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BURSARY COUNCIL OF SOUTH AFRICA

REPORT ON ACTIVITIES OF MEMBER FUNDS - 1990

1990. 10 580 of these students were funded by member funds. Final figures were supplied in September 1990.

Race, Gender and the South African Education System

School education within South Africa has always been severely biased by race. This is still true today, although the situation has improved to some extent. Compulsory education was introduced for "coloured"

19803. Educatio

_1 Nine of the bursary funds which are members of the Bursary
' . as much as expenditure on each african child, and over double
j expenditure on each "coloured" or indian child (R2 746 white as
against R294 african, R892 "coloured" and R1 346 indian). In 1986
. the government announced a ten-year plan to equalise spending,
I this was abandoned three years later because of budgetary
- problems. The legacy of years of discrimination can be seen in
the enrolment figures for 1989. On the one hand 9% of white
l school children were in Sub A and 8% in matric, indicating a very
small drop-out rate. On the other hand 15% of african school
children were in Sub A and only 3% in matric. The removal of
l discrimination obviously takes at least twelve years to work
through the system, but even among "coloured" children 13% were
in Sub A in 1988 and only 3% in matric.

l Not only do fewer blacks than whites reach matric. The pass rate
for blacks is also much lower. 96% of white students writing
matric in 1989 passed the examination, 42% of entrants attaining
a matriculation exemption entitling them to enter university. But
I only 35% of african students passed, and only 9% gained an
exemption, resulting in a lower absolute number of african than
white matriculants despite the population disparities.

' . African matric statistics also differ by area. 29% of africans
in "non-independent homeland" areas between the ages of 15 and
19 years were in matric in 1985, compared to 27% in the TBVC
. areas and 16% in the "common" areas. This is partly a reflection
of the fact that some parents send their children to rural areas
to attend school because of lack of schooling, accommodation and
other facilities in the "common" areas. Many people falling in
this age group in the "common" areas will be working.

There is little difference in scho

each race group. The figures show slightly more african boys at
primary schools than girls, but more girls in the secondary
standards and slightly more girls overall - 2 642 055 compared
to 2 580 002 excluding TBVC areas in 1989. Within the TBVC areas

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ol attendance by gender within

After completing school further education is available at teacher
training colleges, technikons and universities. It is at this
level that men of each race outnumber their women counterparts

except in a few areas such as teaching. At african technikons outside TBVC more than twice as many men as women received diplomas in 1989. 57 of the 66 women graduating were in the health sciences. The major areas for the 190 men were engineering (81 diplomas), technical teaching (27), health sciences (27), science (26) and management (21).

Access to university is again determined by both race and gender. Choice of course is also limited by the subjects covered at matric level. Few african students qualify for the non-humanistic courses - only 4% of 1989 african matric students wrote mathematics higher grade and 3,5% wrote science. Of these only 16% passed mathematics and 11% passed science. An above average pass mark is required before a student is accepted for courses such as medicine and engineering.

During the 1980s the number of black students at white English-speaking universities has increased. About 9% of the 1990 new entrants at the University of Cape Town are classified african. But whereas the overall ratio of men to women first-years is 1,2, for african students it was 2,8 i.e. nearly three men for every women. The breakdown by area of study also shows race and gender differences. Overall engineering (11,9 men for each women), mathematics (2,8 men:women), architecture (2,7 men:women) and communications (2,5 men:women) are all heavily male dominated, while women predominated in nursing (0,03), librarianship (0,07), public administration (0,17), psychology (0,23) and arts (0,50). Among african first-years, however, men outnumbered women in all areas except nursing (no men), library sciences, psychology and public administration, with male:female ratios reaching 26,7 in engineering, 8,4 in mathematics, 5,2 in science, and 3,5 to 1 even in arts. There were no african women studying communication and non-nursing medical subjects.

Figures for the four african universities - University of the North, Zululand, Medunsa and Vista - show the same patterns. Overall 78% of students at these universities are women. However Vista University, which concentrates on teacher training and where women outnumber men nearly 2:1, accounts for 59% of all registrations. When we exclude Vista the male:female ratio drops to 1,32:1, with 1,72 men to each woman at the medical university of Medunsa.

Subjects studied at the african universities are again gender-stereotyped. Women greatly outnumber men in education, and marginally outnumber them in the arts. The very large number of women aged 25 years and above (77% of the total women) suggests that many of those in arts are teachers receiving upgrade diplomas or degrees. In other subjects men outnumber women - in agriculture by 8,6:1 (only one woman!), in theology by 44,5:1 (two women), in law by 4,4:1, in commerce & administration by 2,7:1, in the sciences by 1,9:1.

The most recent figures for South African universities as a whole (excluding TBVC countries) are for 1987, when men made up 57% of total enrolment and 53% of newly registering undergraduates. When UNISA, which is a correspondence university, is excluded, the percentage is slightly lower. The more equitable percentage for

'first- years reflects the facts that the position is improving
Vslightly each year, but also that men tend to pursue their
;studies further than women. The more inequitable proportions at
UNISA probably reflects family and other demands placed on women
which make it more difficult for them to study at home.

"Interestingly, although overall men outnumber women by 1,12:1 at
UNISA, there are more african women than african men (ratio of
.0,9:1). The university with by far the lowest proportion of women
is Medunsa (30%), the black medical university. Vista (a black
university providing part-time teacher upgrade courses) had a 63%
female intake in 1987. The bad position of women in medicine in
particularly noticeable - none studying at UCT and the percentage
jat Medunsa, the black medical university, dropping from 45% in
.1985 to 30% in 1987.

It is against this background that we can look at the selection
criteria and student profiles of students funded by BCOSA funds.
Background Information on the Funds

The Catholic Education Aid Programme (CEAP) provided assistance
to 550 of the 2 000 students applying to them. Bursaries are
given to students either living or studying in the Archdiocese
of Cape Town in the Western Cape. Bursaries are not restricted
to Catholics. Selection is on the basis of financial need,
affirmative action (gender, urban/rural) and community
involvement. CEAP favours courses with a technical rather than
arts bias. Students receive either full and partial bursaries.
The Equal Opportunities Council (EOC) provided assistance to 886
of the 37 992 students applying. Students are selected on the
basis of academic results, financial need, affirmative action
l(gender, urban/rural) and community involvement. EOC favours non-
medical, non-legal courses. Students receive full bursaries in
respect of both tuition and residence.

The South African Prisoner's Education Trust (SAPET) provided
assistance to 1 087 of the 1 282 students applying. Bursaries are
_provided for serving prisoners, detainees, restricted people, ex-
'prisoners and the dependants of the above. Students receive full
bursaries.

The South African Student Education Trust (SASET) provided
assistance to 3 086 of the 8 000 students applying. Students are
selected on the basis of financial need, community involvement
and commitment to use their studies to serve the community. SASET
favours courses geared towards teaching. Students receive an
amount adequate to cover the full cost of fees and books, half
of which is in the form of a bursary and half in the form of an
interest- -free loan.

The Education Aid Programme (EAP) provided assistance to 1 980
students. Students are selected on the basis of financial need,
affirmative action (gender, urban/rural, "race") and community
involvement. EAP favours courses which fit the human resource
needs of South Africa.

The Andel Trust provided assistant to 105 of over 1 000
applicants. Students are selected from among the dependants of

victims of apartheid (especially those who have died, are in exile, prison or are activists), financial need, national distribution, affirmative action (gender, urban/rural) and the human resource needs of South Africa. Students receive partial bursaries to a maximum of R4 000 per student.

The Ecumenical Bursary Fund (EBF) provided assistance to 662 of the 3 000 students applying. Bursaries are given to students either living or studying in Natal or Kwazulu. Bursaries are not restricted to Christian students. Students are selected on the basis of financial need and community involvement, with special bursaries being awarded to victims of apartheid and violence. Students receive partial bursaries. EBF provides funds in all fields except medical and post-graduate study.

The South African Council of Churches African Bursary Fund (SACC) provided assistance to 1 749 students. Students are selected on the basis of academic results, financial need and affirmative action (gender, urban/rural). Preference is given to study in technical fields. Most students receive full bursaries. (413 the fund restricted to Christian or "african" students?)

The South African Medical Students Trust provided assistance to 475 of the 939 student applying. Assistance is given in the form of loans and bursaries. Students in their first three years of study are supported on the basis of financial need, but students whose interest lies in non-community oriented fields are advised to apply elsewhere. Students in the next three years of study are supported on the basis of evidence of an orientation towards community health. The Trust tries to keep a balance between MBChB and paramedical students.

All programs obviously also consider academic performance insofar as students have to obtain results of a certain standard before being admitted to study. SAMST has an explicit policy of giving relatively little weight to academic performance in order to take into account the poor schooling received by most applicants.

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None of the funds support students in respect of study outside South Africa.

The three associate members who supplied statistics were the University of the Witwatersrand, University of Western Cape and University of Cape Town. Wits was assisting 1 596 students at the end of September 1990 and UCT 2 564. UWC awarded 553 bursaries for the first semester and 366 bursaries and 334 loans for the second. (Further analysis will be on UWC's first semester figures, unless otherwise specified.) UCT said that 40 (1,6%) of the bursaries awarded were for study outside South Africa. 90% of UCT's undergraduate bursaries are awarded on the basis of financial need and 10% on the basis of academic performance. Postgraduate scholarships are awarded mainly on the basis of academic performance.

If we look at the eight member funds which supplied the number of applicants, we see that the total of 10 475 bursaries awarded is only 17% of the applicants. Some of these applicants are not eligible in that they have not got the necessary academic

qualifications. For example SACC received 8 000 applicants for university bursaries of whom only 1 491 qualified for consideration for selection. However, even if we take SACC's more conservative figure-for the number of applicants qualifying, bursaries were still awarded to fewer than 19% of the applicants. The university funds also faced heavy loads of applicants. UWC and UCT between them received 12 768 applications for bursaries of which 3117 (24%) were successful. In the second semester UWC granted loans to 334 (48%) of the 700 students applying.

Gender Breakdown

Virtually all funds mention affirmative action in respect of women students as one of their criteria for selection. The funds supplied information as to the gender of 7 497 of the 10 580 students. Of these 3 177 (42%) were women. The percentage of ' women varied between 36% for SACC and EOC and 47% for SASSET. (See Fig 1). (In this and other tables funds which did not supply details on a particular aspect are not included). SASSET provided a further breakdown by institution. 53% of college students funded were women, as against 41% of university students.

UWC was the only associate member able to provide a gender breakdown. 257 (46%) of the 553 students funded in the first semester were women. By the second semester this had fallen to 164 of 366, reflecting a slightly higher drop-out rate among the women students. UWC's male:female ratio for first-time undergraduates in 1988 was 58:42. The bursary figures suggest some success in affirmative action in respect of women, especially considering the relatively low percentage of education students supported relative to the member funds.

As discussed above, education and occupation in South Africa are heavily gender-biased. The high women percentage among SASSET college students reflects women's predominance in the teaching profession. If funds are serious about tackling gender discrimination it will be important to provide greater detail in gender breakdowns in future years e.g. 'gender breakdown by area of study and institution.

Breakdown by Area

Most funds apply affirmative action in respect of rural as opposed to urban students in awarding bursaries. It is not easy to distinguish between rural and urban students, firstly as the cut-off between urban and rural is not clear and secondly as many rural students come to town because of the absence of educational facilities in the rural areas. A two-way urban/rural breakdown will also conceal the differences between "white" rural areas and those areas situated in the "homelands".

We do not have statistics for the urban-rural breakdown but a regional breakdown does give some idea as to how effective the funds have been in reaching students who usually have less access to resources. '

CEAP and EBF only fund students within restricted geographical areas and because of the nature of the fund, SASSET does not have the same choice as others in selecting students. Of the 6 573

Bursary Council of SA: Fig 1
Gender Breakdown
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Bursary Council of SA: Fig 2
Regional Breakdown
Cape
N at al 4076 52%
5892033 25%
Cape
5041 137 22%
OFS
1958462 8%
Natal
1372 18% Transvaal
Transvaal OFS 2107 27 /o
10494010 45% 230 3%
Population Bursaries

students from the other six funds from whom we have regional information, 2 107 (32%) are in the Transvaal, 710 (11%) in Natal, 3 526 (54%) in the Cape Province and 230 (4%) in the Orange Free State. If we include CEAP and EBF the numbers are 2 107 (27%) Transvaal, 1 372 (18%) Natal, 4 076 (52%) Cape Province and 230 (3%) Orange Free State. Figure 2 compares this distribution with 1985 population statistics. (The population statistics include the "self-governing homelands" which have been added to the relevant province, as at least some of the funds provide bursaries to students from these areas. They do not include TBVC population.) From these figures the Cape appears to be heavily over-funded relative to the other areas, while Transvaal and OFS are under-funded. The relative positions hold whether we include the two regionally restrictive funds or not. Figure 3 gives the regional breakdown for each of the funds. We see that the EOC's regional distribution is most similar to that of the total population. SACC also has a fairly proportional distribution, but favours the Cape relative to Natal. SASSET heavily reflects its Cape base.-

Breakdown by Institution

ECG and EAP provide assistance only to university students. The other funds provide assistance to students at university, technikons and colleges. CEAP, SAPET, EAP, Andel and SACC also provide assistance to scholars. Altogether 5 996 university students, 481 technikon students, 1 957 college students and 1 935 scholars obtained bursaries. SAPET also provided assistance to 36 students at business colleges. Figure 4 shows the overall distribution by institution, while figure 5 shows the distribution for each of the funds. Over half the students assisted by the nine member funds are students at university. While very few black students reach this level of study, EOC, SASSET, EAP, SAMST and CEAP have chosen to concentrate their limited resources there. SASSET's second focus - on teachers - is seen as an indirect way of tackling the schooling crisis at the lower levels. EBF and SAPET students come chiefly from technikons, while SACC also focuses on college and technikon rather than university students.

SAPET and Ecumenical Bursary Fund provide bursaries for both primary and secondary school. EAP and SACC provide bursaries only to secondary school students.

Breakdown by University Course

We obtained information regarding 4 691 university students as to the course of study in which they were involved. 2 125 were studying humanities (arts or social science), 726 education, 554 science, engineering or agriculture, 609 law, 527 commerce or administration, 591 health and 31 other. The breakdown of students varied between the funds. Figure 6 shows the overall breakdown for the seven member-funds (i.e. all except EBF and Andel Trust) which supplied information. Figure 67 shows the breakdown by fund and includes the three associate members.

SASSET, as stated in its criteria, concentrates on students who intend to teach and their figures skew the total because of the size of this fund. But it remains true that there are more

Barsary Council of S.Ai Fig 3

Regional Breakdown

CEAP SASET EAP Andel EBF SACC

Trust

- Bursary holders Transvaal EEEB Natal

Cape Province 8% Orange Free State I: Other/Unknown

Bursary Council of SA: Fig 4
Overall Institutional Breakdown
University
5996 57%
. . Other
. mm
Technikon Vanggggg Egg. School
481 5% 1935 18%
College
1957 19%

Bursetry Council of EA: Fig 5

Institutional Breakdown

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CEAP EOC SAPET SASET EAP EBF SACC SAMST

Trust

- Bursary holders University BEE Technikon

College W School :1 Other/Unknown

Bursary Council of SA: Fig 6

Overall Course Breakdown

Humanities

2125 41 %

Education

726 14%

Other

31 1%

Health

591 11%

Science/Engineer

554 11%

Commerce/Admin

Law 527 10%

609 12%

Bu'rsary Council of 8%.: Fig 7
University Course Breakdown
2500
2000
1500
1000
500
E Total University 345 Education
111...:..;. Law
Humanities Science/Engineer
' Other
- Commerce/Admin :1 Health

students studying the humanities or education than the sciences in all funds. This is further accentuated if we add the college and technikon students as there are far more college than technikon students. EOC, which funds -virtually no education students, and SACC have the most even distributions across discipline of all the member funds.

The university funds show a more even breakdown between the humanities and sciences. UWC in particular funds an equal number of students in the arts, science and community health faculties, and only half that number in education.

The breakdown between disciplines is partly a matter of choice by the fund and partly a result of skewed student applications. The latter is again partly a result of unequal access to the different disciplines because of previous educational qualifications.

Breakdown by Year of Study

The majority of university students funded are undergraduates. Of the 5 998 students supported by member funds for whom we have information 5 399 (89%) were in the first three years of study with 1 986 (33%) in the first year alone. Some of the remaining students would also still be undergraduates as some first courses take longer than three years.

Most funds continue to support students whom they have helped previously and who continue with their studies. The large proportion of first year students reflects the drop-out rate and is similar to that of the university population as a whole. At UCT, for example, 27% of all students in the Arts faculty are in their first year of study and 82% are undergraduates. In the Science faculty 70% are undergraduates.

UCT was the only associate fund to supply statistics on student status. Only 1 304 (51%) of the 2 564 students they supported were at undergraduate level. This university fund is providing relatively more emphasis to postgraduate students than the member funds.

Types of Payments

EAP did not provide details as to type of payments. All the other funds contribute towards tuition and books or other equipment. All except Andel also provide on occasion for residence and private boarding costs. CEAP, ECG and SAPET sometimes contribute towards travel costs, CEAP and SAPET contribute towards pocket money and CEAP and EBF contribute towards the cost of the school uniform.

Average Amount of Bursary

Funds were asked to supply information as to the amounts awarded. Unfortunately some funds supplied average amounts while others supplied minima and maxima, and for non-comparable categories. It is not possible to analyse the information in this form.