 1

Source: DHET, www.dhet.gov.za, Table 2.13 for all Institutions to 2nd order CESM (Graduates — African, Coloured, Indian, White; 1991 and 2022), accessed 15 July 2024

- a CRA calculations. Includes B-Tech Degree and Advanced Diploma. Figures should add up vertically but may not, owing to rounding.
- b In 2008, the HEMIS revised the CESM, reducing the number of subject matter categories from 22 to 20. These revisions were implemented in the 2010 HEMIS database. As a result, the 1991 figures have been adjusted to reflect the new subject categories. The figures for 1991 exclude the Universities of the Transkei, Venda and the North West.
- c Courses unspecified above are included in the total.
- d Students whose race is unspecified are included in the total.
- e The low output for black people in 1991 is largely because of race restrictions.

**Undergraduate degrees^a by race and subject
(vertical proportions), 1991 and 2022**

Field of study	— Black —		— Coloured —		— Indian/Asian —		— White —	
	1991 ^d	2022	1991 ^d	2022	1991 ^d	2022	1991 ^d	2022
Agriculture and related sciences	0.7%	2.1%	0.0%	0.3%	0.0%	2.8%	2.2%	2.0%
Architecture and environmental design	0.1%	1.1%	0.3%	1.4%	0.6%	2.0%	2.3%	1.3%
Business, commerce and management	3.6%	20.8%	8.9%	16.1%	13.5%	21.5%	21.6%	20.9%
Communication, journalism and related studies	0.7%	2.4%	0.1%	1.2%	0.3%	1.0%	1.3%	2.0%
Computer and information sciences	0.2%	2.9%	0.8%	3.1%	1.8%	4.3%	2.0%	3.3%
Education	28.0%	24.4%	16.3%	25.1%	11.1%	16.3%	5.4%	22.5%
Engineering	0.4%	5.2%	0.8%	3.7%	3.6%	9.0%	5.7%	5.9%
Family ecology and consumer sciences	0.1%	0.3%	0.5%	0.1%	0.0%	0.8%	0.6%	0.3%
Health professions and clinical sciences	9.6%	6.9%	6.3%	9.7%	12.6%	10.5%	8.2%	8.0%
Language, linguistics and literature	17.3%	1.9%	16.5%	4.5%	3.9%	1.6%	5.1%	2.0%
Law	6.1%	7.2%	5.4%	7.8%	11.1%	7.5%	8.9%	7.4%
Life and physical sciences	3.1%	5.9%	5.5%	5.5%	7.3%	7.8%	7.0%	6.2%
Mathematics and statistics	1.1%	1.2%	2.0%	0.7%	2.5%	1.8%	2.1%	1.3%
Philosophy, religion and theology	3.5%	0.6%	4.7%	1.4%	1.6%	0.7%	2.5%	0.7%
Psychology	5.3%	4.0%	8.3%	7.2%	8.3%	5.6%	8.0%	4.5%
Public management and services	5.1%	4.6%	4.3%	2.9%	3.0%	1.4%	2.5%	3.9%
Social sciences	14.4%	7.1%	17.1%	7.4%	16.7%	2.8%	11.7%	6.3%
Visual and performing arts	0.5%	1.3%	0.9%	1.9%	1.5%	2.8%	2.0%	1.6%
Total^{bc}	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: DHET, www.dhet.gov.za, Table 2.13 for all Institutions to 2nd order CESM (Graduates — African, Coloured, Indian, White; 1991 and 2022), accessed 15 July 2024

a CRA calculations. Includes B-Tech Degree and Advanced Diploma. For example, in 2022, black graduates who obtained first degrees/diplomas in agriculture and related sciences accounted for 2.1% of all black graduates in that year. Figures should add up vertically but may not, owing to rounding.

b Courses unspecified above are included in the total.

c Students whose race is unspecified are included in the total.

d The figures for 1991 exclude the universities of the Transkei, Venda and the North West.

**Undergraduate degrees^a by race and subject
(horizontal proportions), 1991 and 2022**

Field of study	— Black —		— Coloured —		— Indian/Asian —		— White —	
	1991 ^d	2022	1991 ^d	2022	1991 ^d	2022	1991 ^d	2022
Agriculture and related sciences	8.8%	76.7%	0.1%	1.2%	0.1%	1.3%	90.9%	20.4%
Architecture and environmental design	1.2%	63.2%	1.0%	7.2%	2.2%	5.6%	95.5%	22.2%
Business, commerce and management	4.5%	72.3%	3.1%	5.2%	4.6%	5.6%	87.8%	15.1%
Communication, journalism and related studies	14.1%	86.3%	0.5%	4.0%	1.5%	1.6%	84.0%	7.2%
Computer and information sciences	2.3%	62.5%	3.1%	6.2%	6.8%	10.6%	87.9%	18.7%
Education	52.7%	78.6%	8.4%	7.5%	5.7%	2.8%	33.1%	10.6%
Engineering	2.1%	64.4%	1.0%	4.3%	4.9%	7.6%	91.9%	22.5%
Family ecology and consumer sciences	4.6%	61.9%	6.9%	1.5%	0.0%	2.5%	88.5%	33.9%
Health professions and clinical sciences	23.2%	62.8%	4.2%	8.3%	8.3%	9.2%	64.3%	19.2%
Language, linguistics and literature	43.7%	68.8%	11.5%	15.1%	2.7%	2.7%	42.0%	11.5%
Law	15.5%	70.9%	3.8%	7.1%	7.7%	6.4%	73.0%	14.9%
Life and physical sciences	10.7%	69.5%	5.2%	6.0%	6.8%	4.9%	77.3%	18.5%
Mathematics and statistics	11.9%	67.0%	5.9%	3.6%	7.4%	7.8%	74.8%	20.7%
Philosophy, religion and theology	26.0%	62.0%	9.7%	14.9%	3.2%	3.2%	61.1%	15.1%
Psychology	14.9%	64.5%	6.4%	10.7%	6.4%	4.2%	72.3%	18.1%
Public management and services	33.7%	86.9%	7.9%	5.1%	5.3%	2.6%	53.1%	5.2%
Social sciences	23.3%	81.8%	7.6%	7.9%	7.4%	1.8%	61.7%	6.5%
Visual and performing arts	6.3%	58.2%	3.1%	8.1%	5.5%	3.0%	85.1%	25.9%
Total^{bc}	20.9%	72.5%	5.8%	6.8%	5.7%	4.9%	67.7%	14.6%

Source: DHET, www.dhet.gov.za, Table 2.13 for all Institutions to 2nd order CESM (Graduates — African, Coloured, Indian, White; 1991 and 2022), accessed 15 July 2024

a CRA calculations. Includes B-Tech Degree and Advanced Diploma. Figures should add up horizontally to 100% (for each year) but may not, owing to rounding.

b Courses unspecified above are included in the total.

c Students whose race is unspecified are included in the total.

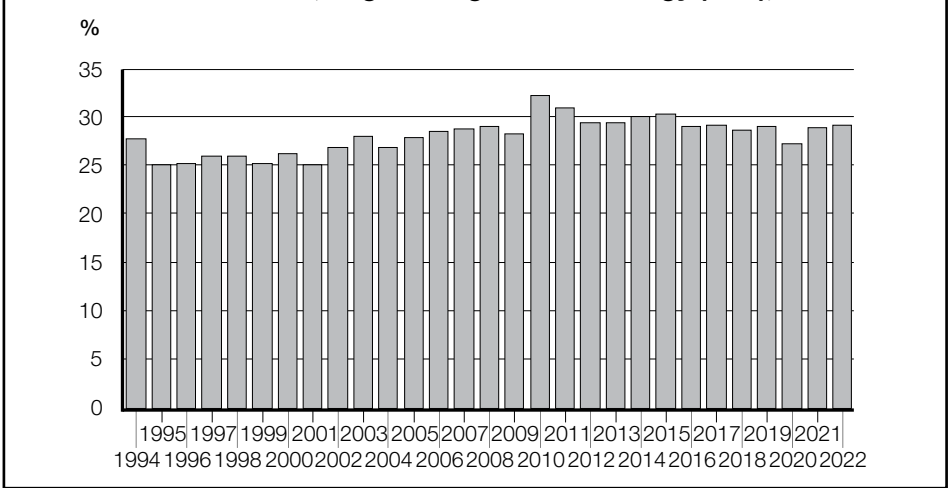
d The figures for 1991 exclude the universities of the Transkei, Venda and the North West.

Graduates in Science, Engineering and Technology (SET), 1994-2022

Year	Number	Proportion of total graduates ^a
1994	20 610 ^a	27.8%
1995	20 421 ^a	25.0%
1996	21 726 ^a	25.2%
1997	22 938 ^a	26.0%
1998	22 523 ^a	26.0%
1999	23 310 ^a	25.2%
2000	24 244	26.2%
2001	25 087	25.1%
2002	27 177	26.8%
2003	29 806	28.0%
2004	31 490	26.8%
2005	33 506	27.9%
2006	35 542	28.5%
2007	36 429	28.8%
2008	39 307	29.1%
2009	41 511	28.3%
2010	42 760	32.2%
2011	46 099	31.0%
2012	48 849	29.4%
2013	53 176	29.4%
2014	55 574	30.0%
2015	58 090	30.3%
2016	59 125	29.1%
2017	61 581	29.2%
2018	65 211	28.7%
2019	64 683	29.1%
2020	64 721	27.2%
2021	67 423	28.9%
2022	66 000	29.2%

Source: The Presidency, *Development Indicators*, 2010, p49; DHET, www.dhet.gov.za, Table 2.13 for all institutions to 2nd order CESM (Graduates, 1994-2022) accessed 15 July 2024
a CRA calculations.

Graduates in science, engineering and technology (SET), 1994-2022



Private Higher Education

Private Higher Education Institutions

Students enrolled in Private Higher Education Institutions by race, 2011-22

Year	— Black —		— Coloured —		— Indian/Asian —		— White —		— Total ^b —
	Number	Proportion ^a	Number	Proportion ^a	Number	Proportion ^a	Number	Proportion ^a	Number
2011	56 988	55.3%	7 526	7.3%	5 913	5.7%	23 311	22.6%	103 036
2012	56 813	58.3%	6 876	7.1%	5 222	5.4%	18 500	19.0%	97 478
2013	64 933	54.1%	8 183	6.8%	6 649	5.5%	26 664	22.2%	119 941
2014	80 983	56.8%	12 716	8.9%	10 396	7.3%	22 191	15.6%	142 557
2015	83 997	57.1%	11 127	7.6%	9 456	6.4%	25 740	17.5%	147 210
2016	99 972	59.7%	11 223	6.7%	10 494	6.3%	27 212	16.3%	167 408
2017	112 124	60.6%	13 491	7.3%	11 955	6.5%	29 780	16.1%	185 046
2018	122 342	61.8%	14 057	7.1%	12 756	6.4%	31 802	16.1%	197 898
2019	128 519	61.5%	16 260	7.8%	14 594	7.0%	32 131	15.4%	208 978
2020	133 506	61.0%	18 075	8.3%	15 898	7.3%	34 848	15.9%	219 031
2021	142 518	61.2%	20 175	8.7%	16 628	7.1%	37 511	16.1%	232 915
2022	159 948	66.2%	24 053	10.0%	17 717	7.3%	39 949	16.5%	258 215
2011-22	180.7%	19.7%	219.6%	36.9%	199.6%	27.2%	71.4%	-27.1%	150.6%

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 4.12, p34

a CRA calculations. For example, 55.3% of all students enrolled in Private Higher Education Institutions in 2011 were black.

b Includes non-South African and Other/Unspecified students.

Students enrolled in Private Higher Education Institutions by sex, 2011-22

Year	— Male —		— Female —		— Total ^b —
	Number	Proportion ^a	Number	Proportion ^a	Number
2011	48 876	47.4%	54 160	52.6%	103 036
2012	43 704	44.8%	53 774	55.2%	97 478
2013	55 606	46.4%	64 335	53.6%	119 941
2014	65 431	45.9%	73 776	51.8%	142 557
2015	66 516	45.2%	80 532	54.7%	147 210
2016	73 801	44.1%	91 493	54.7%	167 408
2017	77 754	42.0%	105 983	57.3%	185 046
2018	82 347	41.6%	115 106	58.2%	197 898
2019	86 037	41.2%	122 021	58.4%	208 978
2020	86 721	39.6%	131 149	59.9%	219 031
2021	89 485	38.4%	141 751	60.9%	232 915
2022	97 573	37.8%	160 108	62.0%	258 215
2011-22	99.6%	-20.3%	195.6%	18.0%	150.6%

Source: DHET, *Statistics on Post-School Education and Training in South Africa: 2022*, July 2024, Table 4.9, p31

a CRA calculations. For example, 47.4% of all students enrolled in Private Higher Education Institutions in 2011 were male.

b Includes Other/Unspecified students.

WORK AND EDUCATION

Education and employment/
unemployment

Employment and unemployment by highest level of
education (actual numbers), 2008 and 2024

Level of education ^a	Q2 2008 ^b		
	Employed	Unemployed	Total
No schooling	582 000	112 000	694 000
Less than primary school completed	1 465 000	399 000	1 864 000
Completed primary school	743 000	235 000	978 000
Less than secondary school completed	4 521 000	1 879 000	6 400 000
Secondary completed	3 928 000	1 261 000	5 189 000
Tertiary	2 313 000	192 000	2 505 000
Other	177 000	37 000	214 000
Total	13 729 000	4 114 000	17 843 000

Level of education ^a	Q2 2024 ^b		
	Employed	Unemployed	Total economically active
No schooling	180 000	56 000	236 000
Less than primary school completed	643 000	382 000	1 025 000
Completed primary school	470 000	253 000	723 000
Less than secondary school completed	5 100 000	3 441 000	8 541 000
Secondary completed	6 066 000	3 387 000	9 453 000
Tertiary	3 954 000	817 000	4 771 000
Other	239 000	49 000	288 000
Total	16 652 000	8 384 000	25 036 000

Source: Stats SA, *Quarterly Labour Force Survey, Quarter 1 and Quarter 2, 2008*, Statistical release P0211, 28 August 2008, Table 6, p16; *Quarterly Labour Force Survey Quarter 2, 2024*, Statistical release, P0211, 13 August 2024, Table 6, pp76-77

a Highest level of education of the employed and unemployed.

b Totals may not add up vertically, owing to rounding.

Employment and unemployment by highest level of education (proportions^a), 2008 and 2024

Q2 2008 ^b			
Level of education ^a	Employed	Unemployed	Total economically active
No schooling	83.9%	16.1%	100.0%
Less than primary school completed	78.6%	21.4%	100.0%
Completed primary school	76.0%	24.0%	100.0%
Less than secondary school completed	70.6%	29.4%	100.0%
Secondary completed	75.7%	24.3%	100.0%
Tertiary	92.3%	7.7%	100.0%
Other	82.7%	17.3%	100.0%
Total	76.9%	23.1%	100.0%

Q2 2024 ^b			
Level of education ^a	Employed	Unemployed	Total economically active
No schooling	83.9%	16.1%	100.0%
Less than primary school completed	78.6%	21.4%	100.0%
Completed primary school	76.0%	24.0%	100.0%
Less than secondary school completed	70.6%	29.4%	100.0%
Secondary completed	75.7%	24.3%	100.0%
Tertiary	92.3%	7.7%	100.0%
Other	82.7%	17.3%	100.0%
Total	76.9%	23.1%	100.0%

a CRA calculations. In 2024, for example, 83.9% of all economically active people with no schooling were employed and 16.1% of such people were unemployed.

Education and labour absorption

Employment by highest level of education, 2024

Level of education	Number employed	Proportion ^a of total	Absorption rate ^a by highest level of education
No schooling	180 000	1.1%	25.0%
Less than primary completed	643 000	3.9%	29.1%
Primary completed	470 000	2.8%	30.8%
Secondary not completed	5 100 000	30.6%	30.1%
Secondary completed	6 066 000	36.4%	43.8%
Tertiary	3 954 000	23.7%	71.5%
Other	239 000	1.4%	45.5%
Total	16 652 000	100.0%	40.3%

Source: Stats SA, *Quarterly Labour Force Survey Quarter 2: 2024*, Statistical release P0211, 13 August 2024, Table 6, pp76-77

a CRA calculations. The proportion column refers to the proportion of the total number of people employed who are in each level of education category. The absorption/employment rate refers to the proportion of people in each category who are employed. For example, 1.1% of all employed people have no schooling and 25% of all working-age people with no schooling are employed.

NEET^{ab} rate by sex, 2018-24

Age group	Male	Female	Total
2018			
15-24	31.1%	35.0%	33.0%
15-34	40.5%	48.1%	44.2%
2022			
15-24	34.3%	37.1%	35.7%
15-34	42.6%	47.4%	45.0%
2023			
15-24	32.4%	36.0%	34.2%
15-34	39.9%	47.0%	43.4%
2024			
15-24	33.9%	36.6%	35.2%
15-34	41.7%	46.7%	44.2%

Source: Stats SA, *Quarterly Labour Force Survey Quarter 2, 2019*, Statistical release P0211, 30 July 2019, Figures 9a and 9b, p8; *Quarterly Labour Force Survey Quarter 2, 2024*, Statistical release P0211, 13 August 2024, Figures 9a and 9b, p9

- a Not in employment, education or training.
- b Stats SA determines the NEET rate by adding the number of unemployed youth to the number of youth not in the labour force and then subtracting the number of unemployed youth and youth not in the labour force who are in education or training. This figure is then divided by the total number of youth.

