

**ADULT BASIC EDUCATION AS AN INSTRUMENT TO
TRAIN MEMBERS OF GOVERNING BODIES**

by

DIMAKATSO ELIZABETH PHALATSE

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SUPERVISOR: DR MC VAN LOGGERENBERG

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DEDICATION

Dedicated to my late husband, Meja

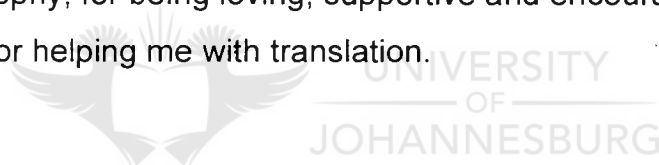


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OPSOMMING

Die doel van hierdie navorsing was om die funksionering van skoolbestuursrade in die Carletonville-omgewing te bestudeer. Die doel was ook om uit te vind waarom die bestuursliggame nie effektief funksioneer nie. Daar is ook nagevors wat gedoen kan word om die individuele lede te ontwikkel en te motiveer deur Volwassene Basiese Onderwys en Opleiding.

Die probleem wat ondersoek is, is dat die lede van skoolbestuursrade in die Carletonville omgewing nie effektief is nie, omdat daar net 'n lae vlak van taal- en syfervaardigheid is en daar 'n algehele tekort aan 'n opvoedkundige kwalifikasie is. Volwassene Basiese Onderwys en Opleiding is ingestel om te dien as 'n hulpmiddel om lede van skoolbestuursrade te ontwikkel, omdat dit reeds suksesvol gebruik word in baie gemeenskappe.

Belangrike aspekte wat Volwassene Basiese Onderwys en Opleiding vir die lede van die Bestuursliggame moet aanspreek, is:

- om hulle lees- en skryfvaardighede te leer; en
- om hulle met bestuursvaardighede toe te rus.

'n Ondersoek is ook in Khutsong gedoen by die Sentrum vir Volwassene Basiese Onderwys en Opleiding, om uit te vind wat die volwassenes se uitgangspunt is oor Volwassene Basiese Onderwys en Opleiding. Die resultate het getoon dat die volwassenes positief was oor hierdie opleiding. Hulle het gesê sommige van hulle het nie geweet hoe om te lees of skryf nie. Vandag kan hulle ten minste hulle name skryf.

Hulle was so opgewonde dat 'n mens op hulle gesigte kon sien hulle het dit geniet om te leer. Die bywoningsyfer was ook baie hoog. Die standpunt kon toe ingeneem word dat Volwassene Basiese Onderwys en Opleiding as hulpmiddel gebruik kan word by die ontwikkeling van die individuele lede van skool-

bestuursrade. Sodoende kan die peil van effektiwiteit van die skoolbestuur ook verhoog word.

Hierdie navorsing het getoon dat dit belangrik is om skoolbestuursrade op te lei, want hulle staan groot uitdagings in die gesig:

- Hulle moet toesien dat die skoolbedrywigheid glad verloop; en
- hulle moet toesien dat die skool behoorlik bestuur word.



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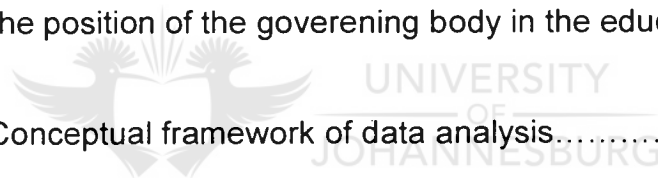



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SECTION ONE

GENERAL ORIENTATION

1.1 INTRODUCTION

Curriculum 2005 is being phased in at South African schools. This is a drastic change that is challenging. It challenges the School Governing Body (SGB) because according to this system of education, it is the responsibility of the SGB to ensure the best quality of education. Gerald (1995:78) asserts that SGB possess a significant jurisdiction over issues of curriculum and pedagogic effectiveness, the internal organisation of schools, financial and resource decisions, as well as staffing priorities.

In taking responsibility for their duty as SGB members, they must be aware of the depth of the commitment they have made in accepting to be elected as members. Traditionally in black schools, the running of the school rested on the principal's shoulders. The School Governing Body members had no effective role to play, because they depended on the principal. The principal could just call them and give them reports on what has been going on in the school. Because of the low level of literacy, they treated the principal as a hero. To them the principal was never wrong. Even if he was misusing their monies, they could not see this because of ignorance that is led by a low level of literacy. Today a shift has been made wherein the School Governing Bodies are the ones to ensure the smooth running of the school.

1.2 DUTIES OF THE SGB's ACCORDING TO THE SOUTH AFRICAN SCHOOL'S ACT (Act 84 of 1996, Section 16)

- To promote the best interest of the school.
- To develop the mission statement of the school, which refers to what the school wants to achieve.

- To support the principal, educators and other staff in carrying out the professional functions.
- To control and maintain school property, buildings and grounds.
- To decide on choice of subjects according to the provincial Curriculum Policy.
- To start to administer the school fund.
- To open and maintain a bank account for the school.
- To prepare an annual budget, that is, planning the school finances for the next year.
- To ensure that the school fees are collected according to decisions made by stakeholders.
- To keep the financial records of the school.
- To ensure the development of the school by providing quality education for all learners at the school

1.3 THE PRINCIPAL'S DUTY IS ONLY PROFESSIONAL MANAGEMENT (Act 84 of 1996, Section 16)

The principal's duty is:

- to perform and carry out professional functions;
- to administer and organise day-to-day teaching and learning at the school;
- to perform the departmental responsibilities prescribed by law;
- to organise all the activities which support teaching and learning; and
- to decide on textbooks, educational material and equipment to be sought.

By merely looking at the duties of the SGB's and that of the principal's, one realises that the duties of the SGB's are more than those of the principal. SGB members need to build their confidence by knowing what exactly outcomes-based education is. The government, with the help of the NGO's, tried to workshop the SGB members on outcomes-based education. This was not 100% successful because some of the members did not have a chance to attend. Those who attended could hardly write their names, so they gained nothing. In most cases,

some educators had to accompany them to the workshop. The workshops were presented in English, which they did not understand.

1.4 MOTIVATION FOR THIS RESEARCH

Effective school governance depends on effective members of School Governing Bodies. Kemp (1995:41) asserts that in many South African communities the possibilities for education and training programmes are drastically restricted by low levels of literacy and numeracy and by a general lack of educational grounding. She also claims that a basic education programme aims to give people the skills they need in order to participate in building the new democracy. Hence, I also claim that Adult Basic Education and Training (ABET) can be used as a tool to develop members of the SGB in the Carletonville area.

From my experience as an educator and conversations with colleagues at my school, we found that there is indeed a need to develop members of the SGB. Most of the members are passive at meetings and lack confidence, whereas they are actually the ones to play an active role to develop the school. We came to the conclusion that ABET can develop them to remove the barriers that keep them from working effectively.

The researcher has noticed that a lack of proper governance of the school can create a situation in which the school loses its credibility as an institution of learning. It therefore needs to be pointed out the school governance involves more than merely being a member of the School Governing Body.

1.5 STATEMENT OF THE PROBLEM

As I have stated earlier, Curriculum 2005 is being phased in at South African schools. This means that all educators at schools will have to learn to use new teaching and assessment methods. It also means that the governance of the school will be different.

Transformation in the power relations of the leadership has taken place. In theory, school governors now have the power to run the school. The principal of the school had emerged from an earlier period of autonomous school leadership to one of democratic leadership.

Faced with all the responsibility, one finds that in the Carletonville area the possibilities for education and training programmes are drastically restricted by the low level of literacy and numeracy and by general lack of educational grounding. Most SGB members cannot read and write. They cannot express themselves in any of the official languages.

The complexity of school governing activities and the many aspects of school governance are such that SGB members have to attend to many aspects of school governance, for example:

- taking their time to draw the mission and vision statements of the school;
- managing the school funds;
- ensuring the development of the school;
- controlling and maintaining the school properly; and
- deciding on choice of subjects according to the Provincial Curriculum Policy.

In the Carletonville area one finds that many SGB members have not yet realised the full extent of their operative power. For example, they cannot organise meetings on their own. After being elected, they just dismiss themselves again. So the question arises: Who will, after being dismissed, carry on with such a complexity of the SGB activities? This is a serious problem in the Carletonville area.

The researcher will try to determine the impact that ABET will have on the development of the SGB's in the Carletonville area. From what has been determined in the above statement, the issue of the low level of literacy of the SGB members in the Carletonville area centres around the following questions:

- Will ABET have an impact on the development of the School Governing Bodies?
- Will members of the SGB be motivated to attend ABET?
- What lesson can ABET offer to rescue the members of the SGB in the Carletonville area?

1.6 THE FORMULATION OF A CLAIM

From the foregoing paragraphs it is apparent that SGB members around the Carletonville area need to be empowered and developed because most of these members have not yet realised the full extent of their operative powers. In the new era they are faced with strong accountability as far as school governance is concerned. Thirdly, the low level of literacy and numeracy restricts even those who are active and willing to carry out their duties effectively. My claim is that ABET can be used as a tool to remedy this problem.

The aims of this research are therefore:

- to investigate the level of literacy and numeracy of different SGB members around the Carletonville area;
- to investigate how the SGB members can be motivated to attend ABET; and
- to determine the criteria that can be used to classify them according to the level of literacy and numeracy.

1.7 THE RESEARCH METHOD AND THE EPISTEMOLOGY UNDERLYING THE STUDY

Use will be made of both primary and secondary sources. Data collected will be evaluated and conclusions made. From the literature study, an attempt will be made to describe school governance as the task of the SGB members.

On the strength of the literature study, a selection of variables for the empirical investigation will be made. The literature study will therefore provide theoretical background to conduct an empirical study.

1.8 THE PLAN OF STUDY

The plan of study will be undertaken in the following way:

- (a) A literature survey (Section Two)
- (b) School governance as the task of SGB members (Section Three)
- (c) Empowerment and development of SGB members through ABET (Section Three)
- (d) Findings, conclusions and recommendations (Section Four)

1.9 SUMMARY

The researcher will attempt to determine the impact that ABET will have on the members of the SGB around the Carletonville area. The SGB members in the Carletonville area are restricted to perform their tasks effectively due to the low level of their literacy and numeracy. This issue, as well as the lack of proper governance has raised the researcher's concern and in the following section the purpose of ABET will be reviewed.

SECTION TWO

LITERATURE SURVEY

2.1 INTRODUCTION

It has been pointed out in Section One that the effective governance of the school depends on effective members of the School Governing Body (SGB). It has also been determined that the SGB members in the Carletonville area need to be educated through ABET so that they are able to run the school properly. ABET should help to ensure good quality education and will contribute to community development in the Carletonville area. Kemp (1994:42) asserts that ABET aims to give people the skills they need in order to participate in building the new democracy.

2.2 AIM OF THIS SECTION

The aim of this section is to review the purpose of ABET and also to review what the SGB'S are and their composition and functions. Relevant literature will also be reviewed and concluding comments will be made.

2.3 THE PURPOSE OF ADULT BASIC EDUCATION AND TRAINING

Mangano (1971:14) asserts that adult classes have the potential for a "broad ripple" in the community. Educators should teach disadvantaged adults with this fact in mind. Learning and education are powerful tools for changing the human condition. Today, people cannot hope to survive without basic education skills. They must be able to read, write and compute and to communicate with the society in which they live. South African communities are today faced with the role of reconstructing their country. These communities will need many skills to participate in the task of reconstruction and development. They must be involved in the planning and execution of the programme. Communities will need to act in

an intelligent and organised way. But how? Who will actually carry out the various tasks?

A small number of communities have an adequate supply of people experienced in such things. Consequently there is a desperate need for rapid development of all kinds and particularly the skills of organising, planning and participation. This is why an effective ABET programme on a large scale is so important. People need to know how to run meetings, how to get things done between meetings and how to keep accounts.

Education also provides an important communal activity in itself. Bringing people together for classes is an important way of bringing the community together. They can then become aware of the concerns they share and the possibilities of initiating new projects. To achieve this kind of outcome from education, we should not think of education as a set of separate formal topics, each contained in its own textbook.

Education must be made relevant to the learner's lives. Learners should be asked what they think their needs are and then focus on meeting those needs, and argue that adults can and should take responsibility for the shape of their own education, including determining their learning needs.

The main purpose of ABET is that it is used as a tool to develop communities. Hence I say it can also be used in schools to empower school governors, which is another way of developing the community, because it is through education that the community can be easily developed. Gerald (1995:19) says that the re-empowerment and construction of the SGB has been part of the political strategy to reduce the sphere of autonomy reforms. Empowering the school governors could be the strategy for restoring the power and influence of the natural leaders of the society.

It seems clear from the above paragraph that school governors can be the leaders of the whole community. By empowering the school governors, you also empower the community leaders. Hence I am of the opinion that ABET can be

used to empower the school governors, since it is engaged in community development.

2.4 WHAT ARE SCHOOL GOVERNING BODIES?

Within the outlined duties of the governing bodies, most crucial is the fact that the governing body and its constitution are subjected to the constitution of the Republic of South Africa, the South African School's Act (Act 43) and all applicable laws of your province (Potgieter; Visser; Van der Bank; Mathata & Squelch, 1997:29). The clause emphasises, Section 18 of the constitution of the country (The South African Government, 1996) that recognises human dignity, the achievement of equality, everyone's right to basic education and the advancement of human rights and freedom. The establishment of the governing bodies within the new educational system has a crucial role to play in terms of the education and schools' governance as expected by the South African School's Act.

2.5 ESTABLISHMENT AND COMPOSITION OF GOVERNING BODIES

As the professional management and day-to-day running of the public schools should be undertaken by principals, the governance is vested in a position of trust towards the school in the SGB. According to Sayed and Carrim (1997), the Hunter Commission recommended to the Education Ministry that parents, learners (in secondary schools), educators, non-teaching staff and the principal as an ex-officio member, should serve on the governing body of the school. In addition to the first recommendation, it was further suggested that members of the community should serve on the governing bodies, taking into account their expertise. This is contrary to most community-based structures.

The constitution of the governing bodies also advocated a high representation of parents on the governing body, which the South African Democratic Teachers Union highly contested. SASA's argument indicated representation of parents through election by parents and also co-opted community representation that may or may not be immediate community members.

2.6 DUTIES OF THE SGB MEMBERS

Through the principal the parents can become involved in the day-to-day management of the school. The following are some of the examples of the activities through which the parents can be involved:

- Involvement in developing school policy.
- Planning, drafting and agreeing to the budget.
- Communicating and linking with the parents' community.
- Parent meetings.
- Taking part in fundraising.
- Voluntary services, such as painting and cleaning, coaching learners and giving motivational talks.
- Advising learners against drug abuse, Aids and taking weapons to school.

2.7 CLASSROOM SUPPORT



Parents could be involved in different educational activities. However, this is usually the area of least involvement because traditionally in black schools, parents have been excluded from involvement in the professional side of the school.

However, parents do have the right to know what their children are learning and must be kept informed of their children's progress and performance. There are also certain areas of the curriculum in which parents do have a say, for example, religious policy, language policy, sex education and physical education.

Other activities would include:

- Monitoring their children's progress.
- Discussing the curriculum.
- Involvement in developing learning programmes for children with special needs.
- Supervising homework.

- Assisting the classroom activities (in special schools).
- Helping their children with their studies.

2.8 HOME-BASED SUPPORT

All parents, no matter what their circumstances are, should help their children with their school work. There are many things that parents can do to support their children at home, for example:

- they must be interested in their children;
- supervise their homework;
- create time for educational activities;
- accompany their children on educational outings like visiting a library; and
- advising and giving information on education, radio or television programmes or newspaper reports.

2.9 PROBLEMS WITH THE NEEDED DEMOCRATIC PARTICIPATION OF PARENTS

According to Van Wyk (1987:65), the problem with the needed democratic participation of parents is that many parents are not involved in the formal education; many parents are not sufficiently conversant with the education system; parents do not know what their rights are with regard to the education of their children and that they do not know exactly how they should enforce these rights.

Supporting the above comment, it is a real problem for the SGB to run the school because most of them are not enlightened. The principal is regarded as the ex-officio by the South African School's Act, but he ends up performing the duties of the whole SGB. For example, in one of the schools around Carletonville I contacted the principal to make an appointment with the members of the governing body. The principal replied that they do not have a governing body, she is alone. The reason is that normally after being elected the members are dismissed. They do not even attend meetings. ABET must be used as a tool to develop and

develop and empower SGB members, because they do not know their rights as far as the education of the children is concerned. When looking at the duties of the SGB's in the previous paragraphs, one realises that there is a lot to be done by parents according to the South African School's Act.

It is therefore clear that the SGB's are not aware of their responsibilities and that is the reason why the members are dismissed after being elected.

2.10 RELEVANT LITERATURE REVIEW

2.10.1 South African School's Act

To motivate the establishment of the South African School's Act the Ministry of Education indicated the need to provide for the uniform system of the organisation, governance and funding of schools; consequently to amend and repeat certain laws relating to schools and to provide for matters connected therewith (South African Government, 1996:2). In its Policy Framework for Education and Training (African National Congress, 1995), the ANC initiated a policy-process in preparation for an Act that would ensure vision realisation set out by the freedom charter to open the doors of learning and culture to all.

2.10.2 School communities

Tulloch (1993:287) defines community as "...a specific locality, including inhabitants". School means "...an institution for educating or giving instructions" (Tulloch, 1993:378). Therefore school communities mean specific localities or institutions of education including their inhabitants.

2.10.3 School Governing Body

"School Governing Body" means a governing body contemplated by the South African School's Act in Section 15(1) of the National Education Policy Act of 1996 (South African Government, 1996) The clause emphasises Section 18 of the constitution of the country (South African Government, 1996) that recognises

human dignity, the achievement of equality, everyone's right to basic education, and the advancement of human rights and freedom.

2.10.4 Educational governance

In introducing democratisation of the educational system in South Africa, Sayed (1997:91) looked into policy debates as highlighted by NEPI documents (1992, 1993a, 1993b, ANC National Education and Training Policy Framework, 1994a, 1994b, and Education White Paper, 1995). He argues that "... central to the notion of educational democracy in South Africa is the idea democracy entails, and should enhance greater participation" (Sayed, 1997:91). The main thrust of his article was to examine what moves the Ministry of Education, and what measures are put in place towards greater democracy and participation. The emphasis was on key recommendations pertaining to school governance, highlighting inter alia, the tensions and contradictions in them and the different and contradictory notions of participation, if there were any (Sayed, 1997:94). Through the South African Bill (South African Government, 1996), introduced in parliament by the minister of education, provision for public schooling for all was made. According to this Bill, governance of public schools are vested in its governing body.

2.10.5 Functions and duties of governing bodies

SASA defines a School Governing Body as "a juristic person" that can sue and be sued in a legal court (Potgieter, *et al.* 1997:29). What becomes an issue is what Sayed (1997:94) argue as a technical problem "... whether governing bodies are ready to take on such responsibilities are unclear". In looking at the governing bodies' responsibilities, it will be important to look into standing orders of a governing body.

Within the framework of the nineteen powers of its duties, the governing body will clearly indicate its name, set out aims, feasible objectives and activities as established and indicated by the South African School's Act. Within its constitution, the governing body will also have to safeguard and legitimise

payments made out of school funds, set out clear procedures for meetings and stipulate legally the position of its members in terms of debts, damages or malicious intent of the use of collected funds. Sayed (1997:94) summarised these duties through the three following demarcations:

- key policy matters (language, fees, religious observance, recommendations for employment, and code of conduct);
- day-to-day matters (time tables, maintenance of physical assets and purchasing); and
- financial matters (financial accounting, raising revenue, charging and collecting fees.

2.10.6 Critical issues in the discourse of participation in governing bodies

According to the Provincial Gazette Extraordinary (Gauteng Education Department, 1996), the principal shall be an ex-officio member of the Executive Committee. Meetings of the SGB's will only be held once per school term, however, the Executive Committee of a SGB shall meet at least once a month. An additional power may be assigned to the SGB by a member of the Executive Committee of the provincial education in line with the South African School's Act.

This is one of the issues Sayed (1997:94) see as a critical part of what has been called the "menu mode of governance". The menu mode tries, in their view, to ensure competence within SGB members before certain powers and functions can be assumed. However, the menu of powers and functions still potentially opens up what could very easily be a permanent controversy between schools and the education departments over the definition of powers and functions (Sayed, 1997:94).

The NEPI report (1992:26) also articulates one critical issue of discourse being the fact that "... while the available documentation provides evidence of demands for various kinds of control, the articulation of the sometimes conflicting interests of the

the constituent groups lacks clarity". This goes back to the argument about parents not knowing their rights, management teams exceeding their authority, an Executive Committee member's position in assigning additional powers to the SGB while the Provincial and National Ministry only recently put tendering for school management capacity building and training programmes.

2.11 POLICY DOCUMENTS FOR GOVERNANCE WITHIN THE PUBLIC SCHOOL

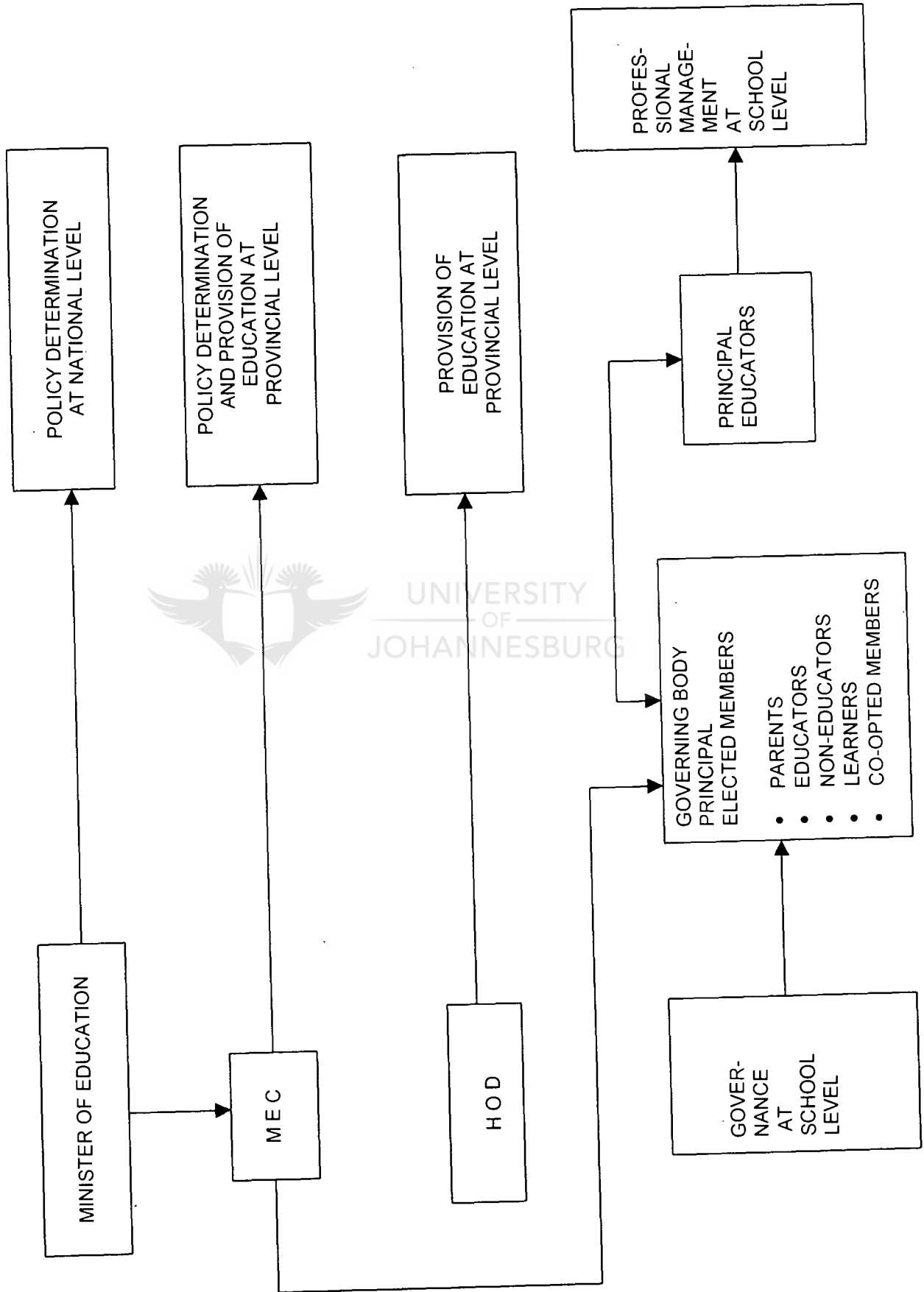
Having discussed how SGB's came into public schools and in explaining how SASA expects the members to act in terms of the outlined duties and functions, I will now indicate clearly how SASA aligns itself with the country's constitution and indicate the Ministry of Education's intention towards public school's community empowerment and indicate the different duties of all stakeholders as outlined by SASA – find out how they respond in line with their roles; what policy documents they consider. It will then be the right time to claim that:

- it is the negative attitudes of school's management teams that lead to the suspension and expulsion of learners, and
- it is lack of knowledge and lack of understanding of SASA by school communities that allow management teams to have their way in discriminating and prejudicing in suspension and expulsion of learners from former Model-C schools in this inquiry.

2.12 THE POSITION OF THE GOVERNING BODY IN THE EDUCATION SYSTEM

In terms of what the South African School's Act outlines, the SGB falls under the authority of the national and provincial structure of education (SASA, 1997). This authority of the SGB subscribes to the functions outlined by the Minister of Education, the MEC and Head of Department of the education structure within the province. See Figure 2.1 (p.16) for a graphical presentation of expected job descriptions of the SGB in the education system.

FIGURE 2.1: THE POSITION OF THE GOVERNING BODY IN THE EDUCATION SYSTEM



Sayed and Carrim (1997:41) explain that stakeholders are only those members of the community who are deemed to have a stake in the school to contribute to the affairs of the school and are represented through this Act as elected members of the SGB.

Kemp (1995:36-41) asserts that ABET refers to the private and public education programmes which upgrade the academic skills of adults. It can also be defined as education for adults whose inability to speak, read or write the English language constitutes as substantial impairment of their ability. In many communities the possibilities for education and training programmes are drastically restricted by low levels of literacy and numeracy and by a general lack of educational grounding.

Stone (1987:69) contends that education has become a complex and comprehensive task in modern society. Currently the informal and non-formal fields of education are differentiated from one another. As the parents' educational task is related to all these fields, parents have become conscious of the necessity to act in an organised manner.

2.13 CONCLUDING COMMENTS

The South African School's Act outlines different responsibilities in line with participation of all stakeholders. Through the White Paper (1995), the Ministry of Education contested the argument of how the parents' representative on the SGB should be. The other critical issue is that SASA regard SGB's as a "justice person" with legal implications. This might raise the following questions:

- Are the SGB ready to take up legally expected responsibilities?
- Are the SGB ready to take the general responsibilities facing governance of the school?

In this section, I argued why it is important to use ABET to empower and develop SGB's around the Carletonville area. I argued for the importance of SGB's as they can be used for community development. In addition, I would like to point

out that since ABET is the only tool for community development, it is the one to be used to develop the SGB. It should promote the spirit of learning to these adults and provide them with lifelong learning.

ABET should, for example, train SGB's the following:

- How to organise meetings
- How to run meetings.
- How to draft policies

In the next section the research design and the data collection will be described.



SECTION THREE

DATA OF THE STUDY

3.1 INTRODUCTION

The literature study presented in Section Two laid a theoretical framework regarding the responsibilities of the Adult Basic Education and Training (ABET) programme to the empowerment and development of the SGB members around the Carletonville area. In this section the research design will be discussed and the instrument used to collect data will be described.

3.2 METHODOLOGY

The data for the study was collected through observation and interviews. The participation of the SGB members in the Carletonville area, specifically in black schools, were observed. Although white schools were also observed, the attention was based more on black schools. I have chosen to use individual and group interviews on recommendation of the tutors who said that it is always wise to conduct both individual and group interviews. The information that are gathered from individual interviews is not the same that are gathered from group interviews. People interviewed in a group are sometimes lazy to think for themselves and the align with other members' answers.

The interviews were conducted in the evening after most of the participants have knocked off from work and relaxed at home. The interviews were conducted in Setswana as it was the most widely spoken and understandable language in the Carletonville area. It was therefore easy for the targeted people to express themselves during interviews. I used an interview guide as my framework to check if all the questions I need to ask were explored.

3.3 DATA ANALYSIS

Patton (1987:60) states that "... when data collection has ended, it is time to begin the format analysis". After I completed gathering data for this study, I started with the coding thereof. I looked for statements and quotations that match and those that answered my research questions. These were:

- Reason for not being actively involved in governance (Red)
- Governance of the school (Black)
- Own views on ABET (Blue)
- Changed behaviour (Green)

During the coding I used the left margin to code information in the paragraphs using coloured pens to distinguish between different themes.

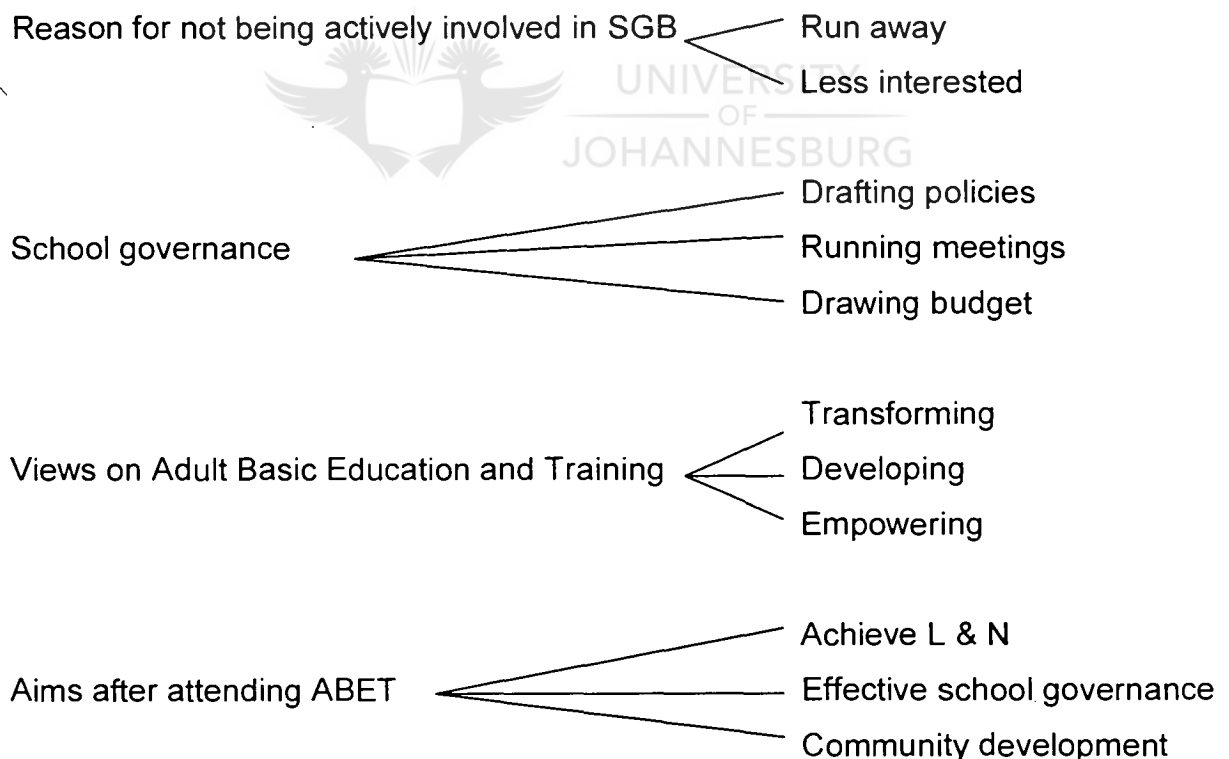


FIGURE 3.1: CONCEPTUAL FRAMEWORK OF DATA ANALYSIS

(Code: L & N = Literacy and numeracy

ABET = Adult Basic Education and Training)

After the broad areas were identified, I started with the open coding of each section, that is, the process of breaking down, examining, comparing, conceptualising, and categorising data. At the same time, I did axial coding, which is the putting together of this same data in a new way and making connections between categories.

3.3.1 Participants

Carletonville is situated in Gauteng. Schools in this area are categorised according to: town schools, mine schools, farm schools, and location schools. Most of the town schools are Model-C schools with white learners. There are no serious problems in these schools with school governors because most of the parents are enlightened. They know how to run school affairs and they also know their responsibilities as parents.

In mine schools, farm schools and location schools, where most of the blacks reside, there is a serious problem with the school governors. As previously mentioned, these problems are caused by a low level of literacy and numeracy. I have interviewed one group from each class of these three groups. I have combined the three groups and worked them out in percentages. These three groups differ regarding the scholastic background, as illustrated in Table 3.1.

TABLE 3.1: SCHOLASTIC DATA OF THE SAMPLE GROUP

GROUP	GRADE 0	GRADE 1-3	GRADE 4-7
Mine schools	70%	25%	5%
Farm schools	95%	5%	--
Location schools	50%	40%	10%

3.3.2 Characteristics of a sample group

I selected six parents from the three groups, two from each group for my sample. These parents come from different areas of Carletonville. Most of them have been SGB members for more than two years. (See Table 3.2)

TABLE 3.2: DEMOGRAPHIC DATA ON THE SAMPLE GROUP

SUBJECT	AREA	AGE	TIME IN SGB	GRADE PASSED
Mr Kgori	Mine	48	24 Months	2
Mrs Mabunda	Mine	40	23 Months	2
Mrs Xhondi	Farm	53	26 Months	1
Mr Matsie	Farm	44	24 Months	3
Mrs Maaga	Location	54	22 Months	7
Mrs Fondo	Location	47	21 Months	4

(Code: SGB = School Governing Body)

From the data gathered on their background the social problems emerged. The critical problem which SGB members faced, was low level of literacy and numeracy. In my view, this problem made parents loose hope and run away from the school governance.

3.3.3 Activities of the SGB members

Table 3.3 illustrates the activities of the members of the SGB.

TABLE 3.3: ACTIVITIES IN SCHOOL GOVERNANCE

SUBJECT	DRAFTING OF POLICIES	RUNNING MEETINGS	D BUDGET	FR	VC	MP	RT
A				X			X
B					X	X	
C				X			X
D						X	
E	X			X	X	X	X
F		X				X	

(Codes: D Budget = Drawing of budget, FR = Fund-raising, VC = Volunteering in the classroom, MP = Monitoring playgrounds, RT = Running tuck shop.)

(The following codes were used in places of names of the subject: A = Mr Kgori, B = Mrs Mabunda, C = Mrs Xhondi, D = Mr Matsie, E = Mrs Maaga, F = Mrs Fondo.)

If one looks at information of the SGB members' activities in school governance, you will find that one out of six are more active than the other five. Considering Table 3.2, one finds that subject E is the one with at least grade 7, in other words, the level of education is higher than that of the rest.

3.3.4 Reason for parents not being active in school governance

Table 3.4 illustrates the reason why governing body members are so passive in school governance around the Carletonville area.

TABLE 3.4: REASON FOR PASSIVE SCHOOL GOVERNANCE

SUBJECT	EMPLOYMENT	LEVEL OF EDUCATION	LACK OF MOTIVATION	LACK OF INTEREST
A	Underground worker	Grade 2	X	X
B	Mine kitchen	Grade 2	X	
C	Domestic worker	Grade 1	X	
D	Farm labourer	Grade 3	X	
E	Shop assistant	Grade 7	X	
F	None	Grade 4	X	X

If one looks at the information in Table 3.4, one finds that they are affected by the type of employment, level of education and they also lack motivation, hence they become less interested in school governance.

3.3.5 School governance and the community

Table 3.5 illustrates the involvement of the SGB members in the community and their activities. When looking at the information in Table 3.5, one finds that school governors play a negative role in community development of which they are the ones to be used as the tools for community development.

TABLE 3.5: SCHOOL GOVERNANCE AND THE COMMUNITY

SUBJECT	COMMUNITY DEVELOPMENT	CHURCH ACTIVITIES	COMMUNITY POLICING
A	Negative	Negative	None
B	Positive	Positive	None
C	Negative	Negative	None
D	Negative	Negative	None
E	Positive	Positive	None
F	Negative	Positive	None

3.3.6 Views of adults on ABET

A visit to Khutsong Adult Centre was made to interview adults who are learners from the Centre. My aim was to find out what their view is about ABET. The principal called five learners from different grades to be interviewed.

TABEL 3.6: ACTIVITIES ADULT LEARNERS ENJOY

SUBJECT	L AND N	WELD. AND CARP.	T. OF ADV. OFF.	BRICK MAKING
A	X	X		X
B	X		X	
C	X	X	X	X
D	X		X	
E	X		X	X

(Codes: L & N = Literacy and numeracy, Weld & Carp = Welding and carpentry, T. of Adv. off = Training of advice officer, Subjects A – E = the names of the learners interviewed.)

As one can see from Table 3.6, the adults enjoyed literacy and numeracy the most and thereafter the training of advice officers. These are the basic skills that are needed for school governance. Hence I say, SGB's should be encouraged to attend the ABET programme.

3.4 SCHOOL GOVERNING BODIES AND ADULT BASIC EDUCATION AND TRAINING

From the interviews conducted and from information given by the principal of the Adult Basic Education and Training Centre, I came to the conclusion that ABET is the best tool for training school governors and for community development. Adults receive proper education that empowers and develop them.

3.5 CONCLUSION



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The interviews conducted illustrated that the ABET programmes have great impact on the training of SGB members. The adults who are in this programme come from poor backgrounds where they did not have the opportunity of schooling. ABET has provided basic skills for them and they now fit in well in community development.

ABET should provide lifelong learning to the school governors. The programme should help them throughout the running of the school, with the aim of developing interest in the school and motivating them.

In the next section, an overview of the study, summary of findings, as well as recommendations will be made.

SECTION FOUR

OVERVIEW, SUMMARY OF FINDINGS AND RECOMMENDATIONS

4.1 OVERVIEW

In the first section of this study it was indicated that there is a need to investigate the impact of Adult Basic Education and Training (ABET) on the development of School Governing Bodies (SGB). Therefore a brief reflection of the problem and aim of the study were done.

In the second section a literature survey on SGB and on the purpose of ABET was made. Various points to be considered for school governance were discussed.

In the third section data collected through an interview and observation method was analysed. Here the researcher concentrated on the description and interpretation of the findings relating to the interviews.

This last section presents a summary, conclusions, critical evaluation and recommendations of the study.

4.2 SUMMARY OF FINDINGS

The purpose of this study was to determine the impact ABET could make on the development of SGB's. An analysis of the research data revealed the following.

4.2.1 Scholastic data

The data analysis indicated that there is a connection between scholastic background and school governance. Most of the SGB members have a fairly low level of literacy. Only 15% of the respondents attained grade 7.

4.2.2 Activities in school governance

Evidence from the data collected indicated that most of the SGB members are not actively involved in school governance. Only 15% of the members seem to be involved in school governance.

4.2.3 Reason for passive school governance

The data indicated that most of the SGB members are passive in school governance because of their low level of education and a lack of motivation due to the type of work that they do.

4.2.4 Demographic data on the sample group

4.2.4.1 Age

Evidence from data collected indicated that most of the SGB members are between the age of 40 to 50 years. It shows that the older the members are the less interest they show in school governance. In the past, education was not regarded important in most of the black communities, therefore the older members have a low level of literacy and numeracy.

4.2.4.2 Gender

Analysis of the data indicated that there is a relationship between gender and the governing bodies' proportion of input. Female members contribute more towards school governance than male members.

4.2.5 Time in SGB (Experience in SGB)

Evidence from data collected has also proved that experience in school governance does not play an important role in the input of the school governance. There are those who have been members of the SGB for a long time but are passive members.

4.2.6 School governance and the community

It was also found from data analysed that SGB members play a negative role towards community development. However, they are the people to be used as tools for community development.

4.2.7 Activities adult learners enjoy

Analysis of data collected from the Khutsong Adult Centre indicated that the adult learners enjoy literacy and numeracy. One of them said: “Ge nka ipona ke tseba go ngwala, le go bala, ke kgona go saena lebitso laka, nka itumela”. It means: “If I can be able to read and write, I will be the happiest person”. When they, for example, receive a letter from home, they have to find someone to read it to them, because most of them are from rural areas and cannot read or write.

4.2.8 Views on ABET

Analysis of data collected indicated that most of the adults are positive and hopeful that ABET could help them develop. Hence the researcher feels that ABET could be used to develop SGB members through lifelong learning. ABET could therefore be used for transformation in education and empowering SGB members.

After attending an ABET programme, SGB members will be able to read and write, be more effective in school governance, and will be able to assist in the development of their own communities.

4.3 CRITICAL EVALUATION OF THE RESEARCH

After completion of this research, the following shortcomings were identified:

- Some of the SGB members did not want to be interviewed.
- These SGB members could not answer the questions and although I explained it in my introduction, they did not understand what I was saying.

- In most of the cases I was struggling to simplify the questions to their level.
- I timeously struggled with a talkative respondent who dominated the rest of the members to give them a chance to say something because their views were also important.

4.4 RECOMMENDATIONS

This research study has succeeded in achieving its aims as stipulated in paragraph 1.2, and at the same time answered the research question posed in paragraph 1.5. The present study was confined to black schools around the Carletonville area. It would be interesting to find out whether SGB members of other areas would have responded in the same way or not.

The fact that SGB's are passive in doing their duty due to a low level of literacy and numeracy, should receive immediate attention.

Principals should motivate SGB members to attend ABET programmes. They will then be motivated to perform their important duties and not run away after being elected. If the State could pay them, they would be motivated to do their work thoroughly.

This study has highlighted only a few aspects concerning school governance. It is therefore recommended that similar research studies should be conducted to investigate SGB's in other areas.

Adult Basic Education and Training should strive to equip SGB members with appropriate knowledge and skills that will enable them to run a school effectively.

4.5 CONCLUSION

This study proves that the lack of a low level of literacy and numeracy of SGB members is the reason for poor school governance. SGB members are willing to do their work if people with knowledge and experience could support them. Data

collected from the Khutsong Adult Centre confirms that the adults enjoy doing the Adult Basic Education and Training programme. ABET should thus be employed to develop SGB members.

Since ABET is employed for community development, it is relevant that it should be used for the development of SGB members to equip and empower them to serve and develop the community.



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CLARIFICATION OF CONCEPTS

1. TRAINING: To put theory into practice. To make learning practical and not only theoretical.
2. VOCATIONAL EDUCATION: The accepted understanding of skills training in specific occupation.
3. LIFE-LONG LEARNING: Ongoing learning through a continuous supportive process that stimulates and empowers individuals to acquire and apply the knowledge, values, skills and critical understanding required to confidently and creatively respond and rise to the challenges of changing social, political and economic environment.
4. RECOGNITION OF PRIOR: The granting of credit for unit of learning on the basis of an assessment of formal and non-formal learning/experience to establish whether the learner possesses the capabilities specified in the outcome statement.
5. EMPOWERMENT: This means that people have the confidence, knowledge and skills to take control over their own lives and circumstances.
6. NUMERACY: Numeracy refers to using numbers. It includes skills such as calculating, working with money and measuring.



7. **COMPETENCY:** A competency is an ability to do something satisfactorily and efficiently.
8. **LITERACY:** Ability to read and write.
9. **MOTIVATING:** Encouraging learners is one way of motivating them to keep on with their studies.
10. **SCHOOL GOVERNING BODY:** The body that rules or direct the affairs of the school.
11. **ADULTS BASIC EDUCATION:** Refers to the private and public education programmes which upgrade the academic skills of adults. It can also be defined as education for adults whose inability to speak, read or write the English language constitutes as substantial impairment of their ability.



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ACRONYMS

ABET	Adults Basic Education and Training
SGB	School Governing Body
NEPI	National Education Co-ordinating Committee
MEC	Minister of Education
HOD	Head of Department
SASA	South African School's Act

INTERVIEW QUESTIONS

1. What is the criterion used electing members of the School Governing Body?
2. What is the highest standard passed?
3. Are you happy about being a member of the SGB?
4. Don't you encounter any problem about being SGB member?
5. Can you tell me your duties as the SGB members?
6. How many times do you meet?
7. Who normally calls the meeting?
8. Who controls the school finance books?
9. Who draws the school budget?
10. Who manages the school resources?
11. Who draws the annual statements?
12. Who are responsible for drawing mission and statement of the school?
13. Who is responsible for drawing school policy?
14. Who is responsible for fundraising?

15. Which activities do the SGB members do, to give assistance in the classrooms?
16. How long have you been a SGB member?
17. Which role are you engaged into develop your community?
18. What can you contribute to the school governance?
19. Tell me about the things that are going well right now in the school governance.
20. What are the barriers to your success?
21. How can you overcome these barriers?
22. What is your view on Adult Basic Education?
23. Do you think ABET can be used for transformation in education?
24. Do you think ABET can have impact on development and empowerment of the SGB?
25. If the answer is YES, how can it develop and empower SGB members?