

**DEPARTMENT OF EDUCATION
DEPARTEMENT VAN ONDERWYS**

No. 701

30 MAY 2003

APPOINTMENT OF A MINISTERIAL COMMITTEE TO REVIEW AND ASSESS THE STATE OF SCHOOL GOVERNANCE IN PUBLIC SCHOOLS, AND MAKE RECOMMENDATIONS FOR STRENGTHENING THE MODEL OF DEMOCRATIC SCHOOL GOVERNANCE THROUGH REPRESENTATIVE SCHOOL GOVERNING BODIES.

1. I, Kader Asmal, Minister of Education, have approved the appointment of a Ministerial Committee to review the present state of governance in public schools and make recommendations of improvements in all aspects of their election and functions.

2. The terms of reference for the Ministerial Task Team are:
 - To gather evidence on the current status and functioning of school governance in public schools, with a view to identifying any patterns or trends in relation to race, class, gender and disability as well as urban and rural location;

 - To gather evidence on the capacity and representation of school governing bodies;


 - To review the relationship between school governing bodies and school management, including the position of the principal as an ex-officio member of the school governing body;

 - To make recommendations for possible changes to legislation or policy that will serve to strengthen democratic school governance, enhance the effectiveness and efficiency of schools, and improve the quality of teaching and learning and implication for capacity building.

Considering the above, I have appointed the following persons as members of the Ministerial Task Team to investigate and review the provisions for school governance.

3. **Ministerial Task Team**

Dr Crain Soudien (Chairperson)	University of Cape Town
Professor Rejoice Ngongco	University of Zululand
Mr Reg Brijraj	South African Council of Educators (SACE)
Mr Victor Mathonsi	National Association of School Governing Bodies
Mr Nhlanganiso Dladla	University of Fort Hare



Prof. Kader Asmal, MP

Minister of Education

9 May 2003

Ministerial Committee to undertake a comprehensive review of School Governance in South African public schools

Introduction

A Ministerial Committee is to be appointed by the Minister of Education to investigate and review the provisions for school governance, as contained in the South African Schools Act (Act 84 of 1996), and related policies and regulations determined in terms of this and other legislation.

Purpose

The Committee will be required to review and assess the state of school governance in public schools, and to make recommendations for strengthening the model of democratic school governance through representative school governing bodies.

Areas of investigation

- The current status and functioning of school governing bodies in public ordinary schools, with a view to identifying any patterns or trends in relation to race, class, gender and disability, as well as urban/rural location;
- The current status and functioning of school governing bodies in special schools;
- The relationship between school governing bodies and school management, including the position of the principal as an ex-officio member of the school governing body;
- The capacity and representivity of school governing bodies;
- The role of school governing bodies in determining educational policies, especially those on language and religious observances, and the impact of these decisions;
- The distinction between "Section 20" and "Section 21" schools, including the basis for determining these;
- The exercising of the functions allocated to school governing bodies, especially those of "Section 21" schools, in regard to finances (budgets and

fees), the procurement of learning materials, admissions (including fee exemptions), teacher appointments and school development processes;

- The monitoring of these school governance functions by provincial education departments;
- The appointment and participation of parents, teachers and pupils to school governing bodies, and relations between these stakeholders in the school governing bodies;
- The existence and purpose of parallel structures such as PTAs;
- The relationship between school governing bodies and local authorities;
- The relationship between school governing bodies and traditional authorities;
- The role and status of school governing body associations.

Modus

The Committee shall conduct an analysis of a sufficient and representative cross-section of school governing bodies in relation to the above aspects, and any others relevant aspects that may arise. A document survey should also include the Constitution, Mission Statements and School Development Plans of these school governing bodies. Trained field researchers will be used for this purpose.

Consultations shall be held with all interested parties, including school governing body associations, education officials, elected public representatives, as well as teacher, parents and student formations. A representative Reference Group shall be convened for this purpose, and in addition written or oral submissions may be invited.

Outcome

The investigation should allow the Ministry of Education to determine good and poor practice in relation to school governance, and to identify the variables which may contribute to each of these.

Recommendations would therefore be expected in regard to:

- Possible changes to legislation or policy which will serve to strengthen democratic school governance, enhance the effectiveness and efficiency of schools, and improve the quality of teaching and learning; and
- Implications for capacity building.

Time frames

Time required for the investigation: 4 months

Time required for finalising the report: 2 months

Proposed membership of the Ministerial Committee:

Dr Norman Levy (Chairperson)

Professor Rejoice Ngongco

Mr R Brijraj (member of the Hunter Commission which proposed the initial model)

Mr Nhlanganiso Dladla