

DA 212

STATISTICAL / COMPARATIVE BACKGROUND

1 Comparative Per Capita Expenditure (school pupils : 1985 - 6)

	Including capital expenditure	Excluding Capital expenditure
	R	R
<u>BLACK</u>		
Department of Education & Training	387,02	303,23
Average : National States	n/a	231,00
Average : TBVC	n/a	275,00
<u>"COLOURED"</u>	891,62	818,16
<u>INDIAN</u>	1 386,00	1 319,00
<u>WHITE</u>	2 746,00	2 428,00

In 1985-6, therefore, taking recurrent expenditure and excluding capital, eight times as much was being spent on a White pupil than on a Black pupil under the DET, and over ten times as much as that spent on a pupil in the rural areas of the "national states" such as KwaZulu and Lebowa. While there has been some improvement in recent years the ratio in 1977-8 as for White and Black (DET) is still 7:1.

2 Basic Statistics : 1985

	<u>SCHOOLS</u>	<u>TEACHERS</u>	<u>PUPILS</u>
<u>BLACK</u>			
Dept of Educ & Training	7 362	45 327	1 756 879
National States	4 938	56 084	2 425 093
TBVC	5 456	44 664	1 831 078
	<hr/>		
Sub-Totals	17 756	146 075	6 013 050
<u>"COLOUREDS"</u>	2 036	31 748	798 782
<u>INDIAN</u>	443	10 116	234 469
<u>WHITE</u>	2 452	52 507	971 197
	<hr/>		
Totals	22 687	240 446	8 017 498

Whereas in 1985 (above), Black pupils constituted 75% of all enrolments and White pupils 12,1%, by 1986 these percentages had changed to 76,6% and 11,0% respectively. The important point to note is that in dealing with Black education one is considering the education of over three-quarters of the children in school in South Africa.

3 Some Indicators of the QUALITY of Schooling

3.1 Teacher-Pupil Ratios

	Primary School	Secondary School	Over-all
<u>BLACK</u>			
Dept of Educ. & Training (1986)	1:39,4	1:27,1	1:37,6
National States	1:44,2	1:32,1	-
TBVC (1985) :			
Transkei	1:64	1:23	-
Bophuthatswana	-	-	1:38
Venda	1:35	1:26	-
Ciskei	1:43	1:30	-
<u>"COLOURED"</u>			1:26,9
<u>INDIAN</u>			1:21,4
<u>WHITE</u>			
e.g. Natal	1:21,1	1:16,4	

It is clear from the above that White education is in a much more advantageous position than any of the Black systems as far as the relationship between pupil enrolments and the number of teachers allocated to serve them is concerned.

3.2 Size of Classes

However, what matters in practice is the size of the class that the teacher is responsible for. Because of the shortage of classrooms and

building backlogs in Black education, the average size of classes in 1985 was as follows:

	<u>Primary</u>	<u>Secondary</u>	<u>Over-all</u>
Dept. of Ed. Training	44,7	52,0	-
National States	68,0	54,0	-
TBVC	-	-	49,5

International research and experience suggests that anything over 40 per class has a very negative effect on the quality of the work being done in the classroom. Classes of 40 or more, although they are to be found in White schools are rare and exceptional.

3.3 Qualifications of Teachers : 1985

	Black Education	"Coloured" Education	Indian Education
Professionally <u>unqualified</u> (excl. TBVC) but with			
		%	%
Std. 8 of lower	11 964	507	21
Std. 10	9 634	1 269	81
Degree	404	628	171
Sub-Totals	22 002	(21,7)	2 404 (7,6) 273 (2,5)
Professionally qualified with			
Std. 8 or lower	43 396	(43,5)	10 804 (34,0) 623 (5,7)
*Std. 10	32 789	(32,3)	15 566 (49,0) 6 508 (59,8)
Degree	2 531	(2,5)	2 974 (9,4) 3 472 (32,0)
Sub-Totals	78 716	(78,3)	29 344 (92,4) 10 603 (97,5)
TOTALS	100 718	(100)	31 748 (100) 10 876 (100)

*The Government has laid down Std. 10 + 3 years professional as the basic minimum qualification for all teachers in South Africa. 4% of Black teachers have this qualification (the others with Std. 10 have only 2 years training) and 2,5% are qualified teachers with degrees, so that according to the new criterion only 6,5% are adequately qualified in terms of certification.

It will be noted that there were only 2 531 professionally-qualified graduate teachers in Black education (excl. TBVC), who in 1985 were distributed among 1 433 secondary schools and 33 teacher training colleges. Many of them held principals' posts, were concentrated in certain schools, so that many secondary schools do not have a single graduate teacher.

One out of every five Black teachers was professionally unqualified.

In the case of White teachers under the DEC (House of Assembly over 98% are professionally qualified with a minimum of Std.10, and fewer than 2% are professionally unqualified.

3.4 Drop-out from School/Wastage

Another internationally-recognised criterion/indicator in the quality of schooling is the ability of the school to "hold" pupils, or the degree to which pupils drop out before completing primary and/or secondary phases of education.

In South Africa this is not a problem of any significance in White schools as they have a long established tradition, backed by legislation and sanctions against parents, of compulsory education up to the age of 16 of the completion of Std. 8.

However, in Black schools, where a compulsory, universal education system has not yet been established, "drop-out" is a serious problem and a symptom of all kinds of weaknesses in education - difficulty of access, large classes, unqualified or underqualified teachers, poor buildings, lack of equipment etc. The research institute for education planning at the University of the OFS in its 1985 report gave the following statistics on Black school-leavers in that year:

With less than Sub A (first year of schooling)	160 800	22,2%
Sub A - Std. 2	197 900	27,3%
Stds. 3 - 5	139 800	19,3%
Stds. 6 - 8	136 400	18,8%
Stds. 9 - 10	90 500	12,5%
Total Outflow	725 400	100,0%

The implications of the above figures are that -

- nearly half of the school-leavers have not achieved a standard sufficient to ensure literacy and numeracy;
- only 31,3% have had some degree of secondary education.

It should be noted, too, that of the 90 500 recorded as leaving in Stds. 9-10, only 40 307 (or 44,5%) had successfully completed Std. 10.

Also related to the above statistics on drop-out are the findings of the Human Sciences Research Council (1986) on literacy (defined as Std. 3 and upwards) that of Blacks over the age of 20, 45% were literate; 68% of "coloured" people; 80% of Indians; and 97% of Whites.

3.5 Senior Certificate/Matriculation Results

While examination results are not the be-all and end-all of education, nevertheless they are a measure of the effectiveness of education systems as far as the "end-product" is concerned, particularly in South Africa where the possession of a senior/matriculation certificate is crucial to further education and finding a job. The following table summarises the situation at the end of 1986.

	<u>SENIOR CERTIFICATE/MATRICULATION RESULTS 1986</u>			
	<u>BLACK</u>	<u>"COLOURED"</u>	<u>INDIAN</u>	<u>WHITE</u>
Candidates	99 715	17 624	11 359	64 349
<u>Total Passes</u>	51 227	11 919	9 767	59 864
As percentage	51,4%	67,6%	86,0%	93,0%

Passed with

<u>Matric Exemption</u>	13 360	2 707	3 783	27 938
As percentage	13,4%	15,3%	33,3%	42,6%
<u>Senior Certificate</u>	37 867	9 212	5 984	32 466
As percentage	38,0%	52,3%	52,7%	50,4%

It is important to note the following:

- 1986 was not atypical for Black candidates: from 1978 onwards matric exemption passes had stayed in the 10-13% range, and each year about half of the Std. 10 pupils had failed.
- At the beginning of 1986 there were 127 515 Black pupils in Std. 10: during the year 27 800 of these were "lost" and only 99 715 wrote the examination. Those that passed represented only 40% of those who had started in Std. 10 in January 1986.
- The successful White candidates (59 864) come from a system of fewer than one million pupils, while the Black (51 227) come from systems totalling more than 6 million pupils. Put another way a White child has over eight times more likelihood of successfully completing secondary school than a Black child.
- Another outcome of this is that while 30 out of every 1 000 of the White population is at university, only two of every 1 000 Blacks are university students.

NOTES ON THE MATRICULATION/SENIOR CERTIFICATE EXAMINATIONS, CURRICULA ETC.

- 1 There are nine separate examining bodies administering SC/Matric examinations, each with their own examiners, markers and exam sections to administer the exam. They are the :

Joint Matriculation Board
 Four White Provincial Education Departments
 Department of Education & Culture (House of Representatives)
 Department of Education & Culture (House of Delegates)
 Transkei Education Department
 National Senior Certificate, technically under the :

Department of Education & Culture (House of Assembly), but because the overwhelming majority of candidates are Black, administered in practice by the Department of Education and Training.

- 2 The theory is that the Joint Matriculation Board has the responsibility of ensuring that the standards of papers, marking etc across these various examining bodies are kept equal . If attempts to do this by appointing external examiners who are required to approve the papers of all the departments and check on the marking by looking at a very small sample of answer books. A confidential and potentially explosive report by the HSRC has shown conclusively that in practice there are considerable variations in standard among the various examinations. Certainly among Black pupils and teachers there is a great deal of suspicion about the quality and consistency of the marking of their particular exams, as also much evidence on the inefficiency of the administration of the exam, publishing of results etc.
- 3 The syllabuses on which the examinations are based are very similar in nature as from one department to another, as all departments work to an agreed "core" set of syllabuses. However, they tend to be White dominated and oriented, particularly in subjects such as History, English, Afrikaans, Geography, Economics etc. Textbooks are written so that they can be used by any of the examining bodies, but departments tend to restrict their schools to certain books which are placed on an "approved list." In History, for example, this leads to ideological slanting, as witness the much-publicised Transvaal decision to limit schools to the Joubert textbook for Stds. 9 - 10: this book is not only badly edited, historically inaccurate but also racially offensive.

SOURCES

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