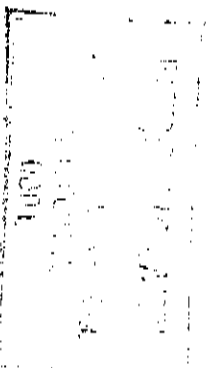


**Independent schooling: assessing its size and shape,  
presented at the Independent Schools Conference,  
Gauteng DoE, Johannesburg, 12 March 2003.**

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Research  
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Human Resources  
Development

# ASSESSING DEPENDENT SCHOOLING - AND SHAPING

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# Introduction

## HRD Strategy

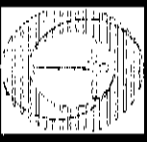
## HRD Biennial Review

## Defining independent schooling

'all formal non-public schools, founded, owned, managed and financed by actors other than the state, even when state provides most funding with considerable control over schools' (Kitaev, 1999)

### INCLUDES...

**schools registered with the DoE or that are members of independent schools associations**



# Historical overview

## The period 1850 to 1989

- Early types mainly elitist and church affiliated
- Growth after implementation of CNE
- Multi-racialism led to conflict with state
- Further admissions of Africans after June 1976
- Support from De Lange Commission
- State more accommodating after 1986



# Historical overview

## The period 1990 to 2000

- Accelerated growth after 1990 mainly due to excess and differentiated demand, but also teacher surpluses and public perceptions
- Growth accompanied by noticeable diversification
- Increasing competition with Model C schools
- Number of unregistered schools increased noticeably



# Historical overview

## The size of independent schooling in the past

	1987	1990		
African	27 788	20.8%	37 284	35.9%
Coloured	6 623	4.9%	7 865	7.6%
Indian	2 484	1.9%	5 904	5.7%
White	96 971	72.4%	52 801	50.8%
Total	133 866	100.0%	103 854	100.0%

SOURCE

Muller, 1992



# Historical overview

- All historically disadvantaged groups grew between 1987 and 1990
- Lower total enrolment in 1990 due to noticeable decline in White enrolments in 1989
- Growth between 1989 and 1990 at 12.8%
- White independent schooling made up 9% of total White schooling in 1988 – comparable with the USA
- Independent schooling contributed approximately 1.5% to total schooling in 1988 and 1.9% in 1998.

## SOURCES

Muller, 1990 & 1991 / Bot & Shindler, 1999





# Assessing the current landscape

## Methodology

- Verified database of 1 287 schools
- Telephonic and postal survey
- Response rate at 31.9% (410 schools)
- Highest rate in Free State (51.4%)
- Lowest rate in Northern Cape (21.9%)
- Statistical weighting using Telkom dialling code areas as cohorts accounting for provincial and urban / rural differences



# Assessing the current landscape

## Enrollments

	DoE - 2001	HSRC - 2002
Number of schools	984	1 287
Number of learners	245 150	382 239
Number of educators	14 857	24 376
School / learner ratio	1:249	1:297
Educator / learner ratio	1:17	1:16

### SOURCES

DoE 2001 'SNAP' survey conducted on 10<sup>th</sup> school day  
HSRC 2002 survey of independent schools



# Assessing the current landscape

Chi-square tests results using 'school size' as dependent variable			
Independent variables	Phi	Contingency	Significance
Fee category	.281	.270	.000
Province	.266	.257	.000
Year of registration	.259	.251	.000
Majority population group	.222	.217	.000
Typology	.190	.186	.030
Combination	.139	.138	.020
Co-educational status	.084	.084	



# Assessing the current landscape

Cross tabulation between 'school size' and 'fee categories'			
Fee categories	Small schools	Large schools	Combined
	< 300 learners	> 300 learners	
R 0 – 6 000	56.3%	43.7%	52.9%
R 6 001 – 12 000	73.2%	26.8%	21.6%
R 12 001 – 18 000	41.1%	58.9%	11.7%
R 18 000 +	28.9%	71.1%	13.8%
<b>Sub-totals</b>	<b>54.4%</b>	<b>45.6%</b>	<b>(100.0%)</b>



## Assessing the current landscape

- Significantly larger percentages of large schools than small schools in upper two fee categories
- Many large schools in upper two fee categories therefore probably do not receive a subsidy and are not included in DOE survey
- Enrolments possibly increased since 2001
- DOE statistics are likely to be an under-estimation
- HSRC estimates current contribution at 3.2%



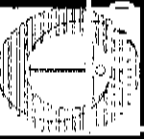
# Assessing the current landscape

Chi-square tests results using 'school fees' as dependent variable			
Independent variables	Phi	Contingency	Significance
Majority population group	.581	.502	.000
Province	.292	.280	.000
Co-educational status	.206	.201	.001
Typology	.197	.193	.019
Combination	.144	.143	.036
Year of registration	.102	.102	.033
School size	.004	.004	



# Assessing the current landscape

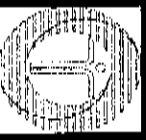
Cross tabulation between 'school fees' and 'majority population group'			
Schools by majority population group of learners enrolled	Low to average fee schools	High fee schools	Combined
	< R 6 000	> R 6 000	
'African schools'	78.7%	21.3%	47.9%
'Coloured schools'	68.3%	31.7%	3.6%
'Indian schools'	78.1%	21.9%	6.1%
'White schools'	22.4%	77.6%	42.4%
<b>Sub-totals</b>	<b>53.0%</b>	<b>47.0%</b>	<b>(100.0%)</b>



# Assessing the current landscape

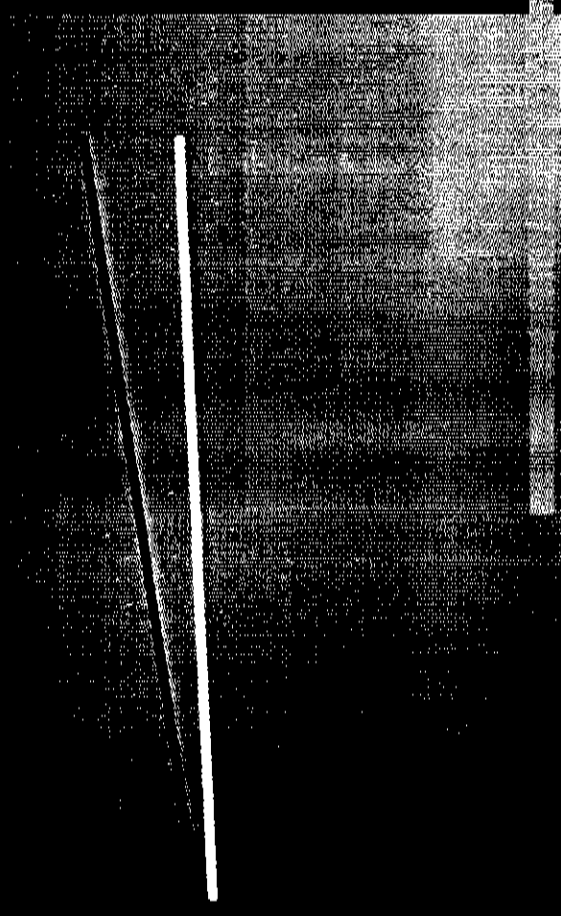
## Profile of schools

- A significantly larger percentage of 'African' than 'White' schools are low to average fee schools whereas a significantly larger percentage of 'White' than 'African' schools are high fee schools = inverse relationship
- Current landscape appears to have segmented profile characterised by smaller, low to average fee 'African' schools and larger, high fee 'White' schools
- 'African' schools and low to average fee schools dominate the current landscape





# Assessing the current landscape



# Assessing the current landscape

## Sectoral growth

- Strong growth during nineties as 61.1% of all independent schools registered between 1990 and 2001
- Growth of low to average fee schools overall higher during nineties while growth of high fee schools accelerated towards 2000
- Growth of both low to average and high fee schools peaked during 1999, but declined sharply afterwards



# Assessing the current landscape

## Gender ratios

Public schools (2001)	Independent schools (2002)		
	Low to average fee schools	High fee schools	Combined
1.01	1.13	1.20	1.17

- Combined ratios in independent schools are positive for girls in all provinces
- Considerable variation in ratios of high fee schools across provinces due to a number of single sex schools in particular provinces



# Assessing the current landscape

Racial integration in public schools (2001)

Groups	Schools by former departmental affiliation					Combined
	'African'	'Coloured'	'Indian'	'White'		
African	98.4%	17.8%	19.2%	31.6%	81.4%	
Coloured	0.7%	81.2%	3.2%	7.2%	7.0%	
Indian	0.1%	0.7%	77.4%	2.6%	3.2%	
White	0.8%	0.4%	0.2%	58.6%	8.4%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	

SOURCE

HSRC Grade 12 Learner Choice Survey - 2001



# Assessing the current landscape

## Racial integration in independent schools (2002)

Groups	Schools by majority population group of learners enrolled				
	'African'	'Coloured'	'Indian'	'White'	Combined
African	94.8%	15.0%	7.1%	11.5%	58.3%
Coloured	2.4%	77.6%	2.0%	3.1%	4.8%
Indian	0.5%	1.0%	89.4%	4.0%	7.5%
White	2.3%	6.5%	1.5%	81.4%	29.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%



# Assessing the current landscape

## Racial integration

- ‘African’ and ‘Coloured’ independent schools are more integrated than equivalent public schools
- ‘White’ and ‘Indian’ independent schools are less integrated than equivalent public schools
- African learners constitute more than half (58,3%) of independent schooling enrolment
- White learners constitute less than 30%



# Assessing the current landscape

## Educator // learner ratios

Public schools (2001) (De Souza, 2002)	Independent schools (2002)		
	Low to average fee schools	High fee schools	Combined
1.34	1.21	1.13	1.16

- Ratios for both low to average and high fee independent schools lower than for public schools
- Ratios for low-average fee independent schools also lower than for public schools in all provinces



# Assessing the current landscape

## Maths and Physical Science participation rates

	Public schools (2001) De Souza (2002)	Independent schools (2002)		
		Low to average fee schools	High fee schools	Combined
Maths	58.4%	52.6%	76.1%	62.7%
Science	34.7%	39.3%	50.2%	44.2%

- Combined rates in independent schools higher than public schools
- Maths rate in low-average fee independent schools lower than public schools





# Assessing the current landscape

## Pass rates

Exemption	Public schools (2001)	Independent schools (2001)		
	De Souza (2002)	Low to average fee schools	High fee schools	Combined
Without	46.6%	39.4%	21.1%	31.4%
With	15.1%	27.1%	51.7%	37.5%
Total	61.7%	66.5%	72.8%	68.9%

- Total pass rate and total rate with exemption in independent schools higher than in public schools
- With-exemption rates in high fee independent schools noticeably higher than in public schools



# Conclusions

Current contribution of 3.2% still regarded minimal in comparison with developed countries

Girls have greater access, which increases employability and access to higher education while serving policies to address gender imbalances

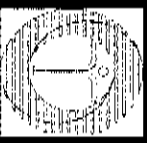
Lower educator / learner ratios can be an indicator of more focussed teaching



# Conclusions

Maths and physical science participation rates higher, which serves objectives of National Plan for HE to shift enrolments towards sciences

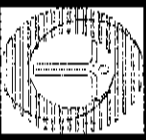
Lower participation rates in low to average fee independent schools may reinforce legacy of poor participation rates of African learners, as they constitute the majority of learners in these schools



## Conclusions

Exemption and total pass rates in low to average and high fee independent schools higher than in public schools and serve to increase enrolments in HE which is crucial for development of scarce skills

Less integrated 'White' independent schools implies that socio-economic status is still disabling factor for HRD as most 'White' schools are high fee schools



# Conclusions

The independent schooling sector has moved closer towards reflecting the socio-economic and demographic profile of SA (historically disadvantaged learners constitute 70% of enrolment / more than 50% of independent schools have affordable fees)

Legislation, subsidisation and quality control should perhaps be increasingly standardised across public and independent sectors with due consideration for the autonomy of independent schools

