



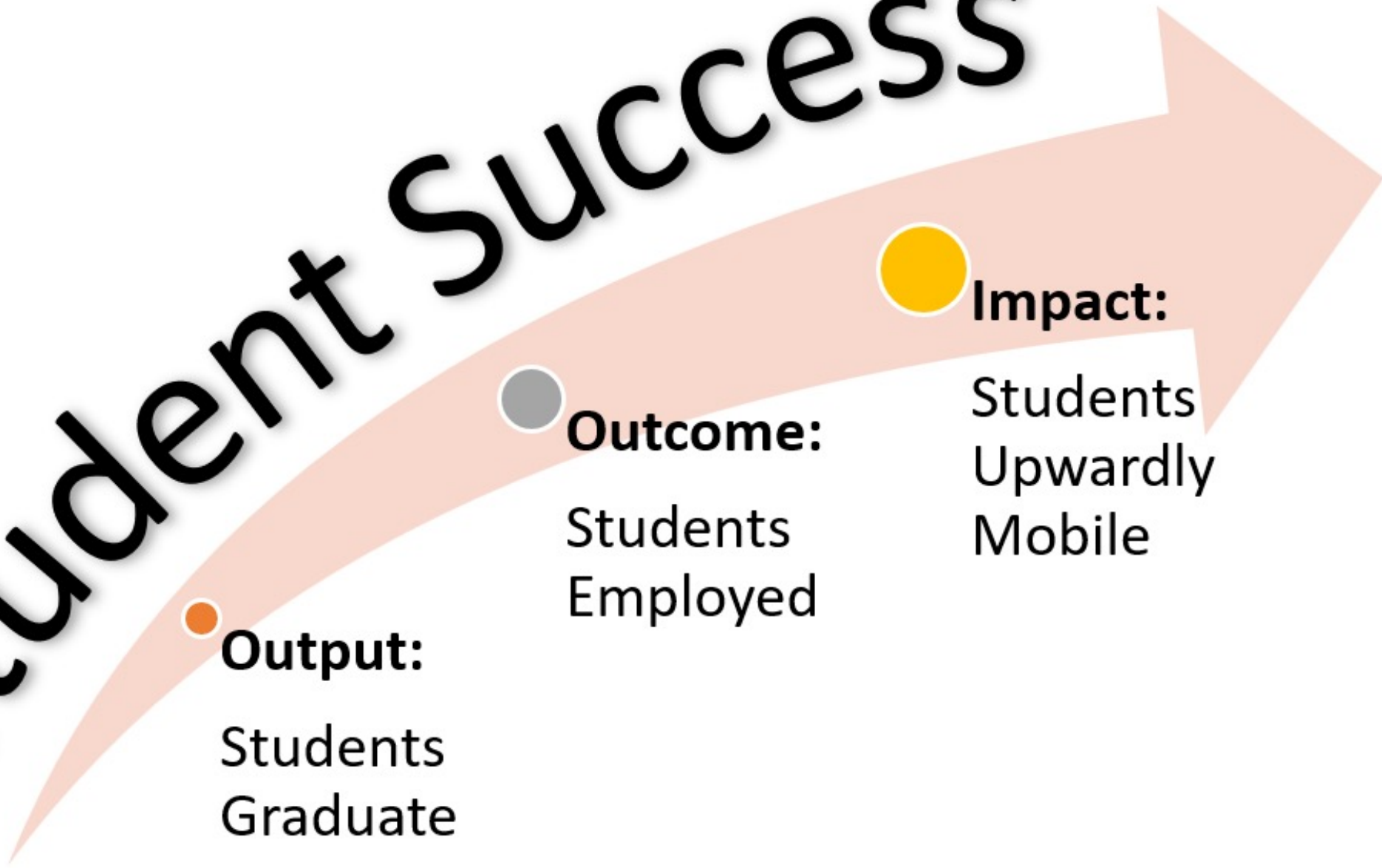
**Siyaphumelela**  
we succeed

*Gender Performance Gaps in Siyaphumelela  
2.0 3.0 Network Institutions:  
A Deep Dive into the Data*

Ashton Maherry

*Saide*

# Student Success



**Output:**

Students  
Graduate

**Outcome:**

Students  
Employed

**Impact:**

Students  
Upwardly  
Mobile

# NSC MATRIC 2023

## AGGREGATION ACCORDING TO GENDER



**322 874**

Girls passed  
the 2023 NSC  
examinations

**250 109**

Boys passed  
the 2023 NSC  
examinations

**163 507** girls attained admission  
to Bachelor Studies compared to  
**119 387** boys.

## Matric Class of 2023

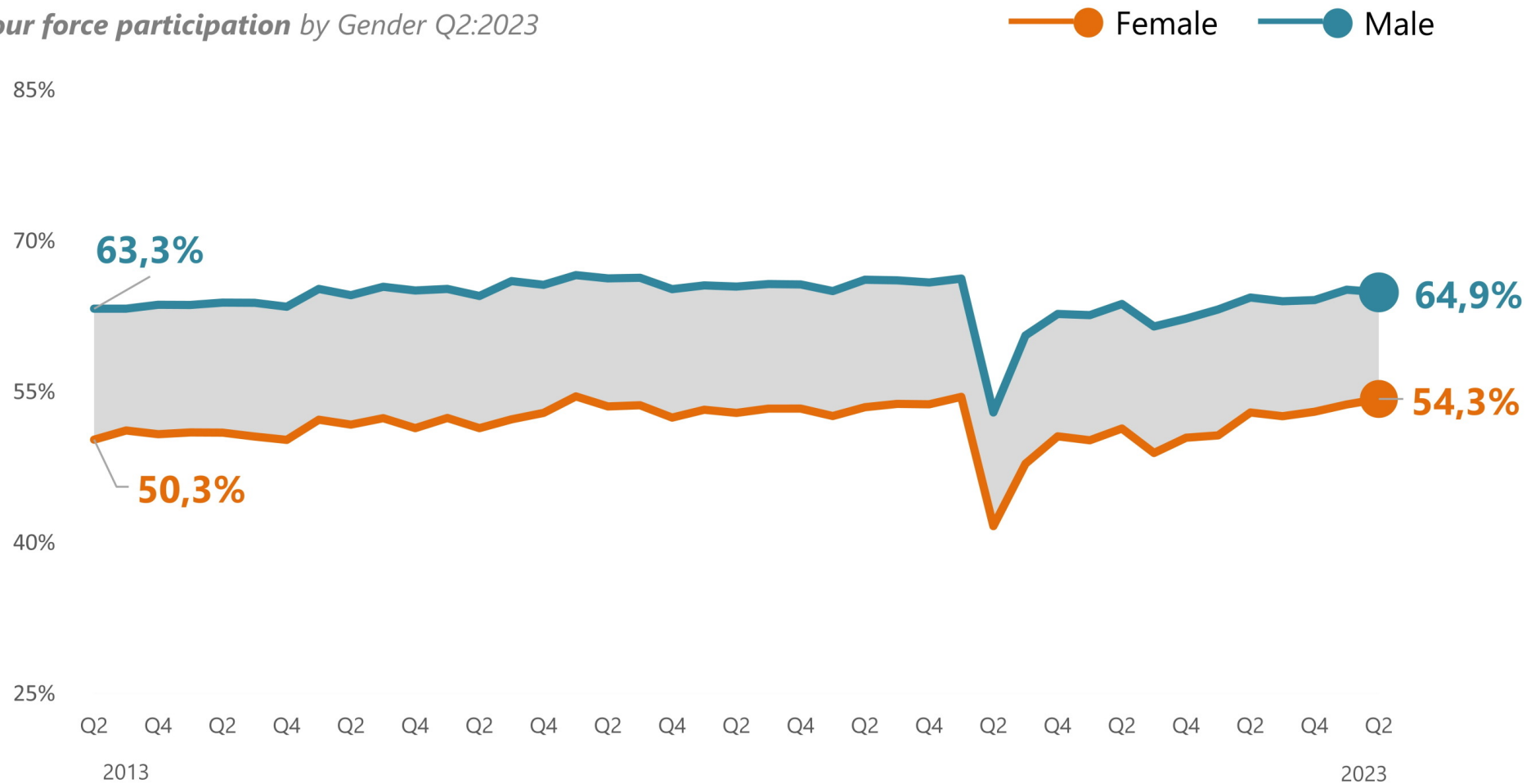


Siyaphumelela  
we succeed

- Wrote: 56% female, 44% male
- Both pass rate of 83%
- Passed: 56% female, 44% male
- Bachelor Passes: 58% female, 42% male
  - 42% of Females received a bachelors pass
  - 40% of males received a bachelors pass

Only **54,3%** of **women** of working age in South Africa **participate in the labour force** either as employed or looking for work

Labour force participation by Gender Q2:2023

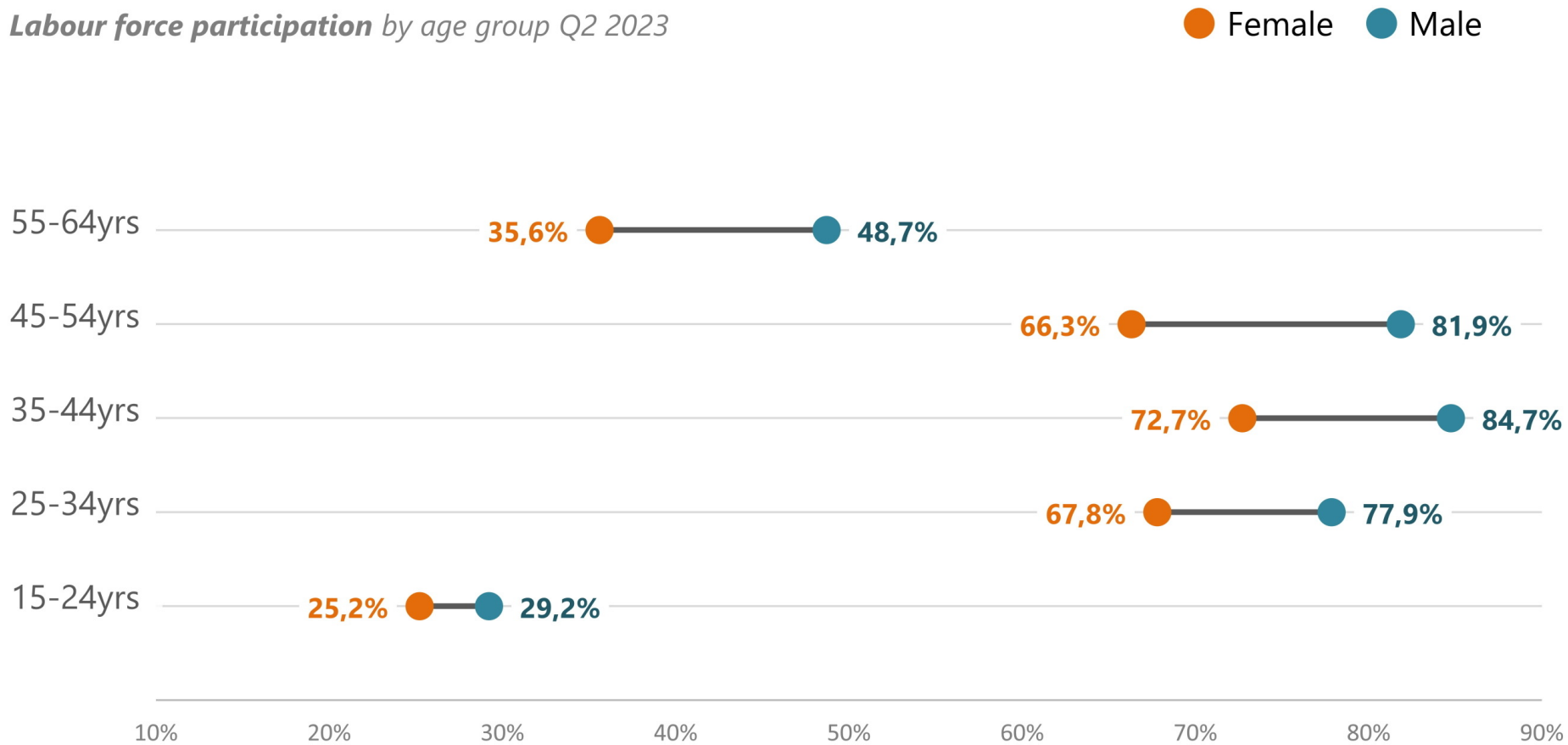


Source: Quarterly Labour Force Survey Q2 2023

# Across all age groups, **women** are less likely to be in the labour force compared to **men**

The labour force participation rate for women was largest in the age group 35-44 at 72,7%, however, 12% points less than that of men in the same age

**Labour force participation by age group Q2 2023**

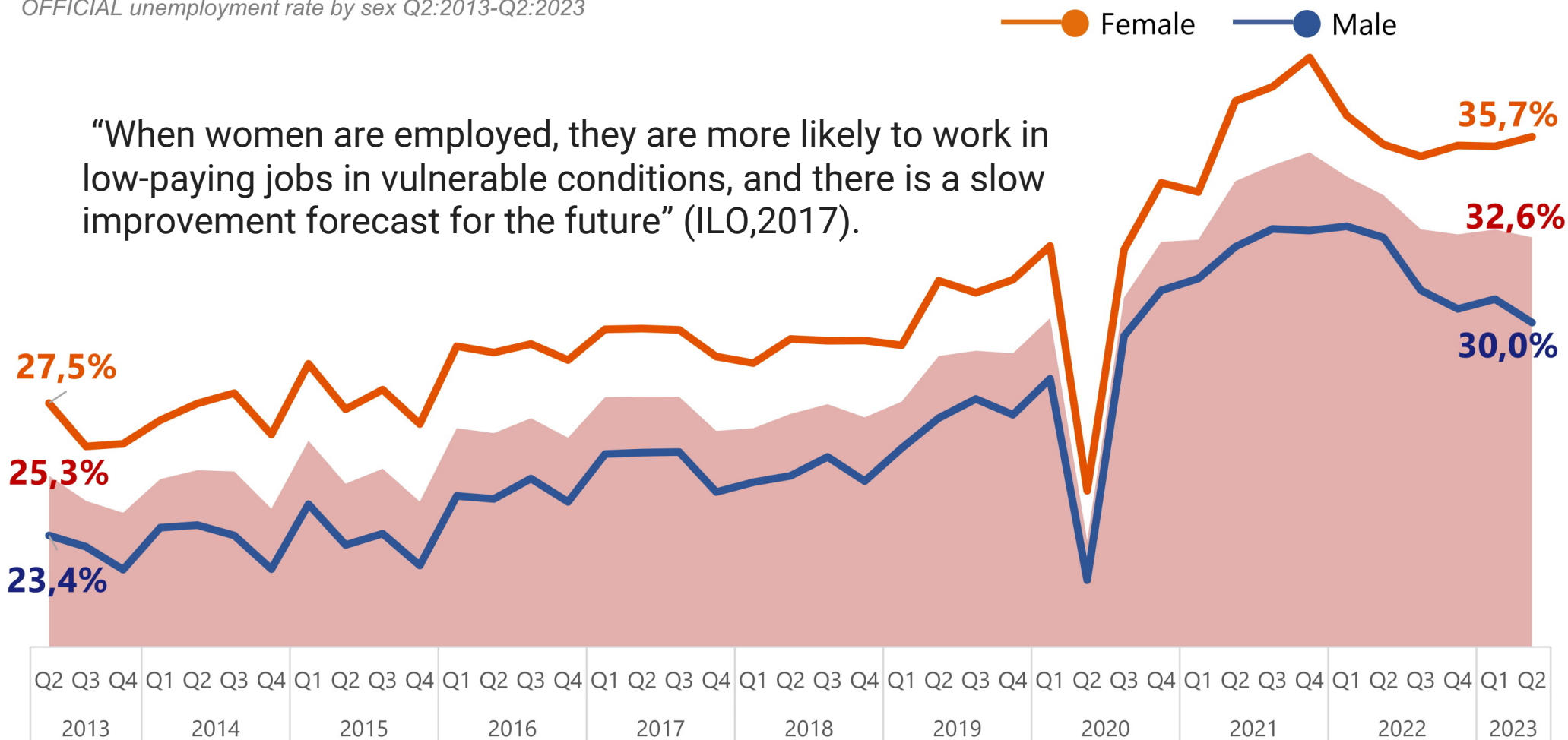


Source: Quarterly Labour Force Survey Q2 2023

Over the past ten years, the **unemployment** rate for **women has been higher** than for men. The female unemployment rate increased from 27,5% in Q2:2013 to **35,7% in Q2:2023**.

OFFICIAL unemployment rate by sex Q2:2013-Q2:2023

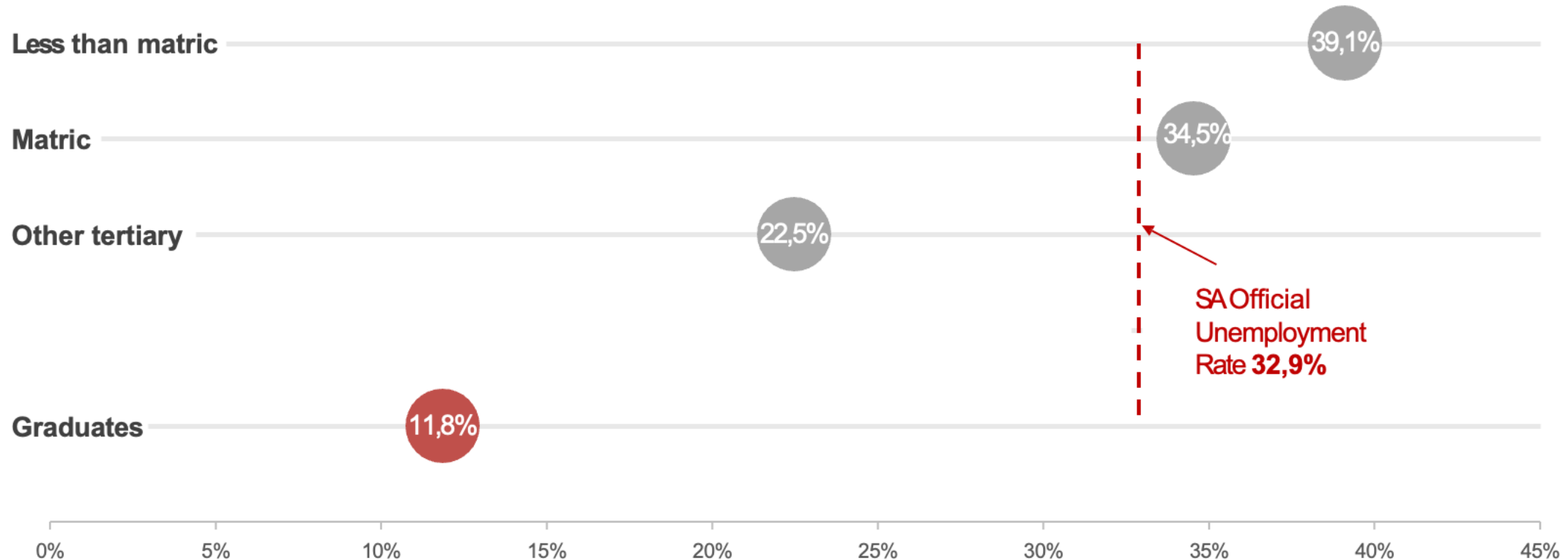
“When women are employed, they are more likely to work in low-paying jobs in vulnerable conditions, and there is a slow improvement forecast for the future” (ILO,2017).



Source: Quarterly Labour Force Survey Q2 2023

**Graduate** unemployment rate increased by 2,3 percentage points to **11,8%** in Q1:2024 compared to 9,6% in Q4:2023. Those with **matric** and **less than matric** remain vulnerable with an unemployment rate of 34,5% and 39,1% respectively which are higher than SA official unemployment rate.

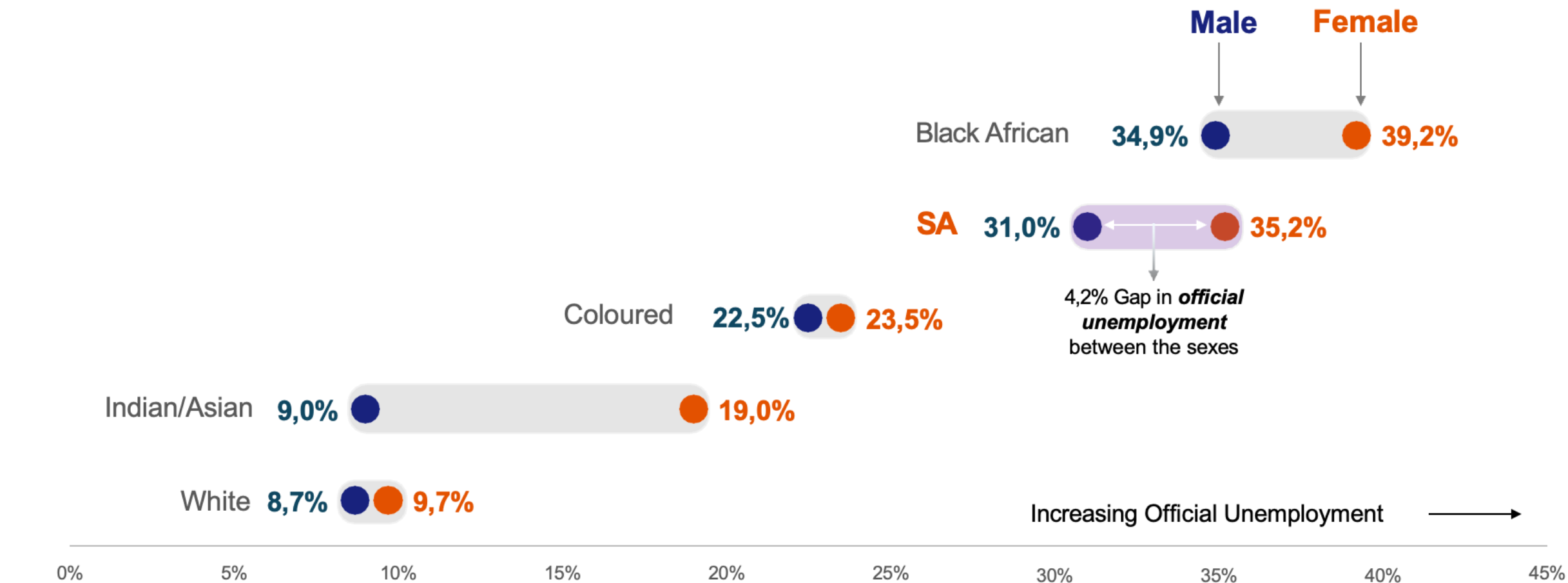
Official Unemployment rate by level of education, Q1:2024



IMPROVING LIVES THROUGH DATA ECOSYSTEMS

# Black African women continue to be the most vulnerable with an unemployment rate of 39,2% in Q1:2024.

Official unemployment rate by population group and sex, Q1:2024



IMPROVING LIVES THROUGH DATA ECOSYSTEMS





Copilot

As of 2024, approximately **49.4%** of female graduates in South Africa are unemployed. This high unemployment rate highlights the challenges faced by female graduates in the labor market. If you need further information or have any other questions, feel free to ask! 😊

☹️ Why wasn't this helpful? [Give Feedback](#) ▾



You

that is all females. I only want female graduates



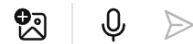
Copilot

I apologize for the oversight. Let's focus specifically on female graduates in South Africa. The unemployment rate among female graduates in South Africa was estimated at **49.4%** in 2024, marking a notable increase of **3.3 percentage points** from 2004 when it stood at **46.1%**. If you need further information or have any other questions, feel free to ask! 😊

☹️ Why wasn't this helpful? [Give Feedback](#) ▾

New topic

Ask me anything...



Copilot GPTs

- Copilot
- Designer
- Vacation planner
- Cooking assistant
- Fitness trainer

Recents

- Untitled chat 11:...



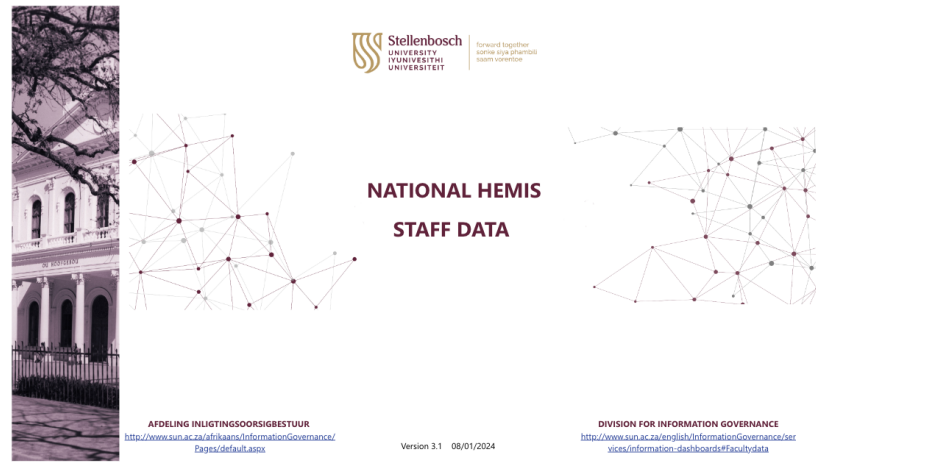


# INFORMATION GOVERNANCE



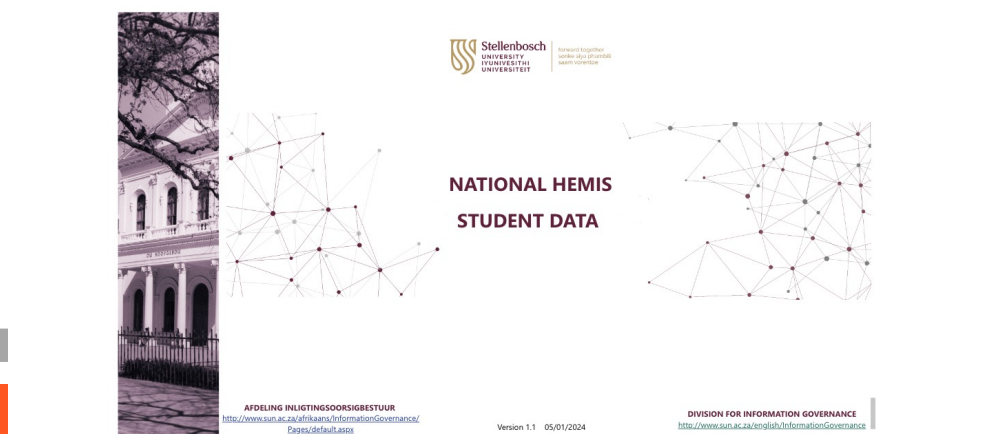
**National HEMIS Staff Data** [CLICK HERE](#)

The data of DHET tables 3.1, 3.3, 3.4, 3.5, and 3.7 are graphically represented through the use of a Power BI application.



**National HEMIS Student Data** [CLICK HERE](#)

The data of DHET tables 2.7, 2.9, 2.11, 2.12, and 2.13 are graphically represented through the use of a Power BI application. The application also shows the student success data that is often referred to, and many graphs that show trends and numbers of the major data tables of HEMIS. Some of these graphs are similar to those that used to appear in DHET's Vital Statistics (this publication was discontinued a while ago already), but of course, that data was static and did not allow dynamic selection of parameters.



# Headcount Enrollments

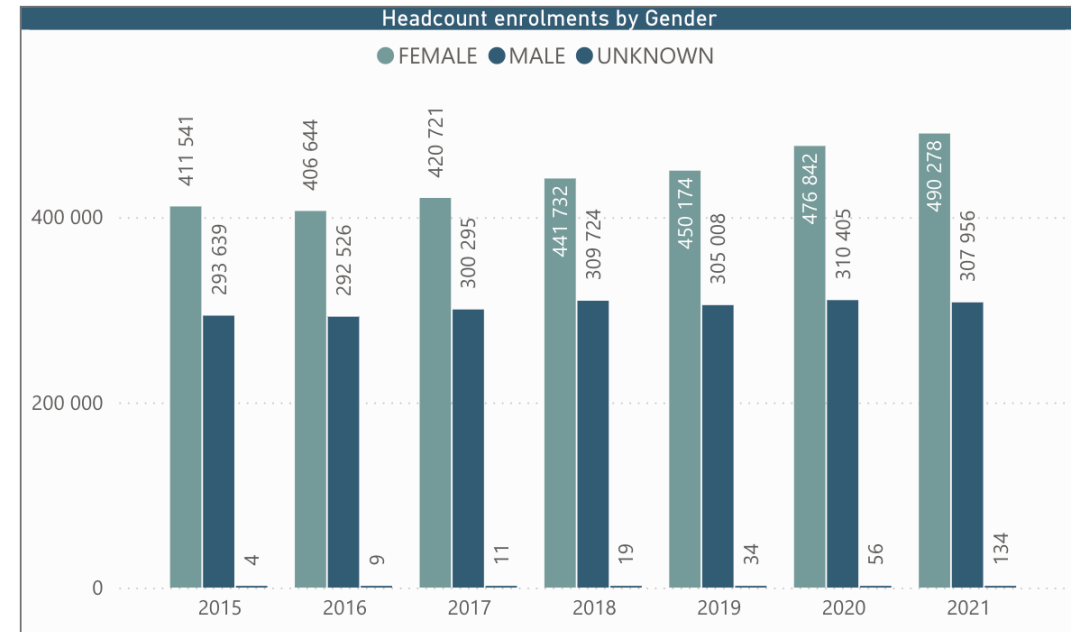
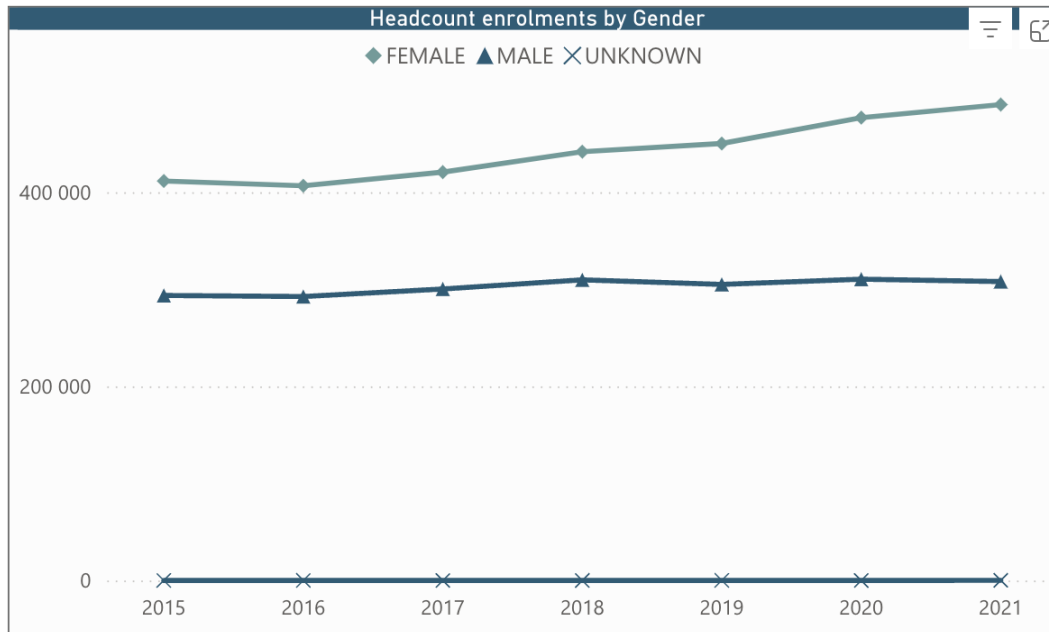
## 3-year Diploma, 3- and 4-year Degrees



Academic... UNIVERSITY 1st Order CESM Category 2ND Order CESM Category QUALIFICATION UG/PG RACE GENDER UniversityTy...

All All All All Multiple selections UNDER... All All All

HEADCOUNT OF UNDUPLICATED STUDENT ENROLMENTS ACCORDING TO GENDER



GENDER	2015	2016	2017	2018	2019	2020	2021
FEMALE	411 540,87	406 643,86	420 720,90	441 731,87	450 173,87	476 841,89	490 277,87
MALE	293 638,86	292 525,89	300 294,87	309 723,89	305 007,89	310 404,90	307 955,87
UNKNOWN	4,00	9,00	11,00	19,00	34,00	55,99	133,99
<b>Total</b>	<b>705 183,73</b>	<b>699 178,74</b>	<b>721 026,77</b>	<b>751 474,75</b>	<b>755 215,76</b>	<b>787 302,78</b>	<b>798 367,74</b>

	3-year diploma, 3- and 4-year degree Headcount Enrolments									3-year diploma, 3- and 4-year degree Headcount Graduates									
	2015				2021				2015-2021 Change	2015				2021				2015-2021 Change	
	Enrol- ments	Female	Male	Diff	Enrol- ments	Female	Male	Diff		Total Grad- uates	Female	Male	Diff	Total Grad- uates	Female	Male	Diff		
<b>CPUT</b>	23,578	53%	47%	6%	25,818	58%	42%	15%	10%	4,775	56%	44%	11%	5,011	60%	40%	21%	9%	<b>CPUT</b>
<b>CUT</b>	10,129	47%	53%	-6%	16,359	57%	43%	14%	20%	1,722	50%	50%	1%	2,466	62%	38%	23%	23%	<b>CUT</b>
<b>DUT</b>	21,247	48%	52%	-3%	24,665	53%	47%	7%	10%	4,178	52%	48%	5%	5,804	57%	43%	15%	10%	<b>DUT</b>
<b>NMU</b>	19,648	52%	48%	5%	23,210	55%	45%	11%	6%	3,562	57%	43%	14%	4,335	61%	39%	22%	9%	<b>NMU</b>
<b>NWU</b>	43,086	68%	32%	35%	42,957	64%	36%	27%	-8%	8,463	69%	31%	39%	9,636	67%	33%	34%	-4%	<b>NWU</b>
<b>RU</b>	5,579	62%	38%	24%	5,992	65%	35%	29%	5%	1,226	62%	38%	25%	1,214	64%	36%	28%	4%	<b>RU</b>
<b>SMU</b>	4,126	60%	40%	19%	4,845	62%	38%	25%	6%	739	63%	37%	26%	1,053	66%	34%	32%	6%	<b>SMU</b>
<b>SPU</b>	312	54%	46%	8%	2,379	61%	39%	21%	14%	49	63%	37%	27%	418	64%	36%	27%	1%	<b>SPU</b>
<b>SU</b>	18,522	55%	45%	9%	20,603	56%	43%	13%	4%	3,562	56%	44%	11%	4,186	59%	41%	17%	6%	<b>SU</b>
<b>UCT</b>	15,953	53%	47%	6%	17,539	54%	46%	7%	1%	3,315	57%	43%	14%	3,261	57%	43%	15%	0%	<b>UCT</b>
<b>UJ</b>	38,727	52%	48%	4%	37,480	53%	47%	6%	2%	7,670	58%	42%	15%	7,567	57%	43%	14%	-1%	<b>UJ</b>
<b>UKZN</b>	31,274	58%	42%	16%	32,138	59%	41%	18%	2%	5,391	62%	38%	25%	6,598	62%	38%	25%	0%	<b>UKZN</b>
<b>UP</b>	35,115	56%	44%	13%	36,617	58%	42%	17%	4%	6,437	61%	39%	21%	7,258	62%	38%	24%	3%	<b>UP</b>
<b>UNISA</b>	233,797	64%	36%	28%	257,958	71%	29%	42%	13%	20,487	68%	32%	35%	24,866	74%	26%	47%	12%	<b>UNISA</b>
<b>UFS</b>	22,006	64%	36%	29%	30,476	62%	38%	24%	-4%	3,885	67%	33%	34%	5,755	67%	33%	34%	0%	<b>UFS</b>
<b>UWC</b>	15,589	62%	38%	23%	18,826	62%	38%	25%	2%	2,923	64%	36%	28%	3,754	66%	34%	31%	4%	<b>UWC</b>
<b>Wits</b>	21,865	56%	44%	13%	25,005	57%	43%	15%	2%	4,122	60%	40%	20%	4,921	61%	39%	21%	1%	<b>Wits</b>
<b>UNIVEN</b>	12,610	55%	45%	10%	13,369	57%	43%	13%	4%	1,970	58%	42%	17%	3,081	61%	39%	22%	5%	<b>UNIVEN</b>
<b>VUT</b>	14,709	46%	54%	-9%	17,490	49%	51%	-3%	6%	2,813	51%	49%	1%	3,121	58%	42%	16%	14%	<b>VUT</b>
<b>WSU</b>	21,781	57%	43%	14%	27,132	56%	44%	12%	-2%	3,786	60%	40%	21%	6,066	63%	37%	25%	4%	<b>WSU</b>

# 1st Order Classification of Educational Subject Matter (CESM) Category

## 1ST ORDER CESM CATEGORY

01 : AGRICULTURE, AGRICULTURAL OPERATIONS AND RELATED SCIENCES

02 : ARCHITECTURE AND THE BUILT ENVIRONMENT

03 : VISUAL AND PERFORMING ARTS

04 : BUSINESS, ECONOMICS AND MANAGEMENT STUDIES

05 : COMMUNICATION, JOURNALISM AND RELATED STUDIES

06 : COMPUTER AND INFORMATION SCIENCES

07 : EDUCATION

08 : ENGINEERING

09 : HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES

10 : FAMILY ECOLOGY AND CONSUMER SCIENCES

11 : LANGUAGES, LINGUISTICS AND LITERATURE

12 : LAW

13 : LIFE SCIENCES

14 : PHYSICAL SCIENCES

15 : MATHEMATICS AND STATISTICS

16 : MILITARY SCIENCES

17 : PHILOSOPHY, RELIGION AND THEOLOGY

18 : PSYCHOLOGY

19 : PUBLIC MANAGEMENT AND SERVICES

20 : SOCIAL SCIENCES

999999 : UNKNOWN



- Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 & 16

	3-year diploma, 3- and 4-year degree Headcount Enrolments									3-year diploma, 3- and 4-year degree Graduates									
SET	2015				2021				2015-2021 Change	2015				2021				2015-2021 Change	SET
	% Total Enrol	Female	Male	Diff	% Total Enrol	Female	Male	Diff		% Total Grad	Female	Male	Diff	% Total Grad	Female	Male	Diff		
<b>CPUT</b>	45%	39%	61%	-22%	38%	42%	58%	-15%	7%	39%	41%	59%	-19%	37%	45%	55%	-10%	9%	<b>CPUT</b>
<b>CUT</b>	45%	31%	69%	-37%	15%	46%	54%	-8%	29%	37%	31%	69%	-38%	36%	49%	51%	-3%	36%	<b>CUT</b>
<b>DUT</b>	38%	33%	67%	-34%	19%	37%	63%	-26%	8%	33%	34%	66%	-32%	29%	38%	62%	-25%	7%	<b>DUT</b>
<b>NMU</b>	27%	33%	67%	-34%	13%	38%	62%	-24%	10%	29%	33%	67%	-33%	28%	41%	59%	-17%	16%	<b>NMU</b>
<b>NWU</b>	16%	42%	58%	-15%	12%	42%	58%	-16%	0%	16%	47%	53%	-6%	16%	47%	53%	-6%	0%	<b>NWU</b>
<b>RU</b>	16%	49%	51%	-2%	2%	50%	50%	0%	2%	17%	50%	50%	1%	18%	51%	49%	2%	1%	<b>RU</b>
<b>SMU</b>	33%	60%	40%	20%	15%	62%	38%	23%	3%	27%	63%	38%	25%	38%	65%	35%	30%	5%	<b>SMU</b>
<b>SPU</b>	32%	40%	60%	-21%	9%	45%	55%	-11%	10%	33%	69%	31%	38%	27%	51%	49%	2%	-35%	<b>SPU</b>
<b>SU</b>	39%	40%	60%	-19%	36%	43%	57%	-14%	5%	35%	38%	62%	-23%	39%	44%	56%	-12%	11%	<b>SU</b>
<b>UCT</b>	29%	34%	66%	-31%	15%	36%	64%	-27%	4%	28%	37%	63%	-25%	32%	40%	60%	-20%	5%	<b>UCT</b>
<b>UJ</b>	26%	34%	66%	-32%	20%	36%	64%	-28%	4%	10%	53%	47%	6%	10%	50%	50%	0%	-6%	<b>UJ</b>
<b>UKZN</b>	30%	47%	53%	-6%	12%	49%	51%	-2%	4%	28%	49%	51%	-2%	26%	52%	48%	5%	7%	<b>UKZN</b>
<b>UP</b>	38%	39%	61%	-22%	19%	44%	56%	-13%	9%	33%	43%	57%	-13%	31%	45%	55%	-10%	4%	<b>UP</b>
<b>UNISA</b>	11%	38%	62%	-25%	7%	49%	51%	-2%	23%	8%	45%	55%	-10%	7%	49%	51%	-2%	8%	<b>UNISA</b>
<b>UFS</b>	20%	54%	46%	9%	2%	51%	49%	1%	-7%	20%	53%	47%	6%	13%	50%	50%	0%	-6%	<b>UFS</b>
<b>UWC</b>	25%	55%	45%	11%	9%	52%	48%	5%	-6%	19%	54%	46%	7%	20%	53%	47%	5%	-2%	<b>UWC</b>
<b>Wits</b>	29%	32%	68%	-36%	20%	41%	59%	-17%	19%	30%	45%	55%	-10%	32%	46%	54%	-8%	2%	<b>Wits</b>
<b>UNIVEN</b>	34%	49%	51%	-2%	13%	56%	44%	13%	14%	30%	52%	48%	3%	38%	63%	37%	26%	23%	<b>UNIVEN</b>
<b>VUT</b>	48%	34%	66%	-32%	25%	37%	63%	-27%	5%	44%	37%	63%	-25%	33%	43%	57%	-13%	12%	<b>VUT</b>
<b>WSU</b>	27%	49%	51%	-2%	15%	47%	53%	-7%	-5%	23%	55%	45%	9%	17%	55%	45%	10%	1%	<b>WSU</b>

	Doctorate Enrolments									Doctorate Graduates									
	2015				2021				2015-2021 Change	2015				2021				2015-2021 Change	
	Enrolments	Female	Male	Diff	Enrolments	Female	Male	Diff		Enrolments	Female	Male	Diff	Enrolments	Female	Male	Diff		
<b>CPUT</b>	282	24%	76%	-52%	311	42%	58%	-16%	36%	19	47%	53%	-5%	28	46%	54%	-7%	-2%	<b>CPUT</b>
<b>CUT</b>	120	35%	65%	-30%	191	37%	63%	-27%	3%	10	30%	70%	-40%	23	43%	57%	-13%	27%	<b>CUT</b>
<b>DUT</b>	216	43%	57%	-14%	611	45%	55%	-11%	3%	29	52%	48%	3%	78	36%	64%	-28%	-32%	<b>DUT</b>
<b>NMU</b>	581	44%	56%	-13%	615	48%	52%	-4%	9%	80	46%	54%	-8%	96	43%	57%	-15%	-7%	<b>NMU</b>
<b>NWU</b>	1,448	45%	55%	-9%	1,536	49%	51%	-2%	7%	222	46%	54%	-7%	264	44%	56%	-12%	-5%	<b>NWU</b>
<b>RU</b>	560	49%	51%	-3%	581	57%	43%	14%	17%	69	41%	59%	-19%	85	56%	44%	13%	32%	<b>RU</b>
<b>SMU</b>	68	75%	25%	50%	134	64%	36%	28%	-22%	8	63%	38%	25%	17	47%	53%	-6%	-31%	<b>SMU</b>
<b>SPU</b>																			<b>SPU</b>
<b>SU</b>	1,534	44%	56%	-11%	1,694	49%	51%	-2%	9%	267	41%	59%	-18%	307	48%	52%	-4%	13%	<b>SU</b>
<b>UCT</b>	1,744	49%	51%	-2%	2,237	53%	47%	5%	8%	223	50%	50%	0%	273	51%	49%	3%	2%	<b>UCT</b>
<b>UJ</b>	858	43%	57%	-14%	1,700	45%	55%	-10%	3%	105	51%	49%	3%	266	38%	62%	-23%	-26%	<b>UJ</b>
<b>UKZN</b>	2,798	43%	57%	-13%	3,053	49%	51%	-2%	11%	338	42%	58%	-17%	445	42%	58%	-16%	0%	<b>UKZN</b>
<b>UP</b>	2,279	45%	55%	-10%	2,537	52%	48%	4%	14%	333	47%	53%	-5%	367	52%	48%	4%	9%	<b>UP</b>
<b>UNISA</b>	2,117	39%	61%	-22%	2,659	43%	57%	-15%	7%	235	35%	65%	-30%	421	43%	57%	-14%	17%	<b>UNISA</b>
<b>UFS</b>	599	42%	58%	-16%	1,043	46%	54%	-9%	7%	97	42%	58%	-15%	162	40%	60%	-20%	-4%	<b>UFS</b>
<b>UWC</b>	792	48%	52%	-5%	1,267	51%	49%	1%	6%	96	43%	57%	-15%	123	47%	53%	-6%	9%	<b>UWC</b>
<b>Wits</b>	1,816	49%	51%	-1%	2,474	52%	48%	4%	5%	203	53%	47%	6%	316	57%	43%	13%	7%	<b>Wits</b>
<b>UNIVEN</b>	242	43%	57%	-13%	300	46%	54%	-8%	5%	8	25%	75%	-50%	39	51%	49%	3%	53%	<b>UNIVEN</b>
<b>VUT</b>	49	45%	55%	-10%	123	39%	61%	-22%	-12%	9	44%	56%	-11%	13	31%	69%	-38%	-27%	<b>VUT</b>
<b>WSU</b>	54	48%	52%	-4%	102	46%	54%	-8%	-4%	15	27%	73%	-47%	4	75%	25%	50%	97%	<b>WSU</b>



## Copilot

The unemployment challenges faced by male graduates in South Africa share some similarities with those experienced by female graduates, but there are also notable differences:

### 1. Gender Disparities:

- While both male and female graduates encounter unemployment, the rates differ significantly.
- Female graduates tend to face higher unemployment rates, as seen in the data provided earlier.

### 2. Field of Study:

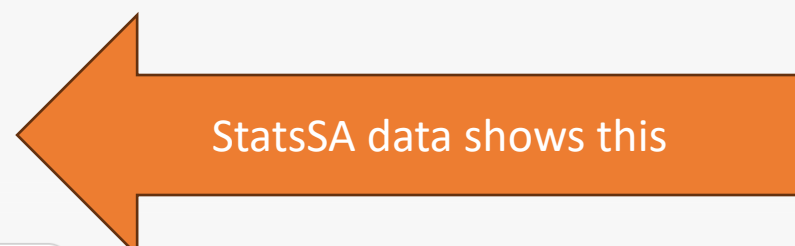
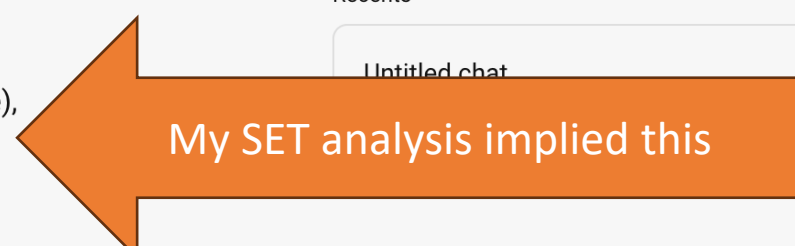
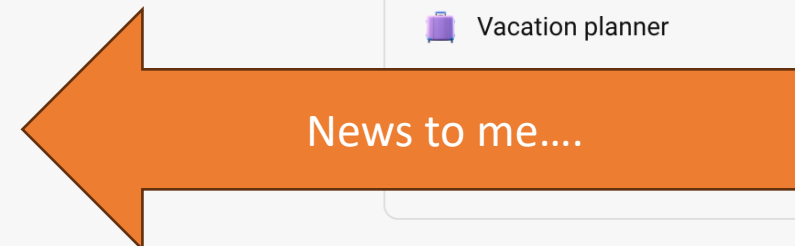
- The choice of field of study can impact employment prospects.
- Some fields may have more job opportunities for male graduates (e.g., engineering, computer science), while others may be more accessible to female graduates (e.g., education, social sciences).

### 3. Stereotypes and Bias:

- Gender stereotypes persist in the job market.
- Male graduates may face expectations related to traditional gender roles (e.g., being the primary breadwinner), affecting their career choices and job search.

### 4. Workforce Participation:

- Cultural norms and family responsibilities can influence workforce participation.

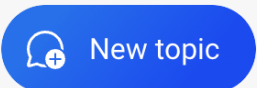


#### Copilot GPTs

- Copilot
- Designer
- Vacation planner

#### Recents

Untitled chat



Ask me anything...





#### 4. Workforce Participation.

- Cultural norms and family responsibilities can influence workforce participation.
- Female graduates may face additional challenges related to balancing work and family life.

#### 5. Networking and Connections:

- Networking plays a crucial role in job placement.
- Male graduates may have more extensive networks or access to mentorship opportunities.

#### 6. Industry-Specific Factors:

- Certain industries may exhibit gender-specific patterns.
- For example, male-dominated sectors (e.g., construction, technology) may have different employment dynamics than female-dominated ones (e.g., healthcare, education).

#### 7. Graduate Expectations:

- Male and female graduates may have varying expectations regarding job stability, salary, and career progression.
- These expectations can influence their job search strategies and willingness to accept certain positions.

In summary, while both genders face unemployment challenges, the specific factors affecting male and female graduates differ due to societal norms, industry dynamics, and individual choices. If you have further questions or need additional information, feel free to ask! 😊

Copilot GPTs

Copilot

Designer

Fitness trainer

Recents

Sounds dubious... could be wrong

I haven't thought of that

CoPilot thinks women are fussy...

New topic

Ask me anything...





### Copilot

Certainly! Addressing graduate unemployment, especially among female graduates, requires targeted research and policy interventions. Here are some research priorities:

#### 1. Skills Alignment and Curriculum Relevance:

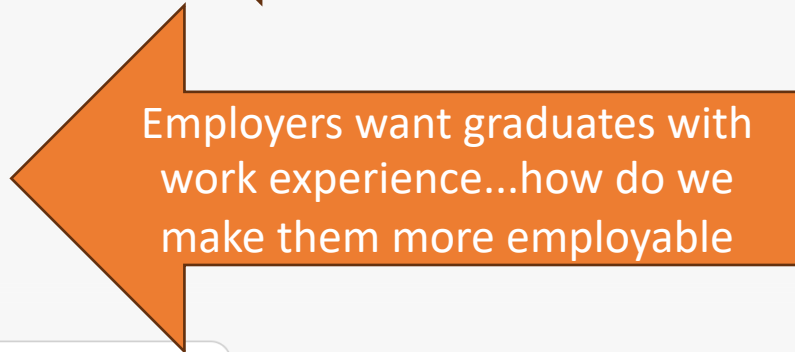
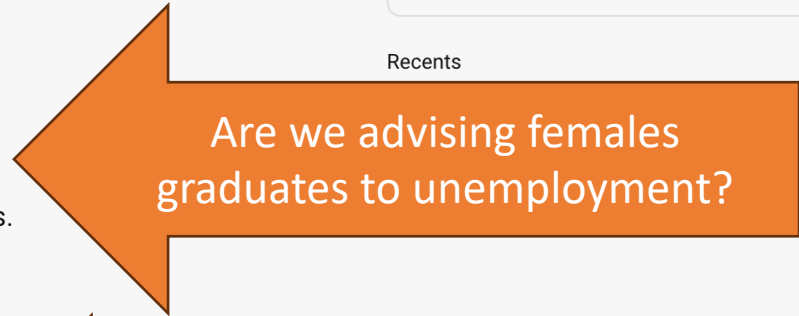
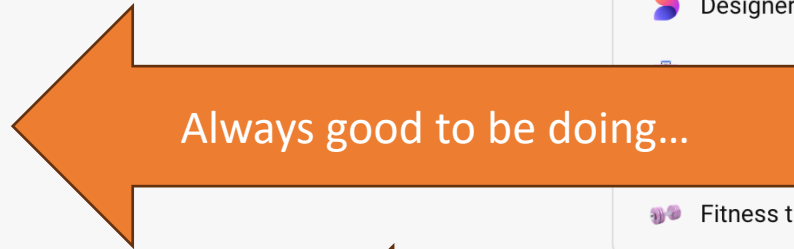
- Investigate the alignment between university curricula and industry needs.
- Assess whether graduates acquire practical skills relevant to the job market.
- Explore ways to enhance curriculum relevance and adaptability.

#### 2. Career Guidance and Counseling:

- Research effective career guidance programs for students.
- Evaluate the impact of career counseling on graduates' career choices and job search strategies.
- Identify best practices for providing accurate information about job prospects.

#### 3. Internship and Work Experience Programs:

- Study the effectiveness of internships and work experience in improving employability.
- Explore ways to increase access to practical training during studies.
- Assess the impact of work experience on graduates' job placement.



#### Copilot GPTs

Copilot

Designer

planner

assistant

Fitness trainer

#### Recents

11:15 pm

New topic

1+1 Tab

4. Reducing Gender Bias and Stereotypes:

- Investigate gender bias in hiring practices.
- Explore strategies to reduce stereotypes affecting female graduates.
- Promote inclusive workplaces that value diversity.

Lets research those systemic barriers

5. Industry-University Partnerships:

- Research collaborative initiatives between universities and industries.
- Assess the impact of such partnerships on graduate employment.
- Identify successful models for bridging the gap between education and industry.

Always good to be doing

6. Entrepreneurship and Self-Employment:

- Study the feasibility of entrepreneurship as an alternative for graduates.
- Explore barriers and facilitators for starting and sustaining businesses.
- Investigate support mechanisms for aspiring entrepreneurs.

Do our entrepreneurship programmes encourage women?

7. Long-Term Employment Trends and Job Market Dynamics:

- Analyze employment patterns over time.
- Understand the impact of economic shifts on graduate employment.
- Identify sectors with growth potential and job creation.

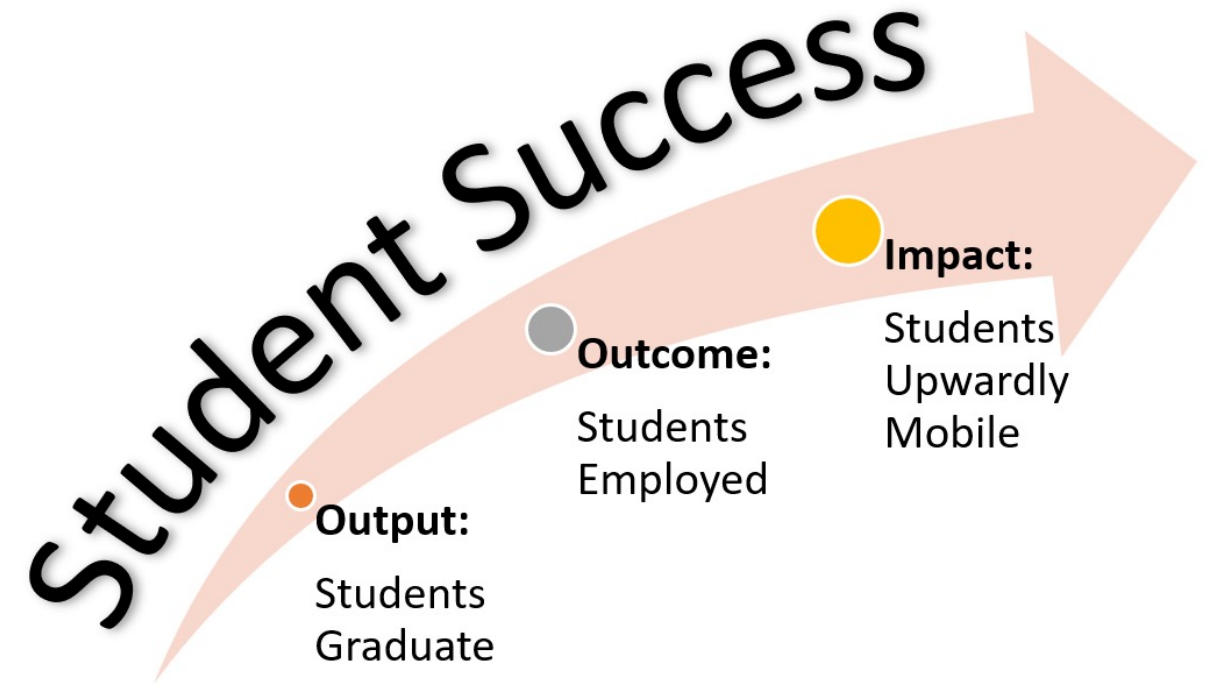
Keep up the good work SALDRU!

Remember that addressing graduate unemployment is a multifaceted challenge, and research should inform evidence-based policies and interventions. If you need further assistance or have additional questions, feel free to ask! 😊 1 2.

Learn more 1 etd.uwc.ac.za 2 lmi-research.org.za 3 scholar.sun.ac.za +2 more

# So What?

- Access AND Success
- Student Success
- Cohort studies
- Disaggregate your data
- Collaborate and share your data
- Consider how you identify your high-impact modules for Siya 3.0, and who they impact
- Don't throw the baby out with the bathwater



What about female  
doctorates,  
academics, lecturers  
and professors

