

# MUSHROOMING INNER-CITY

## FLY-BY-NIGHT SCHOOLS

*Badril Moila and Moeketsi Letseka*

*Research Programme on HRD  
Human Sciences Research Council*

HSRC RESEARCH OUTPUTS

3201

October 2004

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## FLY-NIGHT

*Badiri Molia and M.*

*Research Program*

*Human Sciences Research Council*

Kenton Kahlamba Conference

Theme: "Masikhombe phambili nomlando"

"Looking to the future with the past in mind"

Date: 30 September to 03 October 2004

Venue: Didima Camp, Cathedral Peak, Drakensburg, KwaZulu/Nat

Title "The mushrooming inner-city fly-by-night schools"

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# *Structure of presentation*

1. Background to schooling in S.A.
2. Demand for schooling among Black African learners
3. Methodology and limitations
4. Learners and staff demographics
5. Fees
6. Facilities
7. Registration
8. Conclusion

## *Background to Schooling in S.A.*

- Afrikaans in Black African schools and the 1976 uprising
- New independent schools and admission of African learners
- Democracy (1994) – flow of Black African learners to non African schools

# *Demand for schooling among Black African Learners*

- Use of the system of "soft zoning" (Sekete, Shilubane & Moila 2001)
- Class replacing race -high fees as a form of exclusion.
- Excess demand for more schooling
- Public schools mostly located outside inner city

## *Methodology*

- Study conducted in Tshwane CBD – between Nelson Mandela and Princess Park streets
- Targeted schools with grade 12 and fees up to R10 000 p/a
- Qualitative methodology

## *Limitations*

- Sensitivity surrounding staff demographics and registration status.
- Permission not granted to interview learners in some schools.
- Delays in negotiating access hindered use of other methods

## *Reasons for starting schools*

- To offer tuition to grade 12 repeaters and over-aged learners
- To offer quality of education
- Many unemployed teachers/redeployment

## *Admission requirements*

Emphasis on report and parents' ability to pay fees

"There are no entry requirements, registration is open to anyone throughout the year, even to rejects" (learner respondent)

## *Learners*

- 99.6% are Black Africans
- 71.4% from surrounding townships
- Learners move from township and rural schools to city schools in search of "perceived better education" (Sekete et al 2001; Sunday Times 2002)

# *Educators*

- Educator - learner ratios – from 1:11 to 1: 28
- Educator profile: predominantly African
- Tendency by owners to appoint educators of their race as"
- Tendency to appoint non-South Africans

## *Fees and pass rates*

### **Fees**

Range from R2200 to R7700 per annum

New schools tend to charge low fees to attract more enrolments

Pass rates range from 48% to 89%

## *Facilities*

- All the 11 schools use rented buildings
- Only 2 schools have grounds. Almost all the 11 schools do not have facilities
- All the 11 schools do not have libraries

## *Registration*

Principals and owners not willing to reveal status

Existing databases not necessarily accurate

(Du Toit, 2001)

Tendency to omit non-subsidised schools

(Hofmeyr and Lee, 2004)

## *Conclusion*

• DOE's regulating operations need tightening

• Are perceptions of quality education valid?

• What are implications for value-for-money and sustainability?