

# Education and Social Reconstruction: The Case of South Africa

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**Résumé:** *Il n'y a pas de relation de cause à effet entre l'éducation et les changements sociaux. Au contraire, le système éducationnel est plutôt conservateur. C'est le cas de l'Afrique du Sud de la période de l'apartheid dont le système éducationnel était fait pour perpétuer le système social. Le système éducationnel demeure toujours caractérisé par un déséquilibre dans les services offerts, un contenu qui exclut la promotion des races autres que la race blanche. Deux philosophies s'opposent dans le cadre de la résolution de ce problème: celle qui est pour une restructuration du système éducationnel pour l'adapter à la situation nouvelle et celle pour qui il faut tout reconstruire. Des changements radicaux ne sont pas envisageables pour le court ou moyen terme mais les tenants des approches en présence ont plutôt tendance à conjuguer leurs efforts pour arriver à un système éducationnel qui soit acceptable par tous.*

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It is now a universally accepted truth that there is no linear causal connection between education and progressive social change (Nasson 1982). If anything, the normal tendency of the educational sub-system in modern industrial states is a conservative one. Education bureaucracies become self-perpetuating entrenched structures which change, if at all at the proverbial pace of the tortoise since it is always easier, more predictable and thus more convenient simply to reproduce the past patterns of provision, distribution, assessment and qualification to initiate new patterns. When, therefore, revolutionary or change-inducing situations arise, the educational institutions and practices constitute one of the most contested terrains of struggle in the entire social formation.

Such a situation has recently come about in South Africa as a result of two decades of intense struggles against apartheid in general and Bantu education in particular. Because the destinies of the so-called marginalised youth or the much-wept for 'lost-generation', i.e., the immediate victims of Bantu education, are at stake, much public attention has been focused on the many different proposals and recommendation that have been generated in cultural political and specifically educational think tanks and research institutes during the past three to four years of reform.

All these proposals wrestle more or less openly with the possible educational strategies that would reinforce or facilitate the realisation of the vision of their respective authors. This 'hidden curriculum' tells us much

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more about where the system is likely to go than the reams of more technical analysis and statistical detail which on the surface occupies everyone's attention.

### **The Transition as Context**

Since the parameters of change in the educational sphere are necessarily determined by the overall socio-economic, socio-political and socio-cultural context in which it takes place, a few words about the nature of the present transition in South Africa are necessary. Much has been written on this subject and I have myself recently published a collection of essays on it (Alexander 1993). In a nutshell, the transition can be characterised in the terms which I used when addressing the Umtapo Centre's Conference on 'Education for Democracy in a Post-Apartheid South Africa' in Durban in July 1993.

The negotiations process is calculated by the ruling bloc to do away with all vestiges of Verwoerdian apartheid without changing the fundamental (capitalist) social relations. The change in the global balance of forces occasioned by the collapse of the Eastern European and Soviet state system afforded the rulers of South Africa the opportunity they had, in a sense, been waiting for, i.e., to initiate the process of co-opting the political and economic representatives of the oppressed strata by offering them a power-sharing deal. The proviso was clearly that this leadership would have to give up all illusions about a 'transfer' of power, never mind the cherished revolutionary ideal of a 'seizure' or 'conquest' of power. For a liberation movement rendered vulnerable by the global and regional transformations of the mid-to-late 'eighties', there was little option but to enter into negotiations. The white nationalist movement, represented by the National Party (NP), gave up the racist utopia of Verwoerdian apartheid and the black nationalist movement, represented in the main by the African National Congress (ANC), gave up the socialist utopia of a fundamental revolutionary change in the relations of power in South Africa.

In both camps the 'realists' came to the fore and set the pace. They could (and can) do so because they are agreed on the basic framework of a (formally) deracialised capitalist system. In socio-political terms, this means that a new power bloc, or system of class alliances, is being forged and formalised. The rising black middle class is being 'elevated' into the ruling strata at the expense of the recalcitrant elements of the white working class. The actual and potential socio-economic power of the black elite is being acknowledged by the ruling white elite and 'rewarded' at the World Trade Centre (WTC) in the only possible way, viz., by the formal deracialisation of the existing racial capitalist system and by a formal commitment to a nebulous programme of black advancement or affirmative action. I stress this formal element because it ought to be clear that given the character of

the present mode of production, the 'normal' social (class) inequality generated in South Africa by the system will continue to manifest itself essentially as racial inequality in the absence of a dramatic redistribution of resources and wealth within a short space of time.

It is a moot point whether any other scenario could be realised. I do not believe that in the very short term any real alternative exists. Suffice it to say that the negotiators are wilfully or naively closing their eyes to the transparent fact that any deal that is brokered at the WTC will almost automatically exclude some two-thirds of the population from its presumed benefits. Except for the broadly historic changes in the constitutional and human-rights climate (which are indeed significant and are not, let it be stressed, a gift to the South African people from the negotiators but the partial reward of decades of struggle and sacrifice by the most divergent antiapartheid forces) at the socio-economic level where the 'enjoyment' of these rights really matters, nothing will change for the vast majority of the urban and rural poor. Indeed, things are going to become very much worse in the short term because of the deep recessionary crisis of the global system and the particular problems of the South African economy.

### **The Legacy of Colonialism-Apartheid**

In this context in South Africa, which I have called elsewhere a situation of neither defeat nor victory and in which the fundamental repressive apparatuses of the state and the economic levers of power remain firmly in the hands of the white minority and the ruling white elite more specifically, it is going to be an extremely difficult task to tackle the harsh legacy of colonialism and apartheid. It is of the utmost importance that those activists, including educational activists, who wish to intervene in order to change the system, distinguish conceptually and in practice between the contending but intersecting strategies of restructuring the system on the one hand and reconstructing the system on the other hand. The former represents essentially the ruling elite's agenda of reform (from above) whereas the latter corresponds to a popular-radical strategy of transformation (from below). In brackets, it should be said that the 'realists' invariably and instinctively gloss over or blur these vital distinctions. They have to make their respective constituencies believe that reform is in reality transformation or that amendments to existing institutions and practices (restructuring) is in reality reconstruction. In my view, a proper appreciation of the relationship between these two strategies, i.e., a historically informed appreciation of the dynamics of the intersection of their trajectories, holds the promise of forward movement in the sense of addressing both the short term needs of the vast majority of South Africa's people and the realisation of the longer term goal of a non-racial, non-sexist democratic system of education for all.

In summary, the legacy of colonialism-apartheid in the educational sphere can be described as follows. On the surface, the system has spawned a huge and corrupt educational bureaucracy that controls and administers 19 separate departments of education divided on the basis of 'race', language and region. With exceptions that are to be found mainly in the (white) House of Assembly departments, parents, teachers and students have no decisive influence on policy, planning and implementation in what is in reality a very tightly controlled, centrally directed system of governance. Governance (or control), then, has been — next to provision, curriculum change and equity — the major site of contention since especially 1976. Under the general rubric of democratisation the liberation forces engendered a series of institutions and practices that challenged the repressive inertia of the Bantu education system. Among these, the most important are undoubtedly the creation of democratically constituted Students' Representative Councils (SRC's) at secondary and tertiary institutions, regional and national teachers' unions and Parents', Teachers' and Students Associations (PTSA's) or PTA's at most schools. In the words of a recent study:

*Because of popular resistance, particularly since 1976, schooling and the infrastructure supporting it, have,...been marked by conflict, strife, and disconcertingly the disintegration of the culture of teaching and learning particularly in urban areas (Gool and Soudien 1974:4).*

Inequality of provision is the hallmark of the educational system. While bare statistics can never convey the complexity and the agonies that generate them, they are useful as an index to the scope of the problem that will have to be addressed by the new government. In figures 1 to 10, I reproduce some of the key indicators of the system of educational inequality.

Discounting for the brittleness of the database and the gaps in the information particularly in respect of the 'independent homelands', and taking the end of the century as a target date, the Development Bank of Southern Africa (DBSA), working within a framework of restructuring the existing system, has projected the following backlogs that have to be eliminated in the primary schooling.

With regard to the curriculum change, the heart of the problem relates to replacing the twin pedagogical tenets of Afrikaner nationalism, viz., Christian National Education (CNE), which corresponds to the racist strategy of white trusteeship of the former black slaves, and Fundamental Pedagogic based on a simplistic phenomenological theory of action (see Gool and Soudien 1994:6). CNE is best explained by referring to two of the most infamous expressions of the architects of colonial and apartheid education. In 1884, Sir Langham Dale, the Superintendent-General of

Education of the Cape Colony, characterised the principles of the education system of the Cape Colony as follows, inter alia:

*The first duty of the Government has been assumed to be to recognise the position of the European colonists as holding the paramount influence, social and political; and to see that the sons and daughters of the colonists, and of those who come hither to throw in their lot with them, should have at least such an education as their peers in Europe enjoy, with such local modifications as will fit them to maintain their unquestioned superiority, and supremacy in this land,.... If the European race is to hold its supremacy, the school instruction of its children must not only be the best and most advanced, but must be followed by a systematic training of the young colonists in directive intelligence to be brought to bear on all the industrial arts. As the future employers of labour, they need themselves to have practical experiences in the productive industries as well as in the mechanical arts, which, if supplemented by a good commercial education, will enable them to take their places as superintendents, foremen, and ultimately as masters in trade, agriculture, manufacture and the constructive branches of the arts (Quoted in Kies 1939:33-34).*

Some sixty-five years later, the apartheid Minister of Native Education, Hendrik Frensch Verwoerd, echoed this classic statement of settler-colonial educational policy when he addressed the South African Senate in motivation of his Bantu education policy:

*it is the policy of my department that education would have its roots entirely in the native areas and in the Native environment and Native community ... There is no place for him [the 'Native' — NA] in the European community above the level of certain forms of labour. Within his own community, however, all doors are open. For that reason it is of no avail for him to receive a training which has as its aim absorption in the European community, where he cannot be absorbed. Until now he has been subjected to a school system which drew him away from his own community and misled him by showing him the green pastures of European society in which he was not allowed to graze (cited in Rose and Tunmer 1975:265-266).*

The consequence of these approaches has been that the entire system as it affects black people is burdened with a Eurocentric, ethnically oriented, paradoxically academic and thus under-vocationalised curriculum. Gool and Soudien (1994:8-9) sum up the pedagogical features of the system as being:

*...dominated by the dead weight of fundamental pedagogics and Christian National Education. The impact that this has had has been to stultify and paralyse teacher initiative. So prescriptive is this system,*

*abetted on the one hand by a network of inspectors and subject advisors, and on the other... by several generations of poorly qualified teachers, that authoritarianism, rote learning and corporal punishment are the rule. These conditions are exacerbated in the impoverished environments of schools for children of colour. While the educational approaches of Christian National Education are evident, and indeed have been championed in wealthier communities, particularly the white community, these groups of people have been able to withstand many of the retarding tendencies of Christian National Education, and have been able to promote teacher development programmes, introduce innovations, and, in general, simply exercise far greater freedom than their black counterparts. Examinations have been deeply important in entrenching conservative pedagogical approaches. Examination criteria and procedures have allowed teachers very little latitude to determine standards, (or to) interpret the work of their students, and have been instrumental in promoting the political perspectives of those in power.*

A few words about the pivotal issue of language-medium policy in the schools of apartheid are necessary since, overtly, it was in reaction to that policy that the Soweto uprising of 1976 began, an event that heralded the disintegration of the entire system of apartheid and white minority rule. In essence, the system has promoted the binary equality of English and Afrikaans, the languages of the descendants of the colonists, as the official languages of South Africa. None of the nine recognised indigenous African languages has ever had national official status in spite of the fact that singly and collectively they are spoken by the vast majority (75%) of the population, and Zulu is for all practical purposes the *lingua franca* of black people in the metropolitan areas of the country.

Since the coming to power of the National Party in 1948 language-medium policy in black schools has been based on a specious observance of the UNESCO doctrine of 'mother-tongue' instruction of 1953-1955. This has meant, under South African conditions, that most black children who managed to attend school but who dropped out before they reached the secondary school (more than 50%) acquired an uncertain degree of literacy and numeracy in their 'mother tongue' but barely understood English or Afrikaans. Those who proceeded to secondary school, including most of those who managed to gain the matriculation (school-leaving) certificate, became victims of what I call Tollefson's (1993:75) paradox in terms of which

*... a modern society may require certain kinds of language competence, but then simultaneously create conditions which ensure that large numbers of people will be unable to acquire that competence.*

English (and sometimes Afrikaans) because it is the language of power at present and enjoys high status and first-language medium in the primary school is treated as a mere stepping stone to English-medium instruction in the higher grades. This 'transitional' or subtractive bilingualism ensures that most black students gain neither a sufficient command of English nor a sufficient command of the written standard of their first language. A generation of semi lingual, i.e., semiliterate students is thus nurtured under Bantu education and those who proceed to post-secondary education have in most cases to be slotted into expensive and time-consuming compensatory-education courses such as the Academic Support Programmes at most universities.

### **Development Models**

As South Africa begins to move away from Verwoed's grand apartheid back into mainstream capitalist development, three major development models have been unveiled and widely debated. Each of these has an educational counterpart, i.e., a set of policy proposals for the education sector which serve to reinforce the economic development goals.

The first of these is the Normative Economic Growth Model associated with the present Minister of Finance, Trade and Industry, Derek Keys. This is a classic Thatcherite growth strategy which treats education simply as investment in human capital and pursues privatisation to the utmost so that parents are expected to pay for much of the schooling of their offspring. Elements of the Education Renewal Strategy (ERS) and of the Curriculum Model for Education in South Africa (CUMSA) dovetail neatly with this plan. According to Gool and Soudien (1994:11-12), key elements of the ERS include:

*drawing in the private sector in the process of provisioning; placing greater emphasis on vocational training; ... establishing three types of school models, viz., state schools under direct control of the state, state aided schools and private schools with management autonomy; ... and pegging state expenditure on education at no more than 6% of GDP.*

Similarly, Gool and Soudien (1994:12-13) stress that CUMSA intends to create an educational system:

*which is able to keep pace with the changing needs and demands of the world of work. Employer and employee organisations are expected to play a large role in the developing character of syllabuses, thus keeping education in touch with the workplace.*

At the other end of the spectrum, as it were, lies the second development model, i.e., the Reconstruction and Development Programme (RDP) of the Tripartite = (ANC/COSATU/SACP) Alliance. Whereas the normative

economic growth model postulates growth and redistribution, the RDP can be said to be based on the notion of growth through redistribution. Needless, to say, because of its provenance and because of its alleged 'macro-economic populism', its assumptions and promises are hotly disputed in the charmed circle of the owners of wealth in South Africa, as is evident in the critical comments of the financial press. Unlike the normative economic growth model, the RDP stresses that: 'human resources, unlike other resources, think for themselves'. It insists that 'the people' must drive and own the RDP and should not become a mere instrument of the elite. In their policy framework, therefore, human resources development is viewed as addressing the: 'development of human capabilities, abilities, capacities, knowledge and know-how to meet their ever growing needs for goods and services, to improve their standard of living and quality of life'. They see it as a process in which the newly enfranchised citizens 'acquire and develop the knowledge and skill necessary for occupational tasks and other social, cultural, intellectual, and political roles that are part and parcel of a vibrant democratic society' (RDP 1994:18).

Corresponding to the goals and ethos of the RDP are the national Education Policy Initiative (NEPI) and the ANC Education Department's *Policy Framework for Education and Training*. NEPI, a research project commissioned by the National Education Co-ordinating Committee (NECC) and carried out largely by Education Policy Units based at the more 'open' universities and by progressive individuals and NGOs, in a series of short reports on the different sectors of education spell out various options and implications whereas the ANC's policy framework takes a definite direction in most matters, basing itself largely on the NEPI reports and on research generated from within the trade union movement, in particular in the National Union of Metalworkers of South Africa (NUMSA).

Since some variant of these proposals is likely to be implemented eventually, it is relevant to draw attention to the salient features of the ANC Education Department's Policy Framework. (Gool and Soudien 1994:14-15). Most important is the proposal to establish a single national Ministry of Education. This department is expected to establish national policy, set norms and standards and see to the provision of funds for and the planning and management of tertiary education. Nine provincial departments are expected to perform these functions for all other, i.e., pre-tertiary, levels of education.

A sound general education is to be provided free of charge to all students in 10 years of compulsory schooling where after parents and students will be expected to make substantial financial contributions to further education and training. Various options will be available to the prospective student after the compulsory phase. A more vocationally orientated approach is preferred and much more emphasis is placed on Mathematics, Science and



Technology. Curriculum change will be drastic and will be co-ordinated by Institutes for Curriculum Development. Courses will be accredited centrally by a South African qualifications authority. In line with the NUMSA proposals for horizontal and vertical mobility in a single articulated system of education and training, experience as well as intra-murally acquired knowledge will lead to approved qualifications. To this end, a large-scale investigation into equivalence of skills/knowledge acquired in different contexts is being undertaken at present. Amongst other things, this approach involves modularisation of curriculum content in ways that differ considerably from what is practised today. Should this particular innovation be carried through successfully, it will represent a major contribution to the democratisation of schooling and to the attainment of lifelong learning. It is a deliberate attempt to reduce the distance between 'mental' and 'manual' work.

Although the policy framework places more than usual emphasis on pre-school educare and on special education, it remains to be seen whether the commitment to these vitally important aspects of the educational system will stand the test of scarce resources. A probably unintended consequence of the ANC policy framework is the process by which it has come to be formulated. Large-scale consultation inside the ranks of the ANC as well as outside has taken place and the document has gone through various drafting stages because of a lack of certainty as to the factual situation on the part of the originators of the framework. It would be a great achievement if the policy formulation process could in future take this route as a matter of principle rather than of expediency.

The third development plan which is influential in the debate on education and reconstruction is the Macro-economic Policy Model for Human Development in South Africa of the Development Bank of Southern Africa. It falls somewhere between the Normative Model and the RDP. Because of its emphasis on human development, as opposed to the human capital approach, it pays special attention to education and training. At present, the different sectors of education are being studied in terms of the projections of the model based on one of the most exhaustive databases in Southern Africa. One of its hypotheses is that:

*... the growth in the income generating capacity of the people will depend fundamentally on the drastic improvement in their levels of skill and their opportunities and competencies in managerial, entrepreneurial and professional occupations (DBSA 1994:4).*

## **Conclusion**

In practice, what has been happening in the restructuring (reform) process in all sectors of society is that these three constituencies (crudely put, government and its allies, the ANC and its allies and Big Business and its

agencies) have been co-operating increasingly in numerous formal and informal fora, conferences, workshops, consultations and seminars. They have been testing their ideas and proposals against one another, probing the tolerance of the existing system for change in the direction of deracialisation and gradual redistribution. An undeclared coalition of elites has come about and while there is a genuine concern about improving the conditions of life of the majority of dispossessed, unemployed, homeless and impoverished people, there is, I believe, a fatalistic acceptance of the fact that in the short to medium term nothing much will change for the vast majority of the people. The voices of those on the radical left who continue to foreground the need for radical social transformation are muted by the din of the electioneering and grandstanding which is the stock-in-trade of the contending middle-class elites.

In the educational sphere, the National Education and Training Forum (NETF) is playing the main role in facilitating the integration of the proposals of the three constituencies. Together with the Education Co-ordinating Service, the NETF is busy restructuring the existing apartheid administration of education and preparing for the advent of a single national ministry and nine regional departments of education. It is more than likely that the next five years will see a process of muddling reform of the apartheid structures with a large measure of instability that will be exacerbated by the probable economic stagnation. In this regard, it is significant that all the economic development models assume that growth will take place as the result of increased direct foreign and domestic investment (the post-apartheid dividend). This is, however, a very shaky assumption in the light of world economic trends.

In addition to these considerations, we have to bear in mind that structural adjustment *à la* World Bank necessarily implies that things will get much worse before (i.e., if) they get better. On the other hand, the nature of the transition in South Africa affords educators a unique opportunity to be innovative and transformative at various levels. I have already referred to the advances proposed, and made to a certain extent, in the areas of lifelong learning and in the democratisation of the policy formulation process. Similar important developments are taking place in areas of language policy and language-medium policy, educare and junior primary schooling, teacher education and development and in the didactics of subjects such as Mathematics, History and Science as well as in the development and publication of educational materials and textbooks. These developments augur well for any new system even if the actual implementation of new ideas and practices will be hampered by economic, political and administrative roadblocks along the way.

One of the main driving forces of the national liberation struggle was the dissatisfaction and frustration of our student youth with the system of Bantu

education. In the course of that struggle, the vision of a new system in which equality of outcomes rather than mere formal equality of rights became established. This struggle is bound to continue and will also determine the degree of legitimacy enjoyed by the new system. There is no doubt that the Government of National Unity will have to give priority to the education and training of the youth in order to stabilise the entire system.

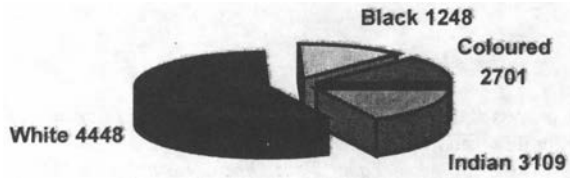
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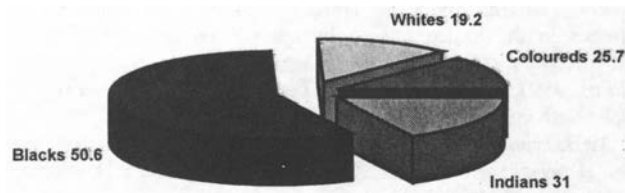
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**Figure 1.: State per Capita Expenditure  
(in Rands), 1991/2  
(excluding the ten "homelands")**



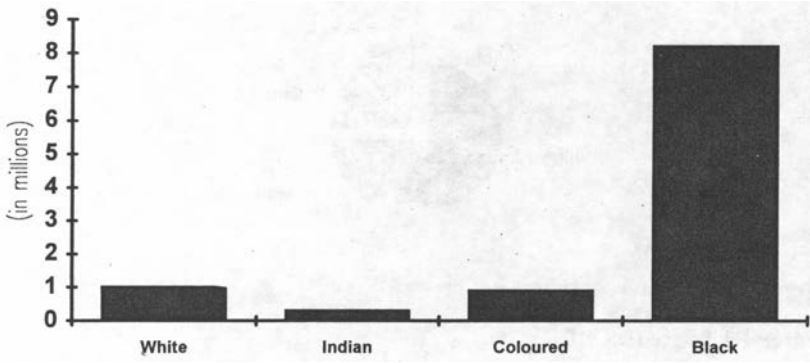
**Source:** Race Relations Survey, 1992

**Figure 2: Number of Pupils per Classroom: 1991  
(includes TBVC States)**



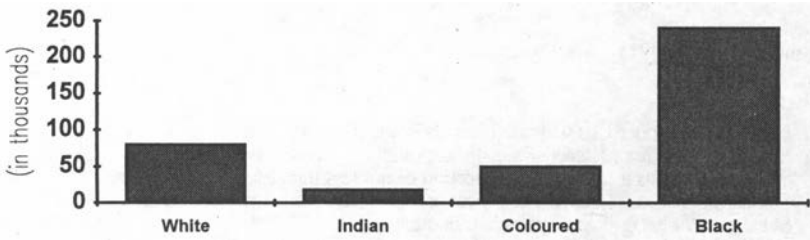
**Source:** EduSource (DIG 1991)

**Figure 3: Total Number Pupils, 1991**



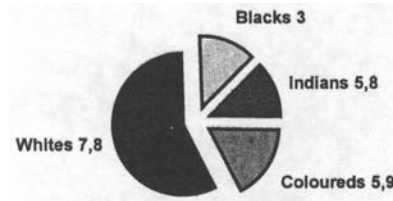
Source: EduSource (DIG 1991)

**Figure 4: Total Number Teachers, 1991**



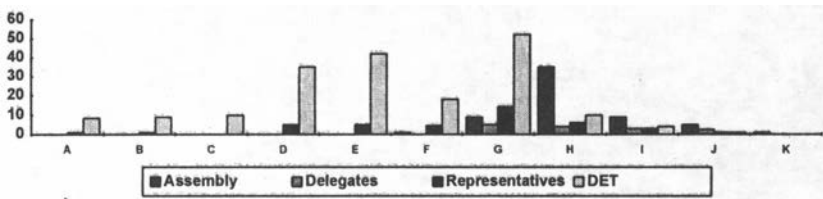
Source: EduSource (DIG 1991)

**Figure 5: Number of Teachers per 100 Pupils: 1991  
(includes TBVC States)**



Source: EduSource (DIG 1991)

**Fig. 6: Teacher Qualifications by Department 1990  
(excluding Transkei)**

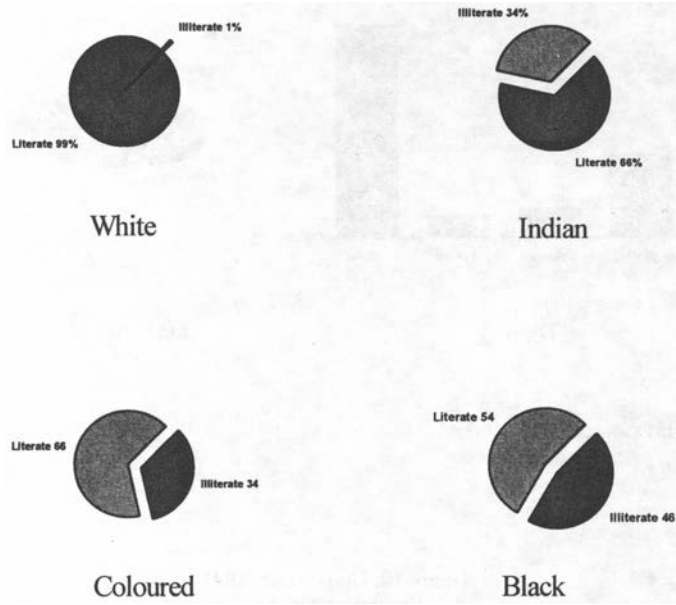


Source: HSRC (1991)

**Notes**

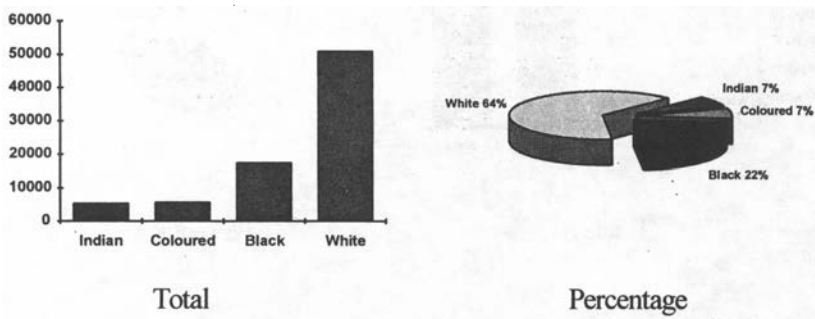
- A Lower than Standard 10 without a teacher's qualification.
- B Standard 10 without a teacher's qualification.
- C Standard 6/7 plus a teacher's qualification of not less than two years duration.
- D Standard 8/9 plus a teacher's qualification of not less than two years duration.
- E Standard 10 plus one year apposite training.
- F Standard 10 plus two years apposite training.
- G Standard 10 plus three years apposite training.
- H Standard 10 plus four years apposite training.
- I Standard 10 plus five years apposite training.
- J Standard 10 plus six years apposite training. Only professional qualified educators can be classified under category J, and only provided such persons are in possession of a recognised completed university degree.
- K Standard 10 plus seven years of apposite training. For classification under category G, candidates must, additional to the requirements for classification under category J, also be in possession of at least a recognised master's degree.

Figure 7: Literacy  
Percentage of South African Population over 13 years that is Literate



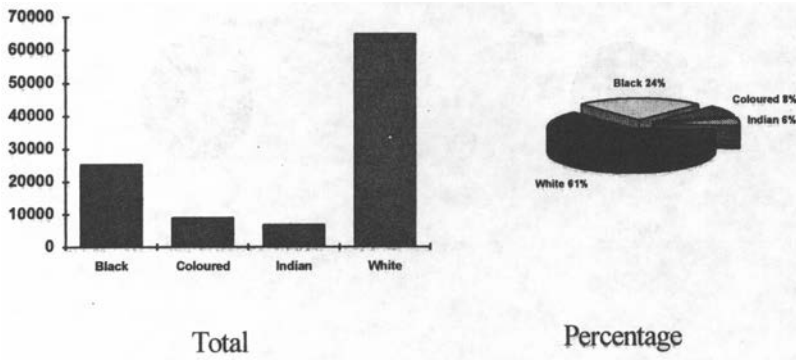
Source: EduSource (DIG 1991)

Figure 8: Technical Colleges: 1991- Enrolment Figures



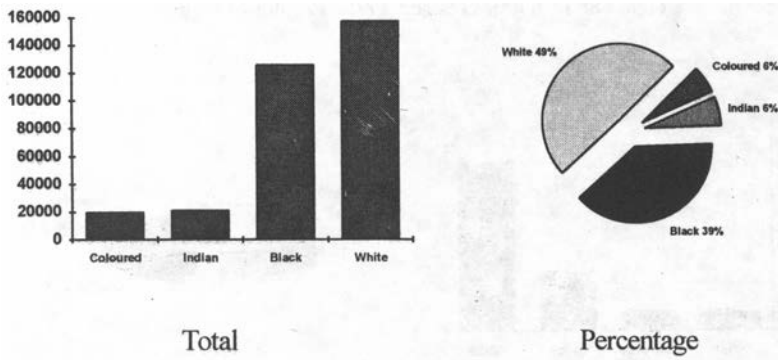
Source: EduSource (DIG 1991)

**Figure 9: Technikons: 1991  
Enrolment Figures**



Source: EduSource (DIG 1991)

**Figure 10: Universities: 1991  
Enrolment Figures**



Source: EduSource (DIG 1991)



Table 1: South Africa Primary Education Enrolment

Data & Indicators	Departments or Group of Departments in 1991					Total South Africa
	House of Assembly	House of Delegates	Department Education & Training	House of Representatives	Self-governing Territories	
1.1.1 Total Enrolment (actual)						
1980	573,262	148,976	1,302,236	611,451	1,495,809	1,264,298
1985	571,776	146,468	1,431,934	605,741	1,921,851	1,466,333
1990	538,587	142,210	1,648,643	613,215	2,337,162	1,664,561
1991	546,043	149,651	1,713,397	623,665	2,425,547	1,753,028
1991 % of Total	57.8 %	61.5 %	72.6 %	72.5 %	70.6 %	76.0 %
1.1.2 Growth Rates						
1980-1985	-0.1 %	-0.3 %	1.9 %	-0.2 %	5.1 %	3.0 %
1985-1990	-1.2 %	-0.6 %	2.9 %	0.2 %	4.0 %	2.6 %
1990-1991	1.4 %	3.9 %	3.9 %	1.7 %	3.8 %	5.3 %
1980-1991	-0.4 %	0.0 %	2.5 %	0.2 %	4.5 %	3.0 %
1.1.3 Gender Distribution						
Female 1991	268,927	74,204	850,399	307,764	1,187,734	885,123
Male 1991	277,116	75,447	862,998	315,901	1,237,813	867,905
1.1.4 Gender % of Total						
Female % 1991	49.3 %	49.6 %	49.6 %	49.3 %	49.0 %	50.5 %
Male % 1991	50.7 %	50.4 %	50.4 %	50.7 %	51.0 %	49.5 %
1.1.5 Total Population According to the 1991 Census						
Enrolment % of Total Population	10.8 %	15.2 %	15.7 %	19.0 %	22.6 %	26.4 %
1.1.6 Population of School Age 1991						
a 7-13: 14-18: 7-15	554,367	137,408	2,329,833	509,976	2,287,947	1,407,844
b 6-12: 13-17: 6-14	566,879	141,459	2,497,556	532,105	2,449,117	1,507,067
1.1.7 Enrolment at School Age 1991						
6-12: 13-17: 6-17: 6-14	521,743	144,624	1,317,367	533,200	1,958,812	1,492,316
1.1.8 As % of Age Group 1991						
Gross: 1.1.1 as % of 1.1.6b	96.3 %	105.8 %	68.6 %	117.2 %	99.0 %	116.3 %
Net: 1.1.7 as % of 1.1.6b	92.0 %	102.2 %	52.7 %	100.2 %	80.0 %	99.0 %
1.1.9 Children not at Ordinary Schools 1991						
1.1.6b - 1.1.7	45,136	(3,165)	1,180,189	(1,095)	490,305	14,751
(negative figures may be due to population undercounting or enrolment overcounting)						
1.1.10 Children at other Schools 1991						
Special Schools	4,951	3,910	1,975	3,896	1,081	1,116
Tech. Colleges Nil-3	0	0	0	0	0	0
Other (from 'other' column)	26,662	0	58	9,736	415	212
Other Non Specified						
Total	31,613	3,910	2,033	13,632	1,496	1,328
1.1.11 Potential Ordinary School Enrolment 1991 (including those not at school, see 1.1.9)						
1.1.1 + 1.1.9 - 1.1.10	559,566	142,576	2,891,553	608,938	2,914,356	1,766,451
1.1.12 Potential Ordinary School Enrolment 1991 as % of Actual Enrolment						
1.1.11 as % of 1.1.1	102.5 %	95.3 %	168.8 %	97.6 %	120.2 %	100.8 %
(% < 100 % may be due to population undercounting or enrolment overcounting)						
1.1.13 RIEP Enrolment Forecasts						
1995	610,561	186,087	2,002,300	669,644	2,723,900	2,112,200
1996	618,528	193,504	2,081,800	678,786	2,825,000	2,206,800
2000	643,293	210,993	2,412,600	720,391	3,299,000	2,638,600
2001	648,459	213,632	2,495,600	731,195	3,433,100	2,755,800
10,281,766						

Source: Compiled by CT Verwey, DBSA, 940120 assisted by E. Muzhedezi

Table 2: South Africa Primary Education Teachers Data and Indicator Quantitative

	Data & Indicators		Departments or Group of Departments in 1991			Self-governing Territories	Transfer, Bop, Venda, Ciskei	Total South Africa
	House of Assembly	House of Delegates	Department Education & Training	House of Representatives	House of Representatives			
1.2.1	Teacher Numbers							
	1990	26 977	5 590	35 927	40 997	30 716	164 163	
	1991	27 095	5 930	41 050	24 071	50 961	184 632	
	1991	28 558	6 182	41 575	25 822	59 876	203 577	
1.2.2	Pupil: Teacher Ratios							
	1985	21.2	22.2	40.5	25.7	46.9	37.4	
	1990	19.9	24.0	40.2	25.5	45.9	37.6	
	1991	19.1	24.2	41.2	24.2	40.5	35.4	
1.2.3	Teacher Needs							
	@ Pupil: Teacher ratios of:	35:1	35:1	35:1	35:1	35:1	35:1	
	1990	15 388	4 063	47 104	17 200	47 559	198 411	
	1991	15 601	4 276	48 954	17 819	50 087	206 038	
	1991 potential (* 1.1.1.1)	15 988	4 074	82 616	17 398	50 470	253 813	
	@ Pupil: Teacher ratios of:	40:1	40:1	40:1	40:1	40:1	40:1	
	1990	13 465	3 555	41 216	15 330	58 429	173 609	
	1991	13 651	3 741	42 835	15 592	60 659	180 283	
	1991 potential (* 1.1.1.1)	13 989	3 564	72 289	15 223	72 850	222 086	
1.2.4	Teacher Backlogs based on needs (1.2.3) test existing numbers (1.2.1)							
	@ Pupil: Teacher ratios of:	35:1	35:1	35:1	35:1	35:1	35:1	
	1990	(11 707)	(1 867)	6 054	(6 551)	15 815	12 031	13 776
	1991	(12 957)	(1 906)	7 379	(8 003)	9 425	8 523	2 461
	1991 potential (* 1.1.1.1)	(12 570)	(2 108)	41 041	(8 028)	23 391	8 906	50 236
	@ Pupil: Teacher ratios of:	40:1	40:1	40:1	40:1	40:1	40:1	40:1
	1990	(13 630)	(2 375)	166	(8 741)	7 468	6 086	(11 020)
	1991	(14 569)	(2 441)	1 260	(10 230)	7 63	2 262	(23 294)
	1991 potential (* 1.1.1.1)	(14 265)	(2 618)	30 714	(10 395)	12 983	2 397	18 509
1.2.5	Future Teacher Needs based on pupil forecasts in 1.1.13							
	@ Pupil: Teacher ratios of:	35:1	35:1	35:1	35:1	35:1	35:1	35:1
	1995	17 445	5 317	57 209	19 133	77 826	60 349	237 277
	1996	17 672	5 529	59 480	19 394	80 714	63 051	245 841
	1997	18 167	5 749	61 751	19 655	82 606	65 902	254 394
	2001	18 527	6 104	61 417	20 051	78 337	68 895	253 762
	@ Pupil: Teacher ratios of:	40:1	40:1	40:1	40:1	40:1	40:1	40:1
	1995	15 264	4 632	50 058	16 741	68 098	52 805	207 617
	1996	15 486	4 848	52 048	17 010	69 998	54 965	218 140
	2000	16 062	5 275	50 315	18 010	62 498	48 144	208 504
	2001	16 211	5 341	62 490	18 280	65 828	48 895	227 044
1.2.6	Teachers to be Trained (or additionally appointed) based on 1.2.5 less 1991 stock @ 5 % attrition per annum							
	@ Pupil: Teacher ratios of:	35:1	35:1	35:1	35:1	35:1	35:1	35:1
	1995	(5 402)	371	21 949	(1 525)	29 925	27 097	24 415
	1996	(5 746)	892	23 299	(1 827)	35 807	31 878	63 158
	2000	(2 673)	2 638	46 065	6 381	61 351	52 528	171 626
	2001	4 248	3 013	50 650	7 980	68 151	57 955	191 976
	@ Pupil: Teacher ratios of:	40:1	40:1	40:1	40:1	40:1	40:1	40:1
	1995	(7 582)	(293)	16 798	(3 917)	20 197	19 554	44 756
	1996	(5 955)	1 201	20 864	(2 397)	25 718	23 997	62 428
	2000	1 912	2 256	41 703	5 368	48 105	41 113	153 577
	2001	1 912	2 256	41 703	5 368	48 105	41 113	153 576
1.2.7	Teachers to be Trained Annually (additionally appointed) to reach the planned ratios in:							
	@ Pupil: Teacher ratios of:	35:1	35:1	35:1	35:1	35:1	35:1	35:1
	1995	(1 350)	83	5 987	(381)	7 481	6 774	18 604
	1996	(1 350)	108	6 376	(381)	7 481	6 774	18 604
	2000	5 070	798	50 663	7 980	61 351	52 528	171 626
	2001	4 572	301	50 663	7 980	61 351	52 528	171 626
	@ Pupil: Teacher ratios of:	40:1	40:1	40:1	40:1	40:1	40:1	40:1
	1995	(1 896)	(73)	4 199	(370)	5 040	4 888	11 189
	1996	(1 191)	(4)	4 173	(19)	5 144	4 789	11 480
	2000	42	208	41 611	(42)	5 507	4 789	15 131
	2001	193	225	41 170	537	5 589	4 811	15 526

Table 3: South Africa Primary Education, Teachers Data & Indicators Qualitative and Other

Data & Indicators	Departments or Groups of Departments in 1991					Total South Africa
	House of Assembly	House of Delegates	Department Education & Training	House of Representatives	Selfgoverning Territories	
1.3.1	Professionally Unqualified (with no teacher college certificate or diploma (= temporary staff))					
	Prof Unqualified %					
1.3.2	Professionally Qualified (Coll Cert) with Academic Qualification of: (= permanent staff)					
	Prof Qualified %					
	SID 8					
	SID 10 + PTC					
	SID 10 + 2 years					
	SID 10 + 3 years					
	SID 10 + 4 years					
	SID 10 + 5 years					
	SID 10 + 6 years (degree)					
	SID 10 + 6 years (master's)					
1.3.3	Male, Female Distribution 1991					
	Male %					
	Female %					
1.3.4	Age Distribution 1991 (as an indicator of experience, salary category, possible retirements)					
	Under 25					
	25 - 34					
	35 - 44					
	45 - 54					
	55 - 64					
	65 & orlder					
	28.2 %					
	71.8 %					
	25.4 %					
	74.6 %					
	28.1 %					
	71.9 %					
	29.7 %					
	70.3 %					
	23.9 %					
	76.1 %					
	51.3 %					
	48.7 %					

Source: Compiled by CT Verwey, DBSA, 940120 assisted by E. Munzhedzi

Table 4: South Africa Primary Education Classroom Data and Indicators

	Data & Indicators	Departments or Group of Departments in 1991					Total South Africa
		House of Assembly	House of Delegates	Department Education & Training	House of Representatives	Self-governing Territories	
1.4.1	Classroom Numbers	24 518	4 841	32 385	23 557	28 328	26 109
	1990	24 518	4 841	42 353	23 942	43 716	30 467
	1991	24 518	5 132	42 632	26 028	44 469	30 799
1.4.2	Pupil Classroom Ratio	23	30	44	26	68	56
	1990	22	29	40	25	55	41
	1991	22	29	40	24	55	57
1.4.3	Classroom Needs @	35:1	35:1	35:1	35:1	35:1	35:1
	1990 actual (from 1:1:1)	13 388	4 063	41 004	17 520	66 776	47 599
	1991 potential (e 1:1:1)	15 988	4 074	83 616	17 398	83 267	50 470
1.4.4	Classroom Needs @	40:1	40:1	40:1	40:1	40:1	40:1
	1990 actual (from 1:1:1)	13 665	3 555	41 316	15 370	68 429	41 614
	1991 potential (e 1:1:1)	13 989	3 741	41 815	15 592	60 439	41 826
1.4.5	Classroom Backlogs based on needs (1:4:3) less existing numbers (1:1:1)						
	@ Pupil: Classroom ratios of:	35:1	35:1	35:1	35:1	35:1	35:1
	1990 actual (from 1:1:1)	(6 130)	(778)	4 751	(6 497)	23 860	17 002
	1991 potential (e 1:1:1)	(8 530)	(1 058)	6 322	(8 205)	24 832	19 288
1.4.6	Future Classroom Needs based on pupil forecasts in 1:1:1:3						
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	1990 actual (from 1:1:1)	(11 053)	(1 286)	(1 137)	(8 612)	14 713	11 447
	1991 potential (e 1:1:1)	(10 867)	(1 391)	203	(10 436)	16 170	13 027
1.4.7	Additional Classrooms to be completed in: (based on needs (1:4:5) less 1991 classroom stock)						
	@ Pupil: Classroom ratios of:	35:1	35:1	35:1	35:1	35:1	35:1
	1995	17 445	5 317	57 080	19 133	77 826	60 349
	1996	17 272	5 529	59 480	19 394	80 716	63 031
1.4.8	Additional Classrooms to be completed in: (based on needs (1:4:5) less 1991 classroom stock)						
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	1995	15 264	4 652	50 058	16 741	68 098	52 805
	1996	15 463	4 838	52 045	16 970	70 625	55 170
1.4.9	Additional Classrooms to be completed in: (based on needs (1:4:5) less 1991 classroom stock)						
	@ Pupil: Classroom ratios of:	35:1	35:1	35:1	35:1	35:1	35:1
	1995	(2 170)	1 211	23 103	(1 690)	42 251	35 709
	1996	(1 019)	1 060	47 248	(1 277)	40 263	39 592
1.4.10	Additional Classrooms to be completed in: (based on needs (1:4:5) less 1991 classroom stock)						
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	1995	(4 150)	547	15 952	(1 081)	32 622	28 166
	1996	(3 925)	989	20 071	(1 551)	37 271	32 071
1.4.11	Additional Classrooms to be completed in: (based on needs (1:4:5) less 1991 classroom stock)						
	@ Pupil: Classroom ratios of:	35:1	35:1	35:1	35:1	35:1	35:1
	1995	2 597	2 452	36 867	2 664	58 040	49 026
	2001	3 525	2 775	41 174	5 266	63 593	53 496
1.4.12	Additional Classrooms to be built annually to reach the planned ratio in:						
	@ Pupil: Classroom ratios of:	35:1	35:1	35:1	35:1	35:1	35:1
	1995	(540)	303	5 776	(422)	10 565	8 927
	2001	(143)	336	5 201	(125)	9 473	7 990
1.4.13	Additional Classrooms to be built annually to reach the planned ratio in:						
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	1995	(1 088)	137	3 988	(1 020)	8 131	7 041
	2001	(593)	96	4 014	(510)	7 435	6 414
1.4.14	Additional Classrooms to be built annually to reach the planned ratio in:						
	@ Pupil: Classroom ratios of:	35:1	35:1	35:1	35:1	35:1	35:1
	1995	382	277	4 117	527	6 339	5 350
	2001	382	277	4 117	527	6 339	5 350

Table 5: South Africa Primary Education, Financial Data and Indicators, Recurrent

Data & Indicators	Departments or Group of Departments in 1991					Transferred, Bop. Veried, Cited	Total South Africa
	House of Assembly	House of Delegates	Department Education & Training	House of Representatives	Self-governing Territories		
1.5.1 Recurrent Expenditure 1991 (Government expenditure: appropriation accounts)	R 1.773.402.000	R 370.593.000	R 1.679.275.000	R 1.304.329.000	R 1.705.665.000	R 1.248.652.000	R 8.081.916.000
1.5.2 Total Recurrent Expenditure	R 3.248	R 2.476	R 980	R 2.091	R 703	R 712	R 11.121
1.5.3 Per Pupil Recurrent Expenditure	R 546.043.000	R 149.651.000	R 1.713.397.000	R 623.665.000	R 2.425.547.000	R 1.753.028.000	R 7.211.331.000
Possible Total Recurrent Expenditure 1991 (at a current per capita expenditure scenario of:	R 1.638.129.000	R 448.953.000	R 5.140.191.000	R 1.970.995.000	R 2.726.641.000	R 2.259.064.000	R 21.633.993.000
R 3.000 per pupil	R 2.730.215.000	R 748.255.000	R 8.566.985.000	R 3.118.325.000	R 12.127.733.000	R 8.765.140.000	R 36.056.655.000
1.5.4 Shortfall in Total Recurrent Expenditure 1991 (at a per capita expenditure scenario of:	R 1.000 per pupil	(R 1.227.359.000)	(R 220.942.000)	R 34.122.000	(R 680.664.000)	R 719.882.000	(R 870.485.000)
R 3.000 per pupil	(R 135.273.000)	R 78.360.000	R 3.460.916.000	R 566.666.000	R 5.570.976.000	R 4.010.432.000	R 13.552.077.000
R 5.000 per pupil	R 956.813.000	R 377.662.000	R 6.887.710.000	R 1.813.996.000	R 10.422.070.000	R 7.516.488.000	R 27.974.739.000
1.5.5 Possible Total Recurrent Expenditure 1996 (at a per capita expenditure scenario of:	R 1.000 per pupil	R 618.528.000	R 193.504.000	R 2.081.800.000	R 678.786.000	R 2.825.200.000	R 2.206.800.000
R 3.000 per pupil	R 1.855.584.000	R 580.512.000	R 6.245.400.000	R 2.036.388.000	R 8.475.000.000	R 6.620.400.000	R 2.813.254.000
R 5.000 per pupil	R 3.092.640.000	R 967.520.000	R 10.469.000.000	R 3.393.930.000	R 14.125.000.000	R 11.034.900.000	R 43.022.090.000
1.5.6 Possible Total Recurrent Expenditure 2001 (at a per capita expenditure scenario of:	R 1.000 per pupil	R 643.293.000	R 210.993.000	R 2.412.600.000	R 720.391.000	R 3.299.900.000	R 2.638.600.000
R 3.000 per pupil	R 1.929.879.000	R 632.979.000	R 7.237.800.000	R 2.161.173.000	R 9.899.700.000	R 7.915.800.000	R 29.777.331.000
R 5.000 per pupil	R 3.216.465.000	R 1.094.965.000	R 12.063.000.000	R 3.601.955.000	R 16.499.900.000	R 13.193.000.000	R 49.628.885.000
1.5.7 Teacher Salary Expenditure 1991	R 1.022.314.000	R 264.183.000	R 1.175.539.000	R 911.692.000	R 1.261.523.000	R 989.635.000	R 5.624.906.000
Total Salaries	57.6 %	71.3 %	70.0 %	69.9 %	74.0 %	79.3 %	69.6 %
As % of Recurrent	R 35.798	R 42.734	R 28.276	R 35.307	R 21.069	R 23.810	R 27.630
Average per Teacher	R 1.872	R 1.765	R 686	R 1.462	R 520	R 565	R 780
1.5.8 Possible Total Teacher Salary Expenditure 1991 (at average per capita expenditure scenario of:	R 20.000 avg per teacher pa	R 571.160.000	R 123.640.000	R 831.500.000	R 516.440.000	R 1.197.520.000	R 4.071.540.000
R 40.000 avg per teacher pa	R 1.147.320.000	R 247.280.000	R 1.663.000.000	R 1.032.880.000	R 2.395.040.000	R 1.662.560.000	R 8.143.080.000
R 60.000 avg per teacher pa	R 1.713.480.000	R 370.920.000	R 2.494.500.000	R 1.549.320.000	R 3.592.560.000	R 2.493.840.000	R 12.214.620.000
1.5.9 Shortfall in Teacher Salary Expenditure 1991 (at an average per capita expenditure scenario of:	R 20.000 avg per teacher pa	(R 451.154.000)	(R 140.543.000)	(R 395.252.000)	(R 64.003.000)	(R 158.355.000)	(R 1.553.366.000)
R 40.000 avg per teacher pa	R 120.006.000	R 691.166.000	R 16.903.000	R 487.441.000	R 1.133.517.000	R 672.925.000	R 2.518.174.000
R 60.000 avg per teacher pa	R 1.060.333.714	R 1.060.333.714	R 1.060.333.714	R 1.060.333.714	R 1.060.333.714	R 1.060.333.714	R 1.060.333.714
1.5.10 Possible Total Teacher Salary Expenditure 1996 (at average per capita expenditure scenario of:	R 20.000 avg per teacher pa	R 353.444.571	R 110.573.714	R 1.189.600.000	R 387.877.714	R 1.614.285.714	R 4.916.810.286
R 40.000 avg per teacher pa	R 706.889.143	R 221.147.429	R 2.379.200.000	R 775.555.429	R 3.228.571.429	R 2.522.057.143	R 9.833.620.571
R 60.000 avg per teacher pa	R 1.060.333.714	R 331.721.143	R 3.568.800.000	R 1.163.633.143	R 4.842.857.143	R 3.783.085.714	R 14.750.490.857
1.5.11 Possible Total Teacher Salary Expenditure 2001 (at average per capita expenditure scenario of:	R 20.000 avg per teacher pa	R 370.536.571	R 122.075.429	R 1.428.342.857	R 417.825.714	R 1.961.771.429	R 5.875.294.857
R 40.000 avg per teacher pa	R 741.073.143	R 244.150.857	R 2.856.685.714	R 835.651.429	R 3.923.542.857	R 3.149.485.714	R 11.930.599.714
R 60.000 avg per teacher pa	R 1.111.669.714	R 366.226.286	R 4.283.028.571	R 1.253.477.143	R 5.885.314.286	R 4.724.228.571	R 17.623.884.571

Source: Compiled by CT Verwey, DBSA, 940120 assisted by E. Munzhezzi

Table 6: South Africa Primary Education, Financial Data and Indicators, Capital

Data & Indicators	Departments or Group of Departments in 1991						Total South Africa
	House of Assembly	House of Delegates	Department Education & Training	House of Representatives	Self-governing Territories	Transkei, Bop, Venda, Ciskei	
1.6.1	Total Capital						
	For the Capital Expenditure Please Refer to:						
	Public Expenditure on Education in South Africa, 1987/88 to 1991/92						
	Volume 1: Expenditures DBSA, October 1993						
1.6.2	Capital Outlay for Additional Classrooms up to 1996 @:						
	35:1	35:1	35:1	35:1	35:1	35:1	35:1
	(R 35,813,571)	R 83,984,286	R 1,375,300,000	(R 6,355,714)	R 3,368,126,786	R 1,997,608,929	R 5,782,850,714
	R 75,000 per classroom	(R 53,720,357)	R 125,976,429	(R 9,533,571)	R 3,522,190,179	R 2,996,413,393	R 8,674,776,071
	R 100,000 per classroom	(R 71,627,143)	R 167,968,571	(R 12,711,429)	R 4,736,253,571	R 3,955,217,857	R 11,563,701,429
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	R 50,000 per classroom	(R 146,265,000)	R 49,430,000	(R 1,003,550,000)	(R 127,567,500)	R 1,863,662,500	R 4,246,347,500
	R 75,000 per classroom	(R 219,397,500)	R 74,145,000	(R 1,505,325,000)	(R 191,351,250)	R 2,795,493,750	R 6,369,521,250
	R 100,000 per classroom	(R 292,530,000)	R 98,860,000	(R 2,007,100,000)	(R 255,135,000)	R 3,727,325,000	R 8,492,695,000
1.6.3	Capital Outlay for Additional Classrooms up to 2001 @:						
	35:1	35:1	35:1	35:1	35:1	35:1	35:1
	(R 313,391,429)	R 176,888,571	R 22,505,057,143	R 393,864,286	R 3,792,703,571	R 3,166,882,143	R 10,348,787,143
	R 50,000 per classroom	R 470,087,143	R 265,332,857	R 3,757,585,714	R 590,796,357	R 5,689,055,357	R 15,523,180,714
	R 100,000 per classroom	R 626,782,857	R 353,777,143	R 5,010,114,286	R 787,728,571	R 7,583,407,143	R 20,697,574,286
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	R 50,000 per classroom	R 197,598,750	R 138,740,000	R 2,058,700,000	R 263,293,750	R 3,179,650,000	R 8,512,757,500
	R 75,000 per classroom	R 296,398,125	R 208,110,000	R 3,088,050,000	R 394,940,625	R 4,769,475,000	R 12,769,136,250
	R 100,000 per classroom	R 395,197,500	R 277,480,000	R 4,117,400,000	R 526,587,500	R 6,359,300,000	R 17,025,515,000
1.6.4	Average Annual Capital Needed for above Additional Classrooms up to 1996 @:						
	35:1	35:1	35:1	35:1	35:1	35:1	35:1
	(R 7,162,714)	R 16,796,857	R 275,060,000	(R 1,271,143)	R 473,625,357	R 399,521,786	R 1,156,570,143
	R 50,000 per classroom	(R 10,744,071)	R 25,195,286	(R 1,906,714)	R 710,436,036	R 599,282,679	R 1,734,855,214
	R 100,000 per classroom	(R 14,325,429)	R 33,993,714	(R 2,542,286)	R 947,250,714	R 799,043,571	R 2,313,140,286
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	R 50,000 per classroom	(R 29,233,000)	R 9,886,000	R 200,710,000	(R 25,513,500)	R 320,732,500	R 849,269,500
	R 75,000 per classroom	(R 43,879,500)	R 14,829,000	R 301,065,000	(R 38,270,250)	R 599,098,750	R 1,275,904,250
	R 100,000 per classroom	(R 58,506,000)	R 19,772,000	R 401,420,000	(R 51,027,000)	R 745,465,000	R 1,698,539,000
1.6.5	Average Annual Capital Needed for above Additional Classrooms up to 2001 @:						
	35:1	35:1	35:1	35:1	35:1	35:1	35:1
	(R 31,339,143)	R 17,688,857	R 250,505,714	R 39,386,429	R 379,270,357	R 316,688,214	R 1,034,878,071
	R 50,000 per classroom	(R 47,008,714)	R 26,533,266	R 379,079,643	R 568,905,536	R 475,032,321	R 1,559,318,714
	R 100,000 per classroom	(R 62,678,286)	R 35,377,714	R 501,011,429	R 78,772,857	R 758,540,714	R 2,069,376,429
	@ Pupil: Classroom ratios of:	40:1	40:1	40:1	40:1	40:1	40:1
	R 50,000 per classroom	(R 12,759,875)	R 13,874,000	R 203,870,000	R 26,329,375	R 317,965,000	R 851,275,750
	R 75,000 per classroom	(R 22,639,813)	R 20,811,000	R 308,803,000	R 39,494,063	R 476,947,500	R 1,276,913,625
	R 100,000 per classroom	(R 30,519,750)	R 27,748,000	R 411,740,000	R 52,658,750	R 635,930,000	R 1,702,351,500

Source: Compiled by CT Verwey, DBSA, 940120 assisted by E. Munzhezdi