

Brochure for the 2000 School Register of Needs Report

Foreword by Minister

The School Register of Needs (SRN) Survey conducted in 1996 was the first of its kind in the history of education in South Africa. It marked a decisive departure from the opaqueness of apartheid education planning, which sought to hide the wide inequalities of education in South Africa. It was the first database that included every school in the country, including their geographical location, the condition of buildings and the facilities available. By quantifying the provision of physical infrastructure for education, we established a rational basis for pursuing a planning strategy based on equity, democracy and justice. The Register proved to be an invaluable tool in this democratic government's drive to accelerate the delivery of electrification, water and sanitation, and telecommunications provision in the schooling sector.

In keeping with my Ministry's commitment to update the School Register of Needs database regularly, it gives me great pleasure to release this report based on the second School Register of Needs Survey conducted in 2000. This report provides us, again for the first time, with the opportunity to measure progress and trends between 1996 and 2000. The trends are extremely reassuring: in 175 fewer schools are learners forced into a platoon arrangement on account of a lack of space, there is less overcrowding in schools, and there has been an improvement in the educator to learner ratio in the majority of provinces. These findings provide incontrovertible evidence that our strategies to eradicate the inequities of apartheid have made a positive impact.

However, in recognising that we inherited inequalities of immense magnitude in education, we must ensure that the positive trends do not make us complacent. There is still much to be done. The Ministry of Education is taking steps to accelerate even further our efforts to eradicate the inequalities of the past.

We are assisted in this task by the School Register of Needs 2000 Survey because it gives us a better understanding of the priorities for infrastructure development and maintenance. The results are already proving very valuable to our strategies for infrastructure development. Through the Department of Education's *Tirisano* Implementation Plan, we intend to target the interventions contained in these strategies towards school provision for poor communities and specific geographic areas.

The School Register of Needs 1996 was intensively used by other government departments, non-governmental organisations, research and development institutions, and individuals. We expect no less with School Register of Needs 2000. By linking the SRN database to various other databases, the scope and potential for analysis and policy applications are tremendous. From this year on, the Department of Education will institutionalise systems for ongoing updates and maintenance of the database. This will enhance the planning value of the information and enable us to provide more frequent and more accurate reports on the status of education infrastructure provision.

I wish to express my gratitude and appreciation to the Swedish International Development Agency (SIDA) for the generous support that made the survey possible.

Professor Kader Asmal, MP
Minister of Education

The national School register of Needs 2000 Survey

Background

The national School register of Needs was first conducted in 1996 and was first of its kind in the history of education in South Africa. The 1996 survey marked a decisive departure from the opaqueness of apartheid education planning which sought to hide the wide inequalities of education in South Africa. It was the first database that included every school in the country, including their geographical location, the condition of building and the facilities available.

By quantifying the provision of physical infrastructure for education, the new democratic government established a rational basis for pursuing a planning strategy based on equity, democracy and justice.

The School Register of Needs has proven to be a useful tool for planning the provision of physical infrastructure for schools and other education institutions. The national school building project, the massive electrification of schools, provision of water, and improvement of access to other basic services were made possible by the availability of accurate information collected through the SRN survey.

Purpose of the 2000 SRN

The purpose of the 2000 School Register of Needs was:

- To update the 1996 database;
- 3000 institutions that were not surveyed in 1996 were identified and captured;
- To provide accurate data on the location, conditions and availability of resources;
- The update would also be used to measure progress and trends between 1996 and 2000 in the provision of physical infrastructure and basic facilities.

Scope and coverage of the 2000 SRN

- The survey was conducted in May to December 2000 in all nine provinces (with Mpumalanga province conducting own survey).
- 27148 public and independent ordinary schools, 390 schools for learners with special needs and 152 technical colleges were surveyed.
- Survey forms were completed by school principals with the assistance of the provincial departments of education.

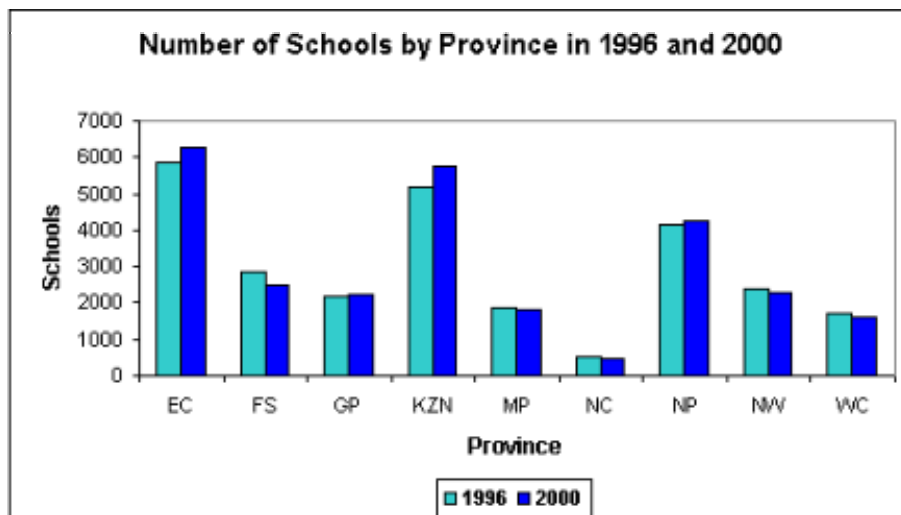
- A special survey was conducted in all 390 schools for learners with special needs for in-depth study of special needs provision.

Key findings from the national School Register of Needs Survey

Key findings of the SRN 2000 survey are summarised below.

Ordinary school statistics

- **There were 414 more schools in 2000. In 1996 there were 26 734 ordinary schools, compared to 27 148 in 2000.**



- **The provinces with the largest share of schools were Eastern Cape, which had 22.0% in 1996 and 23.1% in 2000, and KwaZulu-Natal, which had 19.4% in 1996 and 21.1% in 2000.**

- Western Cape, Northern Cape, and Mpumalanga had the lowest number and proportion of schools in the country. Free State, Western Cape, Mpumalanga, North West, and Northern Cape reported a net decrease in the number of schools in 2000.

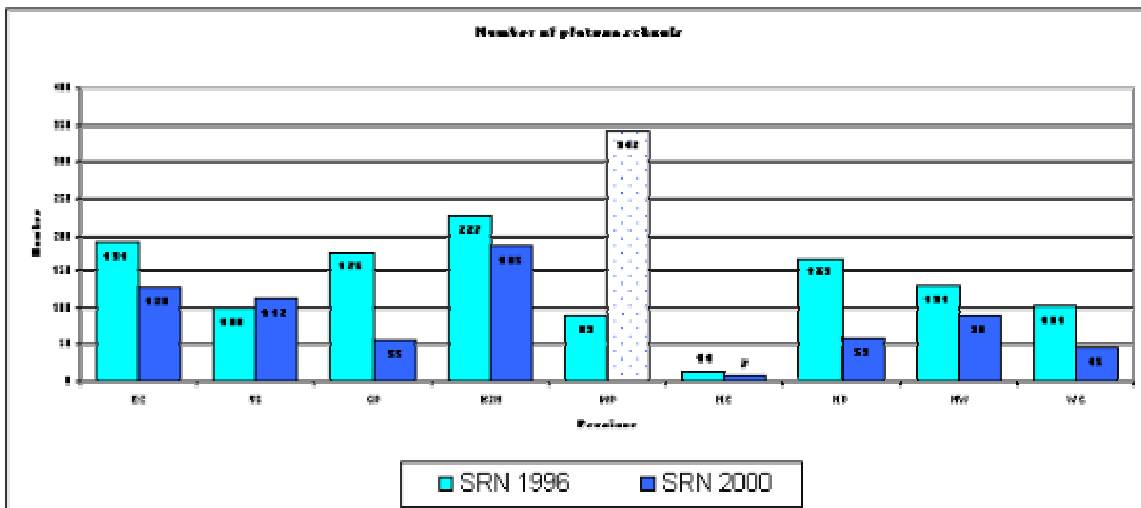
Ordinary schools by type

▷ There were 650 fewer primary schools, 610 more combined schools, and 374 more secondary schools reported in the 2000 survey than in the 1996 survey. Combined schools are defined as schools that have grades from both the primary and secondary phases.

• In 2000, the Eastern Cape had 2 536 combined schools - over half of South Africa's 4 739 combined schools, and over 40% of all the schools in that province.

• Primary schools form the largest proportion of schools in South Africa: 61.9% were primary schools in 2000. In 2000, 17.5% of all schools were combined schools in 2000 and 20.3% of schools were secondary schools.

• There has been a decline (of 175) in the number of platoon schools (where one school uses another school's buildings) from 1 198 to 1 023.



Learners

▷ A decrease in the number of learners (by 2.3% since 1996) has been observed over the last four years and this could have contributed to the decline in the number of primary schools. The decrease in the number of schools may also be due to the rationalisation of small schools in some provinces, particularly in the Free State.

Educators

• A decrease (1.3%) in the number of educators nationally from 370 599 in 1996 to 365 965 was reported. The largest number and share of educators are in KwaZulu-Natal

(21.1%), while the Eastern Cape reported the largest increase (3 929) in the teaching service.

The reported proportion of educators paid by the School Governing Body (SGB) increased by 5 percentage points from 1996 to 2000. This change shows that SGBs are more actively influencing teaching and learning in schools. The province with the highest proportion of SGB-paid educators was Gauteng province, accounting for 38.1% of the national total of SGB-paid educators.

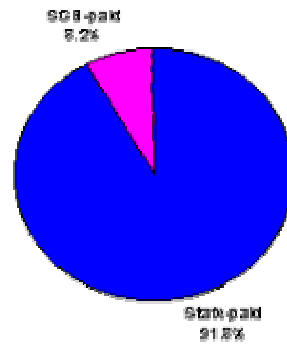
State- and SGB-paid educators in 1996 and 2000

State- and SGB-paid educators in 1996 and 2000

State- and SGB-paid educators in 1996



State- and SGB-paid educators in 2000

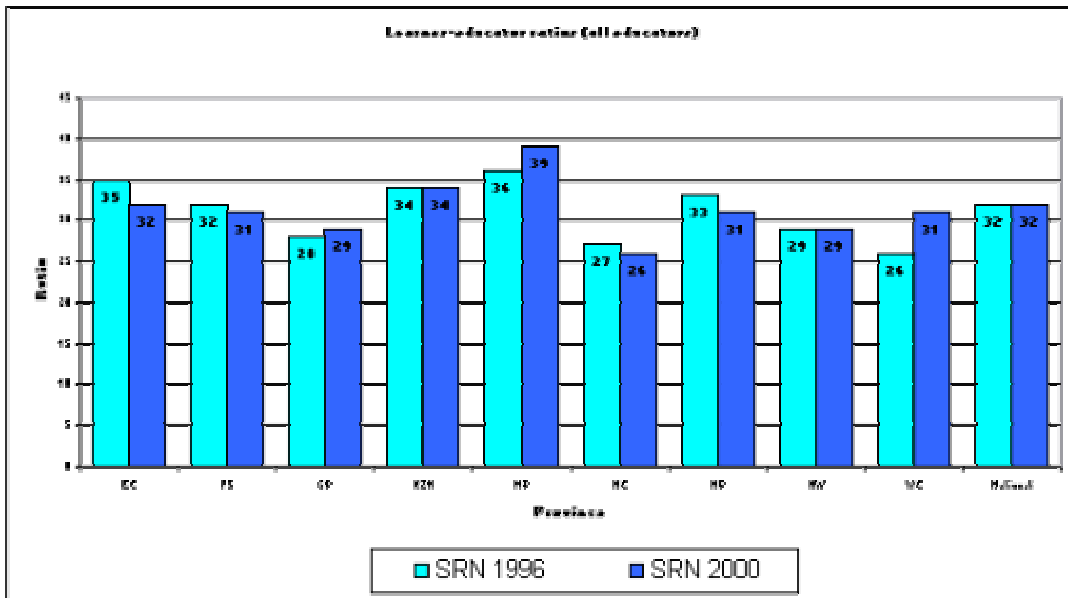


Some education indicators

While this survey aimed to examine infrastructure provision and the condition of buildings at our schools, it also provides some basic indicators that could be used to measure the level of inputs into the system. Some of the basic indicators that were calculated include the learner:educator ratio (the number of learners per educator), the learner:classroom ratio (the number of learners per classroom), and the learner:toilet ratio (the number of learners per toilet).

Learner: educator ratio

- **The average learner:educator ratio remained unchanged between 1996 and 2000 (32:1), although changes were noted in some provinces. Since 1996, the decline in enrolment of 2.3% and a decline in educator numbers of 1.3% have contributed to the stability of this ratio. Generally, the lower the learner:educator the better the learning and teaching opportunities at schools. On average, primary schools (33:1) were reported to have a higher learner: educator ratio than secondary schools (31:1).**
- In 2000, Northern Cape recorded the lowest ratio in primary schools (28:1), and the Eastern Cape and Mpumalanga recorded the highest ratio in the combined schools (36:1).
- The largest decline in the overall learner: educator ratio between 1996 and 2000 was reported in Eastern Cape (35:1 to 32:1), followed by Northern Province (33:1 to 31:1). The decline in the learner:educator ratio in Eastern Cape may be attributed to the 5.1% decline in learner enrolment and 6.3% increase in the number of educators between 1996 and 2000. Mpumalanga reported the highest learner:educator ratio (39:1) in 2000, seven points higher than the national average.



- **In 2000, Independent schools were found to have a learner- educator ratio of 15:1, seventeen points lower than that of public schools (32:1).**

Learner-classroom ratio

- **In 2000, there were 30 793 more classrooms in South Africa than there were in 1996 resulting in less overcrowding in schools in all provinces except Mpumalanga. In 2000, the average learner: classroom ratio was 38:1 compared to 43:1 in 1996 representing a 5 point improvement in the learner:classroom ratio in 2000.** Mpumalanga was the only province which reported a decline in classrooms built which contributed to the increase of 3 learners per classroom reported between 1996 and 2000.
- **Even if learner numbers had not declined by 2.3% since 1996, the learner classroom ratio would still have declined to (39:1) as the number of classrooms increased by 11.1%.**
- Eastern Cape reported the highest decline in the number of learners per classroom, with 12 learners fewer in each classroom, followed by the Northern Province, with on average, 9 fewer learners in a classroom, than there were in 1996.
- Nationally, the proportion of schools reporting classroom shortages dropped by 10 percentage points from 1996 to 2000. Classroom backlogs have been vigorously addressed particularly in the rural provinces.

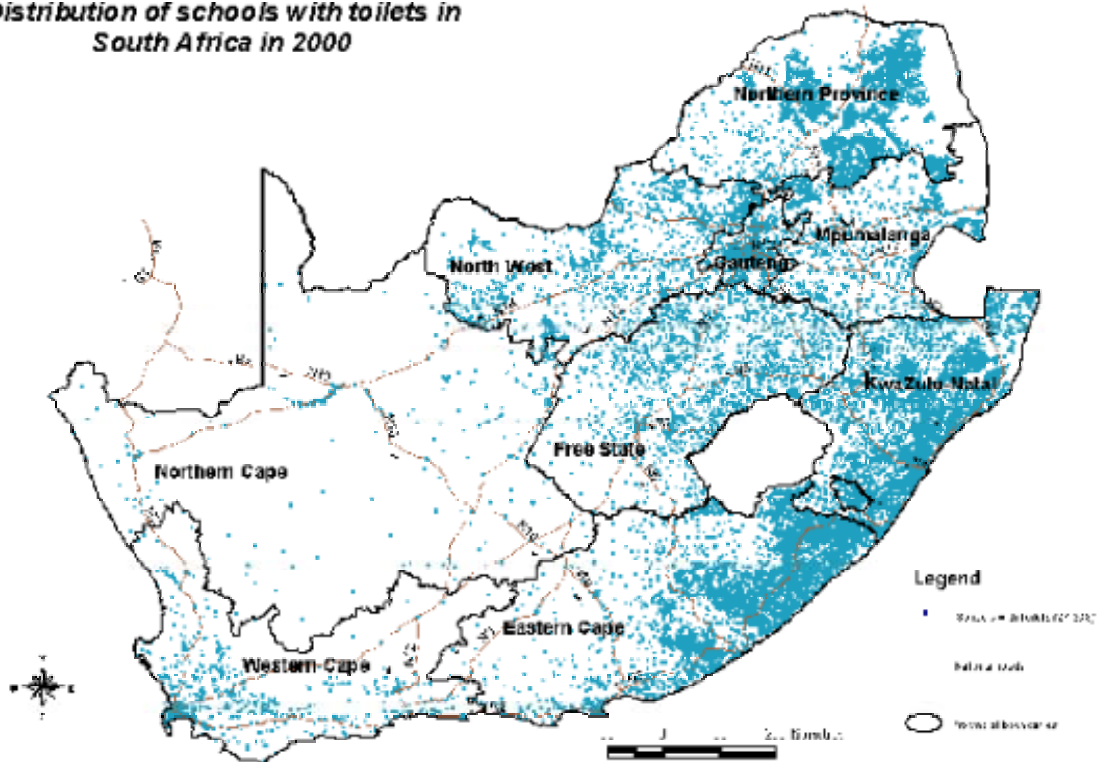
Facilities

Significant improvements were reported in the provision of basic facilities such as sanitation, telecommunications, water provision, power supply, housing for educators, hostels for learners and access for learners who are physically disabled.

Sanitation

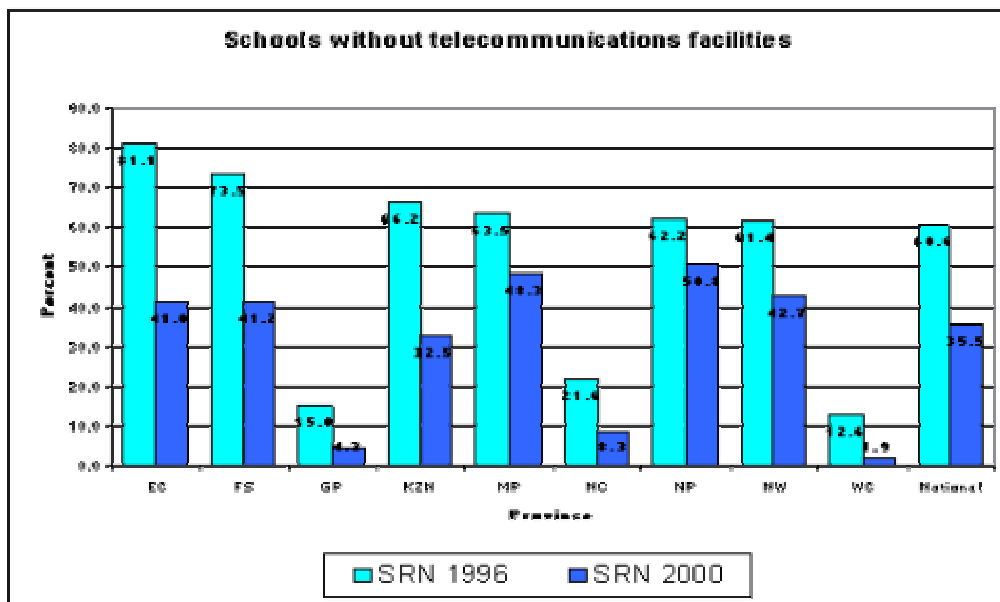
- **There was a 38 percentage point improvement in the provision of sanitation. In 1996, 55% of learners (6.6 million) in schools were without toilet facilities. In 1996, the learner:toilet ratio was 41:1, or 41 learners to one toilet. In 2000, only 16.6% of learners (1.9 million) were without toilet facilities and the learner:toilet ratio had improved to 35:1.**
- **In 2000, 15% of toilets were not working at the time of the survey, the majority of those not working being in rural areas.**

Distribution of schools with toilets in South Africa in 2000

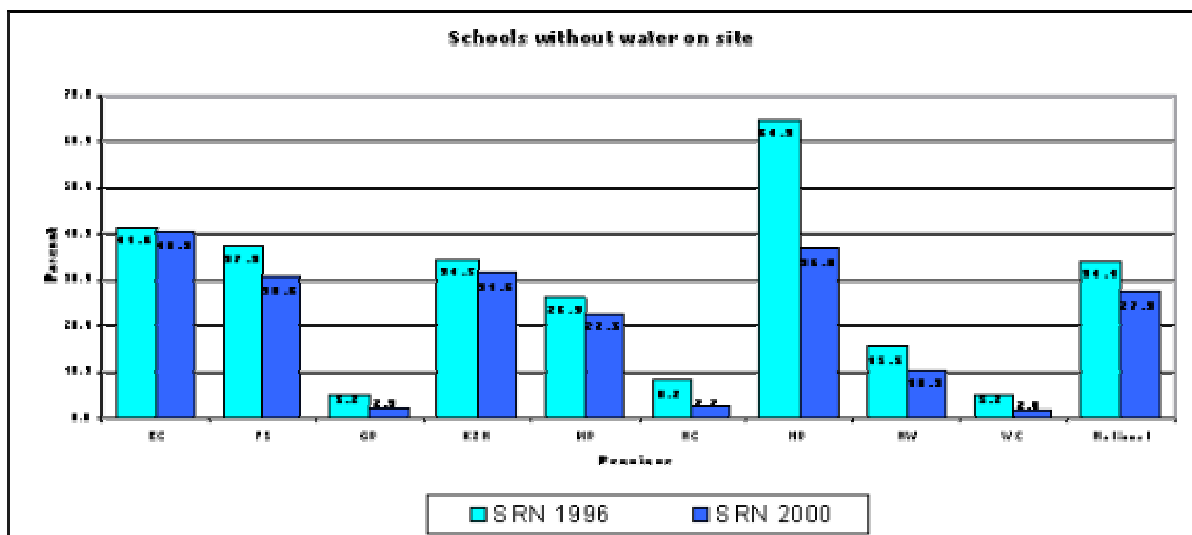


Telecommunications

- **Telecommunications access has improved by 24 percentage points due mainly to the cellular phone revolution. In 1996, 59.5% of all schools nationwide had no telephones. In 2000, this had declined to 35.5% of schools with no access to any form of telecommunications.**
- There are still huge provincial variations in access to telephone infrastructure with Eastern Cape, Northern Province and KwaZulu-Natal lagging behind Western Cape and Gauteng provinces.



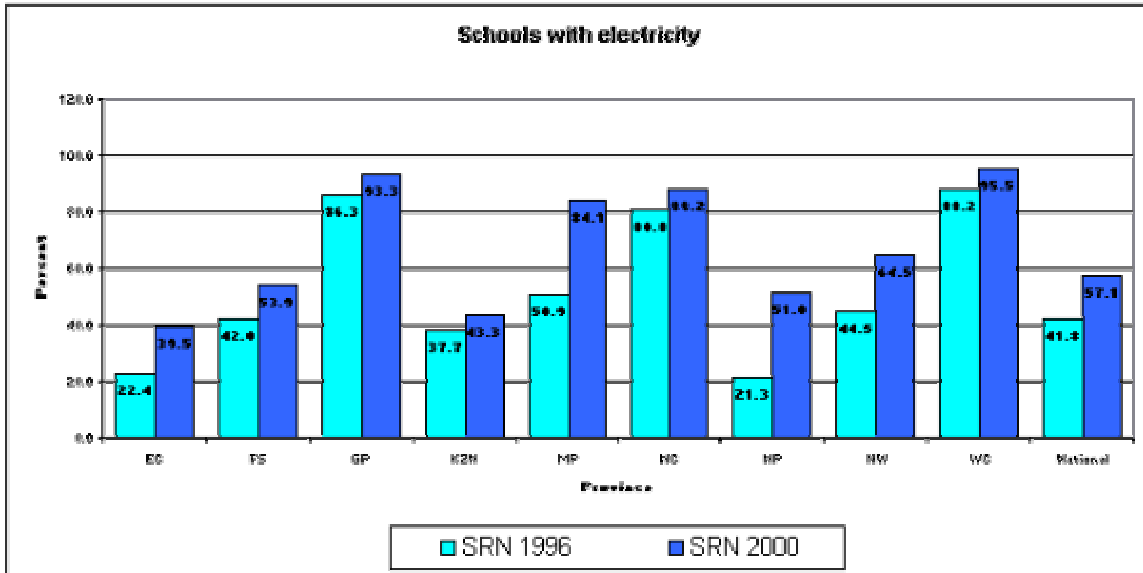
Water provision



There has been improvement in the number of schools with access to water. In 1996, there were 35% of schools nationwide which had no access to water, compared to 28% reported in 2000. Most improvements were reported in Northern Province (improvement of 28 percentage points) and KwaZulu-Natal (an improvement of 7 percentage points).

Power supply

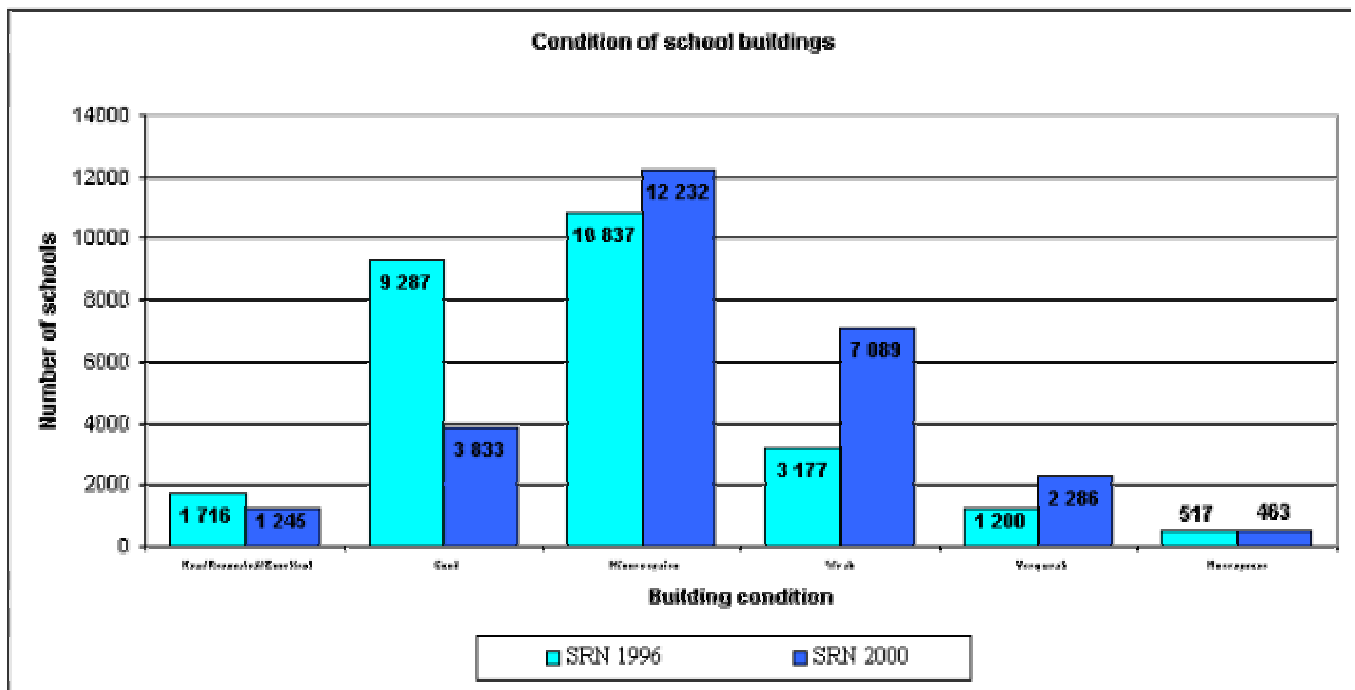
- **There was a significant increase in the number of schools that are supplied with power. In 1996, 41.8% of all schools nationwide had access to electricity, compared to 57.1% in 2000.**
- **In 2000, 973 (or 3.6%) of schools nationwide reported the use of solar power, with most (642) solar powered schools being in Eastern Cape.**



Condition of buildings

Since 1996, there has been a decline in the number of schools that had buildings in excellent and good condition and an increase in the number of schools that reported weak and very weak buildings was reported.

- **In 1996, 11 003 schools reported that they had excellent and good building condition. This number decreased to 5 078 in 2000.**
- Schools that reported weak and very weak buildings increased from 4 377 in 1996 to 9 375 in 2000.
- **This decline in schools with excellent and good buildings could be an indication of low investment in infrastructure maintenance or different methodologies used in conducting the 1996 and 2000 surveys. In 1996, independent fieldworkers were used to carry out the surveys, while in 2000, principals completed the form.**



Resources

The survey collected data on the availability of resources such as computers, media centres (including libraries), sports fields, furniture, specialised classrooms and safety.

- Improvements in access to technology were noted but significant provincial variations still exist. 6 616 (24.4%) schools indicated that they had access to computers (used for any purpose including administration, teaching and learning). Just over 70% (19 094) of schools are still without computers for any purpose, mainly in the more rural provinces.**
- In 1996, 2 335 (8.7%) of schools had 16 359 computers for teaching and learning between them whereas in 2000 there were 3 351 (12.3%) schools with 70 711 computers between them. The number of computers for teaching and learning has quadrupled since 1996.**
- The average ratio of learners to computers for teaching and learning has declined from 725:1 in 1996 to 164:1 in 2000. Improvements in this ratio are particularly evident in the Eastern Cape, Northern Province, and KwaZulu-Natal.**
- Provincial variations are striking, with Gauteng and Western Cape reporting 58.6% and 54.8% respectively of schools without computers for teaching and learning. On the other hand, Eastern Cape and Northern Province reported that over 95% of schools were without computers for teaching and learning in 2000.

Criminal Incidents

• **For the first time, the School Register of Needs looked at criminal incidents and security provision in schools. Data from the reporting year of 1999 were used. 9 654 (35.6%) of schools reported criminal incidents.**

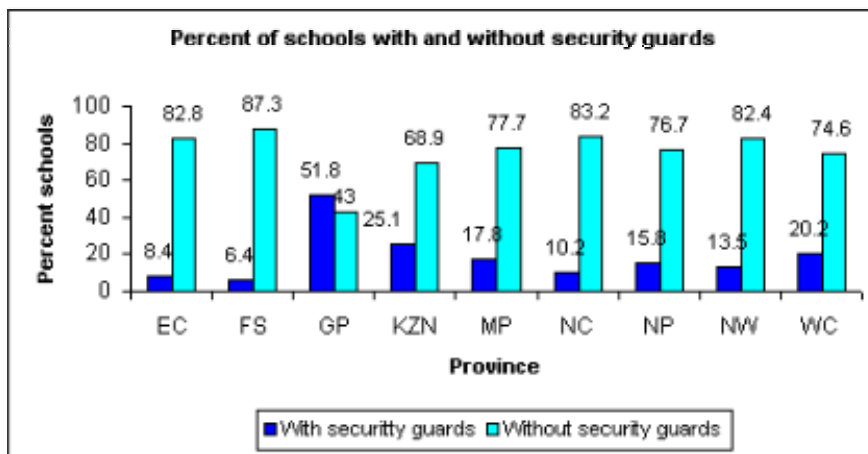
• Free State had the lowest reported criminal incidents in schools, with only 20.5% of schools reporting criminal incidents. At 55.6%, Gauteng schools had the highest number of schools reporting criminal incidents. The next highest crime incidence rates were reported by Western Cape (49.3%), Northern Cape (41.3%) and North West.

• The most common form of criminal incident reported was burglary, with 29.5% of schools nationally reporting that they had had 1 to 5 burglaries. Only 4 944 (18.2%) of all schools reported having security guards. 1 599 (5.9%) schools reported that they had not suffered any burglaries in 1999.

• Incidents of serious crime including rape, stabbing and murder were reported by 972 (3.4%) of schools. Some 5 133 schools reported that they had not had any incidents of serious crime.

• **Principals estimated the average value of items lost per criminal incident in 1999 was R 4 960.**

Province	Yes	% Yes	No	% No	No response	% No response
Eastern Cape	2 079	33.2	3 618	57.8	563	9.0
Free State	512	20.5	1 783	71.3	205	8.2
Gauteng	1 226	55.6	861	39.1	117	5.3
KwaZulu-Natal	1 978	34.5	3 426	59.7	330	5.8
Mpumalanga	591	32.7	1 138	62.9	81	4.5
Northern Cape	199	41.3	260	53.9	23	4.8
Northern Province	1 338	31.4	2 575	60.4	348	8.2
North West	945	41.0	1 271	55.2	88	3.8
Western Cape	786	49.3	695	43.6	112	7.0
National	9 654	35.6	15 627	57.6	1 867	6.9



SECTION 2:

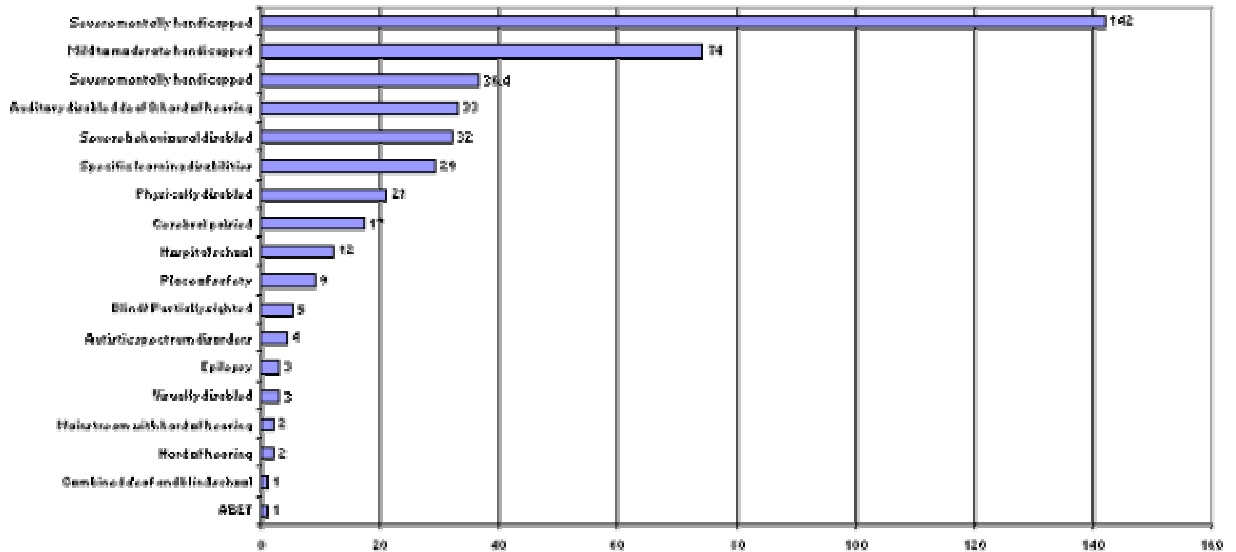
Education for Learners with Special Education Needs (ELSEN) Schools

ELSEN school statistics

- In 1996 there were 270 ELSEN schools compared to 390 in 2000 – an increase of 120 schools, mainly because of an apparent undercount in 1996.
- In 2000, 94.6% of ELSEN schools were public schools.
- The largest share of ELSEN schools was in Western Cape, which had 67 schools in 1996. However, in 2000 the province with the largest share of schools was Gauteng with 100 ELSEN schools. Northern Cape had the lowest number of ELSEN schools in the country, with only 7 schools in 2000.
- Since 1996, enrolment in LSEN schools has increased by 55.1% to 78 123 and the number of educators has increased by 69% to 7 419. The province with the smallest change in enrolment was the Western Cape (0.3%) since 1996.

Number of schools by primary disability registration

Schools which were registered for severely mentally handicapped learners formed the highest proportion of ELSEN schools at 36.4%.



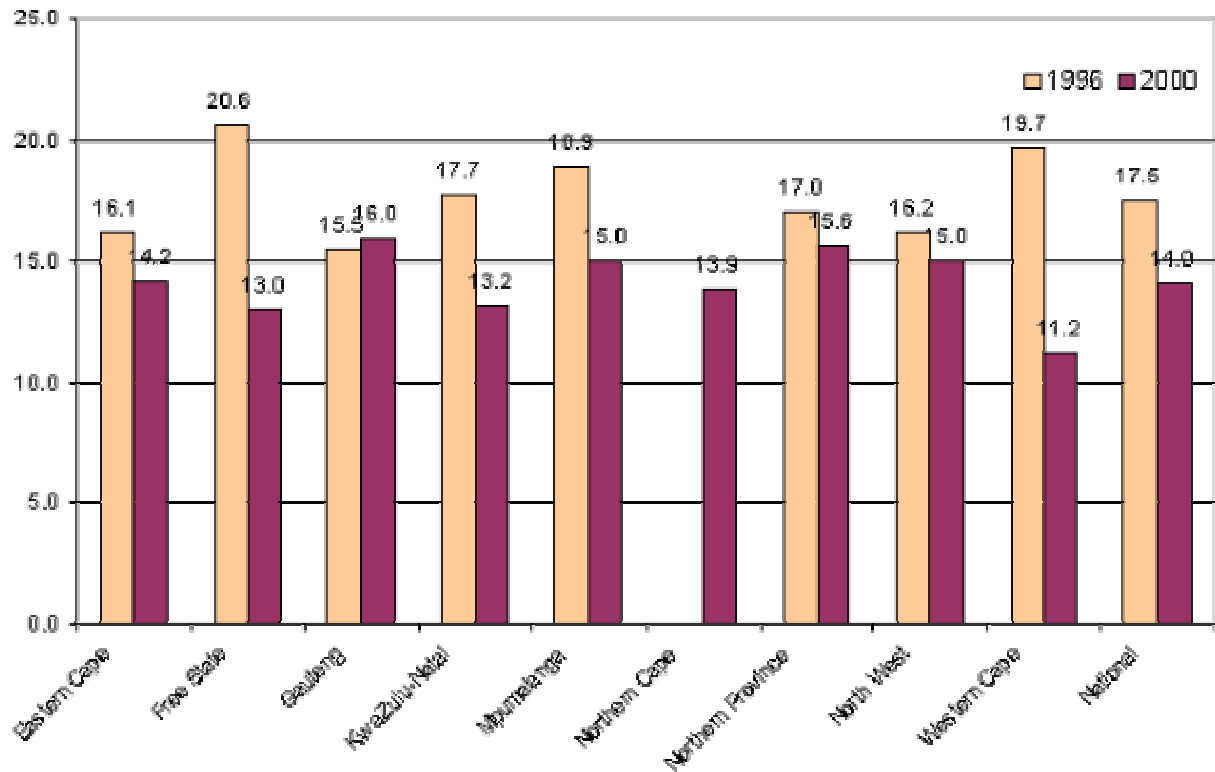
Only 33.3% of ELSEN schools in 2000 had access ramps for the physically disabled.

ELSEN school learners and educators

In 1996, there were 50 383 learners with special education needs. Gauteng and Western Cape, which had 14 706 and 12 737 respectively, had the highest proportion of learners in that year. In 2000, 78 123 learners were registered in ELSEN schools. Gauteng (28 320), Western Cape (12 779) and KwaZulu-Natal (11 322) had the highest proportion of learners with special education needs.

Gauteng (2 429) and Western Cape (1 546) had the highest number of ELSEN educators.

The average learner-educator ratio in ELSEN schools in both 1996 and 2000 was 11:1. Western Cape had the lowest learner:educator ratio at 8:1. Free State reported the greatest decline in learner:educator ratio between 1996 (18:1) and 2000 (12:1).



ELSEN school Learner: classroom ratio

There were almost double the number of classrooms at ELSEN schools in 2000 compared to the number in 1996.

In 1996, there were 18 learners to a classroom in ELSEN schools. This decreased to 14 learners to a classroom in 2000. Free State had the highest decrease, from 21 learners to a classroom in 1996 to 13 learners in 2000.

A total of 2 889 classrooms were reported in 1996. In 2000, the number of classrooms had increased to 5 596. Gauteng and Western Cape had the highest proportion of classrooms with 1 783 and 1 138 respectively.

ELSEN school facilities

There has been a significant improvement in the provision of basic facilities and infrastructure in ELSEN schools.

ELSEN school power supply

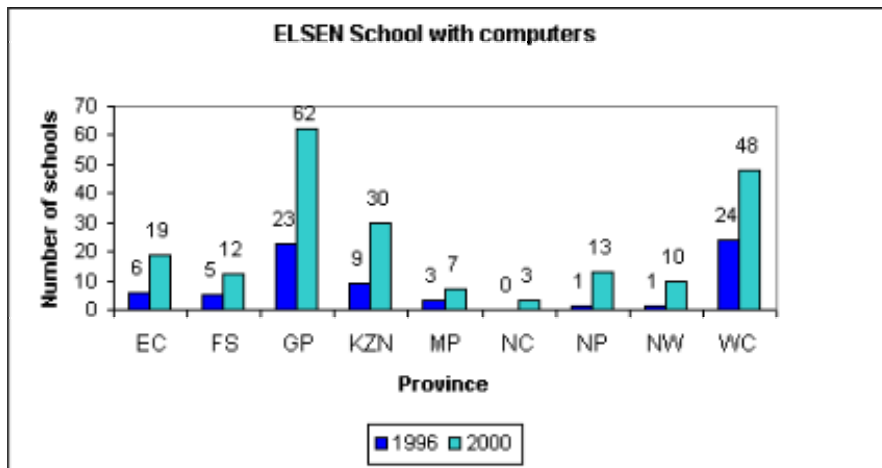
- **There was no electricity in 8.9% of ELSEN schools in 1999. In 2000 this number decreased to 2.6%.**
- Free State, Gauteng, Northern Province and Northern Cape ELSEN schools reported that 100% of their schools had electricity in 2000.

ELSEN school telecommunications

- **In 1996, 18.5% of ELSEN schools had no telephones. In 2000 only 4.6% schools had no form of telecommunication.**
- There are still huge provincial differences among ELSEN schools in the provision of telephones. In North West, for example, 21.4% of schools had no form of telecommunication.

ELSEN computers

There are more computers at more ELSEN schools now. Since 1996, the Learner: computer ratio has improved from 68:1 to 19:1.



ELSEN school water provision

- **There was an improvement in the number of ELSEN schools with access to water. In 1996, 4.8% schools had no access to water within walking distance, whereas in 2000 all**

schools had access. However, there were 0.8% of schools which relied on a public tap for water access.

- All provinces had ELSN schools with water indoors except Eastern Cape, Gauteng, and Western Cape.

ELSEN hostels

- **In 1996, 34.4% of ELSN schools had hostels. This percentage increased to 48.7% in 2000.**

ELSEN school sanitation

- **In 1996, 4.1% of ELSN schools reported that they had no toilet facilities. By 2000 all schools had toilet facilities. A total of 33.3% of schools had toilets accessible by wheelchair in 2000.**

ELSEN school condition of buildings

- There was a decline in the number of ELSN schools that reported that they had new/excellent buildings, from 20.4% in 1996 to 3.3% in 2000. While 47.0% of schools in 1996 had good/renovated buildings, this decreased to 30.8% in 2000.
- There was an increase in the number of ELSN schools reporting that they needed minor repairs, from 18.5% in 1996 to 50.8% in 2000.

ELSEN school criminal incidents reported

- **A total of 56.4% of ELSN schools reported no criminal incidents for the reporting year 1999.** Northern Province and North West had the highest number of schools where no criminal incidents were reported, at 72.2% and 71.4% respectively.
- **A total of 47.9% schools reported that they had security guards.** Northern Province (66.7%), KwaZulu-Natal (66.1%) and Gauteng (62.0%) had the highest proportion of schools with security guards.

- **The average estimated value of items lost at ELSEN schools was reported as R10 388 per criminal incident.**
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Conclusion

The School Register of Needs (SRN) surveys of 1996 and 2000 have provided extensive and systematic data on the physical state and geographical location of public schools in South Africa. While the way the survey was carried out in 1996 and 2000 was somewhat different, the 2000 survey still provides comparable data.

The 2000 School Register of Needs shows:

- **Major improvements in infrastructure provision to schools in the last four years**
- **Positive changes in key performance indicators - consolidating recent gains in learner achievement**
- **Fewer schools are "unfit for education"**
- **Fewer barriers between learners and technology - more access to more computers, telecommunication.**
- **Improvement in infrastructure provision especially in rural provinces**

We now have a better understanding of the key areas for intervention. The focus for provincial infrastructure provision will vary from province to province, but we are clearly aware of the problems we need to address in the medium term:

- There are still many schools without basic infrastructure such as water, sanitation, power supply and telecommunications.
- There are still many small rural schools are under-resourced.
- Improvement of safety and security in our schools is crucial.

- Eliminating barriers to IT and telecommunications provision is a priority.
- There is a need for norms for infrastructure provision.
- Maintenance of existing infrastructure has been prioritised.
- There is a need for further analysis of data and for more research.

In response to the findings of the 2000 SRN survey, the Department of Education, in co-operation with its provincial counterparts, has embarked on the following action strategies to improve the provision and delivery of school infrastructure:

- improving the level and quality of investment in school infrastructure development and maintenance;
- developing policy for capital investment;
- improving integration between government departments;
- improving capacity in provinces for capital investment planning and delivery; and
- establishing sufficient capacity for physical planning within the Department of Education.

The data and information will be further used at provincial level to assist in planning and resource allocation. Of particular interest would be the mapping of schools, as for the first time we now have the longitude and latitude of each school.

We trust that this report and any further analysis will enable us to ensure that we eliminate the basic shortages that still exist in many schools. Parents, communities, managers, school governing bodies, planners, and partners in the education community will engage seriously with these findings and correct the situation, be it actual lack of resources or lack of proper assessment and measurement instruments in the reporting of the situation.