

Characterising the South African education system

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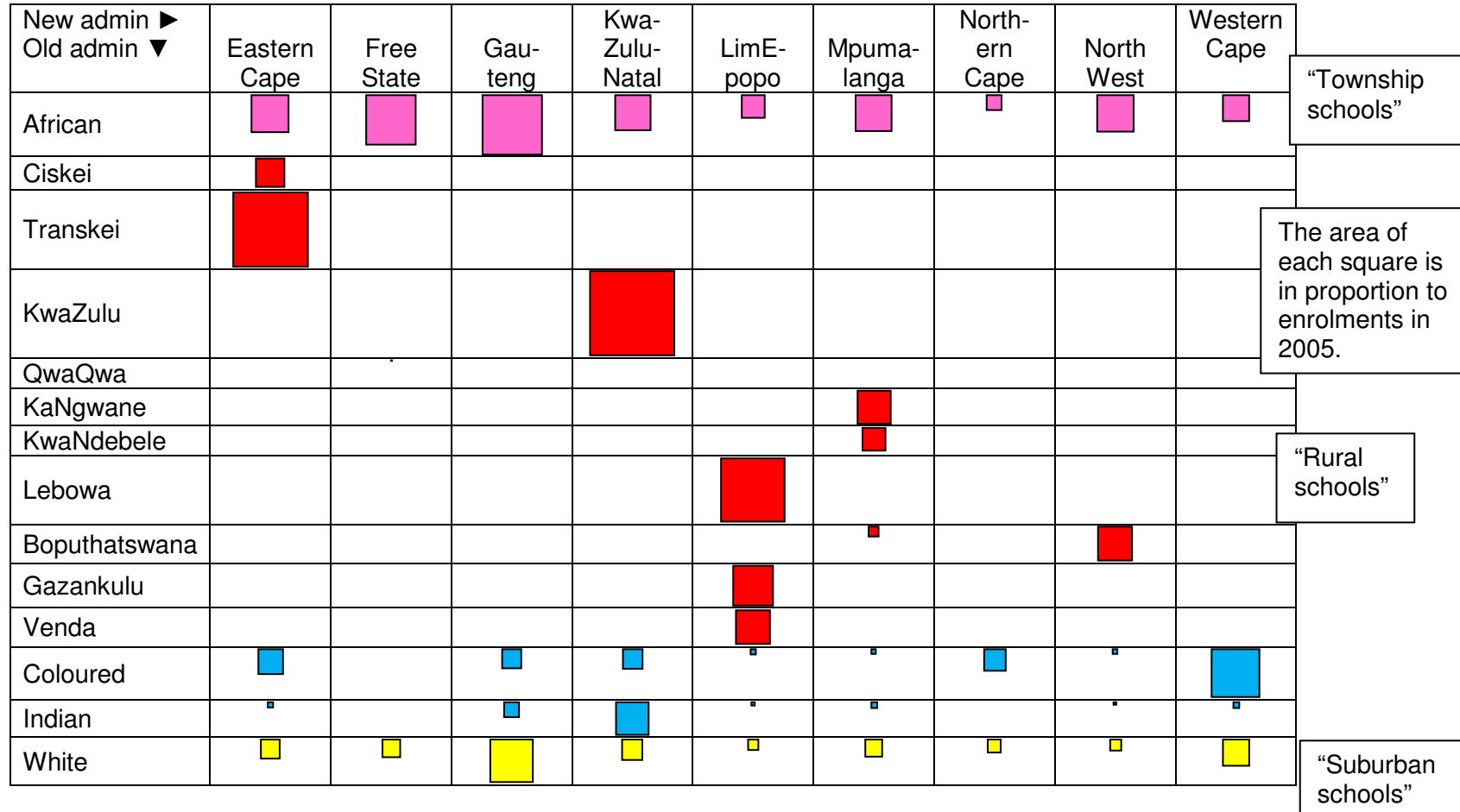
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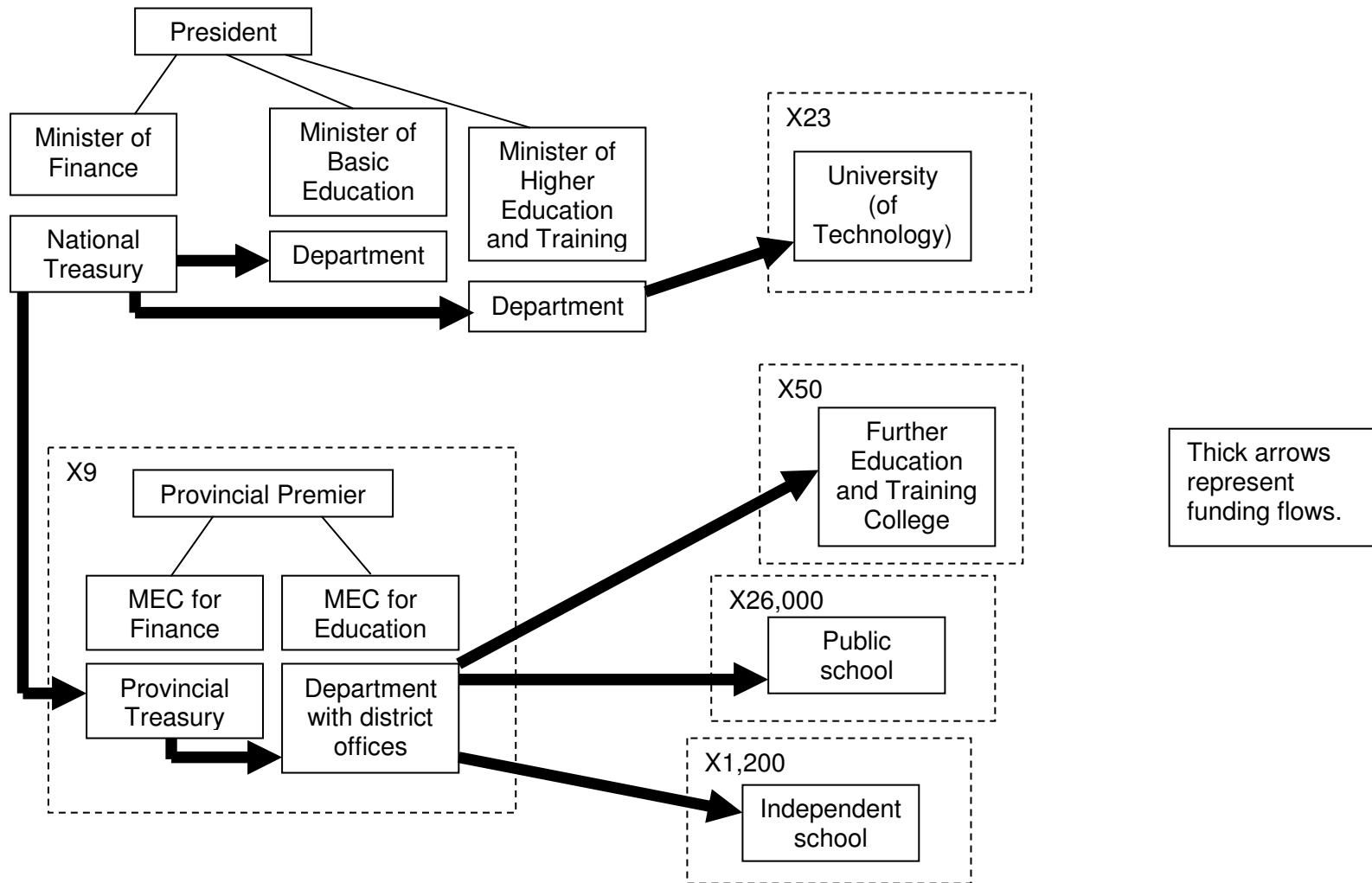
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2 Introduction

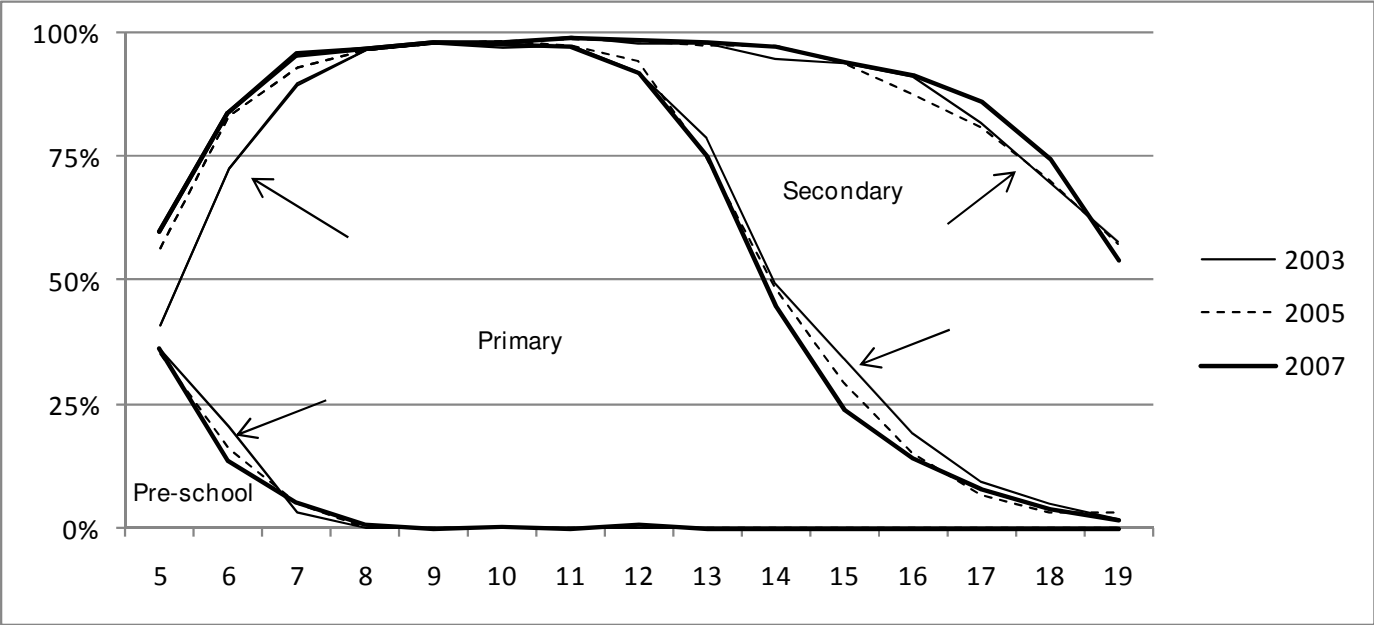
- A comparative policy-focussed view.
- Six key policy challenges identified.

3 The institutional landscape

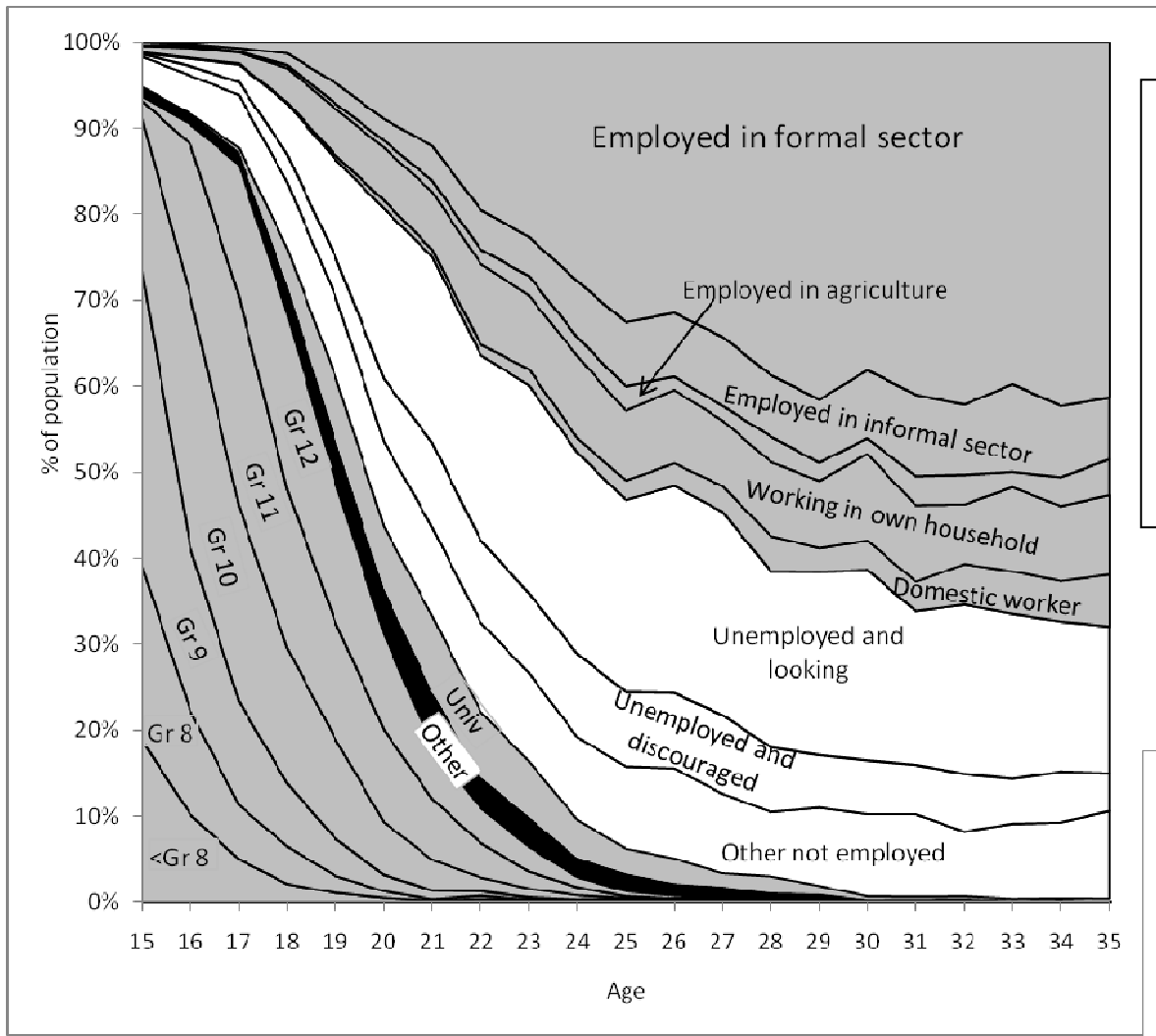




4 Demographics of education in South Africa



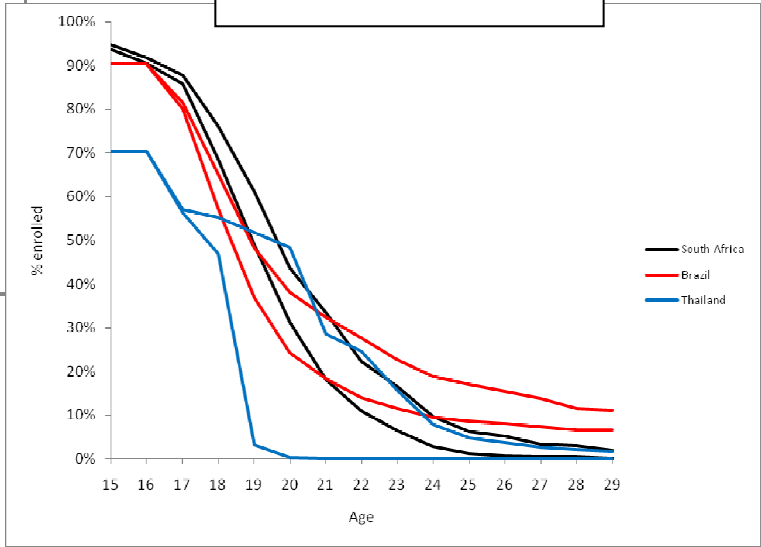
High coverage in schools at the younger ages.

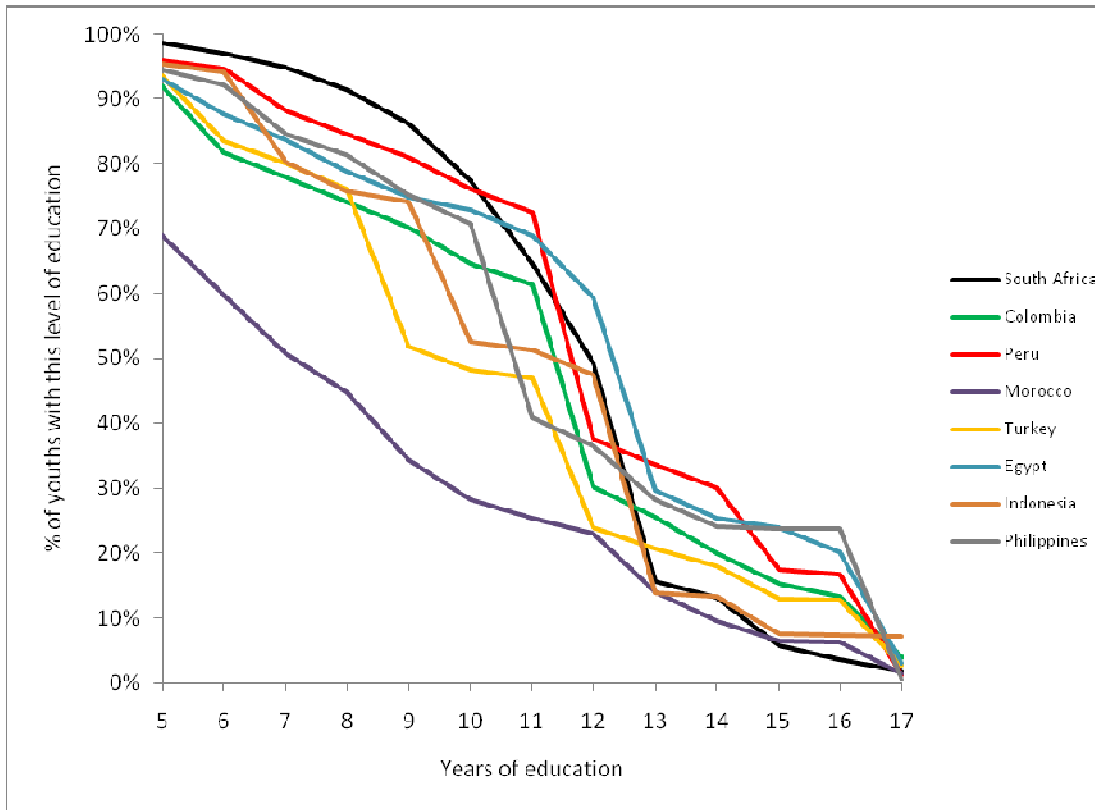


Extensive structural unemployment and over-aged enrolments.

Many historical factors: Capital intensiveness of industry, exclusion from markets, low skills, apartheid spatial planning, strong reliance on public sector employment.

SA school and higher education enrolment profile similar to Brazil's.

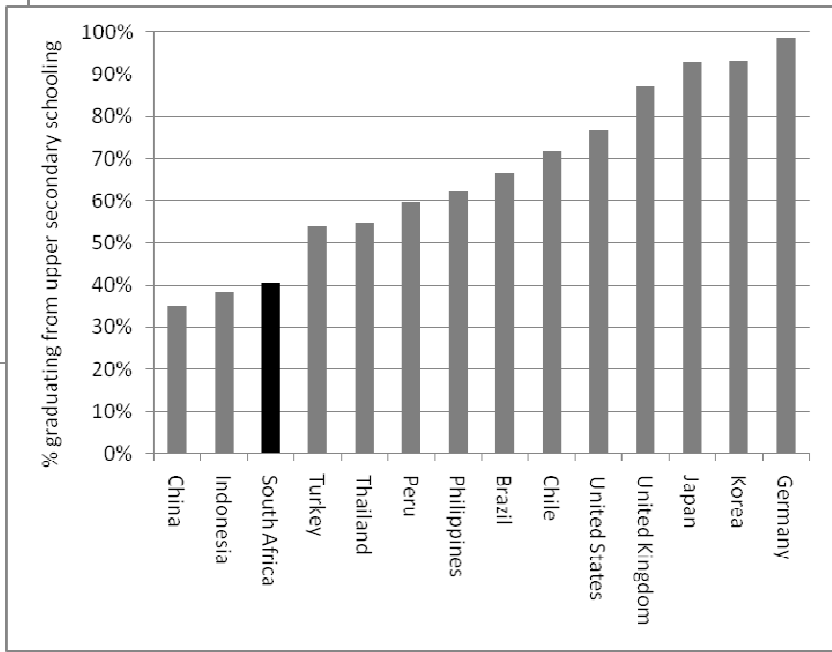


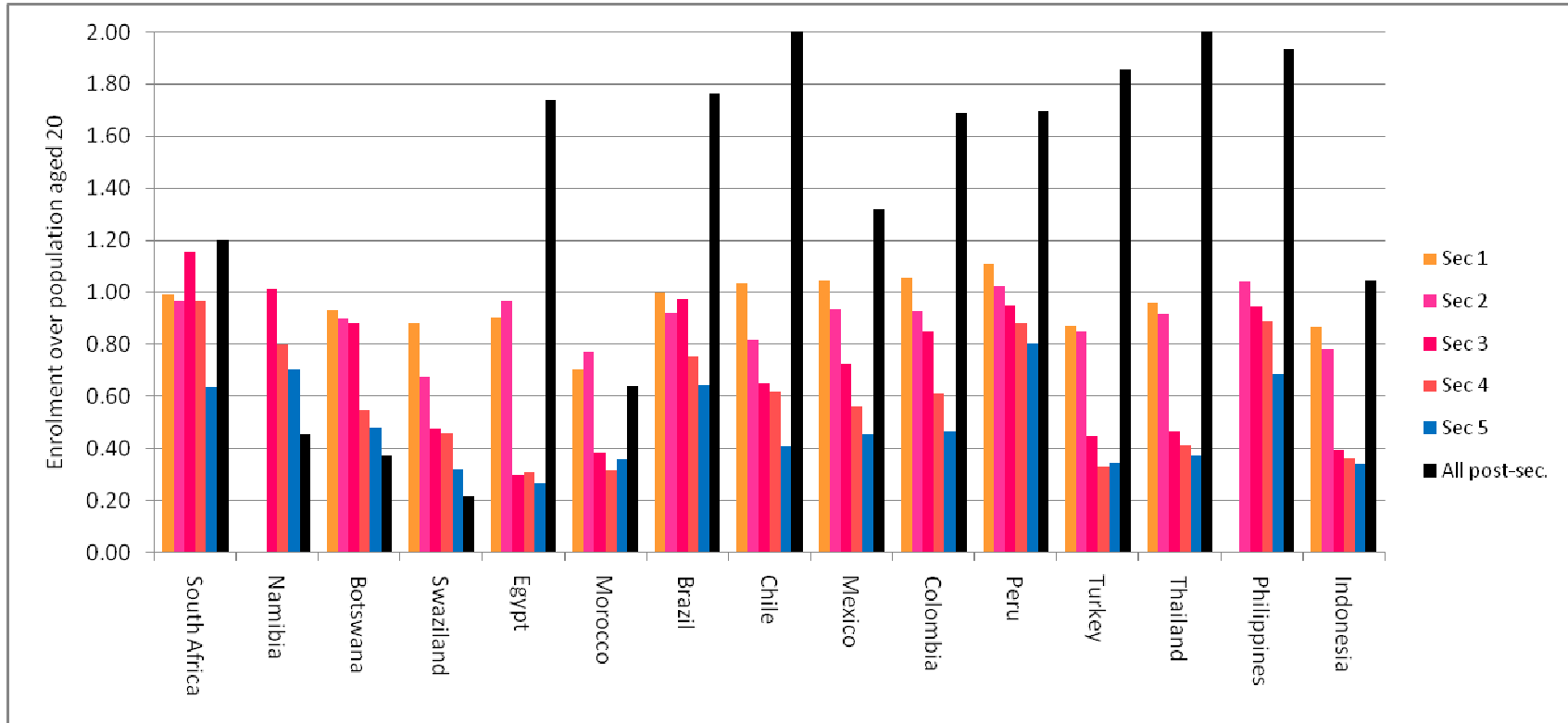


Skewed attainment profile. High up to 12 years of schooling, then low.

But due to low Grade 12 graduation rate, low upper secondary completion ratio.

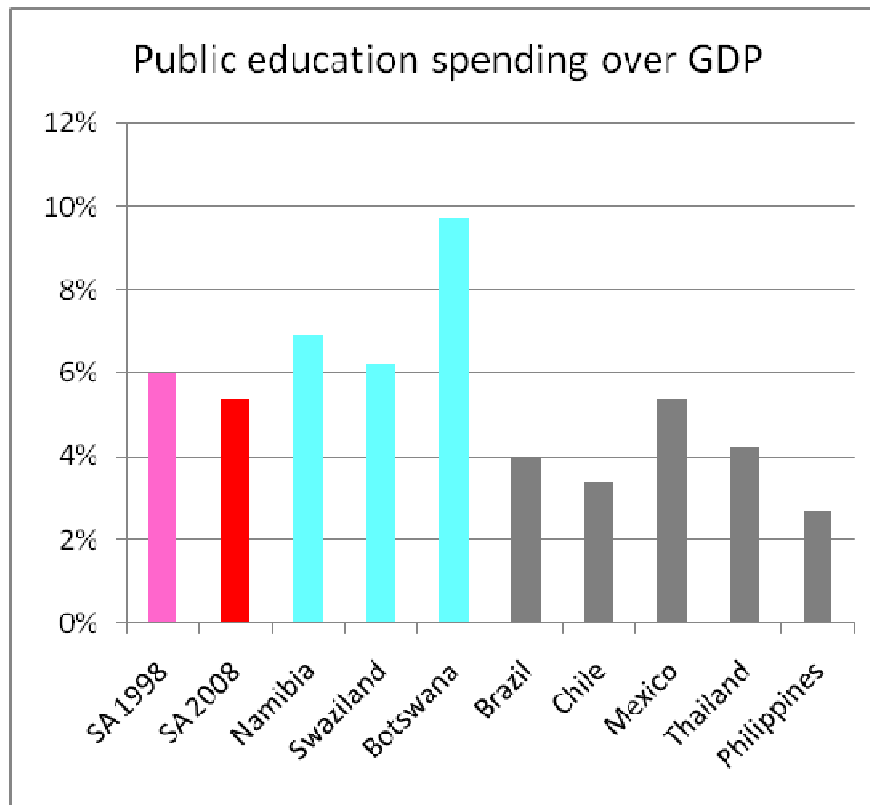
Policy challenge: Improve Gr 11 to Gr 12 promotion and successful completion of Gr 12 and through this growth in tertiary sector.



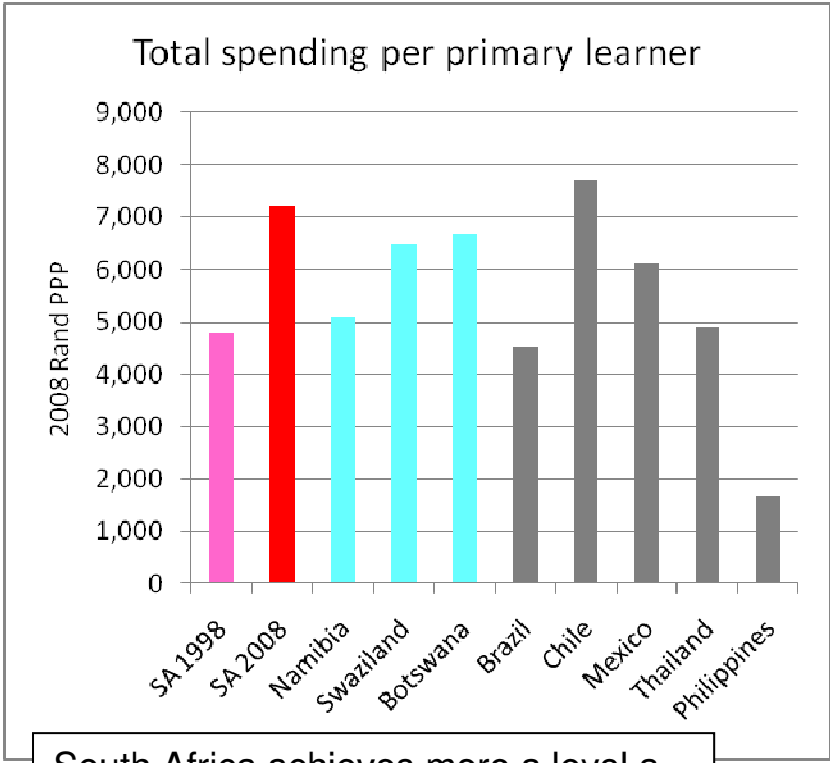


Problem of low enrolments in higher education is regional.

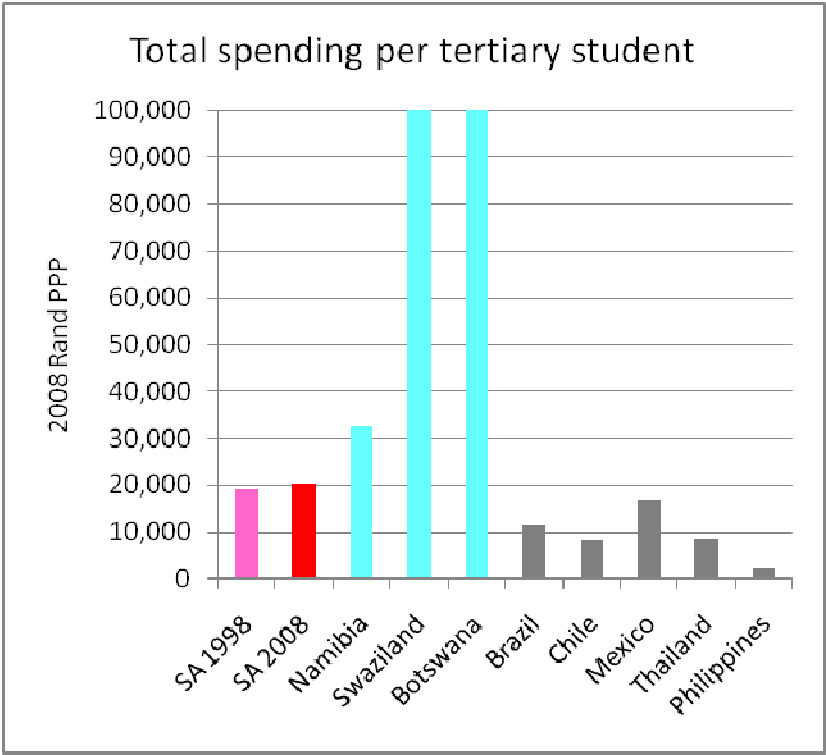
5 Education financing

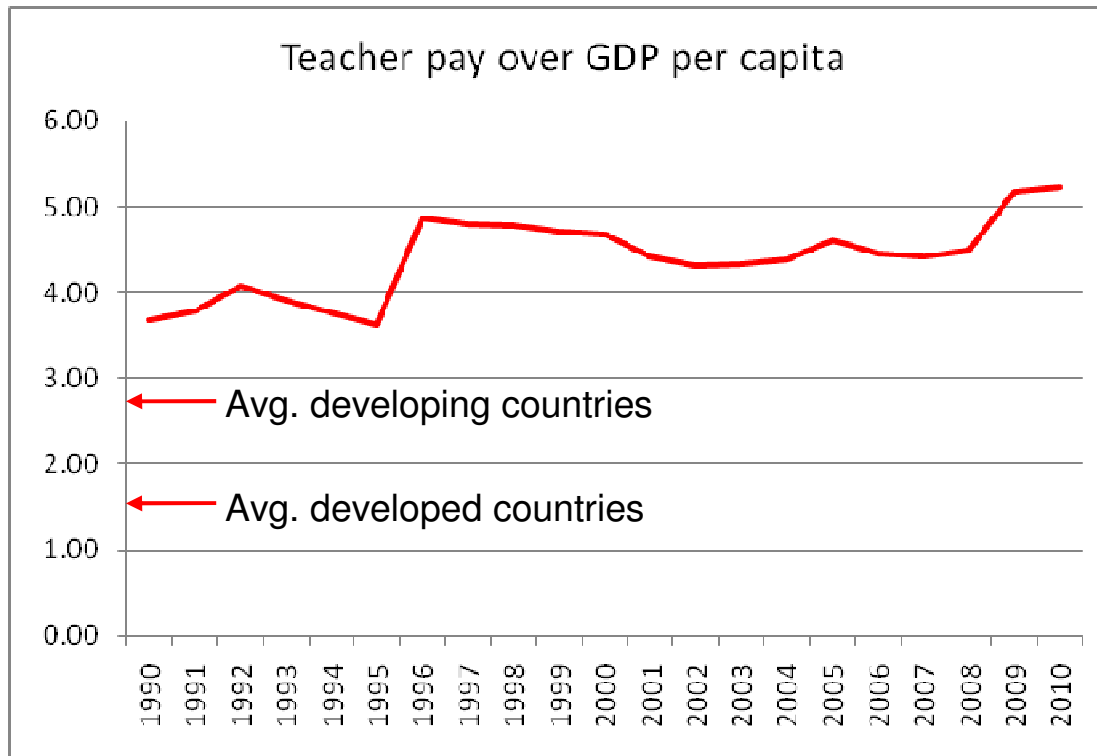


Private spending on education comes to around 3% of GDP. This is largely fees in 'suburban schools' and at universities.



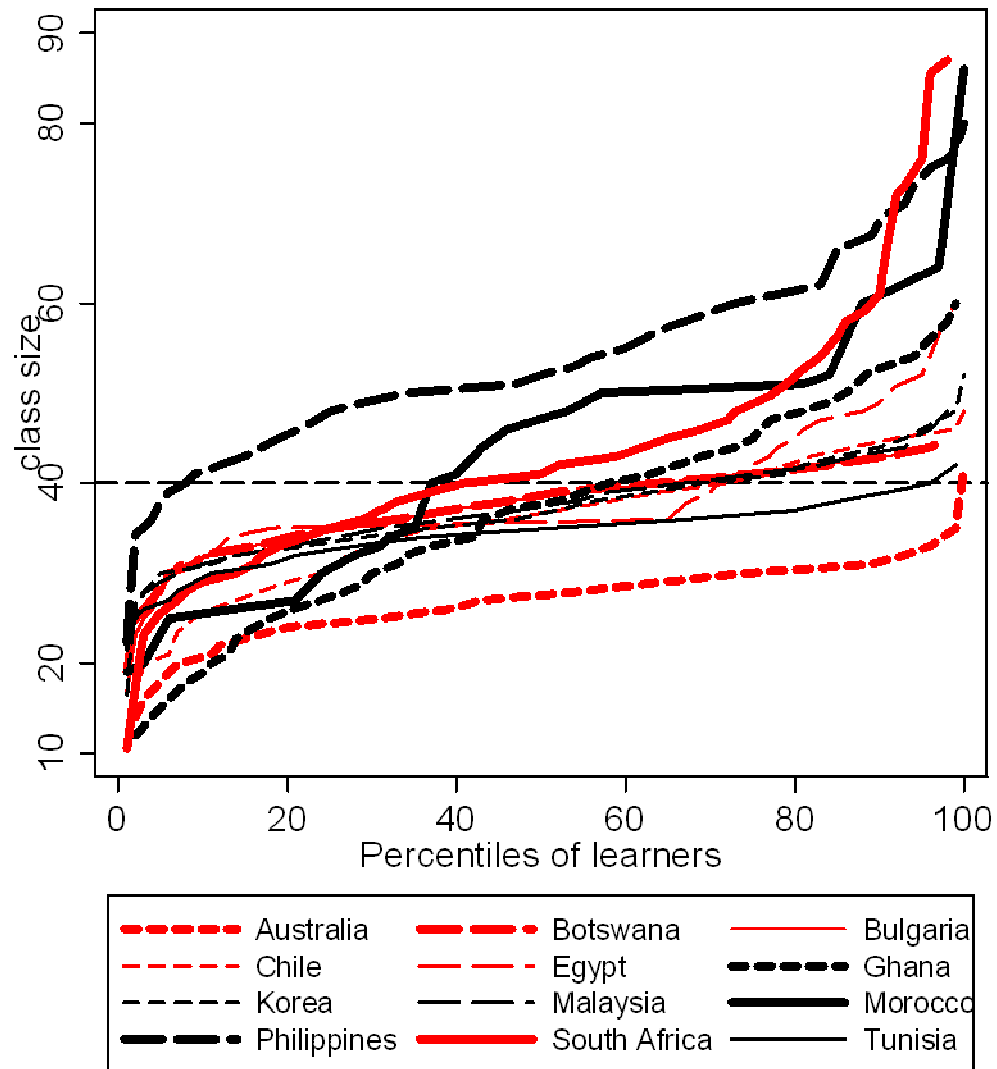
South Africa achieves more a level a 'normal' level of spending through a combination of high teacher pay and high pupil/teacher ratios.





Important to note, however, that all South African professionals earn high wages relative to GDP per capita when compared to other countries.

Policy challenge: Counter 'wage populism' through better and holistic human resources management, and link teacher performance to pay in better ways.



Situation is considerably healthier in Botswana.

Analysis has shown that much of the inequality at the high end is attributable to poor management of teacher time.

Policy challenge: Learn to live with relatively high pupil/teacher ratios whilst eliminating class size extremes.

6 Equity patterns

Table 1: Concentration ratios by social sector, 2000 and 2006

	2000	2006
School education	-0.121	-0.128
Tertiary education	0.528	0.641
All social grants	-0.371	-0.359
• Child support grants	-0.247	-0.318
• Disability grants	-0.291	-0.288
• Old-age pensions	-0.412	-0.436
Health	-0.118	-0.137
• Public clinics	-0.177	-0.257
• Public hospitals	-0.105	-0.103
Housing	0.160	0.070
<i>Total across services</i>	-0.112	-0.152

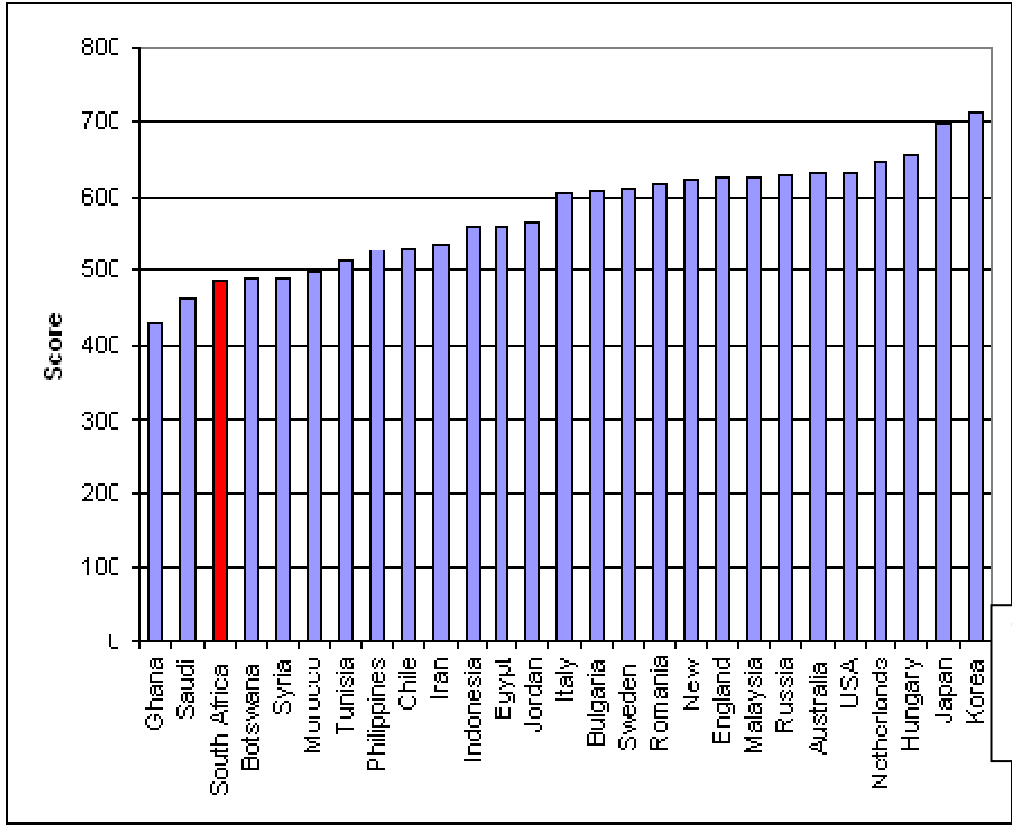
<i>Type</i>	<i>Description</i>	<i>Concentration index</i>
Socio-economic	2000 Household expenditure	+0.58
Performance	2004 Senior Certificate Gr 12	+0.19
Performance	2003 TIMSS science Gr 8	+0.19
Performance	2000 SACMEQ reading Gr 6	+0.16
Performance	2003 TIMMS maths Gr 8	+0.15
Performance	2000 SACMEQ maths Gr 6	+0.14
Expenditure	2005 All public + private funding	+0.07
Expenditure	2005 All public funding	+0.03
Expenditure	2005 school allocation (country)	-0.22
Expenditure	2005 school allocation (EC)	-0.29

Public schooling system only.

7 Internal and external efficiency issues

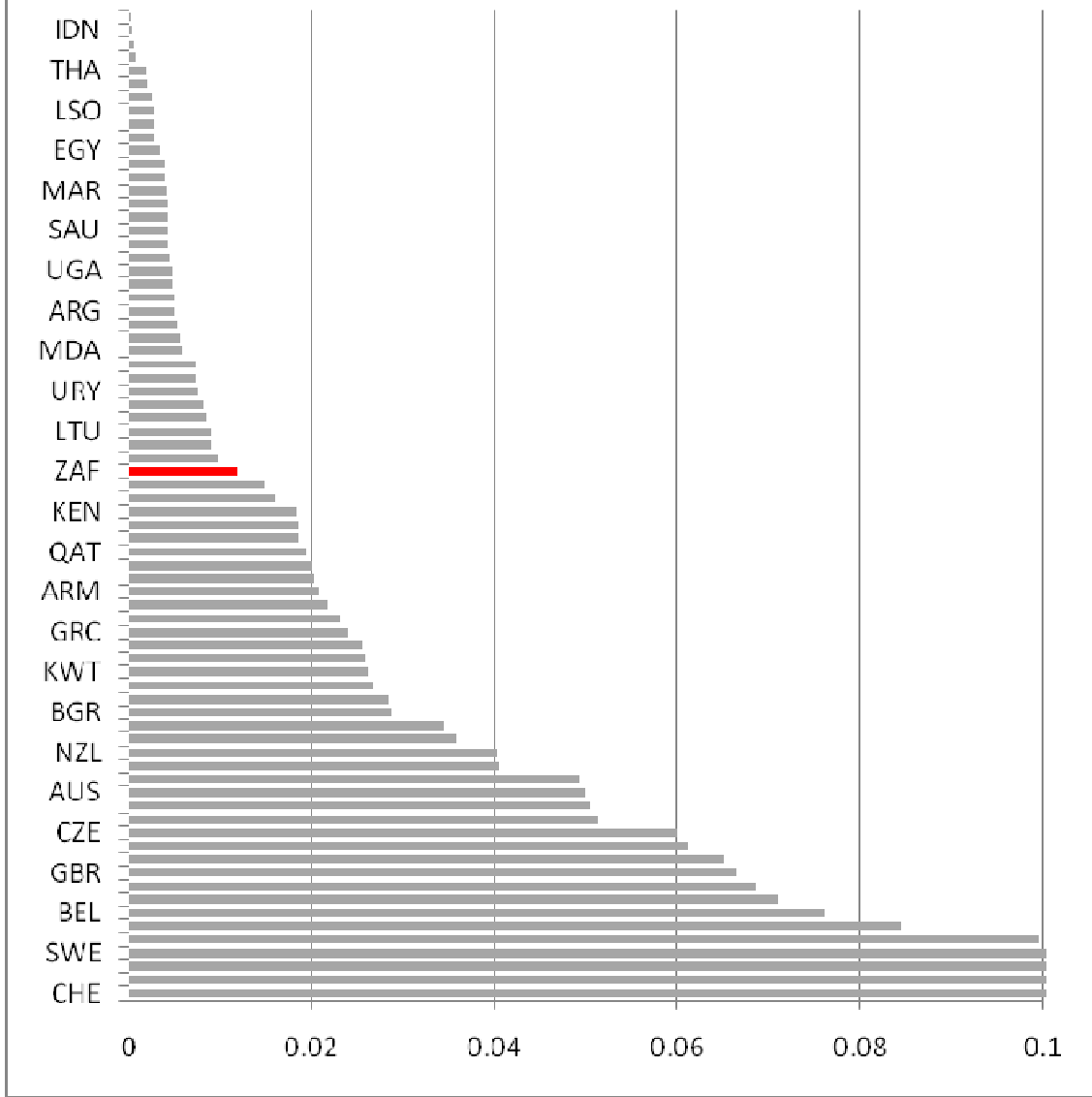
The problem of the low overall mean, but misperception exists that the top end fares well in an international comparison.

Mathematics score of the 95th performance percentile.

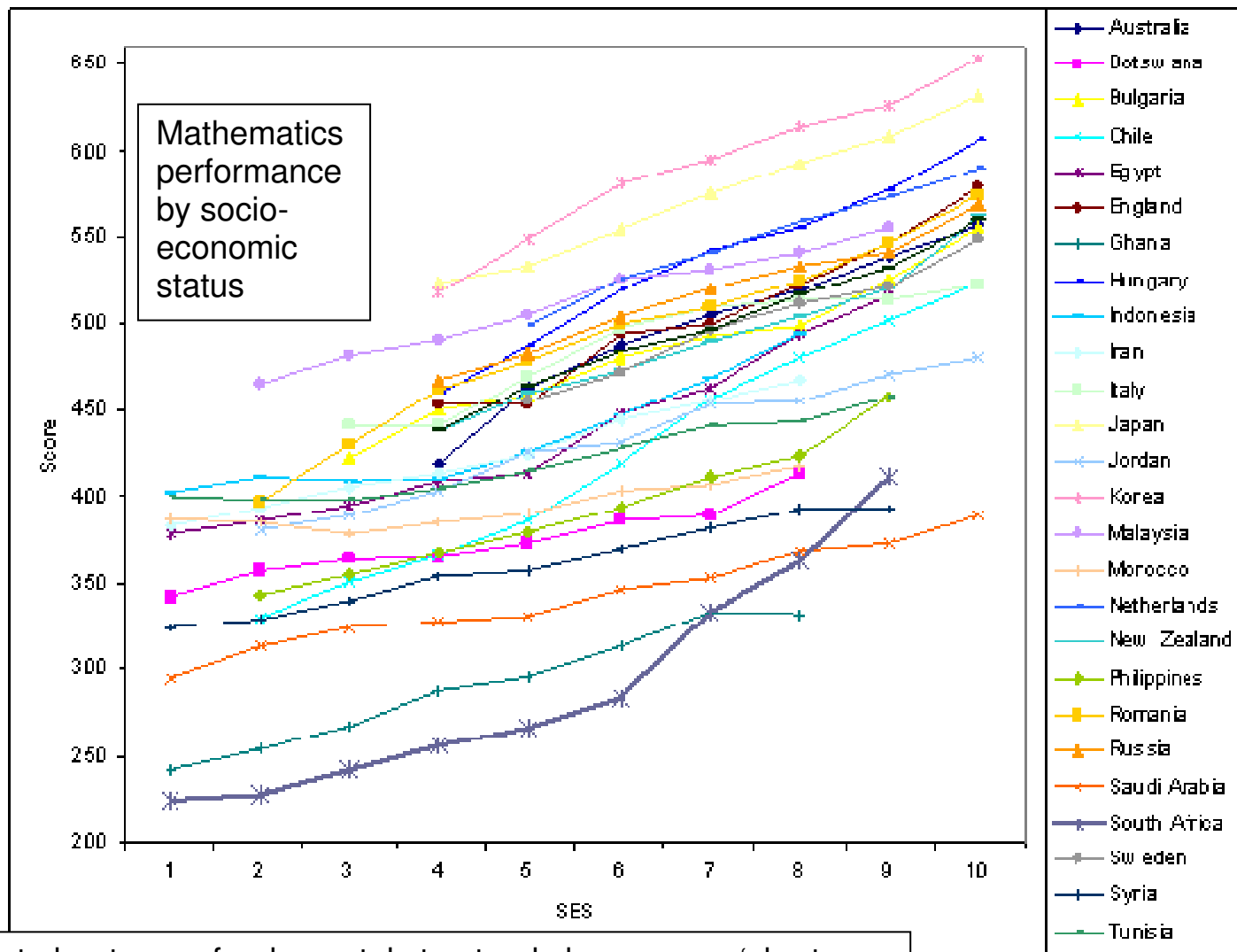


TIMSS 2003 Grade 9 data represented.

Articles published over tertiary enrolments



At the tertiary level, whilst Africa's best rated universities are in South Africa, performance against international indicators of research output are not outstanding.



Policy challenge: Strengthen the awareness of educational quality, in the full range of schools, above all by building on national assessments introduced in 2008.

Policy challenge: On the production side, recover lost ground when it comes to (1) supply of learning materials and (2) supply of relevant teacher in-service training.

What about more fundamental structural change, e.g. 'charter schools'? Problem is partly teacher unions, partly a generalised 'policy change fatigue' following a period of massive changes.

	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Gr 13
Algeria	●				●		●		
Armenia					●		●		
Bosnia and Herzegovina				●				●	
Botswana			●			●		●	
Bulgaria			●					●	
Colombia							●		
El Salvador							●		
Iran	●		●	●			●	●	
Jordan								●	
Kazakhstan	●	●	●	●	●	●	●		
Lebanon					●			●	
Malaysia		●			●		●		
Mongolia					●		●		
Morocco		●			●		●	●	
Palestine	●	●	●	●	●	●	●	●	
Romania				●				●	
Russia					●		●		
Serbia				●					
South Africa								●	
Syria		●			●			●	
Thailand		●			●			●	
Tunisia		●			●				●
Turkey				●					
Ukraine					●		●		

Policy challenge: Provide the 60% of youths who do not obtain the Grade 12 'Matric' with some alternative 'educational currency'.

8 Summary of policy challenges

- Improve Gr 11 to Gr 12 promotion and successful completion of Gr 12 and through this growth in tertiary sector.
- Counter ‘wage populism’ through better and holistic human resources management, and link teacher performance to pay in better ways.
- Learn to live with relatively high pupil/teacher ratios whilst eliminating class size extremes.
- Strengthen the awareness of educational quality, in the full range of schools, above all by building on national assessments introduced in 2008.
- On the production side, recover lost ground when it comes to (1) supply of learning materials and (2) supply of relevant teacher in-service training.
- Provide the 60% of youths who do not obtain the Grade 12 ‘Matric’ with some alternative ‘educational currency’.