

Department of Education



Matthew Goniwe
SCHOOL OF LEADERSHIP & GOVERNANCE



Evaluation Report on Governance Training





An External Evaluation Report
On
Governance Training
conducted by
Matthew Goniwe
School of Leadership and Governance
funded by the
Gauteng Department of Education
in the
2006/2007 and 2007/2008 financial years

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FOREWORD

It gives me great pleasure to present an evaluation report of the Gauteng Department Education (GDE) training, offered to School Governing Bodies (SGBs) that were elected in 2006.

At the heart of the South African Schools Act (SASA) is the idea of taking the nation to school. This is ensured by the creation of SGBs as representative structures for parents, staff and learners. SASA outlines the functions of the SGBs. This includes that SGBs should support the principal, teachers and other staff of the school as they carry out their professional functions. In so doing SASA attempts to ensure that decisions made about school policies and school operations are no longer the preserve of the few. Through SASA a collaborative approach to school development is envisaged.

We all know, however, that making a law does not assume that there will be an understanding and implementation of the directives of the law. Section 19 of SASA recognises the need for the enhancement of capacity of governing bodies to ensure that their roles are carried out optimally. In recognition of the need and acknowledging the shortcomings of past training strategies, the Gauteng Education Department established the Matthew Goniwe School of Leadership and Governance (MGSLG) in 2003 to provide training on leadership and governance to schools.

Processes leading to the development of programmes on governance took cognisance of various studies conducted in the field of school governance including the Ministerial Review of 2004 and the MGSLG Baseline Evaluation Study.

In August 2006, the GDE mandated MGSLG to deliver the following Programmes:

- SGB @ a Glance
- Programme 1: Legislative Roadmap
- Programme 2: It's a Match
- Programme 3: Getting to Grips
- Programme 4: Money Matters
- Programme 5: School Safety and Discipline

The monitoring of the delivery of these programmes was in consultation with all GDE Districts in the appropriate forums.

To assess the achievements of this training programme and to ensure that lessons learnt could be shared with GDE and other stakeholders, the Inter University Centre of Education Law and Policy evaluated MGSLG's SGB capacity building training programme.

With preparations underway for the 2009 SGB elections, this report serves as a timeous record of experiences and lessons learned. It also serves as an invitation for all stakeholders to make input on the strategy for training of governors who will be elected in 2009.

MaLlele PeTje
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EXECUTIVE SUMMARY

In 2006 School Governing Body (SGB) elections were held across South Africa. In terms of its mandate, the Governance Development Directorate of the Matthew Goniwe School of Leadership and Governance (MGSLG) prepared a strategy to undertake the induction and capacity building of newly elected School Governing Body members. In August 2006 MGSLG requested funds from the Gauteng Department of Education (GDE) to implement this strategy. These funds were granted and during the course of 2006 and 2007 MGSLG carried out a series of training interventions directed towards members of SGBs.

According to the initial 2006/2007 MGSLG strategy 4 SGB representatives from 2,000 schools (8,000 in total) would undergo induction training and 3 SGB members from 350 schools (1,050 in total) would receive more intensive instruction making use of the newly prepared “Governing our Schools” programme. The remaining 8 000 SGB members would then receive their induction in the 2007/2008 financial year.

As part of its mandate to “monitor, implement, strategise, manage, review and optimise service delivery” (see 1.1. below), the Governance Development Directorate of MGSLG appointed the Inter University Centre for Education Law and Policy (CELP) to (i) undertake a baseline assessment of the “extent, nature and quality of school governance in the Gauteng province since the election of the first cohort of School Governing Bodies in 1997” and (ii) to use this information to “determine the effect, and impact of the extensive MGSLG training venture on the core functions of the School Governing Bodies” (CELP, 2007: 37).

This report serves to provide an account of the training undertaken by MGSLG as well as the findings of the research done by CELP. In order to provide an in-depth description of the governance training interventions and their impact on schools in Gauteng, the report has been structured as follows:



Section 1 provides background to the need for SGB training. It presents a summary of the duties SGBs are expected to fulfil as well as the context in which they operate. This background is essential to better understand the context in which MGSLG provided its governance training.

Section 2 provides an overview of MGSLG, its relationship with GDE, its vision and mission as well as its organisational structure

Section 3 presents the specific focus of Governance Development Directorate of MGSLG; its approach to the building of capacity within School Governing Bodies as well as an overview of its submission to the Gauteng Department of Education.

Section 4 offers an overview of the strategy adopted by MGSLG in terms of Governance Development Programmes prior to 2006. The activities MGSLG engaged in to prepare for the training of the 2006 SGB cohort are outlined in this section. The preparation for the training of newly elected SGB members began well before the 2006 elections were held.

Section 5 reviews the Roll-Out of the Strategy adopted by MGSLG. In addition a summary is provided of the evaluation undertaken by the Interuniversity Centre for Education Law and Policy (CELP) of the governance training programmes.

Section 6 begins with a summary of a post-training research project undertaken by CELP. Thereafter an analysis is provided of lessons learnt in this training intervention and a number of recommendations presented on the improvements which could be undertaken in future programmes.



SECTION 1:

SCHOOL GOVERNING BODIES: THE SOUTH AFRICAN CONTEXT

1.1. *The Legislative Framework*

Up until the mid-1990s schools in South Africa were characterised by hierarchical, authoritarian cultures and structures. After the first democratic elections in 1994, government was determined to change this. In a report commissioned by the Department of Education in 1996 entitled, *Changing management to manage change*, the new approach was clearly articulated:

Decisions related to concerns such as learning, resource management, staff management and development should be made on the basis of commonly agreed principlesThis means that education management development can no longer be seen as being the preserve of the few (as cited in Gultig et al., 2002, pp. 6 & 8).

The philosophy underlying this vision links to a view that public or stakeholder involvement in a school would be beneficial for the schools, its learners as well as the community it serves (Bush, 2004). In 1996, the government passed the South African Schools Act (SASA), which revolutionised the systems and structures of schools. The preamble of the Act indicates the government's vision of the purpose of schooling and the contribution that school communities – comprising educators, parents and learners – would be expected to make in achieving these goals:

This country requires a new national system for schools which will

- Redress past injustices in education provision
- Provide education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities
- Advance the democratic transformation of society
- Combat racism and sexism and all other forms of unfair discrimination and intolerance
- Contribute to the eradication of poverty and the economic well-being of society
- Protect and advance our diverse cultures and languages
- Uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State (RSA, 1996, italics mine).



At the heart of SASA is the principle that educators, parents and learners must all participate in the management and governance of schools in order to improve the teaching and learning environment. To achieve this vision SASA mandated the creation of School Governing Bodies. Section 20 of SASA states simply that the purpose of a SGB is to

promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school (RSA, 1996).

SASA mandates that a School's governing body should consist of the school's principal, parents of learners at the school, as well as elected representatives of (a) educators; (b) members of staff who are not educators; and (c) learners in the eighth grade or higher.

SASA also prescribes the functions of SGBs. These are divided into compulsory functions (Section 20 of SASA) and allocated functions which schools can apply to fulfil (Section 21 of SASA). Joubert (no date) divides the mandatory functions of School Governing Bodies into three categories, namely:

- Policy matters (such as adopting a SGB constitution, developing a mission statement for the school, developing policies dealing with inter alia admissions; language; religious observances; finance; code of conduct for and discipline of learners; making recommendations for the appointment of new staff)
- Day-to day matters (such as determining the times of the school day, supporting the principal, educators and other staff members, monitoring the administration of the school's property, buildings and grounds)
- Financial matters (establishing a school fund, preparing a budget, fund raising; appointing an accountant; monitoring the collection and administration of school fees as well as financial records)

The Section 21 functions of School Governing Bodies include the additional responsibilities of maintaining and improving the school's property, determining the extra-mural curriculum of the school, purchasing textbooks and other educational materials and equipment, paying for services to the school and providing adult basic education or other training courses.

The Department of Education anticipated that SGBs could create and operate in harmonious environments. In its publication, *Understanding the South Africa Schools Act*, the Department described SGB meetings as:

the place for calm discussion about how the school should be run, how problems must be solved and where important decisions are made (Department of Education, 1997).



The Department goes on to state:

Since many interest groups are represented on the governing body, everyone involved must learn how to respect the opinions of others and how to make decisions together. Within the governing body, the talents of many will be combined to take the best decisions for the school (Department of Education, 1997: 7).

This publication was a product of the attempts by the Department of Education to increase public awareness of the roles and responsibilities of the SGBs. Prior to 1996 most South Africans had no experience of school governance. This lack of experience hindered initial efforts of elected members of SGBs to fulfil their mandatory duties and to solve related problems (Department of Education, 2004: viii). The national government responded to concerns raised by stakeholders and as a result SASA directed that all provinces provide training programmes which would develop the basic competencies of school governors. The Head of Department in each province is required to provide induction training for newly elected governing bodies and to provide on-going training and support to governing bodies to promote their performance (SASA, Section 19).

1.2. Overview of Selected Research on School Governing Bodies

It is not part of the scope of this report to provide in-depth commentary on the burgeoning literature of school governance. A discussion dealing with South African research and debates on governance is provided in *School leadership, management and governance in South Africa: A systematic literature review* (Bush et. al. 2006) published by Matthew Goniwe School of Leadership and Governance. Three significant research reports will be briefly discussed in light of the implications of their findings on the development and training of SGB representatives.

These reports are:

- Review of School Governance by a Ministerial Review Committee, 2003
- Evaluation of School Management Development and Governance Training in Gauteng Province report by Tony Bush funded by CFBT, 2003
- Baseline Assessment of School Governance in Gauteng, 2006, by CELP (Interuniversity Centre for Education Law and Policy)¹ commissioned by Matthew Goniwe School of Leadership and Governance

¹ Note that CELP used to be known as the Centre for Education Policy Development (CEPD).



1.2.1. Ministerial Review Committee, 2003

The Ministerial Review Committee was appointed in February 2003 by the Minister of Education to review and assess the state of school governance in South African public school and to use information obtained to make recommendations to strengthen the model of democratic school governance (Department of Education, 2004).

In its report the Review Committee stated that since the inception of governing bodies only ten years ago, the framework has come to be accepted by everyone in the system. “The country has a model that it can call its own, a model that has come to be owned by its people” (Department of Education, 2004). The Committee also reported that South African schools are fortunate in “that relationships within SGB’s are generally harmonious. ... The assessment that one has to make about the school governance terrain is that it is a remarkably successful one. ... Given the enormous challenges and differences of interests of the players involved within the arena, it is important to acknowledge how much of a unifying force for the school the SGB has become” (Ibid: 82).

The Committee, however, acknowledged that while the rewards have been great, there are still many challenges which need to be faced in the area of school governance. Its 2004 report lists the specific difficulties that confront the development of school governance as:

- “Levels of education in families. Large swathes of the parent population continue to be either functionally illiterate or have minimal levels of education.
- The deep and pervasive poverty of large numbers of parents, the majority in some provinces, who are unemployed.
- The challenge of a large community of rural families, who live far away from the centres of support of the government and the resources provided by business.
- The marginalisation of black parents on School Governing Bodies in racially mixed schools and the general lack of integration of such structures.
- The differential capacity of largely black and poor parents and largely white and wealthy parents to support their schools in terms of fund-raising and other ways of support.” (Ibid: viii)

The report of the Review Committee lists the particular difficulties that school governors are confronted as the following:



- Insufficient capacity concerning key dimensions of the work of school governance, such as managing accounts, appointing educators, developing policies and the fee structure of the school.
- Difficult relationships between a largely educated educator corps on the School Governing structures and a largely under-educated parent community
- Conflicts between parents and educators around the meanings of governance and management
- The weakness of communication channels between SGBs and the provincial departments of education
- Conflicts between governing bodies and provincial departments of education concerning issues such as educator appointments, the management of schools' Section 21 status, the management of learner discipline (Department of Education, 2004: viii)

One of the conclusions drawn by the Review Committee is that “governors need to become better informed about education and teaching and learning in particular” (Ibid: 174). The report goes on to state:

An agenda for strengthening the terrain of school governance must, in some sense, begin with the assertion that a specialised body of knowledge constitutes the core of the schooling experience. ...

It is out of an awareness of what the school's core business is, that SGB's can begin to become meaningful partners in school governance...

Once [SGB's] have a grasp of what the problems, the issues and the challenges are all about, they will become 'critical friends' in the governance partnership (Ibid).

Based on its findings, the Committee strongly recommends that a commitment be made by government to the development of schools and their governing bodies (Department of Education, 2004: ix)



1.2.2. Review of School Management Development and Governance Training in Gauteng, 2003

Another large-scale research project focussed on School Governing Bodies was also initiated in 2003. This research, funded by CFBT, consisted of an attempt to:

assess the extent, nature and quality of school management development and governor training in the Gauteng province in order to provide baseline data for the new MGSLG and to generate a substantial body of evidence to inform policy and practice (Bush et. al., 2004: 6)

This evaluation was used to establish 'benchmarks' for new training programme to be provided by MGSLG (Ibid, 2004: 6). During the course of their investigations, the researchers obtained data by means of interviews with providers, questionnaire responses from 522 school principals and case studies of 29 schools (Ibid: 9).

In their report the researchers draw attention to difficulties providers experienced in the provision of training programmes:

- Communication with schools
- Communication between districts and schools – schools do not always receive information
- Links with partner organisations
- Dealing with unexpected numbers – for example when more people arrive than expected
- Unsuitable venues (too hot, noisy, inaccessible)
- Great difference in resource levels of schools
- It is difficult to persuade SGB members to attend training
- Venue clashes
- Transport problems
- Language problems (Bush et.al, 2004: 14)

The researchers also identified a number of pertinent problems linked to programme content and design:

- 'One size fits all' is not appropriate in view of the differential experience and knowledge of SGB members
- It would be better to offer longer (one or two day) programmes at times when educators can attend



- Differences in the level of knowledge, experience, language and literacy levels amongst SGB members
- Frequent changes in policy create problems for course content and updating (Ibid)

Data generated from the questionnaires completed by principals provided a valuable indication of what is needed in SGB capacity building programmes. Principals indicated that SGB training needs essentially revolve around that of financial management, legal matters, learner discipline and duties of the SGB, communication skills, policy-making, conducting meetings and conflict management (Ibid: 30).

The questionnaires also revealed mixed responses to SGB training provided up to 2003 (Ibid: 31 – 32):

The courses [were] of limited value but satisfactory. Their [the SGB members] knowledge of SASA has improved and they are enlightened about the role of the SGB (chairman of SGB)

The training had no impact on my work as a governor ... the facilitator appears to be incompetent (principal)

The report concludes by recommending that access to governor training be improved, that the quality of governor training be improved, that the design of programmes take into account the diverse needs of schools, that trainers be better prepared and that an indigenous literature based on South African governance experiences be developed (Bush et.al, 2004: 14).

1.2.3. Baseline Study Conducted by CELP

During the course of 2005 and 2006, the Inter University Centre for Education Law and Policy was commissioned to undertake a research project on behalf of Matthew Goniwe School of Leadership and Governance. The aims of this baseline study was two-fold: (a) to assess the extent, nature and quality of school governance in the Gauteng Province since 1997 and (b) to use the baseline studies to determine the impact of the extensive MGSLG governance training venture on the core functions of SGBs (CELP, 2007: 38).

A complete copy of the baseline report is provided in Appendix A. A list of the 100 schools involved in the study is provided in Appendix B. In their report the researchers make a number of valuable points. These are quoted below:



- Most respondents are unclear about the MUST and MAY policies. Which policies MUST the SGB make and which MAY it make? This is clearly demarcated in both SASA and the Regulations for Governing Bodies of Public School as well as in various provincial policy documents. This serves to emphasize the importance of this training programme for the proper governance of schools.
- Most SGB members interviewed appeared to have no idea, or at best a very vague idea, of how the SGB at their school ensured that policies were implemented and adhered to. One is left with the perception that this function is carried out haphazardly if at all. SGBs should have a procedure in place for monitoring this extremely important function.
- One hears so much about the disciplinary problems faced by educators at schools that one would suppose that the Code of Conduct for Learners would be the one policy document that would be properly constructed. It would appear that SGBs need to have their attention pertinently drawn to the importance of the Code of Conduct to proper and effective discipline in a school. It would further appear that SGB's need intensive training in the formulation of Codes of Conduct for learners that comply with all the legislative and policy requirements.
- It is disturbing, to say the least, that 13 years (and four SGB elections) after the establishment of the new dispensation in education many schools still have admission policy documents that are either in direct contradiction with national and provincial admission policies or are hopelessly inadequate. There is really no excuse for this state of affairs as both national and provincial admission policies are quite clear as to what may and may not be included in such school policies. This inadequacy is to be found right across the spectrum of schools and reflects negatively on the competence of SGBs to govern schools lawfully.
- Once again, the language policies examined give the impression that they were formulated merely to satisfy the department that the school has such a policy and not because the SGB felt that there was an intrinsic need for such a policy in the school. In other words it would appear that language policies are in many cases regarded as mere window dressing.



- The comments made about other policies are equally applicable to the religious policies of schools.
- The general impression gained from a perusal of the school policies submitted is that SGBs are trying to use the policies they are required to make for maintaining the status quo at their schools. A few schools, a small minority, appear to have made a genuine attempt to write policies that implement the spirit as well as the letter of the law. The policies of the majority of schools show no evidence of the SGBs of those schools having consulted the relevant legislation, national and/or provincial policy or regulations before making the policies. Many SGBs seem to be content to accept the policies inherited from their predecessors.
- SGB members, in general, do not seem to appreciate what powerful tools a Vision and a Mission Statement can be in directing school governance towards setting and achieving a coherent set of objectives aimed at improving teaching and learning at the school. SGBs need to realise that whatever they do should be measured against the yardstick “How does this improve education (a broader term than just teaching and learning) at the school?” If this question cannot be answered positively, the SGB needs to rethink its decision. This is where the value of the school’s vision and mission statement should become apparent as these two documents should be aimed at improving education at the school and all decisions, including those taken by the SGB, should be measured against them. It needs to be emphasised that these documents should be congruent with those of the GDE. These documents should also reflect the views and opinions of all role players at the school and not just the ideas of one of a few persons.
- All members of the SGB need to be made aware that minutes of meetings are the official record of such meetings and that they are legal documents. They should record all decisions taken, including who is responsible for implementing the decisions. They should be clearly written, preferably typed, and kept for future reference.
- It is indeed disturbing that none of the persons interviewed seemed to know what the core functions of the SGB are. These are clearly stated in Sections 20 and 21 of SASA. Either those interviewed did not link the idea of “core functions” with those stipulated in these sections of SASA or they were genuinely ignorant of what a “core function” was. This once again illustrates the potential value of this training to SGB members.



- ... many schools regard the budget as a necessary evil required by the Department but of no real practical importance. This could be because many schools (including the SGB, SMT and administrative personnel responsible for the book-keeping) do not understand how to manage the budget. This perception is strengthened by the lack of evidence for financial reporting to the SGB. There is no doubt that SGBs require more and detailed training in all aspects of financial management. The whole question of the school financial policy and what it should contain also needs more emphasis.

1.3. Impact of Research Projects

Research projects done on South African SGBs over the past decade have gone a substantial way towards providing that indigenous body of literature recommended by Bush et. al. above. The helpful data and recommendations made by the researchers, particularly of the three projects discussed in this section, was carefully analysed and taken into account when MGSLG developed its SGB capacity building programmes.



SECTION 2:

OVERVIEW OF MATTHEW GONIWE SCHOOL OF LEADERSHIP AND GOVERNANCE

2.1. Purpose and Role of Matthew Goniwe School of Leadership and Governance

As part of its strategy to achieve its vision the GDE established the Matthew Goniwe School of Leadership and Governance. On its website, the GDE states that its vision includes “a smart service delivery of quality public education, which promotes a dynamic citizenship for socio-economic growth and development in Gauteng and South Africa”. The GDE goes on to announce the “the education and training of people of Gauteng and that of all in South Africa, is a priority for the growth and development of Gauteng and the country as a whole ... The department is committed to accelerating service delivery to ensure that we meet the needs of citizens of our province” (Gauteng, 2008).

The Department declared that the prime purpose of establishing MGSLG was to “give effect to the transformation of education in the Gauteng province through the improvement of school management and governance skills” (Gauteng, 2006: 5).

In May 2006 a Memorandum of Agreement (MOA) was signed between the GDE and MGSLG. The purpose of this agreement was to regulate relations between the two parties – relations which had commenced in 2003 with the establishment of MGSLG. Both parties used the MOA as an opportunity to confirm their commitment to the above purpose and to outline their obligations and duties.

According to the MOA the GDE undertook to provide funding to MGSLG, at its discretion, use MGSLG as a first option service provider in areas of MGSLG specialisation; and appoint a representative onto the Board of Directors of MGSLG (Gauteng, 2006: 4). MGSLG, in turn, undertook *inter alia* to:

- establish national and international networks of researchers, policy makers and practitioners;
- document, implement, institutionalise and share best practice;
- establish and sustain partnerships with key role players;



- develop leadership, governance and research programmes to enable schools to be adequately prepared for the 21st century; and
- monitor, implement, strategise, manage, review and optimise service delivery in consultation with GDE (Gauteng, 2006: 6 – 7, italics mine).

It is pleasing to note that the Governance Development team of Matthew Goniwe School of Leadership and Governance has worked closely with officials and representatives of GDE in the design and implementation of SGB capacity building programmes. This relationship will be described in more detail in sections 4 and 5.

2.2. Vision and Mission

For any organisation to be successful it needs a guiding beacon to ensure that all its members work together. This beacon is generally provided by the vision and mission of the organisation. MGSLG has carefully thought out vision and mission statements. These have been developed, evaluated and refined since the establishment the School. A constant feature of MGSLG's vision has been the fostering of its relationship with GDE. In its Company Profile, MGSLG states that it seeks through its "mission and core activities aims to contribute towards the attainment of the vision of the Gauteng Department of Education". MGSLG goes on to indicate that it is "guided in its work by the Department's Charter of Values" (MGSLG, 2007: 3)

In 2003, MGSLG indicated that its vision was to "strive to provide quality, innovative, transforming leadership and governance programmes which will lead to systemic change and improved learner achievement" (MGSLG, 2003). By 2007, this vision had been broadened as follows:

We hope that MGSLG will not only provide capacity building opportunities, but will also become a sanctuary for leadership and governance of our schools. We will provide multi-dimensional interactive programmes that improve the practice and ethos of leadership and governance. We will alert leaders as to what is expected of them from both the GDE and through the norms, standards and competencies for education management. We also hope to create the means for moving forward on pathways that promote intelligent action, innovative and creative decision-making. Our aim is to produce reflective leaders and governors who become life-long learners and instill the same qualities in all people that they come into contact with (MGSL, 2007: 1, italics mine).



An examination of the annual and quarterly reports of MGSLG provides an indication of how far the institute has progressed towards attaining its mission. It is not within the scope of this report to discuss the strides which have been taken in all the divisions of the institute. The achievements and challenges in the Governance Development unit will be discussed in Sections 3 and 4 below. However, it will be pertinent to note here that the establishment of relationships with the governance divisions of the education departments of the North West and Free State provinces (MGSLG, 2006(a): 16) is evidence of MGSLG assisting GDE to achieve its vision of education and training of people throughout South Africa (see section 1.1. above).

2.3. Organisational Structure

One of the main objectives of the Matthew Goniwe School of Leadership and Governance is to support the development of school governors in order to improve learner performance. In order to achieve this objective MGSLG has established three divisions, each with a specific focus:

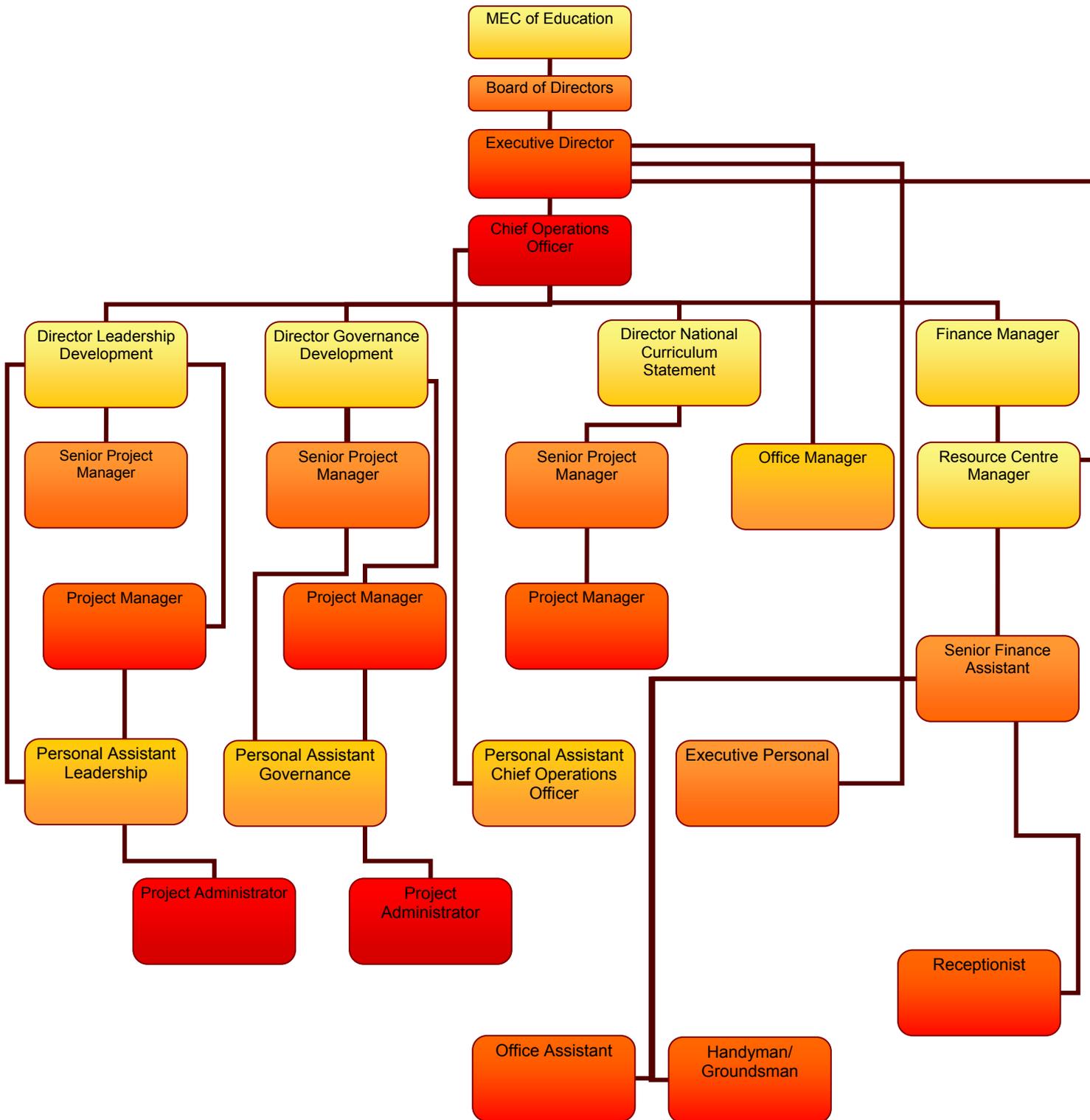
- Governance development
- Leadership and management development
- National Curriculum Statement (a recent development)

Since its inception, the staff of the Governance Development unit of MGSLG has been kept small so that funding can go into programmes and not into offices and staffing (MGSLG, 2007). Because staff is so small it has been accepted practice from the outset to outsource programme development as well as the review of materials and implementation. It has also become accepted practice to recruit and train contract staff to undertake training of school governors.

The organogram of MGSLG is shown as Figure 1.



Figure 1: Organogram of MGSLG





SECTION 3:

GOVERNANCE DEVELOPMENT DIRECTORATE

3.1. Objectives of the Governance Development Unit

In accordance with the mandate given to it, MGSLG established a Governance Development unit in 2003 to contribute towards the development of a core of school and community leadership which would then be able to improve the quality of leadership at school and within the broader community and beyond the SGB term of office (MGSLG, 2007: 11).

In order to bring about effective community leadership, MGSLG designed and implemented a series of capacity building programmes. The objectives of these programmes were described by the then director of the Governance Development unit as follows:

- To bring about significant institutional and systemic change to the training, support and capacity building of SGBs which will result in an overall effective functionality and improved performance at school, district and provincial levels
- To bring about significant implementation of legislation and policy which will result in improved and effective functional governance of schools and the school system
- To create a system which will enhance a team and collaborative approach that will result in sustainable and cost effective capacity building throughout the system (Ramatswana, 2007 cited in CELP, 2007: 17)

As the Governance Development Unit undertook its work it used information obtained from research reports (section 1.2.2.) to learn from the success and challenges of previous training programmes. These lessons have been summarised below:

- Literacy levels of SGB members should be taken into consideration in developing training materials and delivering training
- Short term training of SGB's - one or two days is not effective
- Lack of accreditation and quality assurance of both service providers and training materials is quite critical, particularly the facilitation of training which is often not up to scratch.
- Governance training needs and challenges of urban and peri-urban and rural and farm schools are not the same and should be differentiated
- Separate training of SGBs and SMTs create gaps around a common understanding of the role of governance and management in the overall school organisation and functionality.



There are training sessions which would require the presence of both SMT and SGB members

- Lack of quality assurance processes and systems
- A one size fits all approach to training and exclusive use of English as a medium of instruction is a serious barrier for parental involvement and learning (Ramatswana, 2007)

These lessons were incorporated into a MGSLG model of governance training.

3.2. SGB Capacity Building Approach

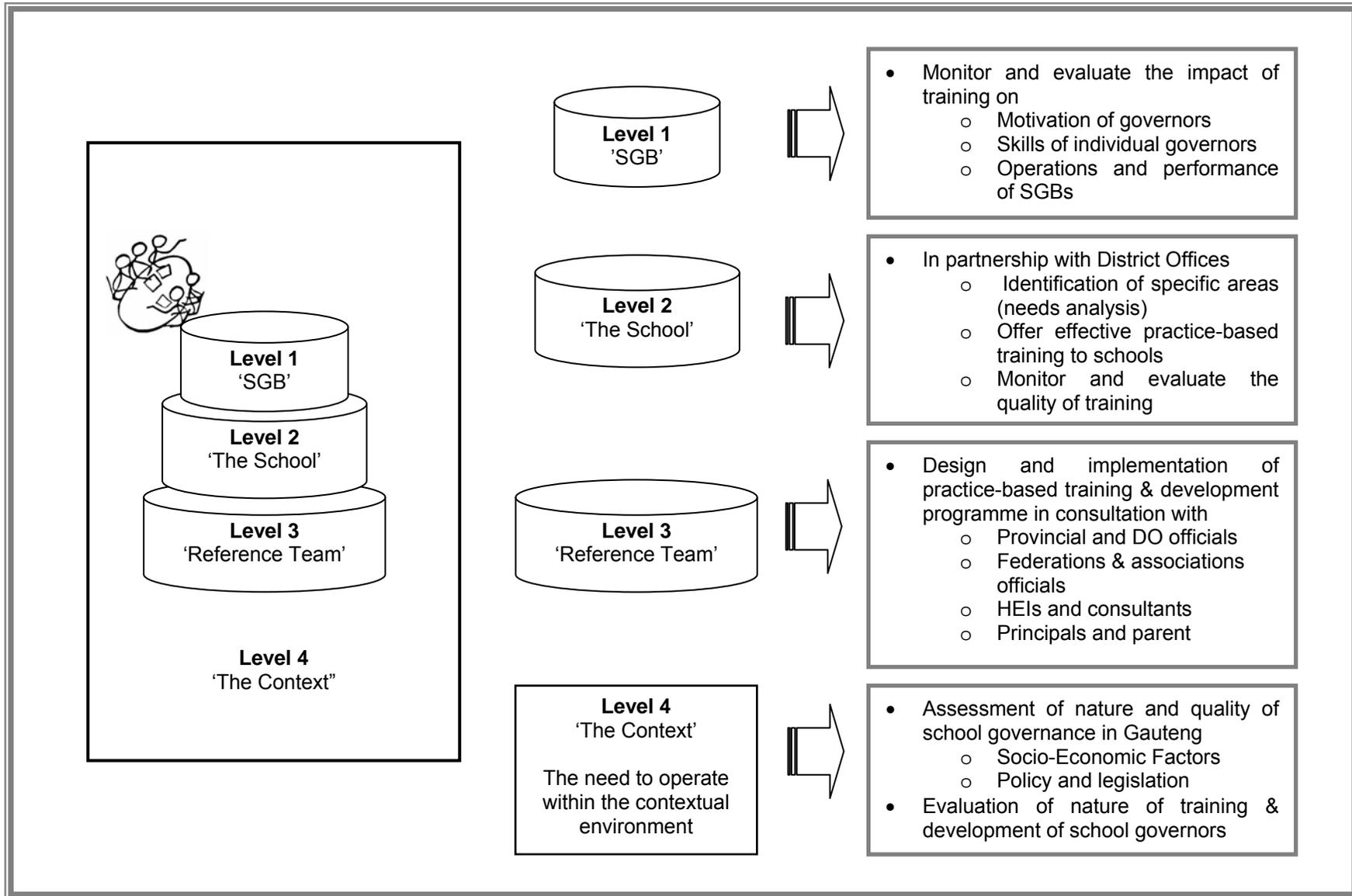
A key aspect of the MGSLG governance capacity building approach is the consultative process used in its design, implementation, monitoring and evaluation. On the one hand, a consultative process, with special focus given to the needs of GDE officials, is required according to the MOA with GDE (Gauteng, 2006: 7). On the other hand, this is by no means a straightforward process because of the complex environments within which MGSLG and GDE operate. A provincial office, 12 District Offices and numerous office-based officials all had to be provided with opportunity to contribute towards the design and implementation of the MGSLG SGB capacity building model. It is, therefore, pleasing to note that MGSLG has been able to adhere to both the letter and spirit of the MOA with GDE. And, as will be seen below, the rewards of this co-operation far outweigh the struggles in dealing with such a complicated consultative process.

Figure 2, below, outlines the MGSLG consultative approach to its governance capacity building programmes. The figure illustrates that this approach operates on four levels, namely:

- Level 4 – The context
- Level 3 – Reference team
- Level 2 – The school; and
- Level 1 – The School Governing Body and its members



Figure 2: MGSLG Approach to SGB Capacity Building





Level 4, 'the context', refers to MGSLG's awareness that context is an important factor in determining the way an SGB will respond to its functions and that this, in turn, influences its training needs. In order to obtain a thorough understanding of the contexts within which SGBs operate MGSLG analysed recent research² undertaken on school governance and also commissioned its own research³ into the activities of SGBs in Gauteng. Data obtained from these reports was used to establish 'benchmarks' for the design and implementation of development and training programmes (Bush et. al. 2004: 6).

Level 3, 'the reference team', refers to the establishment of, and the role played by, a group of experts assembled by the MGSLG Governance Development unit. The reference team was responsible for ensuring that any programme developed would meet the needs of the schools as well as the needs of the GDE. This reference team consisted of representatives from the Department of education, from local and national governance associations, from HEIs and consultants as well as principals and parents.

In terms of the GDE, a select number of GDE Institutional Development and Support Officers (IDSOs) and Curriculum Co-ordinators applied and were selected to join the MGSLG governance development as the programme's reference team. These officials were included in every stage of the design of the governance training programmes and the development of a strategy to roll-out training to SGB members. IDSOs were also initially included as facilitators in the rollout of the programme. It was envisaged that IDSOs would undergo accredited training together with MGSLG appointed facilitators and they would together constitute a very strong training team. The benefit of this partnership would be in the relevant post-training provision of on-site support by the IDSOs. In addition, IDSOs and CES played a crucial role in influencing the decision-making process to deviate from the original implementation strategy as the governance intervention was rolled out governance intervention was rolled-out in 2006 – 2007.

The training model adopted was action learning, practice- and outcomes-based training programme approach was decided upon in consultation with the reference team.

Level 2, 'the school', refers to the implementation of the development and training programmes. Training takes place at schools and is organised in co-operation with the District Offices.

² E.g. Department of Education. 2004. Review of school governance South African public schools. Report of the Ministerial Review Committee on school governance. Government Printers, Pretoria.

³ E.g. Bush, T. et. al. 2004. Evaluation of school management development and governance training in Gauteng Province, South Africa. Research report commissioned by GDE and MGSLG and funded by CfBT



Monitoring of the training programmes takes place to ensure that future endeavours can build on lessons learnt from current interventions.

Level 1, 'the SGB', refers to the stated outcomes of the governance training programme, i.e. the improvement of the motivation, the skills and expertise of SGB members to carry out their responsibilities effectively⁴.

3.3. Submission to GDE for Induction and Training of Newly Elected SGBs

In a submission to GDE entitled *Induction and capacity building of the newly-elected School Governing Body members* MGSLG outlined its strategy for the induction and training of newly elected SGB members.

Strategy for induction of SGBs (MGSLG, no date: 4):

- MGSLG will train all IDSOs on using the induction programme called SGB at a glance
- IDSOs will train newly elected SGB members supported and complemented by MGSLG facilitators
- MGSLG will provide the necessary training material
- MGSLG will project manage, quality assure and evaluate the training

Strategy for training of newly elected SGB members (MGSLG, no date: 5):

- MGSLG to provide training to SGB members on the *Governing our Schools* series which consists of:
 - Legislative Roadmap
 - It's a Match
 - Getting to Grips
 - Money Matters
 - School Safety and Discipline
- Not all schools will be trained, selected schools will be remunerated for training
- This group will consist primarily of poorly performing schools

⁴ Major outcomes have been listed as: (a) demonstration of ability by SGB members to play out roles in the interest of the institution, parents and the entire system; (b) ability to carry out tasks within a team and in collaboration with other teams; (c) improved performance in executing functions; (d) ability to act responsibly as SGB members and account for their actions; and (e) an in depth understanding of the legal and financial implications of their acts in exercising or executing their functions and an improved working relationship with the department and SMT members, particularly the principal (Matthew Goniwe School of Leadership and Governance, 2006).



- The IDSOs will be trained on the MGSLG *Governing our Schools* series which consists of Manual-Based Training (MBT), Poster-Based Training (PBT) and Video-Based Training (VBT).
- IDSOs will offer ongoing onsite support
- MGSLG will offer training through their accredited facilitators
- Training materials will be provided by MGSLG
- MGSLG will project manage, quality assure and evaluate the training
- 350 Schools to be trained
- 3 SGB members will be trained per school

This strategy was accompanied by a number of actions taken before and after the 2006 SGB elections. The pre-election actions included these four components: (a) the design and development of training materials; (b) contracting an organisation to review these materials and taking steps to improve materials based on recommendations; (c) the recruiting and (d) training of SGB facilitators and piloting the SGB training programmes.

The post-election actions consisted essentially of: (a) rolling out the induction programme; (b) rolling out of the SGB training programme; (c) dealing with deviations to original strategy; (d) contracting CELP to evaluate the *Governing our school* training programme.

These actions will be discussed in sections 4 and 5.



SECTION 4:

MGSLG STRATEGY: PRE-2006 SGB ELECTIONS

4.1. Design and Development of Training Programmes and Materials

One of the key findings from research undertaken on quality of school governance is the need for the provision of differentiated training⁵. Differentiation was recommended in both the types of programmes offered to governors as well as the in the mode of delivery. In response the Governance Development team decided to offer a menu of training options. Currently this menu has three options discussed below.

4.1.1. SGB at a Glance

Induction and orientation is compulsory for all newly elected SGB members and consists of a programme called *SGB at a glance*.

SGB at a glance is a resource, essentially consisting of a specially designed pocket-sized envelope containing training cards each with a brief overview of a crucial SGB function or role. A manual containing supplementary information is used in conjunction with the cards. This resource was designed to be used in a standardised induction programme. After this induction each SGB member would have a copy of *SGB at a glance* which could then be used as a source of information. It is available in a number of our official languages including Afrikaans, English, IsiZulu, IsiXhosa and Setswana,

4.1.2. Governing our Schools

Governing our schools is the title of the basic and entry level training programme designed to meet specific training needs identified by the Governance Reference Team of MGSLG. *Governing our schools* consists of a series of five programmes which offers SGB members an opportunity to obtain a detailed overview of their roles and responsibilities. Each programme studies an important governance function in some detail:

⁵ See section 1.2. of this report.



- **Programme 1**

The Legislative roadmap deals specifically with the Constitutional Values and Policy. Module 1 specifically addresses the Bill of Rights enshrined in the Constitution of the Republic of South Africa. Module 2 deals with the significance of policy, policy development and policy implementation.

- **Programme 2**

It's a match! focuses on schools as organisations. Module 1 deals with the organisational culture of a school, while Module 2 examines the leadership, decision-making and communication strategies which can be used to ensure that SGBs perform effectively.

- **Programme 3**

Getting to grips addresses core functions of the SGB. Module 1 focuses on the core function of SGBs, providing an overview of how SMTs and SGB need to work together to manage and govern the school efficiently. Module 2 deals with school development planning

- **Programme 4**

Money matters focuses on the financial side of school governance. Module 1 deals with the roles and responsibilities of SGB in terms of school finances, while Module 2 focuses on the administration of the finances.

- **Programme 5**

School safety and discipline examines the role and functions of SGBs with regard to the establishment of a school environment that promotes teaching and learning. Module 1 focuses on assisting SGBs to identify and implement procedures to improve safety. Module 2 looks at the SGB's role in promoting and maintaining learner discipline. This programme was designed at the request of the CES: IDSO, forum in 2007.

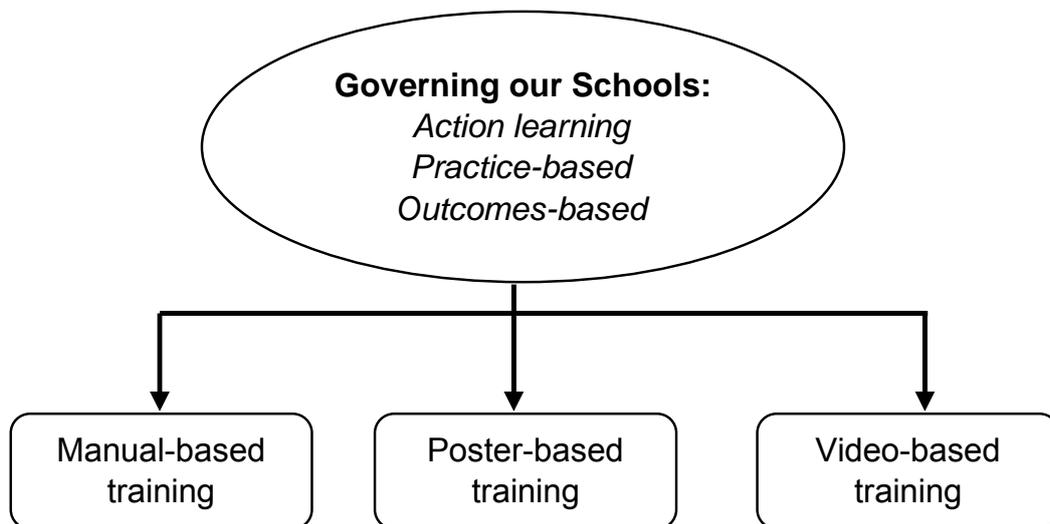
Each of the five *Governing our Schools* programmes are designed as a two-day training session. These programmes were rolled-out according to a strategy developed in conjunction with the Reference Team⁶. However, schools may select a particular programme for an individual training session to address a particular need. It is planned to eventually accredit these programmes with SAQA and so offer SGB members opportunity to accumulate credits towards a full qualification in school governance and community leadership.

⁶ See section 4 below.



Research reports recommended that literacy levels of SGB members need to be taken into consideration when developing training programmes and materials. In response to this, the Reference Team decided that a multi-media, multi-pronged approach should be adopted for the *Governing our schools* programme. The figure below illustrates the different media used in this series:

Figure 3: Materials available in Governing our Schools Programme



The materials development began with the manuals. The basic aim of the manual is to provide governors with core information. The different manuals outline the legislative and policy framework within SGBs must function. The manuals were designed to encourage an action learning, practice- and outcomes-based training approach. The aim was to provide opportunity for governors to solve problems based on real-life case studies and current issues. With the support of District Offices and IDSOs, mentoring would be provided on-site after the completion of the training programme. The manuals would continue to be used in the on-site support, as it would constitute an important source of information and (hopefully) inspiration.

Posters are available to complement the manuals. They provide schools with an opportunity to illustrate, reinforce and support each of the programmes. It is planned to make the posters available in the four official languages of Gauteng.

Videos have been developed for three of the five programmes. The videos consist of combination of narration and role-plays. The videos highlight good practices and encourage the governors to undertake their duties as best as they can. Videos are available as a package consisting of (a) the video; (b) facilitator's guide and (c) the governor's manual which includes supplementary reading.



4.1.3. Additional focussed Programmes

Other programmes, offered at the same level as the Governing our Schools series have been developed in response to critical problems identified in school communities. The additional programmes include:

- *Orientation to HIV & AIDS and Networking*
- *Orientation to Alcohol, Drugs and Substance Abuse; and Networking.*

The additional programmes are meant to interpret policy and legislation in layman's terms, and to support the implementation of this policy and legislation in schools. In this way it is hoped that SGBs members will be able to play a more active and effective role within their school communities.

4.2. Review of Training Material⁷

The Centre for Education and Policy Development (CEPD) was commissioned in 2004 to review the training materials developed by MGSLG. An instrument was developed to guide the review of the materials. The following criteria were used to report on the materials reviewed:

2.3.1 Content (including knowledge and skills)

2.3.2 Values and attitudes

2.3.3 Methodology of the training programme

2.3.4 Language of the text

2.3.5 Support for facilitation

2.3.6 Design, layout, technical aspects

Programme 5, which was developed in July 2007, did not undergo this review process. In the executive summary CEPD states that generally the materials were considered to be acceptable, but major revision of a number of aspects was necessary. The approach is participatory but does not key into the participant's background knowledge sufficiently, does not differentiate participants according to their different possible needs and the over-emphasis on activities results in programmes that lack coherence and sufficient input (CEPD, 2004:20).

⁷ *This section is taken from CELP, 2007: 29 – 31.*



The level of language needs to be reconsidered; this applies especially to the supplementary materials. The design and layout and other technical aspects were considered to be good and user-friendly.

The individual reviewers included the following key recommendations:

- The materials take a lot of pre-knowledge for granted. This approach correlates quite closely with a 'one-size-fits-all' mode of approach. The material therefore needs to be made more coherent with attention given to conceptual gaps and the need to consolidate information derived from doing the activities in order to make it easier to standardise the training.
- Three of the four reviewers felt the primary content to be insufficient to develop a coherent and fuller understanding of the focus areas. There is insufficient input to assist the participants to gain the in-depth knowledge that is required in the MGSLG brief.
- The programmes purport to be outcomes-based but do not address assessment of the core competence in any way. The assessment outcomes and criteria should be defined, clarified at the outset and discussed with the participants.
- Activities seemed to be disjointed and materials appear to lack coherence. Many activities are completely disconnected from both the primary activity in question and other preceding or subsequent activities. Attention must be paid to ensure that each module links up well with the preceding and following modules and that the steps outlined follow each other sequentially.
- In order to facilitate these materials effectively, the facilitator should be a skilled communicator, a multi-lingual person and very innovative in approach. Facilitators, through the use of facilitator guides, should therefore be given more guidance on issues such as groupings, peer assessment, time management and the expected outcomes of every activity as well as the use of varied facilitation methods.
- The supplementary materials should include the latest and most relevant legal aspects, departmental policies and other necessary sources. Cross-referencing should be carefully done.

In response to these recommendations MGSLG revised and rewrote sections of its learning programme.



4.3. Recruitment and Training of Facilitators⁸

In addition to the design and development of training programmes and materials, the main focus of MGSLG to 2006 was the preparation of a core group of facilitators who would be responsible for the delivery of the training. This process involved some 200 participants, including GDE officials and representatives of the National Association of School Governing Bodies (Bush, et. al. 2006: 14). The process of preparing Governance Facilitators began in May 2005 and was completed in March 2006

All the trainee facilitators received preparation in:

- *SGB at a glance*
- *Governing our schools* (all five programmes and all three modes of delivery – manual-, poster-, and video-based)

After the completion of training facilitators were allocated sessions based on their skills and competencies.

The planned use of GDE IDSO's as facilitators constituted the foundation of the Governance Development Directorate's approach to SGB capacity building. It was believed that using IDSOs as trainers would offer the following benefits:

- IDSOs would be able to assist in the identification of the training needs of their SGBs
- IDSOs would use the training session to both build capacity of SGBs as well as identify their additional needs
- Knowing exactly what training SGBs had received, IDSOs would be able to follow-up the training by asking relevant questions during their visits to schools
- And, as necessary, IDSOs would be able to offer on-site support and additional capacity building programmes

Unfortunately, this planned integration of off-site training with on-site support did not materialise. This will be discussed in the section 5.

⁸ This section is taken from CELP, 2007: 31 – 32.



4.4. Piloting of Training Programmes⁹

The Centre for Policy Development (CEPD) evaluated the pilot training of SGB members to “assess the effectiveness of the MGSLG practice-based training in equipping SGBs with the relevant skills and insight to perform their functions through:

- 2.2.1 Evaluating the quality of the delivery or facilitation of the training; and
- 2.2.2 Reviewing materials developed for the training (CEPD, 2004:7).

A qualitative methodology was used that included observation of the training sessions and interviews with participants and facilitators after the training sessions at the end of each module.

CEPD reported on the delivery of the training under the following headings:

- Appointment of facilitators
- Training and support of facilitators
- Facilitation
- Content knowledge
- Language
- Time allocation per module
- Content and scope of the training
- The training approach

Summarized, the following aspects are of importance for the final roll-out of the training process:

Facilitators fell into one of two categories, namely, permanent staff from Management Support and Training Programme (MSTP) and consultants. Generally, most of the facilitators participated in the development of the materials, either as writers or readers (CEPD, 2004:11). CEPD did not report on the training of the facilitators.

During the focus group discussions, facilitation was singled out as an area that needed improvement. Policy interpretation was seen as a main challenge to the facilitators. The claims made during the focus group discussions were affirmed during the observations. The monitoring reports were mixed: Some of the facilitators were excellent; others, however, did not plan properly, could not deal with critical questions and some even read the material to the participants. It also emerged from the observations that where

⁹ This section is taken from *CELP, 2007: 27 – 29*.



participants were divided into groups and given tasks to complete, there was no consolidation of the discussion after groups reported back to the class (CEPD: 2004:13).

Regarding the facilitators' knowledge of the content, some facilitators had a good understanding of the content as some of them had been school managers. However, concerns were raised by the participants concerning some facilitators who seemed to lack content knowledge. The role of the officials from the GDE as resource people during the training sessions was not clear.

The participants were divided into different language groupings. Although the classes were divided according to their language preferences, the facilitation took place mainly in English. CEPD commented that because the facilitation and discussions took place in English many participants struggled to participate and to respond during the training sessions.

CEPD (2004:15) pointed out that the time allocation per module was a serious problem. This led facilitators to gloss over important issues and they often "parked" issues raised by participants. These "parked" issues were never revisited thus leaving the participants with unanswered questions.

Participants expressed their satisfaction with the model and content of the training. The modules are area-specific and easy to adapt.

The activity-based approach that is used for training is said to be effective, but there were many concerns about the limited time available for participants to share their experiences as they were supposed to cover all the activities in the available time. There were two opposing views in this regard. One view argued that too much time was spent discussing individual school problems, rather than dealing with issues broadly.

In conclusion the evaluation of the quality of the facilitation identified valuable lessons, as well as highlighting those areas that needed attention. CEPD pointed out that areas that needed attention were: inconsistent approaches to facilitation; insufficient time allocation per module; and the limited coverage of important issues in school governance



In response to the results of the pilot process, MGSLG reviewed its strategy and adopted more stringent processes in the selection and training of facilitators. All facilitators were now required to be accredited as facilitators and assessors. The criteria for selection were decided only after broad-based discussion. Interviews were then held with potential candidates to determine content knowledge and communication skills. Additional resource packs were developed for facilitators which contained, inter alia, full copies of essential legislation. Moreover, MGSLG also requested that District Offices make copies of SASA and other relevant information available to their SGB members prior to training.



SECTION 5:

MGSLG STRATEGY: POST-2006 SGB ELECTIONS

5.1. *Roll-out of SGB at a Glance Induction Programme*

In Gauteng, SGB elections were held during the course of the second quarter of 2006. MGSLG therefore planned to provide SGB induction and orientation training in the third term. Careful planning was undertaken to ensure that the roll-out took place as smoothly and efficiently as possible. However, as with all projects of a similar nature, deviations took place to deal with unanticipated issues.

5.1.1. Initial Roll-Out Plan and Process

The following process was followed (MGSLG, 2006(c): 18):

- 5th and 6th August 2006: a train-the-trainer working session was held for MGSLG appointed facilitators
- 10th and 11th August 2006: a working session was held for IDSOs to prepare them for co-facilitating the induction programme with MGSLG appointees
- August and September 2006: The induction and orientation of over 7000 SGBs was conducted at various venues identified by districts.
- MGSLG was responsible for providing additional facilitators where they were needed as well as supply training material, stationery and catering for all the Governance Trainees.

The statistics the induction training are provided in Table 1. From this Table is is clear that acknowledgement needs to be given to Districts 2, 5 and 12 for their excellent attendance figures. The Table also clearly indicates the start of an on-going problem in SGB training – the discrepancy between predicted and actual attendance figures.

**Table 1: Attendance at SGB Induction (Seate, 2008)**

| District | Expected number of participants | Actual participants | Percentage attendance |
|--------------|---------------------------------|---------------------|-----------------------|
| GN D1 | 208 | 106 | 51% |
| GW D2 | 576 | 475 | 82% |
| TN D3 | 664 | 224 | 34% |
| TS D4 | 674 | 416 | 62% |
| EE D5 | 828 | 694 | 84% |
| EW D6 | 1,405 | 727 | 52% |
| SE D7 | 332 | 246 | 74% |
| SW D8 | 576 | 468 | 81% |
| JE D9 | 468 | 143 | 31% |
| JN D10 | 580 | 285 | 49% |
| JS D11 | 624 | 411 | 66% |
| JW D12 | 520 | 430 | 83% |
| Total | 7,455 | 4,626 | 62% |

5.1.2. Deviations and adjustments to initial Roll-Out Plan¹⁰

Changes were made to the induction strategy in response to concerns raised by the NASGB Soweto Region. The concerns focussed on the following issues:

- The delivery of the orientation programme by non accredited facilitators in some Soweto Districts.
- The fact that the induction was scheduled to be conducted over (2) two days but was only conducted over a day which limited time for discussion on the set content.
- That induction and orientation was alleged to have been rushed through without due regard to core issues relating to the role and challenges faced by SGBs in executing their functions.

¹⁰ This section is based on the MGSLG. 2007 (b). Quarterly Report October 2006 – March 2007, page 23



As a result of these issues it was decided that training was indeed compromised and therefore, a need for remedial action was necessary in the affected Districts. The training was preceded by meetings with governors in the affected districts by Executive Director and NASGB Soweto Region secretary general.

At these meetings it was agreed to hold modified induction and orientation training on 25 and 26 November 2006. This particular training was conducted by MGSLG facilitators only.

Table 2: Attendance at modified SGB Induction Programme (MGSLG (b), 2007)

| Date | Expected number of participants | Actual participants | Percentage attendance |
|--------------|---------------------------------|---------------------|-----------------------|
| 25/11/2006 | 1,760 | 752 | 43% |
| 26/11/2006 | 1,760 | 495 | 28% |
| Total | 3,520 | 1,247 | 35% |

The attendance was again far less than the expected numbers'. Clearly, the challenge of training on Saturdays as opposed to Sundays was quite evident as the attendance declined on Sundays. Moreover, attendance was negatively affected by a number of factors such as competing priorities within the department (for example: end of the year exams, short listing and interviewing for educator posts which required the involvement of SGBs during the time that they were expected to attend training (MGSLG, 2007(b): 23)

Other challenges were the following: venues used for training were not ready as some class rooms were cleaned the very day of training; some rooms had chairs not suitable for adults but for children and some facilitators as they happen to be mainly educators had a tendency of teaching rather than facilitating.

5.2. Roll-out of Governing our Schools Training Programme¹¹

While the induction and orientation of over 7,000 SGB representatives was taking place, the MGSLG Governance Development team together with District Officials was planning for the roll-out of the *Governing our schools* training programme. This training was scheduled to begin in November and to continue into 2007. As with the induction programme, a number of deviations to the original plans took place.

¹¹ This section is based on the MGSLG. 2007 (b). Quarterly Report October 2006 – March 2007, page 22



5.2.1. Initial Roll-Out Plan and Process

The initial roll-out plan was to include the actions discussed below.

In terms of *logistical arrangements*, (CELP, 2007: 20):

- To provide training in the four *Governing our Schools* programmes in all GDE Districts
- To provide training to a total of 350 schools divided equally between the various Districts
- To have three SGB members per school attend training (a total of 1,050 participants)
- For training to take place on two consecutive days – Saturdays and Sundays
- To cluster the Districts and schools according to the
 - number of accredited MGSLG facilitators;
 - proximity to each other; and
 - number of SGB members per school per district
- The Districts would undertake to
 - invite SGB members to the workshops
 - Arrange training venues
 - Organise catering for participants (which would be funded by MGSLG)

In terms of *facilitators* used:

- To make use of the 90 accredited facilitators trained in 2005
- To have IDSOs form an integral part of the training team because of their skills and knowledge and because they would be to offer on-site support after the completion of the training
- To have IDSOs and MGSLG appointed facilitators jointly deliver the training programmes

In terms of *facilitation approach and methodology*, the following best practices were agreed upon (CELP, 2007: 20 – 21):

- Manuals would form the basis of every approach, be it videos, posters or simulation and serve to facilitate self-learning and self-facilitation
- The manuals would provide core and basic information
- The manuals would provide both a legislative and a policy framework
- The manuals would facilitate self-learning and also serve as a source of reference
- Posters and videos would be used to supplement manual-based training where possible
- A problem-solving approach would be adopted and real-life practice and case studies would be provided for analysis



- Facilitators would provide opportunities for reflective and experiential learning,
- SGB representatives would be given a chance to role play best practices in set scenarios
- Programmes to be offered in the four official provincial languages

In terms of *monitoring and evaluating* the effectiveness of this programme the following process was agreed upon:

- To appoint CELP to monitor and evaluate the effectiveness of the training programme (MGSLG Minutes 16 November 2006):
- For CELP to develop questionnaires which would be completed by:
 - Participants
 - All facilitators after completion of each training programme
 - Monitors
- For CELP representatives to facilitate a number of *Governing our schools* training workshops to improve their understanding of the issues at hand
- To train GDE officials in each districts as monitors
- To make MGSLG aware of any problems encountered during the course of the training programme

5.2.2. Deviations and Adjustments to Initial Roll-Out Plan

A number of key changes were made to the initial plan of action during the finalisation and implementation of the roll-out plan in 2006:

Changes in terms of logistical arrangements

While training was provided in all Districts, the number of SGB members trained increased significantly on the recommendations of IDSOs. IDSOs argued that the same SGB members invited to participate in the induction programme should benefit from the *Governing our schools* training programme. Thus, instead of the original 350 schools, 2,000 schools were given an opportunity to attend the workshops. This meant that provision needed to be made to train 8,000 SGB members.

Moreover, as with induction, attendance was a major challenge. At times less than half of the expected participants arrived for workshops. Some Districts decided to deal with this problem by providing training on two consecutive Saturdays as opposed to two consecutive days (Saturday and Sunday). Other attempts to improve attendance included:

- A decision to issue MGSLG certificates of attendance to all participants
- The holding of competitions



- at school level - schools which have attended all programmes (1, 2, 3 and 4) without failure will stand a chance of winning a prize,
- at individual level – participants who have attended all programmes without failure also stand a chance of winning a prize for themselves (MGSLG 27b: 31)

Tables 3 – 11 below provide an overview of expected and actual attendance figures as presented to the Gauteng MEC of Education. These tables present the attendance statistics chronologically and according to the different programmes.

Table 3: Programme 3 (Getting to Grips) 2006 (MGSLG, 2008)

| Districts | GN D1 | GW D2 | D3 TN | TS D4 | EE D5 | ES D6 | SE D7 | SW D8 | JE D9 | JN D10 | JS D12 | Total |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| Expected SGBS | 158 | 580 | 664 | 408 | 828 | 1250 | 379 | 487 | 486 | 580 | 520 | 6340 |
| Average Attendance | 86 | 219 | 465 | 204 | 634 | 326 | 117 | 460 | 139 | 260 | 294 | 2431 |
| % | 54% | 38% | 70% | 50% | 77% | 26% | 31% | 94% | 29% | 45% | 57% | 38% |

SGB members were trained on Programme 3 from October to November 2006. The former D11 which is now demarcated into two districts namely Johannesburg central and Johannesburg South only participated in Programme 3 in March 2007. See the statistics for programme 3 in D11 on the next page.

Table 4: Programme 1 (Legislative Roadmap) 2007 (MGSLG, 2008)

| Districts | GN D1 | GW D2 | TN D3 | TS D4 | EE D5 | SE D7 | SW D8 | JE D9 | JN D10 | JW D12 | Total |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| Expected numbers | 408 | 576 | 664 | 324 | 828 | 312 | 576 | 486 | 700 | 500 | 5374 |
| Average Attendance | 182 | 236 | 270 | 191 | 338 | 108 | 375 | 146 | 122 | 297 | 2265 |
| Percentage | 45% | 41% | 41% | 59% | 41% | 35% | 65% | 30% | 17% | 59% | 42% |

PROGRAMME 1 training started in January 2007 and was completed in February.

Table 5: Programme 3 & 4 2007 D(11) - JC & JS (MGSLG, 2008)

| District | Programme 1 (Johannesburg South) | Programme 3 | Programme 4 (Johannesburg Central) |
|--------------------|----------------------------------|-------------|------------------------------------|
| Expected | 510 | 1264 | 530 |
| Average Attendance | 320 | 541 | 189 |
| Percentage | 63% | 42% | 36% |

SGB members participated in this training in March 2007.

**Table 6: Programme 2 (It's A Match) 2007 (MGSLG, 2008)**

| District | GN D1 | GW D2 | TS D4 | EE D5 | SE D7 | SW D8 | JE D9 | JN D10 | JW D12 | Total |
|--------------------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| Expected | 408 | 460 | 324 | 828 | 140 | 576 | 486 | 500 | 400 | 4122 |
| Average Attendance | 182 | 271 | 144 | 306 | 108 | 363 | 292 | 198 | 295 | 2159 |
| Percentage | 45% | 59% | 44% | 37% | 77% | 63% | 60% | 40% | 74% | 52% |

Programme 2 training was held in March 2007

Table 7: Programme 4 (Money Matters) 2007 (MGSLG, 2008)

| District | GN D1 | GW D2 | TN D3 | TS D4 | EE D5 | EW D7 | SW D8 | JE D9 | JN D10 | JW D12 | Total |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|
| Expected | 408 | 460 | 572 | 324 | 828 | 140 | 576 | 486 | 500 | 400 | 4694 |
| Average Attendance | 125 | 207 | 378 | 70 | 211 | 78 | 419 | 292 | 356 | 290 | 2426 |
| Percentage | 31% | 45% | 66% | 22% | 25% | 56% | 73% | 60% | 71% | 73% | 52% |

Programme 4 training was held in from April to June 2007

Table 8: Programme 5 (School Safety and Discipline) 2007/ (MGSLG, 2008)

| District | GN D1 | GW D2 | TN D3 | TS D4 (A) | TS D4 (B) | EN D5 | JE D9 | SE D7 | JN D10 | JS D11 | JW D12 | Total |
|--------------------|-------|-------|-------|-----------|-----------|-------|-------|-------|--------|--------|--------|-------|
| Expected | 250 | 460 | 533 | 350 | 350 | 160 | 450 | 283 | 373 | 570 | 472 | 4251 |
| Average Attendance | 185 | 289 | 405 | 80 | 103 | 39 | 259 | 102 | 191 | 269 | 202 | 2124 |
| Percentage | 74% | 63% | 76% | 23% | 29% | 24% | 58% | 36% | 51% | 47% | 43% | 50% |

Programme 5 training was held in from September to currently

Table 9: Training of SGB Programmes in Tshwane West (TW) (MGSLG, 2008)

| Programme | Programme 1 | Programme 2 | Programme 3 | Programme 4 | Programme 5 | Total |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------|
| Expected | 420 | 420 | 420 | 420 | 510 | 2190 |
| Average Attendance | 233 | 299 | 194 | 250 | 207 | 1183 |
| Percentage | 55% | 71% | 46% | 60% | 41% | 54% |

Programme 1 – 5 training was held from October to November 2007

**Table 10: Training of SGB Programmes - Ekurhuleni South (EE)** (MGSLG, 2008)

| Programme | Programme 2 | Programme 1 | Programme 3 | Programme 4 | Programme 5 |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| Expected | 504 | 500 | 500 | 500 | 500 |
| Average Attendance | 300 | 289 | 279 | 253 | 260 |
| Percentage | 60% | 58% | 56% | 51% | 52% |

Ekurhuleni South district trained SGB members on It's A Match (Programme 2) was scheduled on the 13th and 14th October until November 2007. Attendance in November was affected by the exams. It was however, satisfactorily. The stats below are captured in the order that the training was done.

Table 11: Training of SGB Programmes Ekurhuleni North (EN) (MGSLG, 2008)

| Programme | Programme 3 | Programme 2 | Programme 1 |
|--------------------|-------------|-------------|-------------|
| Expected | 160 | 160 | 160 |
| Average Attendance | 65 | 113 | 89 |
| Percentage | 41% | 71% | 56% |

Ekurhuleni North district started training in August 2007. Training was scheduled to be completed this year in March. The training was postponed as per agreement between MGSLG and the district as it was planned early in January and the schools just opened. Programme 4 and 5 is scheduled to be completed in April.

While the discrepancy between SGB expected and actual number of participants at training is a major concern, acknowledgement needs to be given to District 12 for its very good attendance figures. For the *SGB at a glance* and most of the *Governing our schools* training its actual attendance figures were above 60% of expected figures.

Reflecting on the problems of attendance, it was noted that that it was "negatively affected by a number factors such as competing priorities within the Department, e.g. end of the year exams, short listing and interviews for educator posts which required the involvement of SGBs whilst at the same time they were expected to attend training" (MGSLG, 2007b: 23).

Attendance problems affected catering logistics. To take steps to avoid wastage of public funds it was decided to (MGSLG Minutes 24 January 2007):

- provide a common menu for all workshops,



- allow districts to use attendance averages and patterns to determine catering numbers rather than numbers provided by schools.

It was also decided to begin training with Programme 3 instead of with Programme 1. The schedule of training was adjusted as follows (MGSLG Minutes 13 September 2006):

| | | |
|-----------------------------------|---|---------------------|
| Programme 3 (Getting to Grips) | - | October 2006 |
| Programme 1 (Legislative Roadmap) | - | First terms of 2007 |
| Programme 2 (It's a Match) | - | Second term of 2007 |
| Programme 4 (Money Matters) | - | Second term of 2007 |

In addition, it was decided to hold regular briefing meetings with facilitators and Districts to ensure smooth running of logistics (MGSLG Minutes 16 November 2006):

Changes in terms of facilitators used

A critical change here was that when training was rolled out IDSOs did form an integral part of the training team.¹² This meant that an additional 120 facilitators had to be recruited. Their training started in March and continued until July 2006. In the MGSLG Quarterly Report (2007b: 22) the recruitment and training process was described as follows:

A second cohort of SGB facilitators underwent training in 2006 and began delivering training in February 2007. Unlike other cohorts of SGB facilitators, the selection criteria for and recruitment of this cohort of SGB facilitators was done by districts, under the guidance of MGSLG (as far as the selection criteria were concerned). The target of this cohort was mainly SGB members with District Officials as a second priority. The rationale behind this cohort of facilitators was to create a pool of support and expertise for SGBs, closer to districts and schools so as to ensure that follow-up training is conducted as well as that coaching and support should be available should it be needed. Each district was to nominate 15 candidates who were then to be trained simultaneously on all the first four training programmes as well as in manual-based and poster-based training. They would also attend Accredited Assessor & Facilitator programmes and a course in the methodology of presenting video-based training as a mode of learning for adults (facilitation of training through videos). Some members of this cohort were to undergo further selection for training in the delivery of highly

¹² Note the comments made in the MGSLG Quarterly Report: "... the fact that a number of our Facilitators are Departmental officials who are either IDSOs (District Officials) or Offsted Officials and we could not deploy them for the rollout was also a challenge as we only had a limited number of Facilitators to deploy. This is following the MGSLG Board resolution that these officials may not be deployed and remunerated for training of SGBs. MGSLG has a total of 220 Facilitators from both 2005 and 2006 cohorts and about 100 of these are GDE officials. The remaining Facilitators leave us at about 60% capacity to deliver programmes." (MGSLG 2007b: 22)



specialised programmes, such as “Legislative Roadmap” and “Money Matters”, as these programmes happen to be quite challenging and complex.

The unavailability of GDE official facilitators affected the quality of the training provided because these officials understand both the letter and the spirit of the legislation directing the tasks of SGBs. On a positive note, it should be noted that District 10 used their IDSOs together with 2 MGSLG facilitators to deliver Programme 3.

Changes in terms of facilitation approach and methodology

It soon became apparent that the approach and methodology outlined in the previous section needed to be reconsidered.

Due to time constraints the opportunities for participants to become actively involved in problem-solving and reflective learning was limited.

Due to changes in the facilitators used, a number of facilitators (Zondani, 2006:7).

- were more comfortable using the traditional “chalk and talk” approach as opposed to active learning strategies
- lack sufficient content knowledge
- struggled to manage training time effectively

In response to this feedback, the MGSLG introduced additional coaching sessions for their facilitators to (a) sharpen their skills and (b) update them on policy changes and educational amendments (MGSLG 2007b: 31)

Changes in terms of monitoring and evaluation

It was not possible to obtain feedback from 2,000 participants as CELP had originally intended. Only 845 responses were analysed by CELP (CELP, 2007: 68).

While GDE officials did act as monitors, no monitors were trained from District 11 (CELP, 2007: 24).



5.3. Feedback¹³

Two instruments were approved by MGSLG for providing feedback on training sessions. The first was a facilitators reporting instrument. The second was an evaluation form to be completed by participants. These forms were completed anonymously at the end of each training session. The forms were then submitted to MGSLG who then chose the required sample for analysis by CELP. Monitors, with their own instrument, were also appointed. The monitor's reports were also submitted to MGSLG for analysis. The purpose of the monitoring was, among others, to evaluate the facilitators and the training.

5.3.1. Feedback from participants

A questionnaire was administered to participants on the completion of each of the first four *Governing our Schools* training programmes. The questionnaire was divided into three sections:

- Logistics
- Venue and
- Facilitation

Participant feedback in each section is discussed below. Statistics and data collated from the questionnaires are given in Appendix 4. The tables below illustrate the average percentage response for each section of the questionnaire.

Section on logistics

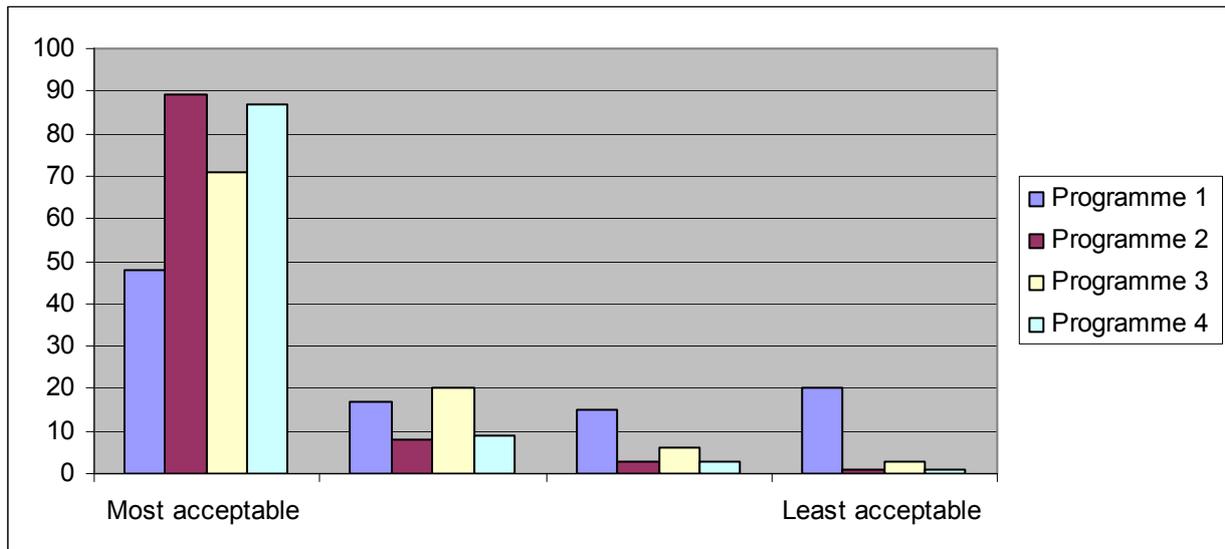
Participants were asked to respond to the given questions using a rating scale of 1 – 4 where 1 is least acceptable and 4 most acceptable (CELP, 2007: 69). The questions asked were:

- When were you informed of the training
- What was the information you received like?
- Directions to the venue
- Availability of transport

¹³ This section is based on the report provided by CELP, 2007.



Figure 4: Participant perceptions of Logistics given as percentages¹⁴



In Programme 1 a significant number of participants (22%) complained that that they received information regarding the training late and that they were unhappy about other logistical arrangements. However, for Programmes 2 – 4 the great majority of participants indicated that the were satisfied with logistical arrangements by rating questions such as “*What was the information you received like?*”, “*When were you informed of the training?*”, “*Directions to the venue*” and “*Availability of transport*” as excellent.

Section on venue

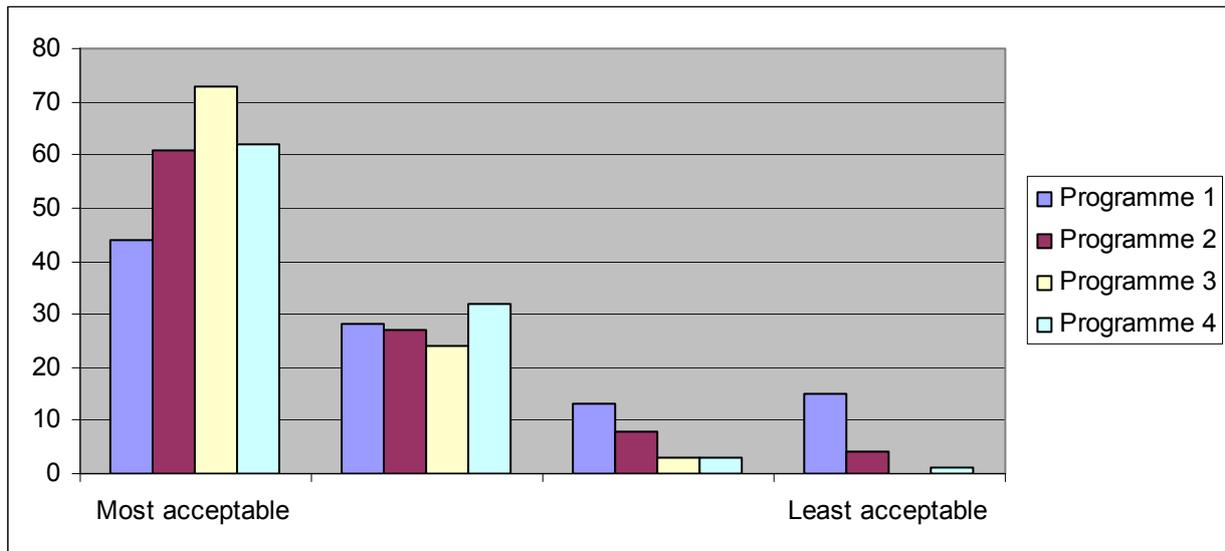
Participants were asked to respond the given issues using a rating scale of 1 – 4 where 1 is least acceptable and 4 most acceptable (CELP, 2007: 70). The issues listed were:

- Size of venue
- Seating arrangements
- Lighting
- Ventilation
- Cleanliness of venue

¹⁴ Statistics and data collated from the participant responses are given in Appendix 3.



Figure 5: Participants perceptions of VENUE given as percentages¹⁵



In Programme 1 a significant number of participants were dissatisfied with the venues and rated them as either poor or unacceptable. Toilet facilities (21% responded “unacceptable”) and seating arrangements (21% responded “unacceptable”) seem to have been the main problems. However, for Programmes 2 – 4, most participants indicated that they were satisfied with the venues and rated them either excellent or good.

Section on facilitation

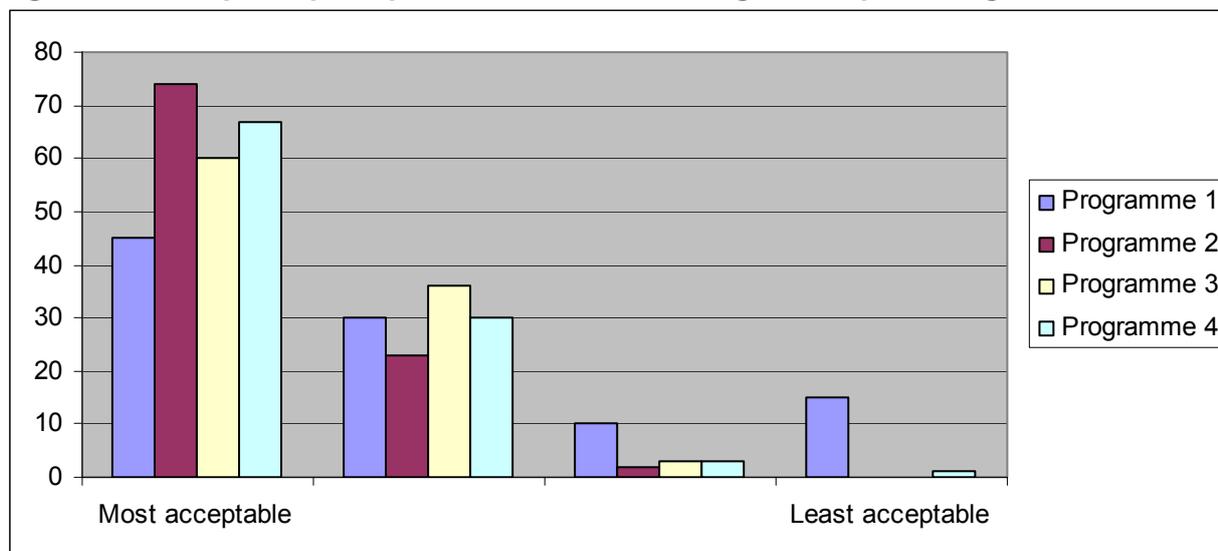
Participants were asked to respond the given questions using a rating scale of 1 – 4 where 1 is least acceptable and 4 most acceptable (CELP, 2007: 71). The questions asked were:

- How well did the facilitator know the content?
- Were the learning outcomes achieved?
- How well was the facilitator prepared?
- Extent of using innovative ideas during the facilitation?
- Facilitation skills
- Time management by facilitator
- How was group individual participation?

¹⁵ Statistics and data collated from the participant responses are given in Appendix 3.



Figure 6: Participants perceptions of FACILITATION given as percentages¹⁶



In Programme 1 a significant number of participants were dissatisfied with facilitation. For instance, approximately 24% of the participants felt that the facilitator did not know the content of the programme and was not well prepared. The same number felt that facilitators lacked facilitation skills. These deficiencies cannot, unfortunately, be linked to individual facilitators. However in Programmes 2 – 4 the overwhelming majority of participants rated facilitation as either good or excellent.

Additional information obtained from participants on aspects of the training that they found most useful and least useful is provided in Appendix 3¹⁷

5.3.2. Feedback from Facilitators

Table 6 below contains a collation of the responses received from facilitators after each workshop. In response to the facilitators’ feedback, CELP makes the following observations (CELP, 2007: 72 – 97)

- Judging from the few facilitators who commented on how the activities had worked, it would appear that the great majority of facilitators had no real opinion on this matter. One also needs to be somewhat sceptical about the activities that were reported to work well: Can it be pure coincidence that Activities 1-4 (in Learning Programme 1) were reported to work well?

¹⁶ Statistics and data collated from the participant responses are given in Appendix 3.

¹⁷ This section is taken from CELP, 2007.



- It is recommended that the number of activities (and the time required to complete them) should be balanced against the time required to deal adequately with the contents of the programme.
- Many of the issues mentioned point to some facilitators not having sufficient depth of knowledge to be able to field questions from trainees that are not specifically dealt with in the training material but are yet relevant to the programme topic.
- It would appear that facilitators need more thorough training in facilitation skills in general and not just in how to facilitate the particular programme/s.
- Providing the training material in all four official Gauteng languages would certainly be in both the letter and the spirit of the Constitution. It will also make the material more accessible to the majority of the parent SGB members and can, therefore, only lead to an improved understanding of school governance.
- The request to make relevant legislation etc available to trainees appears to be an eminently reasonable one. The wider these documents are distributed the better for school governance.
- Perhaps the training material can be made more accessible to the trainees either by rewriting the document in more easily understood language (remember, one is not dealing with trained educationists) or by including an extensive glossary.
- Generally facilitators appear to be satisfied with the activities included in Programme 2.
- The practical aspects of conflict and leadership would appear to be high on the priority list of trainees.
- The suggestions made by the facilitators require serious attention. Introducing them could significantly raise the standard of facilitation. In particular careful attention needs to be paid in examples and pictures to illustrating the diversity of races, cultures etc that exist in South Africa.
- An appeal should be made to district officials to do everything in their power to encourage schools to send the same people to all training sessions. It is realised that it



will be difficult to achieve this but having different people attending each training session does not make for effective training.

- The aspects mentioned above with which facilitators are uncomfortable merely serves to reinforce what was said previously in this regard, namely that some facilitators do not have the depth of knowledge about the subject to enable them to function adequately as facilitators.
- Once again one can only draw the conclusion that some facilitators do not have sufficient knowledge to facilitate the subject matter adequately.

Additional information obtained from facilitators on aspects of the training is provided in Appendix 5.

5.3.3. Feedback from Monitors

CELP developed a monitoring instrument, in which monitors had to comment on aspects of the facilitation sessions they observed. These aspects included:

- the actual facilitation process,
- the facilitators' knowledge,
- facilitation skills,
- group dynamics and
- attendance by SGB members.

This instrument was used by both the MGSLG and CELP monitors deployed at the various training venues. CELP provided the following analysis of the feedback received from monitors (CELP, 2007:98):

According to the contract with MGSLG, CELP was to analyse forty monitors' reports on the facilitator's performance. Thirty six of these reports were received for analysis. No monitors' reports pertaining to Programme 3 (Getting to Grips) were included among this number as CELP was not involved in this programme.

The performance of the facilitators, based on the monitors' reports, may be classified into four broad groups. By far the largest group consisted of those facilitators who were reported as being both good facilitators and having the necessary knowledge of the subject matter.



The second group, approximately 12%, comprised facilitators who displayed good facilitation skills but were lacking in knowledge of the subject matter. In some cases these facilitators did not only lack knowledge but even imparted incorrect facts to the participants.

The third group consisted of facilitators who had the knowledge but lacked facilitation skills. This was manifested in ways such as reading from the manual; sitting at a desk while facilitating; addressing the participants while having their back turned to them and other unacceptable practices.

The last group, thankfully only about 5%, consisted of facilitators who lack both facilitation skills and the necessary knowledge.



SECTION 6: ANALYSIS AND RECOMMENDATIONS

6.1. Findings of post-training Research¹⁸

In November 2007 CELP began a post-training project to discover just how successful the SGB training was. Key findings of the CELP post-training research are quoted below. (CELP, 2008: 116 – 132)

Introductory question: Do you think the SGB training has made a difference to the quality of governance in your school?

In most cases the answer to this question was “Yes”, particularly with respect to the legal aspects of fund-raising, financial management and disciplinary measures but also with regard to governance in general. One school had also changed the way in which it deals with exemptions from paying school fees as a result of the training. Another member from the same school stated that the training had resulted in better communications and safety at the school.

Members interviewed at other schools stated that the training had definitely made a difference with regard to the functionality of the SGB, that is with the overall organisation of the SGB. It had also led to all stakeholders being included in the running of the school. The training stressed the importance of implementing decisions and plans, some interviewees said. One SGB member stated that, as yet, the training had not made any difference at his school but that he had learned much from the group discussions. At least one member interviewed was emphatic that all SGB members should attend all the training sessions as perceptions differed and different messages were conveyed by various members who attended. Another member interviewed suggested that SMT members be included in the training as their knowledge of governance and the difference between governance and management left much to be desired.

Representatives from several schools said that the training was in the nature of a refresher course as they had been through similar training before and that most of the aspects dealt with were already being implemented in their schools.

¹⁸ This section is based on CELP, 2007: 99.



One principal complained that the training had made no difference in the governance of his school as only he and the non-educator member attended; the parent members show no interest in attending training of any kind. The non-educator member from this school, however, felt that she personally had benefited from the training.

Members interviewed at one school stated that governance at the school had benefited from the training by clarifying the way in which the SGB operated. Some interviewees stated that although the school had not benefited from the training, they had benefited as individuals. The treasurer of one SGB was of the opinion that the training had made the world of difference to her as the treasurer.

At two schools the researcher concerned reported that progress was seriously hampered by lack of cooperation between members of the SGB and, especially, between the principal and the chairperson. A researcher involved reported that at one school there were also serious tensions between the principal and the SGB that were hindering the implementation of what had been learned during the training sessions. In her own words: "The fact that the principal only exposed educators to the training tells the story."

Most members interviewed stated that copies of manuals used during all five training programmes were available at their schools or had been distributed to SGB members who did not attend. At least one parent member admitted that she could not read.

At least one SGB member pointed out that parent members were unaware of their responsibility to attend the training. A member interviewed at one school was extremely negative, maintaining that the school had not benefited from the training all: everyone was still in the dark. She did not give any reasons for this view, but apparently the fault did not lie with the training itself, to judge from her answers to the two concluding questions.

It is noticeable that at some schools where the SGB think they are well informed and acting in accordance with relevant legislation and regulations this is in fact not the case. For instance the researcher who visited one such school reported that, on his own admission, the principal stated that most policies were generated by the SMT and were merely rubber-stamped by the SGB.



Programme 1: Legislative roadmap

- *Question 1.2. How did this programme benefit the overall governance of your school?*

The SGB now takes the legal aspects into account when dealing with matters such as school safety, school fees and the code of conduct for learners, according to one member interviewed. A number of members stated that stakeholders such as educators, learners and the community had a better understanding of matters such as exemption from paying school fees due to better two-way communication between these stakeholders and the SGB. Another member added that this programme had also led to the school's disciplinary process being brought into line with legislative requirements. The programme had also led the school into exploring avenues of discipline other than corporal punishment. Financial administration at schools was now also being dealt with in accordance with the relevant legislation and regulations.

Other members interviewed said that they had benefited from the training by having new windows of knowledge opened to them. The governance of their schools had benefited through their being able to use this knowledge to promote a team spirit among SGB members; through introducing procedures for developing policies and for consultation; and through introducing procedures for improving accountability within the school.

The principal of one school stated that the few persons from his school who had attended the training benefited and that the rest of the SGB would benefit during 2008 when the contents of the training programme would be conveyed over to them. This applied to all the other programmes as well. Other members from this school said that neither the school nor they had benefited very much from the training as it contained nothing new.

Several members who attended this programme said that it had benefited the governance of the school through clarifying the roles of the SGB and SMT.

One participant said that the training had resulted in the other SGB members showing more respect for the learner members and that communications between them had also improved.



An educator member maintained that, despite the training, some parents still misinterpret their roles and responsibilities. Unfortunately she did not explain her statement further.

Programme 2: It's a match

- *Question 2.2 How did this programme benefit the overall governance of your school?*

One SGB was working with the SMT on fund-raising projects as a result of the training. The school's budget is now prepared in collaboration with educators and learners. Some documents have been made available to parents in SePedi (a copy of such a document was provided) to facilitate their understanding of the content of the documents. One member interviewed stated that improved communications as a result of the training had minimised clashes that used to occur between parents and educators.

This programme improved governance at their school through enabling them to promote teamwork and transparency, according to some members interviewed. Others, again, felt that the way in which the programme clarified the difference between management and governance had led to improved governance at their schools.

The SGB chairperson of one school felt that he had benefited to the extent that he now understood the purpose of the vision and mission statement as far as the governance of the school was concerned.

Interviewees from one school maintained that all issues dealt with during the training were already in place at their school prior to the training. They added that there was good cooperation between all teams operating at their school.

At one school, according to the members interviewed, this programme has been of particular value as it consists of two schools in the process of merging and this programme helped to bring them together to work towards a common goal.



Programme 3: Getting to grips

- *Question 3.2 How did this programme benefit the overall governance of your school?*

This programme resulted in improved learner discipline through the SGB amending the code of conduct for learners and (in the case of one school) making it available to parents at the beginning of the year. It also resulted in better maintenance of the schools assets due to a member of the SGB being elected to serve as chairperson of the school's maintenance committee. Many SGBs also now have members serving as chairpersons on the various sub-committees. Members interviewed at a number of schools stated that this programme had made them aware of the importance of having properly constituted sub-committees, particularly a finance committee, to help with the governance of the school.

Other interviewees said that the programme had made them more aware of their responsibilities and of the importance of accountability in school governance. The programme had also highlighted the principles and values that SGB members should uphold. Other members interviewed maintained that this programme resulted in better collaboration between the SGB and the SMT because of a better understanding of the roles and responsibilities of each.

One member was of the opinion that the governance of the school was positively affected as those members who attended the training now understood their roles and functions and those of other role players in the school.

At another school the members who attended stated that, although they had learned nothing new, the training served to confirm that governance at their school was on the right track.

Quite a number of members were of the opinion that the programme had enhanced their level of understanding on how to make policy. It had also increased the confidence of those members that attended and improved the level of trust among them.

Interviewees at a school agreed that the training had helped to identify new challenges and resulted in SGB members working harder to meet these challenges. Similar opinions were expressed by other members interviewed.



Programme 4: Money Matters

- *Question 4.2. How did this programme benefit the overall governance of your school?*

At some schools this programme resulted in educators and learners being involved in the budgeting process for the first time and to the introduction of proper procedures for handling school funds, which, in turn had led to improved accountability with regard to the school's finances. Members interviewed also reported that fund-raising at their schools was now based on needs identified in the budget and not on an *ad hoc* basis as problems arose. All committees at some schools were now required to submit budgets. All stakeholders at one school now accepted ownership of the budget which made it easier for the finance committee to manage the budget. Members interviewed at another school stated that for the first time they understood the budgeting process. Many schools were now said to adhere strictly to their budgets and to the provisions of the Schools' Act. At some schools the training had led to the establishment of a financial committee.

Other members interviewed stated that financial matters were now discussed at parent meetings. Training in this programme, according to some members interviewed, had led to SGBs at these schools clarifying the duties of the finance committee.

A member from one school reported that the programme had resulted in stricter financial control at the school and that the school now only had one bank account where previously they had several.

Members from one school said that the training served to confirm that financial matters at their school were managed correctly.

In at least one school the members interviewed said that the programme had resulted in improved control over the petty cash.

The training in this programme, according to those members from a few schools who attended, made them realise the serious errors in their present financial policies; these are now up for reassessment.

The treasurer at one school stated that she is now able to read a budget and to carry out her responsibilities as treasurer to the benefit of the financial management



The interviewer concerned reported stated that a treasurer whom he interviewed, displayed lamentable lack of knowledge concerning the management of the schools finances, and did not even bother to attend the training in this programme.

Programme 5: School Safety and Discipline

- *Question 5.2. How did this programme benefit the overall governance of your school?*

One school reported that safety at the school had been improved as it was now more difficult to obtain permission to leave the school grounds (the principal's signature was required; in case of illness, a letter was required; parents were contacted to ascertain if they were available to take child to a clinic – if not, permission was requested for the school to take child). Electric gates, operated in the office by remote control, have been installed.

At a number of schools, according to members interviewed, a new code of conduct for learners is in the process of being finalised. The partnership with parents has been improved by including them in the disciplinary process. Disciplinary hearings have been instituted. Another member added that that the SGB had arranged motivational talks on acceptable behaviour to be given to learners, which also made them aware of the consequences of their actions. Learners at this school were also encouraged to report problems. The result of all this is that bullying has been minimised at the school.

Other members interviewed stated that the training had resulted in the stricter enforcement of the learners' code of conduct and discipline among the staff.

Comments and suggestions arising from the CELP post-training research

- One needs to remark on the number of researchers who commented favourably on the enthusiasm that the training appears to have engendered among those that attended the training. This can only auger well for governance in the province's schools.
- The overwhelming majority of members interviewed were impressed by the training in general. There were very few aspects that were criticised.



- The timing of this post training research project appears to have been a problem. A number of principals were far from happy at having researchers visit their schools at a time when they were occupied with examinations and preparations for the next year.
- Another problem appears to be the short period of time that elapsed between the end of the training and the post training research. Many members interviewed felt that they had not been given sufficient time to convey the contents of the training to the other SGB members and them to implement changes suggested by the training. A fairly large number of members did, however, report changes that had been implemented at their schools as a result of the training. Many of these also provided evidence in support of their claims. This is very encouraging. The large number of members who reported that the contents of the training had not yet been conveyed to the other members of the SGBs cannot but lead one to question the effectiveness of the cascading model. Perhaps the training would have been even more effective if, as a number of the members interviewed suggested, all SGB members were included in the training.
- In addition to the actual changes to policies and procedures that were reported, one received a very strong impression that the training had in general led to a positive change in attitude towards governance. Although this is difficult to quantify it nevertheless can be claimed an important success of the training.
- Once again the availability of training manuals in African languages was raised.
- The unsuitability of the one-size-fits-all model was raised by several members interviewed. These members came from a variety of backgrounds. This matter is dealt with more fully later in the report.
- It would appear that the logistics of the training sometimes left much to be desired.

In general, the training appears to have been successful, although it might be too early to gauge the full impact that it has had on the governance of schools in the province. The reported enthusiasm of so many members who attended the training is very encouraging.



6.2. Successes of the programme¹⁹

Perhaps the greatest success of this project is that it actually materialised. The logistical and organisational effort required to do case studies involving four SGB members from one hundred school, to train SGB members from all schools from across Gauteng in five programmes each consisting of two modules was indeed immense. Also bear in mind that this training took place in all districts of the GDE. Then there was the writing, printing and distribution of the learning material and other documents required for the project.

The baseline study also proved a success as it highlighted the extent of the present knowledge of SGB members as well as the best practises applied in schools. The baseline study also brought to light those aspects of governance in which SGBs lacked knowledge as well as those where practice did not meet requirements. This in itself may also be accounted a success as it can serve as a guide for where the emphasis of future training needs to be placed.

The fact that the programme could address the main areas of governance through five programmes is also a success. The reports received on the implementation of these programmes points to the effectiveness of many of the activities included in the manuals.

The number of SGB members who attended the training also point to the success of the project as a whole. This is especially remarkable when one bears in mind that each programme was offered over two days, and that over weekends! This training was also formal in nature with both facilitators and participants being required to submit standardised reports on the training. Over and above this, the training process was monitored and the monitors were also required to submit reports on their findings.

Another success was that so many of the facilitators proved to have performed their task so well. This is indeed remarkable when one takes into account the number of facilitators involved, the broad scope of the subject matter and the difference in levels of pre-knowledge of the participants.

A further success lay in getting SGB members representative of all SGB constituencies and all types of schools together not only to receive training but also to share their experiences with each other and to learn from each other. This undoubtedly led to a greater understanding among participants of the problems faced by others and of common problems. The comments

¹⁹ *This section is based on CELP, 2007: 99.*



made by participants and facilitators on how to improve the material for future training was also most valuable and may be accounted as part of the success of the project.

The degree of co-operation that developed during the project between the Gauteng Department of Education, the Matthew Goniwe School of Leadership and Governance, the schools involved in the project and the various service providers is in itself a success story of no mean magnitude.

An aspect that one should not lose sight of was the opportunity to learn from one's mistakes. SGB elections will continue to take place every three years, each time requiring new members to be trained. A potential success of this project will be realised if the lessons learned from this round are taken to heart and used in preparing a totally improved product for the next and succeeding rounds.

6.3. Challenges of Programme²⁰

Despite the undoubted successes of the project, many challenges were also brought to light. These will need to be faced and overcome before future similar projects are undertaken.

The first challenge is to clarify the exact roles of each stakeholder involved in the project and to ensure that all stakeholders have the necessary knowledge and skills to perform these roles adequately. Judging from the comments in their feedback reports, many facilitators often lacked the knowledge and experience to answer questions put by participants. They also often apparently lacked the skills to direct the discussions towards achieving the required outcomes (see facilitator's reports above). The facilitators were drawn from a wide spectrum of backgrounds, which meant that although some facilitators were well grounded in the knowledge of the functioning of SGBs, others were not so fortunate. This led to an uneven performance of the facilitators with consequent frustrations on the part of participants.

Although the allocation of participants into heterogeneous groups has obvious advantages, it also poses challenges that need to be addressed.

An examination of the comments of facilitators and participants will indicate a degree of dissatisfaction with the manuals. There was dissatisfaction with the content of the manuals, with the activities (both quantity and quality) and with the examples used in the manuals. These examples were apparently often not relevant to the school situation.

²⁰ This section is based on CELP, 2007: 100



Participants also commented on the need for up-to-date legislation, and national and provincial regulations and policies being made available to them. A great many of the participants do not have access to the internet where they could find such documentation while the documentation available at their schools is mostly out of date (in the case of SASA).

The fact that the manuals were only available in English posed a serious challenge to many participants who were not fluent in the language. Some facilitators were of the opinion that not enough time was allowed for the Money Matters programme. Time seemed to be a limiting factor generally.

6.4. Recommendations

An examination of the facilitator and trainee reports as well as practical experience obtained during the project lead to the following recommendations being made:

6.4.1. Attendance

This remains problematic and needs to be closely monitored. Districts are asked to further monitor the attendance and to note any trend in order to minimise wasteful expenditure caused by participants not attending training but who have confirmed that they will be attending the training.

- Invitations to participants need to indicate what resources / material must be brought to training
- A communication tool in a form of a flyer is needed to inform participants at the districts about Governance programmes with the dates, programmes, etc.
- Sunday attendance a challenge – it is recommended that it be eliminated and only Saturdays used for training
- The less the number of training venues at a district the better the quality of training. Try to avoid using a lot of venues at once
- Inducements should be offered to participants to remain for the whole training session to counter the problems of people leaving the venue before the training is completed
- Venues need to be checked beforehand and ensure it is ready for training. Chairs too small for adult learners, rooms not cleaned.
- Maps / directions to venues are needed
- Training venues – training cannot be centralised as the aim is to take training to the people



6.4.2. Preparation for subsequent rounds of SGB Training

It is recommended that preparations for the next round of SGB training be commenced as early as possible. It is essential that the Gauteng Department of Education studies the results of the present project with a view to deciding if the overall objectives and *modus operandi* require amendment. These overall objectives as well as the proposed outcomes need to be in place so that they can guide further planning and preparation. The continuation of this project into training the next generation of SGB members, or even the present SGB members who have not yet received training, will require that budgetary provisions be made on time. As will be seen, some of the recommendations made below, if accepted, will also require considerable time to implement.

6.4.3. Composition of Training Groups

The present heterogeneous grouping of participants did meet with some success, but, it is felt, the disadvantages of such a system outweigh the advantages. Many of the more experienced SGB members who attended the training expressed boredom at the slow pace of progress necessary to accommodate the less experienced SGB members.

It is therefore recommended that training in future be offered on various levels to accommodate inexperienced, moderately experienced and experienced SGB members. Individual members from a single school will therefore be able to choose to attend training at a level appropriate to them. A further advantage of this recommendation is that it will allow for groups to be composed of SGB members' representative of schools from a broad spectrum of environments but who have more or less the same level of experience and knowledge.

This recommendation will also allow for the more efficient and effective utilisation of available facilitators.

6.4.4. Manuals

Both facilitators and participants suggested that the manuals should be revised. It was felt that the content should concentrate more on knowledge and less on activities. One reason for this is that the limited time available for training does not allow facilitators to concentrate on both content and activities. There are also a number of issues which, according to both the participants and the facilitators, are not addressed in the relevant manuals. These were mentioned previously under discussion of reports submitted by facilitators and participants. A further suggestion was that some of the examples used in the manuals be revised to be more relevant to the school situation.



It is therefore recommended that the manuals be thoroughly revised and rewritten by a panel whose members are well-versed in the relevant legislation, regulations and policies as well as in the practical situation pertaining in the schools. The revision should take into account the need for more emphasis on content and less on activities. Principals and experienced SGB members could be fruitfully employed on such a panel.

It is also recommended that the possibility of providing the manuals in the four official languages of Gauteng be seriously considered. Many SGB members are not conversant with English and experience great difficulty in understanding material presented only in that language.

It is further recommended that, at the very least, up-to-date versions of the South African Schools Act and the Bill of Rights and other applicable legislation, regulations and policies be included as part of the manuals. These documents are not readily available to many SGB members. The ideal, of course, would be to make a volume containing all relevant legislation, regulations and national and provincial policies available to participants.

Participants are not always able to link the material in the manual with the appropriate legislation, policies and regulations. It is recommended that the manual should be fully cross-referenced to the appropriate documentation.

6.4.5. Training Aids

It is recommended that a complete set of transparencies be made available to each facilitator. Control measures can be introduced to ensure that these transparencies are returned after the training so that they will be available for future training. Such a measure will be of great help to the facilitators as well as improving the standard of the training.

Many facilitators requested that they be supplied with a facilitator's manual and with model answers to activities and questions as they felt that they did not have sufficient knowledge to operate effectively without these.

It is recommended that a facilitators' manual fulfilling these requirements be prepared.



6.4.6. Sequential Training

Training did not take place in order of programmes. In many cases this meant that references in one programme were meaningless because the programme referred to had not yet been presented.

It is recommended that training take place strictly in order of sequence of the programmes.

6.4.7. Research Instruments

Although the instruments provided a great deal of useful information, their use also exposed a number of deficiencies. The most important of these deficiencies was, perhaps, that the instruments did not answer questions about the effectiveness of the training and whether the training had achieved the expected outcomes.

It is recommended that the instruments be revised with a view to increasing their efficiency in answering the most important questions and to eliminating irrelevant information.

6.4.8. Return Visits to Schools

In the light of the responses to questions and the evidence gleaned from documents, it is recommended that the return visits to the schools concentrate on only a few aspects that lend themselves to comparison. It is further recommended that these aspects be limited to ones where hard evidence should be readily available. It should also be borne in mind that SGBs will, at most, only have had a few months in which to make improvements resulting from the training sessions. The following aspects are suggested:

- Improvements made to grounds and buildings.
- Some form of budget control sheet or financial report to the SGB demonstrating adherence to the budget.
- A project/action plan with progress reports.
- Evidence (e.g. minutes of meetings) of committees running effectively.
- Evidence of an approach being made (i.e. a letter with business plan being submitted) to a company/private body requesting a donation or sponsorship.
- Evidence of a policy having been reviewed and amended to bring it into line with legislation/school's vision & mission statement/provincial or national policy (must submit old and new policies, indicating changes made).
- Evidence of a positive effect of a SGB intervention on the education of learners (e.g. provision of readers has improved language marks, etc).



The report should also include a statement by the principal that the improvements were a direct result of the training.

6.4.9. Certification

A number of participants requested that their attendance at the various training sessions be recognised by some form of certificate.

It is recommended that the feasibility of giving some form of recognition to participants who attend ALL training sessions be investigated.

6.4.10. Recruitment, Selection and Training of Facilitators

Training was negatively affected by the lack of participation of IDSOs in the facilitation process. A good mix of GDE officials and MGSLG facilitators would strengthen the training process, and provide on-site support afterwards.

It is recommended that IDSOs be thoroughly grounded in the contents of the training programme prior to the next roll-out so that they cannot support and supplement the training, whether or not they actually facilitate.

There were a number of problems linked to lack of facilitation skills and strategies of the current cohort of trainers. It is recommended that the next cohort receive more training in facilitating active and reflective training skills as well as content of programmes.

6.5. Need for Balance: Considerations for the next round of Training²¹

The various aspects of the project (i.e. the baseline and follow-up case studies; the training; the feedback) need to be evaluated to determine the relative importance of each towards obtaining the overall objectives of the project. No single aspect should be allocated more of the available resources that can be justified by its relative importance to the outcome of the project as a whole.

Some issues of balance that deserve consideration are:

- The available financial resources against the need to train all SGB members.
- The desire to cover all aspects of the functioning of SGBs against the available time and resources. Is it better to cover all aspects of the functioning of SGBs superficially or to concentrate on the most important aspects and cover them thoroughly?

²¹ This section is based on CELP, 2007



- The effectiveness of facilitating small groups against the cost and availability of adequately equipped facilitators.

6.6. Conclusion²²

Much has been learned from the present training programme. There have been successes but there were also shortcomings. These should however be viewed in the light of what can be learned from them and how these shortcomings can point to necessary improvements to the programme.

Such SGB training needs to become institutionalised within the Gauteng Department of Education and should commence immediately after a SGB election so that SGBs are empowered to perform their duties and functions as soon as possible. It will also give maximum time for the SGBs to bring about improvements in the governance of their schools as a result of the training.

The comments of participants and facilitators have led to a number of recommendations being made. It is felt that the implementation of these recommendations can only lead to an improvement in the standard of SGB training within the province and hence to an improved standard of governance and of teaching and learning within our schools.

²² *This section is based on CELP, 2007*



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APPENDIX 1

CELP: Interim Report on the Training of SGBs in Gauteng

This is the interim report from CELP on the training of School Governing Bodies in the Gauteng Province of South Africa. The project includes seven deliverables, namely:

1. Developing three instruments in cooperation with MGSLG. Firstly to conduct a base-line study before the SGB training takes place. Secondly a facilitators reporting instrument. Thirdly, an evaluation form to be used by the participants.
2. Conducting one hundred case studies in sample schools from all the Gauteng districts to determine the level of understanding and practical application of school governance functions before and after completing the training programmes. Due to difficulties experienced by interviewers in gaining access to a few schools only, case studies were only done at 95 schools. A qualitative approach will be used for data collection and analysis.
3. Analysing 2000 trainee feedback forms
4. Analysing 400 facilitator feedback forms
5. Monitoring 40 training sessions
6. Writing a comprehensive report to review the facilitation process, the learning materials, the needs of the governing body members, the practical problems experienced with the training process, document analysis and the comments of the participants.
7. Patterns emerging from the review of the training process and other applicable literature will be analysed and synthesised.

Research Instruments

Four research instruments were developed by CELP. The base-line instrument is used to conduct the base-line research at 95 schools in all districts in Gauteng. The main purpose of this research is to find out more about the functioning of the newly elected SGBs in terms of aspects such as working as a team; relationship with principals; understanding the legal aspects pertaining to school governance; conducting meetings; school development planning and financial management with the aim of providing base-line information from which an evaluation will be made to determine the effect of the implementation and the impact of the five MGSLG training programmes.

The two other research instruments, namely the facilitators report and the trainee feedback forms, have been developed and are currently being used by MGSLG during all the facilitation sessions.



CELP has also developed a monitoring instrument, which looks at aspects such as the actual facilitation process, including the facilitators' knowledge, facilitation skills, group dynamics and attendance by SGB members. This instrument is used by both the MGSLG and CELP monitors deployed at the various training venues.

Some comments on the Instruments

Baseline instrument: The questions in this instrument were based directly on the content of the learning guides. In general this worked well. The questions certainly elicited full responses from the interviewees. A possible shortcoming of the instrument is that many of the responses did not lend themselves to comparisons with a later study.

Facilitators' report: This instrument was generally user-friendly. Perhaps too much attention is paid to the logistical and management aspects of the training, such as the sections on "venue" and "group dynamics", which did not yield information of much value. More attention needs to be given to aspects such as the knowledge and understanding (or lack of such) of the contents of the training material displayed by the participants.

Trainee feedback report: The comments on the facilitators' report also apply to the trainee feedback report. The sections on "logistics" and "venue" really serve no useful purpose. Further, the questions in the "contents" section need to be reworded so that the participants concentrate on aspects of the content of the programme in their answers and not on the facilitation methods or discussions.

Monitoring report: Here the "introduction", "group dynamics" and "conclusion" could be left out without detracting from the value of the report.

Baseline Study

Purpose of the Research

School Governing Bodies are the structures through which parents, educators, non-educators and learners (in secondary schools) are brought into partnership to govern public schools. To this end governing bodies are given extensive powers on a wide range of matters in order to improve the quality of teaching and learning at these schools. In democratising school governance, parents, in cooperation with other stake-holders in the school, are given the



responsibility to make policies for and on behalf of the community, educators, learners and non-educator staff. For this to happen effectively, School Governing Body members need to have the necessary knowledge, understanding and skills to fulfil these tasks.

Limited empirical evidence exists regarding the implementation of School Governing Body training programmes. One of the aims of the base-line evaluation is to assess the extent, nature and quality of school governance in the Gauteng province since the election of the first cohort of School Governing Bodies in 1997. The base-line findings will be used to determine the effect, implementation and impact of the extensive MGSLG training venture on the core functions of the School Governing Bodies. Secondly, the research aims to find evidence linking the themes and content of the MGSLG programmes with the functioning of school governors who attended the training.

Methodology

The approach of the methodology for this project is to use a qualitative research study executed in a planned 100 schools in Gauteng in order to trace the implementation and impact of the five programmes developed by MGSLG on school governance.

The 100 case study schools were chosen by purposive stratified sampling. At the time of selecting the schools, the Gauteng province had twelve administrative districts. Schools were selected according to phase (including primary, secondary and combined schools) identified from within these districts. The final sample of schools is representative of the rich diversity of schools that exist within the Gauteng Province. The sample therefore includes farm schools, rural schools, schools in townships and urban schools representing different quintiles in terms of the National Norms and Standards for School Funding.

Permission to make appointments was obtained from the Gauteng Department of Education (GDE) prior to contacting the schools. Appointments were sought to interview the school principal, the SGB Chairperson, educators elected to serve on the SGB, educators who are not members of the SGB, non-teaching staff who are SGB members and, in high schools, a learner member of the SGB.

Although CELP is grateful for the cooperation and contributions of the majority of the schools, our researchers experienced many problems obtaining access to a number of them. This led to a slight delay in obtaining the research reports from a small number of schools. In some cases



the researchers had to return to schools up to four times only to find that the respondents were not available to be interviewed or that the school principal did not want to allow educators to be interviewed. This is why the research data from five schools is not complete and is not included in this report. The qualitative research study (base-line study) was therefore conducted at only 95 of the planned 100 schools.

Part of the purpose of the base-line study is to collect evidence concerning the functioning of the SGB from the responses of the interviewees. The base-line questionnaire aims to determine what the current knowledge, understanding and competences of the School Governing Body members are in terms of the core functions of SGBs; the legislative framework; the relationships that exist between the SMT, educators, PS staff and the school governors; and aspects regarding money matters.

A limitation of the methodology used in this base-line study was that only SGB members who were available could be interviewed. This resulted in the sample of interviewees being skewed towards principals and SGB members employed at the schools. Parent members were, in many cases, not available to be interviewed as they could not obtain leave-of-absence from their work.

Sample Schools

The following is a list of sample schools included in the base-line study. They are representative of the broad spectrum of schools from all districts within the GDE. See Appendix 2.

4.4 Findings from the Baseline Study

The instrument used was divided into a number of sections, roughly based on the five training programmes. Each section consisted of a number of open ended questions. The instrument was administered and the answers recorded by a number of facilitators. The responses to each question were then summarised. The most common and interesting of these responses are reported below. The responses are dealt with under headings corresponding to the five training programmes.



4.4.1 Legislative Framework

■ ***Why is it necessary for the SGB to make Policy?***

All the respondents agree unanimously that there is a need to have policies in place, as they give guidelines on how to run the school.

Principals: A principal stated that it was necessary for the SGB to make policy as their inputs represented the views of their constituencies. Another interviewee stated that plans were based on policies and that “The school must run according to the plans, plans must serve as guidelines so that everyone can know their role and not interfere”.

Parents: A parent member summed up what she considered to be the essence of drawing up policies as, “no policies, no discipline”. The drawing up of the vehicle policy at another school has helped to ensure that the school’s tractor, bakkies and minibus are well maintained.

Other reasons given for why it was necessary for SGBs to make policy may be summed up as being to establish procedures and to regulate the running of all aspects of the school.

Educators: One educator member felt that it was necessary to provide guidelines. An educator (non-member) stated that the SGB were important stakeholders and that their involvement in policy-making made teaching and learning easier.

Other views expressed agreed in the main with those expressed by principals and parents as stated above.

■ ***Which policies MUST the SGB make and which MAY it make?***

Some interviewees were correct (according to the Schools Act) in their opinions regarding the policies that SGBs MUST make and which they MAY make. Most interviewees were, however, unclear as to the distinction between the two categories.

A Grounds and Buildings policy; an Administrative policy and an Asset Management policy were, for instance regarded as being compulsory while a Code of Conduct for Learners, a Safety Policy, and a HIV/AIDS Policy were regarded as being optional.



Comment

Most respondents are unclear about the MUST and MAY policies. Which policies MUST the SGB make and which MAY it make? This is clearly demarcated in both SASA and the Regulations for Governing Bodies of Public School as well as in various provincial policy documents. This serves to emphasize the importance of this training programme for the proper governance of schools.

■ **Describe the Procedure used by your SGB in making Policy.**

Principals: The principal of a school said that sub-committees are selected to formulate the various policies for the school and the chairperson of the sub-committee facilitates the process. At another school the procedure for making policy is: the parent and educator members of the SGB discuss the needs of the school and then write all the policies. Another principal stated that the procedure that the SGB followed to make policy at his school is as follows: The Principal draws up the draft policy with the assistance of the SMT. The draft is then discussed at the next meeting of the SGB, alterations and adjustments are made. The new policy will then be typed for ratification at the following meeting of the SGB. “Involving all stakeholders, parents and staff, calling them for meetings and discussing openly and transparently, is the way to go in the SGB policy making”, said the principal of a school. The Principal of yet another school said that he had prepared nearly all policy drafts: “They all go through my hands”, he said.

Educators: An educator member at a high school had no knowledge about how policies in the school are drafted, but feels the policies are not updated often enough due to time constraints. The SGB doesn’t make policies, it only amends or rectifies policies that the educators make and propose, according to another educator. Other educators reported that the SGB did not make policy, the SMT did. The SGB only approves these policies.

Parents: The SGB appoints a sub-committee to draft the relevant policy. The SGB will then approve or amend these draft policies. One parent member stated that the SGB consulted all stakeholders when drafting policies.



■ ***Which policies inherited from your predecessors have this SGB amended/reviewed?***

Principals: A principal said that the only policy reviewed by the new SGB was the Religious Policy. The SGB chairperson of the same school added the Code of Conduct for Learners and the SGB Constitution to the list of policies reviewed. A principal stated that no policies had been reviewed or amended since the SGB elections as there was no quorum at the meeting called for this purpose.

Educators: An educator member (secretary) claimed that at her school there has been no meeting to review policies since January 2006. The deputy principal (co-opted member), however, stated that “policies were drawn but there is a need to review them”. The new SGB at another school has reviewed most of the policies. The Religious Policy, which was previously drawn by educators, “was found to have flaws”, said the educator representative.

Parents: No inherited policies have been amended or reviewed yet, was the response from yet another school; “The present SGB has not reviewed anything. They are only beginning to do so”. Another response from a parent member was: “The SGB has not started to ensure policies are implemented but policies are referred to and they are keen to keep to what they require”. The SGB reviewed everything that they were given at the handover, after they took office, said a parent interviewee.

The educator member supported this, and added that the Code of Conduct was in the process of being amended.

Chairperson: According to the chairperson, the SGB tried outsourcing the amending of policy to professionals. This, however, did not work.

■ ***How does this SGB ensure that policies are implemented and adhered to?***

Parents: A parent member stated: “The SGB plays no role in implementing policies; it is the principal that drives the implementation”.

General: All four respondents at one school stated that the educators are responsible for implementation of policies. The Principal and the educators must see to it that policies are implemented and adhered to. At one school nobody seemed to know how the SGB ensured that policies were implemented. Interviewees at another school stated that “various committees of the SGB control the implementation of policies. Committees of the SGB will also be requested to revise policies and the implementation thereof”. At another school the SGB



ensures that policies are implemented by evaluating the monthly report by the Principal. The item could be placed on the agenda for discussion. One Chairperson of the SGB stated that he had an idea of how to monitor implementation and adherence but that this had not been discussed with other members yet.

Comment

Most SGB members interviewed appeared to have no idea, or at best a very vague idea, of how the SGB at their school ensured that policies were implemented and adhered to. One is left with the perception that this function is carried out haphazardly if at all. SGBs should have a procedure in place for monitoring this extremely important function.

■ To what extent have you been involved in the formulation of school policies (name the policies and discuss the extent of your involvement)?

Chairpersons: “School policies that I have been involved with are: school uniform, late coming, consultation with parents”, said the chairperson of the SGB, “No policies have been updated yet”. Another responded: “I have not been involved in the formulation of school policies but have had a little input into LTSM and security policies”.

Principals: According to the principal he drafts any new policy or amendments to existing policies and submits these to the AGB for approval and adoption. The SGB seems to rubber-stamp the principal’s drafts. No input is received from the parents.

Educators: According to an educator member the school has good communications with the parents through SMS, newsletters, reply slips and quarterly meetings: parents use these to give inputs with regard to policies.

■ Constitutional values

The following are a sampling of the perceptions of various SGB members on how constitutional values are entrenched at their schools:

Principals: “Learners have adapted well to the new South Africa”, says the Principal, “The learners are being taught religious values from the Bible readings at assembly”. The school emphasises the importance of these values at assembly. Assembly is used as a platform to entrench the core values of the constitution with the learners. According to the principal of another school, learners are informed daily of the constitutional values during their register



class meetings. The Principal of one school regarded the school as gender sensitive and it involves and encourages women to participate in various activities. However, he stated that “reconciliation is not easy, as it has to do with pride”. The constitutional values are entrenched at assembly. The school upholds religious values. The Principal has learned a lot from the multicultural school and the children are taught to show tolerance towards one another. As far as the constitutional values are concerned, the principal was of the opinion that the learners knew the terms but did not understand what they entail

Educators: An educator representative said: “The choice of poetry, for example, whose themes are love and respect, tends to inculcate the importance of these values at classroom level”. An educator at a high school in Pretoria feels that democracy “elongates the process” and that “a little autocracy is needed” when certain agreements are made. Most of the time “honesty is preferred to being right” and they “try to find middle ground”. However reconciliation is a good value for the school, particularly across race. According to an educator member, “The spirit of reconciliation is there, but not 100%”.

Chairperson: The chairperson lamented the fact that the Principal “does not accept mistakes. He taught me at high school, therefore he still regards me as a child”. At another school the constitutional values are entrenched in the way the SGB treats its members, the parents of learners, the learners and staff (both academic and cleaning staff). “This school has both black and coloured learners who work well together. These values are stated in the schools’ mission statement”. The SGB tries to entrench the constitutional values in the school, by acting in such a way that every person in the SGB and the school feels valued. These values form part of the value system of the school. The school propagates Christian norms and values without discriminating against any other faith. I think when it comes to democracy we are doing well. The SGB sets a good example to every one. Parents make use of their representatives on the SGB to voice concerns and opinions. This SGB gained a lot of respect and trust from the staff and has recently arranged a social get together with staff members and their spouses to improve relationships further.

Evidence from the school policies

Code of conduct

An examination of the Codes of Conduct submitted by a number of the schools visited showed that they differed tremendously in both content and quality. The following comments illustrate this:



Most Codes of Conduct list the school rules, but do not make provision for due process or an appeal process.

Many do refer to SASA, but do not mention specific sections, or even the number or date of the Act.

One Code of Conduct, for example, consists of just one page where the learner signs to show that he/she has received and accepts the code and undertakes to comply with it.

Others are lists of schools rules written under various headings such as: Appearance, Homework, and General Behaviour.

In two cases the schools use the “Guidelines for drafting a Code of Conduct” as their Code of Conduct.

In integrated schools the Codes of Conduct are written in both Afrikaans and English.

One school includes an unlawful rule in its Code of Conduct, namely that learners agree to pay the agreed school fee on registration.

The same school also includes rules that are impossible to enforce such as: “It is compulsory for parents to attend meetings” and “It is compulsory for parents to honour all invitations to the school”. This school also includes a section on “Parents’ rules” in its Code of Conduct for learners.

Comment

One hears so much about the disciplinary problems faced by educators at schools that one would suppose that the Code of Conduct for Learners would be the one policy document that would be properly constructed. It would appear that SGBs need to have their attention pertinently drawn to the importance of the Code of Conduct to proper and effective discipline in a school. It would further appear that SGB’s need intensive training in the formulation of Codes of Conduct for learners that comply with all the legislative and policy requirements.

Admission policy

One school, in contradiction to the national and provincial admission policies states that, in order to be admitted, learners must: “Oor die minimum taalvaardigheid in Afrikaans/Engels om



onderrig in die betrokke graad te ontvang, beskik; geen rekord van wangedrag by vorige skole het nie; en nie uit 'n skool geskors was weens wangedrag nie." [Translation: Have the minimum language fluency to enable him/her to be taught in Afrikaans/English; and should not have any record of misbehaviour or been expelled from another school as a result of misbehaviour.]

Many of the schools' admission policies contain provisions and deal with matters that are expressly excluded by national and provincial admission policies.

A minority of admission policies scrutinised fully comply with the requirements of national and provincial policy in this regard.

Comment

It is disturbing, to say the least, that 13 years (and four SGB elections) after the establishment of the new dispensation in education many schools still have admission policy documents that are either in direct contradiction with national and provincial admission policies or are hopelessly inadequate. There is really no excuse for this state of affairs as both national and provincial admission policies are quite clear as to what may and may not be included in such school policies. This inadequacy is to be found right across the spectrum of schools and reflects negatively on the competence of SGBs to govern schools lawfully.

Language policy

The language policies of many English and Afrikaans medium school state that the aim of the policy is to promote multilingualism but nowhere in the policy is it stated how this aim is to be achieved. One school does state how it promotes multilingualism: "Die skool bevorder veeltaligheid deur leerders wie se moedertaal nie een van die tale van onderrig is nie, toe te laat om enige ander taal vrylik te gebruik solank dit nie die onderrigsituasie kompliseer nie!" [Translation: The school promotes multilingualism through allowing learners, whose mother tongue is not one of the languages of teaching and learning of the school, to freely use any other language as long as it does not complicate the teaching situation.]

None of the language policies examined had anything to say about communication with parents or the community.

In general, township schools appear to offer more languages than suburban schools.



Comment

Once again, the language policies examined give the impression that they were formulated merely to satisfy the department that the school has such a policy and not because the SGB felt that there was an intrinsic need for such a policy in the school. In other words it would appear that language policies are in many cases regarded as mere window dressing.

Religious policy

Most of the religious policies scrutinized state that, as the majority of the parent community is Christian, the school will practice a Christian ethic and that Christian forms of worship will be used during assemblies. They add, however, that learners will not be forced to attend such assemblies. The religious policies of other, mainly English medium suburban schools, state that no religious forms will be used during assemblies. The odd school policy states that various forms of religious practice will be used on a rotational basis during assemblies. The policies of most schools do not go beyond detailing the religious practices to be used during assemblies.

Comment

The comments made about other policies are equally applicable to the religious policies of schools.

General comment on school policies

The general impression gained from a perusal of the school policies submitted is that SGBs are trying to use the policies they are required to make for maintaining the status quo at their schools. A few schools, a small minority, appear to have made a genuine attempt to write policies that implement the spirit as well as the letter of the law.

The policies of the majority of schools show no evidence of the SGBs of those schools having consulted the relevant legislation, national and/or provincial policy or regulations before making the policies.

Many SGBs seem to be content to accept the policies inherited from their predecessors.



■ Academic support

The responses received to questions concerning the academic support given to the school by the SGB may be divided into two categories, namely **positive responses** and **negative responses**.

The positive responses state that the SGB supports the school on a broad front including such aspects as academic support (including provision of extra staff), support for sport and cultural activities; provision of facilities and support for staff and encouraging parent involvement in school affairs.

Negative responses include the opposites of the positive responses mentioned above.

■ Facilities

Interviewees were asked to describe their role in providing the school with sufficient and appropriate facilities. Only a few interviewees actually responded to this question and these gave positive responses. Most of these responses stated what that person had succeeded in obtaining for the school, such as donations of cash, uniforms, repairing machinery and repairing breakages.

■ Meeting procedures

Most persons interviewed responded in a way that indicated that correct meeting procedures were followed during SGB meetings.

In some instances, mainly township schools, interviewees responded that the SGB merely rubber-stamped the principal's suggestions.

Most members interviewed also stated that decisions were generally reached by consensus and that they very seldom needed to resort to a vote.

■ Vision and Mission Statement

Most, if not all schools, according to those interviewed, has at least a school Vision, while many also had a Mission Statement. In only a few schools, however, were these displayed or even referred to during SGB meetings. Most educator and parent members interviewed did not know of these documents. In some schools both documents were printed in the learners' diaries.

Most people interviewed stated that the vision and mission statements had very little, if any, effect on the decisions taken by the SGB.



In a small minority of schools the vision and the mission statement are prominently displayed in the school and are referred to regularly when decisions are taken by the SGB.

Comment

SGB members, in general, do not seem to appreciate what powerful tools a Vision and a Mission Statement can be in directing school governance towards setting and achieving a coherent set of objectives aimed at improving teaching and learning at the school.

SGBs need to realise that whatever they do should be measured against the yardstick "How does this improve education (a broader term than just teaching and learning) at the school?" If this question cannot be answered positively, the SGB needs to rethink its decision. This is where the value of the school's vision and mission statement should become apparent as these two documents should be aimed at improving education at the school and all decisions, including those taken by the SGB, should be measured against them. It needs to be emphasised that these documents should be congruent with those of the GDE. These documents should also reflect the views and opinions of all role players at the school and not just the ideas of one of a few persons.

■ **SGB Constitution**

In some schools very wide powers are given to the SGB in the Constitution of the SGB. An example of this is a clause in one SGB's constitution which reads as follows:

"Any matter not provided for in this Constitution shall be dealt with by the SGB of ABC School. In the event of any doubt or dispute as to the meaning and interpretation of any phrase, clause, terms and expressions used in this constitution, the interpretation thereof shall be made by SCHOOL GOVERNING BODY and its decision shall be final."

In another school a similar statement is made which ignores democratic principles and the spirit of the South African Schools Act: "In addition to the power conferred on it by any law, the Governing Body shall have all the power necessary to achieve its primary objective and fulfil the functions and duties imposed on it by the Act." Co-responsibility between school and SGB needs to be brought to the fore.

Comment

The two quotes given above are actually contrary to Section 16(1) of SASA which states "...the governance of every public school is vested in its governing body and it may perform only such functions and obligations and exercise only such rights as prescribed by the Act". This section should perhaps be given more prominence during training.



■ **SGB Minutes**

Examples of SGB minutes submitted by schools were also studied. The minutes of the SGB should be scrutinised very carefully by the SGB to ensure that they do in fact reflect the decisions of a meeting correctly. Badly written minutes often lead to controversy as to who should be doing what. As a result of reading many minutes of SGB meetings across the spectrum of sample schools it is clear that many SGBs from all types of schools still need to learn to write objective, clear minutes.

Comment

All members of the SGB need to be made aware that minutes of meetings are the official record of such meetings and that they are legal documents. They should record all decisions taken, including who is responsible for implementing the decisions. They should be clearly written, preferably typed, and kept for future reference.

■ **Describe your role as a member of the SGB in the functioning of your school**

This question was fully answered in the following section, namely “Roles and Functions”.

4.4.2 Roles and Functions

■ **Describe your role as a member of the SGB**

Principal: Many principals saw their role as one of advising the SGB. One principal regarded this role as crucial, while a few stated that they were resource persons for the SGB. Providing leadership and training for members was also seen as the principal’s role. Another principal stated that he presented a report at each SGB meeting and also prepared and presented the financial report at these meetings. He served on the finance sub-committee as well.

A further role was seen to be assisting with the decisions that are made regarding the school, especially where the buildings and grounds are concerned.

One principal regarded her role as being to facilitate SGB meetings; to liaise with the chairperson of the SGB; and to urge the SGB to submit documents required by the district on time. It was also stated that a principal’s role is to implement decisions taken by the SGB and to take problems to the SGB.



A principal described his role as follows: “My role is to strengthen cohesion among members, to advise the SGB about district circulars and to see that they adhere to policy and legislation. I also inform them on developments within the GDE” Another principal stated that he was the professional manager of the school and that he played “a major role in drafting policies and the budget for adoption by SGB”. One principal felt that he had to do just about everything, starting with drawing up the agenda for SGB meetings. In addition, the principal’s role was seen as monitoring to ensure that funds were used according to policies.

Chairpersons: A chairperson said that he was very involved with the school and that he was at school daily when he drops off his child. He attends meetings regularly and discusses many issues with the principal. Further, the chairperson’s role was to chair all meetings and give guidance. Another saw his role as making sure that the administration of the school performs well. A chairperson also described her role as monitoring SGB projects. One felt that his role was to get the SGB to employ extra educators in the Foundation Phase in order to keep the pupil / educator ratio at 30 so that the educators can cope and give the learners a good start. Another role identified was to support the educators and encourage the parents to participate in the school’s activities.

He also needs to make the community aware of what the school has to offer and to create a positive image of the school, said a chairperson.

Parents: Improving the school by researching and communicating with other neighbouring schools and relevant stakeholders and raising funds for the school were regarded by a parent (deputy chairperson) as being his roles. A parent member regarded his/her role as being the liaison person between the SGB and the educator staff. A parent member, who is also chairperson of the finance committee, saw his role as holding monthly meetings to discuss the state of the school’s finances. He also gives feedback to the SGB. He is also in charge of the tuck-shop in that he draws up contracts for its employees, as well as checking their books on a monthly basis. Parent members also play a role in linking the budget with aspects requiring maintenance. Further, parent members assist in drawing up the budget and preparing an audit for presentation to the parents. They deal with documents from parents applying for exemption from paying school fees. Other roles of parent members were stated to be ensuring that the school functions well, that policies are made and maintained, meetings are called, and that the SGB works as a team.



Educators: The role of educator members was seen to include general duties on the SGB as well as representing the other educators on the SGB and keeping them informed about SGB decisions. Some educators described their roles in terms of the portfolio they held on the SGB, such as staffing and staff problems, maintaining the grounds, and chairing the curriculum committee. According to one deputy principal “it could be that educators do not understand their role”.

Non-educator members: A non-educator member regarded his/her task as being involved with the security in the school. Representing the administrative staff and the grounds staff and cleaners on the SGB was also stated as being a role of the non-educator member the SGB. Some non-educator members described their roles in terms of their position on the SGB or its sub-committees, e.g. to manage the income and expenditure of the school; to serve on the finance sub-committee and as secretary of the discipline committee.

Learner members: A learner representative stated that he represented learners on the SGB.

■ ***What do you understand by the term “governance” as opposed to the “professional management of the school”?***

Principals: According to principals, governance includes developing policies, adopting the code of conduct, looking after the buildings, equipment and surroundings of the school and managing the school fund and the school’s finances in general. Principals also thought it included attending to the basic needs of parents, learners and educators in the day to day running of the school. Some also regarded learner discipline as falling within the ambit of “governance”. Some principals were of the opinion that there was not much difference between the two concepts of governance and professional management and that they formed a sort of hierarchy. Another said much the same and added that the role of the SGB was to control while the principal and staff execute and that there is a good symbiosis between the two functions.

Principals regarded professional issues of the school as encompassing curriculum and educators and the teaching profession. This included classroom teaching, timetabling and placing learners in classes. The day-to-day running of the school was also regarded as a professional issue.

Some principals and SGB members said that the SGB members and principal trespassed on each others domains.



Chairpersons: Chairpersons stated that governance is the whole process of the running of the school administration, finance and the parent roles in the school. Governance has to do with providing the resources needed by the school.

The professional management of the school was regarded by chairpersons as being the way in which the principal runs the school. It has to do with the SMT, schoolwork, academics and administration.

Parents: Many parent members agreed that governance has to do with finance, including the process of budgeting and ensuring that the budget is adhered to. Other aspects of governance mentioned by parent members include recommending educators for permanent appointment; learner discipline and the overall control and maintenance of the school. A parent member said that the principal was the governor and what she says goes. Another parent stated that governance means supervision of education

Professional management, according to parent members, covers teaching in the classroom so as to achieve effective teaching and learning. In effect the parent members are of the opinion that professional management has to do with the educators, classroom activities and the SMT.

Educators: Educator members generally agreed that governance had to do with the general running of the school and its finances including ensuring adherence to the budget. Looking after the school buildings was also a function of governance. They also stated that governance involved overseeing that all policies were adhered to. Another educator member stated: "The governors are also there to support teaching and learning through ensuring that the school has enough resources (physical and financial)".

A number of educator members also stated that governance did not include interference in the classroom where teaching and learning was taking place.

Professional management was described as seeing to the material and social needs of the school. Further, governance and professional management were seen as complementary to each other: management looks after the school, ensuring effective teaching and learning while the SGB makes sure that there are proper systems to guide the school.

Some educators, both members and non-members of the SGB, could not differentiate between governance and professional management, while one was of the opinion that there was no difference.



Non-teaching members in the main agreed with the views expressed above. One non-teaching member, however, stated that governance means that the SGB does what the principal asks it to do.

As far as professional management is concerned the non-educator members feel that it is what the principal does together with the SMT and with the support of the SGB. It includes of curriculum issues, functioning of educators, and duties of educators.

Learner representative: A learner representative said that there was no difference between governance and the professional management of the school.

■ **Core functions of the SGB.**

There seems to be confusion as to what is meant by “functions” of the SGB as opposed to the roles played by the SGB members. These functions are not clearly stated in school policies and members of the SGB themselves are also not clear exactly what the functions of the SGB are.

None of those interviewed referred to the functions as set out in Sections 20 and 21 of SASA.

Comment

It is indeed disturbing that none of the persons interviewed seemed to know what the core functions of the SGB are. These are clearly stated in Sections 20 and 21 of SASA. Either those interviewed did not link the idea of “core functions” with those stipulated in these sections of SASA or they were genuinely ignorant of what a “core function” was. This once again illustrates the potential value of this training to SGB members.

4.4.3 Money Matters

■ **Responses by interviewees**

Sponsorship and donations

As far as sponsorships and donations are concerned many of those interviewed stated that it was extremely difficult to raise money by these means. Reasons for this varied from there being no big industries or businesses in the area of the school to lack of advertising exposure for potential sponsors. Some members did, however, respond that their SGBs had been successful in obtaining either sponsorships or donations for their school. The principal of a rural suburban school stated that the SGB did not get sponsorships and donations, they were mainly



involved in fundraising; the educators were the ones who sought sponsorships. The educator member, on the other hand, said that the SGB had obtained sponsorship for painting the roofs. The principal of another school said: “The SGB has not been successful in obtaining donations and sponsor because there are no plans and no budget. I tried to intervene and assist, but was told to stand-off because somebody was suspicious that there was something to be gained. Finances are handled in a manner suitable for the dominating group with an educator as signatory. One has no access to either expenditure or income statement or audited statement. The finances are a mess”.

Budgeting

The whole SGB of one school was involved in budgeting for 2007. An educator member from another school stated that although the SGB approved the budget in conjunction with a parents meeting, the principal sometimes approved expenditure that had not been budgeted for. Most persons interviewed were involved in the budgeting process in one or other way. According to one chairperson she was not involved yet in the budget as it still had to be drawn up. All educators were involved in the budgeting process, a non-educator member stated: “We each had to make our submissions. An educator who is not a member of the SGB said that she did not know anything about the budgeting or the finances of the school. Another educator member stated that the extent of her involvement was to submit the academic budget for inclusion in the main budget. She further stated “I am not involved in the budgeting process”.

Income/Expenditure Statements

In most schools most of those interviewed stated that they were fully aware of the income and expenditure of their school. However, this was not always the case. A non-educator member of the SGB stated that she was not fully aware of the income and expenditure of the school. Neither was the principal, by his own admission. “I have never seen the expenditure/income statement. I also do not know whether books are ever audited”, said the chairperson of an East Rand township secondary school. The educator member from a school stated that she was unaware of the income and expenditure of the school as “we have not had a meeting yet this year, so there has been no financial report”.

Audited statements

Most of the people interviewed at most of the schools stated that the school had received an unqualified audit report for 2005. There were, however, some exceptions. The SGB did receive an audited report for 2005, said the chairperson of a school, but she did not know if it was qualified or not, nor did she know how any irregularities were dealt with. A non-educator member was aware that an audit report had been received by the school but did not know what



it contained. A principal stated that the school received a qualified audit report for 2005; the qualifications had been discussed with the auditors and rectified. The learner member from this school stated that she had never seen the school income/expenditure statement or the auditor's report. Worse still, she did not even understand what is meant by "auditing".

■ **Evidence from financial documents**

A perusal of the financial documents submitted by schools revealed some alarming facts. Some schools were overspending on their budgets, while others did not reflect the amount allocated by the Department in their statements. In many cases it was impossible to determine whether the school had adhered to its budget or not as not all the relevant documents were submitted. A very worrying trend is the number of schools that budget for a deficit. In one school at least this resulted in the school's accumulated fund being almost completely depleted.

In other instances the huge differences between budgeted and actual amounts would appear to nullify the purpose of budgeting.

Comment

The facts mentioned above create the perception that many schools regard the budget as a necessary evil required by the Department but of no real practical importance. This could be because many schools (including the SGB, SMT and administrative personnel responsible for the book-keeping) do not understand how to manage the budget. This perception is strengthened by the lack of evidence for financial reporting to the SGB. There is no doubt that SGBs require more and detailed training in all aspects of financial management. The whole question of the school financial policy and what it should contain also needs more emphasis.



APPENDIX 2

Sample schools

The following is a list of sample schools included in the CELP base-line study (CELP, 2007). They are representative of the broad spectrum of schools from all districts within the GDE.

| | NAME OF THE SCHOOL | TYPE OF SCHOOL | DISTRICT | AREA |
|----|-----------------------------------|------------------|----------------------|---------------|
| 1 | Tshabalala Primary School | Primary School | Ekurhuleni South | Katlehong |
| 2 | Monde Primary School | Primary School | Ekurhuleni South | Katlehong |
| 3 | Germiston South Primary School | Primary School | Ekurhuleni South | Germiston |
| 4 | Nuwe Hoopskool | LSEN | Tshwane South | Pretoria |
| 5 | Burgher Right Primary School | Primary School | Tshwane South | Pretoria |
| 6 | Irene Primary School | Primary School | Tshwane South | Centurion |
| 7 | Hillside Primary School | Primary School | Tshwane South | Pretoria |
| 8 | Laerskool Dr Havinga | Primary School | Johannesburg West | Roodepoort |
| 9 | Orlando West Secondary | Secondary School | Johannesburg West | Soweto |
| 10 | Hoërskool Die Adelaar | Secondary School | Johannesburg West | Roodepoort |
| 11 | Westfields Primary School | | | Carletonville |
| 12 | Laerskool Dagbreek | Primary School | Gauteng West | Carletonville |
| 13 | Laerskool Doringkloof | Primary School | Tshwane South | Centurion |
| 14 | Zimele Primary School | Primary School | Ekurhuleni South | Vosloorus |
| 15 | Gekombineerde Skool Noorderlig | Combined School | Ekurhuleni North | Benoni |
| 16 | Inkululeko Yesizwe Primary School | Primary School | Johannesburg South | Westonaria |
| 17 | Tshebelisanong Primary | Primary School | Johannesburg Central | Kwa-Xuma |



| | NAME OF THE SCHOOL | TYPE OF SCHOOL | DISTRICT | AREA |
|----|---------------------------------------|-----------------------|--------------------|-----------------|
| 18 | Langalibalele Dube Primary School | Primary School | Johannesburg South | Evaton |
| 19 | Gekombineerde Skool Cullinan | Combined School | Gauteng North | Cullinan |
| 21 | Dan Kutumela Secondary School | Secondary School | Gauteng North | Bronkhorstspuit |
| 22 | Malekgere Primary Farm School | Primary School | Gauteng North | Cullinan |
| 23 | Sedibeng Primary School | Primary School | Ekurhuleni North | Tembisa |
| 24 | Soshanguve Technical Secondary School | Combined School | Tshwane West | Soshanguve |
| 25 | Boeopathutse Junior Secondary | Combined School | Tshwane North | Soshanguve |
| 26 | Elizabeth Matsemela Secondary | Secondary School | Tshwane North | Soshanguve |
| 27 | Laerskool Hermanstad | Primary School | Tshwane West | Pretoria |
| 28 | Hoërskool Oos-Moot | Secondary School | Tshwane North | Pretoria |
| 29 | Laerskool Theresapark | Primary School | Tshwane West | Akasia |
| 30 | Capital Park Primary School | Primary School | Tshwane West | Pretoria |
| 31 | Redibone Primary School | Primary School | Tshwane North | Soshanguve |
| 32 | Rhulani Primary School | Combined School | Tshwane North | Soshanguve |
| 33 | Kutung Primary School | Primary School | Tshwane West | Soshanguve |
| 34 | Sonituskool | Lsen | Tshwane South | Pretoria |
| 35 | Bapedi Primary | Primary School | Johannesburg North | Soweto |
| 36 | Bona Comprehensive School | Secondary School | Johannesburg North | Soweto |
| 37 | Ferndale High School | Secondary School | Johannesburg North | Randburg |
| 38 | Hoërskool Linden | Secondary School | Johannesburg North | Johannesburg |
| 39 | Laerskool Generaal Christiaan De Wet | Primary School | Johannesburg North | Johannesburg |
| 40 | Bapsfontein Primary Farm School | Combined School | Ekurhuleni North | Bronkhorstspuit |



| | NAME OF THE SCHOOL | TYPE OF SCHOOL | DISTRICT | AREA |
|----|----------------------------------|-----------------------|----------------------|--------------|
| 41 | Crystal Park Primary School | Primary School | Ekurhuleni North | Benoni |
| 42 | Daveyton Intermediate School | Combined School | Ekurhuleni North | Daveyton |
| 43 | Gekombineerde Skool Noorderlig | Combined School | Ekurhuleni North | Benoni |
| 44 | Hoërskool Johan Jurgens | Secondary School | Gauteng East | Springs |
| 45 | Laerskool Putfontein | Primary School | Ekurhuleni North | Benoni |
| 46 | Athlone Girls' High School | Secondary School | Johannesburg East | Johannesburg |
| 47 | Sizwile School For The Deaf | Lsen | Johannesburg West | Soweto |
| 48 | Eqinisweni Secondary School | Secondary School | Johannesburg East | Midrand |
| 49 | Impophoma Primary School | Primary School | Johannesburg East | Midrand |
| 50 | Rutegang Primary | Combined School | Johannesburg Central | Soweto |
| 51 | Itekeng Primary | Primary School | Johannesburg Central | Soweto |
| 52 | Tshedimosho-Mehlaleng Prim | Primary School | Johannesburg Central | Soweto |
| 53 | Laerskool Elsburg | Primary School | Ekurhuleni South | Germiston |
| 54 | Thokoza Primary School | Primary School | Ekurhuleni South | Katlehong |
| 55 | Katlehong Secondary School | Secondary School | Ekurhuleni South | Katlehong |
| 56 | Brackenhurst Primary School | Primary School | Ekurhuleni South | Alberton |
| 57 | Senaoane Secondary | Secondary School | Johannesburg Central | Soweto |
| 58 | Phumzile Primary School | Primary School | Tshwane North | Soshanguve |
| 59 | Moetapele Primary School | Primary School | Johannesburg Central | Soweto |
| 60 | Morris Isaacson Secondary School | Secondary School | Johannesburg Central | Soweto |
| 61 | Philip Kushlick | Lsen | Johannesburg Central | Soweto |
| 62 | Hoernle Primary | Primary School | Johannesburg Central | Soweto |



| | NAME OF THE SCHOOL | TYPE OF SCHOOL | DISTRICT | AREA |
|----|------------------------------------|------------------|----------------------|--------------|
| 63 | Bonwelong Primary School | Primary School | Johannesburg East | Midrand |
| 64 | Ivory Park Primary School | Primary School | Johannesburg East | Midrand |
| 65 | Forest Town School | Lsen | Johannesburg East | Johannesburg |
| 66 | Yeoville Boys' Primary School | Primary School | Johannesburg East | Johannesburg |
| 67 | Balebogeng Primary School | Primary School | Tshwane South | Mamelodi |
| 68 | David Hellen Peta Secondary School | Secondary School | Tshwane South | Pretoria |
| 69 | J Kekana Secondary School | Secondary School | Tshwane South | Mamelodi |
| 70 | Hoërskool Elandspoot | Secondary School | Tshwane West | Pretoria |
| 71 | Motsweding Primary School | Primary School | Tshwane South | Saulsville |
| 72 | Steve Tswete Secondary School | Secondary School | Tshwane South | Centurion |
| 73 | Hoërskool Uitsig | Secondary School | Tshwane South | Centurion |
| 74 | Jacaranda Primary School | Primary School | Tshwane South | Pretoria |
| 75 | Sunnyside Primary School | Primary School | Tshwane South | Pretoria |
| 76 | Laudium Heights Primary School | Primary School | Tshwane South | Pretoria |
| 77 | Springvale Primary School | Primary School | Tshwane South | Centurion |
| 78 | Mikateka Primary | Primary School | Johannesburg East | Midrand |
| 79 | Aurora Girls High | Secondary School | Johannesburg Central | Soweto |
| 80 | Eldomaine Primary School | Primary School | Johannesburg Central | Lenasia |
| 81 | Eldorado Park Sekonder | Secondary School | Johannesburg Central | Lenasia |
| 82 | Alpha Primary School | Primary School | Johannesburg Central | Lenasia |
| 83 | Azara Secondary School | Secondary School | Johannesburg South | Lenasia |
| 84 | Mondeor Primary School | Primary School | Johannesburg Central | Johannesburg |



| | NAME OF THE SCHOOL | TYPE OF SCHOOL | DISTRICT | AREA |
|----|--|-----------------------|----------------------|--------------|
| 85 | Hoërskool J G STRIJDOM | Secondary School | | Suidheuwels |
| 86 | Boitumelong Secondary School | Secondary School | Ekurhuleni North | Tembisa |
| 87 | Dawnview High School | Secondary School | Ekurhuleni North | Germiston |
| 88 | Masisebenze Comprehensive School | Secondary School | Ekurhuleni North | Tembisa |
| 89 | Norkem Park Primary School | Primary School | Ekurhuleni North | Kempton Park |
| 90 | Spartan High School | Secondary School | Ekurhuleni North | Kempton Park |
| 91 | Ystervarkfontein Primary Farm School | Primary | Gauteng North. | Delmas |
| 92 | Jabulile Secondary School | Secondary School | Johannesburg South | Orange Farm |
| 93 | Adelaide Tambo School | | Johannesburg Central | Soweto |
| 94 | Vosloorus Comprehensive Secondary School | Secondary School | Ekurhuleni South | Vosloorus |
| 95 | Isaacson Primary | Primary School | Johannesburg Central | Soweto |



APPENDIX 3

CELP: Post-training research

The purpose of the post-training research was therefore to discover just how successful the School Governing Body training programme was.

The following is a list of the sample schools which participated in the post-training research (CELP, 2008):

| | Name of school | District |
|----|-------------------------|-------------------------------|
| 1 | Mshuluzane | Gauteng North – D1 |
| 2 | Foxtrot | Gauteng North – D1 |
| 3 | Sedibeng Primary | Gauteng North – D1 |
| 4 | Chipa Tabane | Gauteng North – D1 |
| 5 | Lucky Primary | Gauteng North – D1 |
| 6 | Laerskool Modderfontein | Gauteng West – D2 |
| 7 | Laerskool Rand fontein | Gauteng West – D2 |
| 8 | Madlamong Intermediate | Gauteng West - D2 |
| 9 | Ithuteng Secondary | Gauteng West – D2 |
| 10 | Seatile Primary | Gauteng West – D2 |
| 11 | Laerskool Westerlig | Tshwane North – D3 |
| 12 | Laerskool Tuinrand | Tshwane North – D3 |
| 13 | Nsako Junior Secondary | Tshwane North – D3 |
| 14 | Rulani Junior Secondary | Tshwane North – D3 |
| 15 | Hoërskool Pretoria Wes | Tshwane North – D3 |
| 16 | Seshegong Primary | Tshwane South – D4 |
| 17 | Pula-Difate Primary | Tshwane South – D4 |
| 18 | Hamilton Primary | Tshwane South – D4 |
| 19 | Norridge Park Primary | Tshwane South – D4 |
| 20 | Legora Primary | Tshwane South – D4 |
| 21 | Moshoeshoe Primay | Ekhuruleni East – D5 |
| 22 | Nyathi Secondary | Ekhuruleni East – D5 |
| 23 | Kgalema Intermediate | Ekhuruleni East – D5 |
| 24 | JS Malaza Primary | Ekhuruleni East – D5 |
| 25 | Thopodi Primary | Ekhuruleni East – D5 |
| 26 | I kusasa Comprehensive | Ekhuruleni West – D6(new D17) |



| | Name of school | District |
|----|-------------------------------|-------------------------------|
| 27 | Bojelong Primary | Ekurhuleni West – D6(new D17) |
| 28 | Moduopo Primary | Ekurhuleni West – D6(new D17) |
| 29 | Magagula Primary | Ekurhuleni West – D6(new D17) |
| 30 | Dukothole Prmary | Ekurhuleni West – D6(new D17) |
| 31 | Panfontein Intermediate | Sedibeng East – D7 |
| 32 | Rusoord Intermediate | Sedibeng East – D7 |
| 33 | Khanya-Lesedi Secondary | Sedibeng East – D7 |
| 34 | Roshnee Primary | Sedibeng East – D7 |
| 35 | Seliba Primary | Sedibeng East – D7 |
| 36 | Beverly Hills Secondary | Sedibeng West – D8 |
| 37 | Phuthulla Primary | Sedibeng West – D8 |
| 38 | Oliver Lodge Primary | Sedibeng West – D8 |
| 39 | Montsosi Primary | Sedibeng West – D8 |
| 40 | Bulatsela Primary | Sedibeng West – D8 |
| 41 | Pholosha Primary | Johannesburg East – D9 |
| 42 | Alexandria High | Johannesburg East – D9 |
| 43 | Fairsand Primary | Johannesburg East – D9 |
| 44 | Marlboro Gardens Combined | Johannesburg East – D9 |
| 45 | Midrand High | Johannesburg East – D9 |
| 46 | Paul Mosaka Primary | Johannesburg North D10 |
| 47 | Bryandale Primary | Johannesburg North D10 |
| 48 | Westbury Secondary | Johannesburg North D10 |
| 49 | Fidelitas Secondary | Johannesburg North D10 |
| 50 | Kwena-Molapo Secondary | Johannesburg North D10 |
| 51 | Lawley Primary | Johannesburg Central – D11 |
| 52 | Motheo Primary | Johannesburg Central – D11 |
| 53 | Daleview Primary | Johannesburg Central – D11 |
| 54 | Ennerdale Technical Secondary | Johannesburg Central – D11 |
| 55 | Topaz Secondary | Johannesburg Central – D11 |
| 56 | Tselelang | Johannesburg West - D12 |
| 57 | Hoërskool Die Adelaar | Johannesburg West - D12 |
| 58 | Lejoeleputswa | Johannesburg West - D12 |
| 59 | Palesa Combined | Johannesburg West - D12 |
| 60 | Nkwe & Shako-Buwa Primary | Johannesburg West - D12 |



The following is a summary of the people interviewed in the post-training research (CELP, 2008)

| Category | Number interviewed |
|----------------------------------|---------------------------|
| Principal | 33 |
| Educator | 47 |
| Non-educator | 24 |
| Parent | 32 |
| Learners(secondary schools only) | 2 |
| Total | 138 |



APPENDIX 4:

Feedback from participants on aspects of their training

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| | <i>Which aspect of this training did you find most useful</i> | <i>Which aspect of this training did you find least useful?</i> | <i>What was not covered in this training session that you would find useful as an SGB member?</i> |
|---|---|--|--|
| <i>Programme 1: Legislative Roadmap</i> | The majority of trainees reported that they found the whole programme most useful. Many stated that they found all aspects relating to policy very useful. Others, again, found all aspects relating to the Constitution, including the Bill of Rights, and the importance of the law to school governance most useful. A few trainees stated that the discussion relating to competing rights was most useful to them. | “Activities” received the most votes as being the least useful aspect of the programme. Strangely, a few trainees reported that the whole programme was of no use to them. A few singled out aspects such as competing rights, policy matters, the Constitution (including Constitutional values), and legislation to be the least useful to them. | Here the only relevant request was that more actual case reports be included in the manual |
| <i>Programme 2: It’s a Match</i> | It would appear from the trainee’s responses that between them they found the whole programme useful. Some found certain sections useful, while other found other sections useful. | The least useful aspects reported by trainees are listed below. It should be pointed out that these same aspects were listed by other trainees as being very useful. Least useful aspects: <ul style="list-style-type: none"> • Leadership and decision making • Labour laws • Writing minutes | There were really only two relevant suggestions for topics that could be included in this programme, namely project management and reflection on trainee’s experiences as SGB members. |

²³ This section is taken from CELP, 2007.



| | <i>Which aspect of this training did you find most useful</i> | <i>Which aspect of this training did you find least useful?</i> | <i>What was not covered in this training session that you would find useful as an SGB member?</i> |
|------------------------------------|--|--|---|
| | | | |
| <i>Programme 3: Core Functions</i> | <p>Trainees mentioned the following aspects as being most useful to them:</p> <ul style="list-style-type: none"> • Working in groups • Team work • Drawing up the School Development Plan • Constructing action plans • Clarification of the distinction between governors and managers • Clarification of the core functions of the SGB • Sharing ideas <p>The management task of principals</p> | | <p>The trainees stated that they would welcome more in-depth training on conflict management. They also requested that the Bill of Rights, and its implications for SGBs, be dealt with more fully. Trainees further stated that they needed training in the handing over process between old and new SGBs.</p> |
| <i>Programme 4: Money Matters</i> | <p>No aspect can be pinpointed as being more useful to the trainees than others as all aspects of the programme were mentioned by one or other trainee as being most useful.</p> | <p>Most of the aspects that were mentioned by some trainees as being useful were also mentioned by other trainees as being least useful.</p> | <p>Trainees asked for more detailed training on budgeting and, especially on managing the budget and the cash flow throughout the financial year. Other aspects that trainees felt deserved more attention were the tendering process and drawing up a business plan with a view to applying for sponsorships</p> |



APPENDIX 5:

Feedback received from facilitators on aspects of their training²⁴

| | Programme 1 | Programme 2 | Programme 3 | Programme 4 |
|------------------------|--|--|---|---|
| Activities | <p>A very few facilitators (6 out of 31) reported that all activities in both Modules 1 and 2 worked well. Some facilitators found that the following activities from Module 1 worked well:</p> <ul style="list-style-type: none"> • Activity 1: desert island drama (4 facilitators) • Activity 2: Constitutional values at school (6 facilitators) • Activity 3: The Constitution is supreme (3 facilitators) • Activity 4: The rights and responsibilities (3 facilitators) <p>Activity 2 of Module 2 (Sing with SASA) was reported to work well by a few facilitators (3) but was the only activity reported by other facilitators (2) as not working well at all.</p> <p>Facilitators (at most 1 facilitator for any given activity) did not really find any activities that did not work as planned.</p> <p>Facilitators were of the opinion that too many activities were included. Trying to get the trainees to complete them all in the time allotted did not leave sufficient time to address the content properly.</p> | <p>Many facilitators (24) reported that all activities in both modules worked well. A significant number (14) felt that Activity 4, Module 1 (Bring your binoculars) did not work out as planned. A very few facilitators (4) stated that Activity 9, Module 2 (Action as a team and reviewing actions) did not work at all.</p> | <p>Most of those who responded to this question (8) stated that all the activities worked well. Several reported that Activity 7, Module 1 (Getting to grips with allocated functions) (6 facilitators) as well as Activity 7 (Case study: SWOT analysis) (5 facilitators), Activity 8 (Establishing priorities and developing the action plan) (5 facilitators) and Activity 9 (Monitoring and evaluation) (5 facilitators) of Module 2 did not work out as planned. The only activity that apparently did not work at all (according to 3 facilitators) was Activity 9 (Monitoring and evaluation) of Module 2)</p> | <p>Very few facilitators responded to questions about the activities. One can therefore not really draw any conclusions as to whether the activities worked well, did not work well or did not work as planned.</p> |
| Issues not included in | Trainees, according to the facilitators, | Trainees apparently wanted | The fact that many of the | Some facilitators reported |

²⁴ This section is taken from CELP, 2007.



| | Programme 1 | Programme 2 | Programme 3 | Programme 4 |
|---|---|--|--|---|
| material | requested that more attention should be paid to the process of drafting policies. | <p>more attention paid to how actually to deal with conflict. Some trainees particularly raised the question of how to deal with conflict between the principal and other members of the SGB.</p> <p>It was also felt that more attention should be paid to leadership training, especially for the principal.</p> <p>Some trainees felt that insufficient attention was paid to the special needs of farm schools, which form a significant percentage of schools in the GDE.</p> <p>Other aspects raised are in fact dealt with under a similar heading in other programmes.</p> | <p>trainees had not attended any previous training sessions meant that many things that had been dealt with previously had to be explained to them. This slowed training down appreciably. Once again trainees appealed for further training in conflict management. Trainees also requested training in how to draw up a school development plan, how to develop school policies and how to draw up a Vision and a Mission Statement.</p> | <p>that trainees required in depth training on budgeting and all aspects connected with the budget. It was also felt that a practical exercise (using real documents) should be included in the training.</p> <p>Participants felt that only members of financial committees should attend Programme 4, as they are the ones who are directly concerned with school finance (The SGB, however, is responsible for the finances of the school, not the finance committee).</p> |
| Aspects with which you were not comfortable | <p>Facilitators reported that they were not comfortable facilitating one or more of the following aspects:</p> <ul style="list-style-type: none"> • Queries on how to access all the circulars. • Questions relating to the Bill of Rights. • Linking action plans to development plans and policy making / formulation / development. • Mathematical calculations. | <p>Facilitators seem to be uncomfortable dealing with a number of issues such as:</p> <ul style="list-style-type: none"> • Uncertainty about the difference between leadership and management, and hence finding it difficult to explain to the trainees. • Why does SASA only require SGB's to | <p>Some facilitators complained that they could not establish a link between development planning and the Vision and Mission Statement. Facilitators also stated that they were not aware of the latest amendments to relevant legislation. Strategies for fund raising also posed a problem for certain</p> | <p>A number of facilitators did not feel comfortable facilitating the following aspects of the programme:</p> <ul style="list-style-type: none"> • The determination of school fees. • Financial reporting and management of the budget. |



| | Programme 1 | Programme 2 | Programme 3 | Programme 4 |
|------------------------------------|---|--|---|---|
| | | <p>formulate a vision and not a mission statement, yet the training material deals with the necessity for both?</p> <ul style="list-style-type: none"> • Poster 1 of programme 2: Some facilitators find it difficult to link the third box (An ideal school culture of teaching and learning) with the contents of the preceding boxes. • Having no facilitator's guide for writing a Code of Conduct for Learners. | <p>facilitators. The whole question of a SWOT analysis and its connection to setting aims and objectives (presumably in the school development plan) and action plans posed a big problem to a number of facilitators.</p> | |
| Suggestions for improvement | <p>Facilitators submitted a number of suggestions in this regard. Among those receiving the most support were:</p> <ul style="list-style-type: none"> • Facilitators reported that trainees requested that all training material should be made available in all four of Gauteng's official languages. This is an important issue as many of the parent members are not at all proficient in English. • It was suggested that providing the trainees with copies of all relevant legislation, regulations and policies (national and provincial) would enhance the quality of the training. These documents are, apparently, not readily available to trainees (i.e. SGB members) at their school. • Most participants were not comfortable with some of the | <p>The pictures on page 37 of the manual depict two white women. This offended, as they are not representative of our population.</p> <p>It was also suggested that examples and diagrams (no specific examples were given) should be simplified where possible and that diagrams and the instructions on how to do the activities be made clearer. Examples should also be relevant to the school situation.</p> <p>Some facilitators also requested that the posters</p> | <p>Most of the suggestions made regarding this programme have already been mentioned previously. One new suggestion was that information on Whole School Development and how it fits in with the functions of the SGB should be included in this programme.</p> | <p>It was suggested that the continuing responsibility of the SGBs of non-fee schools to raise funds by other means should be emphasised.</p> <p>A suggestion that deserves serious consideration is that hand-outs should be separate from the manual and should be distributed only after an activity has been completed.</p> |



| | Programme 1 | Programme 2 | Programme 3 | Programme 4 |
|-----------------|---|---|--|--------------------|
| | <p>terminology in the training material (cf Activity 7, module 2). Apparently trainees found “performance indicators” difficult to understand.</p> <ul style="list-style-type: none"> Some facilitators complained that it appeared that the material had not been either properly edited before being submitted to the printers or that it had not been properly proof read before final printing. | <p>be increased in size so that they can be used as aids to facilitation during training sessions.</p> <p>A suggestion made here that is relevant to all programmes is that facilitators be supplied with a full set of transparencies as an aid to facilitation.</p> | | |
| Time management | <p>There was no clear indication of which activities needed more or less time: the same number of facilitators voted for an activity to be allowed more time as voted for it to be allocated less time.</p> <p>Most of the activities (not Activities as contained in the training material) that were regarded as time wasters resulted from the inability of the facilitators to guide discussions in appropriate directions (i.e. trainees raising matters for discussion that were not relevant to the topic under discussion).</p> | <p>Again facilitators were more or less evenly divided on which activities required more time and which less.</p> <p>Some facilitators felt that role-plays were a waste of time as they took an inordinate amount of time compared with the outcomes.</p> | | |
| Recommendations | <p>Facilitators felt that the training would be more effective if the same group of trainees from a school attended all training sessions. Such trainees would be better able to carry the training over to the other SGB members.</p> <p>It was also recommended that trainees should receive better briefing beforehand, e.g. what documents etc they should bring to the training</p> | <p>The relevant recommendations are all covered under the same heading of Programme 1 above.</p> | <p>An important recommendation was that training must be done in sequence, i.e. Programme 1 followed by Programme 2 and so on. Switching the sequence of training is like trying to build the roof before the foundations have been laid, to use an analogy.</p> | |



| | Programme 1 | Programme 2 | Programme 3 | Programme 4 |
|--|---|--------------------|---|--------------------|
| | <p>sessions.</p> <p>It was suggested that trainees be rewarded with at least a certificate of attendance for each programme attended.</p> <p>Some facilitators stated that the time allocated per programme was not sufficient: The time should be doubled.</p> | | <p>Another recommendation was that trainees should be divided into groups depending on their pre-knowledge. This is dealt with in the general recommendations below</p> | |



APPENDIX 5

Collated data of feedback received from participants

| Programme 1: Logistics | | | | | |
|---|------------|------------|------------|------------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 1.1 When were you informed of the training? | 94 | 112 | 151 | 101 | 458 |
| | 21% | 24% | 33% | 22% | 100% |
| 1.2 What was the information you received like? | 235 | 78 | 42 | 89 | 444 |
| | 53% | 18% | 9% | 20% | 100% |
| 1.3 Directions to the venue | 264 | 52 | 37 | 89 | 442 |
| | 60% | 12% | 8% | 20% | 100% |
| 1.4 Availability of transport | 251 | 55 | 38 | 75 | 419 |
| | 60% | 13% | 9% | 18% | 100% |
| Total/Average | 844 | 297 | 268 | 354 | 1763 |
| | 48% | 17% | 15% | 20% | 100% |

| Programme 2: Logistics | | | | | |
|---|-------------|------------|-----------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 1.1 When were you informed of the training? | 263 | 34 | 27 | 12 | 336 |
| | 78% | 10% | 8% | 4% | 100% |
| 1.2 What was the information you received like? | 308 | 26 | 2 | 1 | 337 |
| | 91% | 8% | 1% | 0% | 100% |
| 1.3 Directions to the venue | 321 | 13 | 2 | 0 | 336 |
| | 96% | 4% | 1% | 0% | 100% |
| 1.4 Availability of transport | 295 | 30 | 6 | 1 | 332 |
| | 89% | 9% | 2% | 0% | 100% |
| Total/Average | 1187 | 103 | 37 | 14 | 1341 |
| | 89% | 8% | 3% | 1% | 100% |

| Programme 3: Logistics | | | | | |
|---|------------|------------|-----------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 1.1 When were you informed of the training? | 21 | 26 | 9 | 2 | 58 |
| | 36% | 45% | 16% | 3% | 100% |
| 1.2 What was the information you received like? | 44 | 12 | 1 | 1 | 58 |
| | 76% | 21% | 2% | 2% | 100% |
| 1.3 Directions to the venue | 52 | 4 | 1 | 2 | 59 |
| | 88% | 7% | 2% | 3% | 100% |
| 1.4 Availability of transport | 48 | 5 | 2 | 1 | 56 |
| | 86% | 9% | 4% | 2% | 100% |
| Total/Average | 165 | 47 | 13 | 6 | 231 |
| | 71% | 20% | 6% | 3% | 100% |



| Programme 4: Logistics | | | | | |
|---|-------------|------------|-----------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 1.1 When were you informed of the training? | 322 | 39 | 21 | 10 | 392 |
| | 82% | 10% | 5% | 3% | 100% |
| 1.2 What was the information you received like? | 355 | 35 | 2 | 1 | 393 |
| | 90% | 9% | 1% | 0% | 100% |
| 1.3 Directions to the venue | 352 | 29 | 9 | 0 | 390 |
| | 90% | 7% | 2% | 0% | 100% |
| 1.4 Availability of transport | 324 | 45 | 11 | 7 | 387 |
| | 84% | 12% | 3% | 2% | 100% |
| Total/Average | 1353 | 148 | 43 | 18 | 1562 |
| | 87% | 9% | 3% | 1% | 100% |

| Programme 1: Venue | | | | | |
|---------------------------|-------------|------------|------------|------------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 2.1 Size of the venue | 194 | 164 | 55 | 46 | 459 |
| | 42% | 36% | 12% | 10% | 100% |
| 2.2 Seating arrangements | 322 | 18 | 22 | 96 | 458 |
| | 70% | 4% | 5% | 21% | 100% |
| 2.3 Lighting | 254 | 102 | 21 | 81 | 458 |
| | 55% | 22% | 5% | 18% | 100% |
| 2.4 Ventilation | 144 | 176 | 88 | 48 | 456 |
| | 32% | 39% | 19% | 11% | 100% |
| 2.5 Cleanliness of venue | 83 | 195 | 103 | 41 | 422 |
| | 20% | 46% | 24% | 10% | 100% |
| 2.6 Toilet facilities | 175 | 78 | 57 | 84 | 394 |
| | 44% | 20% | 14% | 21% | 100% |
| Total/Average | 1172 | 733 | 346 | 396 | 2647 |
| | 44% | 28% | 13% | 15% | 100% |

| Programme 2: Venue | | | | | |
|---------------------------|-------------|------------|------------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 2.1 Size of the venue | 201 | 117 | 6 | 1 | 325 |
| | 62% | 36% | 2% | 0% | 100% |
| 2.2 Seating arrangements | 314 | 8 | 11 | 1 | 334 |
| | 94% | 2% | 3% | 0% | 100% |
| 2.3 Lighting | 242 | 81 | 5 | 2 | 330 |
| | 73% | 25% | 2% | 1% | 100% |
| 2.4 Ventilation | 185 | 106 | 30 | 6 | 327 |
| | 57% | 32% | 9% | 2% | 100% |
| 2.5 Cleanliness of venue | 101 | 137 | 66 | 29 | 333 |
| | 30% | 41% | 20% | 9% | 100% |
| 2.6 Toilet facilities | 168 | 90 | 31 | 36 | 325 |
| | 52% | 28% | 10% | 11% | 100% |
| Total/Average | 1211 | 539 | 149 | 75 | 1974 |
| | 61% | 27% | 8% | 4% | 100% |



| Programme 3: Venue | | | | | |
|---------------------------|------------|------------|-----------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 2.1 Size of the venue | 43 | 16 | 0 | 0 | 59 |
| | 73% | 27% | 0% | 0% | 100% |
| 2.2 Seating arrangements | 56 | 2 | 2 | 0 | 60 |
| | 93% | 3% | 3% | 0% | 100% |
| 2.3 Lighting | 40 | 17 | 2 | 0 | 59 |
| | 68% | 29% | 3% | 0% | 100% |
| 2.4 Ventilation | 39 | 16 | 1 | 0 | 56 |
| | 70% | 29% | 2% | 0% | 100% |
| 2.5 Cleanliness of venue | 30 | 23 | 3 | 0 | 56 |
| | 54% | 41% | 5% | 0% | 100% |
| 2.6 Toilet facilities | 45 | 8 | 3 | 0 | 56 |
| | 80% | 14% | 5% | 0% | 100% |
| Total/Average | 253 | 82 | 11 | 0 | 346 |
| | 73% | 24% | 3% | 0% | 100% |

| Programme 4: Venue | | | | | |
|---------------------------|-------------|------------|------------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 2.1 Size of the venue | 196 | 169 | 13 | 2 | 380 |
| | 52% | 44% | 3% | 1% | 100% |
| 2.2 Seating arrangements | 351 | 16 | 13 | 2 | 382 |
| | 92% | 4% | 3% | 1% | 100% |
| 2.3 Lighting | 279 | 102 | 10 | 0 | 391 |
| | 71% | 26% | 3% | 0% | 100% |
| 2.4 Ventilation | 191 | 164 | 26 | 3 | 384 |
| | 50% | 43% | 7% | 1% | 100% |
| 2.5 Cleanliness of venue | 151 | 205 | 29 | 3 | 388 |
| | 39% | 53% | 7% | 1% | 100% |
| 2.6 Toilet facilities | 264 | 84 | 24 | 7 | 379 |
| | 70% | 22% | 6% | 2% | 100% |
| Total/Average | 1432 | 740 | 115 | 17 | 2304 |
| | 62% | 32% | 5% | 1% | 100% |



| Programme 1: Facilitation | | | | | |
|--|-------------|------------|------------|------------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 3.1 How well did the facilitator know the content? | 174 | 138 | 34 | 66 | 412 |
| | 42% | 33% | 8% | 16% | 100% |
| 3.2 Were the learning outcomes achieved? | 199 | 86 | 57 | 64 | 406 |
| | 49% | 21% | 14% | 16% | 100% |
| 3.3 How well was facilitator prepared? | 190 | 115 | 38 | 70 | 413 |
| | 46% | 28% | 9% | 17% | 100% |
| 3.4 Extent of using of innovative ideas during the facilitation? | 202 | 100 | 29 | 56 | 387 |
| | 52% | 26% | 7% | 14% | 100% |
| 3.5 Facilitation skills. | 206 | 127 | 50 | 54 | 437 |
| | 47% | 29% | 11% | 12% | 100% |
| 3.6 Time management by facilitator. | 185 | 142 | 44 | 65 | 436 |
| | 42% | 33% | 10% | 15% | 100% |
| 3.7 How was group / individual participation? | 176 | 171 | 55 | 58 | 460 |
| | 38% | 37% | 12% | 13% | 100% |
| Total/Average | 1332 | 879 | 307 | 433 | 2951 |
| | 45% | 30% | 10% | 15% | 100% |

| Programme 2: Facilitation | | | | | |
|--|-------------|------------|-----------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 3.1 How well did the facilitator know the content? | 258 | 67 | 2 | 2 | 329 |
| | 78% | 20% | 1% | 1% | 100% |
| 3.2 Were the learning outcomes achieved? | 242 | 77 | 11 | 2 | 332 |
| | 73% | 23% | 3% | 1% | 100% |
| 3.3 How well was facilitator prepared? | 250 | 76 | 4 | 0 | 330 |
| | 76% | 23% | 1% | 0% | 100% |
| 3.4 Extent of using of innovative ideas during the facilitation? | 232 | 42 | 4 | 0 | 278 |
| | 83% | 15% | 1% | 0% | 100% |
| 3.5 Facilitation skills. | 242 | 84 | 7 | 0 | 333 |
| | 73% | 25% | 2% | 0% | 100% |
| 3.6 Time management by facilitator. | 232 | 89 | 10 | 2 | 333 |
| | 70% | 27% | 3% | 1% | 100% |
| 3.7 How was group / individual participation? | 231 | 88 | 12 | 1 | 332 |
| | 70% | 27% | 4% | 0% | 100% |
| Total/Average | 1687 | 523 | 50 | 7 | 2267 |
| | 74% | 23% | 2% | 0% | 100% |



| Programme 3: Facilitation | | | | | |
|--|------------|------------|-----------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 3.1 How well did the facilitator know the content? | 40 | 19 | 1 | 0 | 60 |
| | 67% | 32% | 2% | 0% | 100% |
| 3.2 Were the learning outcomes achieved? | 38 | 17 | 3 | 0 | 58 |
| | 66% | 29% | 5% | 0% | 100% |
| 3.3 How well was facilitator prepared? | 38 | 22 | 0 | 0 | 60 |
| | 63% | 37% | 0% | 0% | 100% |
| 3.4 Extent of using of innovative ideas during the facilitation? | 37 | 11 | 2 | 0 | 50 |
| | 74% | 22% | 4% | 0% | 100% |
| 3.5 Facilitation skills. | 30 | 26 | 3 | 0 | 59 |
| | 51% | 44% | 5% | 0% | 100% |
| 3.6 Time management by facilitator. | 31 | 24 | 3 | 0 | 58 |
| | 53% | 41% | 5% | 0% | 100% |
| 3.7 How was group / individual participation? | 29 | 26 | 2 | 2 | 59 |
| | 49% | 44% | 3% | 3% | 100% |
| Total/Average | 243 | 145 | 14 | 2 | 404 |
| | 60% | 36% | 3% | 0% | 100% |

| Programme 4: Facilitation | | | | | |
|--|-------------|------------|-----------|-----------|--------------|
| ASPECT | 4 | 3 | 2 | 1 | Total |
| 3.1 How well did the facilitator know the content? | 293 | 81 | 6 | 0 | 380 |
| | 77% | 21% | 2% | 0% | 100% |
| 3.2 Were the learning outcomes achieved? | 259 | 93 | 16 | 3 | 371 |
| | 70% | 25% | 4% | 1% | 100% |
| 3.3 How well was facilitator prepared? | 290 | 87 | 8 | 0 | 385 |
| | 75% | 23% | 2% | 0% | 100% |
| 3.4 Extent of using of innovative ideas during the facilitation? | 247 | 112 | 4 | 3 | 366 |
| | 67% | 31% | 1% | 1% | 100% |
| 3.5 Facilitation skills. | 255 | 118 | 8 | 1 | 382 |
| | 67% | 31% | 2% | 0% | 100% |
| 3.6 Time management by facilitator. | 212 | 156 | 19 | 4 | 391 |
| | 54% | 40% | 5% | 1% | 100% |
| 3.7 How was group / individual participation? | 220 | 152 | 11 | 3 | 386 |
| | 57% | 39% | 3% | 1% | 100% |
| Total/Average | 1776 | 799 | 72 | 14 | 2661 |
| | 67% | 30% | 3% | 1% | 100% |