

CRISIS IN EDUCATION

PACSA FACTSHEET

THE GOVERNMENT'S DIRECTIVE ON EDUCATION

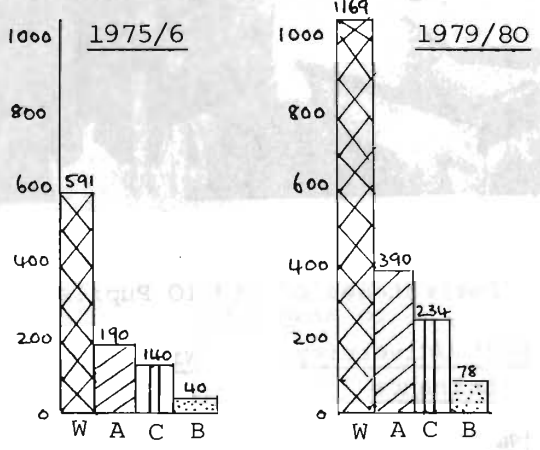
The de Lange Report was prepared in response to the Cabinet's directive to the Human Sciences Research Council to recommend principles which would enable, among other things, "the potential of the country's inhabitants to be realized, economic growth promoted, the quality of life of the inhabitants improved and education of equal quality provided for everyone." (PACSA's emphasis).

The report which resulted is admirable in its identification and formulation in concrete terms, of the problems involved, and it makes detailed recommendations for changes that would fit the Government's guidelines. The Government referred the Report to a work party which recently completed its 'final recommendations for South Africa's educational future.' and it was due to be handed to the Cabinet at the end of October. But the Government has previously emphasized (against the committee's recommendation) that the present system of separated education and different departments is fundamental to National Party policy.

To enable people to become more aware of the crisis in education some striking facts, brought out by the Report, are given below together with related facts drawn from other sources.

1. FINANCE

Expenditure per Pupil (Rands)



The startling discrepancies in the financing of education for the four groups are brought out clearly in the two graphs on the left.

The Dimensions of the Problem

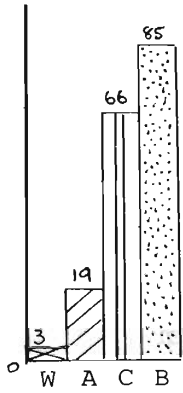
To achieve a balance at a pupil/teacher ratio of 30 in 1990 for all, the committee estimates that an expenditure of R4030 million will be required.

This is about 30% of the current Total National Budget. At present only about 15% of the budget is allocated to education.

2. TEACHERS

Percentages of Under-qualified Teachers (1980)

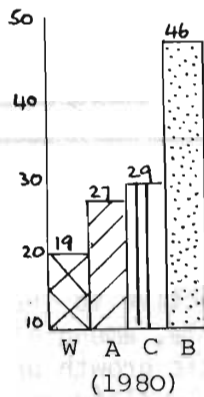
The graph on the right compares the number of under qualified teachers expressed as a percentage of the total numbers teaching each group. It is based on the committee's suggestion that a suitably qualified teacher would be one with at least a Senior Certificate (Std. 10) plus a teaching diploma.



Key to Graphs

W	White
A	Asiatic
C	'Coloured'
B	Black

3. PUPIL TEACHER RATIOS



This graph shows the pupil/teacher ratios for 1980 - in fact these ratios for the various groups have been fairly consistent over a number of years.

In aiming for equality and considering 1990 as a possible date, the committee suggested a number of approaches. Probably the most realistic of these is "to adjust present norms for whites to more realistic levels and apply these for all population groups." However, even at a ratio of 30 the costs will be very high and other sacrifices will also have to be made, particularly in white education.

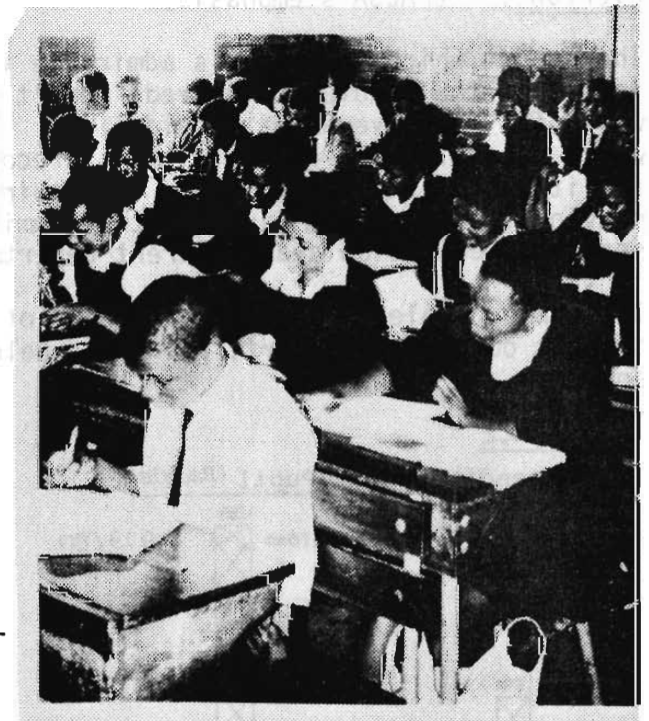
4. PHYSICAL NEEDS

The Lack of School Buildings and Equipment

The demands of white education generally have been met but large backlogs have built up in Indian, 'Coloured' and Black education. In 1980 about 2 million children were unable to attend school and the committee estimated that it would cost about R1842 million to provide facilities for them.

To eliminate the backlog and provide for projected population growth over a ten year period would require \pm 305 000 new pupil places per annum at a minimum cost of R315 million per annum.

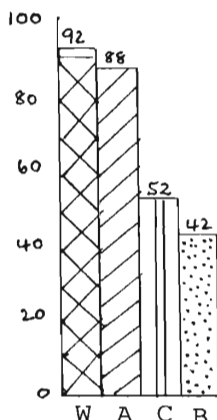
The photograph shows a senior science class (64 pupils) in the Pietermaritzburg area.



5. DROPOUT RATES AND ACHIEVEMENTS

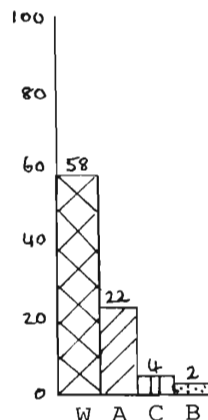
Percentages of Pupils Starting at Grade I to reach

Std II in 4 years



(1974-1977)

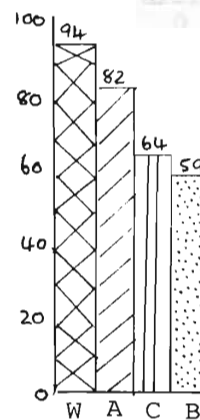
Std 10 in 12 years



(1963-1975)

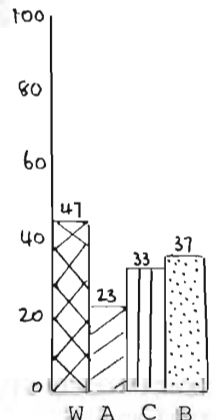
Percentages of Std 10 Pupils to pass S.C.

Without University Entrance



(1975)

With University Entrance



COMMENT: The drop-out and failure rates are related to the shortages of pupil places; the low standards of education provided; shortages of books, equipment and teaching resources; the poverty of pupils and parents and transport difficulties; and all these are related to the differential financing of education.