

Making a Difference: Independent Schools in South Africa

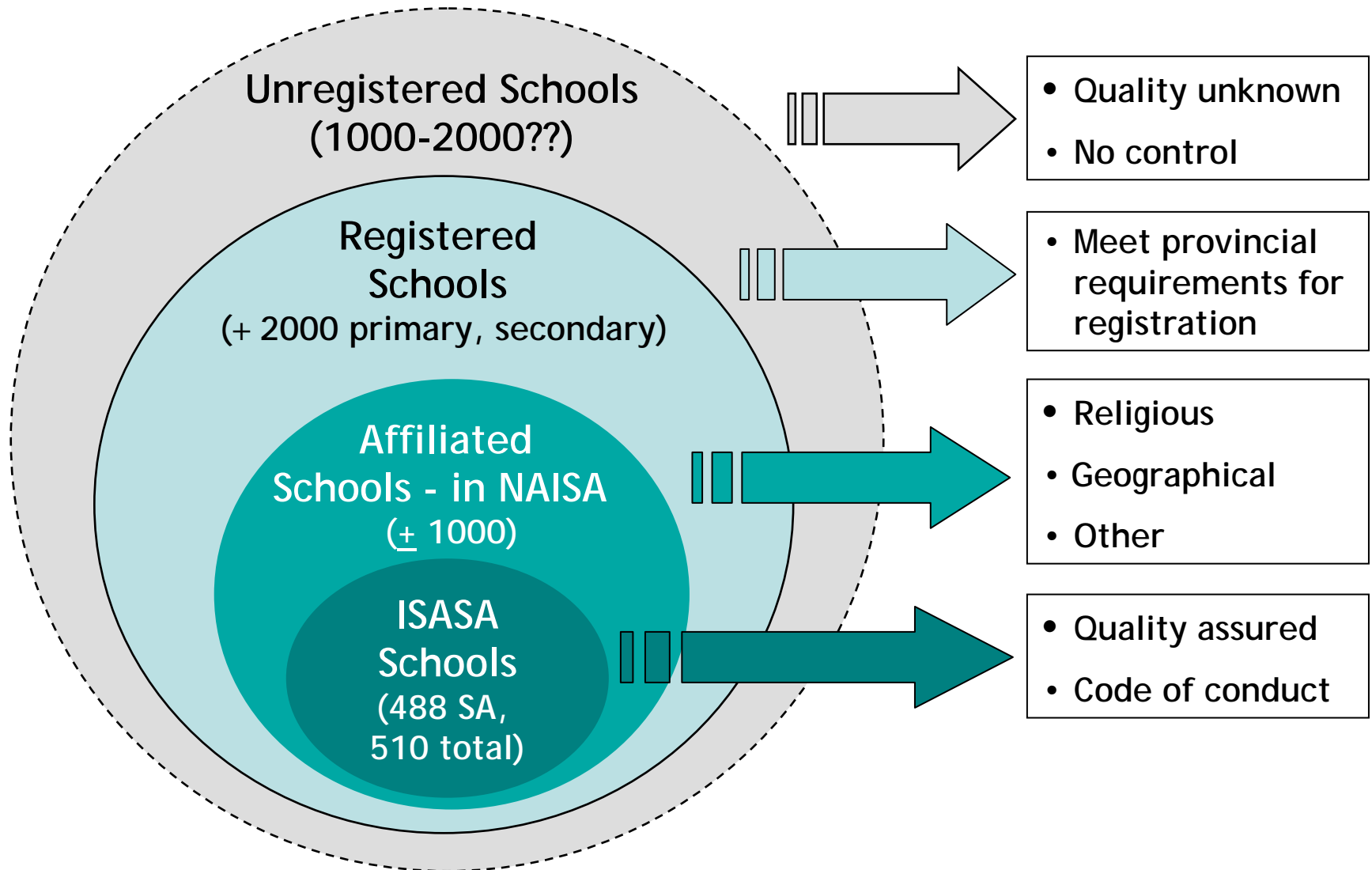


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Definition of Schools

- Narrow definition compared to most countries
- Schools are either *public* or *independent* - no non-governmental schools
- No separate category of church (Catholic) schools
- Constitutional guarantee for independent schools
- Independent schools are state subsidised (according to fee-level), or unsubsidised

South African Independent School Sector



Independent Schools Sector: 1994 - 2002

- Rapid growth: ±4 x since 1994 (schools and pupils)
- +2000 registered schools (but also illegal ones)
- 61% of schools registered between 1990 - 2001
- 3,2% (382 239) of all school pupils (± 4% in 2006)
- Post-apartheid shift
 - Majority white \Rightarrow majority black pupils (70%)
 - Slower integration in high-fee schools (15-30% black)
 - Majority high-fee \Rightarrow majority low-fee schools
 - Wide range of types of schools: faith-based 43%

A Changing Market

- Independent sector now serves a wide socio-economic spectrum, including parents in the informal cash economy
- Significant increase in black elite and upper middle class: future dominant clients of high-fee independent schools
- Fastest-growing market is the black lower middle class and working class

Most clients are first-time buyers

Differences from Public Schools

- **Governance:** Not governed by same legislation as public schools
- **Curriculum and Examinations:** Free to choose, but must meet minimum outcomes and standards
- **Admissions:** May set own admission and exclusion criteria, within limits of Constitution
- **Ethos:** May follow a specific faith, ethos or educational philosophy e.g. Muslim, Montessori etc
- **Staffing:** Appoint own staff, as long as registered
- **Financial Control:** manage own finances

ISASA Member Schools in 2006

School statistics

- No. subsidised schools: 30% of total
- Teacher : pupil ratio: 1:13
- School size range: 20 - 1000 pupils
- Pupil integration: \pm 30% black
- Fee range: R0 - R58,000 p.a. (boarding R105,000)
- Financial aid: 8.5% of annual budget
- International pupils: 5,2% of total

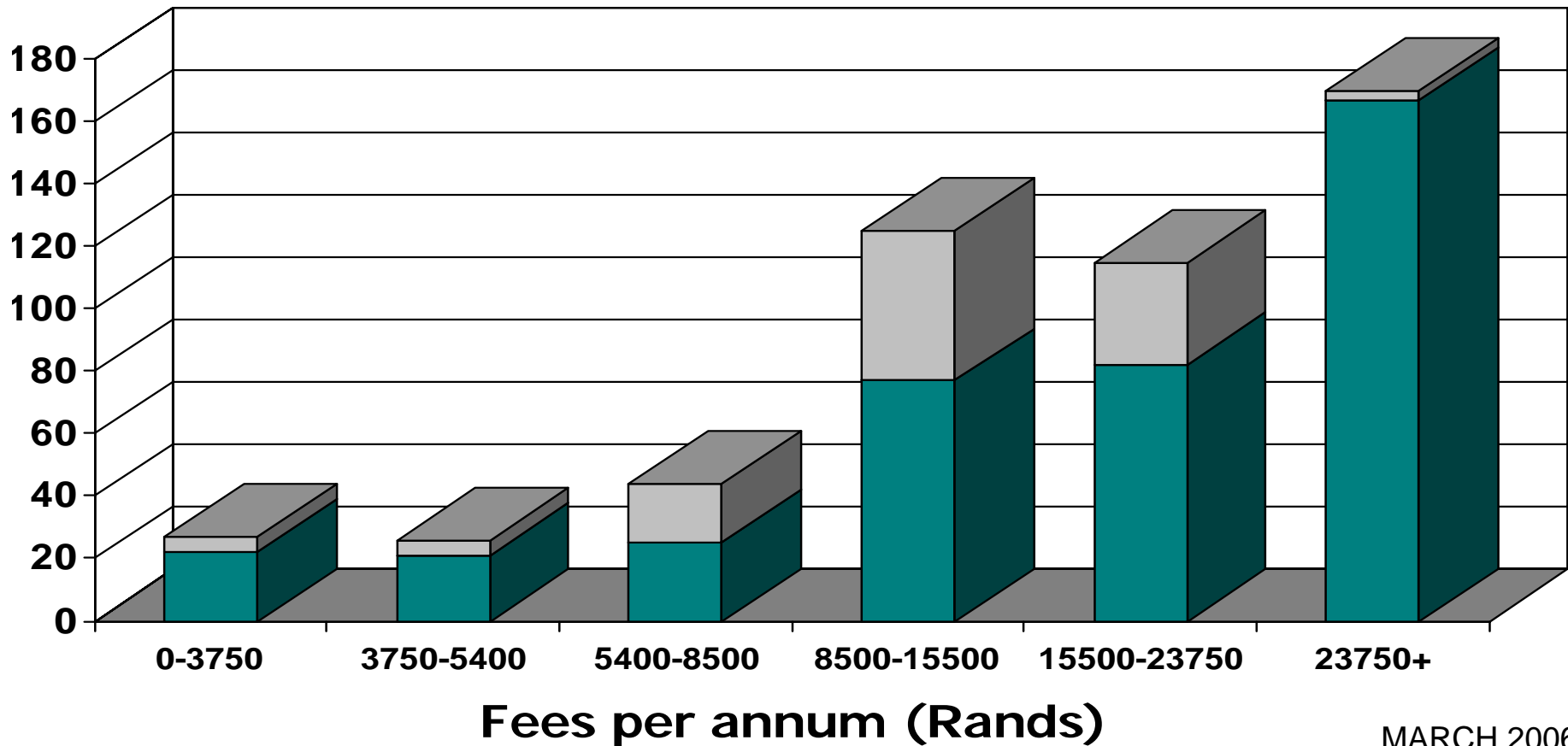
ISASA in 2006

- Trans-national, national, regional (5), school levels
- Inclusive of all school phases, faiths, philosophies etc that meet quality criteria
- ISASA brand: high standards - ethical & educational
- Provides 50 services to 510 member schools (\pm 30 more a year) with 11 full-time & 7 part-time staff
- 30% state subsidised schools
- No. pupils: \pm 120,000; teachers: \pm 10,000(87% f-t)
- SAHISA(heads), SABISA(bursars) = constituent members of ISASA

ISASA in Profile: 2006

ISASA's 510 Schools by Fee Category

■ Primary & Secondary ■ Pre-Primary



What is Our "Hill"?

Two Hills?



Promote the independence
of our schools and protect
their financial viability

And ...

Keep all categories of members
happy within the constraint
of limited resources



Key Issues for Our Schools

- Addressing acute teacher shortage
- Managing radical curriculum change
- Meeting new accreditation demands
- Resisting governmental intrusion/administrative injustice
- Addressing financial challenges: tuition fees, property rates, e-learning costs
- Instituting effective, relevant school governance
- Embracing diversity & different learning needs
- Managing environmental factors e.g. social pathologies, poverty, HIV/Aids

Key Contributions to Society

- Choice in education
 - *More*: access where no public schools
 - *Better or different* education
- Social capital: value-base
- Human capital: critical high-level skills
 - Higher university entrance rate than public schools (38% vs. 17%; 78% for IEB schools)
 - Proportionally more maths and science passes, especially among black learners
- Extensive community development programmes
 - In 64% schools (reach more pupils than they school)