

GENDER FACT SHEET

FOR THE POST SCHOOL EDUCATION AND TRAINING SYSTEM

20 March 2020



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1. Background

South Africa has a constitutional obligation to ensure all citizens have equal benefits of the law and enjoyment of all rights; including educational opportunities, irrespective of their gender. The National Development Plan (NDP) articulates that the country has set for itself a goal to reduce inequality through education and training. One of the main policy objectives of the White Paper for PSET System (2013) is a PSET System that can assist in building an equitable and non-sexist democratic South Africa.

Furthermore, the WP for the PSET system indicates that education has long been recognised as a way of promoting equality of opportunities, and the achievement of greater social justice is closely dependent on equitable access by all sections of the population to quality education. These policy documents (NDP and WP for PSET) also advocate for a more dynamic, equitable and inclusive society that takes into consideration women as they have historically been relatively disadvantaged.

The NDP and WP policy objectives of ensuring an inclusive and equitable access to opportunities by all men and women, specifically with regards to participation in the education system, are aligned to Goal 4 and Goal 5 of the Sustainable Development Goals (SDGs). Goal 4 calls for an inclusive and quality equitable education while promoting lifelong learning opportunities for all and Goal 5 aims to achieve gender equality and empowerment of all women and girls. In line with the policy objectives of both the NDP and the WP, this fact sheet reports on the profiles of students in terms of gender, within the PSET system in order to track progress towards the transformation agenda.

2. Purpose

This fact sheet provides a comparative analysis of the gender profile of students within the PSET system, with specific focus on enrolment and graduations/completions. The information presented in this fact sheet serve as a monitoring tool and a basis to track progress towards the provision of equal opportunities within the PSET system.

3. Methodology and scope

This Fact Sheet analyses data collected from public PSET institutions through the Department's various management information systems, namely, the Higher Education Management Information System (HEMIS), the Technical Vocational Education and Training Management System (TVETMIS) and the Community Education and Training (CET) colleges' Annual Survey. The data used for the private HEIs is extracted from annual reports submitted by registered private HEIs. Additionally, data from the Quarterly Labour Force survey published by Statistics South Africa and data from the UNESCO Institute for Statistics Database was used to inform the analysis contained in this fact sheet.

4. Terms and Definitions

4.1 Gender Parity Index (GPI)

The UNESCO Institute of Statistics (UIS) defines GPI as the ratio of female to male values of a given indicator.

Purpose of the GPI: GPI measures progress towards gender parity in education participation and/or learning opportunities available for girls in relation to those available to boys.

Interpretation of the indicator (GPI): GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates a disparity in favour of boys and a value greater than 1 indicates a disparity in favour of girls.

4.2 Gross Enrolment Ratio (GER)

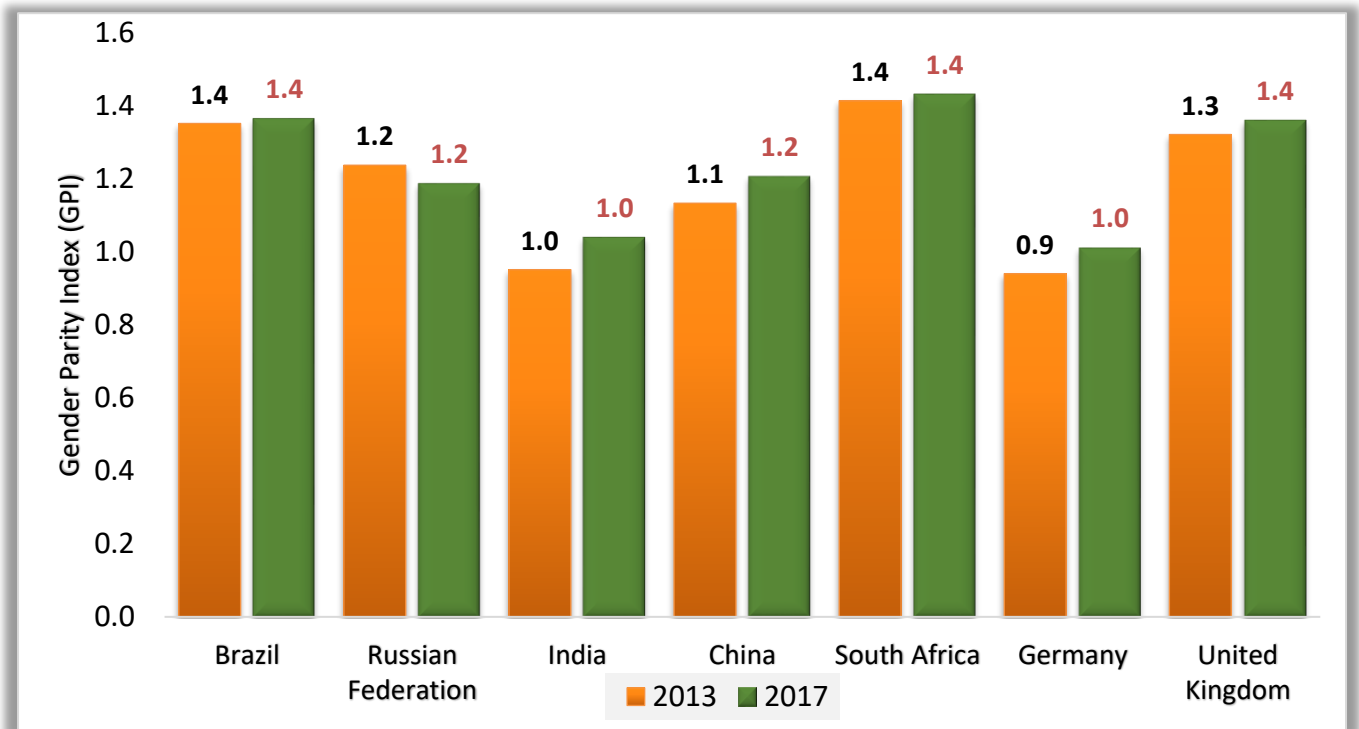
UNESCO Institute of Statistics (UIS) defines GER as the number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.

5. Gender Parity Index in Higher Education: International Comparisons

This section provides international comparisons of the Gender Parity Index (GPI) for gross tertiary enrolment between the BRICS countries and some high income countries for the years 2013 and 2017. The main findings are as follows:

- The GPI for South Africa has remained constant over the years at about 1.4. Over the period 2013 to 2017, gross enrolment for women has been higher than that of men by approximately 40% (see Figure 1 below).
- South Africa in comparison with other BRICS member countries, had a relatively higher GPI. The GPI for South Africa also exceeds that of some high income countries (see Figure 1 below).
- South Africa's GPI in 2017 was the same as that of UK and Brazil, and higher than that of China and Germany (see Figure 1 below).

Figure 1: Gender Parity Index(GPI) for gross tertiary enrolment, 2013 to 2018



Source: UNESCO Institute for Statistics (<http://uis.unesco.org/>) -Data extracted on 17 Feb 2020 08:05

6. Gender profile of students within the PSET system

This section explores the gender profile of students within the PSET system classified by type of institution for periods 2016 and 2017. Each sub-section will be analysed using enrolment and graduates'/completions data. The results in this section are presented using tables and a summary of narratives.

6.1. The overall PSET system

This section provides information on the overall gender profile of students accessing the PSET system. The main findings are as follows:

- More than half of students enrolling in the PSET system were female. This is evident for both years under review. Between 2016 and 2017, the number of female students increased by 2.5% (from 1 254 288 to 1 285 7010, whereas male students increased by 1.7% (from 865 650 to 880 208) (see Table 1 below).
- Enrolment figures by institution type also indicate that there were more female students than male students across all PSET institutions. A greater disparity in gender is observed for the CET colleges for both 2016 and 2017 (see Table figure 1 below).
- In terms of redressing past disparities, this could mean that redress policies driving improved access into the PSET system for women have been effective. Women were dominant across the system.

Table 1: Number of students enrolled in PSET institutions (male and female students as a proportion of total PSET enrolments), 2016 to 2017

2016						
Number of students enrolled in PSET institutions	Male	%	Female	%	Not Specified	Total
Public HEIs	408 697	19.3%	567 119	26.7%	21	975 837
Private HEIs	73 801	4.3%	91 493	3.5%	2 114	167 408
TVETs	304 528	14.4%	400 869	18.9%	00	705 397
CETs	78 624	3.7%	194 807	9.2%	00	273 431
Total	865 650	41.6%	1 254 288	58.3%	2 135	2 122 073
2017						
Number of students enrolled in PSET institutions	Male	%	Female	%	Not Specified	Total
Public HEIs	430 065	19.8%	606 898	28.0%	21	1 036 984
Private HEIs	77 754	3.6%	105 983	4.9%	1 309	185 046
TVETs	295 527	13.6%	392 501	18.1%	00	688 028
CETs	76 862	3.5%	180 319	8.3%	1018	258 199
Total	880 208	40.6%	1 285 701	59.3%	2 348	2 168 257

Sources:

HEMIS 2016 & 2017; TVETMIS 2016 & 2017; CLC_Annual_2016_20171107; CLC_Annual_2017_20190312 OQ Statistics on Post-School Education and Training in South Africa, 2016 & 2017

6.2. Public Higher Education Institutions (HEIs)

6.2.1. Students accessing Public Higher Education Institutions (HEIs)

This section provides an analysis of students accessing public HEIs in terms of gender. The main findings are as follows:

- The majority of student enrolments in public HEIs were females (58.5%) across all population groups. Moreover, most enrolments were reported for the Black African population group, wherein, females were dominant participants within the population group across public HEIs. This is the case for the 2-year period under review (see Table 3 below).
- Between 2016 and 2017 the number of students accessing HEIs who were female increased by about 7.0% (39 779) and males increased by about 5.2% (21 368) (see Table 3 below).
- Gender distribution by qualification type shows that enrolment across all types of qualifications is higher for females for both 2016 and 2017. Conversely, this is not the case with enrolment of doctoral degree qualifications, wherein a higher share of male students is enrolled as compared to females for both years under review (see Table 4 below).
- Of the total students enrolled for doctoral degrees in 2017, 55% (12 412) were males and 45% (10 159) were females. The number of enrolments for doctoral degree qualifications increased for both male and female students between 2016 and 2017 (see Table 4 below).
- In terms of enrolment by major field of study, the share of female students was higher across all fields of study except for the Science, Engineering and Technology (SET) field. Moreover, the SET field accounted for the highest share of total enrolments in public HEIs and it was more male dominated. This pattern was evident for both 2016 and 2017 (see Table 5 below).
- The Education, Other Humanities and Social Sciences fields had the highest gender disparities in 2017. Notably, 74.4% of all students enrolled in the education field were female compared to 25.6% of male students. In the humanities and social sciences field, 63.3% of the enrolments were females. For the other fields of study gender is fairly distributed (see Table 5 below).

- Female student enrolment was reported to be higher for both contact and distance modes of attendance in 2016 and 2017. In 2017, a share of 54.2% of female students were enrolled through the contact mode of learning and 66.1% through the distance mode of learning (see Table 6 below).
- In terms of the distance mode of learning a wider gender disparity was observed for both years under review. About 66.1% (249 273) of distance mode enrolments were females compared to 33.9% (127 740) male enrolments (see Table 6 below).

Table 3: Number of students enrolled in public HEIs by gender and population group, 2016 to 2017

2016				
Population group	Female	Male	Not Specified	Total
African	408 208	293 266	8	701 482
Coloured	38 452	23 508	3	61 963
Indian	30 119	20 331	0	50 450
White	85 414	67 073	2	152 489
Not Specified	4 926	4 519	8	9 453
Total	567 119	408 697	21	975 837
2017				
Population group	Female	Male	Not Specified	Total
African	446 946	316 808	13	763 767
Coloured	40 739	24 031	2	64 772
Indian	30 018	20 113	0	50 131
White	84 174	64 626	2	148 802
Not Specified	5 021	4 487	4	9 512
Total	606 898	430 065	21	1 036 984

Source: HEMIS 2016 & 2017

Table 4: Number of students enrolled in public HEIs by gender and qualification type, 2016 to 2017

2016				
Qualification type	Male	Female	No Info	Total
Occasional Students	7 375	12 439	6	19 820
Undergraduate Certificates and Diplomas	114 694	140 296	0	254 990
Undergraduate Degrees	212 410	317 942	9	530 361
Postgraduate Below Master's level	34 578	57 285	3	91 866
Master's Degrees	27 704	29 584	2	57 290
Doctoral Degrees	11 936	9 573	1	21 510
Total	408 697	567 119	21	975 837
2017				
Qualification type	Male	Female	No Info	Total
Occasional Students	8 462	12 994	2	21 458
Undergraduate Certificates and Diplomas	121 302	155 157	0	276 459
Undergraduate Degrees	222 147	333 734	11	555 892
Postgraduate Below Master's level	37 719	63 727	4	101 450
Master's Degrees	28 023	31 127	3	59 153
Doctoral Degrees	12 412	10 159	1	22 572
Total	430 065	606 898	21	1036 984

Source: HEMIS 2016 & 2017

Table 5: Number of students enrolled in public HEIs by gender and major field of study, 2016 to 2017

Major field of study	2016			2017		
	Male	Female	No Info	Male	Female	No Info
Business and Management	117 001	147 931	2	121 755	157 174	2
Education	45 434	131 550	2	50 007	145 103	3
All other Humanities and Social Sciences	87 407	151 119	9	92 867	159 945	13
Science, Engineering and Technology	158 854	136 520	9	165 436	144 677	3
Total	408 697	567 119	21	430 065	606 898	21

Source: HEMIS 2016 & 2017

Table 6: Number of students enrolled in public HEIs by gender and attendance mode, 2016 to 2017

2016					
Mode of attendance	Male		Female		No Info
Contact	293 454	46.0%	344 528	54.0%	19
Distance	115 243	34.1%	222 591	65.9%	2
Total	408 697		567 119		21
2017					
Mode of attendance	Male		Female		No Info
Contact	302 325	45.8%	357 625	54.2%	20
Distance	127 740	33.9%	249 273	66.1%	1
Total	430 065		606 898		21

Source: Statistics on Post-School Education and Training in South Africa, 2016 & 2017

6.2.2. Students graduating from Public Higher Education Institutions (HEIs)

This section provides the gender profile of students graduating within the public HEIs. The main findings are as follows:

- Overall, the number of graduates increased between 2016 and 2017 for both male and female students across all fields of study. In 2017, the share of female graduates was about 61.5% (129 681) compared to males at about 38.5% (81 241) (see Table 7 below).
- Interestingly, as compared to enrolment in the SET field, where male students were the majority; the number of graduates in the SET field was higher for female students than for male students. In 2017, about 51.5% (31 684) of SET graduates were female compared to about 48.5% (29 897) of male graduates (see Table 7 below).
- The proportion of female graduates across all types of qualifications was higher except for doctoral degrees where male graduates were the majority. This trend was noticeable in both years under review (see Table 8 below).

Table 7: Number of graduates from public HEIs by gender and major field of study, 2016 to 2017

2016				
Major field of study	Male	Female	No Info	Total
Business and Management	24 144	32 218	2	56 364
Education	10 051	32 056	1	42 107
All other Humanities and Social Sciences	15 419	30 057	4	45 480
Science, Engineering and Technology	29 150	29 971	4	59 125
Total	78 764	124 302	10	203 076
2017				
Major field of study	Male	Female	No Info	Total
Business and Management	24 592	33 178	2	57 772
Education	10 646	33 787	1	44 434
All other Humanities and Social Sciences	16 106	31 033	5	47 144
Science, Engineering and Technology	29 897	31 684	1	61 581
Total	81 241	129 681	9	210 931

Source: HEMIS 2016 & 2017



Table 8: Number of graduates from public HEIs by gender and qualification type, 2016 to 2017

2016				
Qualification type	Male	Female	No Info	Total
Occasional Students	-	-	-	-
Undergraduate Certificates and Diplomas	20 270	33 019		53 289
Undergraduate Degrees	35 772	58 137	6	93 915
Postgraduate Below Master's level	14 816	25 395	2	40 213
Master's Degrees	6 292	6 569	1	12 862
Doctoral Degrees	1 614	1 182	1	2 797
Total	78 764	124 302	10	203 076
2017				
Qualification type	Male	Female	No Info	Total
Occasional Students	-	-	-	-
Undergraduate Certificates and Diplomas	20 674	34 752		55 426
Undergraduate Degrees	36 627	59 487	6	96 120
Postgraduate Below Master's level	15 989	27 385	3	43 377
Master's Degrees	6 205	6 746		12 951
Doctoral Degrees	1 746	1 311		3 057
Total	81 241	129 681	9	210 931

Source: HEMIS 2016 & 2017

6.3. Technical and Vocational Education and Training (TVET)

6.3.1. Students accessing Vocational Education and Training (TVET)

This section explores the gender profile of students enrolled in TVET colleges. The main findings are as follows:

- Enrolment declined between 2016 and 2017 for both male and female students. Overall, the number of female students enrolled was higher than that of males in the two years under review. (see Table 9 below)
- The enrolment rate in TVET colleges was significantly higher for Black African females, which recorded about 53.6% (368 467) in 2017. Overall, enrolment in TVET colleges was higher for Black African students (both male and female) as compared to other population groups. In contrast, for other population groups male enrolments were more compared to female enrolments (see Table 9 below).
- Gender distribution in terms of qualification category for both 2016 and 2017 show that there were more females enrolled in all programmes when compared to males (see Table 10 below).
- Report 191 (N1 – N6) had the highest number of enrolments of which females were greater as compared to males. About 74.1% of all TVET enrolments were in Report 191 (N1 – N6), and of those enrolments 41.1% were female and 33.1% were male (see Table 10 below).
- Majority of student enrolments were in Gauteng and KwaZulu-Natal Provinces with female students being more than male students in both provinces (see Table 11 below).

Table 9: Number of students enrolled in TVET colleges by gender and population group, 2016 to 2017

Population group	2016			2017		
	Female	Male	Total	Female	Male	Total
African	376 179	273 498	649 677	368 467	267 250	635 717
Coloured	22 626	23 405	46 031	22 429	21 211	43 640
Indian	382	1 550	1 932	328	1 371	1 699
White	1 567	5 980	7 547	1 204	5 622	6 826
unknown	115	95	210	73	73	146
Total	400 869	304 528	705 397	392 501	295 527	688 028

Source: TVETMIS 2016 & 2017

Table 10: Number of students enrolled at TVET colleges by gender and qualification and category

Qualification category	2016			2017		
	Male	Female	Total	Male	Female	Total
NC(V)	65 419	111 842	177 261	52 274	90 099	142 373
Report 191 (N1 – N6)	222 058	269 968	492 026	227 544	282 609	510 153
Occupational qualifications	4 985	8 657	13 642	4 292	6 677	10 969
Other	12 066	10 402	22 468	11 417	13 116	24 533
Total	304 528	400 869	705 397	295 527	392 501	688 028

Source: TVETMIS 2016 & 2017

Table 11: Number of students enrolled at TVET colleges by gender and province, 2016 to 2017

Province	2016			2017		
	Male	Female	Total	Male	Female	Total
Eastern Cape	29 655	47 828	77 483	29 294	46 796	76 090
Free State	20 642	29 335	49 977	21 902	29 318	51 220
Gauteng	80 761	88 283	169 044	80 140	90 432	170 572
KwaZulu-Natal	48 119	72 713	120 832	44 879	68 395	113 274
Limpopo	44 322	63 835	108 157	44 693	62 364	107 057
Mpumalanga	20 064	26 865	46 929	19 183	26 442	45 625
Northern Cape	17 136	19 982	37 118	14 727	17 590	32 317
North West	6 339	8 809	15 148	4 499	5 868	10 367
Western Cape	37 490	43 219	80 709	36 210	45 296	81 506
Total	304 528	400 869	705 397	295 527	392 501	688 028

Source: TVETMIS 2016 & 2017

6.3.2. Students completing qualifications/programmes in TVET colleges

This section shows the examination data in TVET colleges disaggregated by gender. The main findings in this section refer to Table 12 below and are as follows:

- Overall, women who registered, wrote and completed examinations in TVET colleges were greater compared to men for both 2016 and 2017.
- Completion rates were slightly higher for females compared to males. In 2017, the completion rate was 84.8% for females and 81.6% for males.
- More women were recorded to have registered, wrote and completed examinations in all categories except for Report 190/1 (N3), where more men were recorded in both years under review.

Table 12: Number of students in TVET colleges who registered, wrote and completed by qualification type and gender, 2016 to 2017

Qualification category	2016							
	Male				Female			
	Registered	Wrote	completed	Completion rate	Registered	Wrote	completed	Completion rate
Report 190/1 (N3)	37 412	35 374	23 160	65.5%	24 979	24 035	15 942	66.3%
Report 190/1 (N6)	33 164	31 623	20 220	63.9%	61 892	60 149	40 422	67.2%
NC(V) Level 4	10 709	9 632	3 618	37.6%	20 032	18 472	8 098	43.8%
Total	81 285	76 629	46 998	61.3%	106 903	102 656	64 462	62.8%
Qualification category	2017							
	Male				Female			
	Registered	Wrote	completed	Completion rate	Registered	Wrote	completed	Completion rate
Report 190/1 (N3)	37 006	34 910	26 511	75.9%	26 829	25 801	20 130	78.0%
Report 190/1 (N6)	42 340	41 318	39 198	94.9%	76 962	75 768	73 310	96.8%
NC(V) Level 4	9 425	8 219	3 225	39.2%	20 158	18 300	8 152	44.5%
Total	88 771	84 447	68 934	81.6%	123 949	119 869	101 592	84.8%

Sources:

Statistics on Post-School Education and Training in South Africa, 2016
2017, Examination data/report, South African TVETs & CETs

6.4. Community Education and Training Colleges

6.4.1. Students accessing programmes in CET colleges

This section explores the gender profile of students enrolled in CET colleges. The main findings are as follows:

- Women accounted for the majority of students enrolled in CET colleges for the 2 years under review. In 2017, 69.8% of students enrolled in CETs were women compared to 29.8% of men. Additionally, 92.2% of all women enrolled were Black African in 2017 (see Table 13 below).
- Disaggregation by programme shows that women were dominant in all programmes for both 2016 and 2017. This observation could have been attributed to the fact that enrolments in CETs were highly dominated by females (see Table 14 below).
- At a provincial level, enrolments in the nine provinces were female dominant; with Gauteng (21.4%) and KwaZulu-Natal (13.3%) being the provinces with the highest number of female enrolments (see Table 15 below).

Table 13: Number of students enrolled in CET colleges by gender and population group, 2016 to 2017

Population group	2016			2017		
	Female	Male	Total	Female	Male	Total
Black African	184 623	70 316	254 939	169 688	68 485	238 173
Coloured	8 989	7 509	16 498	8 915	7 193	16 108
Indian	498	311	809	974	633	1 607
White	628	381	1 009	583	436	1 019
Other	69	107	176	159	115	274
Unspecified	-	-	-	-	-	1 018
Total	194 807	78 624	273 431	180 319	76 862	258 199

Sources:

CLC_Annual_2017_20190312 OQ

CLC_Annual_2017_20190312 OQ

Table 14: Number of students enrolled at CET colleges by gender and qualification category, 2016 to 2017

Qualification category (programme)	2016			2017		
	Male	Female	Total	Male	Female	Total
AET Level 1	4 880	8 015	12 895	4 094	6 356	10 450
AET Level 2	6 706	14 809	21 515	5 918	11 707	17 625
AET Level 3	8 631	17 407	26 038	7 922	14 075	21 997
ABET Level 4 (NQF L1)	28 411	94 208	122 619	28 285	87 628	115 913
Grade 10 (NQF 2)	61	223	284	104	117	221
Grade 11 (NQF 3)	551	798	1 349	113	42	155
Grade 12 (NQF 4)	28 370	57 255	85 625	28 865	56 283	85 148
Other/Skills Development	1 042	2 064	3 106	1 561	4 111	5 672
Occupational Qualifications	-	-	-	-	-	1 018
Total	78 652	194 779	273 431	76 862	180 319	258 199

Sources:

CLC_Annual_2017_20190312 OQ

CLC_Annual_2017_20190312 OQ

Table 15: Number of students enrolled at CET colleges by gender and province, 2016 to 2017

Province	2016			2017			
	Male	Female	Total	Male	Female	unknown	Total
Eastern Cape	7 940	26 808	34 748	8 083	26 159	-	34 242
Free State	6 130	13 107	19 237	6 275	11 878	40	18 193
Gauteng	30 956	55 258	86 214	31 691	55 374	782	87 847
KwaZulu-Natal	11 686	42 654	54 340	9 233	34 251	-	43 484
Limpopo	4 706	19 443	24 149	3 917	17 340	-	21 257
Mpumalanga	3 809	13 844	17 653	3 714	13 946	106	17 766
Northern Cape	1 279	2 707	3 986	1 464	2 237	90	3 791
North West	4 275	10 718	14 993	3 919	9 215	-	13 134
Western Cape	7 871	10 240	18 111	8 566	9 919	-	18 485
Total	78 652	194 779	273 431	76 862	180 319	1 018	258 199

Sources:

CLC_Annual_2017_20190312 OQ

CLC_Annual_2017_20190312 OQ

6.4.2. Students completing qualifications/programmes in CET colleges

This section provides an analysis of the gender profile of students who registered, wrote and completed ABET Level 4 qualification. The main findings in this section refer to Table 16 below and are as follows:

- A higher number of women compared to men registered, wrote and completed examinations for ABET Level 4 qualification.
- The female completion rates were higher than the male completion rates for both years under review. In 2017, the female completion rate was 38.7% compared to 35.0% of males.

Table 16: Number of students in CET colleges who registered, wrote and completed ABET Level 4 qualification, 2016 to 2017

Period	Male				Female				Gender Neutral			
	Registered	Wrote	completed	Completion rate (%)	Registered	Wrote	completed	Completion rate (%)	Registered	Wrote	completed	Completion rate (%)
2016	22 311	16 645	5 318	31.9%	78 179	61 460	22 706	36.9%	-	-	-	-
2017	20 426	14 959	5 241	35.0%	63 395	49 203	19 052	38.7%	1 315	1 063	464	43.7%

Sources:

Statistics on Post-School Education and Training in South Africa, 2016
2017, Examination data/report, South African TVETs & CETs