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The Business Trust strategy focuses on tourism for job creation, and schooling for capacity building. This strategy is underpinned by support for a reduction in crime.

The Business Trust is committed to enhancing trust and building co-operative relations between business and government.

Carefully selected strategic partners implement the Business Trust's programmes, which aim to benefit the disadvantaged while the economy is put on a growth path that will provide sustained improvements in the lives of the majority of South Africans.



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Quantitative Overview of Further Education and Training College Sector – The New Landscape
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**Quantitative
Overview of the
Further Education and
Training College Sector**

The New Landscape



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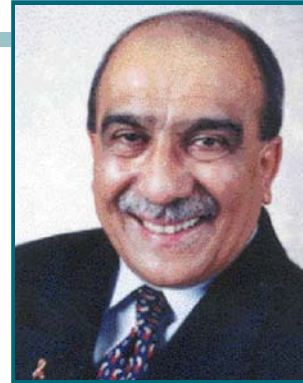
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Foreword

Foreword by the Minister of Education

This study, updating the original Quantitative Analysis of the sector, shows the changes which have been achieved in the two years since the first report. The sector has built on its previous strengths, and started to address its weaknesses, although there is still room for further improvement. The information in the study will be crucial in helping the newly merged colleges, as well as the Provincial and National Education Departments, in their strategic planning activities.



This period has been one of great change in the sector. Colleges have all recently gone through mergers, but the study has been structured to show trends from the period of the original report. This national report is backed by nine Provincial and fifty FET college reports. Positive findings are that colleges are growing to take their rightful place in the sector. The number of full-time equivalent students has risen by 17% since the original study. Every province shows an increase in non-departmental funded programmes, in response to local industry and community demand. This growth is particularly noticeable in engineering.

Significant differences still remain between urban and rural campuses. Most urban colleges have achieved an improved racial profile and enhanced managerial capacity. However, in rural areas, with small, dispersed sites, many colleges are seriously under-resourced. They have less well-qualified staff, and little capacity for management or developing and teaching new programmes. The mergers were so recent at the time of collating the data for this report, that there was still considerable programme duplication across campuses.

There are further new challenges for the sector. Colleges must develop the capacity to offer greater support to learners, innovative partnerships with business, industry and communities and an even more responsive and flexible curriculum. Failure to address these imperatives will result in colleges remaining mere aggregations of what existed before.

Perhaps the most important use of this report is as a basis for management to measure and evaluate performance in the sector. But it will also be invaluable to key players in other areas of government and education, including SETAs, the donor community, and the private sector. The information in this report will help colleges and their future partners in the wider community to work together, to ensure relevant, lifelong learning opportunities for the youth and adults of South Africa.

With my best wishes,

Yours sincerely,

A handwritten signature in black ink that reads "Kadar Asmal". The signature is written in a cursive, slightly slanted style.

Professor Kadar Asmal, MP

Minister of Education

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Introduction

The Scope

Further Education and Training includes a wide range of providers. These include colleges, secondary schools, private providers, NGOs, community organisations and employers. This study was limited to those institutions recently declared as public FET colleges. The public FET college sector consists of the former Technical Colleges, although some Colleges of Education, Manpower and Skills centres and some former community colleges were also merged, during the restructuring process, with Technical Colleges to form the new FET colleges.

The categories identified as critical for the baseline and strategic planning of the sector include the:

- Location and distribution of FET colleges
- Student profile of the college sector
- Programmes offered at FET colleges
- Extent to which programmes are offered at FET or at Post N3-Level
- Staff profile of the college sector
- Extent to which the college sector meets equity criteria
- Extent to which the college sector is academically effective
- Extent to which the sector has changed since 1998. Here discussion focuses on growth in student numbers, changes in the staff profile, changes in programmes offered, changes in equity and changes in the academic effectiveness of the college sector.

The Research Process

The research process was designed to expedite the gathering of updated data from FET colleges. Due to the short time frames and the limited budget for the study, the methodology, designed to assist colleges and provinces compile their data, was based on the utilisation of existing data. Data extracted from the 2000 Examinations Database and the 1998 Database on Technical Colleges was analysed and produced in a questionnaire format for the colleges to update, correct and verify. In addition Colleges were also asked to identify their non-establishment staff, their Non-DoE programmes and the number of FTEs enrolled for each. Colleges for which no earlier or comparable (1998) data was available, such as the former Colleges of Education, Community Colleges and Skills Centres, were asked to complete a questionnaire which was developed specifically for these new FET college campus sites.

Problems

One of the biggest difficulties facing the colleges that compiled the data needed for this study was the availability of information. The transformatory nature of the FET Act, and the recent development of the new FET colleges, places new demands on the sector for information. Colleges (and provinces) will be required to demonstrate accountability and plan strategically. Funding will be conditional upon the flow of information from providers. Increased accountability, the need for information required by funding authorities, institutional planning, reporting cycles and an enhanced learner information system will place considerable additional demands on EMIS systems at an institutional level. FET colleges will need support in this area in order to provide the required information.

There has however been an improvement since 1998 in the ability of colleges to provide the necessary data. The number of college campus sites with EMIS systems, for example, have increased from 120 to about 130.

The merger process has enabled colleges to share resources, such as EMIS systems, across new college campus sites. This suggests that the large majority of the new FET colleges should be in a position to provide relevant data. During the process of gathering the data it became clear that many of the college campus sites worked together as a new FET college in completing the questionnaires.

The establishment of the FET Colleges resulted in a considerable increase in the demands made on the institutions. This combined with the short time frames of the study placed immense pressure on the colleges. Despite this, the response to the study was overwhelmingly positive with 98% of the colleges returning data. Approximately 20% of the institutions returned data with problems. These problems include:

- Institutions submitting questionnaires with information missing, where the biggest problem was data for students and staff by race and gender and neglecting to include staff qualifications.
- Institutions confusing headcounts with FTEs. In addition, institutions confused establishment with non-establishment staff and confused teaching staff with non-teaching staff.

INTRODUCTION

The Provincial Verification Phase, discussed below, did resolve many of these problems. However there are still campus sites where specific problems could not be resolved. In such cases, the graph containing the information has been footnoted to note any concerns that the researchers may have with the data.

The reliability of the data

To improve the reliability of the data it was decided that the processed data would be carefully verified and validated. The validation was undertaken in four phases:

- The first phase involved an internal check. The data was checked to determine the internal coherence of the data, as well as the extent to which the data contradicted the findings of the 1998 study on Technical Colleges.
- The second phase provided institutions with their captured data. This data was annotated to highlight errors or inconsistencies identified by the researchers. Approximately 88% of the institutions returned their data with corrections .
- The third phase provided the Provincial Education Departments with detailed reports on the extent of returns from FET colleges in their provinces and the quality of the data. Provincial Education Departments undertook to ensure that the colleges updated and corrected any obvious errors.
- The final phase provided Provincial Education Departments with the opportunity to check the data and to raise any problems that they might have with the data.

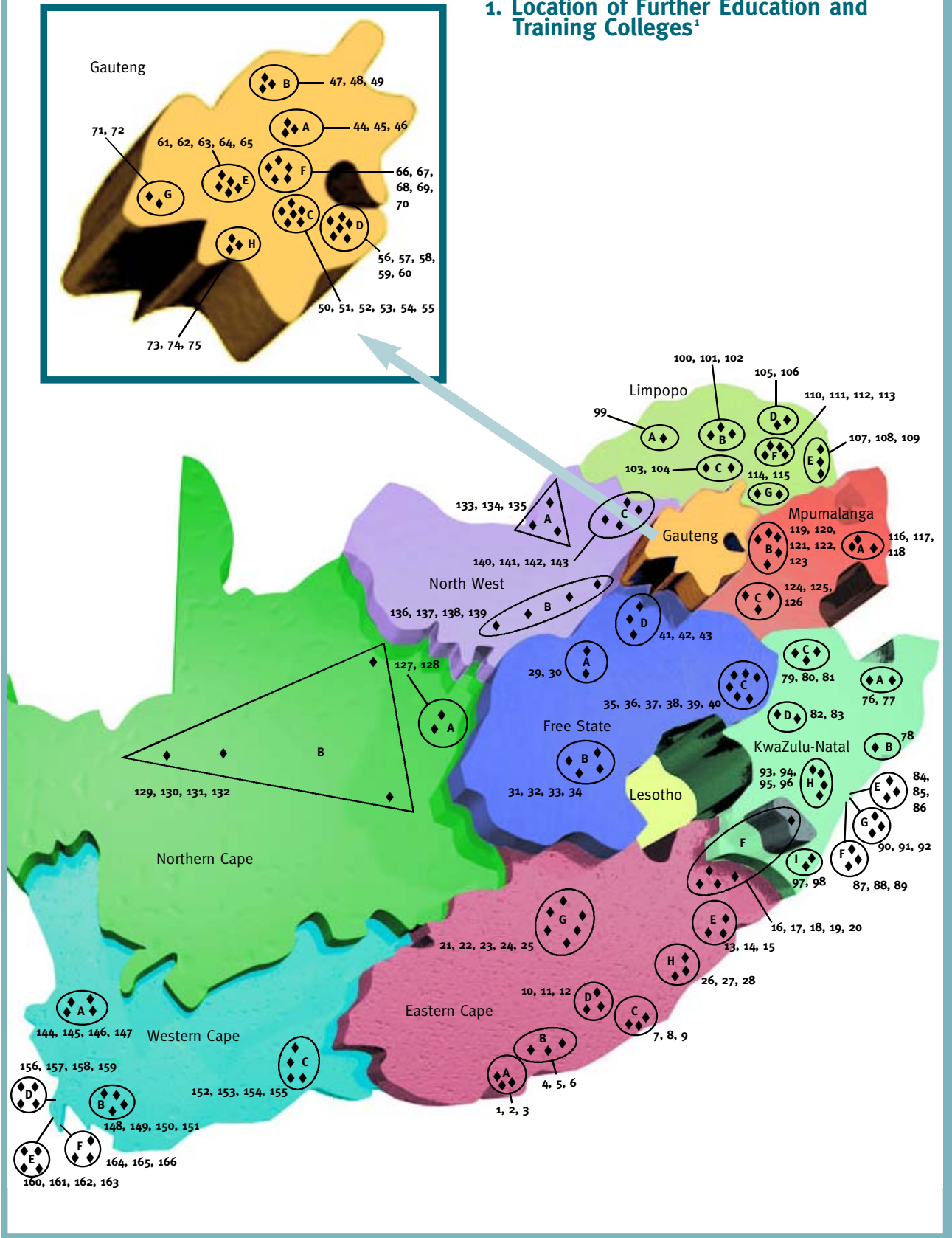
It is impossible to obtain data that is 100% accurate. However, given the extensive verification processes described above, the authors of this report believe that the aggregated data has a maximum error of 3%.

¹ Powell, L and Hall, G (2000): Quantative Overview of South African Technical Colleges. Colleges Collaboration Fund. National Business Initiative.

Section A

Overview of FET Colleges – 2000

1. Location of Further Education and Training Colleges¹



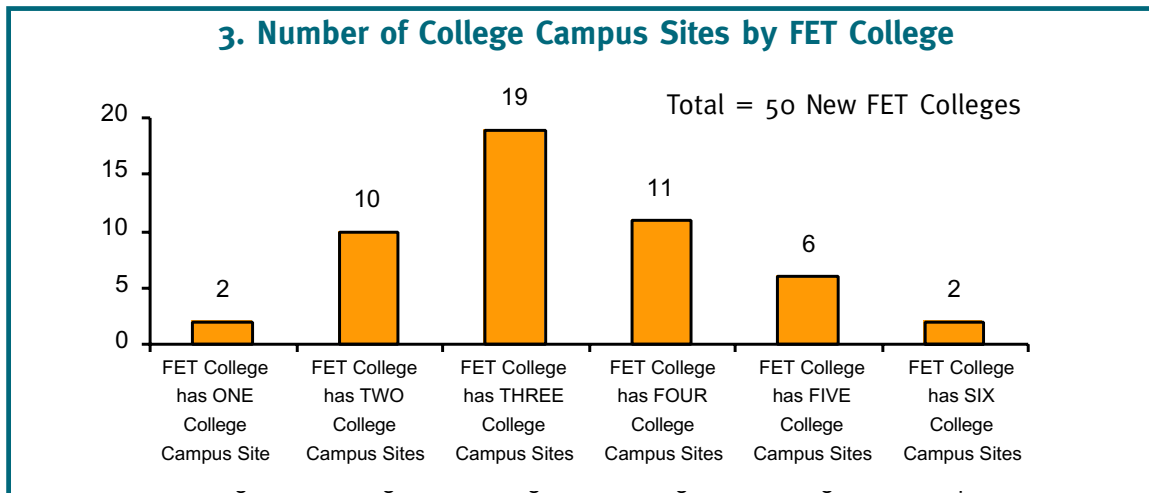
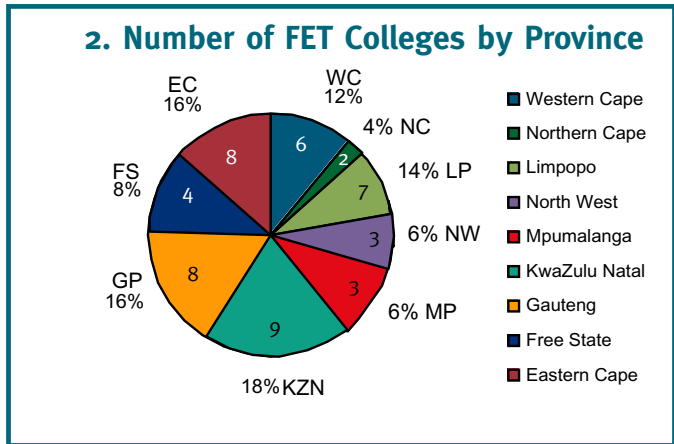
¹ The map does not represent an actual GIS mapping of the FET colleges in the South Africa, but does present a visual account of the number and distribution of the FET colleges and the college campus sites.

1. Location and Distribution of FET Colleges

In 2002, the 152 technical colleges in South Africa were merged with other technical colleges, colleges of education and/or manpower training sites to form 50 new FET colleges. Although the merger process did not change the distribution of college campus sites across the provinces, it did change the configuration of the college sector. Figure 3 provides an overview of the number of campus sites for the new merged FET colleges. It shows that the new merged colleges consist of one to six campus sites with the majority of FET colleges consisting of three. The FET colleges have 166 college campus sites, this does not include smaller satellite campuses which brings the number of delivery sites to more than 200. Figure 2 provides the total number of new FET colleges by provinces.

Figure 1 shows the new FET landscape by indicating the location of FET colleges in each province. It provides an indication of the proximity of FET colleges to each other, both within the province, and between provinces.

Figure 1 indicates that the colleges serve rural, peri-urban, urban and metropolitan communities, with the majority of FET colleges located in urban areas and peri-urban areas. While some college sites are well served by rail, bus and taxi services, other sites are difficult to access.



2. Student Profile

2.1 Headcounts

There were 350 465 learners (headcounts) enrolled at FET Colleges in 2000. Of this total, the majority were enrolled in Gauteng, which had 32%, KwaZulu Natal which had 16%, and the Western Cape and the Eastern Cape, which had 11% respectively. Together, these four provinces account for 70% of the national headcount (Fig 4).

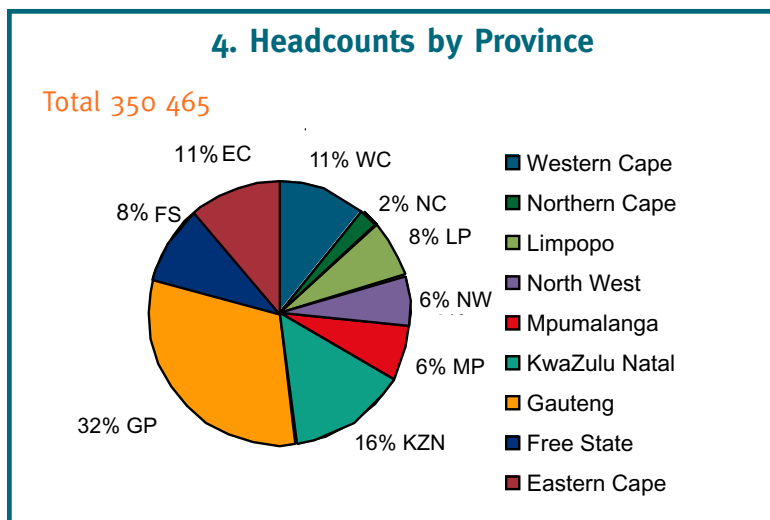
The overall Net Participation Rate³ for the country is 2.7% but this varies across provinces, with Gauteng having the highest Participation Rate of 4.6% and North West Province having the lowest Participation Rate of 1.8% (Fig 5). The Participation Rate provides a clear indication of the extent to which the population, at national and provincial level, is enrolled for education and training at FET Colleges.

2.2 Full Time Equivalent (FTEs)

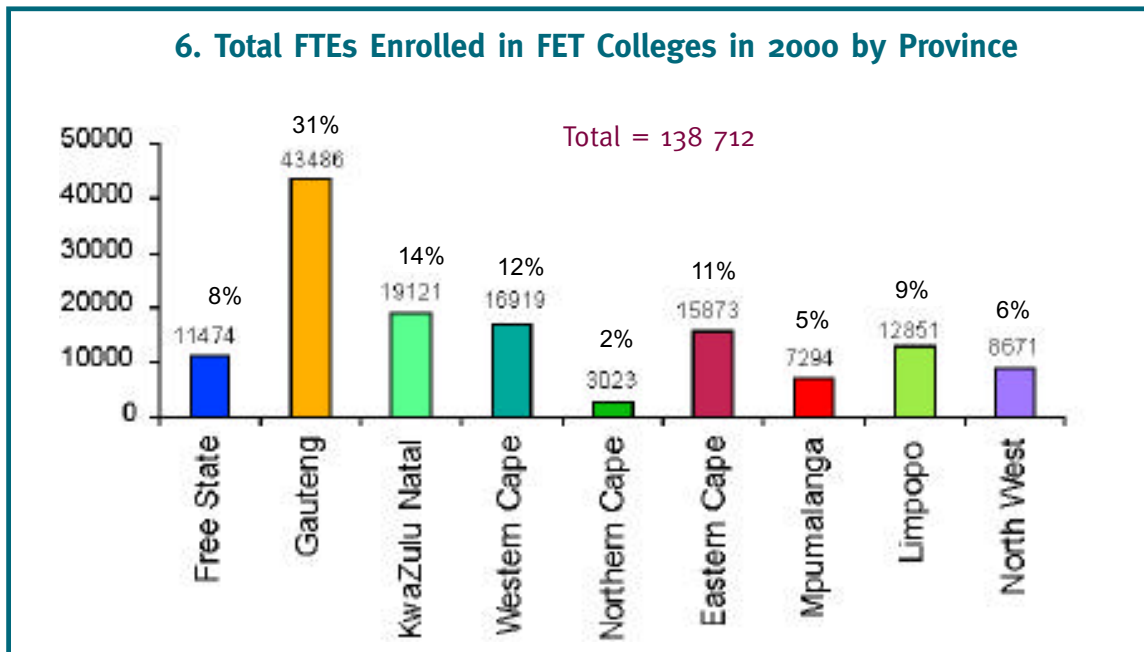
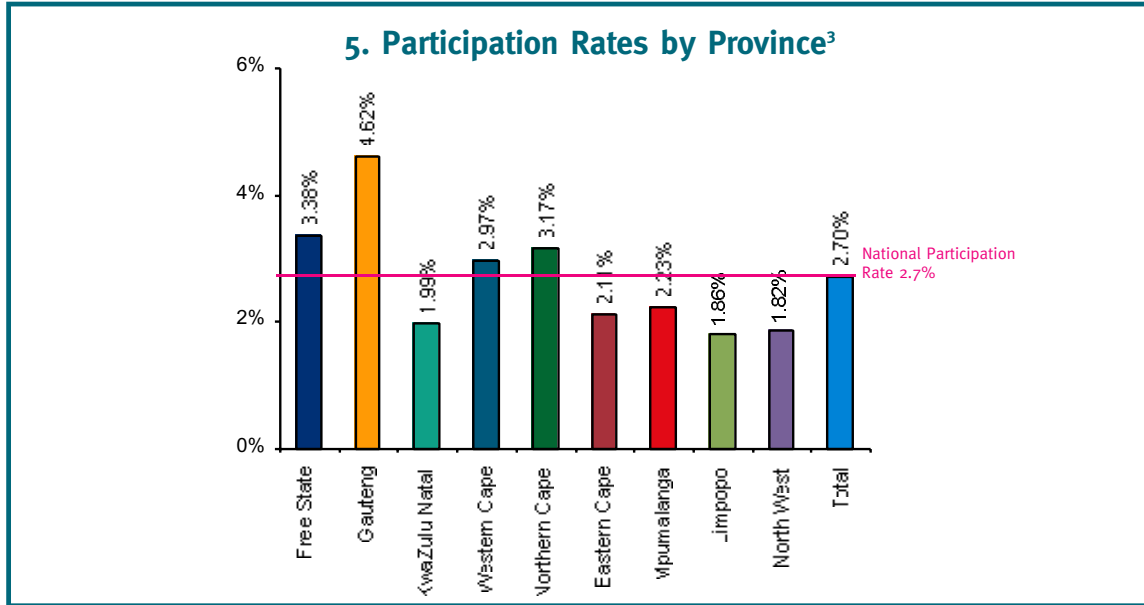
There were 138 712 FTEs¹ enrolled at FET Colleges in 2000 (Fig 6). Of the total FTEs, 63% were enrolled in four provinces: Gauteng (31%), Eastern Cape (11%), Western Cape (12%) and KwaZulu Natal (14%).

These FTEs were enrolled for both DoE and Non-DoE programmes². Provision of Non-DoE programmes is a proxy indicator of the extent to which FET colleges are responding to new market opportunities. Figure 8 indicates that 12% (16 853) of the total FTEs (138 712) were enrolled for Non-DoE programmes. The distribution of enrolments for DoE and Non-DoE programmes varies across provinces. While the Western Cape, KwaZulu Natal and Limpopo Province each had more than 15% of their total FTEs enrolled in Non-DoE programmes, Mpumalanga and Eastern Cape had 5% or less of their total FTEs enrolled in Non-DoE programmes.

An analysis of Non-DoE provision by province (Fig 7) shows that of the total FTEs enrolled, more than 60% were enrolled in three provinces: Gauteng enrolled 24%, KwaZulu Natal enrolled 20% and the Western Cape 17%.



SECTION A: OVERVIEW OF FET COLLEGES – STUDENT PROFILE



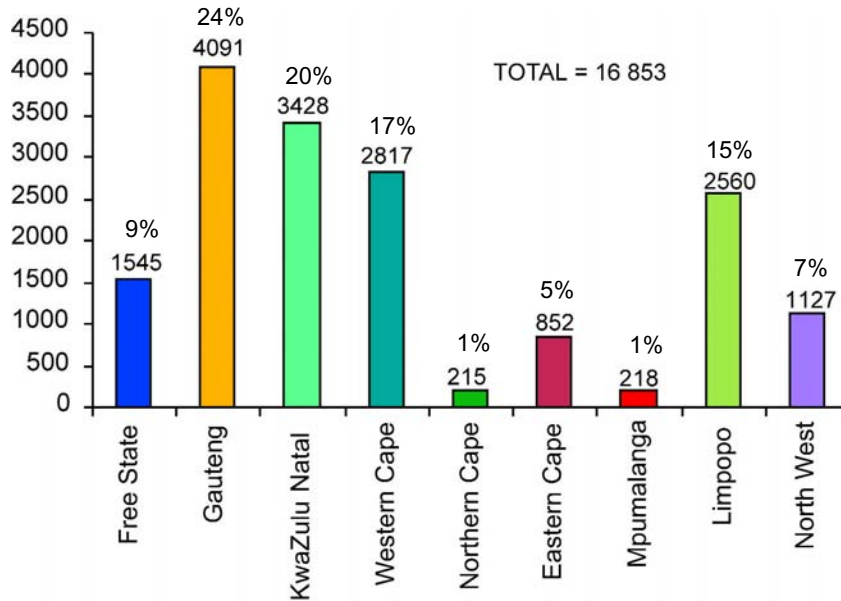
¹ FTEs refer to unweighted FTEs based on NATED 191. See glossary for definition of FTEs and an explanation of the distinction between FTEs and Headcounts.

² The definition of DoE and Non-DoE programmes and the distinction between the two is discussed in the Glossary.

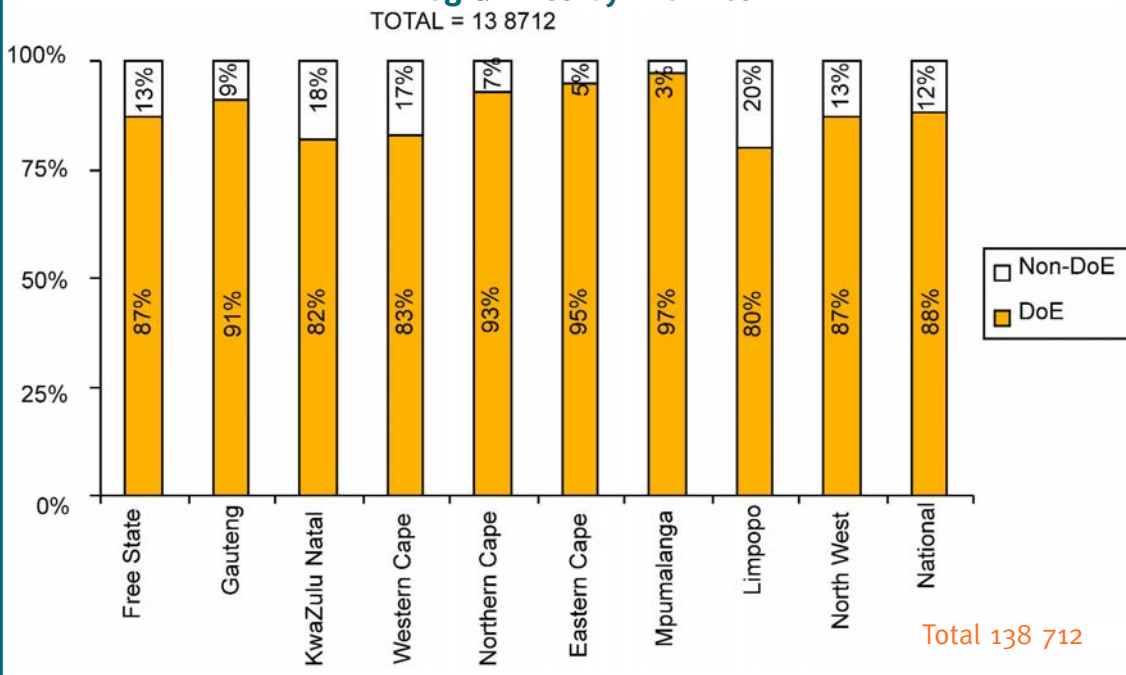
³ A Net Participation Rate expresses the ratio of the total headcounts of learners in a defined age cohort to the total population in the same age cohort. Details of the calculation applied is provided in the glossary. The population totals are determined from *Stats in Brief 2000*, Statistics South Africa, Pretoria.

SECTION A: OVERVIEW OF FET COLLEGES – STUDENT PROFILE

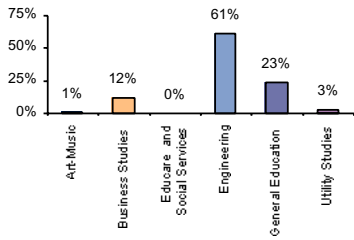
7. Distribution of Unweighted FTEs enrolled for Non-DoE Programmes by Province



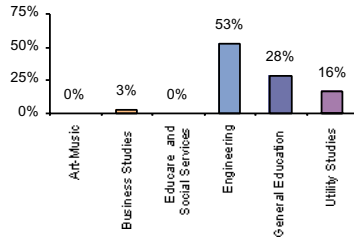
8. Comparison of FTE Enrolments for DoE and Non-DoE Programmes by Province



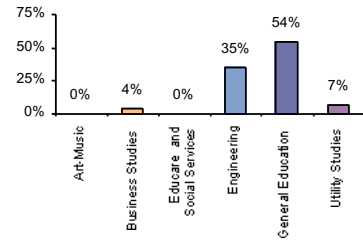
9.1 Free State



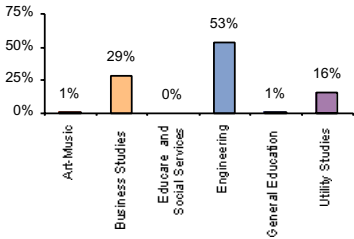
9.2 Gauteng



9.3 KwaZulu Natal

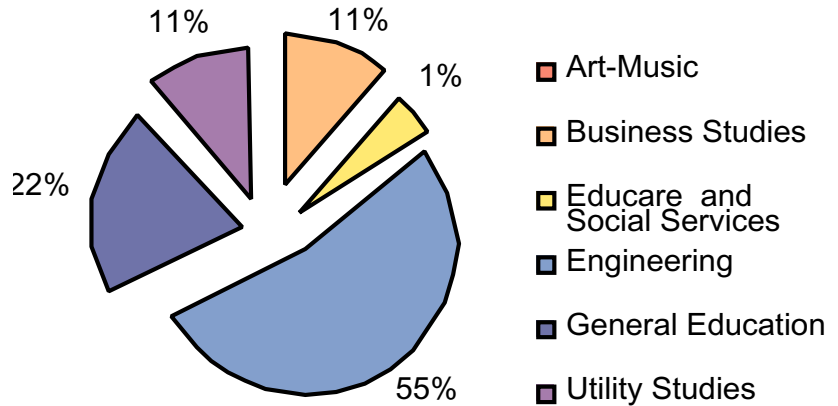


9.4 Western Cape

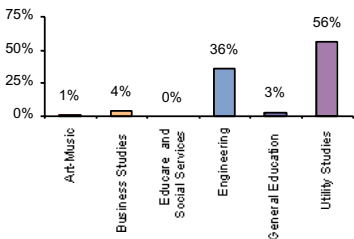


9. FTE Enrolments for Non-DoE Programmes by Vocational Field – 2000

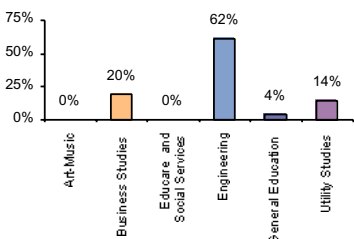
Total = 16 853



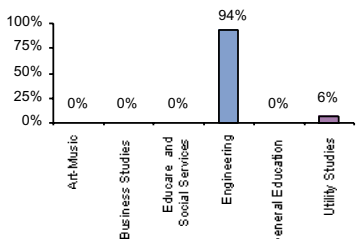
9.5 Northern Cape



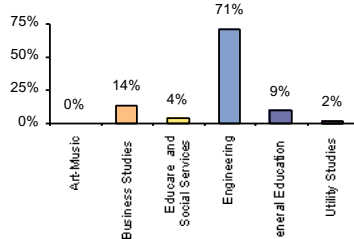
9.6 Eastern Cape



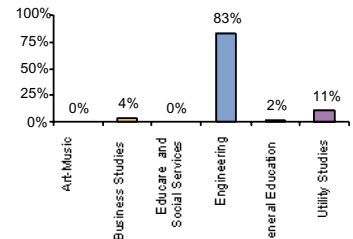
9.7 Mpumalanga



9.8 Limpopo



9.9 North West



3. Programmes Offered

3.1 Programme areas offered

The programmes presented at FET Colleges offer some insights into the responsiveness of colleges to both economic and to social needs. FET colleges provide education and training in six broad vocational fields:

- Art – Music
- Business Studies
- Educare-Social Services
- Engineering Studies
- General Education
- Utility Studies

Of the DoE programme enrolments, 89% are enrolled in two vocational fields: Business Studies and Engineering. Business Studies has 48% of total FTE enrolments and Engineering 41% (Fig 10). This suggests too narrow a programme mix for the diverse education and training needs required at FET level for the needs of the country.

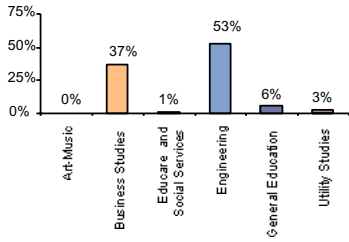
Although Business Studies and Engineering are dominant in all of the provinces, the ratio between Business Studies and Engineering Studies differs markedly from one province to another. For example, 77% of the FTEs enrolled in the Northern Cape were enrolled for Business Studies and 22% for Engineering Studies, while KwaZulu Natal had 37% of their FTEs enrolled for Business Studies and 53% for Engineering Studies (Fig 10.1-10.9).

3.2 Vocational Fields in Non-DoE provision

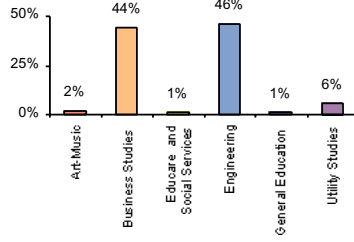
The majority (77%) of the Non-DoE enrolments are in General Education and Engineering (Fig 9). This applies to all provinces except the Northern Cape Province which has 56% of enrolments for Non-DoE programmes enrolled in Utility Studies.

The percentage of enrolments in Engineering differs from one province to another. In Mpumalanga, North West and Limpopo Province, for example, Non-DoE enrolments in Engineering constitute more than 70% of the total enrolments in Non-DoE programmes.

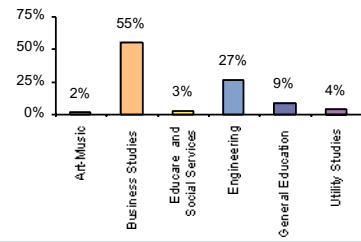
10.1 KwaZulu Natal



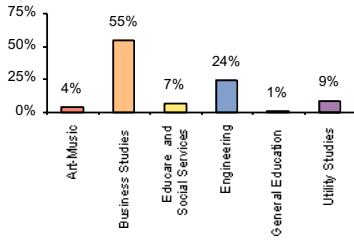
10.2 Gauteng



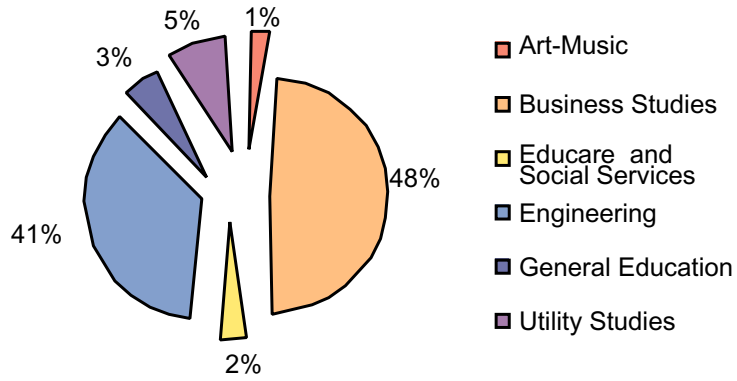
10.3 Free State



10.4 Western Cape

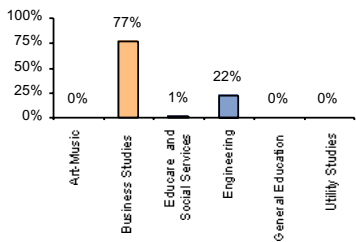


10. FTE Enrolments for DoE Programmes by Vocational Field – 2000

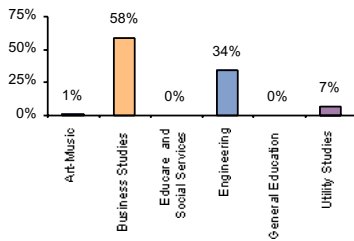


Total = 121 859

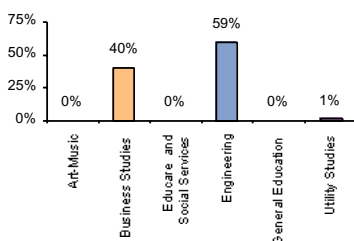
10.5 Northern Cape



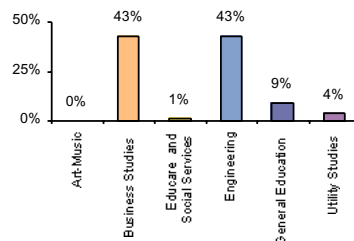
10.6 Eastern Cape



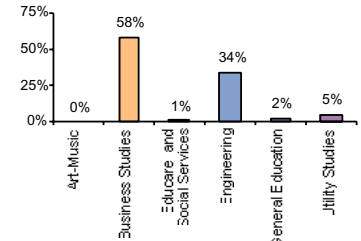
10.7 Mpumalanga



10.8 Limpopo



10.9 North West



3.3 Vocational Fields by province – In which fields are our students being trained?²

The balance of vocational fields offered differs from province to province. Apart from Engineering and Business Studies which together constitute 89% of the FTEs enrolled nationally for DoE and Non-DoE programmes, certain provinces account for most of the FTEs trained in the other vocational fields².

ART-MUSIC: 73% of the total FTEs enrolled for Art-Music are enrolled in the Western Cape and Gauteng, but Mpumalanga, Limpopo Province, Northern Cape and North West have no students enrolled in this area (Fig 12.4).

EDUCARE-SOCIAL SERVICES: More than 50% of the FTEs enrolments in Educare are enrolled in the Western Cape. Together the Western Cape, Gauteng and Free State account for 80% of the FTE enrolments in Educare-Social Services (Fig 12.1).

GENERAL EDUCATION: 41% of the FTEs are enrolled in KwaZulu Natal. More than 90% of the total FTEs enrolled for General Education are enrolled in KwaZulu Natal, Free State, Gauteng and Limpopo Province. The change in the distribution of provision in General Education across provinces since 1998, is largely due to the incorporation during the merger process of colleges of education into the FET sector. The Northern Cape and Mpumalanga do not provide education and training in the area of General Education (Fig 12.2).

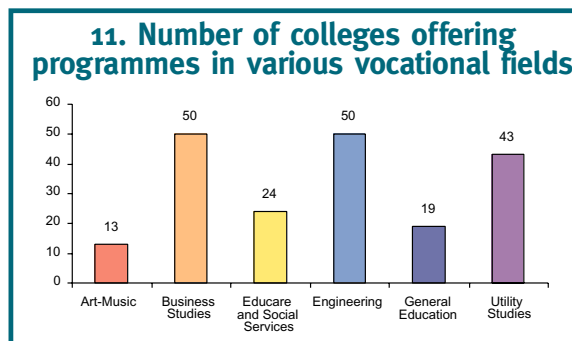
UTILITY STUDIES: This includes programmes such as tourism, interior decorating, haircare and cosmetology, catering and hospitality. More than 70% of the FTEs enrolled in Utility Studies are enrolled in the Eastern Cape, Gauteng and Western Cape (Fig 12.3).

A review of provision by province indicates substantial changes since 1998. These changes are largely due to changes in Non-DoE provision and changes in the institutional landscape. The incorporation of former colleges of education into the FET sector has markedly changed the distribution of provision in General Education.

3.4 Distribution of Programmes across FET Colleges

The merger process aimed at increasing programmatic diversity across the six vocational fields. A review of the current situation indicates an uneven distribution of programmatic provision: only 13 of the 50 colleges currently offer programmes in Art and Music, 19 offer programmes in General Education, 24 in Educare and Social Services, and 43 in Utility Studies (Fig 11).

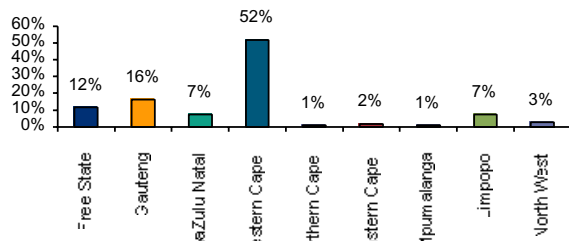
Business Studies and Engineering are available at all new FET colleges (Fig 11). This is a change from 1998 where most colleges offered either Engineering or Business Studies with few offering both.



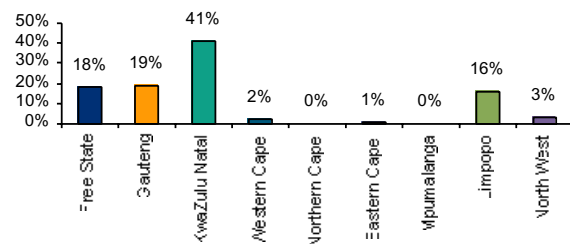
SECTION A: OVERVIEW OF FET COLLEGES – PROGRAMMES OFFERED

12. Distribution of FTE Enrolments for both DoE and Non-DoE Programmes by Vocational Field^{1, 2}

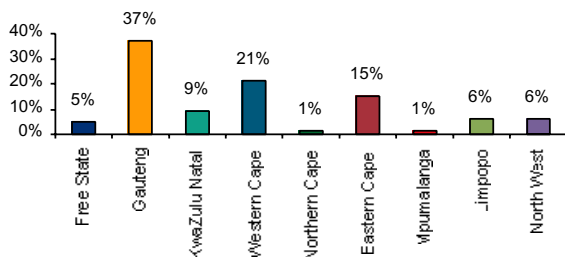
12.1 Educare and Social Services



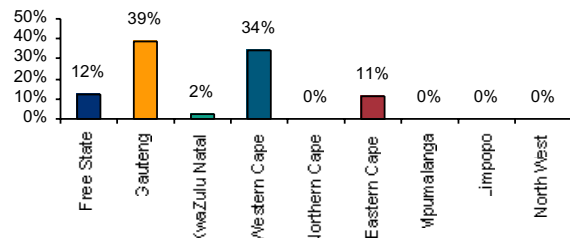
12.2 General Education



12.3 Utility Studies



12.4 Art – Music



¹ The definition of DoE and Non-DoE programmes and the distinction between the two is discussed in the Glossary.

² Appendix B provides full details of the sub-fields for each vocational field.

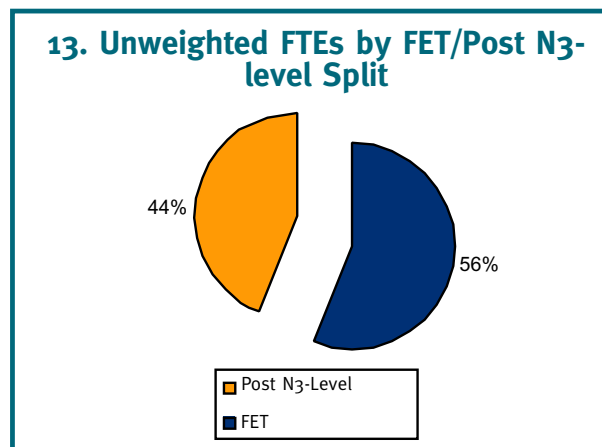
4. Provision at FET and Post N3-Levels

FET Colleges offer programmes from N1- to N6-Level. The N1 to N3-Level courses fall clearly within the FET band, while N4- N6-Level courses fall outside of the FET band. Programme articulation through the NQF provides possible continuity between FET and Higher Education. The White Paper on Further Education and Training argues for a soft boundary between FET and HE. There are, however, important differences between the two sectors, particularly in the areas of governance and funding – while higher education is a national competency, FET is a provincial competency. The issue of provision beyond FET level (Post N3-Level) has not been finalised. However, our data suggests that Post N3-Level programmes offered at FET Colleges could be aligned with NQF level 5.²

This section provides the relative contribution of the FET College sector to FET and Post N3-Level training. In 2000, 56% of the total FTEs enrolled nationally were enrolled in programmes in the FET band and 44% in programmes in the Post N3-Level band (Fig 13) but there are provincial differences. In the Northern Cape and Eastern Cape slightly more than half are enrolled for Post N3-level programmes. In all other provinces, provision is predominantly at the FET level (Fig 14). This is a sharp contrast to the situation in 1998 where the Eastern Cape, Free State, Northern Cape, Northern Province and North West had more than half of FTE enrolments in the Post N3-Level band.

A comparison of the total FTEs enrolled for Post N3-Level programmes, as compared to FTEs enrolled in Higher Education institutions (Fig 15), shows that FET Colleges contribute approximately 12% of the FTEs enrolled for Higher Education. Four provinces (Gauteng, Kwazulu Natal, Western Cape and Eastern Cape) account for 69% of the FTEs enrolled in Post N3-level programmes.

The college merger process has significantly changed the distribution of Post N3-Level provision. While many Technical Colleges did not provide programmes at Post N3-Level in 1998, in 2000 all FET colleges offer programmes at Post N3-Level. Figure 16 indicates the number of vocational fields in which such programmes are offered. It shows that 36 college sites are providing Post N3-Level training in one vocational field, 59 in two vocational fields, 37 in three vocational fields, 20 in four vocational fields and 2 in all five vocational fields.

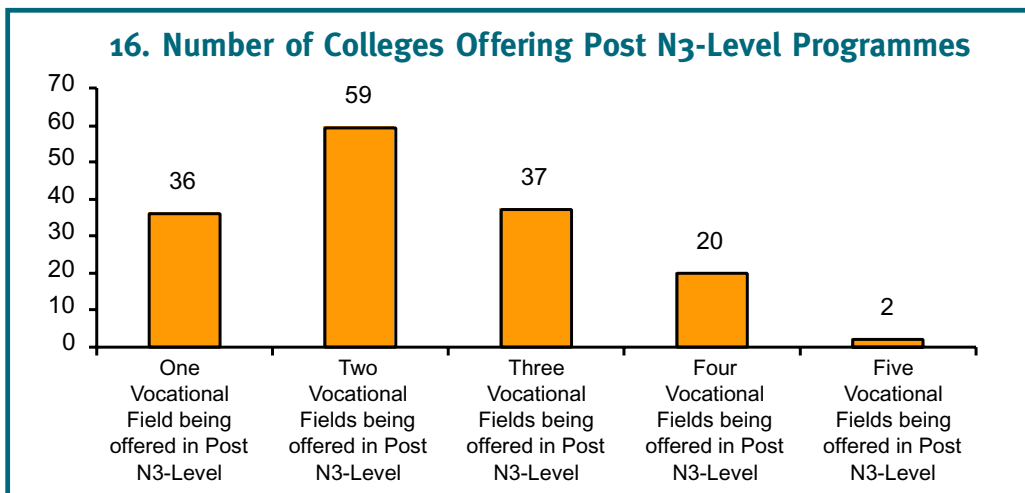
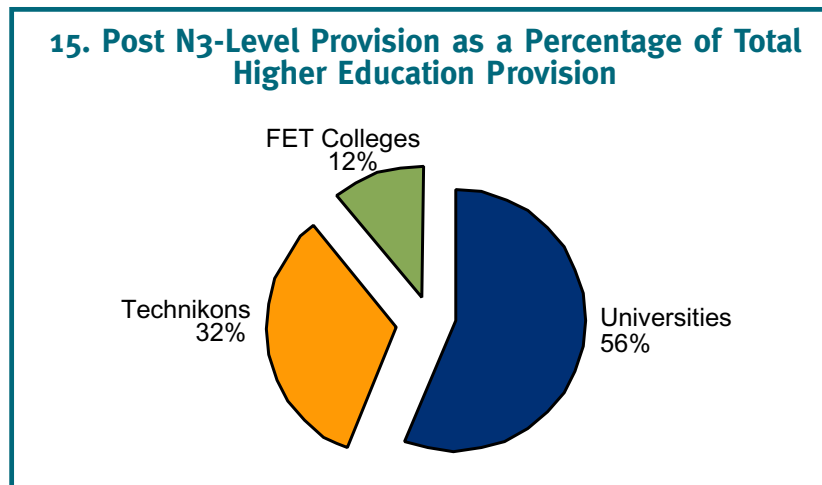
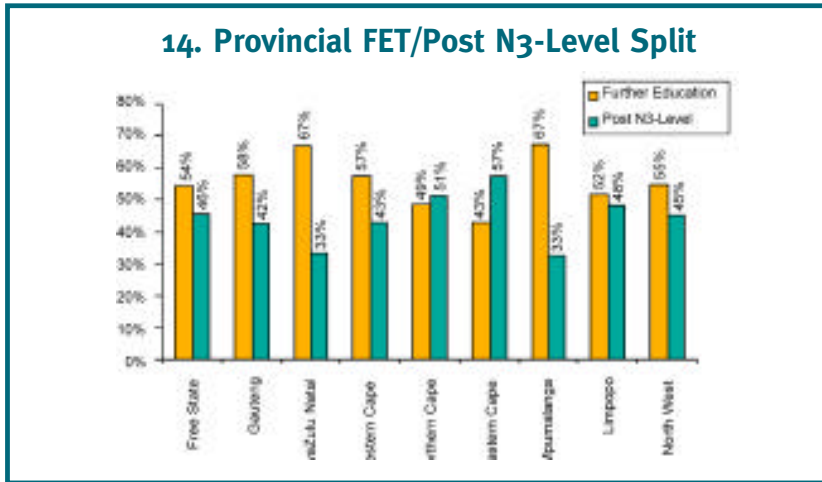


¹Data provided by Education Policy Unit, University of Western Cape. Data analysed from HEMIS data for 2000.

NOTE: The data for Universities excludes North West University.

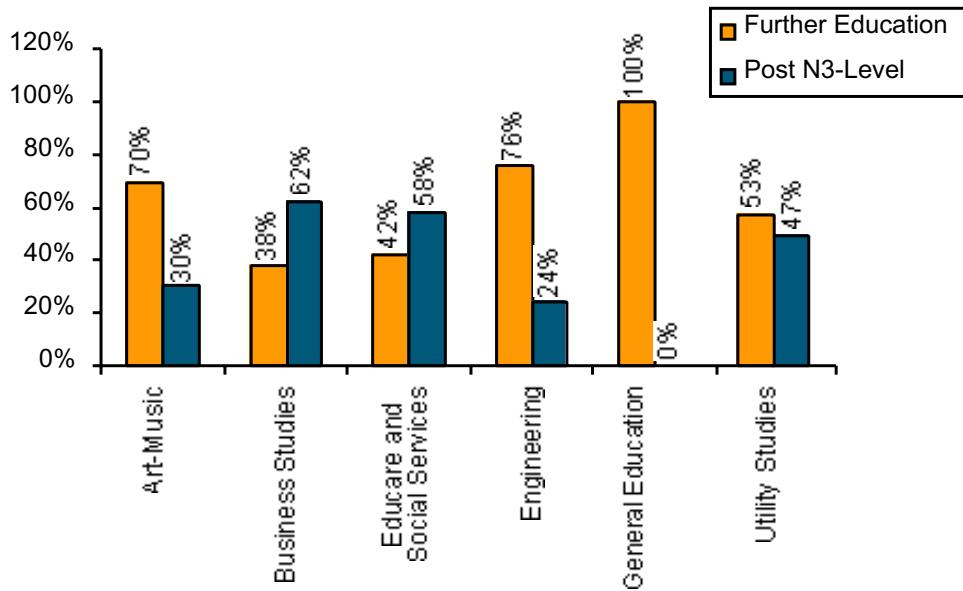
²The 1998 Qualitative Study of the technical college sector undertaken by the National Business Initiative indicated that Post N3-Level Programmes offered at FET Colleges could be aligned with NQF level 5.

SECTION A: OVERVIEW OF FET COLLEGES – PROVISION AT FET AND POST N3-LEVELS

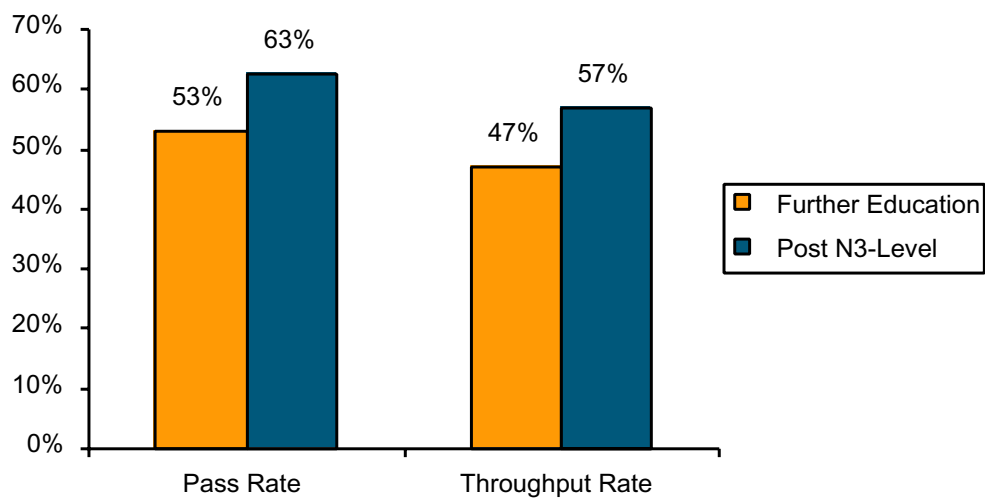


SECTION A: OVERVIEW OF FET COLLEGES – PROVISION AT FET AND POST N₃-LEVELS

17. FET/Post N₃-Level Split by Vocational Field for DoE Programmes



18. FET/Post N₃-Level – Pass and Throughput Rates



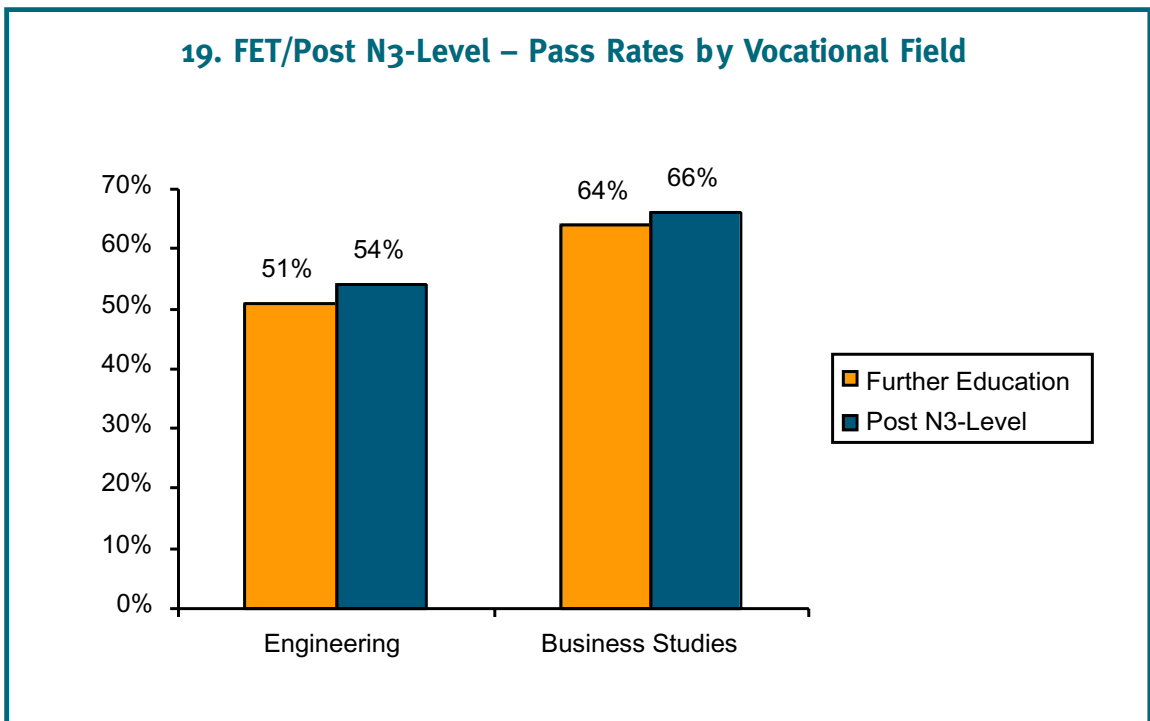
4.1 Enrolments at FET and Post N3-Levels by Programme

The FET and Post N3-Level Bands differ in terms of enrolments in the various vocational fields: the FET band consists mainly of Engineering and Business Studies, while the Post N3-Level Band is predominantly Business Studies followed by Engineering. Although the direction of provision in Post N3-Level programmes has not changed significantly since 1998, there is evidence of a slight increase in provision in Engineering at Post N3-Level (Fig 17).

General Education, Art-Music, Engineering and Utility Studies are located mainly in the FET band, while the majority of the enrolments in Social Services (including Educare) and Business Studies are in the Post N3-Level band (Fig 17).

4.2 Efficiency Indicators

The Pass Rate (63%) and Throughput Rate (57%) for programmes at Post N3-Level are higher than the Pass Rates (53%) and Throughput Rates (47%) of programmes at FET Level (Fig 18). This trend is consistent across all provinces. Pass Rates in the Post N3-Level band, for both Engineering and Business Studies are higher than the Pass Rates in the FET Band (Fig 19).



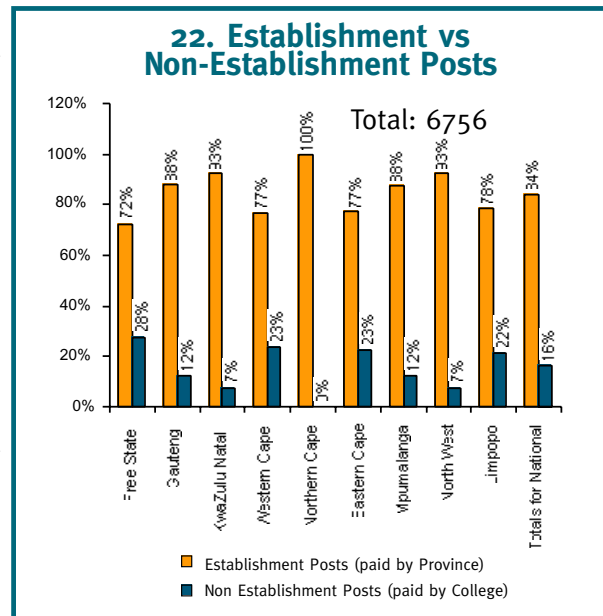
5. Staff Profile

This section profiles the teaching and non-teaching staff of colleges. The total number of staff in each province varies according to the number of weighted FTEs. However, staff:student ratios in the various provinces range above and below the norm of 20:1. In 2000 there were 6756 teaching staff, of whom 5659 occupied establishment posts and 1979 (or 16%) non-establishment posts which are paid for from college funds (Fig 22). Figure 20 provides totals for the teaching staff by province.

Teaching staff are appointed to posts that are assigned a particular post-level that range from Post-Level 1 for lecturers, Post-Level 2 for Senior Lecturers, Post-Level 3 for Heads of Department, to Post-Level 4 and 5 for Principals and Vice-Principals. The number of posts at each post-level depends on the size and complexity of the college but follow closely the agreed national norms that are consistently applied across the provinces.

Approximately 79% of posts are at Post-Level 1, 13% at Post-Level 2, 5% at Post-Level 3 and 4% of the total posts are available at Post-Level 4 and 5 for Vice-Principals and Principals (Fig 21).

The age profile of the teaching staff can be regarded as a rough proxy for experience and an indication of the number of years of service before retirement. The age profile of teaching staff in the colleges indicates that there is a healthy spread with an average age of 41.1 years. Small variations in the average age of the teaching staff exist between provinces with the average age of teaching staff in Gauteng being slightly above the norm (Fig 23a).

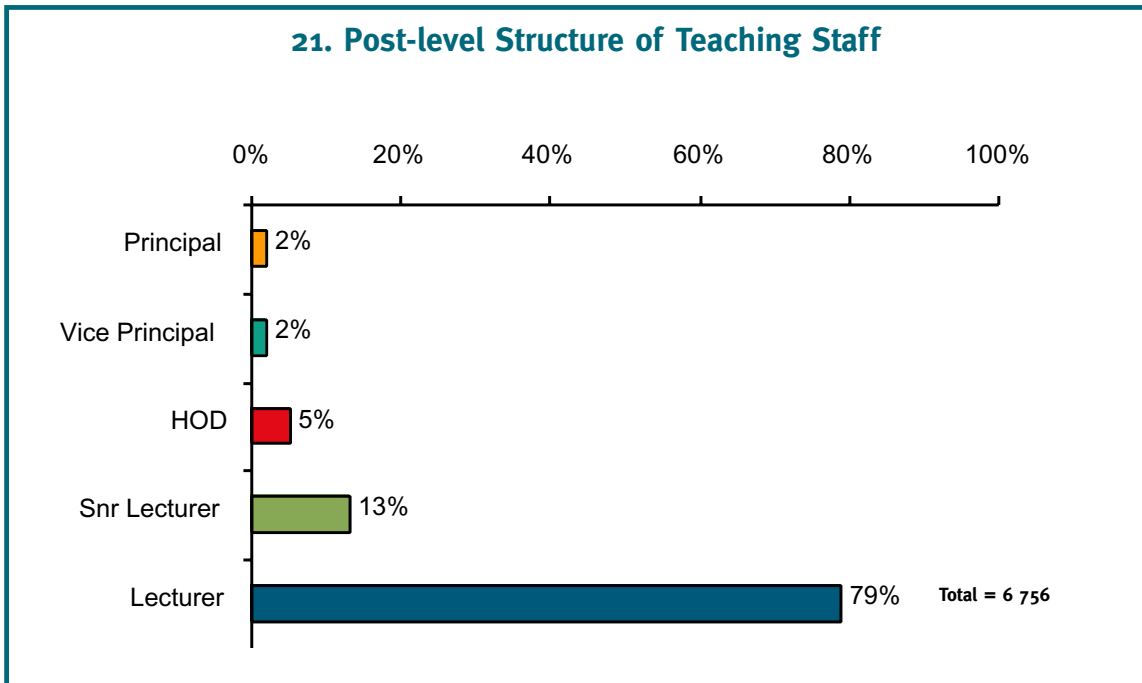
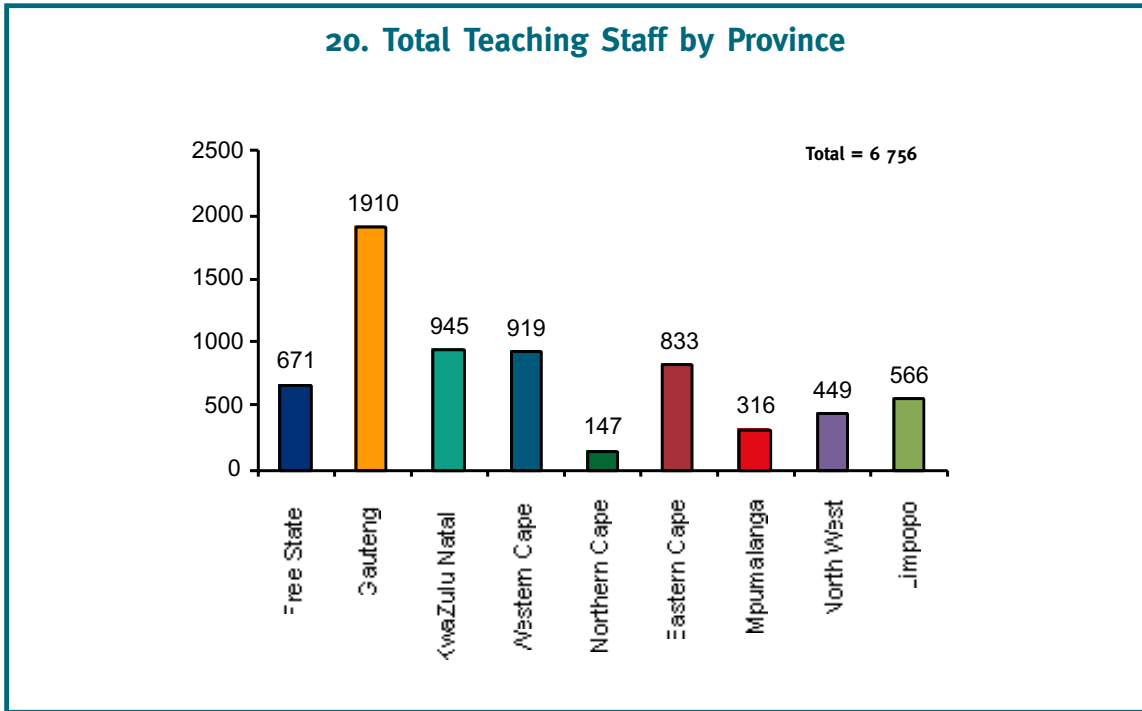


5.1 Qualifications of Staff

The range of qualifications held by staff at FET Colleges is considerable and it was necessary to group the staff qualifications into four broad categories. The first category includes all higher degrees and equivalent qualifications, the second includes first degrees and higher diplomas, the third includes all diplomas, the fourth includes all appropriate qualifications at a level below that of a diploma (the latter group may be regarded as being under- or unqualified). Of the 6756 teaching staff, 16% hold higher degrees, 33% degrees or Higher Diplomas, 32% have diplomas and 12% are either underqualified or unqualified¹ (Fig 26).

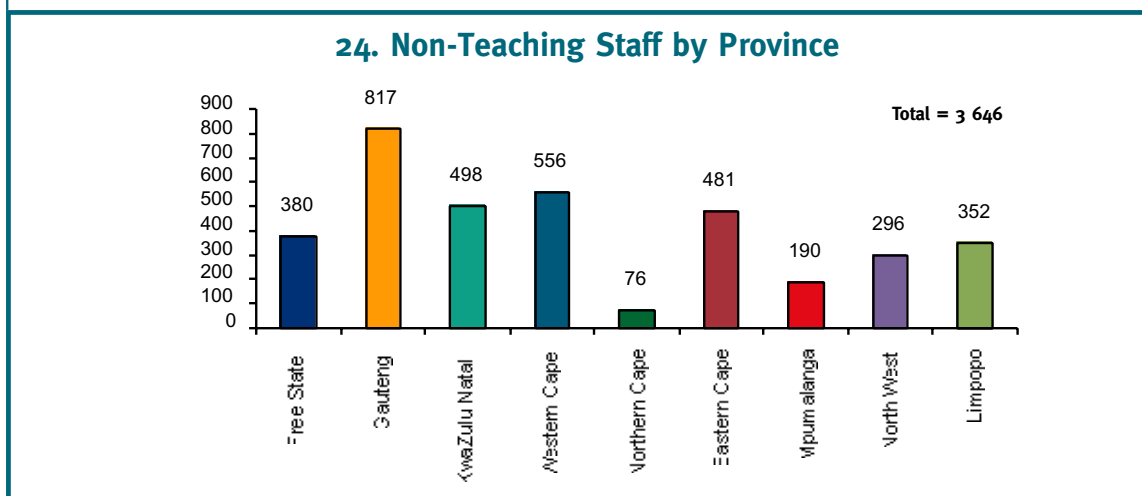
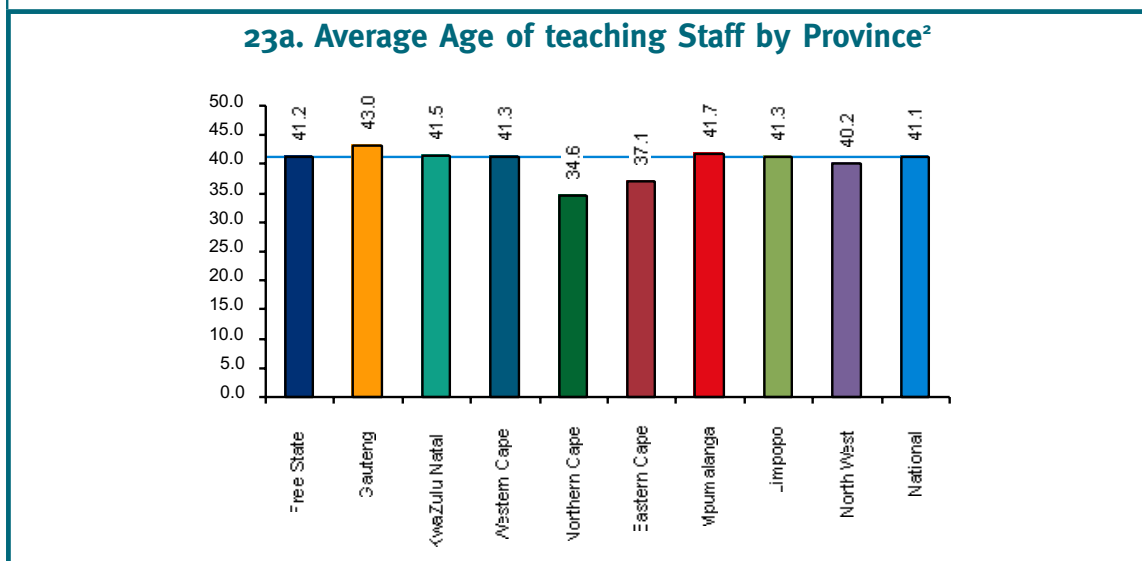
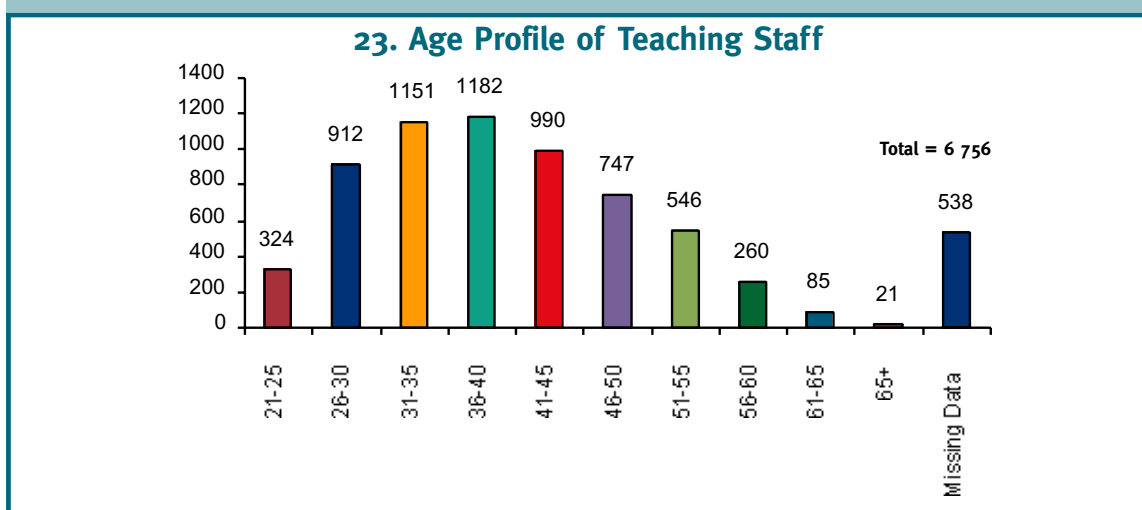
Non-teaching staff provide administration and general support services: the first includes financial, clerical and office support services while the latter includes ground staff, security personnel and cleaning staff. Approximately three thousand non-teaching staff are employed in the FET College sector with over 90% of the posts paid for by the provinces (Fig 24). This gives a teaching:non-teaching staff ratio of 1.9. A breakdown of this ratio by province indicates that differences exist across provinces (Fig 25).

SECTION A: OVERVIEW OF FET COLLEGES – STAFF PROFILE



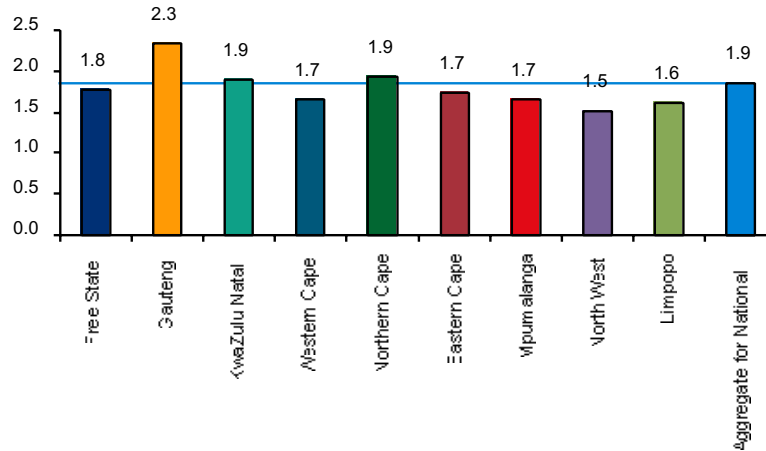
¹The definition of un/underqualified teaching staff can be found in the glossary

SECTION A: OVERVIEW OF FET COLLEGES – STAFF PROFILE

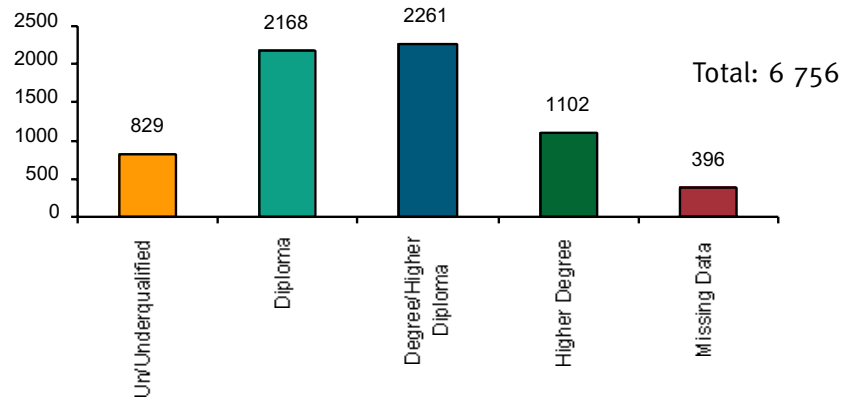


SECTION A: OVERVIEW OF FET COLLEGES – STAFF PROFILE

25. Ratio Teaching staff : Non-teaching staff



26. Qualifications of Teaching Staff



¹ The definition of Un/Underqualified teaching staff can be found in the glossary.

² The average age for teaching staff in the Northern Cape province is artificially low. This may be explained by the large number of teaching staff for which age was not provided.

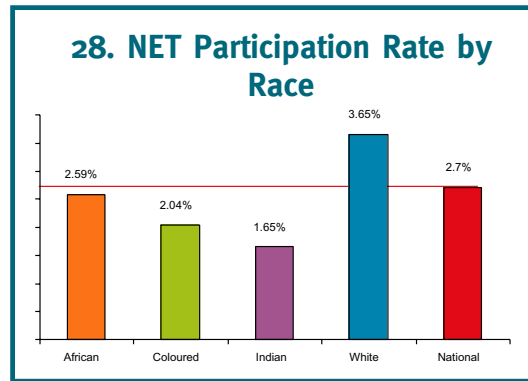
6. Equity Indicators

6.1 Students by Race

The legacy of apartheid remains evident in South Africa’s Education and Training system, including South Africa’s FET college sector. In this section, the extent to which the FET Colleges are providing access to those sectors of our population who have been historically excluded from educational opportunities is analysed.

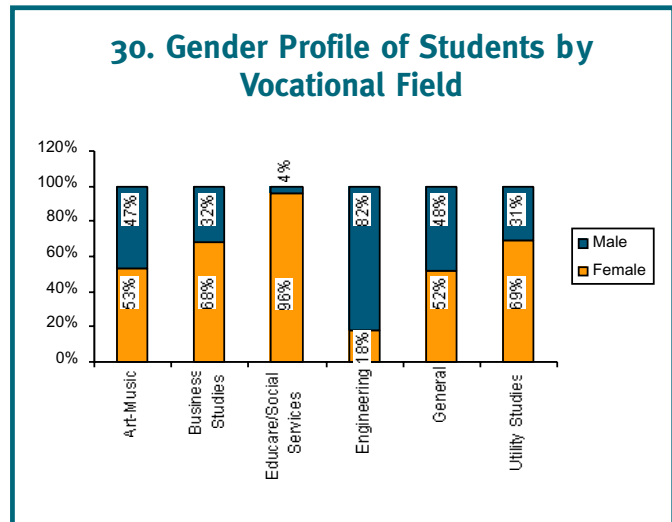
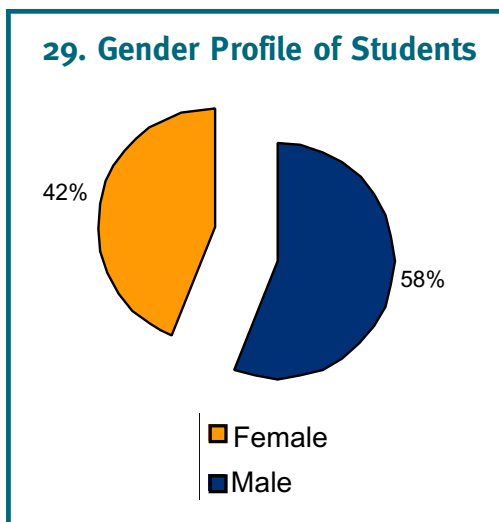
The majority of the headcount enrolments for FET College training in 2000 were African (75%), with 7% Coloured, 2% Indian and 12% White (Fig 27). This distribution applies to most provinces, except the Western Cape where 26% of the students are African, and the Northern Cape where 51% are African (Fig 27.1-27.9).

A NET Participation Rate shows that White learners have a higher participation rate (3.65%) than African learners, who have a Participation Rate of 2.59%. Although access has improved with an increase in the number of African enrolments, the Participation Rate for Africans is still lower than the Participation Rate for Whites (Fig 28).



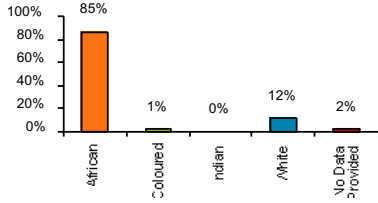
6.2 Students by Gender

Of the total headcount enrolments, 58% are males and 42% females (Fig 29). Gender composition varies across the Vocational Fields: 82% of students in Engineering Studies are male and 68% in Business Studies are female, 96% in Educare-Social Services, 53% in Arts and Music and 69% in Utility Studies are also female (Fig 30).

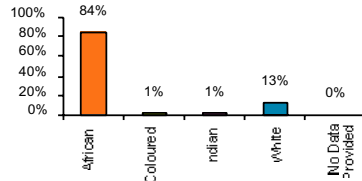


¹ In some cases institutions did not provide student data by race and/or by gender. The equity data presented in this section excludes such cases.

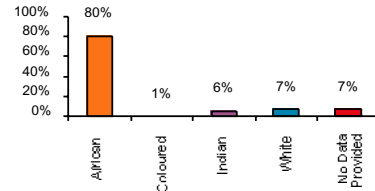
27.1 Free State



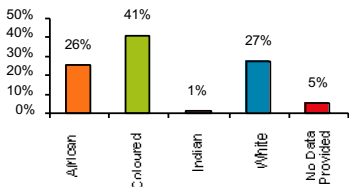
27.2 Gauteng



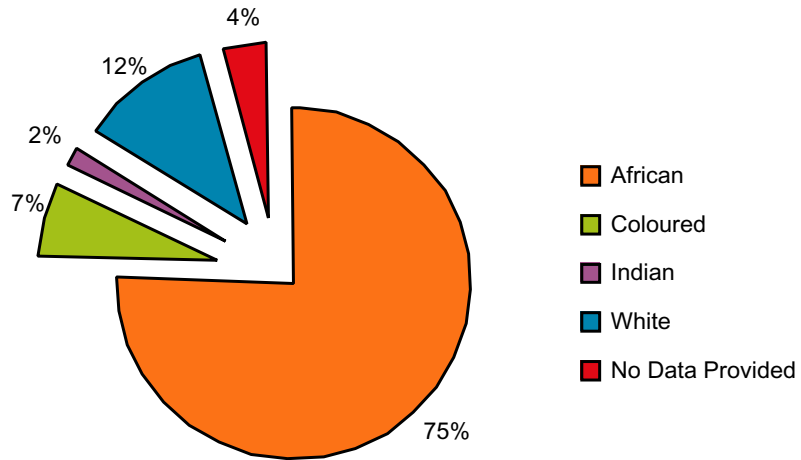
27.3 KwaZulu Natal



27.4 Western Cape

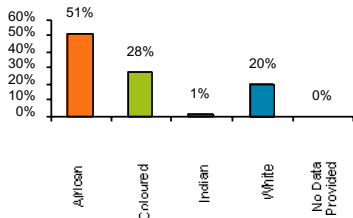


27 Racial Profile of Students

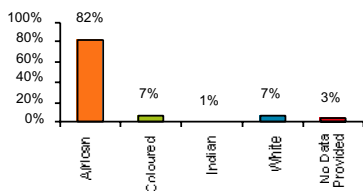


Total: 350 465

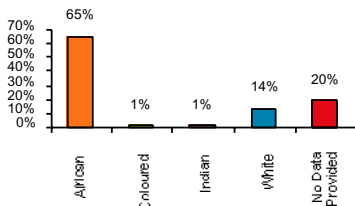
27.5 Northern Cape



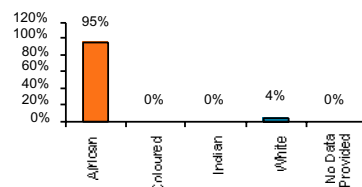
27.6 Eastern Cape



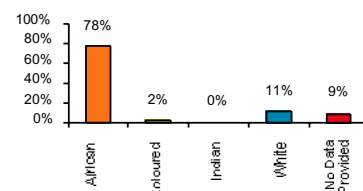
27.7 Mpumalanga



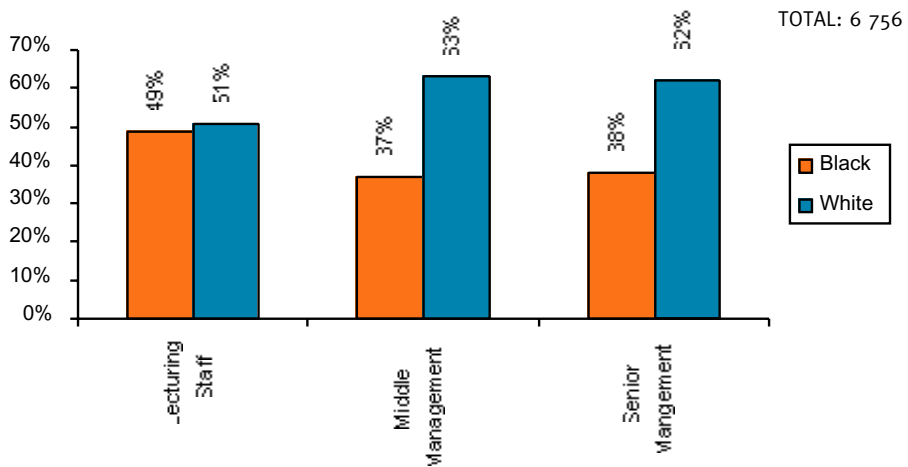
27.8 Limpopo



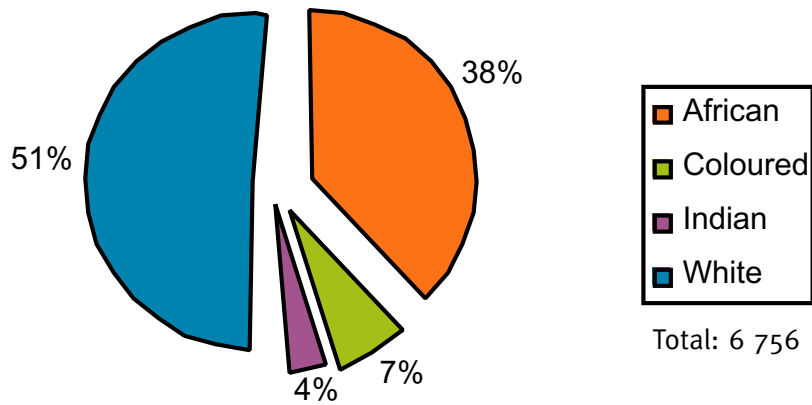
27.9 North West



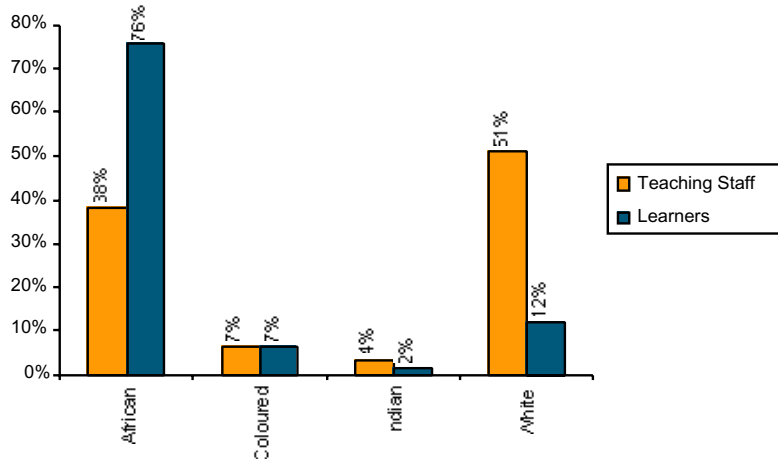
31. Teaching Staff – Race by Post-Level Grouping¹



32. Teaching Staff by Race



33. Racial Distribution of Teaching Staff vs Learners



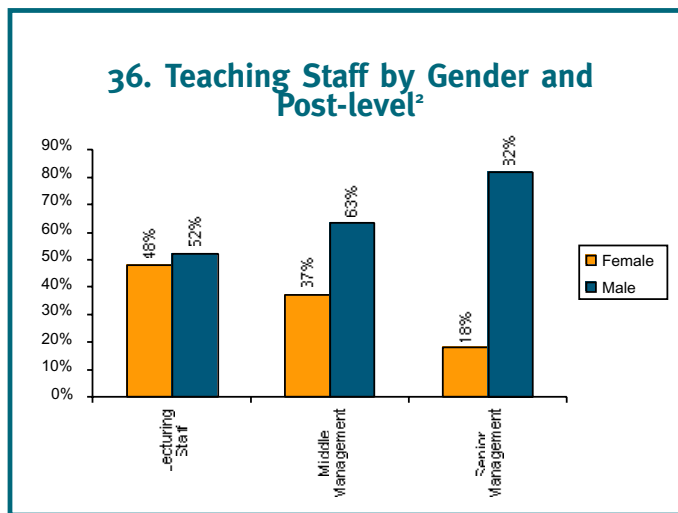
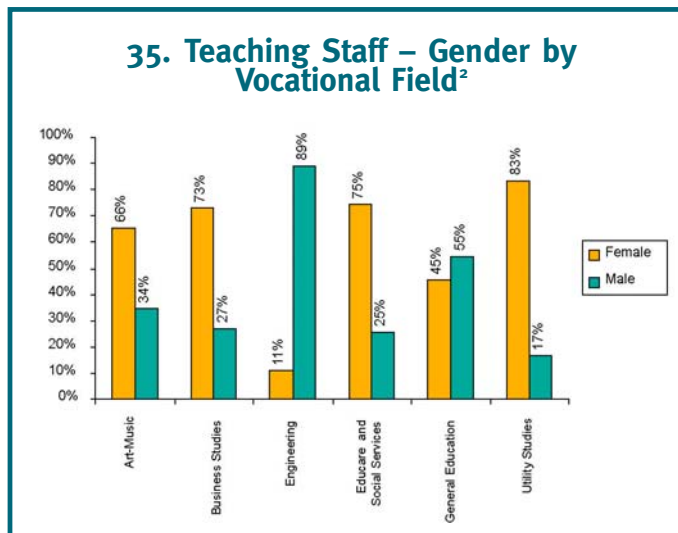
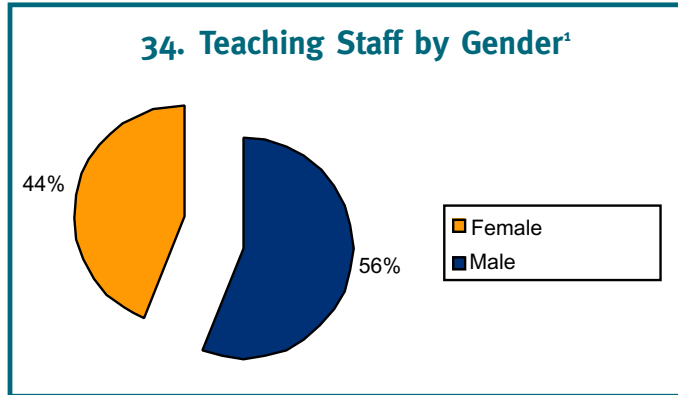
6.3 Teaching Staff by Race and Gender

The racial breakdown of FET College staff reflects the historical legacy of apartheid with the majority, 51% of the teaching staff being White, 38% African, 4% Indian and 7% Coloured (Fig 32). FET Colleges have managed to change the racial distribution of their student population, but the racial distribution of their staff has not changed significantly since 1998, nor has the racial imbalance in Teaching Staff:Learner ratios changed. Figure 63 in Chapter 12 does however indicate a steady increase in the number of black staff .

The racial disparities increase markedly with an increase in rank. Africans are under-represented in senior positions in the colleges. In 2000, 62% of senior staff were white (Fig 31).

A slight gender disparity exists, with 44% of the teaching staff being female and 56% male. This disparity in gender increases with increase in rank, with women under-represented in senior positions in the colleges. In 2000, only 18% of senior staff and 37% of middle management were female (Fig 36).

A review of the gender distribution of teaching staff across vocational fields shows that female staff are in the majority in the vocational fields of Art-Music, Social Services, Utility Studies and Business Studies, while Engineering Studies are predominantly male. The dominance of female staff in Utility Studies is accounted for mainly by the programmes of Haircare, Cosmetology and Hospitality and Tourism (Fig 35).



¹ In some cases institutions did not provide staff data by race and/or gender. The equity data presented in this section excludes such cases.

² This data was extracted from detailed staff lists and was not validated by the colleges.

7. Efficiency Indicators

This section provides an analysis of the educational efficiency of the sector by analysing Pass Rates and Throughput Rates.

7.1 Pass Rates

FET Colleges have a national Pass Rate of 58% (Fig 39). This means that for every 100 learners who wrote a FET College examination¹, 58 passed the examination and 42 failed. The average provincial Pass Rates varies from 52% in North West to 72% in the Northern Cape (Fig 42).

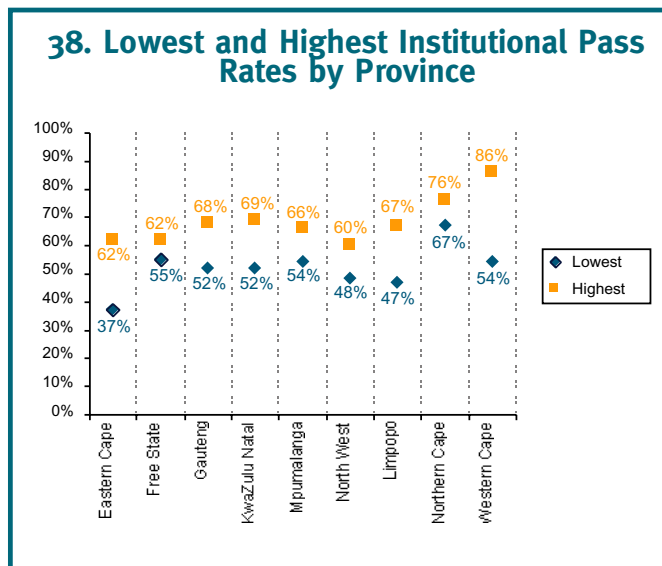
A review of institutional Pass Rates shows that 60% (30) of the FET Colleges have a Pass Rate of below 60%. Of these 30 institutions, only seven have a pass rate of less than 50%. The range differs only slightly from province to province (Fig 37.1 – 37.2).

An analysis of institutional Pass Rates show that the highest Pass Rate in the country is 86% and the lowest Pass Rate is 37%. Figure 38 illustrates the considerable provincial differences that exist.

7.2 Pass Rates by Vocational Field

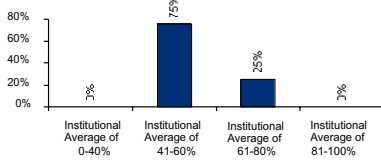
There is a significant difference in Pass Rates between the various vocational fields. A comparison between Business Studies and Engineering, the two main vocational fields, indicates that Engineering has a lower Pass Rate than Business Studies. The national average is 65% for Business Studies and 51% for Engineering Studies (Fig 39).

In the Western Cape, Northern Cape and Mpumalanga the average Pass Rate for Engineering Studies is higher than the National Average. In KwaZulu Natal the Pass Rate for Engineering is higher than the national average and the Pass Rate for Business Studies is lower than the national average (Fig 39.1 – 39.9).

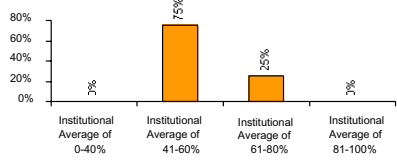


It is important not to confuse the Pass Rate with the Throughput Rate. The glossary contains definitions of each. It indicates that while Pass Rates reflect the percentage learners who pass an examination which they wrote, Throughput Rates reflect the percentage learners who enrol and pass the examination.

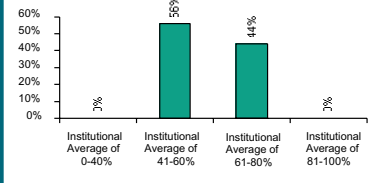
37.1 Free State



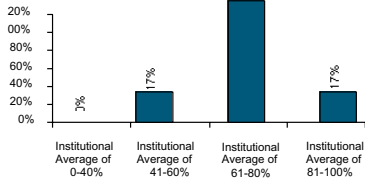
37.2 Gauteng



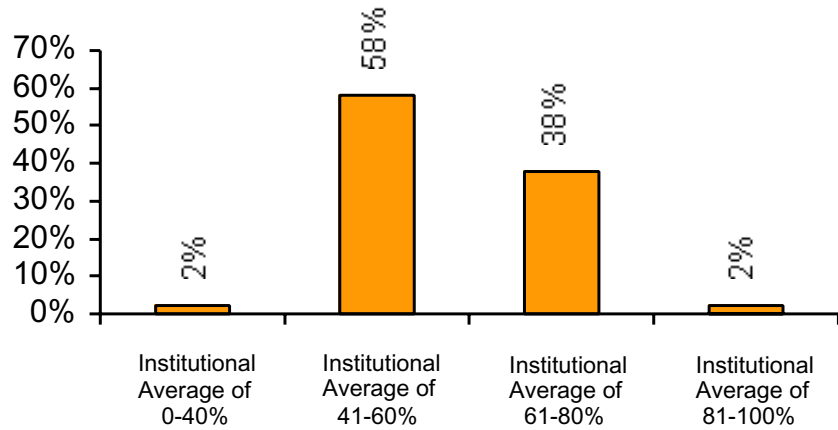
47.3 KWAZULU NATAL



37.4 Western Cape

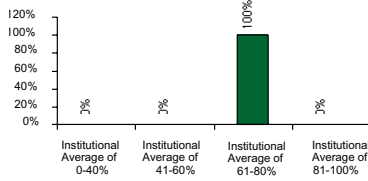


37. Average Institutional Pass Rates in South Africa

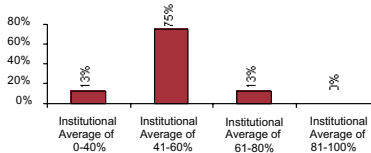


Total Institutions = 50

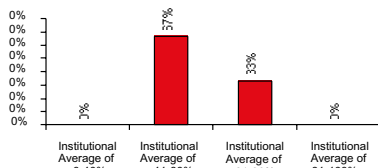
37.5 Northern Cape



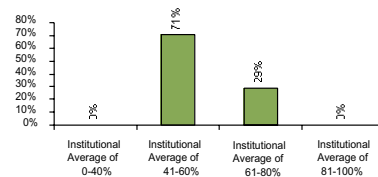
37.6 Eastern Cape



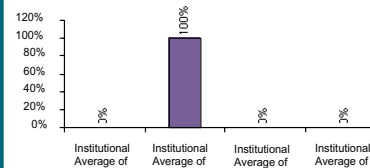
37.7 Mpumalanga



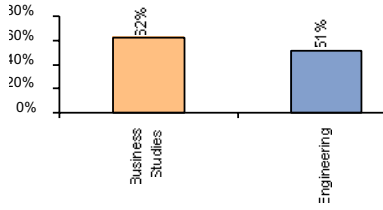
37.8 Limpopo



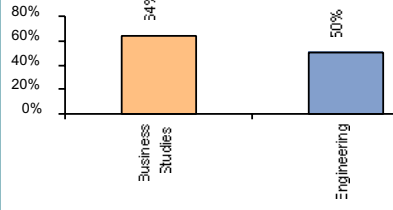
37.9 North West



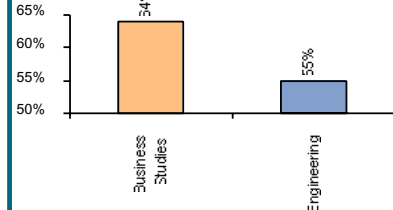
39.1 Free State



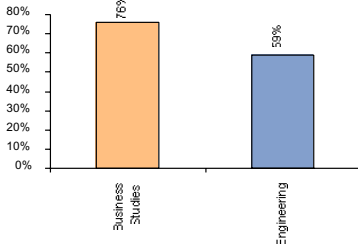
39.2 Gauteng



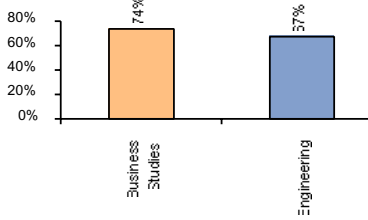
39.3 KwaZulu Natal



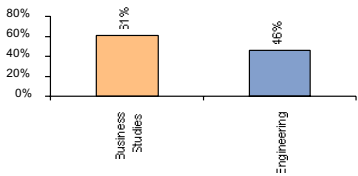
39.4 Western Cape



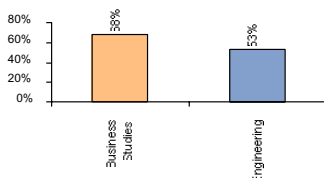
39.5 Northern Cape



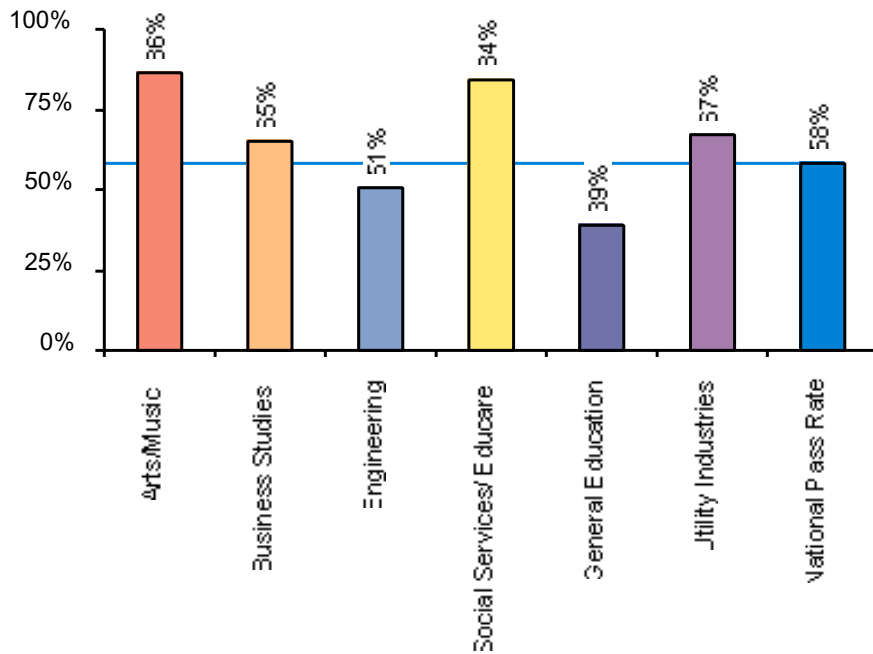
39.6 Eastern Cape



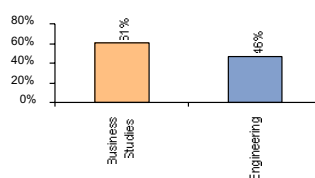
39.7 Mpumalanga



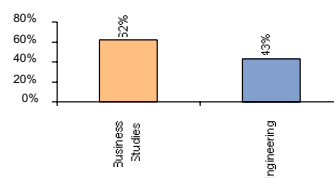
39. National Pass Rates for all Vocational Fields



39.8 Limpopo



39.9 North West



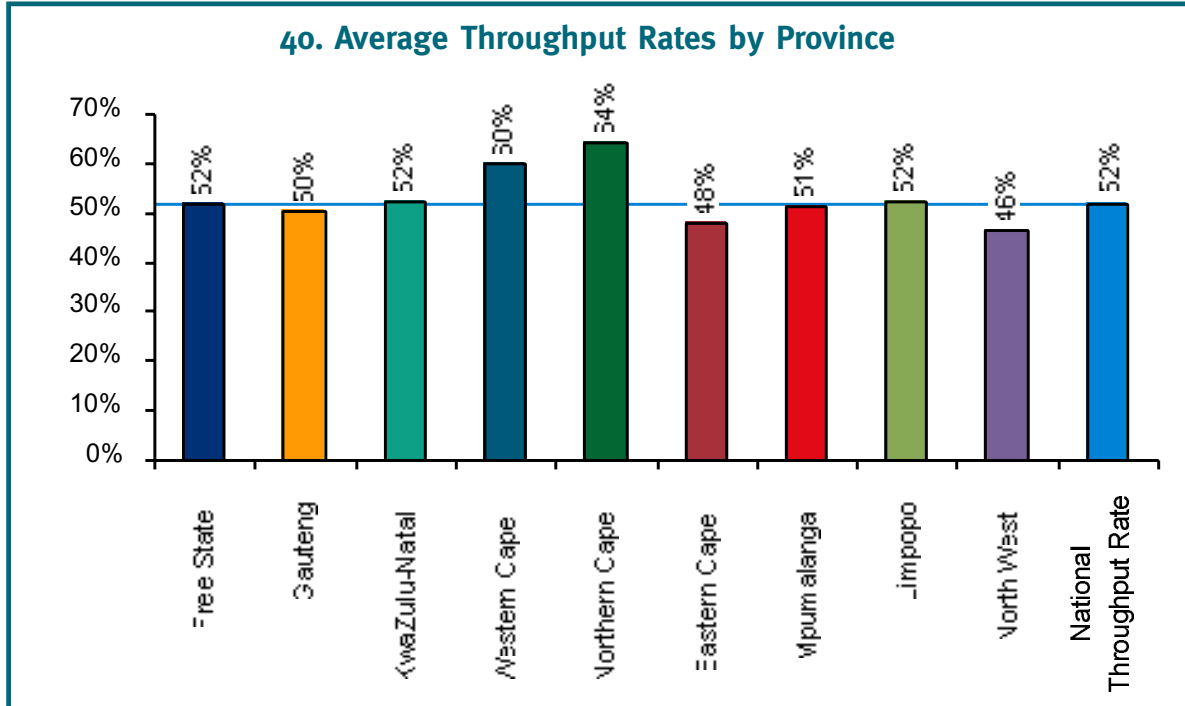
7.3 Throughput Rates

The national Throughput Rate for FET Colleges is 52%¹. This means that for every 100 learners who enrolled, 52 pass the examination. The average provincial Throughput Rate varies from 46% in the North West province to 64% in the Northern Cape (Fig 40). The Throughput Rate is generally lower than the Pass Rate by approximately 5%.

Two colleges (4%) have an institutional Throughput Rate of below 40%, thirty-nine colleges (78%) have an institutional Throughput Rate of between 41% and 60%, while the remaining colleges have an institutional Throughput Rate of between 61% and 80% (Fig 41). Figure 40 illustrates the way in which the Throughput Rates change from province to province.

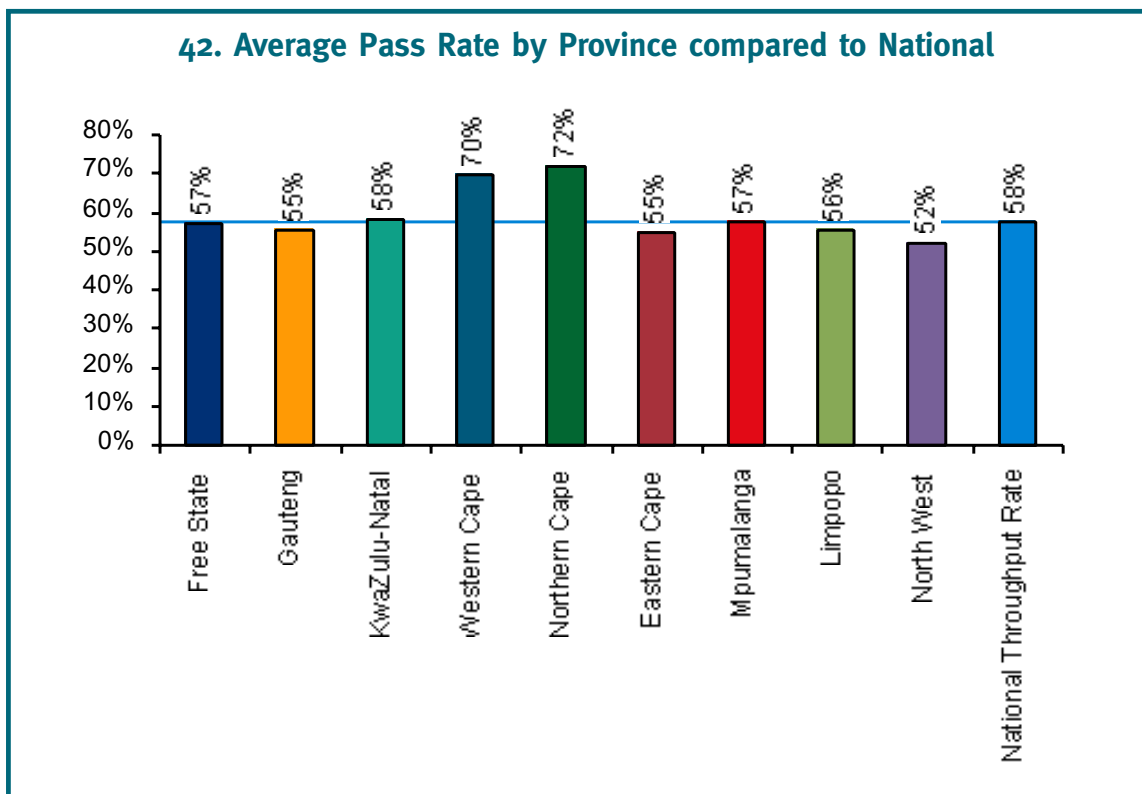
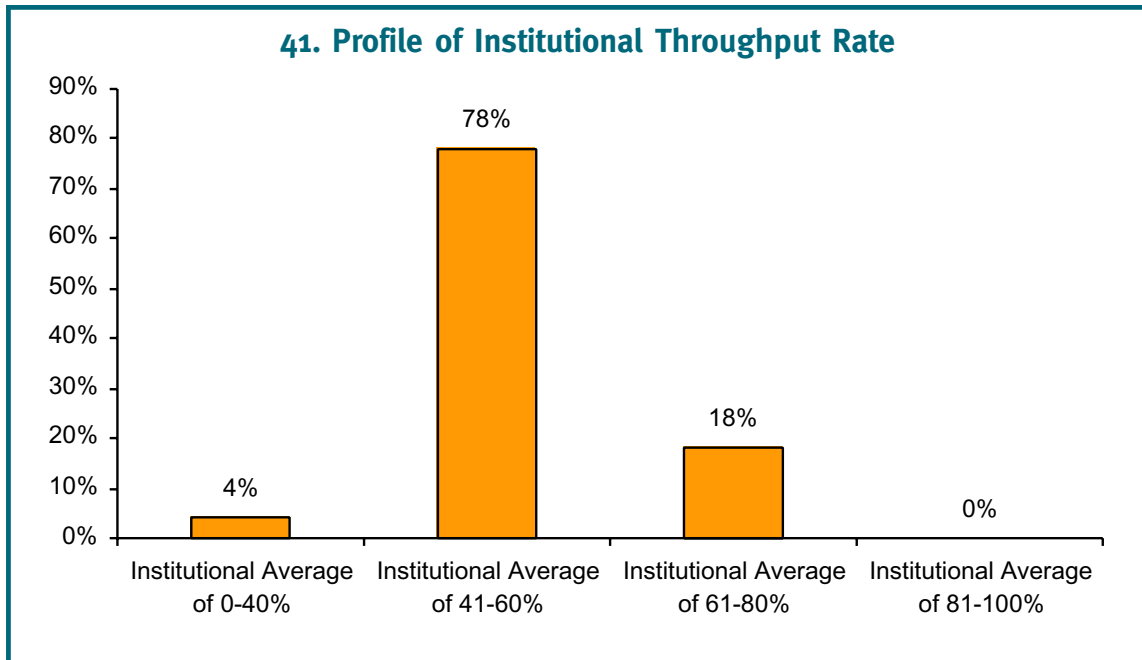
An analysis of institutional Throughput Rates shows that the highest Throughput Rate in the country is 74% and the lowest 31% (Fig 43).

Figure 44 shows that of the total FTEs who enrol for FET college education only 62 929 successfully complete, while 58 937 are unsuccessful. Fig 49 provides an analysis of the budget implications of unsuccessful candidates. Unsuccessful candidates either fail the examinations or drop out from the course. This ratio differs from province to province.



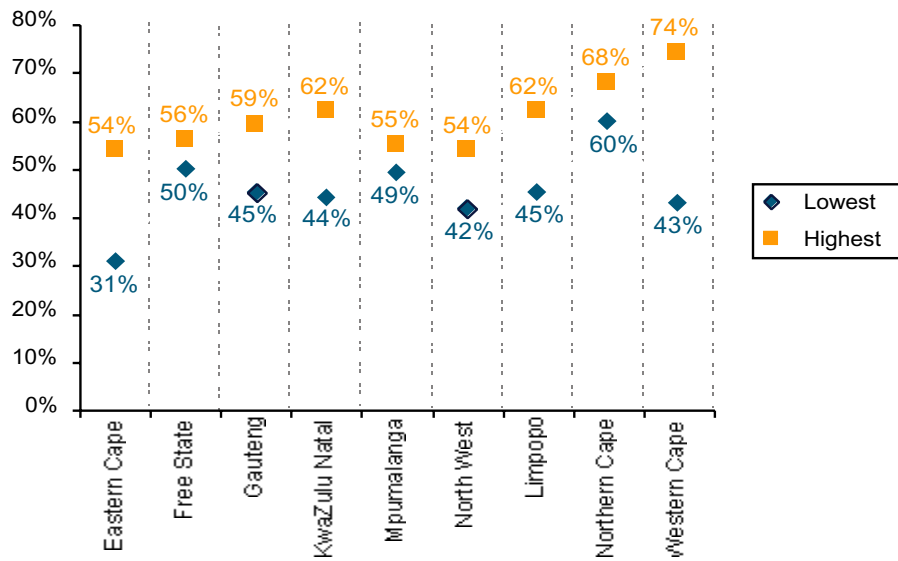
¹ It is important not to confuse the Pass Rate with the Throughput Rate. The glossary contains definitions of each. It indicates that while Pass Rates reflect the percentage learners who pass an examination which they wrote, Throughput Rates reflect the percentage learners who enrol and pass the examination.

SECTION A: OVERVIEW OF FET COLLEGES – EFFICIENCY INDICATORS

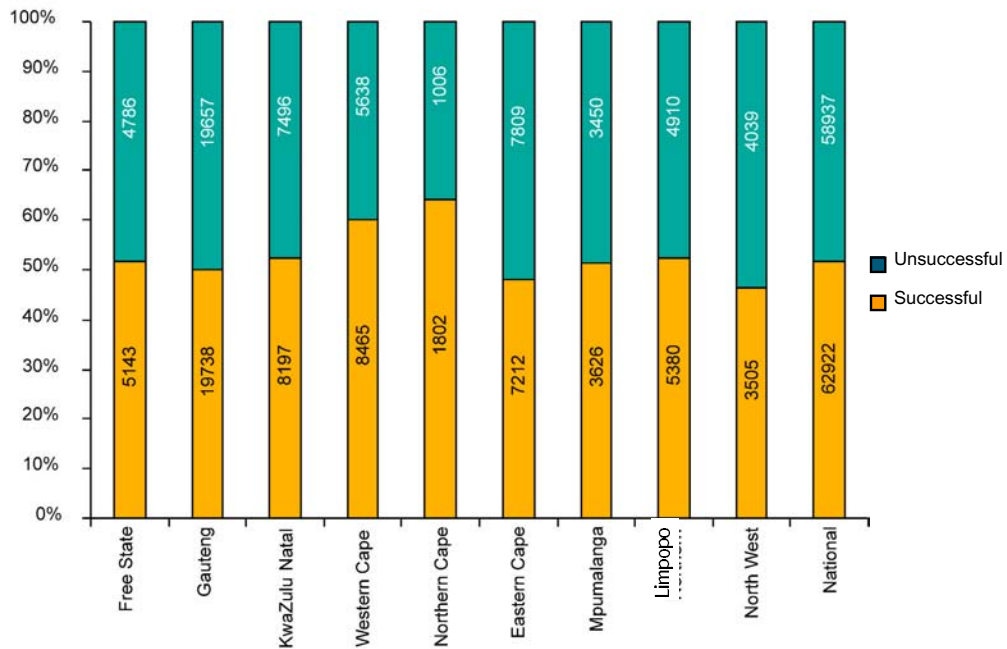


SECTION A: OVERVIEW OF FET COLLEGES – EFFICIENCY INDICATORS

43. Lowest and Highest Institutional Throughput Rates by Province¹



44. Ratio of FTEs Successfully Completing Courses to Unsuccessful FTEs



¹ It is important not to confuse the Pass Rate with the Throughput Rate. The glossary contains definitions of each. It indicates that while Pass Rates reflect the percentage learners who pass an examination which they wrote, Throughput Rates reflect the percentage learners who enrol and pass the examination.

8. The Cost of FET College Provision

In the financial year 2000/1 the total expenditure for the FET College sector was R792.8m (Fig 45) which is approximately 1.8% of the provincial education budgets in the nine provinces (Fig 47). Figure 45 provides a breakdown of FET College expenditure by province. It shows that Gauteng accounted for the largest proportion (31% of the total expenditure) and the Northern Cape the least (2%).

The provincial unit cost is based on the total provincial FET budget divided by the total number of unweighted FTEs in each province. The national average unit cost, based on the total of provincial expenditure in 2000/1 divided by the national total of unweighted FTEs, is approximately R5 700³. There are considerable provincial differences, ranging from R3 919 in Limpopo to R6 744 in the Western Cape. Four provinces (Eastern Cape, Free State, Gauteng and Limpopo) have unit costs below the national average (Fig 46). The data used in this chapter reflects the costs to the State for the provincial provision of FET college education and does not include income from private sources such as tuition costs paid by the learner, donations and other sources of income generation. Tuition costs vary considerably across colleges and across vocational fields. If these additional costs were taken into account, the unit cost would be increased by approximately 20%. Furthermore, administrative support costs of the Provincial Education Departments are not included in these costs. The financial data used in this section will be supplemented by a Financial and Institutional review of the Sector which will be published by the DoE in September 2002.

Figure 49 gives the total cost, if learner wastage is taken into account. In 2000/1, of the total expenditure of R792.8m, approximately R383.5m (48% of total) were costs incurred in providing training to unsuccessful candidates and approximately R409.4m to successful candidates (52% of total). Considerable provincial differences exist between the cost ratio of unsuccessful to successful candidates: the Northern Cape has the lowest ratio of 36% for unsuccessful (R6.5m) and 64% for successful (R11.6m) while the North West province has the highest ratio of 54% for unsuccessful (R28.5m) and 46% (R24.8m) for successful candidates.

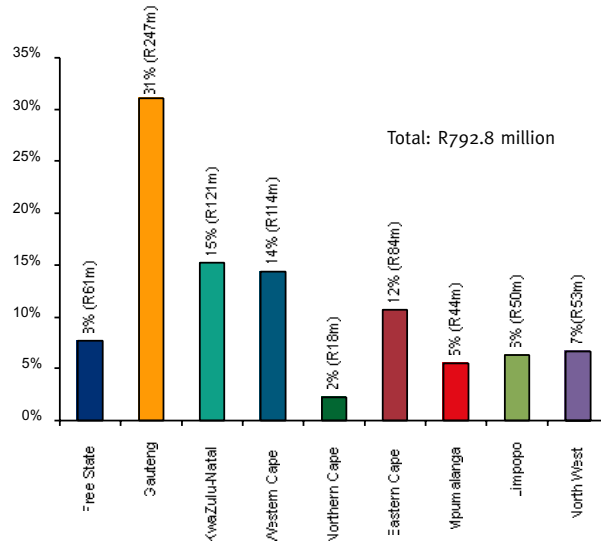
Figure 44 provides an indication of the total FTEs who drop out or fail courses. Figure 48 represents the unit cost for successful candidates. The national unit cost increases from R5 716 to approximately R12 600. Considerable provincial differences exist in the unit costs for successful candidates: ranging from the North West province, with the highest unit cost of R15 200 for successful candidates and Limpopo with the lowest unit cost of R9 360.

¹ The data is based on actual expenditure provided by the DoE. It reflects expenditure for FET Colleges in the 2000/2001 financial year.

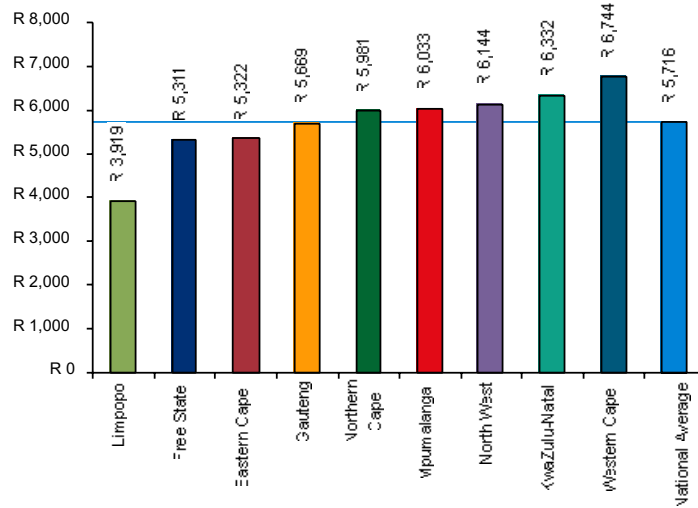
² This chapter relies on data provided to the Department of Education by provincial education departments. Permission to publish this data in its current form was provided by the Department of Education and is gratefully acknowledged

³ The Unit Cost analysis does not include depreciation of assets, nor does it reflect the considerable sum of money invested in the grounds, buildings and equipment.

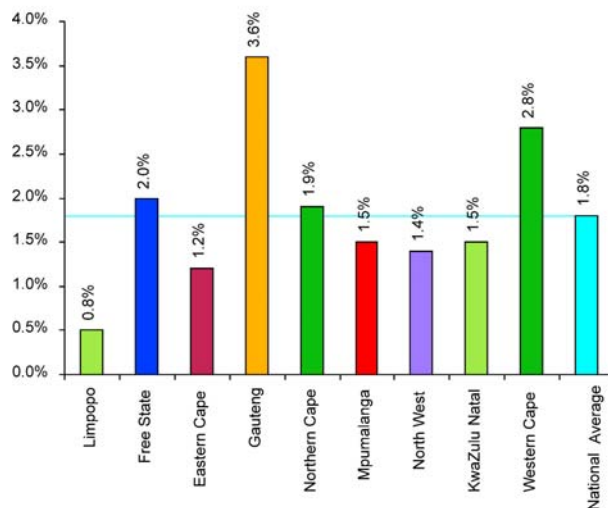
45. Provincial FET College Budget¹ 2000/1



46. Cost per unweighted FTE¹ 2000/1

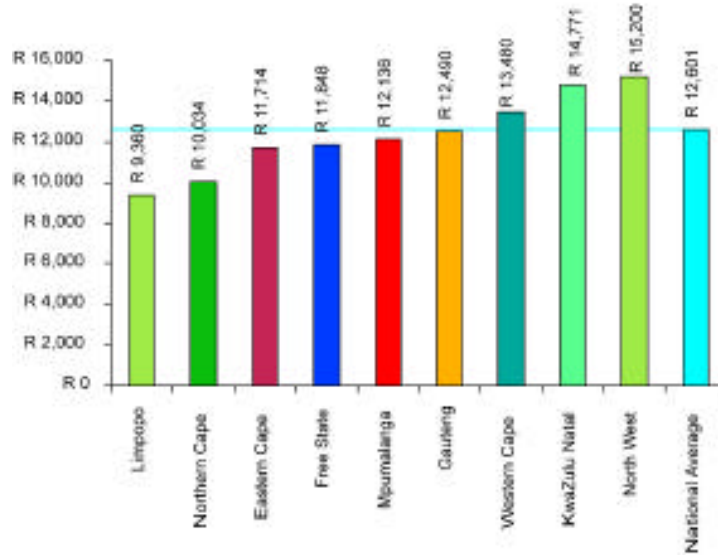


47. FET Budget as a Proportion of Provincial Education Budget – 2000/1

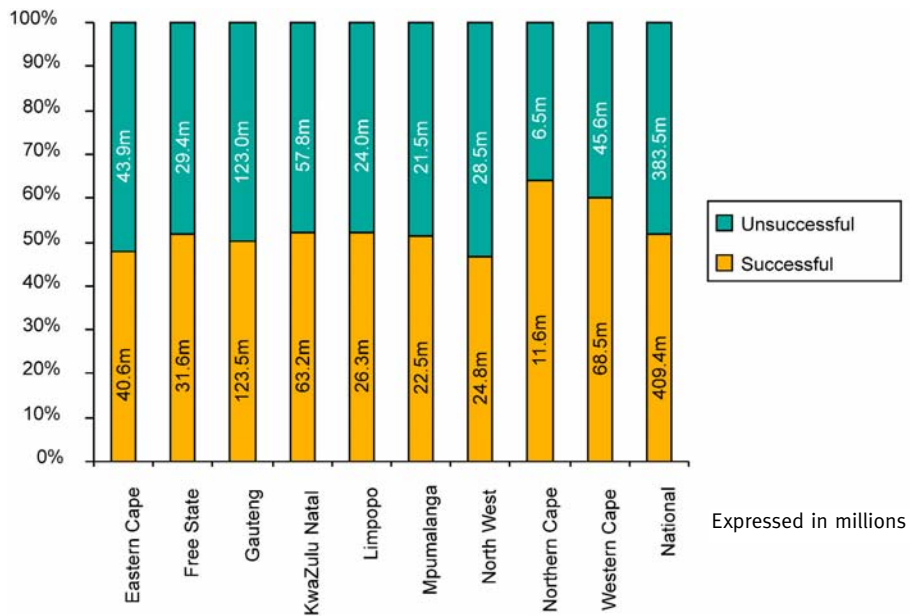


SECTION A: OVERVIEW OF FET COLLEGES – COSTS

48. Costs per Unweighted FTE for Successful Candidates – 2000/1



49. Ratio of Total Amount Spent on Successful Course Completion to Unsuccessful Course Completion for DoE Programmes – 2000/1



Section B

Transformation Indicators

This section deals with the transformation that has taken place from 1998 to 2000/1. These changes, when projected into the future, may have a profound impact on the institutions, specifically in the following important areas:

Human Resource requirements

The facilities required

The programmatic provision

The location of courses

The NQF level at which programmes are presented

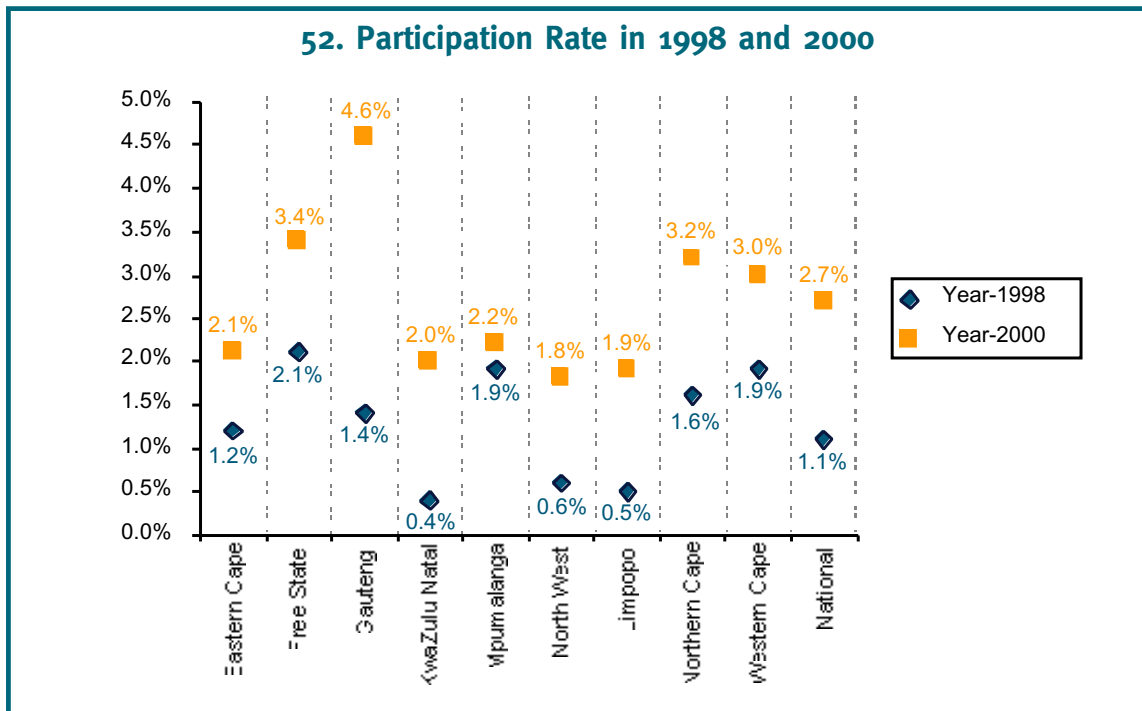
The target population

9. Transformation Indicator: GROWTH

A review of changes in the sector from 1998 to 2001 show that the sector has grown by approximately 17%. Some of this growth can be accounted for by the addition of new colleges into the sector during the merger process, but much of the growth is due to an expansion in student numbers in the former Technical Colleges. The growth differs markedly from province to province, while the Eastern Cape shows a negative growth of -5%, North West province shows a positive growth of 55% (Fig 50).¹

The biggest growth has taken place in student enrolments for Non-DoE programmes. From 2000 to 2001, student enrolments in Non-DoE programmes increased by 22%. The increase in Non-DoE programmes serves as a proxy for college responsiveness to social and economic needs. The increase in Non-DoE programmes suggests a growing responsiveness in the sector (Fig 51).

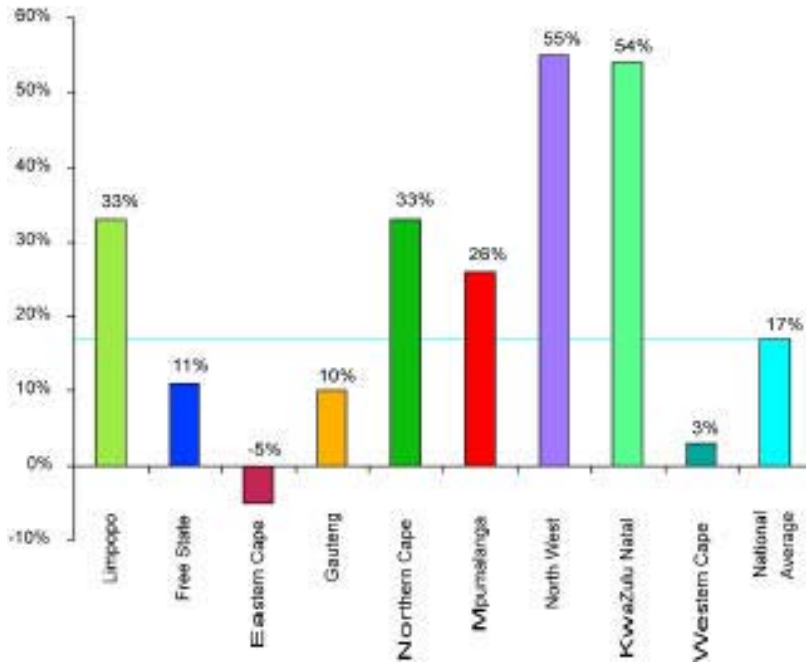
An increase in the Net Participation Rate is further evidence of growth in the sector. While the national Participation Rate for 1998 was 1.1%, the National Participation Rate in 2000 had increased to 2.7%. In some provinces the increase in the Participation Rate has been considerable. In Gauteng there was a threefold increase from 1.4% in 1998 to 4.6% in 2000 (Fig 52).



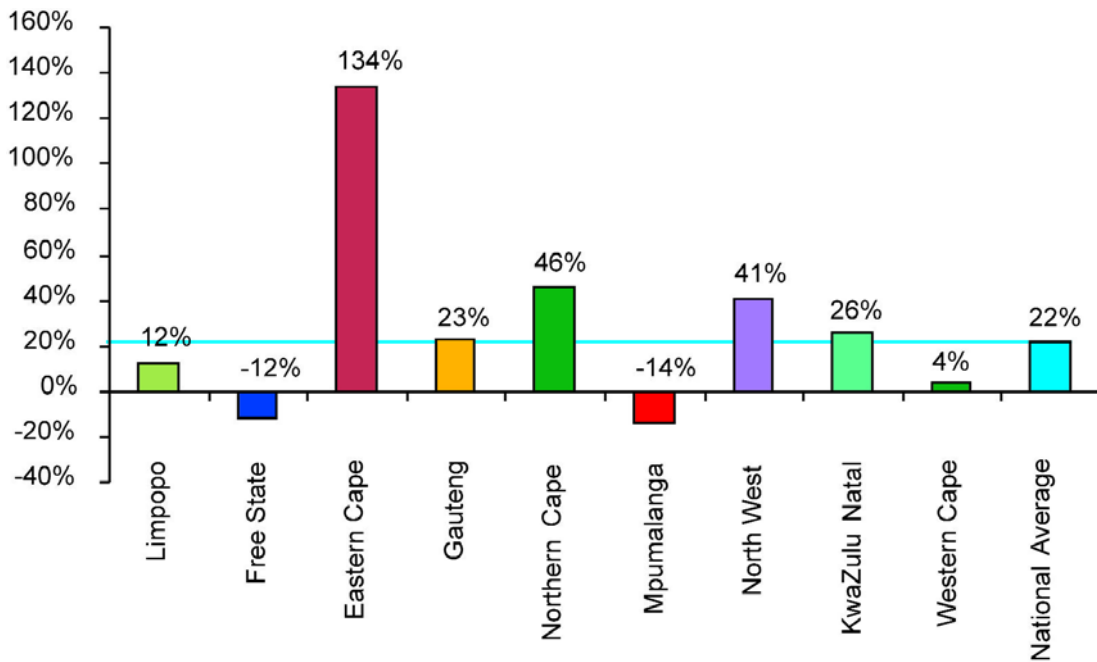
¹Seven campus sites did not provide FTE data for 2001. The 2001 FTE data used in the Transformation sections was based on an extrapolation of the 2000 FTE data.

SECTION B: TRANSFORMATION INDICATORS – GROWTH

50. Percentage Student Growth in FTEs for both DoE and Non-DoE Programmes by Province from 1998 to 2001



51. Percentage Student Growth in FTEs for Non-DoE Programmes by Province from 2000 to 2001¹



¹ Comparison of enrolments in Non-DoE programmes from 1998 to 2001 show a growth of 152%. However, this growth is calculated off an extremely small base. As such, the growth in Non-DoE programmes is presented from 2000 to 2001.

10. Transformation Indicator: STAFF CHANGES

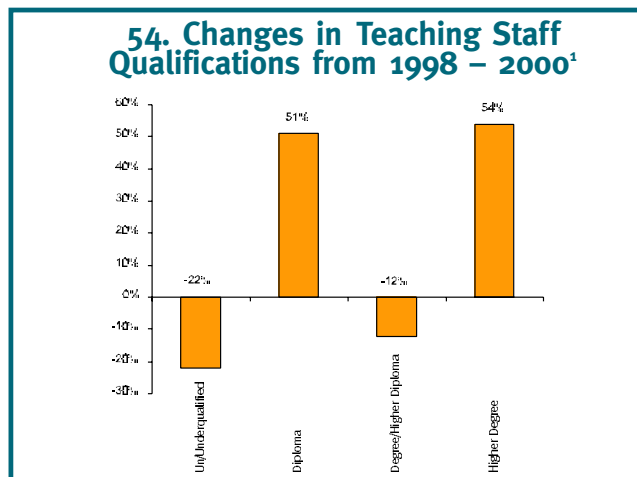
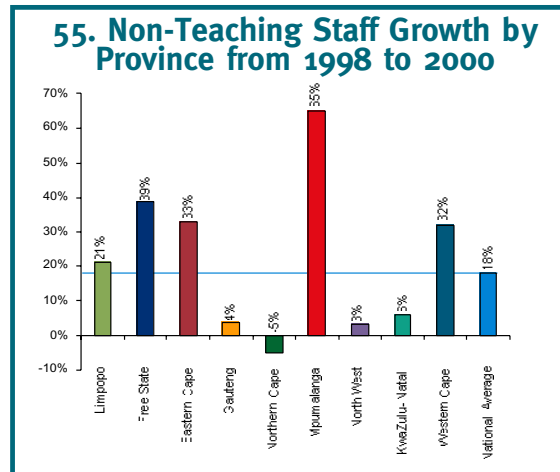
The Staff of the FET Colleges are the main resource that determine the capacity of the FET sector to meet the transformation challenges facing this new sector.

Figure 53 indicates that the total teaching staff (both establishment and non-establishment) has increased by 11%. This increase differs across the provinces, with the Free State having an increase of 29% in their total teaching staff component and the Western Cape having a small negative growth of -1%.

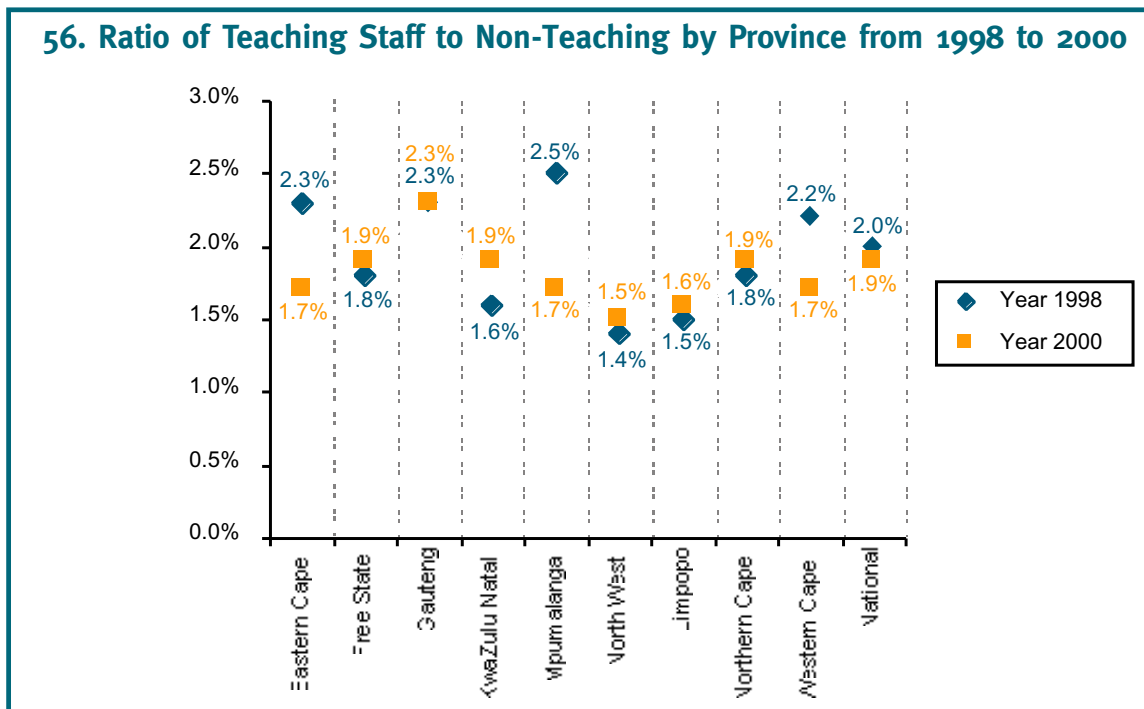
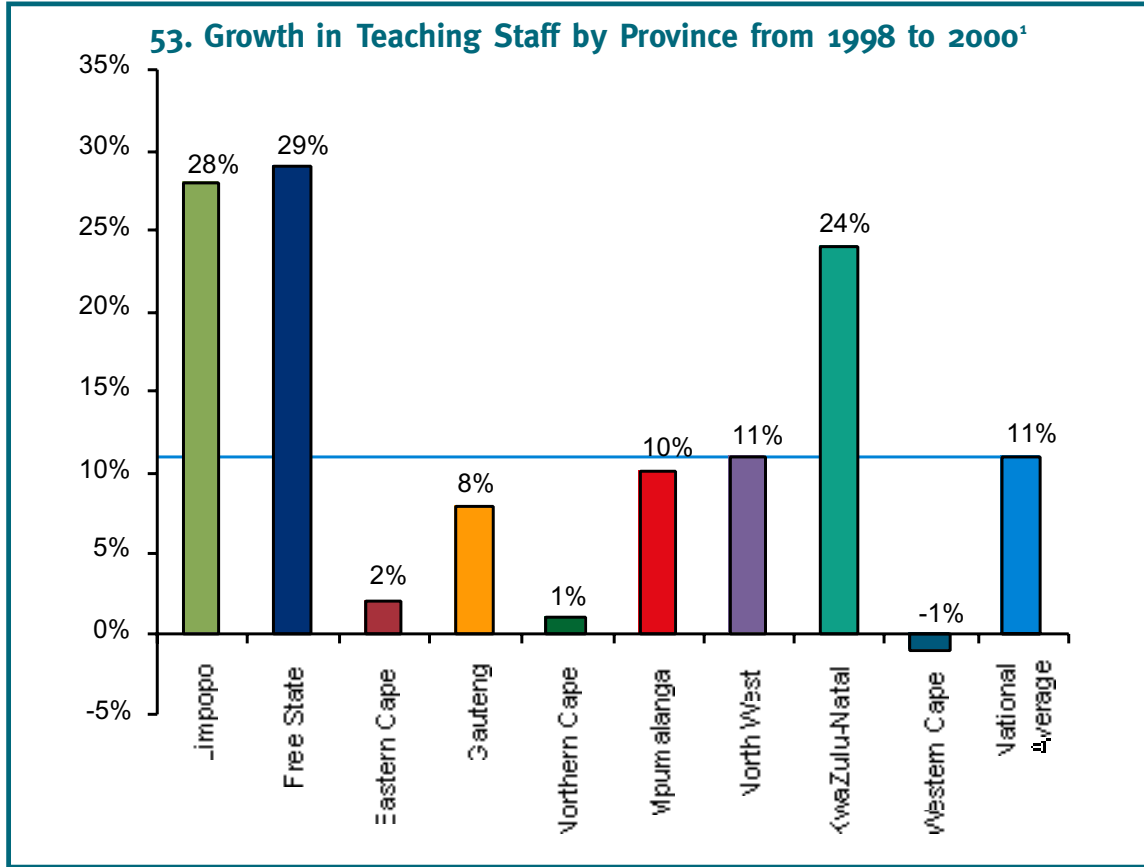
There was a growth of 18% in the Non-Teaching staff component (Fig 55). Non-Teaching staff provide administration and general support services: Administration support includes financial, clerical and office support services while general support includes the services of ground staff, security personnel and cleaning staff. The data available does not provide information on the categories in which Non-Teaching staff have increased.

Figure 56 indicates that while the overall national ratio of Teaching Staff : Non-Teaching may not have changed since 1998, there have been changes in some provinces. In Kwazulu Natal, the ratio has increased slightly from 1.6 in 1998 to 1.9 in 2000 but in the Western Cape, Eastern Cape and Mpumalanga the ratio has decreased. In the Western Cape the decrease in ratio could be attributed to the negative growth in teaching staff (-1%) as compared to the positive growth of Non-Teaching Staff (32%). In the Eastern Cape and Mpumalanga the small growth of teaching staff as compared to the large growth of Non-Teaching staff could explain the decrease in Teaching: Non-Teaching Staff Ratio.

Figure 54 shows a substantial decrease in the number of un/under-qualified teaching staff and a significant increase in the numbers of staff with Higher Degrees and Diplomas. There is evidence that individual members of staff are improving their qualifications.



SECTION B: TRANSFORMATION INDICATORS – STAFF CHANGES



¹ Qualification data was not provided for approximately 5% of staff. This data has been excluded from the analysis in this graph.

11. Transformation Indicator: PROGRAMME OFFERINGS

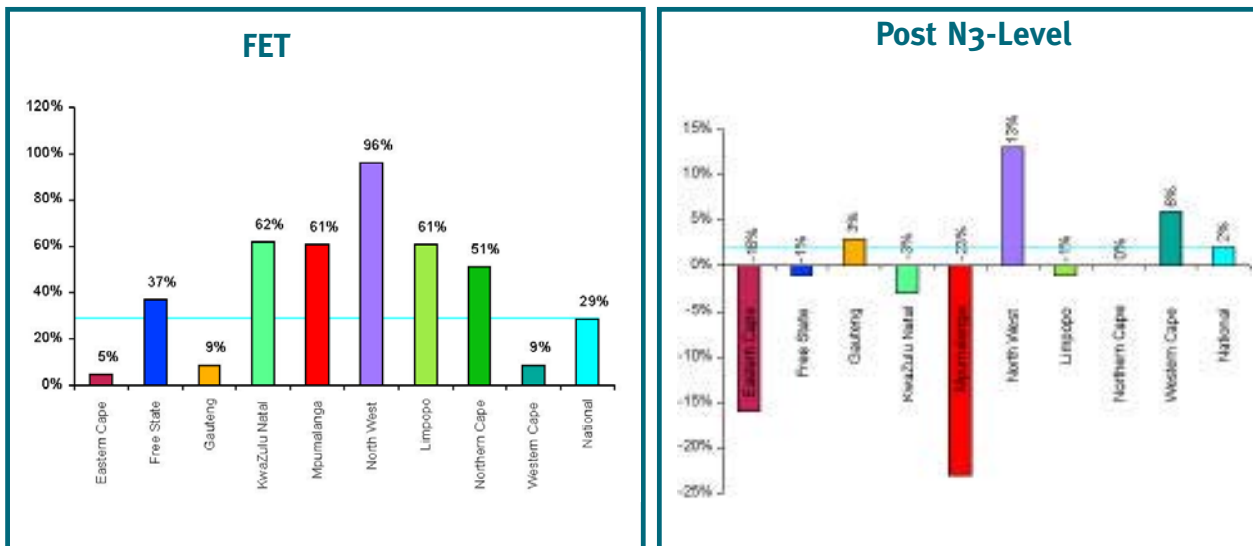
Chapter Nine indicates that the FET sector has grown by 17% since 1998. The question needs to be asked whether the sector is growing in ways that support economic and social development in South Africa. This section attempts to answer the question by providing an indication of growth by programme offerings and by N-Level.

Figure 58 indicates changes in FTE enrolments for DoE and Non-DoE programmes. It shows a positive growth in Art-Music (26%), Engineering (35%) and General Education (297%). The growth in General Education may be attributed to the incorporation of Colleges of Education into the FET College Sector during the merger process. The growth in Engineering suggests that the sector is responding positively to the country's need for engineering skills in both Mechanical and Electrical Engineering.

Changes in FTE enrolments for Non-DoE programmes shows that growth is taking place in all vocational fields with the exception of Educare and Social Services (Fig 59). While Figure 59 indicates considerable growth in Art-Music (92%), this percentage should be interpreted with caution, as the comparison with 1998 indicates that the growth is off an extremely small base of FTE enrolments. In enrolment numbers the growth is not large.

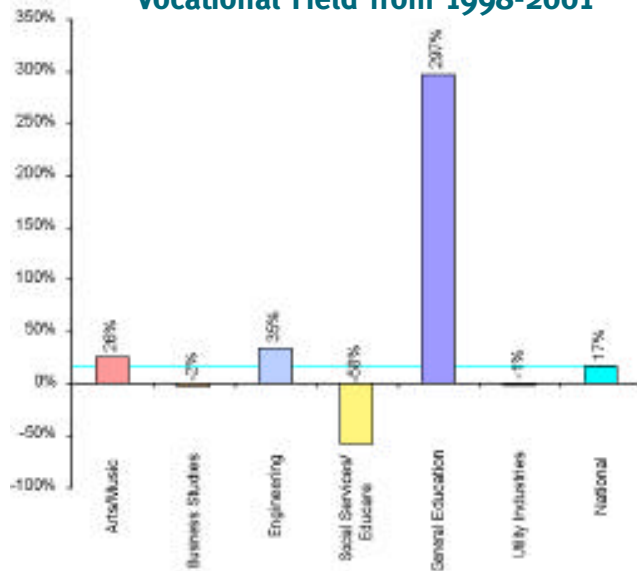
The growth is taking place unevenly between programmes at FET level and programmes at Post N3-Level (Fig 57). While enrolments in FET level programmes have increased by 29%, enrolments in programmes at Post N3-Level have decreased by 2%.

57. Growth in FTEs by Province for FET and Post N3-Level Programmes for 1998-2001

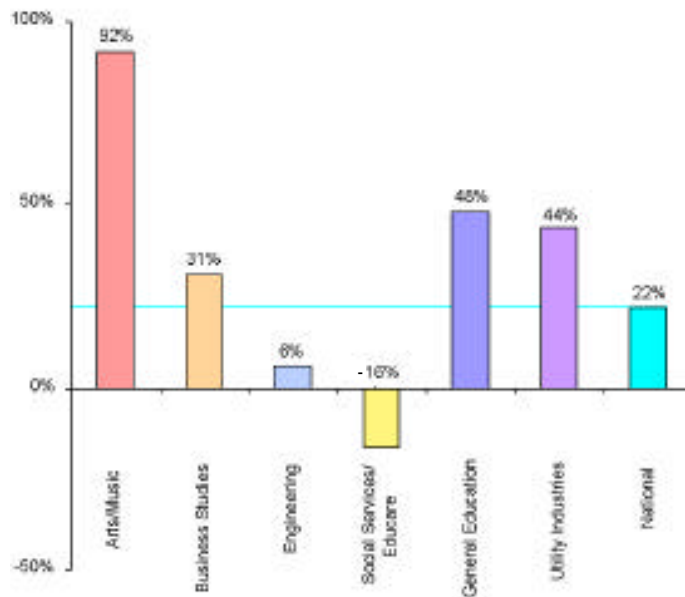


SECTION B: TRANSFORMATION INDICATORS – PROGRAMME OFFERINGS

58. Change in FTE Enrolments for both DoE and Non-DoE programmes by Vocational Field from 1998-2001



59. Change in FTE Enrolments for Non-DoE programmes by Vocational Field from 2000-2001¹



¹ Comparison of enrolments in Non-DoE programmes from 1998 to 2001 shows a growth of 152%. This growth is calculated off an extremely small base. The growth in Non-DOE programmes is calculated from 2000 to 2001.

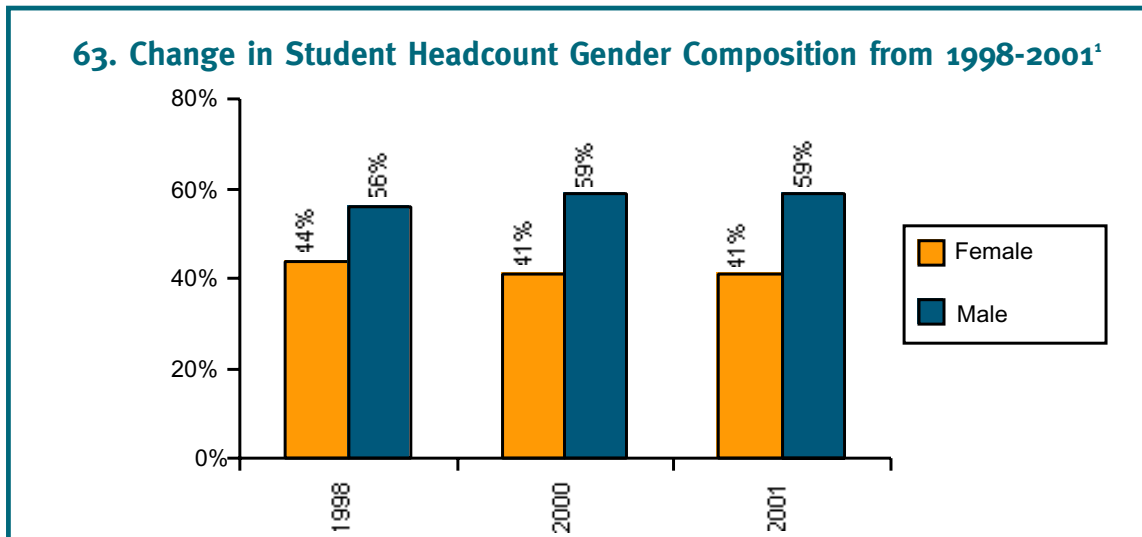
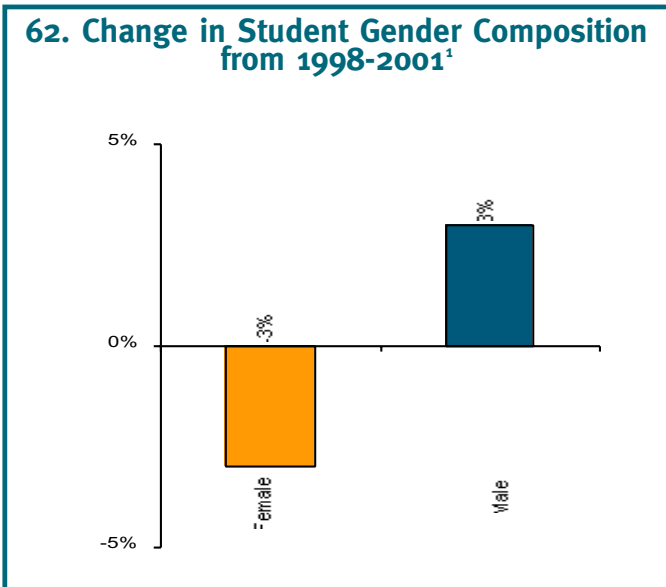
12. Transformation Indicator: EQUITY

12.1 Gender

A review of the changes in the gender composition since 1998 show that there has been a slight increase in the overall enrolments of male students of 3% and a slight decrease in the overall enrolments of female students of -3% (Fig 62).

A review of the changes in student headcounts show that the overall distribution of male to female students has not changed markedly since 1998. In 1998 the gender distribution was 56% male and 44% female and in 2001, 59% male and 41% female (Fig 63).

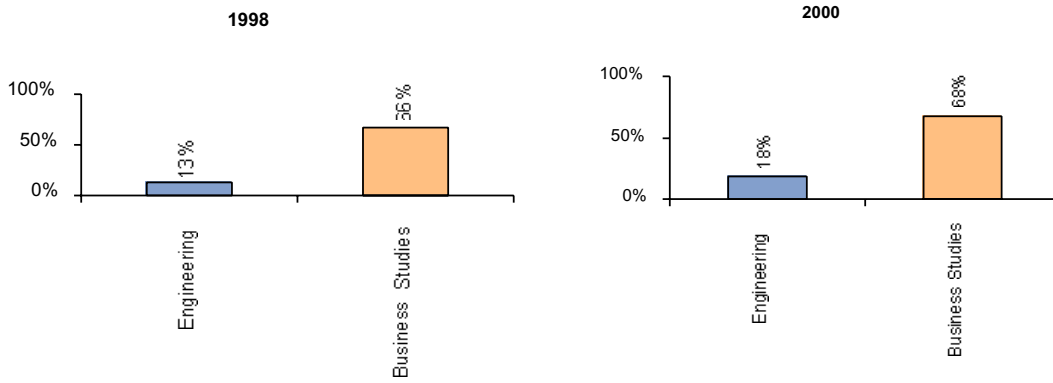
The gender distribution by programme (Fig 60) indicates a slight increase in the number of female students enrolling for engineering which has traditionally been a male dominated discipline – this is a positive trend.



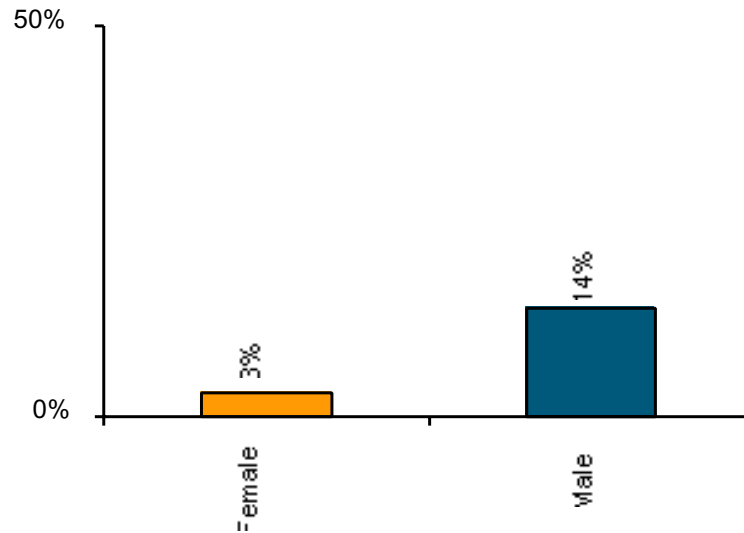
¹ The equity data here is based on headcounts

SECTION B: TRANSFORMATION INDICATORS – EQUITY

60. Female Students by Vocational Fields Engineering and Business Studies 1998 and 2000



61. Percentage Staff Growth by Gender from 1998-2000



12.2 Racial Distribution of Students

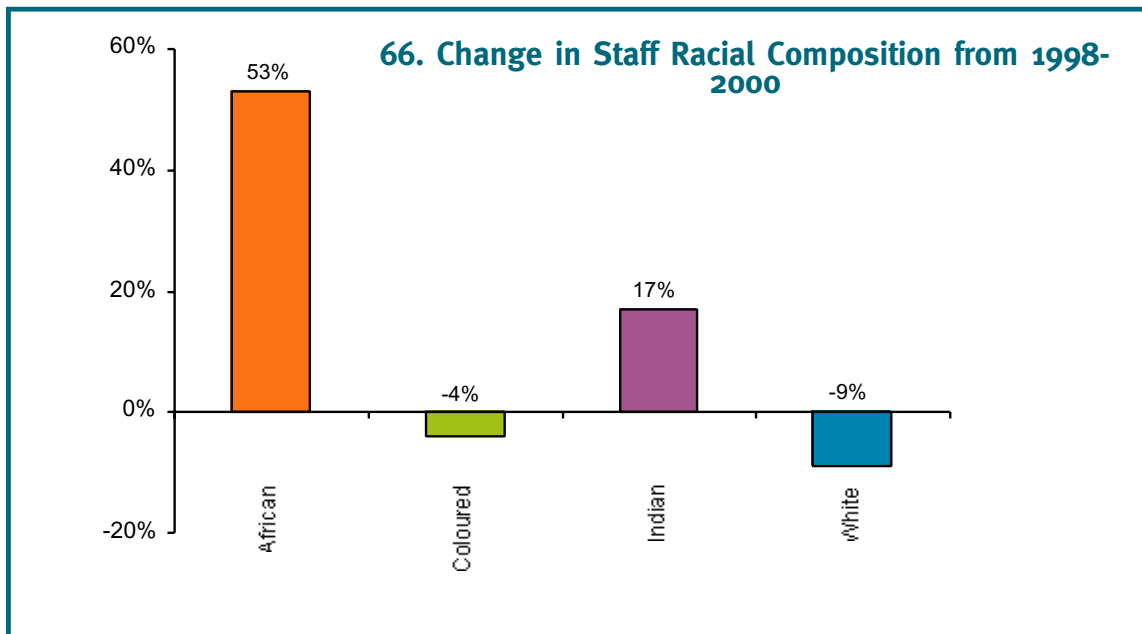
There have been shifts in the racial distribution of students in FET Colleges. Figure 64 shows that there has been an increase of 5% of African learners enrolled and a decrease of -5% of white learners enrolled at FET colleges. The steady increase of African learners and decrease of white learners is further supported by Figure 65 that shows that African learners have increased from 71% of the student population in 1998 to 76% in 2000. A longitudinal analysis indicates that the racial distribution of students is likely to stabilise at about 80% African, 6% Coloured, 2% Indian and 12% White.

12.3 Racial Distribution of Staff

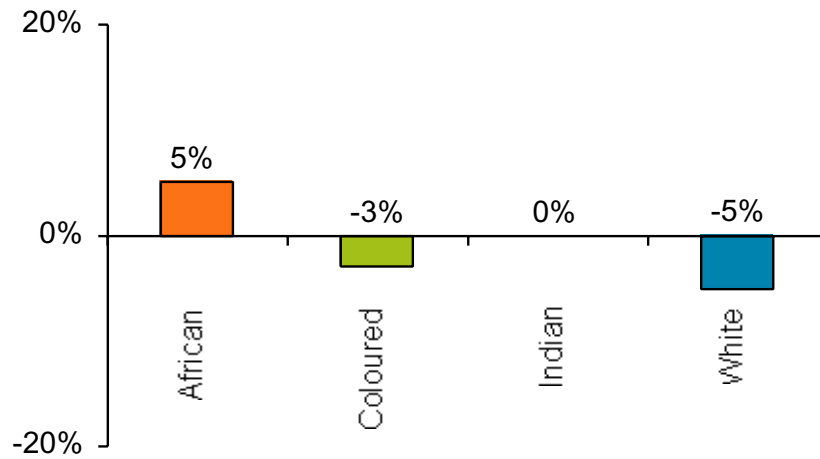
An analysis of growth by race in teaching staff indicates that the total number of African staff has grown by 53% while the white staff numbers have a negative growth of -9% (Fig 66). While some of the growth in African staff members can be accounted for by the addition of new colleges into the sector during the merger process, much of the growth is due to a change in the racial distribution of staff at college campus sites. However, there remain campus sites where there is little evidence of a change in the racial composition of the teaching staff.

12.4 Gender Distribution of Staff

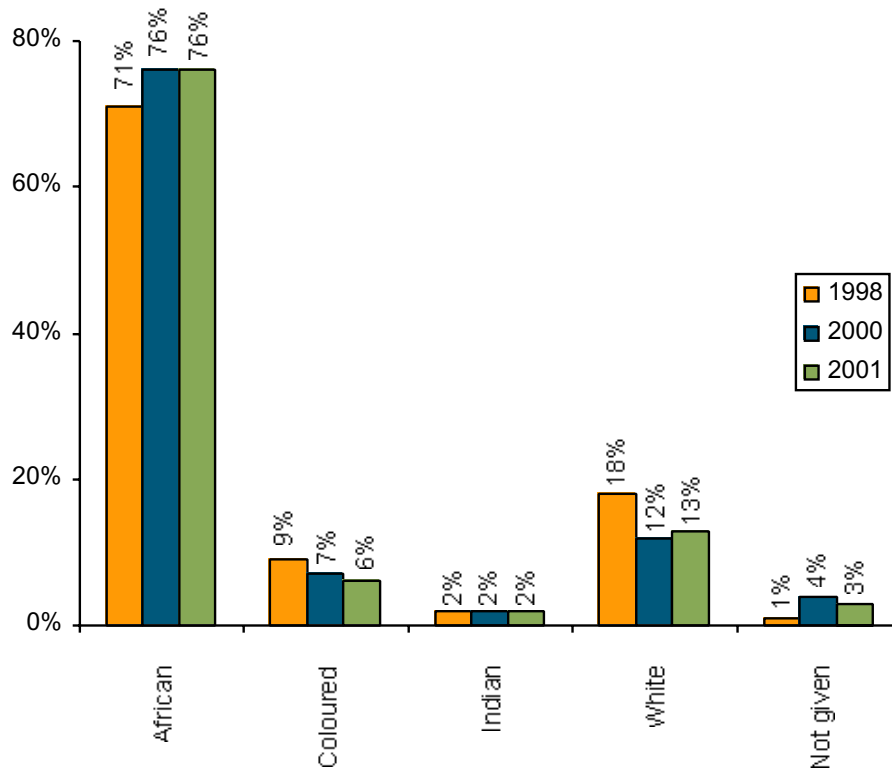
Figure 53 indicates that the total teaching staff (both establishment and non-establishment) have increased by 11%. Male staff have grown by 14% while female staff have grown by 3% (Fig 61). This is possibly due to the increase in engineering staff who are predominantly male.



64. Change in Student Racial Composition from 1998-2001¹



65. Change in Student Headcount Racial Composition from 1998-2000

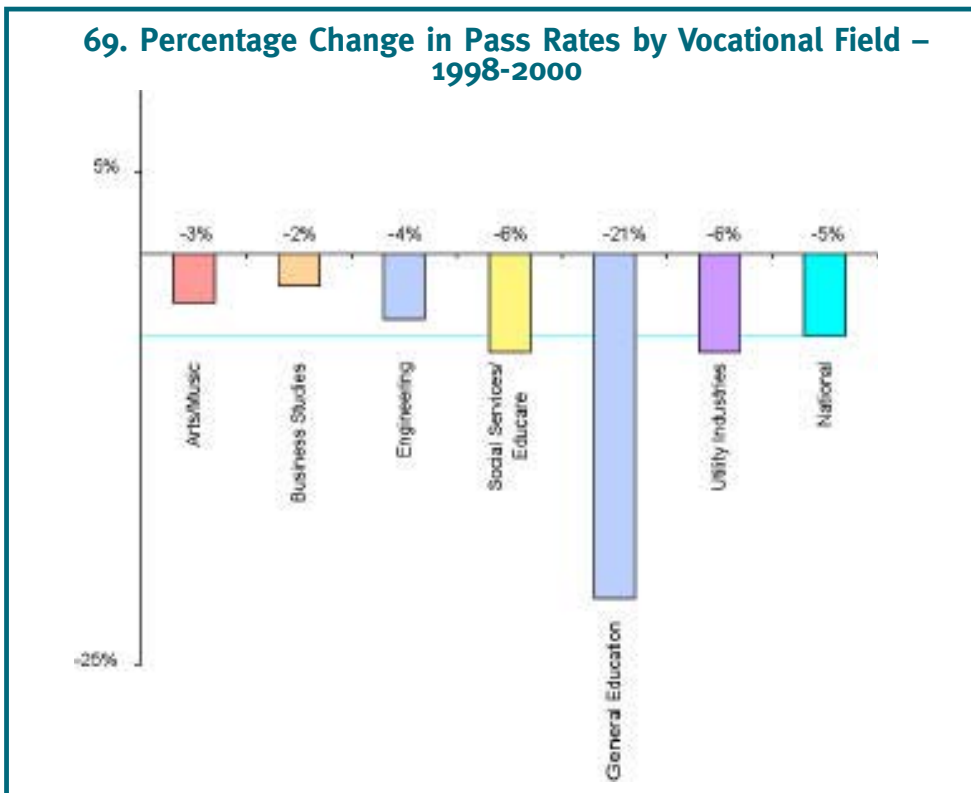


¹ The equity data here is based on headcounts.

13. Transformation Indicator: EFFICIENCY INDICATORS

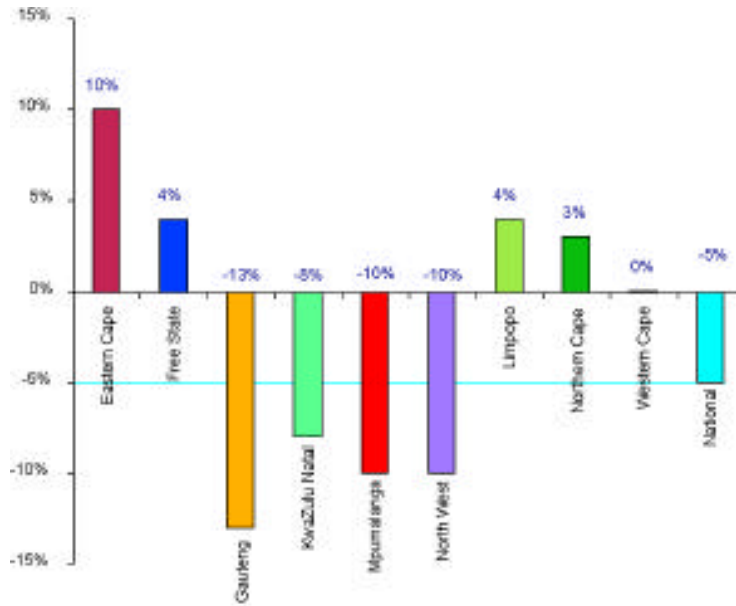
An analysis of the Pass Rates shows a decrease in the National Pass Rate of 5% (Fig 69). Further analysis by vocational field indicates that the greatest decrease is in General Education where the Pass Rate decreased by -21%. The second greatest decrease in Pass Rates is in Utility Studies where the Pass Rate decreased by -6%.

The profile of Institutional Pass Rates shows that there has been an apparent improvement in the overall Pass Rates with more institutions now falling in the 41%-60% overall Pass Rate category than in 1998 and fewer institutions falling in the 0%-40% overall Pass Rate category. The merger process was instrumental in changing the overall institutional Pass Rates. Merging colleges with low pass rates together with colleges with high pass rates resulted in a change in the overall Pass Rate of the institution.

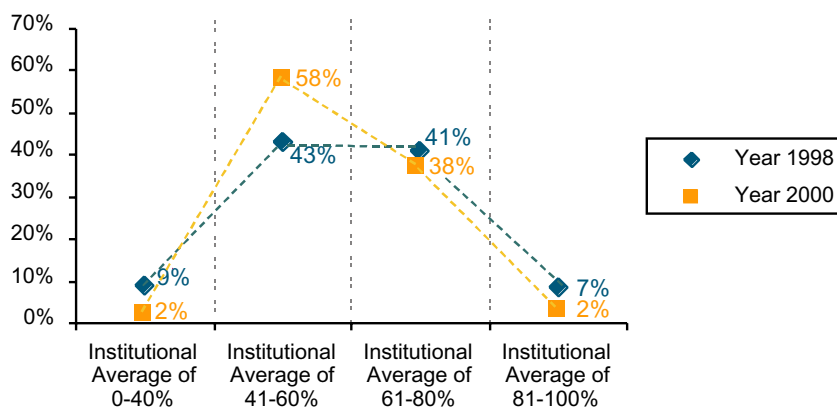


SECTION B: TRANSFORMATION INDICATORS – EFFICIENCY INDICATORS

67. Percentage Change in Pass Rates by Province – 1998-2000



68. Profile of Institutional Pass Rates – 1998-2000¹



¹ The horizontal axis in Figure 68 divides the institutional Pass Rates into four categories: 0-40% Pass Rate, 41-60% Pass Rate, 61-80% Pass Rate and 81-100%.

Conclusion

Conclusion

The 1998 Quantitative Overview of South African Technical Colleges¹ study took place before the restructuring of the Technical College sector and the formation of the new FET sector. The current survey follows immediately after the implementation of this restructuring process and a comparison between the two studies gives a clear indication of the success of the transformation process. Specifically, it shows the following:

- A significant growth in the sector of 17% from 1998 to 2001
- A growth in enrolments in Non-DoE programmes of 22% from 2000 to 2001
- An increase in the National Participation Rates from 1.1% in 1998 to 2.7% in 2000
- An increase in the total staff of 18% from 1998 to 2000
- A decrease in Post N3-Level enrolments of -2% and an increase in enrolments at FET level of 29%
- A slight increase in the number of female students enrolled for Engineering
- An increase in African students of 5% and a decrease in white students of -5%.
- A growth in number of African staff of 53% and a decrease of -9% in White staff
- An increase from 28% to 39% in the percentage of African staff members from 1998 to 2000
- A decrease from 61% to 51% in the percentage of White staff members from 1998 to 2000
- A decrease in the numbers of un/underqualified staff of -22% and an increase of staff with higher degrees of 54%.

There are issues highlighted in the study that require attention. These include:

- **Equity and Redress:** While the study indicates shifts in redressing the racial imbalance in the college staff, the staff remain predominantly White (and Male), particularly in Senior Management positions.
- **Quality Assurance:** The study showed a decrease in the National Pass rate of -5%.

This study is part of a wider collaboration with the FET College sector. It has relied on the goodwill, cooperation and support of the Provincial Education Departments, colleges principals and their staff. Their role in making this report possible is gratefully acknowledged.

¹ Powell L and Hall G (2000): *Quantitative Overview of South African Technical Colleges*. Colleges Collaboration Fund, National Business Initiative.

Section C

Tables

List of tables

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- Table 10: Headcounts of students by Race
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FOOTNOTE for Tables 1-5 : Examination enrolments were used to estimate the number of FTEs and student headcounts for Umtata College and HB Tswenga College – data was not provided by these colleges.

FOOTNOTE for Tables 7 and 8: Analysis excludes enrolments at campus sites that did not present courses in these subjects (i.e. these results exclude casual exam registrations. Analysis excludes any offering at any campus site if the number who wrote the exam was less than three.)

Table 1: Unweighted FTEs for DoE and Non-DoE Programmes by Province

Province	New Merger Colleges	Number of Campus Sites	FTEs DoE Programmes	FTEs Non-DoE Programmes	Total FTEs	% of Total
Eastern Cape ¹	8	28	15 022	852	15 873	11.4%
Free State	4	15	9 929	1 545	11 474	8.3%
Gauteng	8	32	39 395	4 091	43 485	31.3%
KwaZulu-Natal	9	24	15 693	3 428	19 121	13.8%
Limpopo	7	18	10 290	2 560	12 851	9.3%
Mpumalanga	3	10	7 076	218	7 293	5.3%
Northern Cape	2	6	2 808	215	3 023	2.2%
North West	3	11	7 543	1 127	8 671	6.3%
Western Cape	6	21	14 102	2 817	16 919	12.2%
Totals	50	165	121858	16853	138711	

Notes: 1. Includes an estimate of FTEs based on exam registrations for Umtata and HB Tsengwa sites

Table 2: Unweighted FTEs by Vocational Field by Province

	DOE FTES	NON-DOE FTES	TOTAL FTES	%
Eastern Cape				
Art-Music	188	0	188	1.2%
Business Studies	8607	170	8777	55.3%
Educare and Social Services	35	0	35	0.2%
Engineering	5073	522	5595	35.2%
General Education	6	37	43	0.3%
Utility Studies	1112	123	1235	7.8%
Eastern Cape	15021	852	15873	
Free State				
Art-Music	190	16	206	1.8%
Business Studies	5494	183	5678	49.5%
Educare and Social Services	251	0	251	2.2%
Engineering	2720	944	3664	31.9%
General Education	916	360	1276	11.1%
Utility Studies	358	42	400	3.5%
Free State	9929	1545	11474	
Gauteng				
Art-Music	658	0	658	1.5%
Business Studies	17150	112	17262	39.7%
Educare and Social Services	310	4	314	0.7%
Engineering	18610	2150	20760	47.7%
General Education	219	1154	1372	3.2%
Utility Studies	2448	672	3120	7.2%
Gauteng	39395	4091	43486	
KwaZulu-Natal				
Art-Music	38	0	38	0.2%
Business Studies	5884	123	6007	31.4%
Educare and Social Services	133	0	133	0.7%
Engineering	8122	1203	9325	48.8%
General Education	988	1875	2863	15.0%
Utility Studies	528	226	754	3.9%
KwaZulu-Natal	15693	3428	19121	

SECTION C: SELECTED TABLES

Limpopo	DOE FTES	NON-DOE FTES	TOTAL FTES	%
Art-Music	0	0	0	0.0%
Business Studies	4427	356	4783	37.2%
Educare and Social Services	53	90	143	1.1%
Engineering	4455	1820	6275	48.8%
General Education	922	238	1160	9.0%
Utility Studies	433	57	490	3.8%
Limpopo	10290	2560	12851	
Mpumalanga				
Art-Music	0	0	0	0.0%
Business Studies	2850	0	2850	39.1%
Educare and Social Services	13	0	13	0.2%
Engineering	4163	204	4367	59.9%
General Education	0	0	0	0.0%
Utility Studies	50	14	64	0.9%
Mpumalanga	7076	218	7294	
North West				
Art-Music	5	0	5	0.1%
Business Studies	4404	42	4446	51.3%
Educare and Social Services	61	0	61	0.7%
Engineering	2538	946	3484	40.2%
General Education	184	17	201	2.3%
Utility Studies	353	121	474	5.5%
North West	7544	1127	8671	
Northern Cape				
Art-Music	0	2	2	0.1%
Business Studies	2157	8	2165	71.6%
Educare and Social Services	21	0	21	0.7%
Engineering	627	77	704	23.3%
General Education	0	7	7	0.2%
Utility Studies	3	121	124	4.1%
Northern Cape	2808	215	3023	
Western Cape				
Art-Music	560	16	576	3.4%
Business Studies	7665	808	8474	50.1%
Educare and Social Services	1039	1	1040	6.1%
Engineering	3437	1523	4960	29.3%
General Education	126	17	143	0.8%
Utility Studies	1275	452	1727	10.2%
Western Cape	14103	2817	16919	
National Total	121859	16853	138712	

Table 3: Unweighted FTEs by Vocational Field by Phase by Province

Eastern Cape				
Further Education	DoE FTEs	Non DoE FTEs	Total FTEs	%
Art-Music	70	0	70	
Business Studies	2113	48	2161	
Educare and Social Services	0	0	0	
Engineering	3854	516	4370	
General Education	6	37	43	
Utility Studies	368	122	491	
Further Education	6411	724	7135	44.9%
Post N3-Level				
Art-Music	118	0	118	
Business Studies	6494	122	6616	
Educare and Social Services	35	0	35	
Engineering	1219	5	1225	
General Education	0	0	0	
Utility Studies	744	1	744	
Post N3-Level	8610	128	8738	55.1%
Eastern Cape	15021	852	15873	
FREE STATE				
Further Education				
Art-Music	120	16	135	
Business Studies	2061	172	2233	
Educare and Social Services	47	0	47	
Engineering	2072	944	3016	
General Education	916	37	953	
Utility Studies	193	42	235	
Further Education	5408	1211	6619	57.7%
Post N3-Level				
Art-Music	71	0	71	
Business Studies	3434	11	3445	
Educare and Social Services	204	0	204	
Engineering	648	0	648	
General Education	0	323	323	
Utility Studies	165	0	165	
Post N3-Level	4521	334	4855	42.3%
Free State	9929	1545	11474	

SECTION C: SELECTED TABLES

GAUTENG	DOE FTES	NON-DOE FTES	TOTAL FTES	%
Further Education				
Art-Music	503	0	503	
Business Studies	7001	35	7035	
Educare and Social Services	160	4	163	
Engineering	13358	1937	15294	
General Education	219	1152	1371	
Utility Studies	1490	495	1985	
Further Education	22729	3622	26351	60.6%
Post N3-Level				
Art-Music	155	0	155	
Business Studies	10149	78	10227	
Educare and Social Services	150	0	150	
Engineering	5253	213	5466	
General Education	0	2	2	
Utility Studies	958	177	1135	
Post N3-Level	16666	469	17135	39.4%
Gauteng	39395	4091	43486	
KWAZULU-NATAL				
Further Education				
Art-Music	38	0	38	
Business Studies	2791	123	2914	
Educare and Social Services	61	0	61	
Engineering	6230	1203	7434	
General Education	988	1850	2838	
Utility Studies	374	221	595	
Further Education	10482	3398	13880	72.6%
Post N3-Level				
Art-Music	0	0	0	
Business Studies	3093	0	3093	
Educare and Social Services	72	0	72	
Engineering	1892	0	1892	
General Education	0	25	25	
Utility Studies	154	5	160	
Post N3-Level	5211	30	5241	27.4%
KwaZulu-Natal	15693	3428	19121	
LIMPOPO				
Further Education				
Art-Music	0	0	0	
Business Studies	711	341	1051	
Educare and Social Services	2	90	92	
Engineering	3500	1820	5320	
General Education	922	164	1086	
Utility Studies	182	57	239	
Further Education	5317	2471	7788	60.6%

SECTION B: SELECTED TABLES

Post N3-Level				
Art-Music	0	0	0	
Business Studies	3717	15	3732	
Educare and Social Services	51	0	51	
Engineering	955	0	955	
General Education	0	74	74	
Utility Studies	251	0	251	
Post N3-Level	4974	89	5063	39.4%
Limpopo	10290	2560	12851	
MPUMALANGA				
Further Education				
Art-Music	0	0	0	
Business Studies	1305	0	1306	
Educare and Social Services	0	0	0	
Engineering	3412	204	3616	
General Education	0	0	0	
Utility Studies	48	0	48	
Further Education	4766	204	4969	68.1%
Post N3-Level				
Art-Music	0	0	0	
Business Studies	1545	0	1545	
Educare and Social Services	13	0	13	
Engineering	751	0	751	
General Education	0	0	0	
Utility Studies	2	14	16	
Post N3-Level	2310	14	2324	31.9%
Mpumalanga	7076	218	7294	
NORTH WEST				
Further Education				
Art-Music	5	0	5	
Business Studies	1689	42	1731	
Educare and Social Services	43	0	43	
Engineering	2046	946	2992	
General Education	181	17	198	
Utility Studies	173	121	294	
Further Education	4137	1127	5264	60.7%
Post N3-Level				
Art-Music	0	0	0	
Business Studies	2715	0	2715	
Educare and Social Services	18	0	18	
Engineering	492	0	492	
General Education	3	0	3	
Utility Studies	180	0	180	
Post N3-Level	3407	0	3407	39.3%
North West	7544	1127	8671	

SECTION C: SELECTED TABLES

NORTHERN CAPE				
Further Education				
Art-Music	0	2	2	
Business Studies	861	1	862	
Educare and Social Services	9	0	9	
Engineering	493	77	570	
General Education	0	7	7	
Utility Studies	0	121	121	
Further Education	1363	208	1571	52.0%
Post N3-Level				
Art-Music	0	0	0	
Business Studies	1297	7	1304	
Educare and Social Services	12	0	12	
Engineering	134	0	134	
General Education	0	0	0	
Utility Studies	3	0	3	
Post N3-Level	1446	7	1453	48.0%
Northern Cape	2808	215	3023	
WESTERN CAPE				
Further Education				
Art-Music	404	16	420	
Business Studies	3686	9	3695	
Educare and Social Services	476	1	477	
Engineering	2754	1523	4276	
General Education	126	17	143	
Utility Studies	626	82	709	
Further Education	8072	1648	9719	57.4%
Post N3-Level				
Art-Music	156	0	156	
Business Studies	3980	799	4779	
Educare and Social Services	563	0	563	
Engineering	683	0	683	
General Education	0	0	0	
Utility Studies	649	370	1018	
Post N3-Level	6031	1169	7200	42.6%
Western Cape	14103	2817	16919	

Table 4: Unweighted FTEs by FET College

Eastern Cape				
Port Elizabeth Public FET College	DoE FTEs	Non DoE FTEs	Total FTEs	%
Further Education	1717	251	1968	51.5%
Post N3-Level	1845	6	1851	48.5%
	3562	257	3819	
Eastcape Midlands Public FET College				
Further Education	762	15	776	50.2%
Post N3-Level	769	0	769	49.8%
	1531	15	1545	
Buffalo City Public FET College				
Further Education	1740	111	1851	42.2%
Post N3-Level	2419	121	2541	57.8%
	4159	232	4392	
Lovedale Public FET College				
Further Education	548	180	728	53.0%
Post N3-Level	645	0	645	47.0%
	1194	180	1374	
King Sabata Dalindyebo Public FET College				
Further Education	375	0	375	35.3%
Post N3-Level	686	0	686	64.7%
	1060	0	1060	
Ingwe Public FET College				
Further Education	530	145	675	43.5%
Post N3-Level	875	0	875	56.5%
	1405	145	1550	
Ikhala Public FET College				
Further Education	449	19	467	40.0%
Post N3-Level	700	1	701	60.0%
	1148	20	1168	
King Hintsa Public FET College				
Further Education	291	3	294	30.5%
Post N3-Level	671	0	671	69.5%
	962	3	965	
Eastern Cape	15021	852	15873	

SECTION C: SELECTED TABLES

FREE STATE				
Goldfields FET College	DoE FTEs	Non DoE FTEs	Total FTEs	%
Further Education	1207	247	1454	60.4%
Post N3-Level	955	0	955	39.6%
	2161	247	2409	
Motheo FET College				
Further Education	2227	208	2435	47.9%
Post N3-Level	2321	323	2644	52.1%
	4548	531	5080	
Maluti FET College				
Further Education	1146	727	1873	77.9%
Post N3-Level	532	0	532	22.1%
	1678	727	2405	
Flavius Mareka FET College				
Further Education	829	29	857	54.2%
Post N3-Level	713	11	724	45.8%
	1542	40	1582	
Free State	9929	1545	11474	
GAUTENG				
Tshwane South Public FET College				
Further Education	3110	554	3664	63.5%
Post N3-Level	2107	0	2107	36.5%
	5217	554	5771	
Tshwane North Public FET College				
Further Education	2020	1525	3545	54.5%
Post N3-Level	2717	247	2965	45.5%
	4737	1773	6510	
Ekurhuleni West Public FET College				
Further Education	3908	402	4310	60.1%
Post N3-Level	2856	5	2861	39.9%
	6764	407	7171	
Ekurhuleni East Public FET College				
Further Education	3476	453	3929	61.3%
Post N3-Level	2475	2	2477	38.7%
	5951	455	6406	
South West Public FET College				
Further Education	3106	246	3352	64.5%
Post N3-Level	1841	0	1841	35.5%
	4947	246	5193	

SECTION C: SELECTED TABLES

Central Johannesburg	DoE FTEs	Non DoE FTEs	Total FTEs	%
Further Education	4456	182	4638	61.0%
Post N3-Level	2752	213	2965	39.0%
	7207	395	7603	
Western Public FET College				
Further Education	934	177	1111	70.3%
Post N3-Level	469	2	470	29.7%
	1403	178	1581	
Sedibeng Public FET College				
Further Education	1720	83	1803	55.5%
Post N3-Level	1449	0	1449	44.5%
	3169	83	3252	
Gauteng	39395	4091	43486	
KWAZULU-NATAL				
Mthashana FET College				
Further Education	327	52	379	52.6%
Post N3-Level	341	0	341	47.4%
	668	52	720	
Umfolozzi FET College				
Further Education	508	7	515	49.1%
Post N3-Level	508	25	533	50.9%
	1016	32	1048	
Majuba FET College				
Further Education	1107	477	1584	58.8%
Post N3-Level	1112	0	1112	41.2%
	2219	477	2697	
Mnambithi FET College				
Further Education	445	27	472	78.0%
Post N3-Level	133	0	133	22.0%
	578	27	605	
Inanda FET College				
Further Education	1516	238	1754	83.2%
Post N3-Level	348	5	353	16.8%
	1864	243	2108	
Mobeni FET College				
Further Education	3162	741	3903	79.6%
Post N3-Level	998	0	998	20.4%
	4160	741	4901	

SECTION C: SELECTED TABLES

Thekwini FET College	DoE FTEs	Non DoE FTEs	Total FTEs	%
Further Education	1498	345	1843	71.6%
Post N3-Level	729	0	729	28.4%
	2227	345	2572	
Umgungundlovu FET College				
Further Education	1103	88	1191	57.6%
Post N3-Level	876	0	876	42.4%
	1978	88	2067	
Isayidi FET College				
Further Education	817	1422	2239	93.1%
Post N3-Level	166	0	166	6.9%
	982	1422	2404	
KwaZulu-Natal	15693	3428	19121	
LIMPOPO				
Ellisras FET College				
Further Education	311	12	324	51.9%
Post N3-Level	301	0	301	48.1%
	612	12	624	
Capricorn FET College				
Further Education	1844	55	1899	54.9%
Post N3-Level	1561	0	1561	45.1%
	3405	55	3460	
Waterberg FET College				
Further Education	455	61	516	46.0%
Post N3-Level	605	0	605	54.0%
	1060	61	1121	
Vhembe FET College				
Further Education	972	1928	2900	68.6%
Post N3-Level	1329	0	1329	31.4%
	2301	1928	4229	
Mopani East FET College				
Further Education	913	92	1005	63.2%
Post N3-Level	585	0	585	36.8%
	1498	92	1590	
Mopani North FET College				
Further Education	626	323	949	60.8%
Post N3-Level	523	89	612	39.2%
	1149	412	1561	

SECTION C: SELECTED TABLES

Sekhukhuni FET College	DoE FTEs	Non DoE FTEs	Total FTEs	%
Further Education	195	0	195	73.6%
Post N3-Level	70	0	70	26.4%
	265	0	265	
Limpopo	10290	2560	12851	
MPUMALANGA				
Ehlanzeni Public FET College				
Further Education	826	148	974	84.9
Post N3-Level	174	0	174	15.1%
	999	148	1147	
Kangala Public FET College				
Further Education	2942	49	2991	65.4%
Post N3-Level	1583	0	1583	34.6%
	4525	49	4574	
Eastvaal Public FET College				
Further Education	998	7	1005	63.9%
Post N3-Level	553	14	567	36.1%
	1552	21	1573	
Mpumalanga	7076	218	7294	
NORTH WEST				
Taletso FET College				
Further Education	900	100	1000	52.0%
Post N3-Level	924	0	924	48.0%
	1824	100	1924	
Vuselela FET College				
Further Education	1251	208	1459	54.2%
Post N3-Level	1235	0	1235	45.8%
	2486	208	2694	
Orbit FET College				
Further Education	1986	819	2805	69.2%
Post N3-Level	1248	0	1248	30.8%
	3234	819	4053	
North West	7544	1127	8671	
NORTHERN CAPE				
Urban Public FET College				
Further Education	715	121	836	53.5%
Post N3-Level	727	0	727	46.5%
	1442	121	1563	

SECTION C: SELECTED TABLES

Rural Public FET College	DoE FTEs	Non DoE FTEs	Total FTEs	%
Further Education	648	87	735	50.3%
Post N3-Level	719	7	726	49.7%
	1366	94	1460	
Northern Cape	2808	215	3023	
WESTERN CAPE				
West Coast Public FET College				
Further Education	252	0	252	91.6%
Post N3-Level	23	0	23	8.4%
	275	0	275	
Boland FET College				
Further Education	696	18	714	29.9%
Post N3-Level	1661	14	1675	70.1%
	2357	32	2389	
South Cape Public FET College				
Further Education	958	14	972	61.9%
Post N3-Level	598	0	598	38.1%
	1556	14	1570	
North Metropole Public FET College				
Further Education	1638	665	2303	46.4%
Post N3-Level	1502	1155	2657	53.6%
	3140	1820	4960	
Central Metropole Public FET College				
Further Education	3511	436	3947	70.4%
Post N3-Level	1663	0	1663	29.6%
	5174	436	5609	
False Bay Public FET College				
Further Education	1017	515	1532	72.4%
Post N3-Level	584	0	584	27.6%
	1601	515	2116	
Western Cape	14103	2817	16919	
NATIONAL TOTAL	121859	16853	138712	

Table 5: Total Student Headcounts (DoE) and Non-DoE by FET College

	Headcounts	%
Eastern Cape		
Port Elizabeth Public FET College	10859	27.2%
Eastcape Midlands Public FET College	4325	10.8%
Buffalo City Public FET College	10208	25.6%
Lovedale Public FET College	2949	7.4%
King Sabata Dalindyebo Public FET College	2579	6.5%
Ingwe Public FET College	3491	8.8%
Ikhala Public FET College	2895	7.3%
King Hintsa Public FET College	2558	6.4%
EASTERN CAPE	39864	
Free State		
Goldfields FET College	5138	17.9%
Motheo FET College	13631	47.5%
Maluti FET College	4732	16.5%
Flavius Mareka FET College	5210	18.1%
FREE STATE	28711	
GAUTENG		
Tshwane South Public FET College	16867	14.9%
Tshwane North Public FET College	14337	12.6%
Ekurhuleni West Public FET College	17242	15.2%
Ekurhuleni East Public FET College	15904	14.0%
South West Public FET College	12138	10.7%
Central Johannesburg Public FET College	21612	19.0
Western Public FET College	6520	5.7%
Sedibeng Public FET College	8948	7.9%
GAUTENG	113568	
KWAZULU NATAL		
Mthashana FET College	2181	4.0%
Umfolozi FET College	3810	7.0%
Majuba FET College	9063	16.7%
Mnambithi FET College	1310	2.4%
Inanda FET College	7125	13.1%
Mobeni FET College	12228	22.5%

SECTION C: SELECTED TABLES

	Headcounts	%
Thekwini FET College	6577	12.1%
Umgungundlovu FET College	5217	9.6%
Isayidi FET College	6882	12.7%
KWAZULU NATAL	54393	
MPUMALANGA		
Ehlanzeni FET College	1992	9.9%
Kangala FET College	12700	62.8%
Eastvaal FET College	5515	27.3%
MPUMALANGA	20207	
NORTH WEST		
Taletso FET College	4539	23.0%
Vuselela FET College	7199	36.5%
Orbit FET College	7984	40.5%
NORTH WEST	19722	
LIMPOPO		
Ellisras FET College	2615	9.1%
Capricorn FET College	6514	22.8%
Waterberg FET College	2257	7.9%
Vhembe FET College	8226	28.7%
Mopani East FET College	4737	16.5%
Mopani North FET College	3565	12.5%
Sekhukhune FET College	712	2.5%
NORTHERN	28626	
NORTHERN CAPE		
Urban Public FET College	4312	53.2%
Rural Public FET College	3790	46.8%
NORTHERN CAPE	8102	
WESTERN CAPE		
West Coast Public FET College	734	2.0%
Boland Public FET College	4741	12.7%
South Cape Public FET College	3412	9.2%
North Metropole Public FET College	8615	23.1%
Central Metropole Public FET College	15463	41.5%
False Bay Public FET College	4307	11.6%
WESTERN CAPE	37272	
NATIONAL TOTAL		350465

Table 6: National Examination Results – 2000

	Enrolled	Wrote	Passed	Success rate %	Throughput rate %
Further Education					
Art and Music	1762	1439	1225	85.1%	69.5%
Business Studies	95323	79748	50990	63.9%	53.5%
Educare and Social Services	2366	2054	1514	73.7%	64.0%
Engineering	470788	422341	213140	50.5%	45.3%
General Education	697	650	356	54.8%	51.1%
Utility Industries	12663	10376	7044	67.9%	55.6%
Phase Sub-Total	583599	516608	274269	53.1%	47.0%
Post N3-Level					
Art and Music	2535	2067	1788	86.5%	70.5%
Business Studies	315075	289316	188655	65.2%	59.9%
Educare and Social Services	8061	7367	6072	82.4%	75.3%
Engineering	153053	137277	74497	54.3%	48.7%
Utility Industries	26416	24577	16261	66.2%	61.6%
Phase Sub-Total	505140	460604	287273	62.4%	56.9%
National	1088739	977212	561542	57.5%	51.6%

Note: Includes all exam enrolments, including Technisa and enrolments of casual students. Analysis excludes any offering at any campus site if the number who wrote the exam was less than 3

Table 7: Provincial Examination Results (2000) by Phase by Vocational Field

	Enrolled	Wrote	Passed	Success	Throughput
EASTERN CAPE					
Further Education					
Art-Music	113	83	66	79.5%	58.4%
Business Studies	7568	5919	3138	53.0%	41.5%
Engineering	40785	35506	15596	43.9%	38.2%
General Education	31	31	30	96.8%	96.8%
Utility Studies	1136	839	459	54.7%	40.4%
Phase Sub-total	49633	42378	19289	45.5%	38.9%
Post N3-Level					
Art-Music	552	473	372	78.6%	67.4%
Business Studies	50297	45126	28245	62.6%	56.2%
Educare and Social Services	245	216	199	92.1%	81.2%
Engineering	13662	12125	6086	50.2%	44.5%
Utility Studies	5020	4438	3143	70.8%	62.6%
Phase Sub-total	69776	62378	38045	61.0%	54.5%
Eastern Cape Total	119409	104756	57334	54.7%	48.0%
FREE STATE					
Further Education					
Art-Music	124	76	67	88.2%	54.0%
Business Studies	8601	7118	4307	60.5%	50.1%
Educare and Social Services	41	35	24	68.6%	58.5%
Engineering	25414	23238	11658	50.2%	45.9%
General Education	24	19	6	31.6%	25.0%
Utility Studies	727	585	464	79.3%	63.8%
Phase Sub-total	34931	31071	16526	53.2%	47.3%
Post N3-Level					
Art-Music	178	160	142	88.8%	79.8%
Business Studies	28615	26565	16662	62.7%	58.2%
Educare and Social Services	585	512	397	77.5%	67.9%
Engineering	7893	7155	3703	51.8%	46.9%
Utility Studies	1424	1320	708	53.6%	49.7%
Phase Sub-total	38695	35712	21612	60.5%	55.9%
Free State Total	73626	66783	38138	57.1%	51.8%

SECTION C: SELECTED TABLES

GAUTENG	Enrolled	Wrote	Passed	Success	Throughput
Further Education					
Art-Music	969	847	730	86.2%	75.3%
Business Studies	31908	26264	15776	60.1%	49.4%
Educare and Social Services	497	413	253	61.3%	50.9%
Engineering	171786	154280	74786	48.5%	43.5%
General Education	136	127	36	28.3%	26.5%
Utility Studies	4239	3636	2599	71.5%	61.3%
Phase Sub-total	209535	185567	94180	50.8%	44.9%
Post N3-Level					
Art-Music	954	821	744	90.6%	78.0%
Business Studies	91539	85125	55301	65.0%	60.4%
Educare and Social Services	1262	1171	981	83.8%	77.7%
Engineering	69862	63578	34827	54.8%	49.9%
Utility Studies	6778	6423	4326	67.4%	63.8%
Phase Sub-total	170395	157118	96179	61.2%	56.4%
Gauteng Total	379930	342685	190359	55.5%	50.1%
KWAZULU-NATAL					
Further Education					
Art-Music	151	126	91	72.2%	60.3%
Business Studies	11968	10423	7062	67.8%	59.0%
Educare and Social Services	231	212	170	80.2%	73.6%
Engineering	76568	69583	39071	56.2%	51.0%
General Education	30	28	17	60.7%	56.7%
Utility Studies	1728	1323	1089	82.3%	63.0%
Phase Sub-total	90676	81695	47500	58.1%	52.4%
Post N3-Level					
Business Studies	27258	25272	15723	62.2%	57.7%
Educare and Social Services	478	464	402	86.6%	84.1%
Engineering	26080	22818	11756	51.5%	45.1%
Utility Studies	989	924	602	65.2%	60.9%
Phase Sub-total	54805	49478	28483	57.6%	52.0%
KwaZulu-Natal Total	145481	131173	75983	57.9%	52.2%

SECTION C: SELECTED TABLES

MPUMALANGA	Enrolled	Wrote	Passed	Success	Throughput
Further Education					
Business Studies	5802	5052	3348	66.3%	57.7%
Educare and Social Services	4	4	0	0.0%	0.0%
Engineering	41126	37045	19305	52.1%	46.9%
Utility Studies	388	324	169	52.2%	43.6%
Phase Sub-total	47320	42425	22822	53.8%	48.2%
Post N3-Level					
Business Studies	12905	11897	8218	69.1%	63.7%
Educare and Social Services	87	83	71	85.5%	81.6%
Engineering	8648	7295	4231	58.0%	48.9%
Utility Studies	33	28	11	39.3%	33.3%
Phase Sub-total	21673	19303	12531	64.9%	57.8%
Mpumalanga Total	68993	61728	35353	57.3%	51.2%
NORTH WEST					
Further Education					
Art-Music	23	12	12	100.0%	52.2%
Business Studies	5986	5030	2873	57.1%	48.0%
Educare and Social Services	30	30	26	86.7%	86.7%
Engineering	25021	21963	9089	41.4%	36.3%
Utility Studies	682	530	306	57.7%	44.9%
Phase Sub-total	31742	27565	12306	44.6%	38.8%
Post N3-Level					
Business Studies	22560	20663	13009	63.0%	57.7%
Educare and Social Services	60	58	19	32.8%	31.7%
Engineering	4449	3937	2006	51.0%	45.1%
Utility Studies	817	766	364	47.5%	44.6%
Phase Sub-total	27886	25424	15398	60.6%	55.2%
North West Total	59628	52989	27704	52.3%	46.5%
LIMPOPO					
Further Education					
Business Studies	3072	2827	1659	58.7%	54.0%
Educare and Social Services	169	168	139	82.7%	82.2%
Engineering	46483	43555	21894	50.3%	47.1%
General Education	38	30	3	10.0%	7.9%
Utility Studies	803	719	341	47.4%	42.5%
Phase Sub-total	50565	47299	24036	50.8%	47.5%

SECTION C: SELECTED TABLES

Post N3-Level	Enrolled	Wrote	Passed	Success	Throughput
Business Studies	29579	28161	18082	64.2%	61.1%
Educare and Social Services	424	388	258	66.5%	60.8%
Engineering	11978	11313	6249	55.2%	52.2%
Utility Studies	1832	1745	723	41.4%	39.5%
Phase Sub-total	43813	41607	25312	60.8%	57.8%
Limpopo Total	94378	88906	49348	55.5%	52.3%
NORTHERN CAPE					
Further Education					
Business Studies	3402	2806	1925	68.6%	56.6%
Educare and Social Services	37	31	31	100.0%	83.8%
Engineering	6382	5768	3839	66.6%	60.2%
Phase Sub-total	9821	8605	5795	67.3%	59.0%
Post N3-Level					
Business Studies	10329	9389	7118	75.8%	68.9%
Educare and Social Services	92	88	86	97.7%	93.5%
Engineering	1690	1544	1076	69.7%	63.7%
Utility Studies	27	24	18	75.0%	66.7%
Phase Sub-total	12138	11045	8298	75.1%	68.4%
Northern Cape Total	21959	19650	14093	71.7%	64.2%
WESTERN CAPE					
Further Education					
Art-Music	320	236	205	86.9%	64.1%
Business Studies	16583	13953	10860	77.8%	65.5%
Educare and Social Services	577	492	378	76.8%	65.5%
Engineering	35872	30399	17642	58.0%	49.2%
General Education	9	0	0	0.0%	0.0%
Utility Studies	1606	1290	901	69.8%	56.1%
Phase Sub-total	54967	46370	29986	64.7%	54.6%
Post N3-Level					
Art-Music	773	556	489	87.9%	63.3%
Business Studies	35153	30923	23275	75.3%	66.2%
Educare and Social Services	2878	2611	2399	91.9%	83.4%
Engineering	8923	7649	4712	61.6%	52.8%
Utility Studies	6243	5907	4526	76.6%	72.5%
Phase Sub-total	53970	47646	35401	74.3%	65.6%
Western Cape Total	108937	94016	65387	69.5%	60.0%
NATIONAL TOTAL					
	1072341	962686	553699	57.5%	51.6%

Table 8: National Examination Results (2000) by FET Colleges

EASTERN CAPE					
Port Elizabeth Public FET College					
Further Education	13260	11291	6421	56.9%	48.4%
Post N3-Level	17239	15502	10191	65.7%	59.1%
Total	30499	26793	16612	62.0%	54.5%
Eastcape Midlands Public FET College					
Further Education	5769	4922	2703	54.9%	46.9%
Post N3-Level	6857	6339	3964	62.5%	57.8%
Total	12626	11261	6667	59.2%	52.8%
Buffalo City Public FET College					
Further Education	11726	10111	4379	43.3%	37.3%
Post N3-Level	18216	16307	10766	66.0%	59.1%
Total	29942	26418	15145	57.3%	50.6%
Lovedale Public FET College					
Further Education	6120	5434	1888	34.7%	30.8%
Post N3-Level	4719	4467	2844	63.7%	60.3%
Total	10839	9901	4732	47.8%	43.7%
King Sabata Dalindyebo Public FET College					
Further Education	3314	2867	811	28.3%	24.5%
Post N3-Level	6429	5550	2283	41.1%	35.5%
Total	9743	8417	3094	36.8%	31.8%
Ingwe Public FET College					
Further Education	3920	3383	1474	43.6%	37.6%
Post N3-Level	5952	5333	2751	51.6%	46.2%
Total	9872	8716	4225	48.5%	42.8%
Ikhala Public FET College					
Further Education	2899	2113	812	38.4%	28.0%
Post N3-Level	5817	5315	3512	66.1%	60.4%
Total	8716	7428	4324	58.2%	49.6%
King Hintsa Public FET College					
Further Education	2625	2257	801	35.5%	30.5%
Post N3-Level	4547	3565	1734	48.6%	38.1%
Total	7172	5822	2535	43.5%	35.3%
Eastern Cape Total	119409	104756	57334	54.7%	48.0%

SECTION C: SELECTED TABLES

FREE STATE					
Goldfields FET College					
Further Education	8345	7345	4423	60.2%	53.0%
Post N3-Level	8212	7555	4795	63.5%	58.4%
Total	16557	14900	9218	61.9%	55.7%
Motheo FET College					
Further Education	16866	15010	7621	50.8%	45.2%
Post N3-Level	19866	18400	10595	57.6%	53.3%
Total	36732	33410	18216	54.5%	49.6%
Maluti FET College					
Further Education	3837	3518	1615	45.9%	42.1%
Post N3-Level	4582	4113	2646	64.3%	57.7%
Total	8419	7631	4261	55.8%	50.6%
Flavius Mareka FET College					
Further Education	5883	5198	2867	55.2%	48.7%
Post N3-Level	6035	5644	3576	63.4%	59.3%
Total	11918	10842	6443	59.4%	54.1%
Free State Total	73626	66783	38138	57.1%	51.8%
GAUTENG					
Tshwane South Public FET College					
Further Education	36306	32846	16528	50.3%	45.5%
Post N3-Level	27305	24805	13929	56.2%	51.0%
Total	63611	57651	30457	52.8%	47.9%
Tshwane North Public FET College					
Further Education	17659	16872	9519	56.4%	53.9%
Post N3-Level	26707	25476	16113	63.2%	60.3%
Total	44366	42348	25632	60.5%	57.8%
Ekurhuleni West Public FET College					
Further Education	32860	29138	15267	52.4%	46.5%
Post N3-Level	28720	26648	16783	63.0%	58.4%
Total	61580	55786	32050	57.5%	52.0%
Ekurhuleni East Public FET College					
Further Education	27724	24416	12150	49.8%	43.8%
Post N3-Level	25439	23644	14583	61.7%	57.3%
Total	53163	48060	26733	55.6%	50.3%
South West Public FET College					
Further Education	24674	20769	10201	49.1%	41.3%
Post N3-Level	17631	15956	10513	65.9%	59.6%
Total	42305	36725	20714	56.4%	49.0%

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Central Johannesburg Public FET College					
Further Education	39508	33995	17069	50.2%	43.2%
Post N3-Level	25432	22801	12410	54.4%	48.8%
Total	64940	56796	29479	51.9%	45.4%
Western Public FET College					
Further Education	7999	6752	4300	63.7%	53.8%
Post N3-Level	4173	3749	2827	75.4%	67.7%
Total	12172	10501	7127	67.9%	58.6%
Sedibeng Public FET College					
Further Education	22805	20779	9146	44.0%	40.1%
Post N3-Level	14988	14039	9021	64.3%	60.2%
Total	37793	34818	18167	52.2%	48.1%
Gauteng Total	379930	342685	190359	55.5%	50.1%
KWAZULU-NATAL					
Mthashana FET College					
Further Education	2730	2393	1196	50.0%	43.8%
Post N3-Level	2901	2686	1463	54.5%	50.4%
Total	5631	5079	2659	52.4%	47.2%
Umfolozi FET College					
Further Education	5692	5189	3619	69.7%	63.6%
Post N3-Level	5629	5003	3429	68.5%	60.9%
Total	11321	10192	7048	69.2%	62.3%
Majuba FET College					
Further Education	12485	11055	5250	47.5%	42.1%
Post N3-Level	12395	11252	6360	56.5%	51.3%
Total	24880	22307	11610	52.0%	46.7%
Mnambithi FET College					
Further Education	2122	1930	1074	55.6%	50.6%
Post N3-Level	1124	1057	807	76.3%	71.8%
Total	3246	2987	1881	63.0%	57.9%
Inanda FET College					
Further Education	8255	7060	3445	48.8%	41.7%
Post N3-Level	3429	2831	1722	60.8%	50.2%
Total	11684	9891	5167	52.2%	44.2%
Mobeni FET College					
Further Education	29962	27803	17838	64.2%	59.5%
Post N3-Level	12978	11511	6129	53.2%	47.2%
Total	42940	39314	23967	61.0%	55.8%

SECTION C: SELECTED TABLES

Thekwini FET College					
Further Education	14619	12781	7264	56.8%	49.7%
Post N3-Level	6735	6166	3196	51.8%	47.5%
Total	21354	18947	10460	55.2%	49.0%
Umgungundlovu FET College					
Further Education	9271	8310	4512	54.3%	48.7%
Post N3-Level	8328	7748	4482	57.8%	53.8%
Total	17599	16058	8994	56.0%	51.1%
Isayidi FET College					
Further Education	5540	5174	3302	63.8%	59.6%
Post N3-Level	1286	1224	895	73.1%	69.6%
Total	6826	6398	4197	65.6%	61.5%
KwaZulu-Natal Total	145481	131173	75983	57.9%	52.2%
MPUMALANGA					
Ehlanzeni FET College					
Further Education	10568	9504	5100	53.7%	48.3%
Post N3-Level	2419	2178	1255	57.6%	51.9%
Total	12987	11682	6355	54.4%	48.9%
Kangala FET College					
Further Education	27747	25557	13190	51.6%	47.5%
Post N3-Level	13642	12314	7817	63.5%	57.3%
Total	41389	37871	21007	55.5%	50.8%
Eastvaal FET College					
Further Education	9005	7364	4532	61.5%	50.3%
Post N3-Level	5612	4811	3459	71.9%	61.6%
Total	14617	12175	7991	65.6%	54.7%
Mpumalanga Total	68993	61728	35353	57.3%	51.2%
NORTH WEST					
Taletso FET College					
Further Education	6054	5533	2409	43.5%	39.8%
Post N3-Level	6259	5794	3145	54.3%	50.2%
Total	12313	11327	5554	49.0%	45.1%
Vuselela FET College					
Further Education	8610	7464	3783	50.7%	43.9%
Post N3-Level	10919	9896	6698	67.7%	61.3%
Total	19529	17360	10481	60.4%	53.7%
Orbit FET College					
Further Education	17078	14568	6114	42.0%	35.8%
Post N3-Level	10708	9734	5555	57.1%	51.9%
Total	27786	24302	11669	48.0%	42.0%
North West Total	59628	52989	27704	52.3%	46.5%

SECTION C: SELECTED TABLES

LIMPOPO					
Ellisras FET College					
Further Education	3424	3162	2018	63.8%	58.9%
Post N3-Level	2841	2702	1833	67.8%	64.5%
Total	6265	5864	3851	65.7%	61.5%
Capricorn FET College					
Further Education	19804	18546	9157	49.4%	46.2%
Post N3-Level	15489	14881	8814	59.2%	56.9%
Total	35293	33427	17971	53.8%	50.9%
Waterberg FET College					
Further Education	1995	1813	1024	56.5%	51.3%
Post N3-Level	4587	4276	3053	71.4%	66.6%
Total	6582	6089	4077	67.0%	61.9%
Vhembe FET College					
Further Education	9490	8930	4109	46.0%	43.3%
Post N3-Level	10361	9883	4822	48.8%	46.5%
Total	19851	18813	8931	47.5%	45.0%
Mopani East FET College					
Further Education	9589	8912	4826	54.2%	50.3%
Post N3-Level	6234	5824	4045	69.5%	64.9%
Total	15823	14736	8871	60.2%	56.1%
Mopani North East FET College					
Further Education	4393	4101	1971	48.1%	44.9%
Post N3-Level	3564	3351	2295	68.5%	64.4%
Total	7957	7452	4266	57.2%	53.6%
Sekhukhune FET College					
Further Education	1870	1835	931	50.7%	49.8%
Post N3-Level	737	690	450	65.2%	61.1%
Total	2607	2525	1381	54.7%	53.0%
Northern Total	94378	88906	49348	55.5%	52.3%
NORTHERN CAPE					
Urban Public FET College					
Further Education	4851	4240	2576	60.8%	53.1%
Post N3-Level	6198	5701	4096	71.8%	66.1%
Total	11049	9941	6672	67.1%	60.4%
Rural Public FET College					
Further Education	4970	4365	3219	73.7%	64.8%
Post N3-Level	5940	5344	4202	78.6%	70.7%
Total	10910	9709	7421	76.4%	68.0%
Northern Cape Total	21959	19650	14093	71.7%	64.2%

SECTION C: SELECTED TABLES

WESTERN CAPE					
West Coast Public FET College					
Further Education	1374	1162	660	56.8%	48.0%
Post N3-Level	471	298	135	45.3%	28.7%
Total	1845	1460	795	54.5%	43.1%
Boland Public FET College					
Further Education	2985	2603	2036	78.2%	68.2%
Post N3-Level	14761	12728	11168	87.7%	75.7%
Total	17746	15331	13204	86.1%	74.4%
South Cape Public FET College					
Further Education	5098	4462	3282	73.6%	64.4%
Post N3-Level	5164	4601	3641	79.1%	70.5%
Total	10262	9063	6923	76.4%	67.5%
North Metropole Public FET College					
Further Education	12730	10766	6650	61.8%	52.2%
Post N3-Level	11560	10487	7075	67.5%	61.2%
Total	24290	21253	13725	64.6%	56.5%
Central Metropole Public FET College					
Further Education	25969	21484	13361	62.2%	51.4%
Post N3-Level	16343	14599	9802	67.1%	60.0%
Total	42312	36083	23163	64.2%	54.7%
False Bay Public FET College					
Further Education	6811	5893	3997	67.8%	58.7%
Post N3-Level	5671	4933	3580	72.6%	63.1%
Merged Group Total	12482	10826	7577	70.0%	60.7%
Western Cape Total	108937	94016	65387	69.5%	60.0%
NATIONAL TOTAL	1072341	962686	553699	57.5%	51.6%

SECTION C: SELECTED TABLES
Table 9: Teaching Staff by Province

Detail		Eastern Cape	Free State	Gauteng	KwaZulu Natal	Mpumalanga	N Cape	Limpopo Province	North West	Western Cape	Total
Totals	Total teaching staff for 2000	833	671	1910	945	316	449	566	147	919	6756
	Total Non-teaching staff 2000	481	380	817	498	190	296	352	76	556	3646
Establishment/	Establishment posts	644	472	1679	876	277	416	444	147	704	5659
Non-establishment	Non-Establishment post	189	181	231	69	39	33	122	0	215	1079
	Missing data	0	18	1	0	0	0	0	0	0	19
Post-level	Lecturers	664	517	1422	698	274	338	492	117	717	5239
	Snr Lecturers	96	81	310	115	21	61	40	20	129	873
	HOD	37	48	112	60	9	33	15	6	41	361
	Vice-Principals	14	12	42	16	6	8	8	0	17	123
	Principals	14	10	20	20	6	8	8	4	13	103
Qualifications	Higher Degrees	115	81	217	96	48	160	152	24	209	1102
	Degree or Higher Diploma	283	330	803	244	84	54	96	42	325	2261
	Diplomas	268	113	669	336	125	132	217	52	256	2168
	Un-or Under-qualified	71	68	200	161	30	77	84	29	109	829
	Data missing	96	79	21	108	29	26	16	0	20	395
Vocational Fields	Arts and Music	11	14	23	31	0	2	2	0	19	102
	Business Studies	365	179	669	330	132	175	180	89	356	2475
	Engineering	311	198	884	461	167	196	266	49	322	2854
	General Education	42	89	31	27	1	25	3	0	14	232
	Social Services and Educare	3	0	40	6	0	4	21	2	25	101
	Utility Industries	60	26	142	39	0	22	57	3	101	450
	Data missing	9	20	0	2	0	3	0	0	0	34
Gender	Females	355	275	900	357	132	191	229	78	417	2934
	Males	477	304	977	588	182	244	337	69	491	3669
	Missing data	1	92	33	0	2	14	0	0	11	153
Race	Africans	465	263	642	359	104	260	408	13	64	2578
	Coloureds	85	3	49	61	1	6	1	27	214	447
	Indians	11	1	12	193	3	8	1	0	8	237
	Whites	272	309	1202	332	208	175	146	107	622	3373
	Missing data	0	95	5	0	0	0	10	0	11	121

Table 10: Headcounts of Students by Race

Province	African	Coloured	Indian	White	Missing	Totals
Eastern Cape						
Totals	32690	2811	222	2817	1324	38540
% racial composition	84.8%	7.3%	0.6%	7.3%		
Free State						
Totals	24470	290	50	3319	582	28129
% racial composition	87.0%	1.0%	0.2%	11.8%		
Gauteng						
Totals	95736	1700	1116	15015	0	113567
% racial composition	84.3%	1.5%	1.0%	13.2%		
KwaZulu-Natal						
Totals	43303	398	3318	3752	3622	50771
% racial composition	85.3%	0.8%	6.5%	7.4%		
Mpumalanga						
Totals	13078	176	125	2828	4000	16207
% racial composition	80.7%	1.1%	0.8%	17.4%		
North West						
Totals	15344	423	63	2151	1740	17981
% racial composition	85.3%	2.4%	0.4%	12.0%		
Limpopo						
Totals	27324	64	23	1215	0	28626
% racial composition	95.5%	0.2%	0.1%	4.2%		
Northern Cape						
Totals	4153	2235	92	1622	0	8102
% racial composition	51.3%	27.6%	1.1%	20.0%		
Western Cape						
Totals	9595	15259	444	10079	1896	35377
% racial composition	27.1%	43.1%	1.3%	28.5%		
National						
Totals	265693	23356	5453	42798	13164	337300
% racial composition	78.8%	6.9%	1.6%	12.7%		

Table 11: Headcounts of students by Gender

	Not taking missing data into account				Taking missing data into account			
	Female	Male	% Female	% Male	Missing	% Female	% Male	% Missing
Eastern Cape	17288	15417	52.9%	47.1%	7159	43.4%	38.7%	18.0%
Free State	13439	14298	48.5%	51.5%	974	46.8%	49.8%	3.4%
Gauteng	42229	68015	38.3%	61.7%	3324	37.2%	59.9%	2.9%
KwaZulu-Natal	17555	33216	34.6%	65.4%	3622	32.3%	61.1%	6.7%
Mpumalanga	5535	10672	34.2%	65.8%	4000	27.4%	52.8%	19.8%
North West	7072	8260	46.1%	53.9%	4390	35.9%	41.9%	22.3%
Limpopo	9733	13895	41.2%	58.8%	4998	34.0%	48.5%	17.5%
Northern Cape	4024	4078	49.7%	50.3%	0	49.7%	50.3%	0.0%
Western Cape	15119	18740	44.7%	55.3%	3413	40.6%	50.3%	9.2%
National Total	131994	186591	41.4%	58.6%	31880	37.7%	53.2%	9.1%

Table 12: Headcounts of Students by Vocational Fields by Gender

	Female	Male	Total	%Female	%Male
Art-Music	1605	1449	3054	53%	47%
Business Studies	79152	37685	116837	68%	32%
Educare and Social Services	2754	111	2865	96%	4%
Engineering	28772	135232	164004	18%	82%
General	9117	8394	17511	52%	48%
Utility Studies	11695	5340	17035	69%	31%
National Total	133095	188211	321306	41%	59%

Section D

Appendices

Section D: Appendices

- A Directory of FET Colleges
- B Description of Vocational Fields
- C Acronyms
- D Glossary

EASTERN CAPE PROVINCE

A. Port Elizabeth Public FET College

1. BETHELSDORP CAMPUS

Sidwell Campus
Sutton Road, Sidwell
PORT ELIZABETH
Private Bag X17241,
Saltville
PORT ELIZABETH, 6020
Tel: (041) 481 2171
Fax: (041) 481 1246
Cell: 082 200 9331

Satellite Campuses:

Heath Park Campus

c/o Stanford & Laurence
Erasmus Drive, HEATH
PARK, 6059
Tel: (041) 481 2140
Fax: (041) 481 1246

Graaff Reinet Campus

PO Box 696
GRAAFF REINET, 6280
Tel: (0491) 910 201
Fax: (0491) 410 181

2. IQHAYIYA CAMPUS

Struan Road, Struandale
PORT ELIZABETH
PO Box 14308, Sidwell
PORT ELIZABETH, 6061
Tel: (041) 401 3808
Fax: (041) 454 1520
Cell: 082 200 6431

3. RUSSEL ROAD COLLEGE FOR CAREER EDUCATION

Russel Road
PORT ELIZABETH
Private Bag X6040

PORT ELIZABETH, 6000
Tel: (041) 585 7771
Fax: (041) 585 5436
Villa du Randt:
083 631 1218

B. Eastcape Midlands Public FET College

4. GRAHAMSTOWN CAMPUS

1 Constitution Street
GRAHAMSTOWN
PO Box 142
GRAHAMSTOWN, 6140
Tel: (046) 636 1575
Fax: (046) 636 1823
Cell: 082 573 0735

5. KWA NOBUHLE CAMPUS

Charles Goodyear Street
Industrial Area
UITENHAGE
Private Bag X72
UITENHAGE, 6230
Tel: (041) 992 3460
Fax: (041) 991 0252

6. UITENHAGE CAMPUS

High Street
UITENHAGE
Private Bag X35
UITENHAGE, 6230
Tel: (041) 992 7132
Fax: (041) 992 5929
Cell: 082 924 5783

C. Buffalo City Public FET College

7. BORDER CAMPUS

10 St John's Road, North
End
EAST LONDON
Private Bag X9004
EAST LONDON, 5200

Tel: (043) 743 5177
Fax: (043) 743 6812
Cell: 082 492 5560

8. EAST LONDON CAMPUS FOR ARTS, BUSINESS AND TECHNOLOGY

Lukin Road, Selborne
EAST LONDON
Private Bag 9016
EAST LONDON, 5200
Tel: (043) 722 5453
(043) 722 2346
Fax: (043) 743 4254
(043) 743 0116
Cell: 082 492 5560
Elcrector@ed.petech.ac.za

Satellite Campus:

St Marks Campus

St Marks Road
Southernwood, EAST
LONDON
Tel: (043) 743 6554
Fax: (043) 743 9650

9. JOHN KNOX BOKWE CAREERS CAMPUS

Private Bag X24
MDANTSANE, 5219
Tel: (043) 761 1792
Fax: (043) 761 4803
Cell: 082 200 6426

D. Lovedale Public FET College

10. EAST LONDON KING CAMPUS

Private Bag 7409
KING WILLIAMS TOWN,
5320
Tel: (043) 642 3152
(043) 642 1414
(043) 643 3838

11. LOVEDALE COMMUNITY CAMPUS

Private Bag X1303
ALICE, 5700
Tel: (040) 653 1171/2
Fax: (040) 653 1073
Cell: 082 716 0924

12. ZWELETHEMBA CAMPUS

Gert Goosen Avenue
ZWELITSHA
Private Bag X510
ZWELITSHA, 5608
Tel: (040) 654 1516
Fax: (040) 654 3161
Cell: 082 852 3186

E. King Sabata Dalindyebo Public FET College

13. ENGCOBO CAMPUS

Private Bag X6309
ENGCOBO, 5050
Tel: (0475) 481 677
Fax: (0475) 481 105
Cell: 082 394 6649

14. MAPUZI CAMPUS

Private Bag X579
TRANSKEI, 5080
Tel: (0475) 370 335
Cell: 082 551 9802

15. UMTATA CAMPUS

PO Box 132
UMTATA, 5100
Tel/Fax: (047) 531 3297
Cell: 082 423 1521
082 826 4482

F. Ingwe Public FET College

16. CLYDESALE CAMPUS

PO Box 132
UMZIMKULU, 3297

Tel: (039) 259 6317
Fax: (039) 259 0427
Cell: 083 960 2910
083 509 2898

17. MOUNT FRERE CAMPUS

Cancele Road
MOUNT FRERE
Private Bag X9113
MOUNT FRERE, 5090
Tel: (039) 255 0222
Fax: (039) 255 0222
Cell: 082 486 9829

18. NGQUNQUSHE CAMPUS

Private Bag X1011
Lusikisiki
TRANSKEI, 5080
Tel: (039) 253 1059
Fax: (039) 253 1359
Cell: 083 427 7383

19. RM MSHUQWANA CAMPUS

Private Bag X1247
MOUNT FLETCHER
Tel: (039) 257 0592
Fax: (039) 257 0048
Cell: 083 757 0680

20. SITETO TECHNICAL CAMPUS

Private Bag X502
BIZANA, 4800
Tel: (039) 251 0359
Fax: (039) 251 0243
Cell: 082 254 2595

G. Ikhala Public FET College

21. EAST LONDON ALIWAL NORTH CAMPUS

PO Box 434
ALIWAL NORTH, 0750
Tel: (051) 634 1035

Fax: (051) 633 3560

22. EZIBELENI CAMPUS

PO Box 277
EZIBELENI, 5321
Tel: (0478) 732 106
Fax: (0478) 731 727
Cell: 082 704 7924

23. IQHAYIYA - CRADOCK CAMPUS

PO Box 829
CRADOCK, 5880
Cell: 082 200 9299

24. QUEENSTOWN CAMPUS

c/o Robinson Road and
Zeiler Street, QUEENSTOWN
Private Bag X7110
QUEENSTOWN, 5320
Tel: (045) 838 2593/ 4
Fax: (045) 838 1406
Cell: 083 324 1381

25. STERKSPRUIT CAMPUS

PO Box 99
STERKSPRUIT, 9762
Tel: (051) 611 0102
Fax: (051) 611 0041
Cell: 082 401 5448

H. King Hintsa Public FET College

26. CENTANE CAMPUS

Private Bag X501
KENTANI, 4980
Tel/Fax: (047) 491 1677
Cell: 083 229 5140

27. HB TSENGWA CAMPUS

Private Bag X505
WILLOWVALE, 5040
Tel: (0474) 271 385
Fax: (0474) 272 385
Cell: 082 696 8234

SECTION D: APPENDIX A– DIRECTORY OF FET COLLEGES

28. TEKONG CAMPUS

Private Bag X3018
Butterworth
TRANSKEI, 4960
Tel/Fax: (047) 492 0711
Cell:082 4147748

FREE STATE PROVINCE

A. Goldfields FET College

29. TOSA CAMPUS

14100 Education Street
THABONG
Private Bag X95
WELKOM, 9460
Tel: (057) 395 1301
Fax: (057) 395 1304

30. WELKOM CAMPUS

c/o Toronto Road and Pietrus
Bosch Street, Jan Cilliers
Park, WELKOM
Private Bag X21
WELKOM, 9460
Tel: (057) 391 0500
Fax: (057) 353 2298

B. Motheo FET College

31. BLOEMFONTEIN CAMPUS

St George Street
BLOEMFONTEIN
Private Bag X20542
BLOEMFONTEIN, 9300
Tel: (051) 448 1525/6
Fax: (051) 447 0486
Cell:083 251 6098

32. KAGISANONG CAMPUS

Private Bag X20523
BLOEMFONTEIN, 9300
Tel: (051) 435 2818
(051) 435 2971/2/3/4
Fax: (051) 435 2975

33. HILLSIDE VIEW CAMPUS

Khomo Street
BLOEMFONTEIN
Private Bag X20509
BLOEMFONTEIN, 9300
Tel: (051) 435 5380
Fax: (051) 435 7602

34. THABA'NCHU CAMPUS

Builtfontein Road
THABA'NCHU
Private Bag X10
THABA'NCHU, 9780
Tel: (051) 873 2117/ 8
Fax: 051) 873 3307

C. Maluti FET College

35. BETHLEHEM CAMPUS

28 Wessels Street
BETHLEHEM
Private Bag X40
BETHLEHEM, 9700
Tel: (058) 303 3377
Fax: (058) 303 7306

36. BONAMELO CAMPUS

Private Bag X08
PUTHADIJHABA, 9866
Tel: (058) 713 1391
Fax: (058) 713 5388
Cell:082 405 5065

37. ITEMOHELENG CAMPUS

Mampoi Street
PHUTHADIJHABA
Private Bag X07
PHUTHADIJHABA, 9866
Tel: (058) 713 0296-8
Fax: (058) 713 5007

38. KWETLISONG CAMPUS

Riverside
PHUTHADIJHABA
Private Bag X837
WITSIESHOEK, 9870
Tel: (058) 713 1330

Fax: (058) 713 1330

39. LERE LA TSEPHE CAMPUS

Private Bag X335
POELONG, 9874
Tel: (058) 713 1945
Fax: (058) 721 5638

40. SEFIKENG CAMPUS

Private Bag X827
WITSIESHOEK, 9870
Tel: (058) 703 6164
Fax: (056) 703 4722
Cell:082 026 0589

D. Flavius Mareka FET College

41. KROONSTAD CAMPUS

Bukes Street
KROONSTAD
Private Bag X22
KROONSTAD, 9500
Tel: (056) 212 5157/8
Fax: (056) 212 7815
Cell:082 800 1513

42. MPHOHADI CAMPUS

Private Bag X66
KROONSTAD, 9500
Tel: (05621) 41111
Fax: (05621) 42691
Cell:082 728 1545

43. SASOLBURG CAMPUS

7 Harry Smith Street
SASOLBURG
Private Bag X2009
SASOLBURG, 9570
Tel: (016) 976 0815
Fax: (016) 973 1618
Cell:082 345 8451

GAUTENG PROVINCE

A. Tshwane South Public FET College

44. ATTERIDGEVILLE CAMPUS

Khoza Street,
ATTERIDGEVILLE
PO Box 97615
WESPARK, 0146
Tel: (012) 373 8030/ 1
(012) 373 8712
Fax: (012) 373 8032
(012) 373 4480

Satellite Campuses: Citicol

85 Schoeman Street
PRETORIA
Tel: (012) 325 5408/ 9
Fax: (012) 325 5410

Educol

56 Potgieter Street
PRETORIA
Tel: (012) 328 6663/ 4
Fax: (012) 328 6769

Kidicol

56 Potgieter Street
PRETORIA
Tel: (012) 323 5766
Fax: (012) 323 1196

Twin Palms Restaurant

85 Schoeman Street
PRETORIA
Tel: (012) 324 2596
Fax: (012) 324 2596

Pro Marketing

56 Potgieter Street
PRETORIA
Tel: (012) 328 6663/ 4
Fax: (012) 328 6769

45. CENTURION CAMPUS

College Avenue
Tek Base, LYTTELTON
Private Bag X1018
LYTTELTON, 0140
Tel: (012) 664 5591-8
Fax: (012) 664 0166

46. PRETORIA WEST CAMPUS

150 Industrial Road
PRETORIA WEST
Private Bag X03
PRETORIA WEST, 0117
Tel: (012) 386 1251/ 2
Fax: (012) 386 1245

B. Tshwane North Public FET College

47. MAMELODI CAMPUS

19403 Serapeng Street
MAMELODI EAST
Private Bag X002
MAMELODI EAST, 0101
Tel: (012) 801 1010/1
Fax: (012) 801 1179

48. PRETORIA CAMPUS

420 Church Street,
PRETORIA
PO Box 26193
ARCADIA, 0007
Tel: (012) 401 1600
Fax: (012) 326 5298

49. SOSHANGUVE CAMPUS

College Street, Block L
SOSHANGUVE
Private Bag X12
ROSSLYN, 0200
Tel: (012) 797 2118
Fax: (012) 793 1383

C. Ekurhuleni West Public FET College

50. ALBERTON CAMPUS

25 Lake Arthur Street
BRACKENDOWNS
PO Box 166575
BRACKENDOWNS, 1454
Tel: (011) 900 1201/2
Fax: (011) 900 1712

51. BOKSBURG CAMPUS

49 Noord Street, Plantation
BOKSBURG
Private Bag X08
BOKSBURG, 1460
Tel: (011) 917 9984/5
Fax: (011) 917 8770

52. GERMISTON CAMPUS

c/o Sol and Driehoek Road
GERMISTON
Private Bag X1030
GERMISTON, 1400
Tel: (011) 872 0830/ 1
Fax: (011) 873 1769

53. KEMPTON CAMPUS

c/o Pretoria Road &
Partridge Ave
Allen Grove
KEMPTON PARK
Private Bag X07
KEMPTON PARK, 1620
Tel: (011) 972 4247
Fax: (011) 391 1582

54. USIZO CAMPUS

782 Palime Section
KATLEHONG
PO Box 11662
RANDHART, 1457
Tel: (011) 905 3531/ 62
Fax: (011) 905 3644

SECTION D: APPENDIX A– DIRECTORY OF FET COLLEGES

55. LAZARUS NHLAPO CAMPUS

Esqongweni Section No9
TEMBISA
Private Bag X012
KEMPTON PARK, 1620
Tel: (011) 925 1005/ 6
Fax: (011) 925 1023

D. Ekurhuleni East Public FET College

56. BENONI CAMPUS

50 O’Rielly Merry Street
Northmead, BENONI
Private Bag X004
BENONI, 1500
Tel: (011) 425 2780
Fax: (011) 425 3439

57. BRAKPAN CAMPUS

98 Victoria Avenue
BRAKPAN
Private Bag X10
BRAKPAN, 1540
Tel: (011) 740 0204
Fax: (011) 740 9188

58. ISIDINGO CAMPUS

Heald Street, DAVEYTON
Private Bag X01, DAVEYTON,
1507
Tel: (011) 424 2107
Fax: (011) 424 3107

59. SPRINGS CAMPUS FOR VOCATIONAL EDUCATION

c/o Gold and Plantation
Road, Pollak Park, SPRINGS
Private Bag X21
SPRINGS, 1560
Tel: (011) 815 4804
Fax: (011) 362 6182

60. TLAMOHA CAMPUS FOR VOCATIONAL EDUCATION

Sam Ngema Road
Kwathema, SPRINGS
Private Bag X79
SPRINGS, 1560
Tel: (011) 736 4408
Fax: (011) 736 6408

E. South West Public FET College

61. DOBSONVILLE CAMPUS

5604 Van Onselen Street
DOBSONVILLE
PO Box 1191
FLORIDA, 1710
Tel: (011) 988 1047
Fax: (011) 988 9212

62. GEORGE TABOR CAMPUS

1440 Mncube Road
SOWETO, PO Box 895,
ROODEPOORT, 1725
Tel: (011) 982 1002-4
Fax: (011) 982 5543

63. KRUGERSDORP CAMPUS

c/o Mark and Von Brandis
Street, KRUGERSDORP
Private Bag X2004
KRUGERSDORP, 1740
Tel: (011) 953 1140-2
Fax: (011) 665 2724

64. MOLAPO CAMPUS

c/o Koma and Molele Street
SOWETO
PO Box 164
FLORIDA, 1710
Tel: (011) 984 0112
Fax: (011) 984 0136

65. ROODEPOORT CAMPUS

2 Webber Avenue
HORIZON VIEW,
ROODEPOORT
Tel: (011) 760 1538/ 9
Fax: (011) 763 5937

Satellite Campus: Engineering Campus

2 Ziervogel Avenue
ROODEPOORT WEST
Private Bag X2
WESTGATE, 1734
Tel: (011) 763 2113

F. Central Johannesburg Public FET College

66. ALEXANDRA CAMPUS

c/o Canning and 9th Ave
ALEXANDRA
PO Box 1183
BRAMLEY, 2018
Tel: (011) 882 9763
Fax: (011) 882 3305
Cell:082 559 6996

67. EASTSIDE CAMPUS

PO Box 53636
TROYEVILLE, 2139
Tel: (011) 614 4125
(011) 614 9831
Fax: (011) 614 0049

68. HIGHVELD CAMPUS

39 Ashburton Street, Riverlea
JOHANNESBURG 2102
Private Bag X5
LANGLAAGTE, 2102
Tel: (011) 474 2080
Fax: (011) 473 2321

69. JOHANNESBURG CAMPUS

25 Currey Street
DOORNFONTEIN
PO Box 17000

DOORNFONTEIN, 2028
Tel: (011) 402 2990
Fax: (011) 402 2991

70. PARKTOWN CAMPUS FOR VOCATIONAL EDUCATION

5 Ubla Avenue, PARKTOWN
Private Bag 2336
HOUGHTON, 2041
Tel: (011) 643 8421
Fax: (011) 643 1020

G. Western Public FET College

71. CARLETONVILLE CAMPUS

c/o Annan Road and South Street, CARLETONVILLE
Private Bag X2015
CARLETONVILLE, 2500
Tel: (018) 787 4102
Fax: (018) 788 5115

72. RANDFONTEIN CAMPUS

Kiewiet Street, Helikon Park
RANDFONTEIN
Private Bag X17
RANDFONTEIN, 1760
Tel: (011) 693 3608/9
Fax: (011) 412 3047

H. Sedibeng Public FET College

73. LEKOA CAMPUS

Samuel Street
Houtheuwel, SEBOKENG
Private Bag X3703
DRIE RIVIERE, 1935
Tel: (016) 988 1276/ 87
Fax: (016) 988 1288

74. VANDERBIJLPARK CAMPUS

6 Frikie Meyer Boulevard
VANDERBIJLPARK
Private Bag X05
VANDERBIJLPARK, 1900

Tel: (016) 933 5644/ 5
Fax: (016) 931 9406

75. VEREENIGING CAMPUS

11 Senator Marks Avenue
VEREENIGING
Private Bag X035
VEREENIGING, 1930
Tel: (016) 421 1150
Fax: (016) 422 0746

KWAZULU NATAL PROVINCE

A. Mthashana FET College

76. NONGOMA CAMPUS

Private Bag X5060
NONGOMA, 3950
Tel: (035) 831 0358
Fax: (035) 831 0244
Cell:082 297 2235

77. VRYHEID CAMPUS

92 Hlobane Street
c/o West Street
VRYHEID
PO Box 725
VRYHEID, 3100
Tel: (034) 981 5337
Fax: (034) 980 7918

B. Umfolozi FET College

78. RICHTEK CAMPUS FOR VOCATIONAL EDUCATION

58 Via Ricardia Richards Bay, ARBORETUM
Private Bag X5023
RICHARDS BAY, 3900
Tel: (035) 789 1101/ 2
Fax: (035) 789 2585

C. Majuba FET College

79. MADADENI CAMPUS

Hospital Road, Section 5
MADADENI
Private Bag X5020
MADADENI, 2951
Tel: (034) 329 1182
Fax: (034) 329 2580

80. NEWCASTLE CAMPUS

FW Beyers Lane
Barry Hertzog Park
NEWCASTLE
Private Bag X6602
NEWCASTLE, 2940
Tel: (034) 318 3041
Fax: (034) 318 3044

81. ST OSWALDS CAMPUS

4 Tommy Boydell Street
Barry Hertzog Park
NEWCASTLE
PO Box 1919, NEWCASTLE, 2940
Tel: (034) 318 1206
(034) 318 1226
Fax: (034) 318 1262

D. Mnambithi FET College

82. EZAKHENI CAMPUS

“E” Section, EZAKHENI
Private Bag X10022
LADYSMITH, 3370
Tel/Fax: (036) 634 1020
Cell:083 788 1020

83. LADYSMITH CAMPUS

12 Walton Street, LADYSMITH
Private Bag X9903
LADYSMITH, 3370
Tel: (036) 637 4782/88-90
Fax: (036) 631 0871

E. Inanda FET College

84. NTUZUMA CAMPUS AND TRAINING CENTRE

Private Bag X506
RED HILL, 4071
Tel: (031) 509 1924
(031) 509 3516
Fax: (031) 509 2933

85. PINETOWN CAMPUS

38 Bamboo Lane, PINETOWN
Private Bag X9032
PINETOWN, 3600
Tel: (031) 702 3260
Fax: (031) 701 7346

86. SIVANANDA CAMPUS

Private Bag X507, RED HILL,
4071
Tel: (031) 503 9708
Fax: (031) 503 9709

F. Mobeni FET College

87. SWINTON ROAD CAMPUS

21 Swinton Road, MOBENI
PO Box 32050, MOBENI,
4060
Tel: (031) 462 2333
Fax: (031) 462 3230

88. DURBAN CAMPUS

Umbilo Road, CONGELLA
Private Bag 1
CONGELLA, 4013
Tel: (031) 206 0616-9
Fax: (031) 206 0945 (Admin)
Fax: (031) 206 1119 (Haircare)

89. UMLAZI CAMPUS

Private Bag X04
ISIPINGO, 4110
Tel: (031) 907 2666
Fax: (031) 907 3141

G. Thekwini FET College

90. CATO MANOR - SPRINGFIELD CAMPUS

Bisasar Road
Off Electron Road
Springfield , DURBAN
Private Bag X06
DORMERTON, 4015
Tel: (031) 269 2412
Fax: (031) 269 1050

Satellite Campus:

Cato Manor Campus

20 Ridgeview Road
Off Booth Road, CATO
MANOR
Tel: (031) 261 8520
Fax: (031) 261 8522

91. DURBAN CENTRAL CAMPUS

75 Earl Haig Road
Roseglen, DURBAN
Private Bag X31
GREYVILLE, 4023
Tel: (031) 207 2060
Fax: (031) 208 5498

92. LC JOHNSON CAMPUS

47 Melbourne Road,
DURBAN
Private Bag
DALBRIDGE, 4014
Tel: (031) 301 6734
Fax: (031) 301 6778

Satellite Campus:

Umbilo Road Campus

351 Umbilo Road
DURBAN
Tel/Fax: (031) 256 841

H. Umgungundlovu FET College

93. EDENDALE CAMPUS

Water Fall Road
GEORGETOWN 3217
Private Bag X204
EDENDALE, 3217
Tel: (0333) 993 663/4
Fax: (0333) 993 582

94. MSUNDUZI CAMPUS

123 Church Street
PIETERMARITZBURG
Private Bag X9032
PIETERMARITZBURG, 3200
Tel: (0333) 940 235
Fax: (0333) 427 446

95. NORTHDALE CAMPUS

c/o Balhambra and
Newholme Road,
NORTHDALE
Private Bag X503
LUXMI, 3207
Tel/Fax: (0333) 387 9300

96. PLESSISLAER CAMPUS

FJ Sithole Road, IMBALI
Private Bag X9088
PIETERMARITZBURG, 3200
Tel: (0333) 981 1779
Fax: (0333) 985 792
Cell:082 202 4163

96a. KZN MIDLANDS CAMPUS

PO Box 21838
MAYORS WALK, 3208
Tel: (0333) 457 062/420
Fax: (0333) 429 172

I. Isayidi FET College

97. ENYENYEZI CAMPUS

Private Bag 814
PORT SHEPSTONE, 4240

Tel: (039) 685 5482/ 3
Fax: (039) 685 4135

98. PORT SHEPSTONE CAMPUS

1 Hillside Crescent, Oslo Beach, PORT SHEPSTONE
Private Bag x829
PORT SHEPSTONE, 4240
Tel: (039) 685 4824/ 5
Fax: (039) 685 4848

LIMPOPO PROVINCE

A. Ellisras FET College

99. ELLISRAS CAMPUS

c/o Aalwyn Road and Mogol Drive, ELLISRAS
Private Bag X210
ELLISRAS, 0555
Tel: (014) 763 2252
Fax: (014) 763 2253

B. Capricorn FET College

100. BOCHUM CAMPUS

Private Bag X5084
BOCHUM, 0790
Tel: (015) 505 3172/3
Fax: (015) 505 3174

101. NORTHERN PROVINCE COMMUNITY CENTRE

Private Bag X4008
SESHEGO, 0742
Tel: (015) 223 5159
Fax: (015) 223 5187
Cell: 082 853 8228

102. PIETERSBURG CAMPUS

Die Meer Street
PIETERSBURG
PO Box 205
PIETERSBURG, 0700

Tel: (015) 297 2182/ 3
Ask for Fax machine
Cell:082 445 8092

C. Waterberg FET College

103. LEBOWAKGOMO CAMPUS

Private Bag X23
CHUENESPOORT, 0745
Tel: (015) 633 6770
Fax: (015) 633 6589

104. POTGIETERSRUS CAMPUS

20 Simmentaler Street
POTGIETERSRUS
PO Box 659
POTGIETERSRUS, 0600
Tel: (015) 491 3052-4
Fax: (015) 491 3400

D. Vhembe FET College

105. MAVHOI CAMPUS

Private Bag X1017
DZANANI, 0955
Cell: 082 893 6825

106. TECHNIVEN CAMPUS

Thengwe Road
Sibasa, MAKWARELA
Private Bag X2201
SIBASA, 0970
Tel: (015) 963 3490/1
Fax: (015) 963 3492

E. Mopani East FET College

107. MAPULANENG CAMPUS

Private Bag X413
ACORNHOEK, 1360
Tel: (013) 797 0069
Fax: (013) 797 0357

108. PHALABORWA CAMPUS

c/o Haarlem & Combretum Avenue, PHALABORWA
Private Bag X01038
PHALABORWA, 1390
Tel: (015) 781 1377/ 8
Fax: (015) 781 1379

109. SIR VAL DUNCAN CAMPUS

c/o Calvin Ngobeni & Tambo Street, NAMAKGALE 1391
Private Bag X11001
NAMAKGALE, 1391
Tel: (015) 769 1529
Fax: (015) 769 3746

F. Mopani North East FET College

110. GIYANI CAMPUS

Block A Industrial Roadm, GIYANI
Private Bag X9570
GIYANI, 0826
Tel: (015) 812 3221
Fax: (015) 812 1270

111. MAAKE CAMPUS

Maake Headkraal Road
Ticky Line, LENYENYE
Private Bag X4035
TZANEEN, 0850
Tel: (015) 355 3430/ 29
(015) 355 4138
Fax: (015) 355 3430

112. MODJADJI COMMUNITY CAMPUS

Tel: (015) 328 3003
Fax: (015) 328 3657
Cell:082 376 5365

113. TZANEEN CAMPUS

Claude Wheatley Street
TZANEEN, PO Box 192
TZANEEN, 0850
Tel: (015) 307 4438
Fax: (015) 307 4439

G. Sekhukhuni FET College

114. CS BARLOW CAMPUS

Private Bag X8660
GROBLERSDAL, 0470
Tel: (013) 269 0020
Fax: (013) 269 0494

115. CN PHATUDI CAMPUS

MPUMALANGA PROVINCE

A. Ehlanzeni Public FET College

116. MLUMATI CAMPUS

Private Bag X501
MALELANE, 1320
Tel: (013) 785 0213
Fax: (013) 785 0214

117. MTHIMBA CAMPUS

PO Box 925
HAZYVIEW, 1242
Tel: (013) 798 3356
Fax: (013) 798 3358
Cell: 082 801 3672

118. NELSPRUIT CAMPUS

c/o Koralboom Street and
Kaapsehoop Road
NELSPRUIT
Private Bag X11282
NELSPRUIT, 1200
Tel: (013) 741 3016
Fax: (013) 741 3017

B. Kangala Public FET College

119. CN MAHLANGU CAMPUS

PO Box 681
MARBLE HALL, 0450
Tel: (013) 973 1324/ 5
Fax: (013) 973 1966

120. MIDDELBURG CAMPUS

1 Brug Street
MIDDELBURG
Private Bag X251861
MIDDELBURG, 1050
Tel: (013) 243 2294
(013) 243 2148
Fax: (013) 282 7441

121. MPONDOZANKOMO CAMPUS

1 Schonland Avenue
Ferrobank, WITBANK
Private Bag X7259
WITBANK, 1035
Tel: (013) 699 0302
(013) 699 1113
Fax: (013) 696 2181

122. WITBANK CAMPUS

Arras Street, WITBANK
Private Bag X7215
WITBANK, 1035
Tel: (013) 656 6818
Fax: (013) 690 1845

123. NDEBELE CAMPUS

C. Eastvaal Public FET College

124. ERMELO CAMPUS

7 Mel Mentz Street
ERMELO 2351
Private Bag X9048
ERMELO, 2350
Tel: (017) 811 5824
Fax: (017) 819 2570

125. EVANDER CAMPUS

37 Rotterdam Road,
EVANDER
Private Bag X1007
EVANDER, 2280
Tel: (017) 632 2388/ 9
Fax: (017) 632 1863

126. STANDERTON CAMPUS

2 Kruger Street
STANDERTON
Private Bag X2042
STANDERTON, 2430
Tel: (017) 712 2180
Fax: (017) 719 1417

NORTHERN CAPE PROVINCE

A. Urban Public FET College

127. KIMBERLEY CAMPUS

777 Nobengula Street
Vergenoeg, KIMBERLEY
Private Bag X5028
KIMBERLEY, 8300
Tel: (053) 871 1056
Fax: (053) 871 1177

128. NORTHERN CAPE CAMPUS

Jan Smuts Avenue, Civic
Centre, KIMBERLEY 8301
Private Bag X5031
KIMBERLEY, 8300
Tel: (053) 832 2091
Fax: (053) 832 1713

B. Rural Public FET College

129. DE AAR CAMPUS

Private Bag X1009
DE AAR, 7000
Tel: (053) 631 0594
Fax: (053) 631 0617

130. KATHU CAMPUS

Hans Coetsee Road, KATHU
8446
Private Bag X504
KATHU, 8446

Tel: (053) 723 3281/ 2
Fax: (053) 723 3091

131. NAMAQUALAND CAMPUS

112 Main Road, OKIEP
PO Box 88
OKIEP, 8270

Tel: (027) 744 1360
(027) 744 1440
Fax: (027) 744 1603

132. UPINGTON CAMPUS FOR VOCATIONAL EDUCATION

Steve Naude Street,
UPINGTON

Private Bag X5975
UPINGTON, 8800
Tel: (054) 332 4711/2
Fax: (054) 332 4958

NORTH WEST PROVINCE

A. Taletso FET College

133. LEHURUTSHE CAMPUS

Jubilee Road
HAMMANSKRAAL
Private Bag X494
HAMMANSKRAAL, 0400

Tel: (018) 363 3671
Fax: (018) 363 3884

134. LICHTENBURG CAMPUS

Carroll Street
LICHTENBURG 2741
PO Box 55
LICHTENBURG, 2740

Tel: (018) 632 4317
Fax: (018) 632 3364

135. MAFIKENG / MMABATHO CAMPUS
James Moroka Street

MMABATHO
Private Bag X2024
MMABATHO, 2735
Tel: (018) 384 6213-6
Fax: (018) 384 6217

B. Vuselela FET College

136. JOUBERTON CAMPUS

Thabong Street East
Jouberton, KLERKSDORP
Private Bag X7
FREEMANVILLE, 2573

Tel: (018) 465 3133
Fax: (018) 465 6507

137. KLERKSDORP CAMPUS

Church Street Extension
KLERKSDORP
Private Bag X5013
KLERKSDORP, 2571

Tel: (018) 462 8923
Fax: (018) 462 9879

138. POTCHEFSTROOM CAMPUS

c/o Auret & Retief Street
POTCHEFSTROOM
Private Bag X1252
POTCHEFSTROOM, 2520

Tel: (018) 293 0352
Fax: (018) 294 7683

139. TAUNG CAMPUS

Private Bag X3
PUDIMO, 8581
Tel: (053) 995 1376/7
Fax: (053) 995 1354

C. Orbit FET College

140. BRITS CAMPUS

Ludorf Street North
BRITS, 0250
Private Bag X5060
BRITS, 0250

Tel: (012) 252 3788
Fax: (012) 252 7421

141. ODI MANPOWER CENTRE

Private Bag X564
MABOPANE, 0190
Tel: (012) 702 3380-9
Fax: (012) 702 5752

142. RUSTENBURG CAMPUS

c/o Plein & Bosch Street
RUSTENBURG

Private Bag 82086
RUSTENBURG, 0300
Tel: (014) 592 8461/ 2
Fax: (014) 592 8473

143. TEMBA CAMPUS

Jubilee Road
HAMMANSKRAAL
Private Bag X494
HAMMANSKRAAL, 0400
Tel: (012) 717 2151/ 2
Fax: (012) 717 6754

WESTERN CAPE PROVINCE

A. West Coast Public FET College

144. ATLANTIS (PROTEA) CAMPUS

Voortrekker Road, BELLVILLE
Private Bag X39
BELLVILLE, 7535
Tel: (021) 946 2250
Fax: (021) 949 0886

145. VREDENBURG CAMPUS

PO Box 59
VREDENBURG, 7380
Tel: (022) 719 1418
Fax: (022) 719 3167

SECTION D: APPENDIX A– DIRECTORY OF FET COLLEGES

Cell:082 869 2070

146. VREDENDAL CAMPUS

PO Box 2083
VREDENDal, 8160
Tel: (027) 213 5674

147. CITRUSDAL CAMPUS

B. Boland Public FET College

148. PAARL CAMPUS

Plein Street, PAARL 7646
Private Bag X3027
PAARL, 7620
Tel: (021) 872 3323
Fax: (021) 872 5944

149. STELLENBOSCH CAMPUS

Van Riebeeck Street
STELLENBOSCH
Private Bag X5012
STELLENBOSCH, 7599
Tel: (021) 887 3027/ 8
Fax: (021) 887 0774

150. STRAND CAMPUS

71 Aerodrome Road, STRAND
Private Bag X3010, STRAND,
7139
Tel: (021) 853 7611
Fax: (021) 854 8756

151. WORCESTER CAMPUS

9 Durban Street
WORCESTER
Private Bag X93
WORCESTER, 6849
Tel: (023) 342 5767
Fax: (023) 342 5768

C. South Cape Public FET College

152. MOSSEL BAY CAMPUS

c/o Essenhout & Kreupelhout

Street, Heiderant
MOSSEL BAY
Private Bag X4
MOSSEL BAY, 6500
Tel: (0444) 933 090
Fax: (0444) 933 089

153. GEORGE CAMPUS

Private Bag X6548
GEORGE, 6530
Tel: (044) 874 2360/1
Fax: (044) 874 4517

154. OUDTSHOORN CAMPUS

Adderley Street,
OUDTSHOORN
P O Box 534
OUDTSHOORN, 6620
Tel: (044) 272 2119
Fax: (044) 279 2463

155. OUTENIQUA CAMPUS

Private Bag X548
GEORGE, 6530

D. North Metropole Public FET College

156. BELLVILLE CAMPUS

Delivery Station, BELLVILLE
Private Bag X7
KASSELSVLEI, 7533
Tel: (021) 951 2231-3
Fax: (021) 951 3967

157. PROTEA CAMPUS

Voortrekker Road, BELLVILLE
Private Bag X39
BELLVILLE, 7535
Tel: (021) 946 2250
Fax: (021) 949 3967

158. TYGERBERG CAMPUS

Rothschild Boulevard
Welgelegen, PAROW
Private Bag X1
PANORAMA, 7506

Tel: (021) 931 8238
Fax: (021) 931 8244 or
Tel: (021) 558 1050
(Panorama Campus)

159. WINGFIELD CAMPUS

c/o Dirkie Uys and Merriman
Street, GOODWOOD
Private Bag X16
GOODWOOD, 7459
Tel: (021) 591 3181
Fax: (021) 592 3923

E. Central Metropole Public FET College

160. ATHLONE CAMPUS

Kromboom Road
CRAWFORD, 7764
Private Bag, ATHLONE, 7760
Tel: (021) 696 5133-5
Fax: (021) 696 5136

Satellite Campuses:

Athlone Campus

c/o Eland and Protea Street
ATHLONE, 7764
Tel: (021) 637 9183
Fax: (021) 638 3255

Wynberg Campus

Broad Road, WYNBERG, 7800
Tel: (021) 797 5540
Fax: (021) 797 6682

161. CAPE CAMPUS

c/o Buitenkant & Longmarket
Street, CAPE TOWN
PO Box 726
CAPE TOWN, 8000
Tel: (021) 462 2053
Fax: (021) 461 1608

162. SIVUYILE CAMPUS

Private Bag X1
DURRHEIM, 7491
Tel: (021) 638 3166-9
Fax: (021) 633 4539

**163. WESTERN PROVINCE
CAMPUS**

Jan Smuts Avenue
PINELANDS
Private Bag Xo6
HOWARD PLACE, 7450
Tel: (021) 531 2105
Fax: (021) 531 0361

**F. False Bay Public FET
College**

**164. SOUTH PENINSULA
CAMPUS**

Cinnabar Building, 1st Floor,
c/o Atlantic and
Main Road
MUIZENBERG
Private Bag X003
MUIZENBERG, 7950
Tel: (021) 788 8373
Fax: (021) 788 2417

165. GOOD HOPE CAMPUS

Western Perimeter Road
KHAYELITSHA
PO Box 376
MITCHELL'S PLAIN, 7785
Tel: (021) 361 3430
Fax: (021) 361 8880

166. WESTLAKE CAMPUS

Steenberg Road
WESTLAKE
Private Bag X17
TOKAI, 7966
Tel: (021) 701 1340 - 4
Fax: (021) 701 1855

Appendix B: Description of Vocational Fields and Sub-fields

Business Studies

Secretarial
Administration (Public and Business)
Personnel (Including HR and PR)
Accounting
Financial Management
Marketing
Information Processing

Engineering

Chemical
Mining
Electrical (Heavy and Light current)
Instrumentation and Control
Mechanical
Construction
Computer Technology
Telecommunications

Art and Music

Art and Design
Photography
Music and Dance

General Education

Adult Basic Education and Training
System Recovery
Grade 10 and 11 programmes
Grade 12 (National Senior Certificate)

Utility Industries

Cosmetics
Haircare
Interior Decorating
Clothing Production and Textiles
Horticulture/Agriculture
Hospitality and associated industries
Tourism

Educare and Social Services

Educare
Care for aged
Care for the handicapped
Care for children

Appendix C: Acronyms

FET:	Further Education and Training
FTEs:	Full-Time Equivalent
HE:	Higher Education
Non-DoE programmes:	Programmes not examined by the Department of Education
DoE Programmes:	Programmes examined by the Department of Education
NATED 191:	National Education Department Report 191 (97/07)
EMIS:	Education Management and Information System
HSRC:	Human Sciences Research Council
NBI:	National Business Initiative
CCF:	Colleges Collaboration Fund
EC:	Eastern Cape
FS:	Free State
GP:	Gauteng
KZN:	KwaZulu Natal
MP:	Mpumalanga
NC:	Northern Cape
LP:	Limpopo Province
NW:	North West
WC:	Western Cape
PAM:	Personnel Administration Measures. Set of regulations determined by the Minister of Education in terms of the Employment of Educators Act (1998)
NGOs:	Non-governmental Organisations

Appendix D: Glossary

- **'Black'** is used in this publication to refer to African, Indian and Coloured students and staff
- **College Campus Site** is a term used in this study to refer to any institution currently included in the new Further Education and Training landscape as a site of a New Merged Further Education and Training College. As such, it refers to the technical colleges established under any of the Provincial Technical College Acts, Colleges of Education incorporated into the sector and Mining Colleges and Manpower and Skills Training Centres
- **Establishment Posts** are posts paid for by the provincial education authorities
- **Further Education and Training College** refers to a college which provides further education and training on a full-time, part-time or distance basis and which is: (a) established or regarded as having been established as a public Further Education Training institution under this Act; (b) declared as public further education and training institution under this Act; Act or (c) registered or conditionally registered as private further education and training institution under this Act.
- **FTEs** refer to full-time teaching equivalents, which are based on the length of the course. (e.g. a student studying full-time for a year course would be 1 FTE while a student studying full-time for six-month semester course would be 0.5 FTE).
- **Gross Participation Rate:** A Gross Participation Rate expresses the ratio of the total headcount of learners to the total population. Statistics South Africa publish the national population census data.
- **Headcount** refers to the number of individual students
- **Higher Education** refers to Higher Education as defined in the Education 1997 (Act No. 101 of 1997).
- **Junior Teaching Staff** are defined as Lectures and Senior Lecturers (post levels 1& 2)
- **Non-Teaching Staff** refers to staff appointed to provide administrative and support services to the college.
- **New Merged College** is a term used in this study to refer to the new Public Further Education and Training Colleges as established from previous technical and other college sites during the FET restructuring process. The New Merged College exists as a public further education training institution as constituted by the FET Act.
- **Non-establishment Posts** are posts paid for by the College Council.
- **Net Participation Rate:** A Net Participation Rate expresses the ratio of the total headcounts of learners in a defined age cohort (in this case, the age cohort of 15-29)

to the total population in the same age cohort (in this case, the age cohort of 15-29). Statistics South Africa publish the national population census data.

- **Pass Rates:** Refer to the number learners who wrote an examination and pass the examination. For example, a Pass Rate of 62% means that for every 100 students who wrote the examination, 62 passed the examination and 38 failed.
- **Qualification Grouping of Teaching Staff**
 - Higher Degrees: All Honours, Masters and Doctorate degrees REQV level 15 and above
 - Degrees/Higher Diplomas: Higher Diplomas B Degrees REQV level 14
 - Diplomas: All diplomas at REQV level 13
 - Un/underqualified: Any qualification resulting in REQV level 10, 11, 12.
- **Senior Teaching Staff** are defined as Heads of Department, Vice Principals and Principals (post levels 3, 4& 5)
- **Staff : Management Ratios** refer to the ratio of staff to management. It is calculated by dividing the total staff by the total management
- **Staff : Student Equity Ratios** refer to the ratio of staff in a particular race category, to students in the same race category. It is calculated by dividing the total teaching staff (in a particular race category) by the total student population (in a particular race category). This calculation is used to determine the racial inequities that may have existed in educational institutions
- **Student: Teacher Ratios** refer to the ratio of teachers to student. It is calculated by dividing the total teaching staff by the total student population (FTEs).
- **Success Rate** is the number who passed the examination divided by the number who wrote the examination
- **Throughput Rates** refers to the number of learners who enrolled and passed the examination. For example, a Throughput Rate of 86% means that for every 100 student who enrolled, 86% pass the examination and 14 have dropped out or failed the examination.
- **Throughput rate** is the number who passed the examination divided by the number who enrolled for the examination.
- **Teaching Staff** refers to educators appointed to deliver the learning programmes.
- **Unit Costs:** are calculated by dividing the total costs (based on provincial budgets) by the total unweighted FTE's

SECTION D: GLOSSARY

- **Unweighted FTEs** are full-time teaching equivalents based on the minimum study time and the credit value as found in NATED 191.
- **Weighted FTEs** are used by provincial departments in determining staff and take into account practical and workshop course weightings. Weighted FTEs will be higher than unweighted FTEs depending on the type of programmes presented at the institution
- **Youth** is defined by South African Youth Commission as those in age cohort of 15-35 years.