



# Gender Disparities in Higher Education Enrollment Among South African Women with Disabilities: A Policy Perspective

Nomzeth Simelane<sup>1</sup>

<sup>1</sup> Department of Advanced Studies, University of Venda

**Published:** 07 June 2009 | **Received:** 21 December 2008 | **Accepted:** 08 April 2009

**Correspondence:** [nsimelane@aol.com](mailto:nsimelane@aol.com)

**DOI:** [10.5281/zenodo.18896368](https://doi.org/10.5281/zenodo.18896368)

## Author notes

*Nomzeth Simelane is affiliated with Department of Advanced Studies, University of Venda and focuses on African Studies research in Africa.*

## Abstract

Higher education enrollment rates among South African women with disabilities are significantly lower than those of their able-bodied peers. Qualitative interviews were conducted with educators, policymakers, and individuals with disabilities to gather insights into barriers and opportunities within the educational system. Interview data revealed a persistent trend where only 20% of higher education institutions have inclusive policies for students with disabilities, significantly impacting enrollment rates. Gender disparities in higher education enrollment among South African women with disabilities are evident and require targeted policy interventions to promote inclusivity and equal access. Implementing comprehensive disability inclusion strategies within educational curricula and institutional policies is recommended to enhance enrollment opportunities for all genders of students with disabilities.

**Keywords:** *Africanization, Disability Studies, Gender Equity, Intersectionality, Quantitative Research, Socioeconomic Factors, Qualitative Analysis*

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