

Media Release

GENDER SERIES VOLUME II: Education, 2004-2014

The purpose of this report was to assess the country's progress towards achieving improved access to and quality of education through a gender lens. The general analyses in the report covered trends over a 10 year period (2004 and 2014). The period of data analysis largely depended on the availability of data as well as survey/administrative data collection cycles both for internal external data sources. Statistics presented in the report confirmed that the country has indeed made significant progress towards achieving universal access and equal education for both boys and girls. However, challenges were also identified around a number of issues.

Highlights: Progress made in bridging the gender gap in education

Educational attainment

Literacy

The proportion of literate males and females between the ages 15–24 years declined between 2009 and 2014. Rural young males between ages 15–24 accounted significantly for the decrease.

Proportions of persons aged 20 years and above who are literate by sex, age and geo-type, 2009¹ and 2014

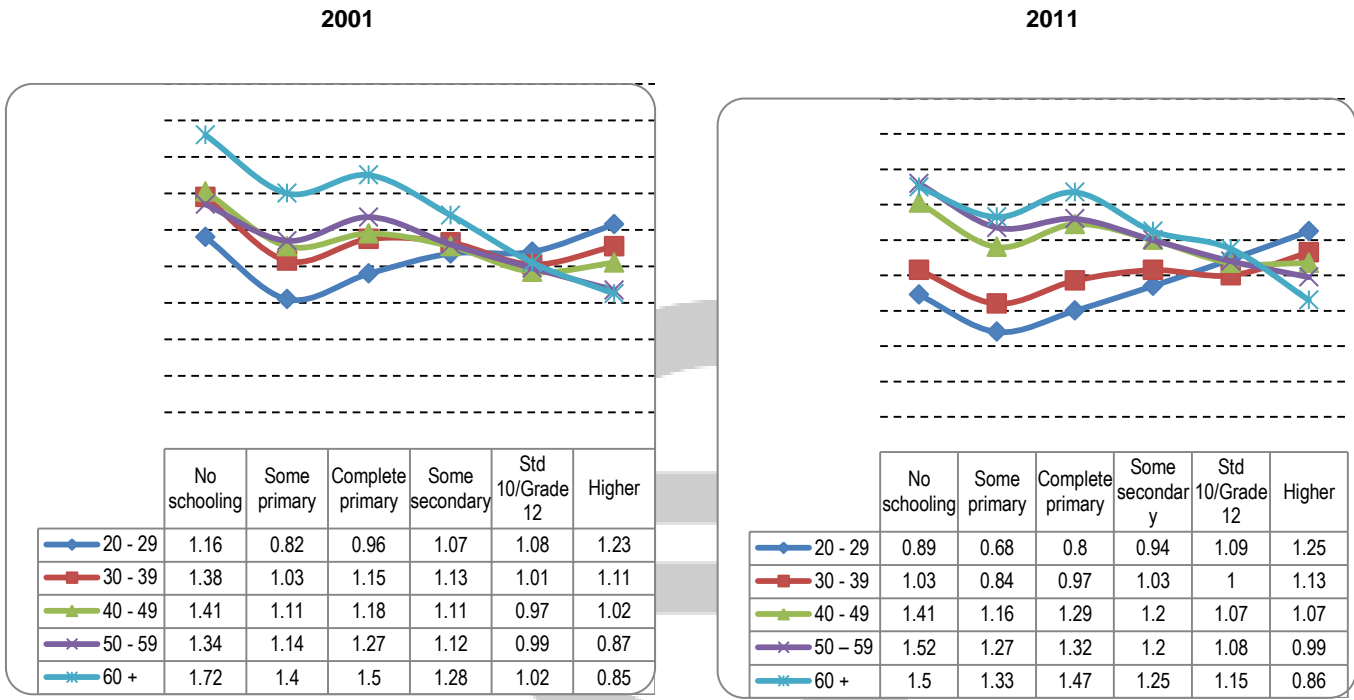
	Male				Female				Gender Parity Ratios			
	Urban		Rural		Urban		Rural		2009		2014	
	2009	2014	2009	2014	2009	2014	2009	2014	Urban	Rural	Urban	Rural
15 – 24	29,3	28,3	45,8	16,2	29,4	28,8	41,6	39,5	1,00	1,01	1,00	0,99
25 – 34	31,4	30,3	27,5	23,3	30,4	29,5	28,1	27,7	0,96	1,14	0,96	1,03
35 – 44	23,8	25,5	16,3	24,9	24,2	24,8	18,5	20,0	1,01	1,27	0,96	1,22
45 – 54	15,4	15,8	10,4	35,6	16,0	16,9	11,8	12,9	1,03	1,26	1,05	1,34
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	0,99	1,12	0,99	1,08

Source: GHS: 2009; 2014

Gender parity ratios show a stronger tendency towards female education attainment of higher levels of education than males in nearly all age categories.

¹ Data for literacy was only available in 2009 onwards in GHS. Comparison could therefore only be possible starting from 2009.

Gender parity ratios for education attainment (20 years and above) by sex and age group, 2001 and 2011



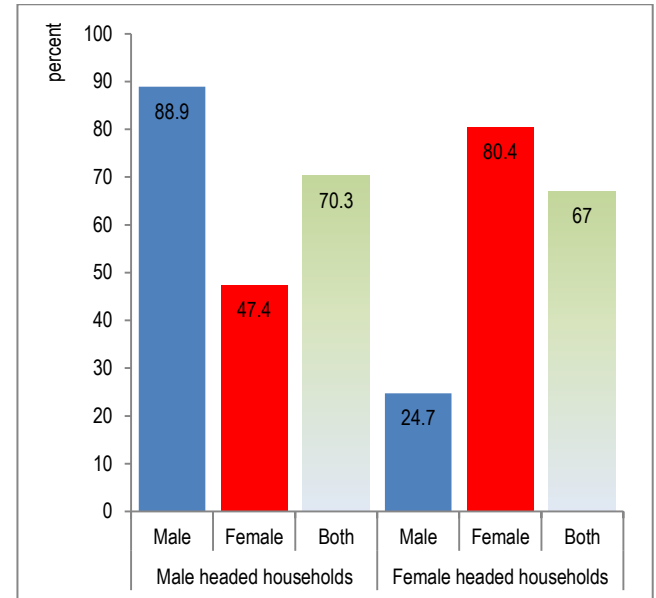
Source: Census: 2001; 2011

It was also found that the level of education of the household head played a significant role in the educational outcomes of same sex household members.

Highest level of education attained for persons aged 20 and above by sex of household head with bachelor's degree or higher, 2014

Highest level of education	Male-headed households			Female-headed households		
	Male	Female	Both	Male	Female	Both
Less than matric	2,4	6,0	4,0	15,6	4,5	7,2
Matric/Grade 12	6,1	27,1	15,5	35,7	6,9	13,8
Other tertiary	2,4	17,9	9,4	23,7	8,1	11,9
Graduates	88,9	47,4	70,3	24,7	80,4	67,0
Other	0,2	1,5	0,8	0,3	0,0	0,1
Total	100	100	100	100	100	100

Graduates living in households where the household head's educational attainment is a bachelor's degree or higher, 2014



Source: GHS 2014

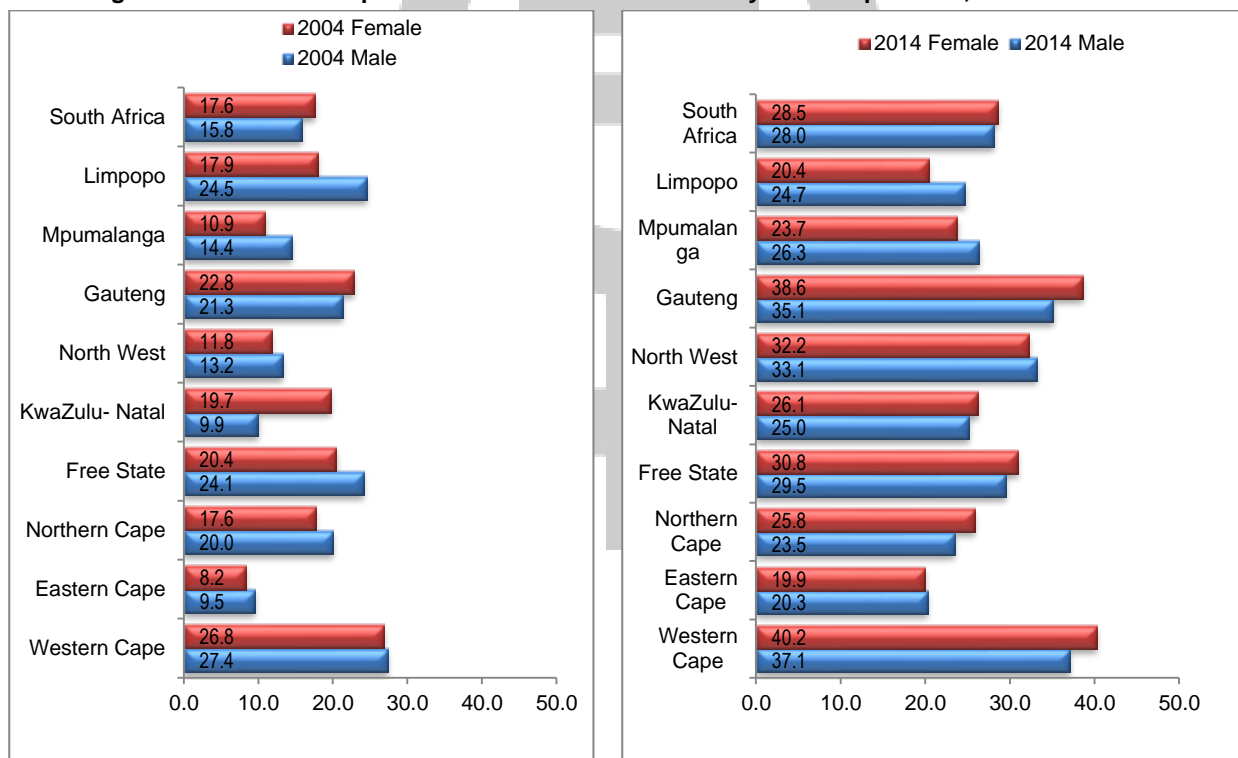
Males living in households headed by graduate male household heads were more likely to be graduates compared to their female counterparts (88,9% among males vs. 47,4% among females). A similar trend was observed for female-headed households (80,4% among females vs. 24,7% among males).

Access to education

There was a decline observed amongst new entrants into the first grade of school. The drop was mainly driven by declines observed in KwaZulu-Natal, Eastern Cape, and North West.

In 2014, the percentage of females who passed their National Senior Certificate (NSC) across all provinces was slightly lower than their male counterparts.

Percentage of candidates who passed NSC with endorsements by sex and province, 2004 and 2014



Source: DBE 2004, 2014

In 2014, improvements in endorsement passes were observed in all provinces, with the highest achievers among both males and females found in Western Cape, followed by Gauteng.

Limpopo showed the least improvement among females at 2,5 percentage points. However, girls in the Eastern Cape remained the lowest with 19,9% of endorsements.

Indian/Asian and white females were more likely to take mathematics as a subject and achieve a bachelor's pass when compared to their male counterparts

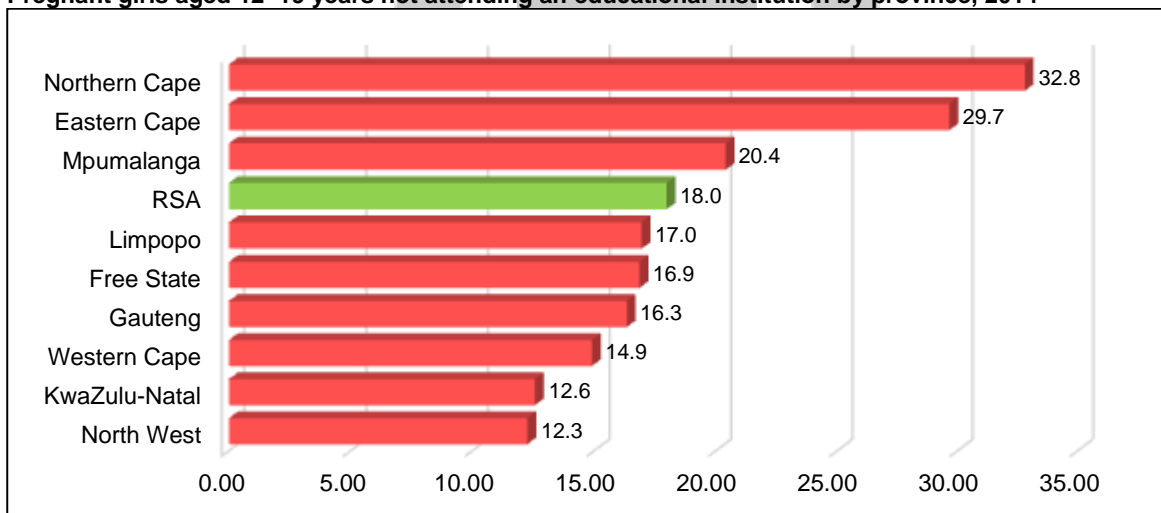
Not attending school

Increases in out of school girls saw the percentage of girls who were out of school equalling that of boys in 2011 (out of school girls increased by 0,7 of a percentage point compared to 0,5 of a percentage point for boys).

Nationally, girls were more likely not to attend school than boys, both in 2001 and 2011. However, in 2011 a higher proportion of boys in provinces such as the Eastern Cape, Western Cape, North West and the Northern Cape were out of school compared to their female counterparts

Boys, especially those living in urban areas, were more likely not to attend school due to looking for work while higher proportions of girls were staying at home due to family commitments such as child minding.

Pregnant girls aged 12–19 years not attending an educational institution by province, 2014



Source: GHS 2014

* Note: the female population aged 12–19 not attending school per province was used as the divisor when calculating total percentage shares within each province.

Pregnancy also acted as a social gender-specific obstacle hindering access to education for girls, particularly those from rural areas.

In 2014, Northern Cape had the highest proportion of non-attending pregnant girls, followed by the Eastern Cape and Mpumalanga,

Enrolments in PSET

The period 2005 and 2013 saw universities and universities of technology in the country struggling with large gender gaps. Gender disparities were observed for almost all qualification enrolment types, as well as within each major field of study. The biggest gaps were observed in the field of education, with a GPR of 3,9 in favour of Indian/Asian females.

Between 2005 and 2013, enrolment disparities in Science, Engineering and Technology (SET) and Business and Commerce were more inclined towards males. For example, white males accounted for 44,7% of SET enrolments and they were followed by Indian/Asian males with 40,5%. In Business and Commerce, Indian/Asian males were most likely to be enrolled (42,4%), followed by white males (30,6%).

Females generally dominated the lower echelons (i.e. up to Honours level) of qualifications.

The majority of black African females graduated from Education studies, white and coloured females from Other Humanities studies, and Indian/Asian females in the male-dominated SET field of study.

Gender parity ratios: Enrolments by major field of study and population group, 2013

Major field of study	Black African	Coloured	Indian/Asian	White
SET	0,6	0,7	0,6	0,6
Business and Commerce	1,0	0,8	0,8	0,8
Education	1,9	2,1	3,9	3,7
Other Humanities	1,2	1,3	1,8	1,6

Source: DHET: HEMIS, 2013

Chapters 6 and 7 of the report employed methods of multivariate statistics to provide insight into educational outcomes for males and females as influenced by various socio-economic and demographic factors. Chapter 6 focused on factors associated with obtaining a National Senior Certificate and tertiary level education respectively. The relationship between education and employment outcomes for males and females was also investigated in this chapter. Chapter 7 paid close attention to children who are not attending school between the ages of 6–18 years. Below are highlights emanating from the multivariate analysis:

When predicting for a National Senior Certificate, Census 2011 data showed that variables such as population group (coloured males were least likely to attain matric), access to electricity and geo-type made the largest contribution for predicting the attainment of matric. The odds of males residing in rural areas attaining matric were lowest.

The most important contributing factors towards decreasing the likelihood of attaining a tertiary qualification were:

- Low annual household income
- Lack of access to electricity and internet
- Females who are single mothers
- Increase in total number of children born (for females)
- The presence of children in the household for women who have never been married

In terms of education and employment outcomes: The odds of being employed were highest for those who belonged to the 25–54 age bracket, had less than matric and were male. Factors that were most likely to contribute towards decreasing the likelihood of being employed, related to gender and more specifically being female.

Chapter 7 revealed that children have a higher likelihood of not attending school if the head of the household had lower levels of education, was cohabiting, if children skipped meals, if the household does not have access to electricity, if both parents were not part of the household and where children had poor physical and/or mental well-being.

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