



# higher education & training

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Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

## FACT SHEET ON GENDER FOR STUDENTS IN PSET INSTITUTIONS 2020

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## **1. Background**

The Department of Higher Education and Training (the Department) publishes, among others, annual statistics on Post-School Education and Training (PSET) institutions, which also covers the enrolment and graduates data by gender. This assists the Department in tracking progress toward improved access; however, the analysis on this aspect is limited. Gender analysis of access to PSET institutions is also an important indicator as it gives an indication on the provision of education and the equality in terms of accessing PSET institutions.

The latest Quarterly Labour Force Survey, 2022, Statistics South Africa, indicates that the unemployment rate for both female and male reached 34.5% in the first quarter of 2022 (January –March 2022), and the highest unemployment rate was recorded for females (36.4%) as compared to males (33.0%).

The report further indicates that 37.0% (3.8 million) of youth aged 15-24 years were not in Employment, Education or Training (NEET) population in the first quarter of 2022, and the highest NEET rate was for females (37.4%) as compared to males (36.5%). Over 1.5 million of the 3.8 million NEETs aged 15-24 years had completed Grade 12.

In order to achieve the vision of ensuring social development and economic participation of youth and adults, the Department has the opportunity to tailor policies and interventions to ensure that PSET provisioning reaches NEET youth.

This Fact Sheet will be produced annually, subject to the availability of credible enrolment and graduate/completion data from PSET institutions.

## **2. Purpose of the Fact Sheet**

This Fact Sheet provides an analysis of the gender of students in PSET institutions, in particular the type of programmes/qualifications they enroll and complete/graduate in. This will also serve as a monitoring tool to track provision of PSET opportunities for this group of individuals.

### 3. Methodology

2020 data from 26 public Higher Education Institutions (HEIs), 128 private HEIs, 50 Technical and Vocational Education and Training (TVET) colleges, 9 Community Education and Training (CET) colleges and 126 registered private colleges was used for this Fact Sheet from the following sources:

- a) The Higher Education Management Information System (HEMIS), which contain data provided to the Department by public HEIs;
- b) Annual reports submitted by registered private HEIs;
- c) The Technical and Vocational Education and Training Management Information System (TVETMIS), which contain data provided to the Department by TVET colleges;
- d) Annual Surveys data submitted to the Department which contain data for registered private colleges; and
- e) The National Examinations Database, which contain administrative data about student examinations and certification for the General Education and Training Certificate-Adult Basic Education and Training (GETC-ABET), the National Certificate (Vocational) [NC(V)] and the N part-qualifications.

### 4. PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)

#### 4.1 Enrolment in public HEIs

**Table 1: Number of students enrolled in public HEIs by major field of study and gender, 2019 and 2020**

Major field of study	2019			2020		
	Female	Male	Total	Female	Male	Total
Science, Engineering and Technology (SET)	154 495	168 598	323 105	156 343	163 534	319 902
Business and Management	152 538	113 423	265 973	167 400	113 080	280 489
Education	157 558	53 712	211 274	149 127	50 300	199 432
Other Humanities	175 605	98 734	274 377	192 760	102 174	294 986
Unspecified	137	46	183	0	0	0
<b>Total</b>	<b>640 333</b>	<b>434 514</b>	<b>1 074 912</b>	<b>665 629</b>	<b>429 088</b>	<b>1 094 808</b>

Source: HEMIS database 2019 and 2020. Data for 2020 was extracted in November 2021.

Note 1: Total enrolment for 2019 includes students with unspecified gender.

Note 2: As a result of rounding off, numbers may not necessarily add up to totals.

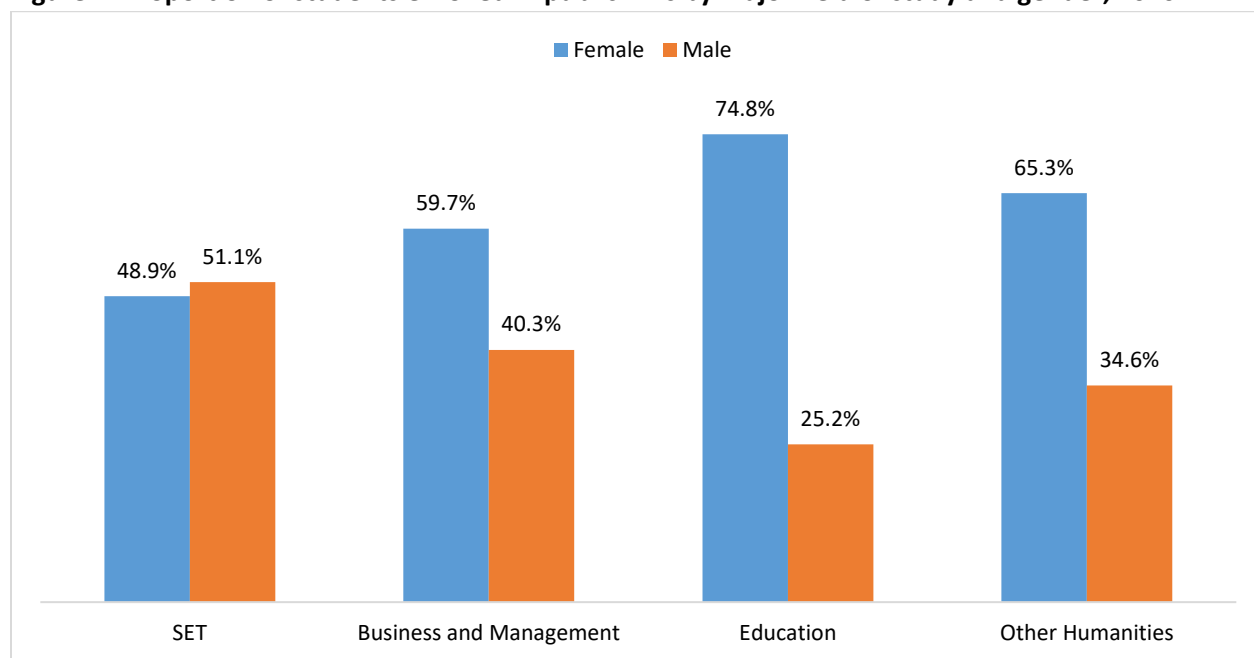
The total number of students enrolled in public HEIs in 2020 was 1 094 808, indicating an increase of 1.9% (19 896) when compared with 2019 (1 074 912). The greatest increase between 2019 and 2020 was recorded for female students (25 296), which was influenced by increases in enrolment for Other Humanities and

Business and Management. Meanwhile, the enrolment of male students declined by 5 426 during the same period, but the number of male students enrolled for Other Humanities grew by 3 440.

More than 60% of students enrolled in public HEIs in 2020 were females (665 629) while 39.2% (429 088) were males. In 2020, the majority of female students enrolled in the Other Humanities field of study, while a larger number of male students enrolled in the Science, Engineering and Technology (SET) field of study. Furthermore, nearly three quarters of the students enrolled in the Education field of study were female (see Figure 1).

The largest gender difference was observed in the Education and Other Humanities fields of study, where 98 827 and 90 586 more female students enrolled compared to males. Furthermore, SET was the only field of study where the proportion of male students enrolled was higher compared to females – see Table 1 and Figure 1.

**Figure 1: Proportion of students enrolled in public HEIs by major field of study and gender, 2020**



Source: 2020 HEMIS database, data extracted in November 2021.

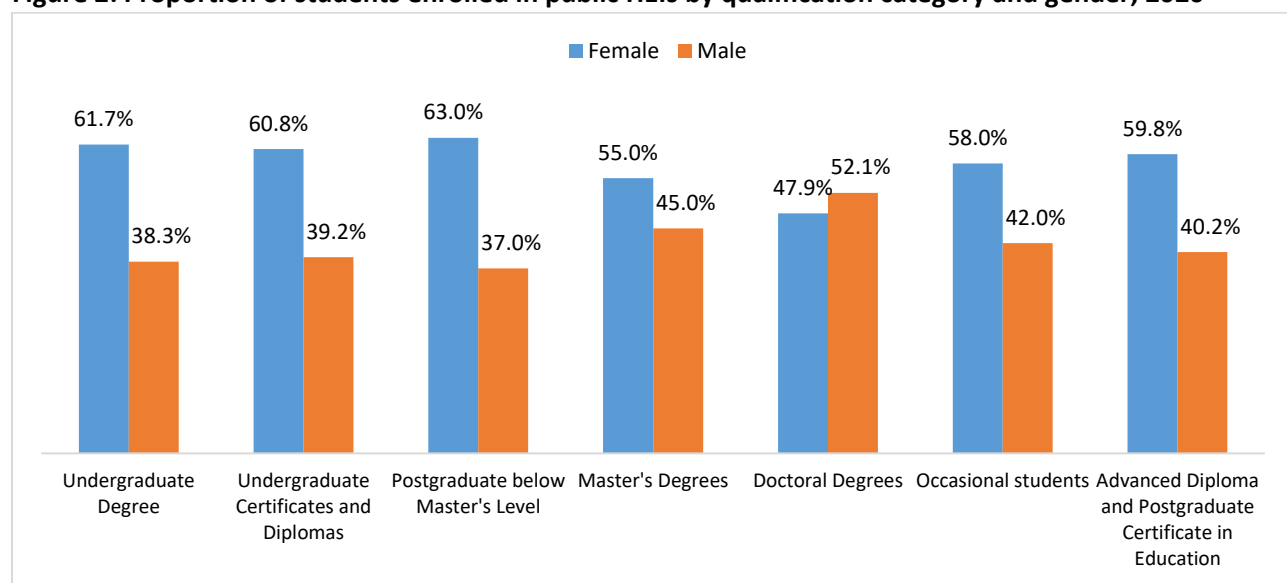
**Table 2: Number of students enrolled in public HEIs by qualification category and gender, 2020**

Qualification category	Female	Male	Total
Undergraduate Degrees	366 880	227 797	594 731
Undergraduate Certificates and Diplomas	184 035	118 565	302 602
Postgraduate below master's level	48 236	28 277	76 524
Master's Degrees	33 076	27 039	60 132
Doctoral Degrees	11 304	12 282	23 588
Occasional Students	5 259	3 813	9 075
Advanced Diploma and Postgraduate Certificate in Education	16 839	11 315	28 156
<b>Total</b>	<b>665 629</b>	<b>429 088</b>	<b>1 094 808</b>

Source: 2020 HEMIS database, data extracted in November 2021.

The majority of both male and female students enrolled for undergraduate degrees, followed by undergraduate certificates and diplomas and postgraduate below master's level. Gender disparities were larger for undergraduate degrees, and 139 083 more female students enrolled for this qualification as compared to males. The only qualification type where enrolment for males was higher than that of females was for Doctoral degrees, where 52.1% of students were males as compared to 47.9% of females – see Table 2 and Figure 2.

**Figure 2: Proportion of students enrolled in public HEIs by qualification category and gender, 2020**



Source: 2020 HEMIS database, data extracted in November 2021.

## 4.2 Graduates from public HEIs

**Table 3: Number of graduates in public HEIs by major field of study and gender, 2019 and 2020**

Major field of study	2019			2020		
	Female	Male	Total	Female	Male	Total
SET	33 822	30 808	64 636	34 217	30 498	64 721
Business and Management	34 426	24 240	58 668	39 501	25 833	65 336
Education	36 177	11 311	47 492	35 619	11 650	47 271
Other Humanities	34 355	16 730	51 096	41 828	18 701	60 547
Unspecified	36	15	51	5	2	7
<b>Total</b>	<b>138 816</b>	<b>83 103</b>	<b>221 942</b>	<b>151 170</b>	<b>86 685</b>	<b>237 882*</b>

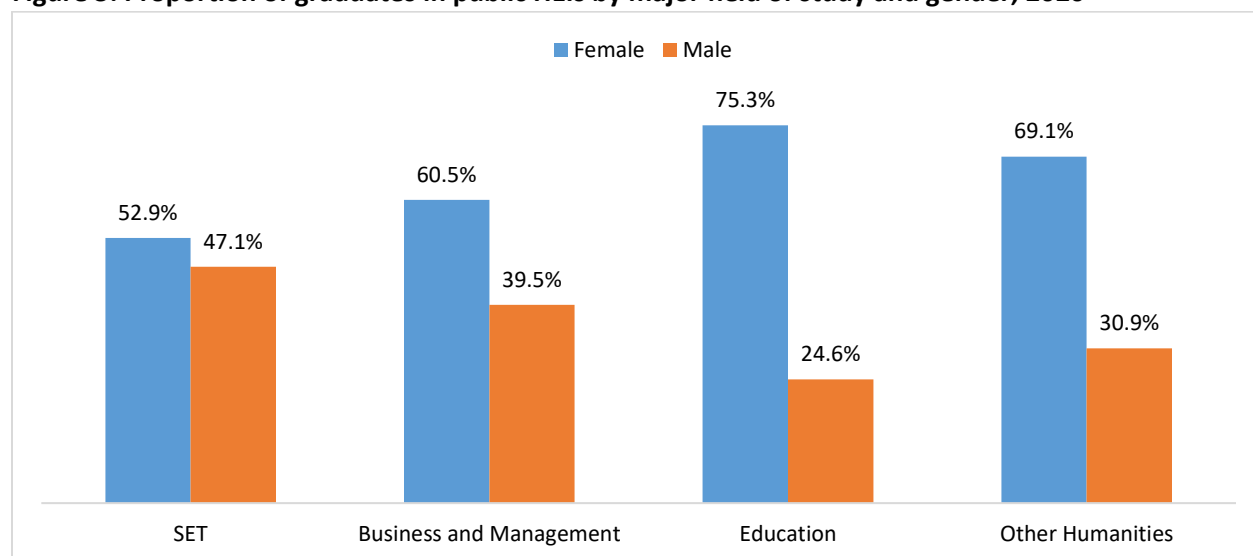
Source: 2020 HEMIS database, data extracted in November 2021.

Note: \* The total number of graduates includes 27 students with unspecified gender.

The total number of graduates in public HEIs was 237 882 in 2020, which was 7.2% (15 940) higher when compared with 2019 (221 942). There were 64 485 more female graduates as compared to males in 2020. More than a quarter of female graduates completed their qualifications in the Other Humanities field of study, while the more than two thirds of males obtained qualifications in the SET field of study.

In Figure 3, the proportion of female graduates is higher for each field of study than it is for the males. The largest gender difference was recorded in Education field of study, where 23 969 females graduated compared to males – see Table 3. In addition, Figure 3 also indicates that over three quarters of graduates in the Education field of study were females (75.3%) as compared to 24.6% males.

**Figure 3: Proportion of graduates in public HEIs by major field of study and gender, 2020**



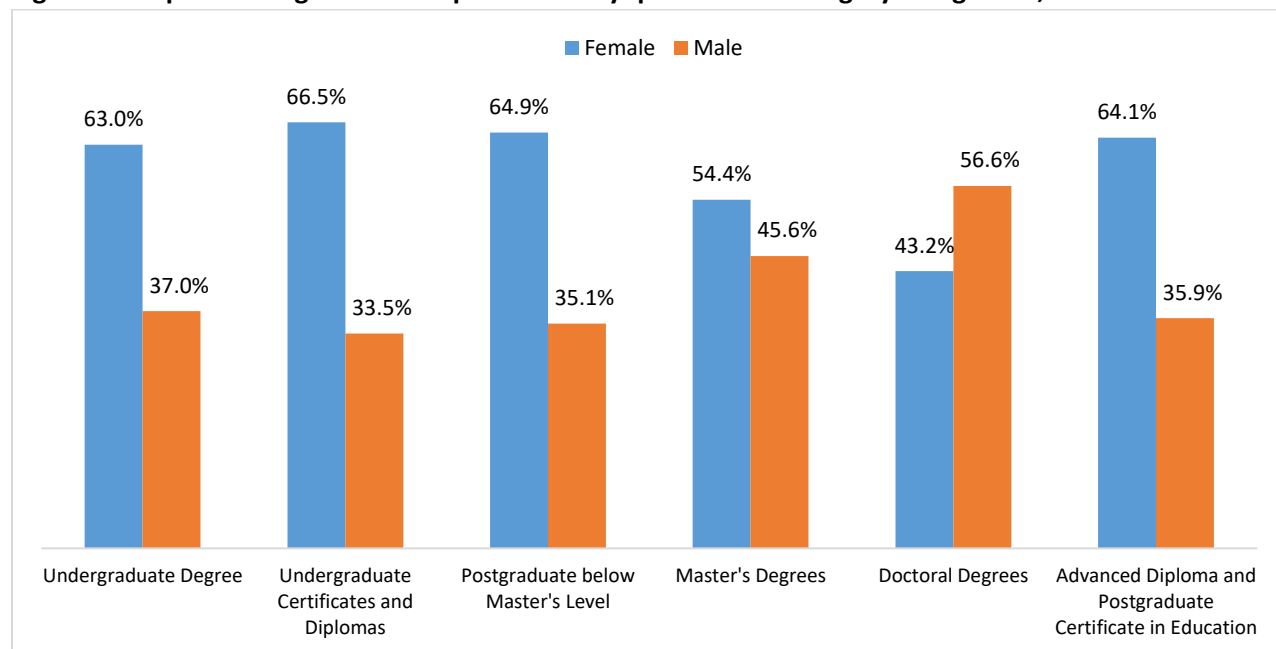
Source: 2020 HEMIS database, data extracted in November 2021.

**Table 4: Number of graduates in public HEIs by qualification category and gender, 2020**

Qualification category	Female	Male	Total
Undergraduate Degrees	65 000	38 181	103 196
Undergraduate Certificates and Diplomas	42 477	21 423	63 900
Postgraduate below master's level	25 815	13 958	39 779
Master's Degrees	7 025	5 893	12 922
Doctoral Degrees	1 536	2 009	3 552
Advanced Diploma and Postgraduate Certificate in Education	9 312	5 219	14 533
<b>Total</b>	<b>151 165</b>	<b>86 683</b>	<b>237 882</b>

Source: 2020 HEMIS database, data extracted in November 2021.

**Figure 5: Proportion of graduates in public HEIs by qualification category and gender, 2020**



Source: 2020 HEMIS database, data extracted in November 2021.

Table 4 and Figure 5 provides the number and proportion of graduates in public HEIs by qualification type. A large number of both male and female graduates obtained undergraduate degrees, followed by undergraduate certificates and diplomas and postgraduate below Master's level. Major gender differences were recorded for undergraduate degrees and undergraduate certificates and diplomas, where 26 819 and 21 054 more females graduated as compared to males.

Figure 5 also shows that a higher proportion of males (56.6%) obtained a Doctoral degree qualification as compared to females (43.2%), and this was the only category where male graduates were higher than that of females.

### 4.3 Enrolment in private HEIs

**Table 5: Number of students enrolled in private HEIs by NQF field and gender, 2020**

NQF Field	Female	Male	Unspecified	Total
1. Agriculture and Nature Conservation	116	179	0	295
2. Business, Commerce and Management Studies	70 277	49 279	589	120 145
3. Communication Studies and Language	3 961	2 221	50	6 232
4. Culture and Arts	7 819	6 426	86	14 331
5. Education, Training and Development	24 635	3 095	118	27 848
6. Health Sciences and Social services	2 298	307	5	2 610
7. Human and Social Studies	7 186	5 089	11	12 286
8. Law, Military Science and Security	5 606	4 758	46	10 410
9. Manufacturing, Engineering and Technology	201	385	0	586
10. Physical Planning and Construction	70	168	64	302
11. Physical, Mathematical, Computer and Life Sciences	6 613	13 498	185	20 296
12. Services	2 367	1 316	7	3 690
<b>Total</b>	<b>131 149</b>	<b>86 721</b>	<b>1 161</b>	<b>219 031</b>

*Source: Annual reports submitted by PHEIs to DHET for the 2020 year of reporting*

The total number of students enrolled in private HEIs in 2020 was 219 031. Three in every five 2020 private HEIs students were females (59.9% or 131 149) while males accounted for 39.6% (86 721), which indicates that female enrolment was higher by 44 428 as compared to males.

The majority of female students enrolled for Business, Commerce and Management Studies (70 277 or 53.6%) and Education, Training and Development (24 635 or 18.8%) fields. On the other hand, over 56% of male students enrolled in the Business, Commerce and Management Studies (56.8% or 49 279) followed by Physical, Mathematical, Computer and Life Sciences (15.6% or 13 498) fields. It is also worth noting that females made up more than 88% of those enrolled in Education, Training, and Development, as well as Business, Commerce, and Management Studies.

#### 4.4 Graduates from private HEIs

**Table 6: Number of graduates from private HEIs by NQF field and gender, 2020**

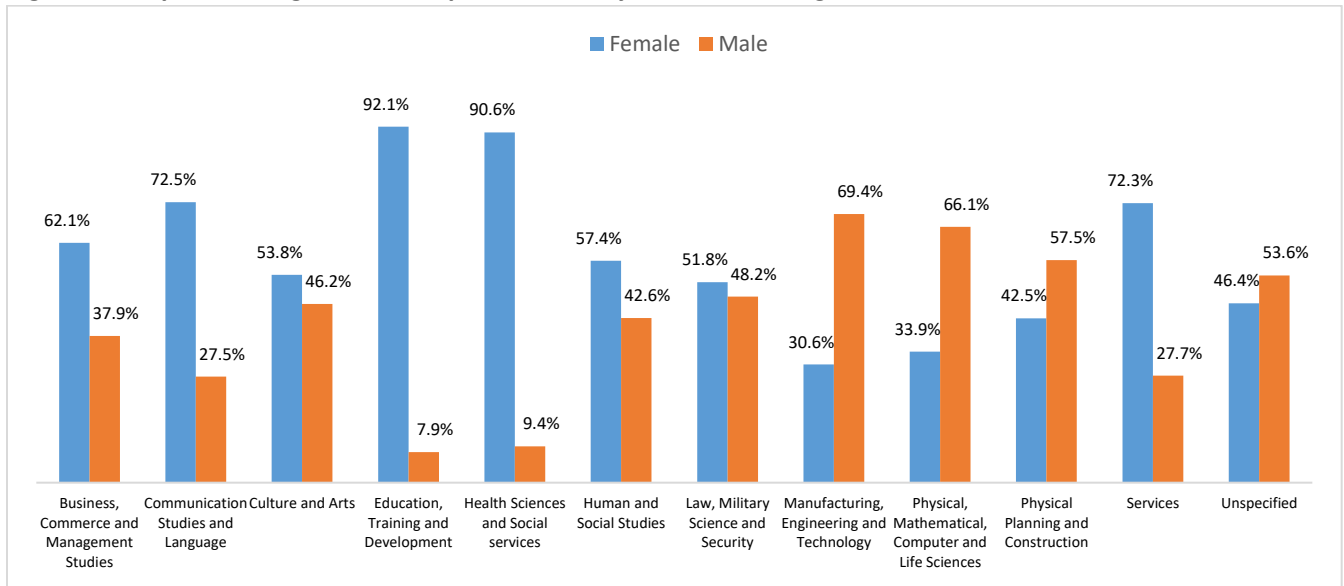
NQF field	Female	Male	Total
1. Agriculture and Nature Conservation	0	0	0
2. Business, Commerce and Management Studies	16 129	9 861	25 990
3. Communication Studies and Language	1 196	453	1 649
4. Culture and Arts	2 221	1 910	4 131
5. Education, Training and Development	4 203	362	4 565
6. Health Sciences and Social services	732	76	808
7. Human and Social Studies	1 181	876	2 057
8. Law, Military Science and Security	788	732	1 520
9. Manufacturing, Engineering and Technology	59	134	193
10. Physical Planning and Construction	48	65	113
11. Physical, Mathematical, Computer and Life Sciences	993	1 940	2 933
12. Services	538	206	744
13. Unspecified	1 105	1 277	2 382
<b>Total</b>	<b>29 193</b>	<b>17 892</b>	<b>47 085</b>

*Source: Annual reports submitted by PHEIs to DHET for the 2020 year of reporting*

A total of 47 085 students graduated from private HEIs in 2020. A large proportion of graduates were females (62.0% or 29 193) while males accounted for 38.0% (17 892). More than half of female students graduated in the Business, Commerce and Management Studies (55.2% or 16 129), and a similar proportion of male students graduated in the same field (55.1% or 9 861). Fewer female and male students graduated in the Physical Planning and Construction (48 and 65 respectively) fields.

The largest gender difference was in the Business, Commerce and Management Studies field, where 6 268 more females completed as compared to males. A large number of females also completed their qualification in the Education, Training and Development field as compared to males. Male graduates in the Physical, Mathematical, Computer and Life Sciences and Physical Planning and Construction were two times higher as compared to females. Over 90% of graduates in the Education, Training and Development and Health Sciences and Social services were females (see Table 6 and Figure 6).

**Figure 6: Proportion of graduates in private HEIs by NQF Field and gender, 2020**



Source: Annual reports submitted by PHEIs to DHET for the 2020 year of reporting

## 5. TVET colleges

### 5.1 Enrolment in TVET colleges

**Table 7: Enrolment cycle count of students in TVET colleges by qualification type and gender, 2019 and 2020**

Qualification Category	2019			2020		
	Female	Male	Total	Female	Male	Total
NC(V) Levels 2-4	89 809	49 103	138 912	97 361	49 276	146 637
Report 191 ( N1-N6)	283 290	210 780	494 070	158 335	116 572	274 907
Occupational Qualifications	14 502	8 384	22 886	13 711	6 419	20 130
Other/Skills programmes	7 339	6 686	14 025	1 344	2 544	3 888
PLP	1 619	1 978	3 597	2 698	2 552	5 250
Level 5 & Level 6 Qualifications	n.a	n.a	n.a	1 371	94	1 465
<b>Total</b>	<b>396 559</b>	<b>276 931</b>	<b>673 490</b>	<b>274 820</b>	<b>177 457</b>	<b>452 277</b>

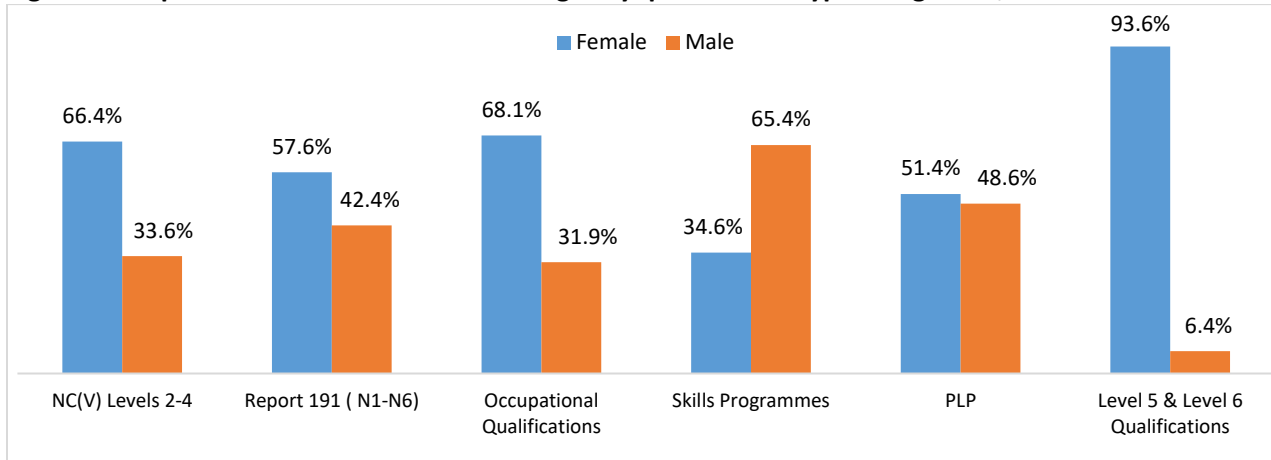
Source: TVETMIS 2020, data extracted in October 2021.

Total enrolment in TVET colleges reached 452 277 in 2020, reflecting a decline of 32.8% (221 213) when compared to 2019 (673 490). The major decrease was recorded for females (121 739) while enrolment for males declined by 99 474.

In 2020, 274 820 females enrolled in TVET colleges and accounted for more than 60% of enrolments, while males contributed 39.2% (177 457) to total enrolment. The largest gender difference was observed in NC(V),

where 48 085 females enrolled compared to males (see Table 7). Furthermore, female enrolment in Report 191 programmes was 41 763 higher than that of males. The proportion of females was higher in almost all qualification types except skills programmes. More than 90% of enrolment in Level 5 and Level 6 qualifications was for females – see Figure 7.

**Figure 7: Proportion of students in TVET colleges by qualification type and gender, 2020**



Source: TVETMIS 2020, data extracted in October 2021.

**Table 8: Enrolment cycle count of students in TVET colleges for Report 191 N6 programmes by gender, 2020**

Programme Name	Female	Male	Total
1. Art and Design	39	60	99
2. Business Management	3 572	1 452	5 024
3. Clothing Production	96	32	128
4. Educare	2 000	91	2 091
5. Engineering Studies	5 257	5 905	11 162
6. Farming Management	544	325	869
7. Financial Management	3 265	1 335	4 600
8. Hospitality and Catering Services	1 015	324	1 339
9. Human Resource Management	3 647	1 307	4 954
10. Legal Secretary	277	73	350
11. Management Assistant	7 345	1 649	8 994
12. Marketing Management	1 420	827	2 247
13. Medical Secretary	66	1	67
14. Popular Music: Composition	0	5	5
15. Popular Music: Performance	27	49	76
16. Popular Music: Studio Work	4	47	51
17. Public Management	4 062	1 467	5 529
18. Public Relations	293	78	371
19. Tourism	1 030	474	1 504
<b>Total</b>	<b>33 959</b>	<b>15 501</b>	<b>49 460</b>

Source: TVETMIS 2020, data extracted in October 2021.

The table above indicates that more than two thirds of females enrolled for N6 Report 191 programmes (68.7% or 33 959), while enrolment for males was lower (31.3% or 15 501). The largest gender difference was in Management Assistant where 5 696 more females enrolled relative to males. Enrolment for males was slightly higher in Engineering Studies as compared to females.

One in every five females enrolled for Management Assistant (21.6% or 7 345) followed by Engineering Studies (15.5% or 5 257). On the other hand Engineering Studies (38.1% or 5 905) and Management Assistant (10.6% or 1 649) were the most popular majors for male students.

**Table 9: Enrolment cycle count of students in TVET colleges for NC(V) Level 4 programmes by gender, 2020**

Programme Name	Female	Male	Total
1. Civil Engineering and Building Construction	1 176	970	2 146
2. Drawing Office Practice	11	27	38
3. Education and Development	801	59	860
4. Electrical Infrastructure Construction	2 270	1 670	3 940
5. Engineering and Related Design	1 504	2 333	3 837
6. Finance, Economics and Accounting	1 770	464	2 234
7. Hospitality	1 971	414	2 385
8. Information Technology and Computer Science	944	716	1 660
9. Management	1 288	385	1 673
10. Marketing	1 154	472	1 626
11. Mechatronics	131	103	234
12. Office Administration	7 390	1 209	8 599
13. Primary Agriculture	813	376	1 189
14. Primary Health	254	12	266
15. Process Plant Operations	180	37	217
16. Safety in Society	808	396	1 204
17. Tourism	1 592	550	2 142
18. Transport and Logistics	656	286	942
<b>Total</b>	<b>24 713</b>	<b>10 479</b>	<b>35 192</b>

*Source: TVETMIS 2020, data extracted in October 2021.*

More than 70% of NC(V) level 4 enrolment was for females (70.2% or 24 713), compared to 29.8% (10 479) of males. The largest gender disparity was in Office Administration, where 6 181 more females enrolled relative to males. Three in every ten female students enrolled in Office Administration (29.9% or 7 390), while males enrolment was higher in Engineering and Related Design (22.3% or 2 333).

## 5.2 Examination results in TVET colleges

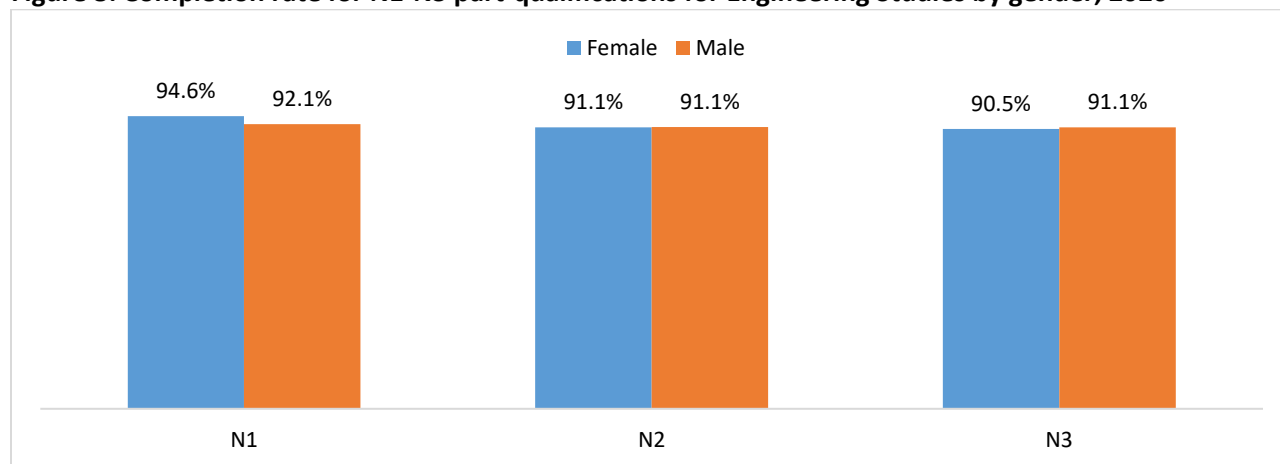
**Table 10: Number of students in TVET colleges who registered, wrote examinations and completed Report 191 part-qualifications by gender, 2020**

Programmes	Female				Male			Completion rate
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	
<b>N1</b>	17 437	15 696	14 854	94.6%	23 041	20 019	18 428	92.1%
<b>N2</b>	23 168	22 159	20 179	91.1%	30 356	28 438	25 906	91.1%
<b>N3</b>	17 630	17 043	15 432	90.5%	22 197	21 003	19 126	91.1%
<b>N4</b>	65 702	59 019	57 087	96.7%	38 487	33 707	31 783	94.3%
<b>N5</b>	45 853	43 825	42 332	96.6%	24 996	23 384	22 020	94.2%
<b>N6</b>	42 004	40 686	39 320	96.6%	19 989	19 102	17 925	93.8%
<b>Total</b>	<b>211 794</b>	<b>198 428</b>	<b>189 204</b>	<b>95.4%</b>	<b>159 066</b>	<b>145 653</b>	<b>135 188</b>	<b>92.8%</b>

Source: National Examinations Database, November 2020.

The majority of students in TVET colleges who registered, wrote and completed Report 191 examinations in 2020 were females. There were more than 20 000 more females who completed N4-N6 part-qualification compared to males. Furthermore, females' completion for N6 was more than two times higher as compared to males. Males' completion was higher for N1 – N3 as compared to females, and a large difference was observed for N2, where 5 727 more males completed the part-qualification.

**Figure 8: Completion rate for N1-N3 part-qualifications for Engineering Studies by gender, 2020**



Source: National Examinations Database, November 2020.

The highest completion rate for both female and male students was recorded for N1 (94.6% and 92.1% respectively), and this was the only level where females completion rate was higher. Both female and male completion rate was similar for N2 and a slightly higher completion rate for males was observed for N3 (91.1%).

**Table 11: Number of students in TVET colleges who completed Report 191 N6 part-qualifications by gender, 2020**

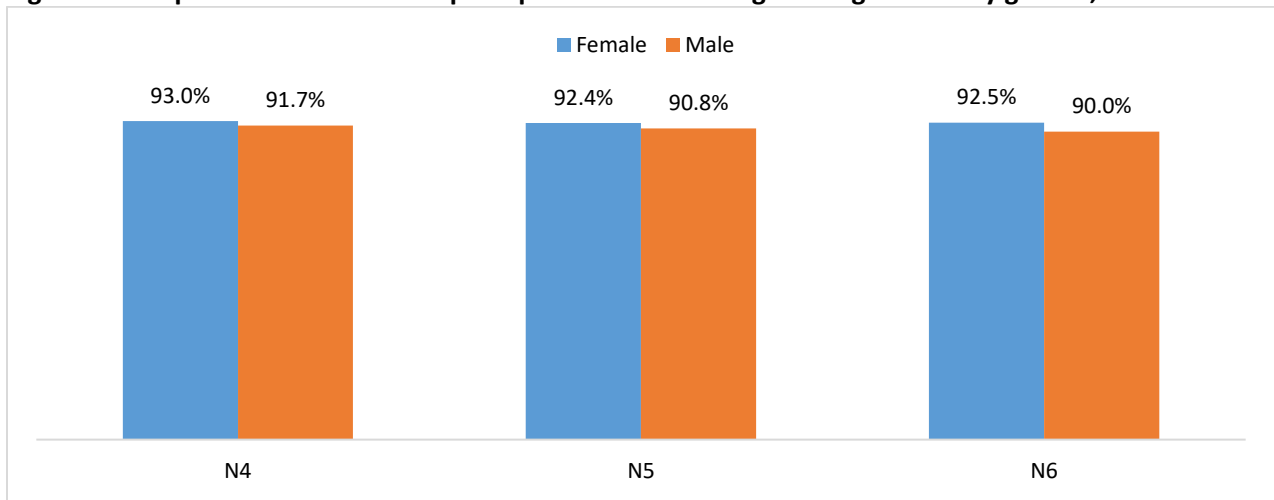
Programme Name	Female	Male	Total
1. Art and Design	40	63	103
2. Business Management	3 802	1 532	5 334
3. Clothing Production	105	29	134
4. Educare	2 017	88	2 105
5. Engineering Studies	7 123	7 448	14 571
6. Farming Management	624	401	1 025
7. Financial Management	3 529	1 380	4 909
8. Hospitality and Catering Services	1 118	358	1 476
9. Human Resources Management	4 142	1 422	5 564
10. Legal Secretary	297	75	372
11. Management Assistant	8 373	1 841	10 214
12. Marketing Management	1 608	874	2 482
13. Medical Secretary	76	4	80
14. Popular Music: Composition	0	4	4
15. Popular Music: Performance	24	46	70
16. Popular Music: Studio Work	4	43	47
17. Public Management	4 923	1 727	6 650
18. Public Relations	366	94	460
19. Tourism	1 149	496	1 645
<b>Total</b>	<b>39 320</b>	<b>17 925</b>	<b>57 245</b>

Source: National Examinations Database, November 2020.

The total number of TVET college students who completed N6 was 57 245, with females accounting for the majority (68.7% or 39 320), while males accounted for 31.3% (17 925). Engineering Studies (25.5% or 14 571) and Management Assistant (17.8% or 10 214) accounted for more than 43% of all completions. The biggest gender gap was in Management Assistant, where 6 532 more females completed than males.

The majority of female students completed their N6 in Management Assistant (21.3% or 8 373), while males obtained an N6 Engineering Studies part qualification (41.6% or 7 448).

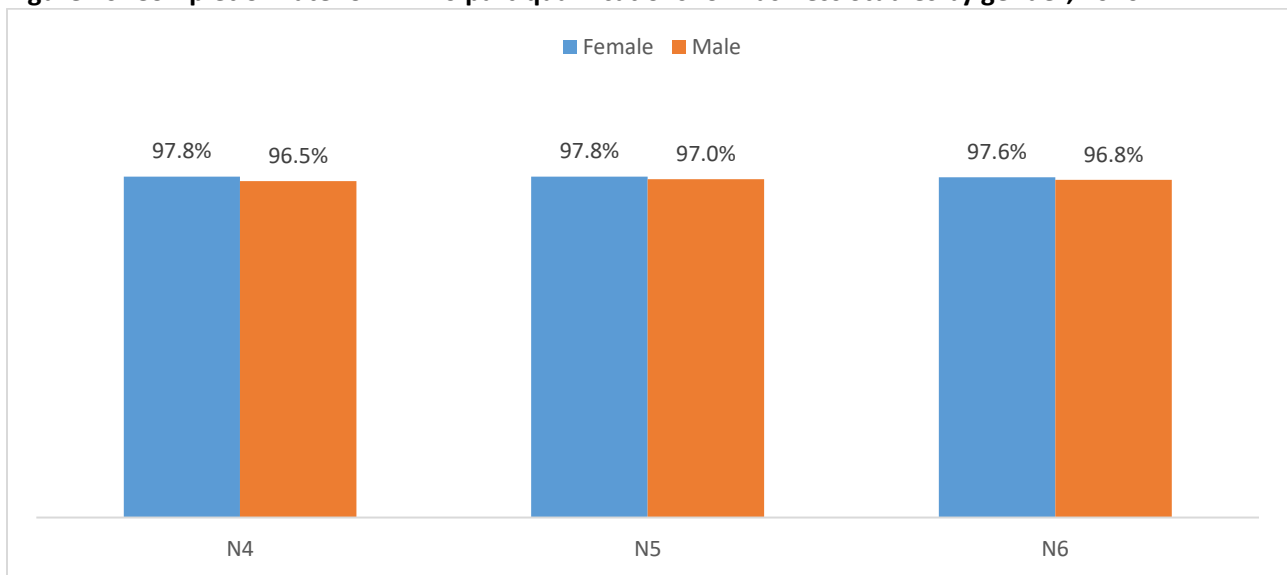
**Figure 9: Completion rate for N4-N6 part-qualifications for Engineering Studies by gender, 2020**



Source: National Examinations Database, November 2020.

As presented in Figure 9 and Figure 10, the completion rate was higher for females as compared to males in both Engineering and Business Studies. Completion rate for both male and female was the highest in N4 Engineering studies- see Figure 9. Furthermore, the completion rate for both male and female was also the highest for N5 Business Studies- see Figure 10.

**Figure 10: Completion rate for N4-N6 part-qualifications for Business Studies by gender, 2020**



Source: National Examinations Database, November 2020.

**Table 12: Number of students in TVET colleges who completed NC(V) Level 4 by gender, 2020**

Programme name	Female	Male	Total
1. Civil Engineering and Building Construction	309	187	496
2. Drawing Office Practice	2	2	4
3. Education and Development	382	19	401
4. Electrical Infrastructure Construction	568	390	958
5. Engineering and Related Design	422	573	995
6. Finance, Economics and Accounting	622	148	770
7. Hospitality	821	133	954
8. Information Technology and Computer Science	181	172	353
9. Management	553	148	701
10. Marketing	404	125	529
11. Mechatronics	61	37	98
12. Office Administration	3 304	437	3 741
13. Primary Agriculture	333	162	495
14. Primary Health	125	6	131
15. Process Plant Operations	26	11	37
16. Safety in Society	323	148	471
17. Tourism	769	205	974
18. Transport and Logistics	275	124	399
<b>Total</b>	<b>9 480</b>	<b>3 027</b>	<b>12 507</b>

Source: National Examinations Database, November 2020.

The total number of students who completed NC(V) level 4 was 12 507, with more than three quarters (75.8% or 9 480) being females and 24.2% (3 027) being males. Office Administration (3 741 completions) accounted for nearly 30% of all completions, and this program had the largest gender gap, with 2 867 more females completing than males. The majority of females (34.9% or 3 304) completed an NC(V) level 4 in Office Administration, while male completion was higher in Engineering and Related Design (18.9% or 573).

## 6. COMMUNITY EDUCATION AND TRAINING (CET) COLLEGES

### 6.1 Enrolment in CET colleges

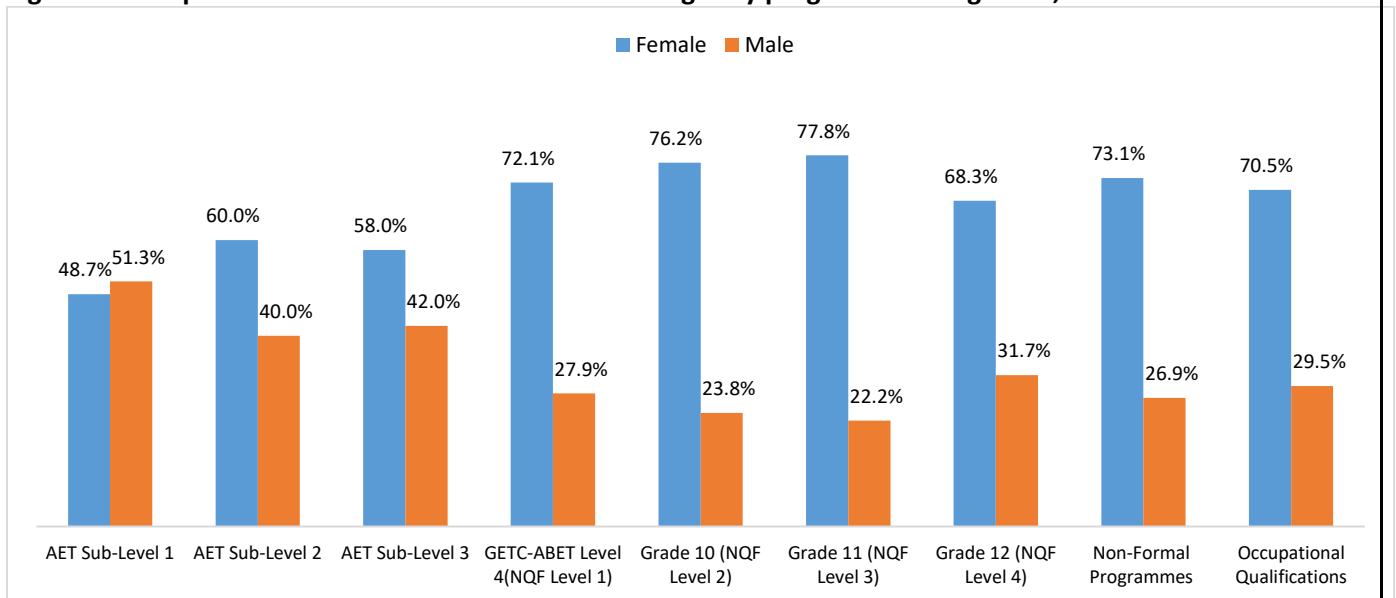
**Table 13: Number of students enrolled in CET colleges by programme and gender, 2020**

Programme	Female	Male	Total
AET Level 1	1 414	1 492	2 906
AET Level 2	2 250	1 497	3 747
AET Level 3	4 302	3 121	7 423
GETC: ABET Level 4 (NQF Level 1)	44 767	17 311	62 078
Grade 10 ((NQF Level 2)	202	63	265
Grade 11 (NQF Level 3)	273	78	351
Grade 12 (NQF Level 4)	41 036	19 069	60 105
Non-formal programmes	2 627	969	3 596
Occupational Qualifications	1 458	609	2 067
<b>Total</b>	<b>98 329</b>	<b>44 209</b>	<b>142 538</b>

Source: CET Unit Level Record data, 2020.

There were 142 538 students enrolled in CET colleges, and more than two thirds of them were females (98 329 or 69.0%) as compared to 44 209 (31.0%) males. Figure 11 indicates that females accounted for the highest proportion of enrolment in all programmes types, and the largest gender difference was observed in GETC: ABET Level 4 and Grade 12 (NQF Level 4), where females' enrolment was more than two times higher than that of males – see Figure 11 and Table 13.

**Figure 11: Proportions of students enrolled in CET colleges by programme and gender, 2020**



Source: CET Unit Level Record data, 2020.

## 6.2 Examination results in CET colleges

**Table 14: Number of students in CET colleges who registered, wrote and completed the GETC ABET Level 4 qualification, by province and gender, 2020**

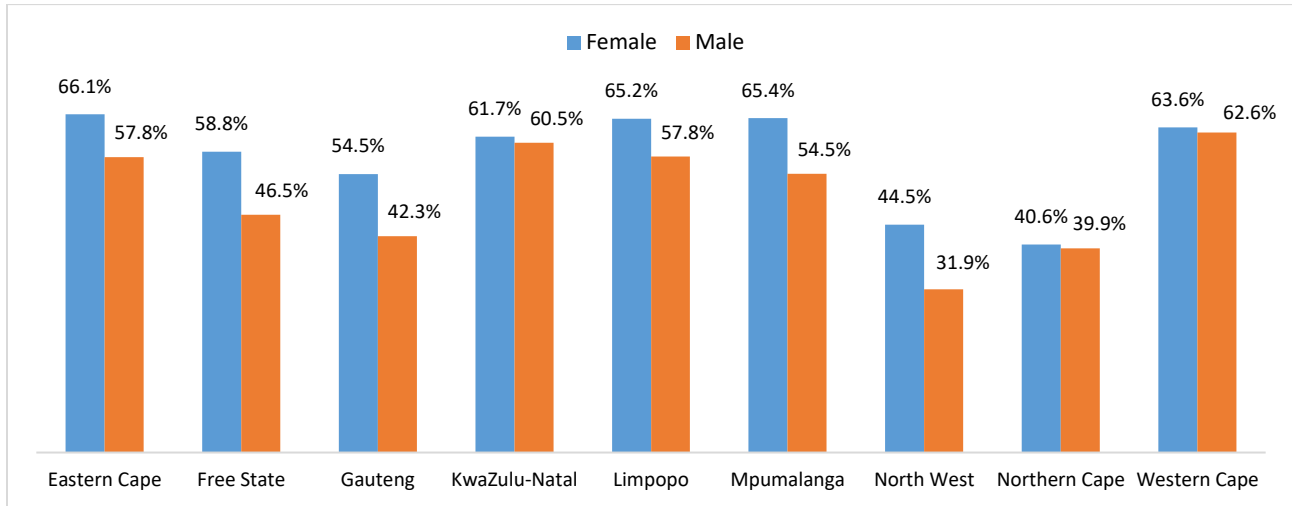
Province	Female				Male				Number registered	Number wrote	Number completed	Completion rate (%)
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)				
Eastern Cape	5 598	3 138	2 075	66.1	1 543	817	472	57.8	7 141	3 955	2 547	64.4
Free State	2 527	1 543	907	58.8	1 570	852	396	46.5	4 097	2 395	1 303	54.4
Gauteng	7 203	3 502	1 907	54.5	5 473	2 515	1 063	42.3	12 676	6 017	2 970	49.4
KwaZulu-Natal	12 001	6 723	4 151	61.7	3 112	1 629	986	60.5	15 113	8 352	5 137	61.5
Limpopo	7 795	6 632	4 326	65.2	1 532	1 269	734	57.8	9 327	7 901	5 060	64.0
Mpumalanga	5 536	4 104	2 683	65.4	1 345	956	521	54.5	6 881	5 060	3 204	63.3
North West	3 872	2 711	1 207	44.5	1 846	1 176	375	31.9	5 718	3 887	1 582	40.7
Northern Cape	804	465	189	40.6	400	228	91	39.9	1 204	693	280	40.4
Western Cape	1 389	535	340	63.6	1 180	545	341	62.6	2 569	1 080	681	63.1
<b>National</b>	<b>46 725</b>	<b>29 353</b>	<b>17 785</b>	<b>60.6</b>	<b>18 001</b>	<b>9 987</b>	<b>4 979</b>	<b>49.9</b>	<b>64 726</b>	<b>39 340</b>	<b>22 764</b>	<b>57.9</b>

Source: National Examinations Database, November 2020.

The number of students who completed GETC: ABET level 4 was 22 764, and the number of females who completed this qualification was 3.6 times higher as compared to that of males (17 785 and 4 979 respectively). More than 40% of students who completed GETC: ABET level 4 were from KwaZulu-Natal (22.6% or 5 137), followed by Limpopo (22.2% or 5 060) CET colleges.

Over 60% of female students who completed GETC: ABET level 4 were in CET colleges located in Limpopo, KwaZulu-Natal and Mpumalanga provinces, while the male's completion was higher in Gauteng, Kwazulu-Natal and Limpopo. The largest gender disparities were recorded in Limpopo and KwaZulu-Natal CET colleges, where 3 592 and 3 165 more females completed a GETC: ABET level 4 qualification as compared to males.

**Figure 12: Completion rate for GETC ABET Level 4 qualification, by province and gender, 2020**



Source: National Examinations Database, November 2020.

High completion rates for female students were recorded in all provinces as compared to males. The highest completion rate for males was recorded in Eastern Cape CET college (66.1%), females' completion rate was the highest in Western Cape CET college (62.6%). The lowest completion rate for males was observed in Northern Cape had a slightly higher completion rate for females as male students (40.6% and 39.9% respectively), while females' completion rate was lower in Northern Cape CET college (39.9%).

## 7. PRIVATE COLLEGES

### 7.1. Enrolment in private colleges

**Table 15: Students enrolled in private colleges by qualification type and gender, 2019 and 2020**

Qualification Category	2019			2020		
	Female	Male	Total	Female	Male	Total
NC(V) Levels 2-4	1 027	997	2 024	766	893	1 659
Report 191 (N1-N6)	29 507	39 721	69 228	29 928	38 143	68 071
Occupational Qualifications	19 029	13 826	32 855	6 470	4 769	11 239
Report 550/NSC	1 571	990	2 561	2 536	2 258	4 794
Other	22 885	21 583	44 468	5 857	5 134	10 991
<b>Total</b>	<b>74 019</b>	<b>77 117</b>	<b>151 136</b>	<b>45 557</b>	<b>51 197</b>	<b>96 754</b>

Source: FET\_Pvt\_Annual\_2020\_20211209, data extracted in December 2021.

Note: Enrolment is based on private colleges which submitted data to the Department. The response rate for 2019 was 53.7% and increased to 84.9% in 2020.

The number of students enrolled in private colleges was 96 754 in 2020, which was 54 382 lower compared with 2019 enrolments. The largest decline was recorded for females (28 462), while enrolment for male students decreased by 25 920 between 2019 and 2020.

More than half of students enrolled in private colleges in 2020 were males (51 197 or 52.9%) compared to 45 557 or 47.1% females. The majority of both male and female students enrolled for Report 191 (N1-N6) in 2020, however 8 215 more male students enrolled for this qualification type compared to females. Even though overall enrolment indicates that a higher proportion of male students enrolled in private colleges compared to females, the proportion of female students enrolled for occupational qualifications, Report 550/NSC and other programmes, were higher relative to males – see Figure 13 and Table 15.

**Figure 13: Proportion of students in private colleges by qualification type and gender, 2020**



Source: FET\_Pvt\_Annual\_2020\_20211209, data extracted in December 2021.

## 8.2 Examination results in private colleges

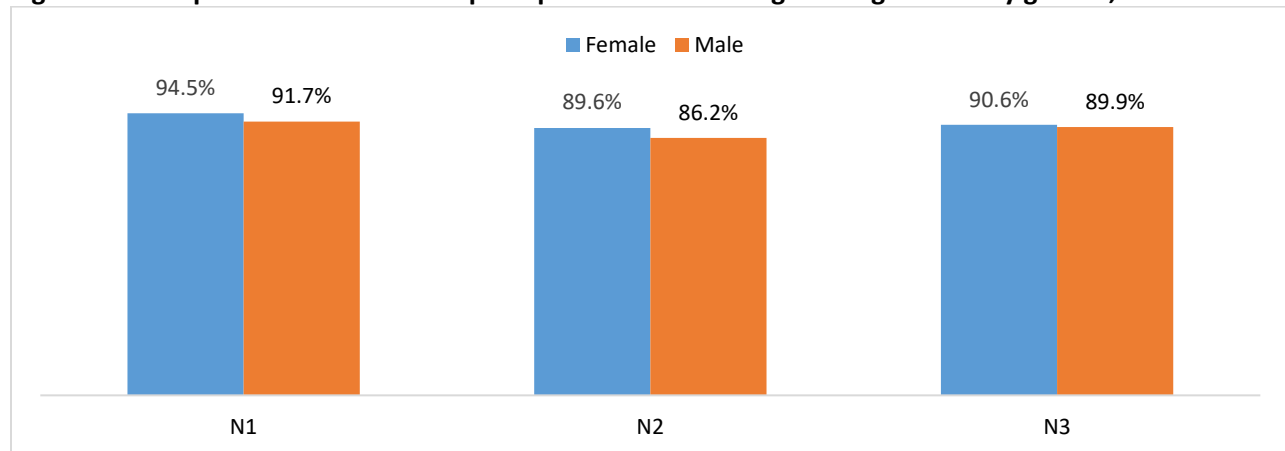
**Table 16: Number of students in private colleges who registered, wrote examinations and completed Report 191 part-qualifications by gender, 2020**

Programme	Female				Male			
	Number registered	Number wrote	Number completed	Completion rate	Number registered	Number wrote	Number completed	Completion rate
N1	3 224	2 454	2 319	94.5%	9 042	6 950	6 376	91.7%
N2	8 376	7 356	6 593	89.6%	20 593	17 988	15 507	86.2%
N3	10 620	9 181	8 319	90.6%	17 165	14 984	13 475	89.9%
N4	21 034	15 663	14 892	95.1%	18 197	14 397	13 247	92.0%
N5	12 376	11 547	11 039	95.6%	11 135	10 233	9 564	93.5%
N6	12 605	11 710	11 163	95.3%	9 794	9 083	8 419	92.7%
<b>Total</b>	<b>68 235</b>	<b>57 911</b>	<b>54 325</b>	<b>93.8%</b>	<b>85 926</b>	<b>73 635</b>	<b>66 588</b>	<b>90.4%</b>

Source: National Examinations Database, November 2020.

A significant number of both male and female students who wrote examinations for Report 191 part-qualifications were eligible to complete, and this was observed across all N levels. A large number of males registered, wrote and completed Report 191 programmes. Male students' completion for N1-N3 was higher as compared to females, while females' completion was higher for N4-N6 as compared to males. The largest gender disparity was observed for N2, where 8 914 males completed as compared to females.

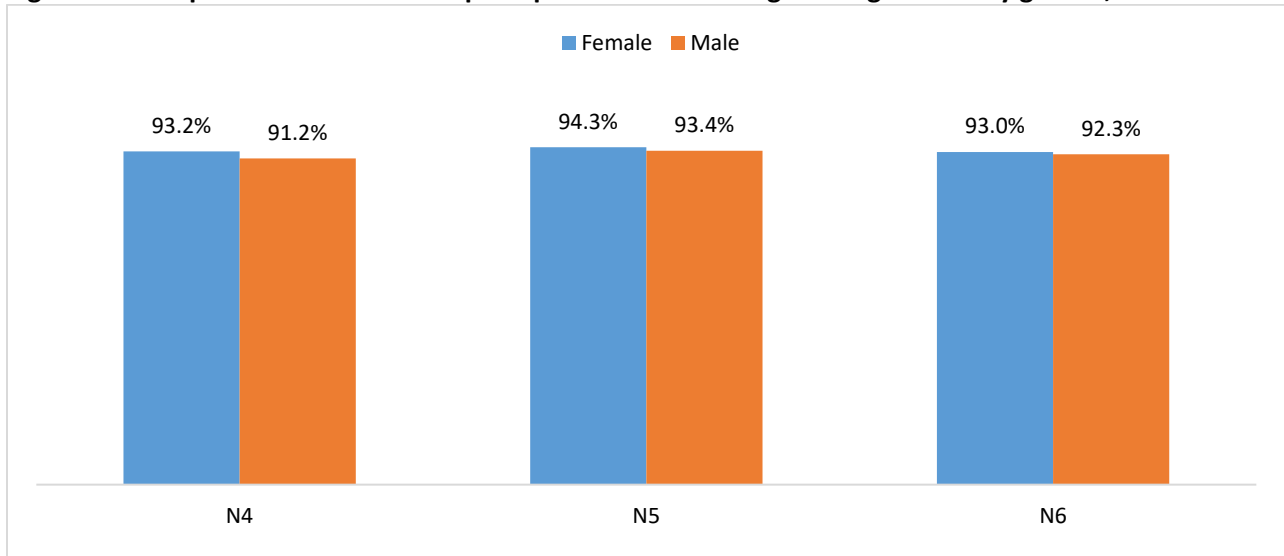
**Figure 14: Completion rate for N1-N3 part-qualifications for Engineering Studies by gender, 2020**



Source: National Examinations Database, November 2020.

The highest completion rate for both female and male students was recorded for N1 (94.5% and 91.7% respectively). N3 was the only level where the completion rate for females was slightly higher as compared to males.

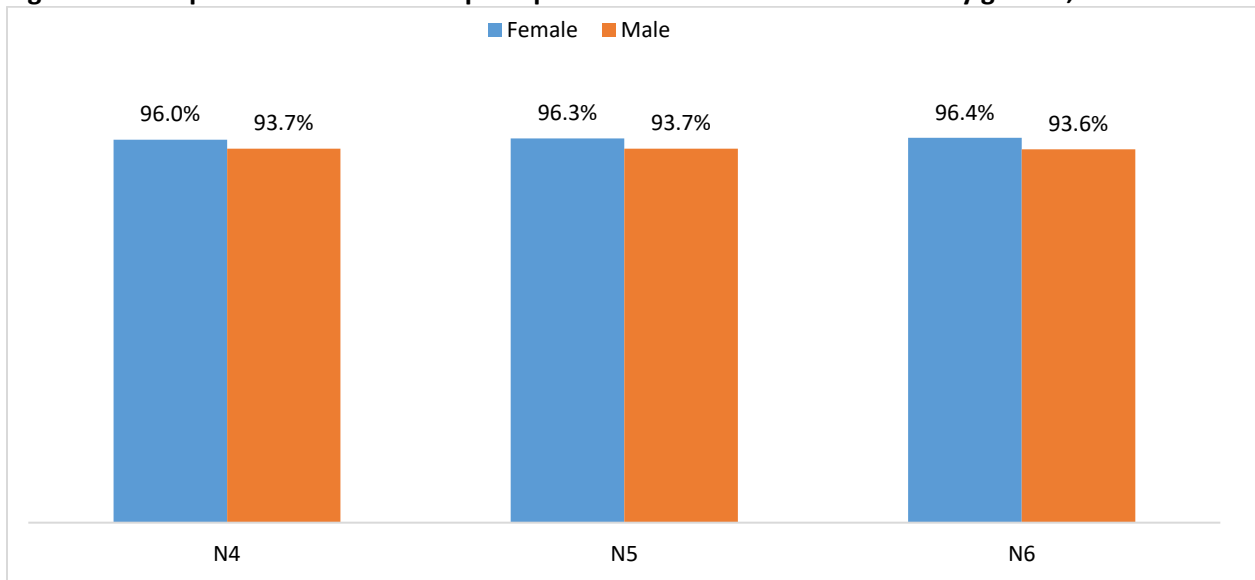
**Figure 15: Completion rate for N4-N6 part-qualifications for Engineering Studies by gender, 2020**



Source: National Examinations Database, November 2020.

Figure 15 and 16 indicates that the completion rate for females was high for both N4-N6 Engineering and Business Studies compared to males. The highest completion rate for females was in N6 Business Studies, while males' completion rate was higher in N4 and N5 Business Studies (93.7%).

**Figure 16: Completion rate for N4-N6 part-qualifications for Business Studies by gender, 2020**



Source: National Examinations Database, November 2020.

## 8. Conclusion

This Fact Sheet indicates that in 2020, a larger number of females accessed public and private HEIs, TVET and CET colleges as compared to males, while private colleges enrolled a higher proportion of males as compared to females.

There is also an indication that certain qualifications/programmes attract more females as compared to males. For instance, the largest gender gap on enrolment in public HEIs was observed in the Education field of study, where 98 827 more female students enrolled compared to males. Similarly, large gender differences in the number of graduates was also observed in the Education field of study, where more than 23 000 more females graduated compared to males. The Science, Engineering and Technology was the only field of study where enrolment for males was higher as compared to females.

In private HEIs, enrolment was higher for females as compared to males, and females made up more than 88% of enrolments in Education, Training, and Development, as well as Business, Commerce, and Management Studies. More than 90% of graduates in the Education, Training, and Development and the Health Sciences and Social services fields were also females. Males, on the other hand, dominated the Physical, Mathematical, Computer, and Life Sciences, accounting for more than 66% of enrolments in this field. Males also made up 66.1% of graduates in the Physical, Mathematical, Computer and Life Sciences field.

When it comes to TVET and private colleges, enrolment was high in Report 191. Large gender differences in TVET colleges were recorded in NC(V), while a large gender gap in private colleges was observed for Report 191. In terms of enrolment and completions for N6, females in TVET colleges mainly enrolled and completed their part-qualifications in Management Assistant, while males' enrolment and completion was higher in Engineering Studies. NC(V) level 4 enrolment and completions for females were higher in Office Administration, while Engineering and Related Design was the popular programme amongst males.

Nearly 70% of students enrolled in CET colleges were female, and the GETC: ABET level 4 and Grade 12 programs had the highest gender imbalances, with more than 20 000 more female students enrolled than males. Females' completion for GETC: ABET level 4 was more than 12 000 higher compared to that of males.

These results show that there is a difference in the types of qualifications that males enrol in and complete as opposed to females, even though enrolment and graduation numbers were greater for females than for males in practically all PSET sectors. This could be of interest if the Department needs to comprehend the driving forces behind these decisions, and the implications for the future.