



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Qualification Profile of Lecturers Employed in Public Community Education and Training Colleges

2019

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Directorate: Teacher Education
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Qualification Profile of Lecturers Employed in Public Community Education and Training Colleges, 2019 Report

Director-General Approval

I have reviewed this report and noted its contents.

Dr N Sishi

Date:

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Table 1: Abbreviations

Adv. Cert. (ACET)	Advanced Certificate in Education in Adult Community Education and Training
Adv. Dip. (ACET)	Advanced Diploma in Adult Community Education and Training
Adv. Dip. (ACETT)	Advanced Diploma in Education in Adult Community Education and Training Teaching
B Ed (ACET)	Bachelor of Education in Adult Community Education and Training
CET	Community Education and Training
Dip. (ACET)	Diploma in Adult Community Education and Training
HETIS	Higher Education and Training Information System
ISCED	International Standard Classification of Education
NQF	National Qualifications Framework
PGDip (ACET)	Postgraduate Diploma in Adult Community Education and Training
TQP	Teaching Qualifications and Policy
UNESCO	United Nations Educational, Scientific and Cultural Organization

Table 2: Levels of qualifications held by CET lecturers on the National Qualifications Framework and their alignment to the UNESCO ISCED levels

NQF LEVELS	QUALIFICATIONS	UNESCO ISCED Levels
4	National Certificate	3
5	Nated certificates (N4-N6)	4
	Higher Certificate	5
6	Diploma Advanced Certificate	
7	Bachelor's Degree Advanced Diploma	6
8	Bachelor Honours Degree Postgraduate Diploma Bachelor's Degree (480 credits)	
9	Master's Degree Master's Degree (Professional)	7
10	Doctoral Degree Doctoral Degree (Professional)	8

Purpose of the report

The Qualification Profile of Lecturers Employed in Public Community Education and Training Colleges in South Africa, report is to conduct a need analysis for the development of qualifications aligned to the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) by determining the current highest qualification an individual lecturer have completed.

Generation of the report

The Department of Higher Education and Training conducts an annual survey of public and private Community Education and Training (CET) colleges which uses a standard electronic questionnaire to collect a wide range of information. This includes information on lecturers teaching in the colleges, including the qualifications they hold. The data is collected on a specific day each year.

The information is collated at college level, checked and captured using an electronic application which is then submitted to the national department. Further checking and cleaning of data, identification of gaps and inconsistencies and corrections of these happen at national level and the process results in a reliable access database which can be used to draw datasets and develop reports such as the one presented here.

In using the information presented in this report, a factor that must be kept in mind is that staff do not fill in all parts of the questionnaire, and the goal is to get all them to do so. In 2019, they were 13 236 and 12 049 lecturers from public institutions completed the questionnaire. Therefore, the report is based on 91% (12 049) sample of lecturers, deemed to be large enough to provide a fair estimate of lecturer qualification profiles in the CET college sector.

However, as the report is not based on a full data set, the information presented in this report should be regarded as indicative rather than definitive.

Process to determine qualification status of CET lecturers

The Teaching Qualifications and Policy (TQP) Directorate at the Department of Higher Education and Training has the function of evaluating qualifications for employment in education. Officials in the directorate are specialists in determine the professional status of applicants for teaching in a specific sector based on the set of qualifications they put forward for evaluation.

Three TQP officials worked with the qualification profile of lecturers captured in the extract from the national database and:

1. Determined the qualification status of each.
2. Identified what CET qualification would be suitable as a next step in a development trajectory for each lecturer.

Table 3: Categories of qualification status of lecturers

Categories	Definition
Unqualified lecturers	Lecturers who do not hold an academic qualification that represents at least three years of post-school full-time study and deemed to be at NQF level 6 or above, nor do they hold a professional (teaching) qualification. These lecturers would need to complete academic and professional studies at an appropriate level in order to be deemed professionally qualified. Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) that would meet the needs of this group of lecturers are: • Diploma in Adult Community Education and Training • Bachelor of Education in Adult Community Education and Training
Unqualified	Lecturers who completed school leaving certificate and/ or Nated certificates (i.e. N3-N6 certificates) and deemed to be NQF level 4-5.
Academically qualified but professionally unqualified	Lecturers who hold an academic qualification that represents at least three years of post-school full-time study and deemed to be at NQF level 6 or above, but who do not hold a professional teaching qualification. Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community

	Education and Training (DHET, 2015) that would meet the needs of this group of lecturers is the: • Advanced Diploma in Adult Community Education and Training Teaching
Academically qualified and professionally qualified, but for the schooling sector.	These are lecturers who trained and qualified as school teachers, but who are now teaching in a CET college. Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) that would meet the needs of this group of lecturers is the: • Advanced Certificate in Adult Community Education and Training.
Academically and professionally qualified as a college lecturer	These are lecturers who hold academic and/or professional qualifications that enable them to be recognised as fully qualified to teach in the college sector. These lecturers would be able to pursue higher level postgraduate qualifications that deepen the expertise in their disciplines or that develop expertise in role specialisations applicable to the college sector. Appropriate qualifications in the Policy on Minimum Requirement for Programmes Leading to Qualifications for Educators and Lecturers in Adult Community Education and Training (DHET, 2015) that would meet the needs of this group of lecturers are: • Postgraduate Diploma in Adult Community Education and Training • Bachelor of Education Honours in Adult Community Education and Training

	• Postgraduate qualifications at levels 9 and 10 on the NQF
Diploma in Grade R	Kindly note that the Diploma in Grade R has not been recognised as a full school teaching qualification. The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general principles, as well as focused knowledge and skills appropriate or Grade R teaching. Although is it an NQF level 6 qualification holders of this qualification are considered professionally and academically unqualified. In order to gain a professional status as a CET College lecturer holder of this qualification will have to complete a Diploma / Bachelor of Education in Adult Community Education and Training with a possibility for Advanced Credit standing or Credit Accumulation and Transfer.

SECTION A

NATIONAL PROFILE OF LECTURERS IN PUBLIC ADULT AND COMMUNITY EDUCATION AND TRAINING INSTITUTIONS

Table 4: Number of staff by Gender and Population group in 2019

Staff Category	Female	Male	Total	African	Coloured	Indian/Asian	Other	White	Total
Lecturing staff	9 747	2 815	12 562	12 178	344	11	4	25	12 562
Management staff	9	25	34	28	6	0	0	0	34
Support staff	368	272	640	559	79	0	0	2	640
Grand total	10 124	3 112	13 236	12 765	429	11	4	27	13 236

In 2019, a total staff complement of 13 236, lecturers made up 95% (12 562), management staff made up 0.2% (34) and support staff made up 4.8% (640): The lecturing staff, males constituted 22% (2 815) and females constituted 78% (9 747) of a total lecturing staff complement of 12 562; the management staff, 74% (25) were male, and 26% (9) were female of a total management staff complement of 34 and 43% (272) of the support staff were male whilst 58% (368) were female.

Black Africans by far made up the largest proportion of the 13 236 staff population who declared population designation, constituting 96% (12 765), followed by Coloureds 3%(429), Whites, Indians and the staff that did not declare share 1% of the total staff employed and recorded in 2019. The trend existed for staff in the management, lecturing and support staff categories

Figures 1: Gender and Population group

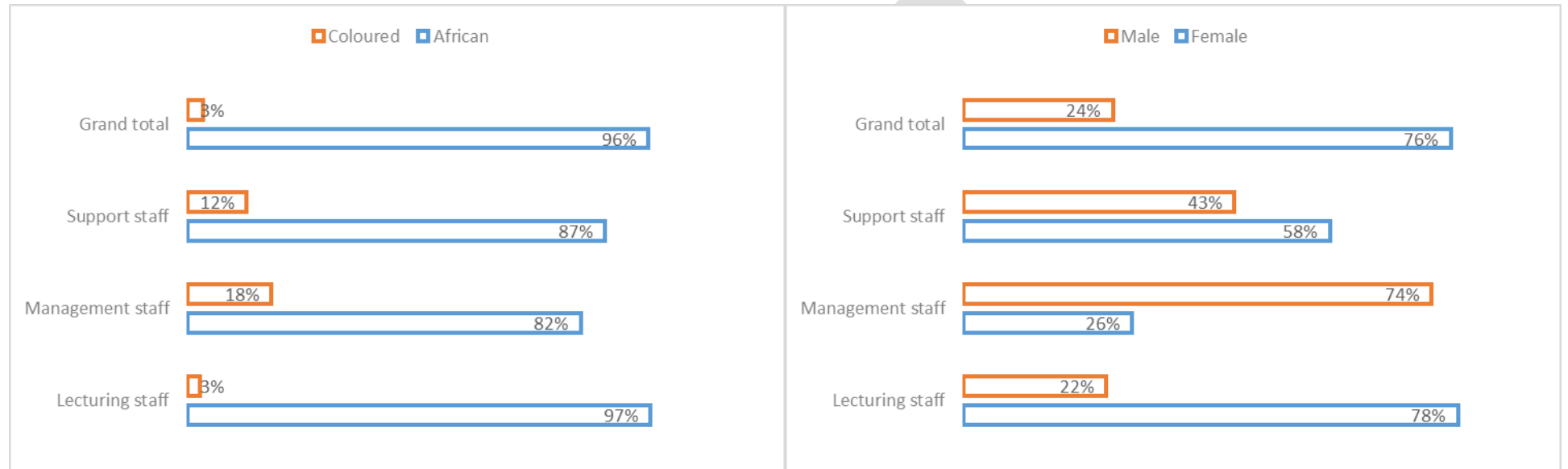
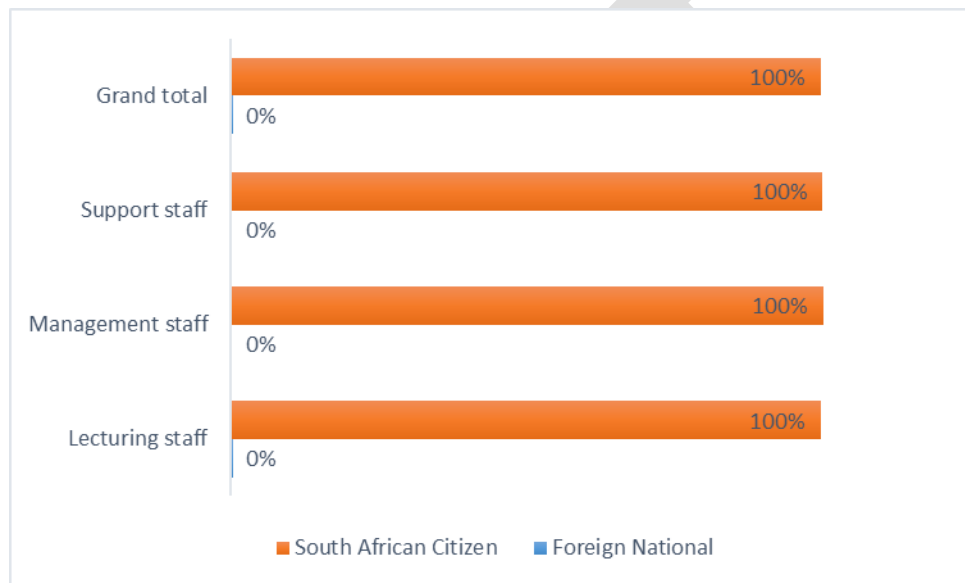


Table 5: Number of staff by Nationality in 2019

Staff Category	Foreign National	South African	Total
Lecturing staff	52	12 510	12 562
Management staff	0	34	34
Support staff	1	639	640
Grand total	53	13 183	13 236

Figure 2: Nationality



In 2019 the majority of CET college staff are South African nationals which was 99% (13 192) and 1% (132) were Foreign Nationals. Of the 132 Foreign Nationals employed in the public CET college sector, 129 (98%) were employed as lecturers.

Table 6: Number of staff by Home Language in 2019

Staff Category	Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	Other	SA SL	Sepedi	Sesotho	Setswana	Siswati	Tshivenda	Xitsonga	Total
Lecturing staff	335	112	237	3174	3 771	30	9	1 341	908	1 193	649	317	486	12 562
Management staff	4	2	1	5	6	0	0	7	1	4	0	3	1	34
Support staff	70	15	11	97	112	0	2	57	148	85	8	16	19	640
Grand total	409	129	249	3 276	3 889	30	11	1 405	1 057	1 282	657	336	506	13 236

Figure 3: Home Language

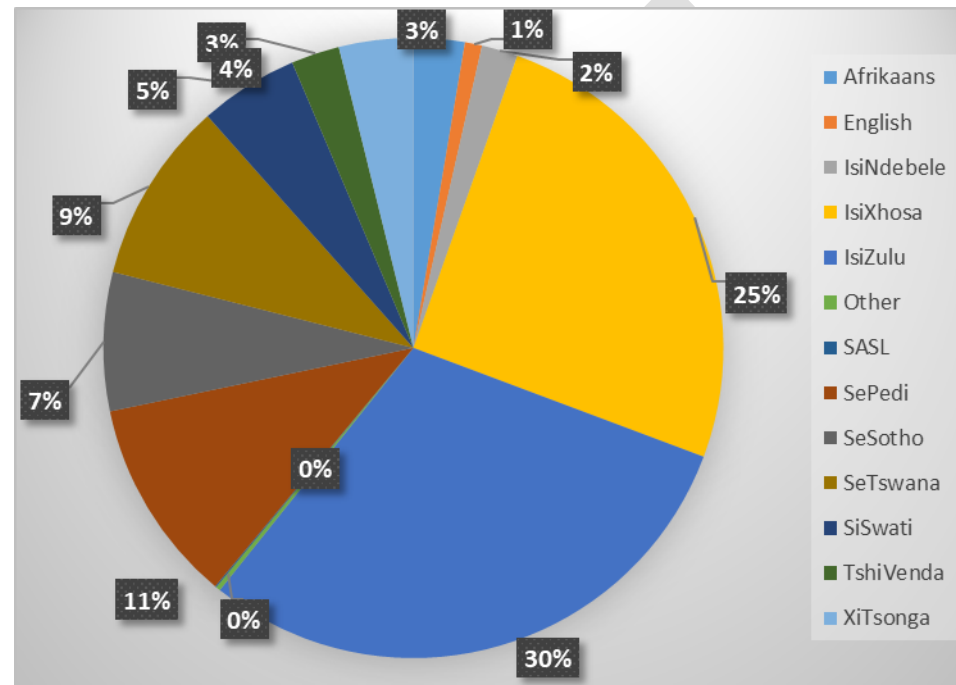


Table 6 shows that the majority of lecturers declared IsiZulu (3 889), IsiXhosa (3 276), sePedi (1 405), seTswana (1 282), seSotho (1 057), Afrikaans (409), siSwati (657), XiTsonga (509), Tshivenda (336), IsiNdebele (249), and as home language and English (129),

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SECTION B

AGE PROFILE OF LECTURERS IN PUBLIC ADULT AND COMMUNITY EDUCATION AND TRAINING INSTITUTIONS THAT COMPLETED THE QUESTIONNAIRE

Table 7: Number of community education and training lecturers by age categories in 2019

Age Band									
Province	Gender	<30	30-40	41-50	51-60	61-65	Older than 65 years	Undefined	Grand Total
Eastern Cape	Female	7	395	984	681	75	13	1	2 156
	Male	1	150	132	85	15	6	1	390
TOTALS		8	545	1 116	766	90	19	2	2 546
Free State	Female	13	169	286	168	17	2	0	655
	Male	1	114	118	66	14	1	2	316
TOTALS		14	283	404	234	31	3	2	971
KwaZulu-Natal	Female	127	832	821	560	96	17	0	2 453
	Male	72	284	185	127	21	2	0	691
TOTALS		199	1 116	1 006	687	117	19	0	3 144
Gauteng	Female	28	196	357	321	90	14	3	1 011
	Male	16	162	196	167	46	8	9	604
TOTALS		44	358	553	488	136	22	12	1 613
Limpopo	Female	1	73	279	442	80	7	0	882
	Male	0	39	45	71	12	1	0	168
TOTALS		1	112	324	513	92	8	0	1 050
Mpumalanga	Female	14	162	356	454	71	3	0	1 060
	Male	4	26	34	40	9	0	0	113
TOTALS		18	188	390	494	80	3	0	1 173
Northern Cape	Female	5	24	48	25	8	1	0	111
	Male	1	4	8	27	0	1	0	41
TOTALS		6	28	56	52	8	2	0	152
North West	Female	7	146	250	199	36	4	0	642
	Male	1	66	88	40	7	1	0	203
TOTALS		8	212	338	240	43	5	0	846
Western Cape	Female	17	65	94	113	36	11	2	338
	Male	9	25	58	92	23	4	6	217
TOTALS		26	90	152	205	59	15	8	555
RSA	Female	219	2 062	3 475	2 980	510	74	6	9 326
	Male	105	870	864	698	146	22	18	2 723
Total		324	2 932	4 339	3 678	656	96	24	12 049

In 2019, of the 12 049 lecturers that provided qualification information, the age profile for 12 025 lecturers could be determined with 24 that could not be determined since there were no valid ID numbers provided: The majority of lecturers (7 595 or 63%) are between 30 and 50 years old; 3 678 or 31% of lecturers are between 51-60 years old; and 656 or 5% of lecturers are between 61-65 years old.

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SECTION C

QUALIFICATION STATUS OF LECTURERS IN PUBLIC COMMUNITY EDUCATION AND TRAINING INSTITUTIONS

Table 8: Number of community education and training lecturers by qualification status by province by nature of appointment

Province	Gender	Qualification Status				
		Academically and Professionally qualified as a college lecturer	Academically and Professionally qualified as a school teacher	Academically qualified/ Professionally unqualified	Unqualified	Total
Eastern Cape	Female	733	632	86	705	2 156
	Male	73	69	30	218	390
TOTALS		806	701	116	923	2 546
Free State	Female	285	181	46	143	655
	Male	84	88	39	105	316
TOTALS		369	269	85	248	971
KwaZulu-Natal	Female	274	862	81	1 236	2 453
	Male	44	259	58	330	691
TOTALS		318	1 121	139	1 566	3 144
Gauteng	Female	531	317	33	128	1 009
	Male	214	192	44	154	604
TOTALS		745	509	77	282	1 613
Limpopo	Female	584	205	11	82	882
	Male	70	44	3	51	168
TOTALS		654	249	14	133	1 050
Mpumalanga	Female	699	210	147	4	1 060
	Male	59	26	1	27	113
TOTALS		758	236	148	31	1 173
Northern Cape	Female	48	14	9	40	111
	Male	13	10	4	14	41
TOTALS		61	24	13	54	152
North West	Female	447	67	0	128	642
	Male	132	18	2	51	203
TOTALS		579	85	2	179	845
Western Cape	Female	68	165	10	95	338
	Male	29	128	10	50	217
TOTALS		97	293	20	145	555
RSA	Female	3 669	2 653	423	2 561	9 306
	Male	718	834	191	1000	2 743
Totals		4 387	3 487	614	3 561	12 49

In 2019 there were 12 049 lecturers that provided qualification information which enabled qualification status to be determined: 3 561 (29.6%) were deemed to be unqualified; 614 (5.1%) were deemed to be academically qualified and professionally unqualified; 3 487 (28.9%) were deemed to be academically and professionally qualified but for the schooling sector and 4 387 (36.4%) were deemed to be academically and professionally qualified for the CET sector.

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SECTION D

EXTENT TO WHICH CET COLLEGE LECTURERS NEED ACCESS TO THE RANGE OF QUALIFICATIONS DESCRIBED IN THE POLICY ON MINIMUM REQUIREMENT FOR PROGRAMMES LEADING TO QUALIFICATIONS FOR EDUCATORS AND LECTURERS IN ADULT COMMUNITY EDUCATION AND TRAINING (DHET, 2015)

Table 9: CET lecturers requiring specific qualifications as the next step on a qualification development pathway by province and by nature of appointment

Province	Gender	Next possible qualification				TOTAL
		Dip. (ACET) or B.Ed (ACET)	Adv Dip. (ACETT)	Adv.Cert (ACET)	Adv.Dip. (ACET); PG Dip (ACET); Honours; Masters; PhD	
Eastern Cape	Female	705	86	632	733	2 156
	Male	218	30	69	73	390
TOTALS		923	71	701	806	2 546
Free State	Female	143	46	181	285	655
	Male	105	39	88	84	316
TOTALS		248	115	269	369	971
KwaZulu-Natal	Female	1236	81	862	274	2 453
	Male	330	58	259	44	691
TOTALS		1 566	217	1 121	318	3 144
Gauteng	Female	128	33	317	531	1 009
	Male	154	44	192	214	604
TOTALS		282	87	509	745	1 613
Limpopo	Female	82	11	205	584	882
	Male	51	3	44	70	168
TOTALS		133	26	249	654	1 050
Mpumalanga	Female	4	147	210	699	1 060
	Male	27	1	26	59	113
TOTALS		31	12	236	758	1 173
Northern Cape	Female	40	9	14	48	111
	Male	14	4	10	13	41
TOTALS		54	6	24	61	152
North West	Female	128	0	67	447	642
	Male	51	2	18	132	203
TOTALS		179	13	85	579	845
Western Cape	Female	95	10	165	68	338
	Male	50	10	128	29	217
TOTALS		145	20	293	97	555
RSA	Female	2 561	423	2 653	3 669	9 306
	Male	1 000	191	834	718	2 743
Totals		3 561	614	3 487	4 387	12 049

In 2019 there were 12 049 lecturers that provided qualification information which enabled qualification status to be determined: 3 561 (29.6%) lecturers require an initial professional qualification, the Dip. (ACET) or the B Ed (ACET); 614 (5.1 %) lecturers require the capping initial professional qualification, the Adv. Dip. (ACETT); 3 487 (28.9%) lecturers require the retraining qualification, the Adv. Cert (ACET); and 4 387 (36.4%) lecturers can proceed to relevant postgraduate qualifications in Adult and Community Education and Training.

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SECTION E

EXTENT TO WHICH CET COLLEGE LECTURERS QUALIFICATIONS ARE ALIGNED TO THE NATIONAL QUALIFICATION FRAMEWORK ACT 67 OF 2008 AND UNESCO ISCED LEVELS

Table 10: Number of community education and training lecturers by qualification status, NQF level and UNESCO ISCED level

NQF Level	NQF Level Total	ISCED Level Total	ISCED Level
4	2 406	2 406	3
5	1 508	1 508	4
6	6 175	6 175	5
7	1 439	1 439	6
8	491	491	
9	26	26	7
10	4	4	8
TOTAL	12 049	12 049	

In 2019, 12 049 lecturers provided qualification information:

- 2 406 held a highest qualification deemed to be at ISCED 3.
- 1 508 held a highest qualification deemed to be at ISCED 4.
- 6 175 held a highest qualification deemed to be at ISCED 5.
- 1 930 held a highest qualification deemed to be at ISCED 6.
- 26 held a highest qualification deemed to be at ISCED 7.
- 4 held a highest qualification deemed to be at ISCED 8.