

**EDLS018**

# Educational Reform in South Africa



## Lecture 1

### Getting to know the country

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Income poverty and inequality scorecard					
Transformation goal	Reduced income poverty and inequality				
Desired outcome	Indicator	Status 1990-1994	Status 2005	Status 2006	Direction of change
Reducing income poverty	Percentage of the population below the poverty line <sup>1</sup>	50.3% (Ave. 1992 and 1993)	47.6% (2003)	46.9% (2004)	↑
	Percentage of the population above an 'affluence' line <sup>2</sup>	9.2% (Ave. 1992 and 1993)	9.7% (2003)	9.8% (2004)	↑
Reducing inequality	African per capita income as a percentage of white per capita income	10.2% (Ave. 1992 and 1993)	11.8% (2003)	11.9% (2004)	↑
	Income of female-headed households as a percentage of male-headed households	49.3% (1998)	43.9% (2003)	47.9% (2004)	↑
	Gini coefficient for overall SA population	0.55 (Ave. 1992 and 1993)	0.61 (2003)	0.60 (2004)	↑
	Gini coefficient for African population	0.67 (Ave. 1992 and 1993)	0.69 (2003)	0.68 (2004)	↑

Source: Calculations by S van der Berg and M Louw using All Media Products Survey (AMPS) data  
1. R3 000 per person per year in 2000 rands  
2. R30 000 per person per year in 2000 rands

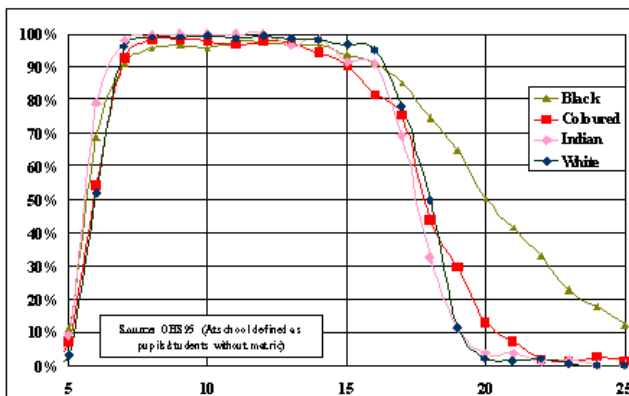



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Van der Berg portrays the percentages of the various age groups in school by race in 1995 in the following graph

**Figure 2: Percentage of age group at school by race, 1995**



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Crouch provides a table which presents grade-specific enrolment ratios in 2003 and compares two data sources namely the 2003 Household Survey data and the 2003 EMIS data of the Department of Education.

Grade	2003 Household Survey	2003 EMIS
1	139%	125%
2	114%	109%
3	102%	99%
4	105%	94%
5	106%	102%
6	113%	108%
7	113%	98%
8	105%	98%
9	100%	92%
10	117%	113%
11	89%	76%
12	72%	50%

**Table 1: Grade-specific enrolment ratios in 2003, comparing two data sources**

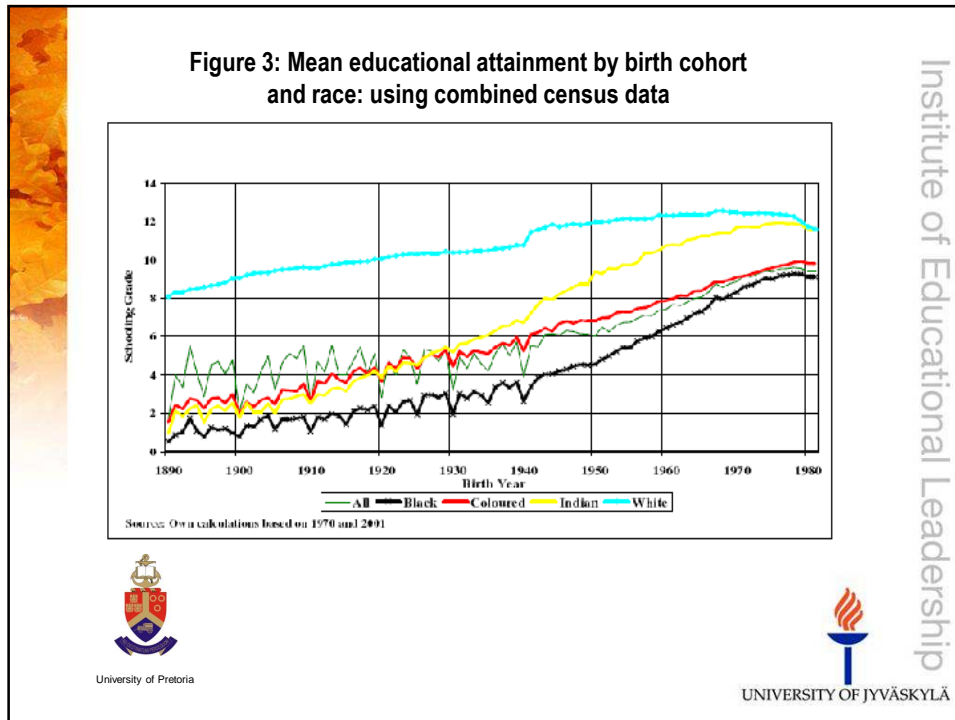


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**Table 2: Education profile of the SA population by race for two age groups, Census 2001**

	Black	Coloured	Indian	White	Total
<b>Population aged 26 or more:</b>					
No schooling	26.45%	9.48%	6.05%	1.26%	20.83%
Primary incomplete	20.85%	20.57%	8.82%	1.17%	17.81%
Primary complete	7.44%	10.47%	4.76%	0.73%	6.74%
Secondary incomplete	26.72%	40.16%	36.03%	26.99%	28.31%
Matric	13.29%	14.54%	30.17%	39.55%	17.46%
Matric + Cert./Dip.	3.81%	3.41%	7.32%	15.78%	5.49%
Bachelor's Degree or above	1.44%	1.39%	6.85%	14.51%	3.36%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>
<b>Population aged 26-30:</b>					
No schooling	10.94%	3.61%	1.49%	0.77%	9.16%
Primary incomplete	12.40%	12.21%	1.44%	0.63%	11.07%
Primary complete	5.87%	7.86%	1.11%	0.34%	5.45%
Secondary incomplete	34.61%	41.28%	22.70%	16.37%	33.32%
Matric	28.46%	28.68%	50.87%	46.24%	30.62%
Matric + Cert./Dip.	5.99%	4.61%	12.75%	19.34%	7.19%
Bachelor's Degree or above	1.73%	1.73%	9.63%	16.31%	3.19%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>



Source: Derived from Census 2001

The Nelson Mandela Foundation reports the reasons for dropouts and absenteeism as reported by teachers as follows:



Reason	% of females who have dropped out	% of males who have dropped out
Care of siblings	22	7
Helping parents with domestic work	41	22
Helping parents with cultivation and livestock	21	41
Wage labour	4	9
Lack of parental interest in education	51	48
Lack of learner interest in education	30	42
Schooling is too expensive	7	8
Looking after sick family members	16	12
Pregnancy	29	

**Table 3: Reasons for dropouts and absenteeism as reported by teachers**

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It seems that all the reasons can be linked to poverty. It also seems that wage labour and the cost of schooling are the reasons least often cited in this regard. Louw *et al.* make the same observation. The lack of parental and learner interest in education can perhaps be most strongly linked to poverty, parents and learners not appreciating or seeing the possibility of education leading to an improvement of their financial situation and living conditions as well as other factors such as parents' level of education and the structure and socio-economic circumstances of the family (Grant and Allman; Anderson and Lam; the Nelson Mandela Foundation). In addition, Coetzee points to lack of departmental interest in schools as a factor negatively influencing motivation and contributing to dropouts.

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