

**THE ROLE OF LOCAL GOVERNMENT IN THE BASIC
EDUCATION SYSTEM: THE CASE OF THE EASTERN CAPE
PROVINCE**

By

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for a Master's Degree in Public Administration (MPA)**

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Port Elizabeth

DECLARATION

I the undersigned, Brian Desmond Kivedo, hereby declare that:

- **The work in this dissertation is entitled: “The Role of Local Government in the Basic Education System: The case of the Eastern Cape Province”;**
- **Is submitted to the University Of Fort Hare, for a Master’s Degree in Public Administration;**
- **It is my own original work;**
- **The dissertation contains no material, which has been accepted for the award of any other degree or diploma in any university or institution for higher learning;**
- **To the best of my knowledge and belief, it contains no material previously published or written by another person except where due reference is made in the text of the project;**
- **Sources used or referred to have been documented and acknowledge.**

Signature:

B. D. Kivedo

June 2014

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DEDICATION

I wish to dedicate this work to my late parents, John and Madelein Kivedo, who have made numerous sacrifices to support me with my education under sometimes difficult circumstances. They have been a source of inspiration in what I have achieved academically.

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There are many persons to whom I am indebted to for making the completion of this research a reality. It was not always easy.

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ABSTRACT

The purpose of this study was to determine the role Local Government can play in the Department of Basic Education with the aim of addressing the enormous challenges faced by the Department of Basic Education with specific reference to the Province of the Eastern Cape. Currently the Department of Education in the Eastern Cape gets regular media coverage for the wrong reasons. Problems highlighted by the media normally include the following; over-crowded classrooms; mud schools; lack of ablution facilities at schools; delays in delivery of text books and stationary; shortage of teachers; unpaid teachers and the bungles with school transport and school nutrition programmes.

Currently the National Government and Provincial Government have jurisdiction over basic education. An in-depth literature study was conducted in order to get insight in the Department of Basic Education in the Eastern Cape with its numerous problems and challenges that are crippling education in the province.

The researcher also deemed it necessary to conduct an in-depth literature study on Local Government's role in the education system in other countries e.g. USA, Wales, Great Britain and Nigeria where education is managed and financed by Local Government.

Empirical studies were done through face-to-face interviews with the sample population from school principals, teachers, education specialists, administration officials and parents serving on School Governing Bodies in the Nelson Mandela Bay Metropole. The findings of the study suggested that Local Government is not yet in a favourable position to control the entire Department of Basic Education, although certain functions can be shifted to Local Government e.g. school transport, school nutrition programme; teachers' salaries. The general feeling is that councilors at Local Government level are more likely to be aware of and sympathetic to the needs of their communities than Ministers and MEC's.

Through the relevant data the researcher has drawn certain conclusions and recommendations were made to alleviate the plight of education in the Province of the Eastern Cape.

TABLE OF CONTENT

CHAPTERS

CHAPTER 1

Organisation of the Study/Research

1.1 Introduction	1
1.2 Background	1
1.3 Problem Statement	3
1.4 Objectives of the study	3
1.5 Significance of the study	4
1.6 Literature Review	4
1.7 Research Methodology	7
1.8 Ethical Considerations	8
1.9 Scope and Limitations of the study	8
1.10 Clarifications of Concepts and Terms	8
1.11 Preliminary Framework for the Research	9
1.11.1 Chapter 1 (Organisation of the Study/Research)	9
1.11.2 Chapter 2 (Literature Review)	9
1.11.3 Chapter 3 (Research Methodology)	9
1.11.4 Chapter 4(Presentation, Data Analysis and Interpretation)	9
1.11.5 Chapter 5 (Conclusion and Recommendation)	9

CHAPTER 2

Literature Review

2.1 Introduction	10
2.2 Education in South Africa	10
2.3 Basic Education in the Eastern Cape	14
2.4 The Role of Local Government in Education in Other Countries	19
2.5 Conclusion	23

CHAPTER 3

Research Methodology

3.1 Introduction	24
3.2 Research Design	24
3.2.1 Qualitative research	24
3.2.1.1 Characteristics of qualitative research method	24
3.3 Research Setting	25
3.4 Research Population and Sample	25
3.4.1 Population	25
3.4.2 Sample	25
3.4.2.1 Sampling Method	26
3.4.2.2 Sample Selections	26
3.4.2.2.1 Selection of Principals	26
3.4.2.2.2 Selection of Teachers	26
3.4.2.2.3 Selection of Education Development Specialists	27
3.4.2.2.4 Selection of Administrative Personnel	27
3.4.2.2.5 Selection of School Governing Body Members	27
3.5 The Interview Schedule	27
3.6 Data Collection	28
3.6.1 Interviews	28
3.7 Data Analysis	29
3.8 Limitations	30
3.8.1 Research Setting	30

3.8.2 Face-to-face interviews	30
3.8.3 Language	30
3.9 Ethical Consideration	30
3.9.1 Consent Forms	30
3.9.2 Interviews	30
3.10 Conclusion	31

CHAPTER 4

Presentation, Data Analysis and Interpretation

4.1 Introduction	32
4.2 Curriculum	33
4.2.1 Results of Interview Schedules	33
4.3 Infrastructure	36
4.4 Finances	39
4.5 School Transport	42
4.6 School Nutrition	45
4.7 General Perception	48
4.8 Conclusion	49

CHAPTER 5

Findings, Conclusion and Recommendations

5.1 Introduction	50
5.2 Summary	50
5.3 Conclusion	52

5.4 Recommendations	52
REFERENCE LIST	55

LIST OF FIGURES

Figure 1 Government's role in curriculum development	34
Figure 2 Local Government's role in developing its own curriculum	35
Figure 3 Local Government's role in building schools	37
Figure 4 Role in alleviating toilet problem	38
Figure 5 Local Government's power to levy taxes in order to fund basic education	40
Figure 6 Local Government's ability to address the problem of unpaid teachers	41
Figure 7 Local Government's ability to manage school transport effectively	43
Figure 8 Should Local Government manage its own fleet (School Transport)	44
Figure 9 Local Government's ability to address school nutrition programme challenges	46
Figure 10 Sphere of government to fund school nutrition programme	47
Figure 11 Local Government's ability to manage the entire basic education system	49

LIST OF TABLES

Table 1 Interview of Questions Asked and Answered	33
Table 2 Local Government's role in curriculum development	34
Table 3 Possibility for Local Government to develop its own curriculum based on norms and standards set by National Government	35
Table 4 Local Government's involvement in building of schools	36
Table 5 Local Government's role in alleviating the toilet problems at schools	38
Table 6 Local Government's power to levy taxes in order to fund basic education	39
Table 7 Local Government's capacity to address the problem of unpaid teachers	41
Table 8 Local Government's ability to manage school transport effectively	42
Table 9 Must Local Government have its own fleet for school transport or should it be outsourced	44
Table 10 Local Government's ability to address the challenges of school nutrition programme	45
Table 11 Sphere of government to fund school nutrition programme	47
Table 12 Local Government's ability to manage the entire basic education system	48

ANNEXURES

Annexure A Interview schedule

APPENDIXES

Appendix 1 Plain Language Statement/ Consent Letter

Appendix 2 Media Report Attachments

CHAPTER 1

ORGANISATION OF THE STUDY/RESEARCH

1.1 Introduction

To raise and educate children – by design or by chance – has been an inherent part of man since the most primitive societies. In these civilizations education to a large extent consisted of preparation for practical life to ensure survival first and foremost (Coetzer, 1993: 1).

The White Paper on Education and Training states that education and training are basic human rights. The state has an obligation to protect and advance these rights, so that all citizens irrespective of race, class, gender, creed or age, have the opportunity to develop their capacities and potential, and make their full contribution to the society (Government Gazette, 15 March 1995)

Problems, however, are experienced in some provinces in South Africa, especially the Eastern Cape, where the government spends billions of rands each year on education, and yet the children in this province, like those in many other provinces, mud schools, ablution facilities and unskilled teachers are the daily reality.

The research attempts to investigate whether local government can play a more prominent role in order to improve the standard of basic education, with specific reference to the Eastern Cape.

1.2 Background

The education system under the apartheid regime in South Africa has been characterized by three key features. First, the system was fragmented along racial and ethnic lines, and has been saturated with the racial ideology and educational doctrines of apartheid. Secondly, there was lack of access or unequal access to education and training at all levels of the system. Thirdly, there was lack of democratic control within the education and training system. Students, teachers, parents and general workers have been excluded from decision-making processes.

Separate, or apartheid education, also sometimes called segregated education, means that formal education is based on ethnicity. Until the Government of National Unity was

established in 1994, South African schools did not generally provide for black, Indian, coloured and white children to be educated together (Lemmer, 1997:51).

According to the late Neville Alexander in the seamless web of South African history, the 16th of June 1976 represents both an end and a beginning. Those great events, which began as innocently and undramatically as most significant moments in the history of a nation, were the culmination of decades of relatively peaceful protests by black students against the inequalities of segregation and apartheid in the educational institutions of South Africa.

The enormous positive energy that was generated amongst the formerly disenfranchised South Africans and their politically – aware children has since run into the sand. The hopes and aspirations concerning all the good things that political freedom and the release of beloved and respected politicians would bring soon made way for the hard reality. The “new” South Africa did indeed inherit the “old”. A mood of pessimism has indeed replaced that of hope and prosperity.

Even if schools were the magic wand that could bring about a more equal society, it must be pointed out that the backlog with regard to appropriate school buildings, qualified teachers, suitably trained administrators and school facilities in general is so enormous that it would take years, even decades, to expect the great majority of schools to function educationally adequately.

Dr. M. Ramphela, a former vice-chancellor of the University of Cape Town, recently made a statement by saying: “The class of 1976 said no to a system that sought to undermine it. Today, the education system is worse in many ways compared to 1976, with lack of government accountability and corruption.”

The Eastern Cape’s education department is constantly in the news for the wrong reasons. Currently it is under section 100 of the Constitution, 1996 intervention. An opposition party MPL Angelo Woodhall said that the education system in the Eastern Cape collapsed because it lacked leadership, management and governance of schools.

In 2010 seven primary schools in rural areas of the Eastern Cape got together to bring a court case to demand that the government provide their schools with proper facilities, including toilets, water and proper classrooms.

1.3 Problem Statement

The Department of Education in the Eastern Cape remains the poorest performing department in the country, measured by its matric results; poor infrastructure; under spending; maladministration; audit reports and high drop-out rate.

The provincial matric pass rate for 2012 was 61,6% – the lowest in the country. The underperformance of the learners in the Eastern Cape is the result of vital problem areas in the Department of Basic Education: non-delivery when it comes to feeding schemes; poor infrastructure; poor school transport control; delays in text book delivery; shortage of teachers; maladministration and corruption.

The general perception among the general public is that the Eastern Cape Department of Basic Education lacks the political will to steer the department in the right direction, which can be attributed to the negative and incompetent attitude portrayed by some of the officials.

The researcher will seek to determine the role Local Government can play in addressing some of the challenges in the Department of Basic Education in order to come up with clear recommendations in this regard.

1.4 Objectives of the study

The following objectives are to be kept in mind:

- To understand the basic education system from an Inter-Governmental Relations perspective.
- To determine how Local Government can assist in improving the basic education system in the Eastern Cape.
- To investigate whether certain competencies can be shifted from Provincial Government to Local Government and how it will influence the staff complement of both spheres of government.

1.5 Significance of the study

The Eastern Cape has inherited government departments from apartheid South Africa and two homelands, Transkei and Ciskei. Most probably the transition process in this province was more complicated than any other province.

Much has been said and written about the unstable Department of Basic Education in the Eastern Cape which impacts negatively on the learners and teachers. Intervention by National Government seems to be a futile exercise.

The significance of this research is to investigate and determine how Local Government can play a more predominant role in the education of our children.

1.6 Literature Review

Local Governments play a key role in public education in the United States of America. From kindergarten to community college, local governments, along with states, provide the primary funding for public schools, using money largely raised through state and local taxes. Local Governments at all levels decide education policy. Their task is to make critical decisions about funding and pedagogy, while serving as a channel between local committees and state education departments (www.ehow.com).

For effective management of primary school to prevail in Nigeria, the federal government put in place decree No. 31 of 1988. By this decree the federal government was to be responsible for 65% fund for primary education while the state and local government were responsible for 25% and 10% respectively. The decree also established the National primary educational management board, local government education committee, district and village education committee (www.doublegest.com).

On 1 January 1991 the head of the state promulgated decree No. 3 of 1991 which introduced the third tier primary education management in Nigeria thereby returning primary school to the local government where they rightly belong (www.doublegest.com).

The function and responsibility of the Local Government Education Authority include the following:

- Appointment, promotion, discipline and transfer of primary school teachers

- Salaries and allowances for primary school teachers
- Payment of pensions and gratuities
- Retraining of teachers
- Overall management of their education plans
- Supervision and quality control in all primary schools in their area.

A Local Education Authority (LEA) is a local authority in England and Wales that has responsibility for education within its jurisdiction. Since the Children Act 2004 each LEA is also a children's service authority (en.wikipedia.org).

Local education authorities have some responsibility for all state schools in the area. It includes:

- Distribution and monitoring of funding for schools
- Co-ordination of admissions
- Direct employers of all staff in community schools
- Have attendance and advisory rights in relation to the employment of teachers
- Despondent owners of school land and premises in community schools

Currently there are 152 local authorities in England and 22 in Wales (en.wikipedia.org). Local authorities have an important role in ensuring that every child has fair access to all school and the highest standards of teaching (education.gov.uk).

In *Local Government's Role in Education: the way forward in 2013* Emily McCoy refers to David Law's (British Minister of State for Schools) Speech where he touched on the need for local authorities to champion pupils and parents and to facilitate networks of good practice. Local authorities need to bring together data on need (including feedback from children, families and others) and those best placed to reach vulnerable audiences.

According to Emily McCoy research has shown that literacy develops, not just in the context of statutory education but within a broader learning ecology of social and cultural influences with the home as the predominant force. In Great Britain they are working with local

authorities to better understand the needs of their communities and bring about improved partnerships to increase the availability of literacy support.

According to Education in South Africa (www.southafrica.info) all South Africans have the right to basic education, including adult basic education and further education. According to the Bill of Rights in the country's Constitution 1996, the state has an obligation, through reasonable measures to progressively make this education available and accessible.

Compared with most other countries, education gets a very large slice of the pie – around 20% of total state expenditure. It receives the largest share of government spending. Although today's government is working to rectify the imbalances in education, the apartheid legacy remains. The greatest challenges for schooling lie in the poorer, rural provinces such as the Eastern Cape and Kwazulu-Natal (www.southafrica.info).

According to the ANC's *A Policy Framework for Education and Training (1996)*, South Africa will need to draw on international and local experiences in addressing deficiencies in education financing and management.

The prestige value of education to local government is enormous. Arguments about the cost burden of education to local government usually underestimate this factor. The advantages of continued local government responsibility for education to public services in general and to democratic values seem very considerable (Regan, 1977: 238).

Gyford (1991) also refers to "A New Partnership for our Schools" that appeared in 1997 and commended the idea that every school should have its own governing body rather than being governed as part of a group of schools, and that each such body should contain equal numbers of local authority representatives, school staff, parents and representatives of the local community.

The responsive authority seeks to provide services not **to** the public, but **for** the public **with** the public. The local authority looks outward to the community it serves rather than looking inward to the organization (Stewart, 1989: 241).

According to the Federal Trust for Education and Research (1988), local government is also likely to prove more responsive than central government to the wishes of the electorate. For decisions on the pattern of local services are made by elected councillors and not by

ministers, civil servants or government appointees, and councillors will be more likely to be aware of and sympathetic to the needs of their communities than ministers.

1.7 Research Methodology

The research methodology will be carried out through the following means:

- **Qualitative Method:** The nature of the study is explanatory with the aim of investigating and determining people's perceptions and reactions to local government's role in basic education. The most fundamental characteristics of qualitative research is that it expresses commitment to viewing events, actions, norms, values etc. from the perspective of the people who are being studied.
- **Target Population:** The scope would endeavour to be representative of the residents of Nelson Mandela Bay Metropole.
- **Sampling:** The population would be sampled randomly. Age/gender biasness would be minimized. The sampling was done as follows:
 - Principals – 5 respondents
 - Teachers – 5 respondents
 - School Governing Bodies (parents) – 5 respondents
 - Education Specialists – 5 respondents
 - Administration Officials – 5 respondents

All respondents to be attached to schools and institutions in the Nelson Mandela Bay Metropole.

- **Interviews:** Structured interview schedules were designed focusing on the research question for the purpose of individual interviews. Each sample had its own set of questions. The interview schedules consisted of standardized open-ended questions for the different samples. Through the standardized open-ended interview each respondent answered the same questions, thus increasing comparability of responses. Interviews were conducted individually by the researcher. Audio recordings were made for each interview.

- **Data Collection:** Data collection was done through interviews during September 2013. Appointments were made with the respondents and interviews were done privately and only conducted by the researcher. Interviews were conducted in English.
- **Data Analysis:** The researcher made use of the qualitative research method, Thus it was appropriate if data was analysed preliminary. The preliminary analysis tells you know how to redesign your questions to focus in on central themes as you continue interviewing.

1.8 Ethical Considerations

Ethics are essential and form an integral part of research. Each respondent was be given a copy of the consent form. Interviews were conducted privately. The researcher guaranteed the respondent that the information gathered would be treated as very confidential. Permission to do audio-recordings were given by the respondents.

1.9 Scope and Limitations of the study

Due to time constraints, the research could only be done within the Nelson Mandela Bay Metropole boundaries. Research in the broader Eastern Cape, would have given results that are more reliable.

1.10 Clarifications of Concepts and Terms

- **Public Participation:** involves the study of the activity of public administration in government institutions. It is the academic discipline, the science and is essentially the study of various processes and specific functional activities by the institutions that must function within a particular environment to improve the general welfare of society by providing products and services to it.
- **Education:** the deliberate, systematic and sustained effort of transmit, evoke, or acquire knowledge attitudes, values, skills, or sensibilities, as well as any outcome of that effort.
- **Basic Education:** means schools where it is possible to learn and acquire knowledge with enough teachers, educational resources and in an environment that encourage learning. Basic Education provides for learners from Grade R to Grade 12.

- **Department of Education:** is part of the organizational structure of the public service, which is constitutionally required to “loyally execute the policies of the government of the day in the performance of its administrative functions.”
- **Local Government:** is the collective term of local councils – sometimes being referred to as local authorities. Local councils are made up to of councillors who are voted for by the public in local elections and council staff (officers/ officials) who deliver services.

1.11 Preliminary Framework for the Research

The dissertation will be structured as follows:

1.11.1 Chapter 1: It starts with an introduction to the research; background; problem statement; objectives and significance of the study.

1.11.2 Chapter 2: It deals with the literature review, giving an insight into the theoretical framework of the research.

1.11.3 Chapter 3: It discusses and explains the research methodologies in order to gather data for this study.

1.11.4 Chapter 4: Data presentation; analysis; interpretation

1.11.5 Chapter 5: Conclusion and Recommendation emanating from the research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter reflected on the history of the fragmented South African education system under the apartheid regime and how it consequently had a negative impact on especially black education.

The fact that the Eastern Cape has inherited government departments from apartheid South Africa and two homelands, Transkei and Ciskei, are contributing factors to the multifold challenges the Department of Basic Education in the Eastern Cape is facing. The critical challenges facing the department have been highlighted in the problem statement.

In this chapter, the literature relating to the research topic is reviewed. With the literature review, the researcher will attempt to give an overview on the current challenges faced by the Department of Basic Education in the Eastern Cape. The literature review will also include examples of Local Government's involvement in education in other countries and the successes it has achieved.

2.2 Education in South Africa

According to The Constitution of the Republic of South Africa (1996), everyone has the right – (a) to basic education, including adult basic education; and (b) to further education, which the state through reasonable measures must make progressively available and accessible.

The Constitution further states that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable.

Since 2009, the national Department of Education has been split into two ministries: Basic Education, and Higher Education and Training. Each ministry is responsible for its level of education across the country as a whole, while each of the nine provinces has its own education department.

The Ministry of Basic Education focuses on primary and secondary education, as well as early childhood development centres. The Department of Basic Education deals with all schools from Grade R to Grade 12 and adult literacy programmes.

The Department of Basic Education's Vision and Mission are as follows:

Vision: Our vision is of a South Africa in which all our people have access to lifelong learning, as well as education and training, which will, in turn contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

Mission: Our mission is to provide leadership with respect to provinces, districts and schools in the establishment of a South African education system for the 21st century.

The government is committed to the goal of providing access to general education for all children from a reception year up to grade 9, funded fully by the state at an acceptable level of quality, and to achieve this goal in the shortest possible time (Kallaway et. al, 1997: 81).

The execution of national policy is delegated to the nine provincial departments of education. School education in the provinces is controlled by the department acting in accordance with the policy determined by the Member of the Executive Council. A province may be further subdivided into educational regions and each region into educational districts for administrative purposes (Lemmer et. al, 1997: 340).

During 1995, the Ministry of Education appointed a committee chaired by Professor A.P. Hunter to review the organization, governance and funding of schools. The Hunter Report was tabled on 31 August 1995. The Ministry of Education reacted to this report in White Paper 2, tabled in November 1995. In this White Paper the Ministry spells out its views on the management, or governance, and funding of schools.

The major principles, which can be seen as the values the Ministry deems important for the new educational dispensation, can be summarized as follows:

- The focus will be on the poverty and injustice of the inherited system and an unifying system through a managed process of change based on redress, equity, and improved quality.
- The new system of education will be professionally planned and carried out, democratically governed, and effectively managed. It must be clear that the national system is being effectively integrated.
- Parental rights are recognized but these rights are not absolute unlimited. They must be exercised within the framework of equity and the right of others.
- While the Ministry views the governance of schools as partnership between the stakeholders, in other words the parents, community members, teachers, and students, the relative importance of each of these is not clear. Public school governance is seen as a partnership between a local community and the provincial education department. (Lemmer et. al, 1997: 341).

South Africa relies on the matric pass rate as a significant marker of what is going on in its schools. The matric pass rate, which was as low as 40% in the late 1990's, has improved considerably. The pass rate for the 2012 matric examination was 73, 9%.

The latest available statistics from the Department of Education show that in 2012 South Africa had 12 428 069 pupils and students enrolled in public and independent schools, attending 25 826 educational institutions and served by 425 167 educators.

Of the total enrolled learners, 11 923 674 (96%) were in public schools and 504 395 (4%) were in independent schools.

In South Africa, the average ratio of learners to teachers is 30,4 to one, which includes educators paid for by school governing bodies. Without those extra posts, the ratio would be 32, 3 to one. In general, public schools have larger classes than those in independent schools.

With the introduction of the Schools Act, the legal status of public schools has changed considerably. Public schools are now categorized as juristic person (Section 15 of the

Schools Act). A juristic person is an abstract legal entity, such as a church, bank and university, which stands apart from the people who are members of it.

A school operates as a juristic person through its governing body in which school governance is vested. For example, the governing body acts on behalf of the school when it suspends a learner in terms of Section 9 of the Schools Act.

The Schools Act also stated that the governing body stands in a position of trust towards the school. To be in a position of trust means that the governing body must:

- Act in good faith
- Carry out its duties and functions in the best interest of the school
- Not disclose confidential information that might harm the school
- Not engage in any unlawful conduct
- Not compete with the school's interests and activities

Elected members of the governing body comprise parents, educators at the school, members of staff who are not educators and learners in the eighth grade or higher. The principal is an *ex-officio* member (Lemmer, 2000: 137-138).

According to *Education for Affirmation* (p 96), there is a surface logic, which remains immensely appealing: Equipping children with appropriate skills and attitudes can cause the problems of unemployment and poverty to disappear. The illnesses of society become diagnosed as simply a lack of education, and the prescription for reform becomes more education.

Effective schools, effective teaching and relevant education have always preoccupied educators', academics' and communities' minds and thus directed their activities. Continually seeking and answer to what makes a school effective or what counts as relevant education is an indication of society's expectations from education. Educating children has been seen as an investment with, hopefully, high social, financial and economic returns (Lemmer, 2000: 219).

2.3 Basic Education in the Eastern Cape

Compared with most other countries, education gets a very large slice of the pie- around 20% of total state expenditure. It receives the largest share of government spending. Although today's government is working to rectify the imbalances in education, the apartheid legacy remains. The greatest challenges for schooling lie in the poorer, rural provinces such as the Eastern Cape and Kwazulu-Natal.

South Africa's schooling sector is undoubtedly in crisis. While expenditure on schooling a percentage of the national budget is high by any standards, and while participation rates are close to saturation, levels of efficiency are low... (*Education Africa Forum*, 2001: 112).

Of the multiple crisis indicators in South African education, the high matric failure rate tends to get the most media coverage, while the disturbingly high dropout rate is relatively neglected.

In the Eastern Cape, only about a quarter of Grade 1 pupils make it to matric. The Eastern Cape matric pass rate in 2005 was 57 per cent, considerably lower than the 68 per cent national average. Only 8 per cent of Eastern Cape matriculants obtained university endorsements, compared to the national average of 17 per cent. A mere 4 per cent of the Eastern Cape matriculants who studied mathematics on the higher grade in 2005 passed (Ruiters, 2011: 254).

The provincial matric pass rate for 2012 was 61, 6 per cent – the lowest in the country. The last time the province performed above 60 per cent was in 2003 when it achieved 61, 1 per cent.

The merging of the fragmented apartheid-inherited administrations, especially those in former Bantustans, has bedeviled attempts at reconstruction and reform. The management and financing of schooling, as a provincial competency, has demonstrated a variety of difficulties (Ruiters, 2011: 255).

According to *Beat Magazine*, 4 July 2013, the Eastern Cape Department of Education is notorious for mismanagement of funds and over the past few years this has sparked a lot of debate among opposition parties and education experts. Like all other provinces, the Eastern Cape is allocated its own budget each year and according to the 2013 budget he R26, 9 billion allocated for education is to be used to deal with the remaining challenge of matching excess educators' profiles to the post requirements and to provide quality education for our children. However, non-delivery when it comes to feeding schemes, infrastructure, transport, text books and a shortage of teachers continues to be blamed on a lack of funds even after revelations have led to the Eastern Cape Department of Education being administered for alleged mismanagement of funds.

Congress of the People (COPE) provincial spokesperson, N. Gqomo said there are many reasons behind the collapse in the Eastern Cape education system but the main reasons are poor planning and budgeting as well as problems in the management systems. According to Gqomo the issue of having unskilled people in management is not only an issue in provincial offices, but also in district offices.

According to DA shadow MEC for education in the Eastern Cape, Edmund van Vuuren the small strides taken by the Eastern Cape Department of Education to sort out issues within the department is not enough. He further states that the Eastern Cape Department of Education is very dysfunctional and they keep saying they are working on the problem they are facing but we do not see anything (*Beat Magazine*, 4 July 2013).

A total of 340 000 Eastern Cape learners attend a school without proper toilets every day, and in some cases there are no toilets at all. Official Education Department data pins the number of schools without proper sanitation at 1098. The total cost of the toilet backlog in Eastern Cape schools is R380 million. According to MPL Edmund van Vuuren of the Democratic Alliance the Education Department budget accommodate the R380 million backlog to restore the dignity of those learners without delay. Some schools like Chris Hani Public School in Lady Frere require as many as 44 toilets for their 1160 learners.

While schools in Port Elizabeth and East London do have sanitation facilities, in many cases they are in such a poor condition that the toilets cannot be used.

Billions are made available to fund Eastern Cape education every year and there is no reason why these backlogs could not have been addressed up until now. Instead millions are vested every year on maladministration while the dignity of hundreds of thousands of children in the Eastern Cape is undermined on a daily basis.

Times Live (26 March, 2012) reports that fed-up parents in the Eastern Cape have “unofficially” shut down about 300 schools in their communities because they would rather send their children elsewhere for a better education. It is reported that the state is to spend R657 million less on new schools in 2012 as provinces battle to meet the demand for classroom space. The day before opposition parties, the SA Democratic Union and Equal Education lambasted the department for what they alleged was a string of failures. They claim it has failed to provide safe classrooms, teachers, food, transport, textbooks and stationary for schools.

The department reportedly indicated earlier this year that there were already 500 schools earmarked for closure because of low enrolments. COPE provincial leader Sam Kwelita said the lack of quality education had caused the movement between communities and not only between provinces. Van Vuuren of the Democratic Alliance states that parents had been forced to move their children. Parents feel that they are not getting better education. At certain schools, there is a high rate of teacher absenteeism, resulting in the numbers of learners decreasing with parents sending their children to other schools.

Equal Education head of policy Yoliswa Dwane said the migration of school children showed that parents had given up on the provincial department of education. Principals get tired of writing to a department that does not take action (*Time Live*, 26 March 2012).

In an open letter to the Premier of the Eastern Cape, MPL Edmund van Vuuren requests her to act against teacher shortages (My PE, 6 March 2013). According to Van Vuuren it has become clear that the closure of schools by parents due to teacher shortages is a trend that is spreading throughout the province like wildfire. There has been a lack of political leadership for the last ten years to have excess teachers redeployed to schools where they are needed. By then there were more than 8 300 substantive vacant posts with 6 800

teachers in excess. Only 1 000 teachers have been identified and only 500 teachers have accepted re-assignment.

The Herald, 7 February 2013, reported that protesting parents forced pupils and teachers to vacate the John Walton Senior Secondary School in Uitenhage after the Eastern Cape Education Department failed to hire seven new teachers. After the pupils and teachers left the school the parents locked the gates.

The Herald, 4 March 2013 reported on parents that closed 16 Uitenhage schools. This action was taken in protest against massive teacher shortages. School Governing Body Chairman, Lawrence Mostert said that parents had decided to take the action after nine years of broken promises from the Education Department. Mostert made the following statement: “We need teachers. These are our kids and we need them to be taught – and not by one teacher teaching 990 kids.”

The crippling teacher shortage and severe over-crowding in some Eastern Cape schools – described by some as a human rights violation – has grabbed the attention of the South African Human Rights Commission.

The commission’s interest was sparked following a report in *The Herald* in January about how 123 grade 2 pupils in Pearston Primary School were crammed like sardines into a single class (*The Herald*, 6 March 2013).

Die Son, 13 March 2013 reported that parents at Gamble Street High school in Uitenhage locked the gates for teachers and pupils, because the department redeployed Xhosa-speaking teachers to an Afrikaans-medium school. For those teachers it was impossible to teach the learners in their mother tongue.

The governing bodies of 17 Eastern Cape schools that faced a financial and teaching crisis resorted to court – in a bid to force the department to permanently appoint more than 140 temporary teachers working at their schools as well as to fill dozens of other vacant posts.

The court papers, the schools and Centre for Child Law slammed the department for its failure to heed a 2012 court to appoint teachers to vacant posts in all Eastern Cape schools by the beginning of the 2013 school year. Dr Ann Skelton (director of the Centre for Child Law) made the following statement: “Through its inaction, the state is shepherding a whole generation of students to the gates of failure both in the classroom, and as regards to becoming productive members of South African society.” (*The Herald*, 1 March 2013).

The Herald, 10 May 2013 gives a shocking report of a primary school in New Brighton, Port Elizabeth. They sit on the floor, because there are simply not enough chairs or desks for them. That is the everyday plight of pupils at Phillip Nikiwe Primary School, which is also faced with a crippling teacher shortage.

Phillip Nikiwe is in the heart of New Brighton in Port Elizabeth. The school is not secure and there is no proper fencing. Classes have no electricity and the ceilings are collapsing. There are 11 chairs in the Grade R class, with 26 pupils forced to sit on the floor. The situation is even worse in Grade 1 where there are only four chairs for 70 pupils.

The Mail & Guardian, 6 August 2013 reports that the Eastern Cape High Court sheriff may attach movable assets from the Eastern Cape education department after it failed to pay teacher salaries.

The Eastern Cape has lost a staggering 8 956 teaching posts in the last two years due to a downward trend by the Department of Education in its annual post provisioning. The department has announced a cut in the post provisioning for 2014 of 5 024 fewer posts than 2013. The post provisioning for 2014 will total 55 796 compared to 60 828 in 2013.

According to Edmund van Vuuren, DA Shadow MEC for Education the impact of the department’s brutal slashing leaves the people of this province with continued dilemmas for 2014. Classrooms will again overflow with up to 125 learners per teacher in our disadvantaged schools. Students finishing their teaching degrees face an uncertain future.

Equitable education delivery is *complex* chain: from the provincial education department, to the chronically understaffed district offices, through to how schools use available

educational resources and to the quality of classroom teaching. The size of the Eastern Cape, the historic infrastructural backlogs and the degree of inequality within the province further complicate the aim of reaching equitable education. To bring together all these factors in the unforgiving context of the Eastern Cape remains the biggest challenge facing all those involved in education in the province (Ruiters, 2011: 261).

2.4 The Role of Local Government in Education in Other Countries

According to the ANC's *A Policy Framework for Education and Training* (1996), South Africa will need to draw on international and local experience in addressing deficiencies in education financing and management.

A key characteristic of American public education is that it is a highly decentralized system. The United States has a federal forum of government. Its constitution divides powers between the federal government and the fifty states. Education is excluded from federal authority. Though the federal government does have constitutional powers to allocate certain funds for education, it has no direct control over education.

Each of the fifty states has the primary responsibility for its own system of public education. Most of the states have further developed the objection for education to local authorities who see to the day-to-day operation of schools (Lemmer, 1997: 429). In the United States of America people's everyday lives are more directly influenced by the 50 state governments and the more than 83 000 local governments than by national government. Local governments are perceived by US citizens as more effective than federal and state government. State and local governments shoulder primary responsibilities for social, educational, land use, health and welfare programmes in the USA (Hambleton et. al, 2003: 36-37).

Local Governments play a key role in public education in the United States of America. From kindergarten to community college, local governments, along with states, provide the primary funding for public schools, using money largely raised through state and local taxes. Local Governments at all levels decide education policy. Their task is to make critical decisions about funding and pedagogy, while serving as a channel between local communities and state education departments.

Local Governments in the USA have the power to levy taxes to fund education, and can redirect school budget to meet new priorities. They make decisions on a broad range of issues such as what courses to offer; how to set achievement standards; where to locate a new school; safety; health or traffic issues; and the role of the school in the community.

For effective management of primary schools to prevail in Nigeria, the federal government put in place decree No. 31 of 1988. By the decree, the federal government was to be responsible for 65 per cent fund for primary education while the state and local government were responsible for 25 per cent and 10 per cent respectively. The decree also established the National primary educational management board, local government education committee, district and village committee.

The function and responsibility of the Local Government Education Authority include the following:

- Appointment, promotion, discipline and transfer of primary school teachers
- Salaries and allowances for primary school teachers
- Payment of pensions and gratuities
- Retraining of teachers
- Overall management of their education plans
- Supervision and quality control in all primary schools in the area

Gerry Stoker, an advocate of change, made the following statements: “For me the goal of a reformed system of local governance is still achievable and it is a goal worth pursuing. Local government’s job is to facilitate its community in achieving its objective. To deal with the issue that people care about – creating jobs, crime prevention, achieving quality education – requires leadership not only from local government but from a variety of people in the community. The community leadership role involves local government’s commitment to achieving outcomes desired by local people in co-operation with local stakeholders” (Stoker, 2004: 7).

In Britain, the main purpose for which local government came into existence in the many forms it has taken since the Middle Ages was to provide services for citizens. The relief

of poverty, the provision of public education was among the many purposes for which local bodies of one kind or another were created (Elcock, 1982: 112).

In the education service, local autonomy ensures that development of educational methods continues by providing scope for wide variations in the organization of schools, the curriculum and teaching methods (Elcock, 1982: 1).

According to the English educational history local government itself came to be reformed in 1972-4. It was a major achievement of the education service in the twenty years after the 1944 Act to provide sufficient school buildings to ensure every child a secondary education in a school either specifically built or brought up to standard for that purpose as well as catering for the education at all levels of an increasing number of children (Batho, 1989: 31).

A Local Authority (LEA) is a local authority in England and Wales that has responsibility for education within its jurisdiction. Since the Children Act 2004, each LEA is also a children's service authority (en.wikipedia.org).

Local education authorities have some responsibility for all state schools in the area. It includes:

- Distribution and monitoring of funding for schools
- Co-ordination of admissions
- Direct employers of all staff in community schools
- Have attendance and advisory rights in relation to the employment of teachers
- Despondent owners of school land and premises in community schools

Currently there are 152 local authorities in England and 22 in Wales (en.wikipedia.org).

Local authorities have an important role in ensuring that every child has fair access to all schools and the highest standards of teaching (education.gov.uk).

In *Local Government's Role in Education, the way forward in 2013* Emile McCoy refers to David Laws' (British Minister of State for Local Schools) speech where he touched on the need for local authorities to champion pupils and parents and to facilitate networks of

good practice. Local authorities need to bring together data on need (including feedback from children, families and others) and those best placed to reach vulnerable audiences (www.literacytrust.org).

In England and Wales education account for almost exactly half of total local government annual revenue expenditure. This has prompted the Commission to carry out studies of a number of different topics relevant to the education service. The auditors have to satisfy themselves that authorities have made proper arrangements to secure “the three E’s, **economy, efficiency and effectiveness** in the use of resources” (Saran et. al, 1990: 97).

Local government has learned that its very boundaries and terms of reference can be changed or even destroyed if ministers feel that it is not performing adequately (Kogan, 1986: 61).

The prestige value of education to local government is enormous. Arguments about the cost burden of education to local government usually underestimate this factor. The advantages of continued local government responsibility for education to public services in general and to democratic values seem very considerable (Regan, 1977: 238).

Gyford (1991) also refers to “A New Partnership for our Schools” that appeared in 1977 and commended the idea that every school should have its own governing body, rather than being governed as part of a group of schools, and that each such body should contain equal numbers of local authority representatives, school staff, parents and representatives of the local community.

The responsive authority seeks to provide services not to the public, but for the public with the public. The local authority looks outward to the community it serves rather than looking inward to the organization (Stewart, 1989: 241).

According to the *Federal Trust for Education and Research* (1988) local government is also likely to prove more responsive than central government to the wishes of the electorate. For decisions on the pattern of local services are made by elected councilors and not by ministers, civil servants or government appointees, and councilors will be

more likely to be aware of and sympathetic to the needs of their communities than ministers.

2.5 Conclusion

This chapter on Literature Review has given a glimpse on the previous regime's attempt to have the standard of education groups of the society with disastrous consequences for our learners. After almost 20 years of democracy our Department of Basic Education, especially in the Eastern Cape is still struggling to address the challenges – in some instances, they succeed and in other instances, they fail dismally. Because of these state of affairs the reputation of the Eastern Cape Department of Basic Education has been tarnished.

In order to relate to the research topic the researcher reviewed literature on Local Government's involvement and successes in other countries.

The next chapter will deal with an outline and description of the research methodology the researcher will apply.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying the research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods or techniques but also the methodology.

This chapter deals with the research methodology of the study, including the research design, setting, population, sample, data collection and limitations.

3.2 Research Design

The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study. Designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.

3.2.1 Qualitative research

Qualitative approach to research is concerned with subjective assessments of attitudes, opinions and behavior. Research in such a situation is a function of the researcher's insights and impressions. Generally, the techniques of focus group interviews, projective techniques and depth interviews are used.

The aim of qualitative research is to deepen understanding about something, and usually this means going beyond the numbers and statistics. Qualitative research helps to give reasons why the numbers tell us what they do. Qualitative research helps us to "flesh out the story."

3.2.1.1 Characteristics of qualitative research method

- It is non-numerical, descriptive, applies reasoning and uses words
- Its aim is to get the meaning, feeling and describe the situation
- It is exploratory
- It investigates the **why** and **how** of decision making

- It discovers the underlying motives and desires, using in depth interviews for the purpose
- Most common forms of qualitative research are face-to-face interviews and focus groups

3.3 Research Setting

The research setting refers to the place where the data is collected. Data collection will be confined to the private homes of samples selected.

3.4 Research Population and Sample

A population can be defined as any set of persons/ subjects having a common observable characteristic. The population is the entire group one is trying to generalize and consists of the entire group from which one will draw a sample.

The sample is a portion or a subset of the research population selected to participate in a study, representing the research population. When conducting research, one must often use a sample of the population as opposed to using the entire population.

3.4.1 Population

The research population for this study comprises all the principals and teachers at primary- and secondary schools, Education Specialists, Basic Education Administration Staff and School Governing Body Members in the Eastern Cape.

3.4.2 Sample

When conducting research, one must often use a sample of the population as opposed to using the entire population.

There are at least three major reasons to sample:

- First it is usually too costly to test the entire population
- The second reason to sample is that it may be impossible to test the entire population
- Testing the entire population often produces error. Thus, sampling may be more accurate.

3.4.2.1 Sampling Method

The researcher will use the convenience sampling procedure. Volunteers, members of a class or institution, individuals in the hospital with the specific diagnosis being studied are examples of often-used convenience samples. This is by far the most often used sample procedure. There is no sampling frame from which a sample could be drawn randomly to ensure that everyone of the population has an equal chance of being included in the sample.

Convenience sampling is the rational choice in cases where it is impossible to identify all the members of a population. It is also by far the most bias sampling procedure as it is not random. Thus, individuals who volunteer to participate may be different than individuals who do not volunteer.

3.4.2.2 Sample Selections

The selection of the sample for this study is a five-stage procedure involving:

- Selection of 5 school principals
- Selection of 5 teachers
- Selection of 5 Education Specialists
- Selection of 5 Administration Personnel
- Selection of 5 School Governing Body Members (parents)

3.4.2.2.1 Selection of Principals

Five principals from 5 schools within the boundaries of the Nelson Mandela Bay Municipality were selected. They were representative of the different population groups

3.4.2.2.2 Selection of Teachers

Five teachers with ten or more years teaching experience from schools within the boundaries of the Nelson Mandela Bay Municipality were selected. They represented the different population groups.

3.4.2.2.3 Selection of Education Development Specialists

The Education Development Specialists in the Nelson Mandela Bay Municipality were selected: five from the Port Elizabeth District Office and two from the Uitenhage District Office.

3.4.2.2.4 Selection of Administrative Personnel

Five administration officials with 10 or more years' experience were selected: three from the Port Elizabeth District Office and two from the Uitenhage District Office.

3.4.2.2.5 Selection of School Governing Body Members

Five parents serving on five different school governing bodies were selected.

Each sample being selected was given a plain language statement and a consent form to be signed.

3.5 The Interview Schedule

A structured interview schedule was designed focusing on the research question for the purpose of individual interviews.

The interview schedule consisted of ten open-ended questions for all the respondents. Through the open-ended interview, each respondent answered the same questions, thus increasing comparability of responses.

Face-to-face interviews were conducted. The most common forms of qualitative research are face-to-face interviews. Face-to-face interviews are just that: Meeting someone in person and discussing various issues. The respondent or person you are interviewing may be an expert in a particular field or they may be someone who is affected by the issue you are researching, e.g. the school principal and teachers.

Although it is very important to develop a list of questions, you want to ask someone, face-to-face interviews usually involve more than “yes” or “no” answers. The point is to try to understand the complexity of the issue you are researching.

Face-to-face interviews have certain advantages:

- Can allow for in-depth knowledge sharing
- Helps to develop a bigger picture
- Helps with analysis of results
- Good for networking (e.g. you may be referred to other people to interview)

Care was taken to keep the interview schedule as brief as possible lest the respondent should become tired or bored through having to answer too many questions. In any case there is no purpose in collecting more information than is actually needed. The respondents were giving voluntarily of their time and it was therefore important that the essential data should be collected with minimum expenditure of their time. The questions were kept short, clear, and to the point so that they could be readily understood.

The data being sought pertains to CURRICULUM; INFRA-STRUCTURE; FINANCES; SCHOOL TRANSPORT; SCHOOL NUTRITION. The questions were structured under these themes.

3.6 Data Collection

Data is defined as “information obtained during the course of an investigation or study.” In this study, interviews were used to obtain data relevant to the study’s objectives and research questions. The purpose of this study is to identify the respondents view or perception on the role Local Government should play in the Basic Education System in the Eastern Cape.

3.6.1 Interviews

- Interviews were conducted in November 2013
- Appointments were made with the different subjects
- Interviews with respondents were held at their private homes
- The duration of interviews were ten days in total
- Interviews were done individually
- Only the researcher conducted interviews
- Consent forms were checked before interviews
- Interviews were conducted in the medium preferred by the respondent

- The researcher guaranteed the respondents that the information gathered will be treated as very confidential
- A relaxed atmosphere was created to enable respondents to respond freely to the questions
- Audio-recording were made
- During recordings the interviewer also made notes of key phrases or major points made by the respondent
- The duration of each interview was approximately 30 minutes
- After each interview the recording was checked for possible flaws
- Transcriptions of data in English were done after each day's interviews and stored in a safe place
- The findings were recorded under the following themes:
 - Curriculum
 - Infra-Structure
 - Finances
 - School Transport
 - School Nutrition

3.7 Data Analysis

The data gathered through face-to-face interviews were reduced and was analyzed in order to establish specific trends that may have emerged.

The data gathered were divided into different categories e.g. Positive; Negative; Not sure. The researcher's interpretation and discussion of findings were made.

The findings were presented as percentages followed by a graphic illustration based on the outcome.

From the data analysis the researcher could reach certain conclusions and recommendations regarding the problem were made.

3.8 Limitations

3.8.1 Research Setting

Due to time constraints, the research could only be done within the Nelson Mandela Bay Metropole boundaries. Research in the Eastern Cape would have given results that are more reliable.

3.8.2 Face-to-face interviews

It can be time consuming. It may be difficult to arrange an interview time. The researcher may find it difficult to compose and analyse information.

3.8.3 Language

Should the subjects prefer to be interviewed in Afrikaans the researcher has to translate the original English schedule to Afrikaans. The audio-recorded data gathered in Afrikaans will have to be translated to English for the purpose of this study.

3.9 Ethical Consideration

Ethics are essential and form an integral part of research.

3.9.1 Consent Forms

Consent forms were written in plain language that research subjects could understand. Each participant voluntarily signed a consent form.

3.9.2 Interviews

Interviews were conducted privately. The researcher guaranteed the respondent that the information gathered would be treated very confidential. Permission to do audio-recordings was given by the respondents.

The researcher asked the informants whether they were prepared to be identified in the research, or if they would like to be quoted anonymously. The informant was asked whether he/ she would like to be alerted when the research is published, and let them know where they can read the report if it is publicly available.

3.10 Conclusion

This chapter discussed the research methodology of the study and described the research design, population, sample, data-collection, limitations and ethical considerations. Chapter 4 covers the data presentation, analysis and interpretation.

CHAPTER 4

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter aims to report on the empirical findings of the study. The study was achieved by analyzing the responses to interview questions by school principals; teachers; education specialists; administration officials in the Department of Basic Education; parents serving on School Governing Bodies. Five of each stakeholders were selected.

The same 10 open-ended questions were posed to the respondents (See Annexure A). The response rate was 100%, which was sufficient to draw meaningful conclusions to the research study.

The study has set out to gain insight on the following aspects:

- Determine how the respondents feel about the education system in the Eastern Cape
- To examine the residents' perceptions and attitudes towards the Department of Basic Education
- To identify potential solutions for the Department of Basic Education in the Eastern Cape
- To determine the role Local Government can play in addressing the challenges in the Department of Basic Education
- To come up with recommendations over challenges facing the crippling Department of Basic Education in the Eastern Cape

Results of data collected will be presented under the following themes: Curriculum; Infrastructure; Finances; School Transport; School Nutrition

Table 1 – Interview of Questions Asked and Answered

Description of Interview Schedule	Number of Questions	Number of Respondents	Percentage
Questions asked to Principals	10	5	100%
Questions asked to teachers	10	5	100%
Questions asked to Education specialists	10	5	100%
Questions asked to Admin officials	10	5	100%
Questions asked to SGB Members (parents)	10	5	100%
Total	50	25	100%

4.2 Curriculum

4.2.1 Results of Interview Schedules

4.2.1.1 Question 1 posed during the interview to the respondents was: *“According to Gerry Stoker, and advocate for change in USA, Local Government’s job is to facilitate its community in achieving its objective. How can Local Government be involved in curriculum development based on its citizen’s needs?”*

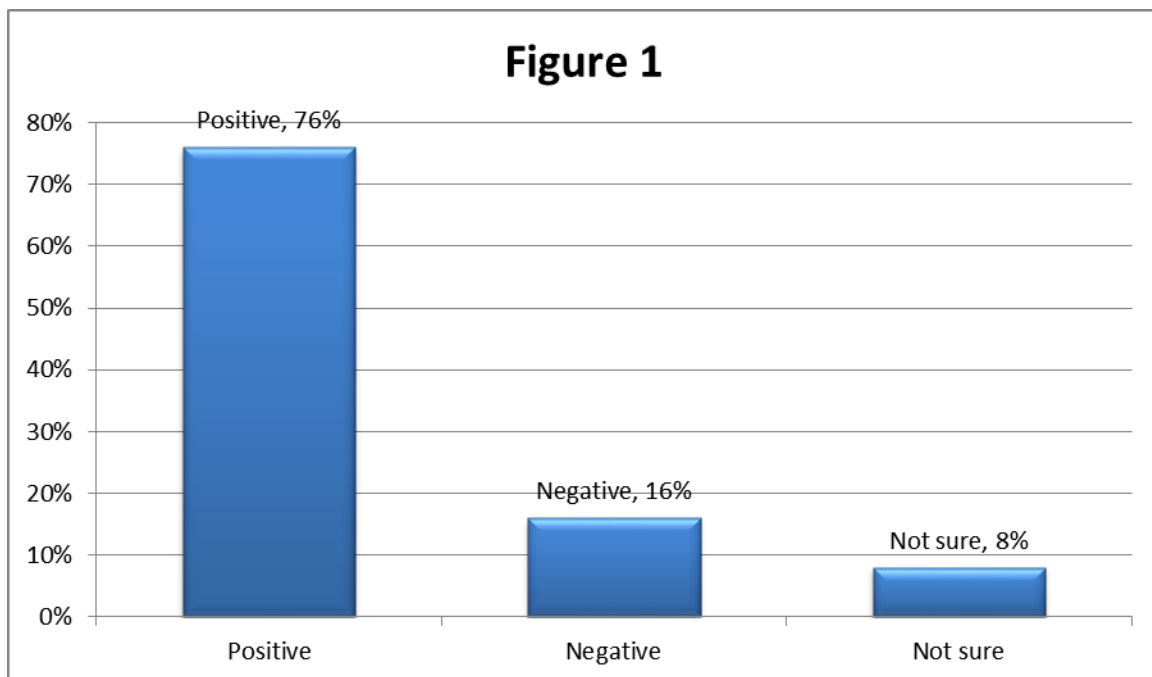
- Nineteen respondents indicated that Local Government can play a major role in curriculum development, especially history of the town or city as well as environmental studies, climate and agriculture.
- Four respondents indicated that it is impossible for Local Government to be involved in curriculum development, as this is a National Government competency; the gap between Local Government and National Government is too big.
- Two respondents were not sure whether Local Government could play a role in curriculum development.

Table 2 – Local Government’s role in curriculum development

RESPONSE	RESPONDENTS	PERCENTAGE
Positive	19	76%
Negative	4	16%
Not sure	2	8%

- 76% respondents felt positive that Local Government can be involved in curriculum development; 16% felt negative whilst 8% are not sure (refer figure 1)

Figure 1- Local Government’s role in curriculum development



4.2.1.2 The second question posed was: “Will it be possible for Local Government to develop its own curriculum based on norms and standards set by national government?”

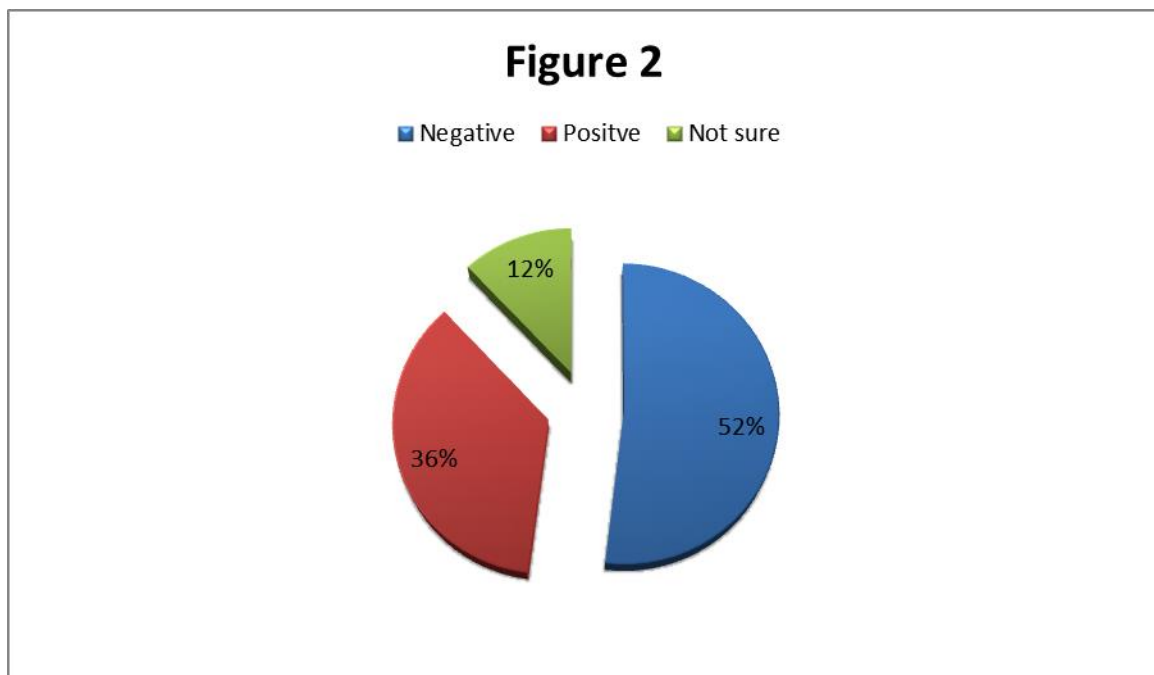
- Nine respondents indicated that it will be possible for Local Government to develop its own curriculum should it be guided by the standards and norms set by National Government
- Thirteen responded negative to the question
- Three responded that they are not sure whether it will be possible

Table 3 – Possibility for Local Government to develop its own curriculum based on norms and standards set by National Government

RESPONSE	RESPONDENTS	PERCENTAGE
Positive	9	36%
Negative	13	52%
Not sure	3	12%

- 52% respondents felt that Local Government cannot develop its own curriculum; 36% felt its possible (if guided by National Government Policies), whilst 12% are not sure (refer figure 2)

Figure 2 – Local Government’s role in developing its own curriculum



4.3 Infrastructure

4.3.1 Question 1 on infra-structure posed to the respondents was: “*Earlier this year local newspapers reported how 123 grade 2 pupils in a primary school in the Eastern Cape were crammed like sardines into a single class. What role can Local Government play to address these challenges?*”

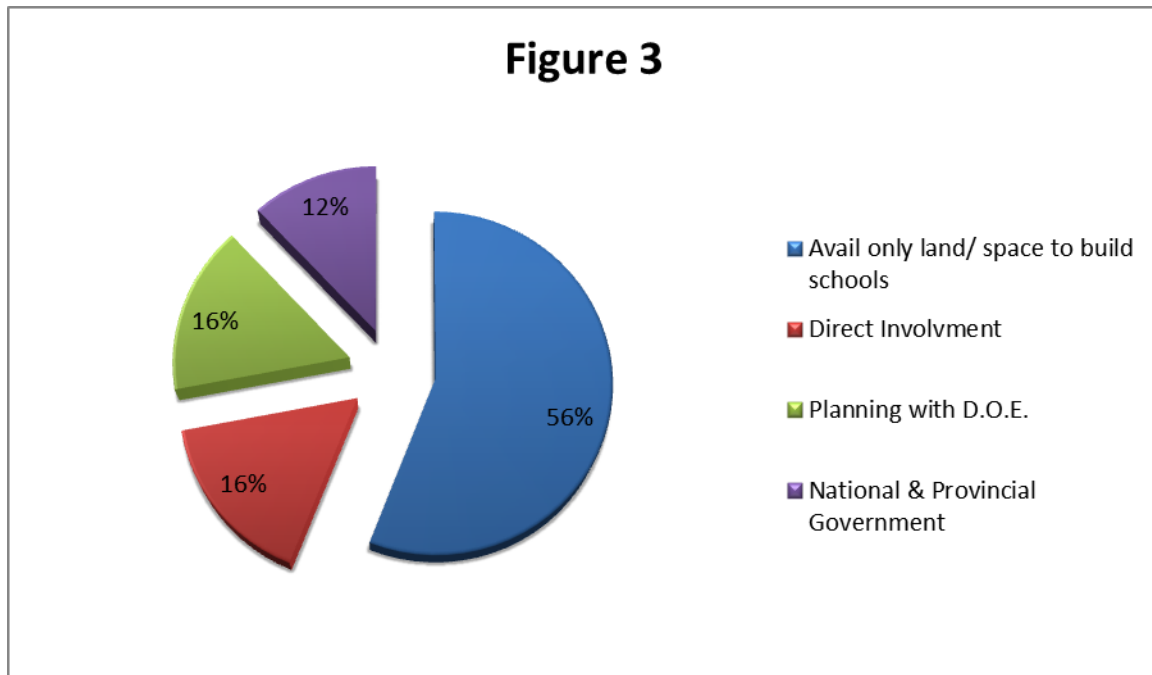
- Fourteen respondents indicated that Local Government should avail more space/ land to erect school buildings
- Four respondents indicated that Local Government should have a direct involvement in the erection of school buildings
- Three respondents indicated that Local Government should not be involved in the erection of school buildings, thus it should be a National and Provincial Government competency
- Four respondents responded that Local Government should plan with the Department of Basic Education to determine the need for schools as suburbs expand

Table 4 – Local Government’s involvement in building of schools

RESPONSE	RESPONDENTS	PERCENTAGE
More land/ space for schools	14	56%
Direct involvement	4	16%
National and Provincial Competency	3	12%
Planning with D.O.E.	4	16%

- 56% of respondents indicated that Local Government should avail only land/ space for erection of schools; 16% responded that it should directly involve itself with the building of schools; 12% responded that this is a National and Provincial Government competency; 16% stated that thorough town planning with the Department of Basic Education is of utmost importance (refer figure 3)

Figure 3 – Local Government’s role in building schools



4.3.2 The second question on infra-structure posed to the respondents was: “A total of 340 000 Eastern Cape learners attend a school without proper toilets every day and in some cases no toilets at all. Is Local Government in a position to alleviate this problem?”

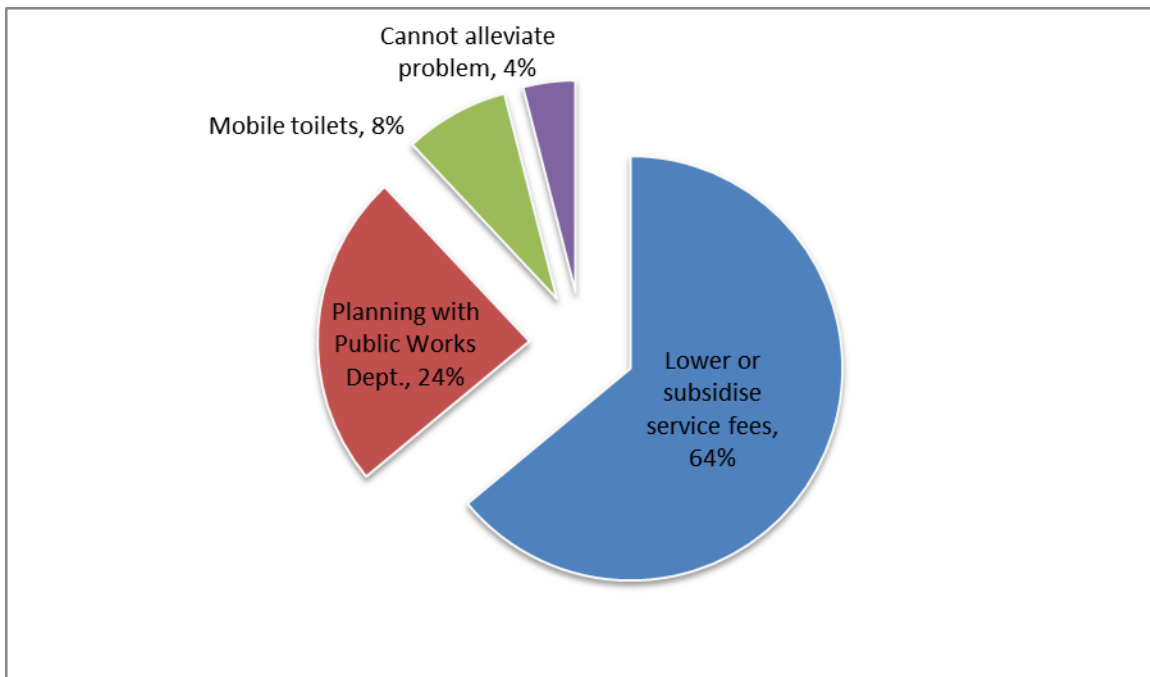
- Sixteen respondents indicated that Local Government can lower or subsidise the service fees on water and sewerage for schools
- Six responded that ablution facilities should be planned in conjunction with Public Works Department (National & Provincial)
- Two respondents indicated that Local Government can provide mobile toilets where the need arises
- One respondent stated that some Local Governments do not have the capacity and funds to eradicate the bucket system for households, thus it will be impossible to alleviate the problem at school level

Table 5 – Local Government’s role in alleviating the toilet problems at schools

RESPONSE	RESPONDENTS	PERCENTAGE
Lower or subsidise service fees	16	64%
Planning with Public Works Dept	6	24%
Provide mobile toilets	2	8%
Cannot alleviate the problem	1	4%

- 64% of respondents indicated that Local Government should lower or subsidise service fees on water and sewerage; 24% percent responded that Local Government and Public Works Department should jointly plan the question of ablution facilities; 8% indicated that Local Government can provide mobile toilets for immediate relief whilst 4% of the respondents feels that some Local Governments do not have the capacity and resources to alleviate the problem (Refer figure 4)

Figure 4 – Role in alleviating toilet problem



4.4 Finances

4.4.1 Question 1 on finances posed to the respondents was: “*What is your opinion on Local Government’s power to levy taxes in order to fund basic education?*”

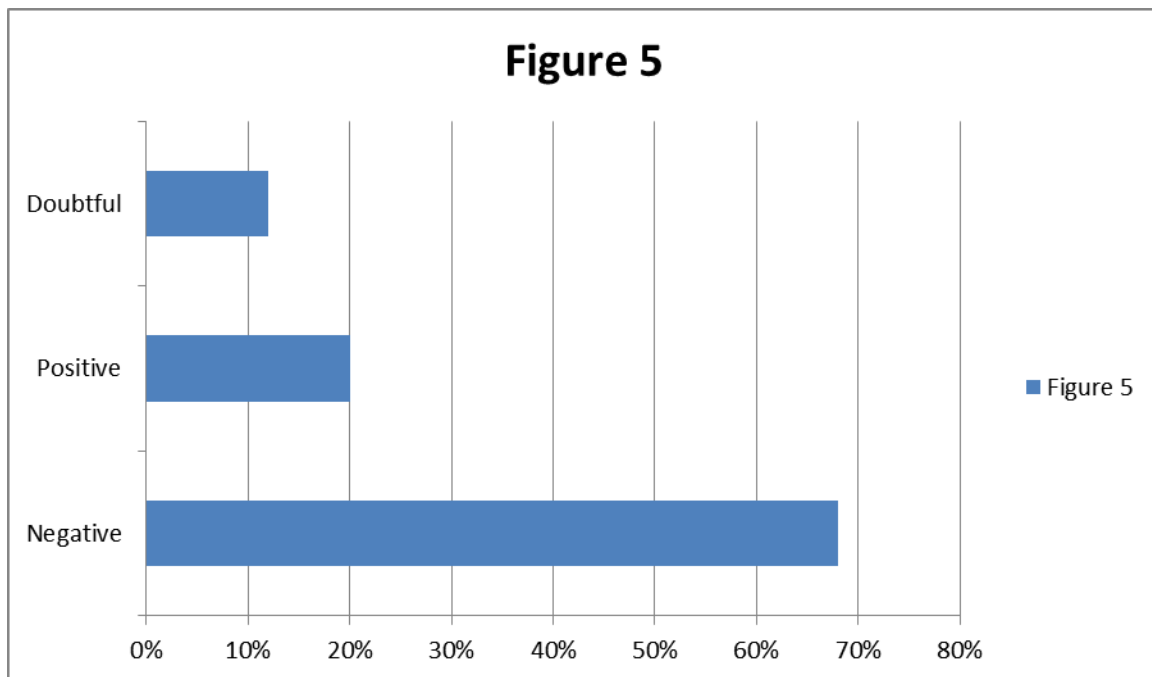
- Seventeen responded negatively to the question. The general feeling is that citizens are already over-burdened with property taxes and other levies
- Five responded positively to the question. To invest in education by citizens through Local Government is to invest in community upliftment
- Three were doubtful whether this practice will have the desired outcome

Table 6 – Local Government’s power to levy taxes in order to fund basic education

RESPONSE	RESPONDENTS	PERCENTAGE
NEGATIVE	17	68%
POSITIVE	5	20%
DOUBTFUL	3	12%

- 68% respondents reacted negatively to the question whether Local Government should levy taxes to fund education; 20% was positive, whilst 12% was doubtful (refer figure 5)

Figure 5 – Local Government’s power to levy taxes in order to fund basic education



4.4.2 The second question on finances was: “*A common phenomenon is teachers not being paid for months or even years. How can Local Government address this problem?*”

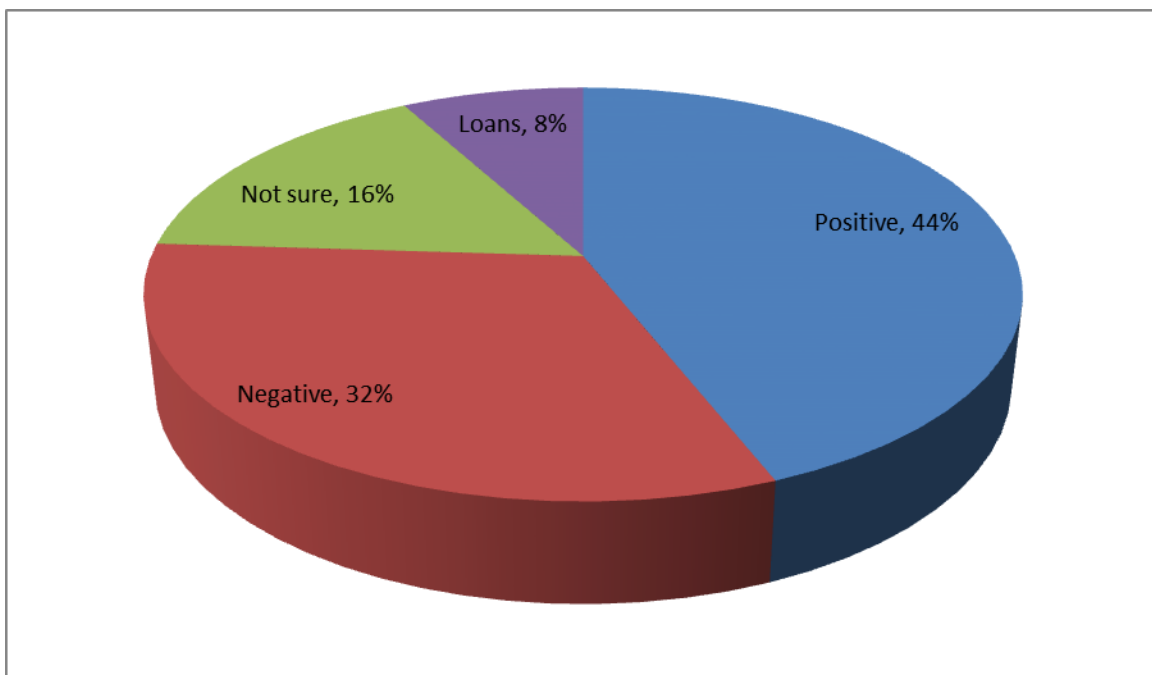
- Eleven respondents indicated that Local Government can address the problem under certain conditions e.g.
 - Training of staff to conduct teacher salary payments
 - Decentralization of funds for salaries
 - Transfer Department of Basic Education salary officials to Local Government until Local Government officials have been trained and capacitated
 - Salary officials must be approachable
- Eight responded that Local Government will never be in a position to address the problem
- Four respondents were not sure
- Two responded that Local Government must make provision in its annual budget for loans to unpaid teachers. The Department of Basic Education must re-imburse Local Government when it is in a favourable position

Table 7 – Local Government’s capacity to address the problem of unpaid teachers

RESPONSE	RESPONDENTS	PERCENTAGE
Positive	11	44%
Negative	8	32%
Not sure	4	16%
Loans	2	8%

- 44% of respondents reacted positively to Local Government’s ability to solve the problem of unpaid teachers; 32% had a negative response; 16% were not sure; whilst 8% indicated that Local Government can make provision for loans to unpaid teachers (refer to figure 6)

Figure 6 – Local Government’s ability to address the problem of unpaid teachers



4.5 School Transport

4.5.1 Question posed on school transport was: “*Do you think that school transport can be effectively managed by Local Government? Motivate*”

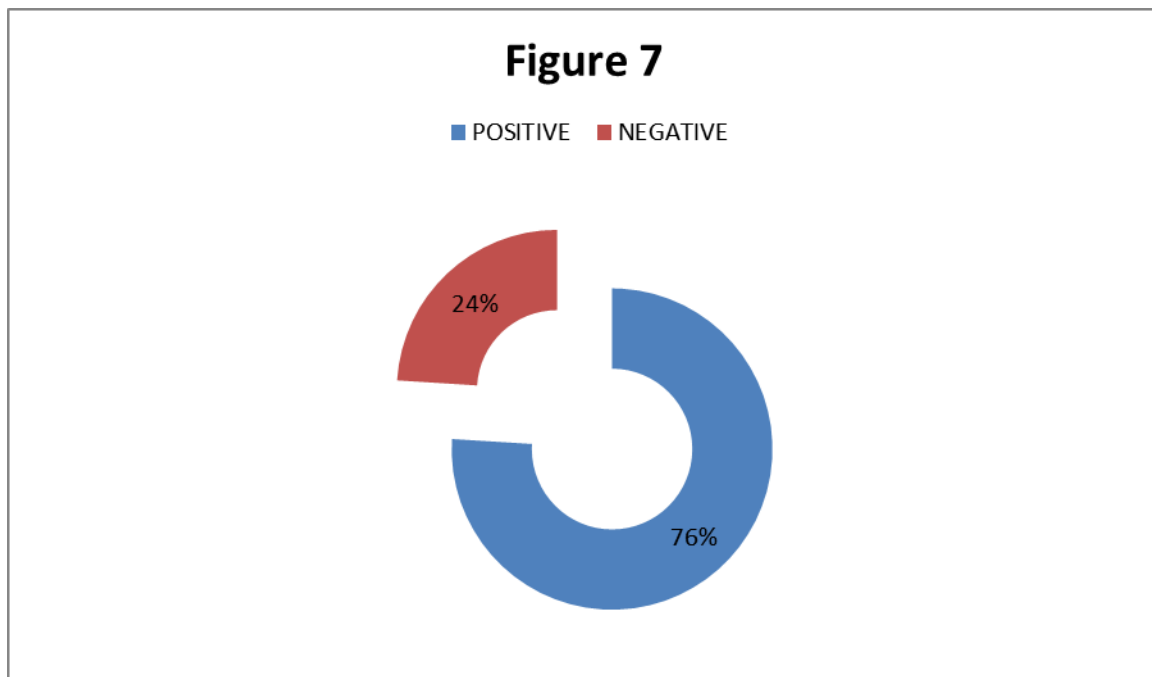
- Nineteen respondents indicated that school transport can be effectively managed by Local Government with the following as motivation:
 - The function can be decentralized which will result in less beauracritic red tape for contracts and payments by Department of Basic Education at provincial level. The local Department of Basic Education District Office can focus on other important issues e.g. curriculum design; speedy delivery of textbooks; infra-structure
 - With adequate training of officials better control measures can be put in place
 - Local Government is “closer” to the beneficiaries
 - Funding from National or Provincial Government
 - The province is too vast, making it very awkward to apply the desired control over school transport
- Six responded that Local Government is NOT in a position to manage school transport, stating the following as motivation:
 - Management of school transport is a Department of Transport competency
 - The Department of Basic Education District Office must manage it
 - It will be an extra burden on Local Government
 - Local Government does not possess the required resources to manage school transport efficiently and effectively

Table 8 – Local Government’s ability to manage school transport effectively

RESPONSE	RESPONDENTS	PERCENTAGE
POSITIVE	19	76%
NEGATIVE	6	24%

- 76% of respondents reacted positively to Local Government’s ability to manage school transport effectively, whilst 24% stated the opposite (refer to Figure 7)

Figure 7 – Local Government’s ability to manage school transport effectively



4.5.2 The second question on school transport was: “*Should Local Government control school transport must it have its own fleet or should it be outsourced? Motivate*”

- Fifteen respondents indicated that Local Government must outsource school transport should it become one of its competencies, based on the following motivations:
 - It may enhance job creation
 - Minimize logistical problems
 - Lack of human resources to operate fleet
 - Outsourcing within the demographics for control purposes and accountability
 - More time to focus on other Local Government competencies, e.g. housing; electricity; roads; etc.
- Eight responded that Local Government should have its own fleet (busses). Their responses are being motivated as follows:
 - Better control over own fleet and schedules
 - Outsourcing may lead to nepotism and favouritism where family members and friends of Local Government officials may be advantaged
 - To hold Local Government responsible for the safety of learners/ pupils

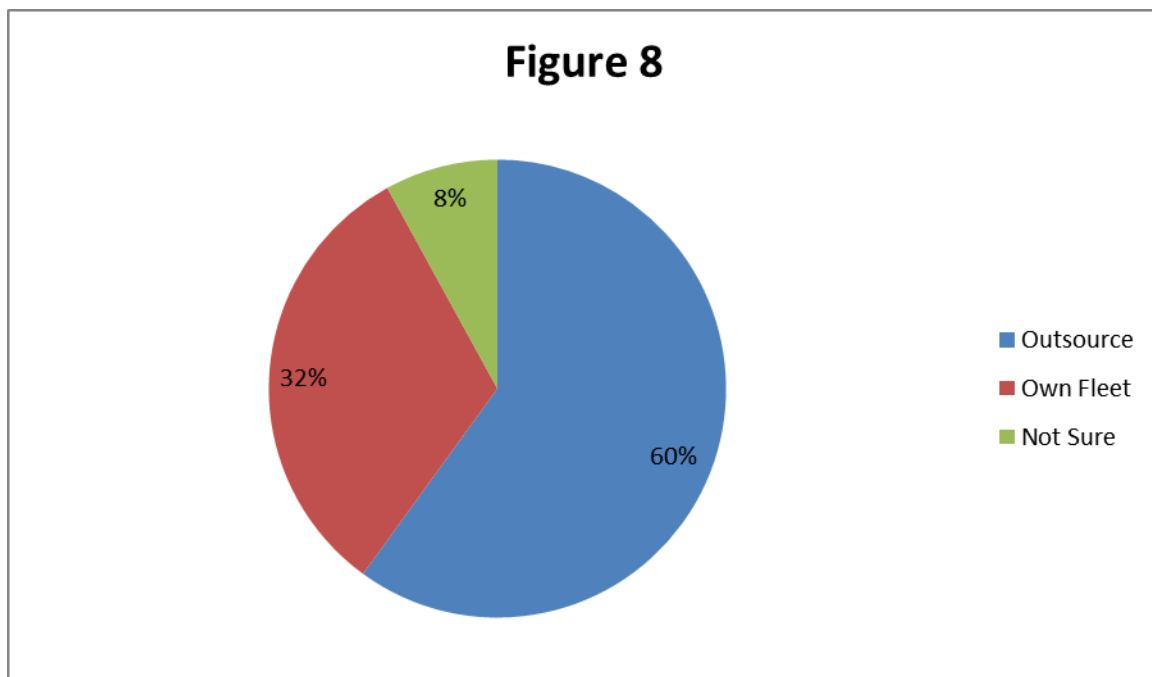
- Outsourcing may cause irregularities in terms of tender processes
- Two respondents indicated that they are not sure whether Local Government must have its own fleet or should it be outsourced

Table 9 – Must Local Government have its own fleet for school transport or should it be outsourced

RESPONSE	RESPONDENTS	PERCENTAGE
OUTSOURCE	15	60%
OWN FLEET	8	32%
NOT SURE	2	8%

- 60% respondents indicated that Local Government should outsource school transport, whereas 32% suggested that it must manage its own fleet. 8% of respondents are not sure (refer to Figure 8)

Figure 8- Should Local Government manage its own fleet (School Transport)



4.6 School Nutrition

4.6.1 The first question posed was: “*Is Local Government in a position to address the challenges of the school nutrition programme? Motivate*”

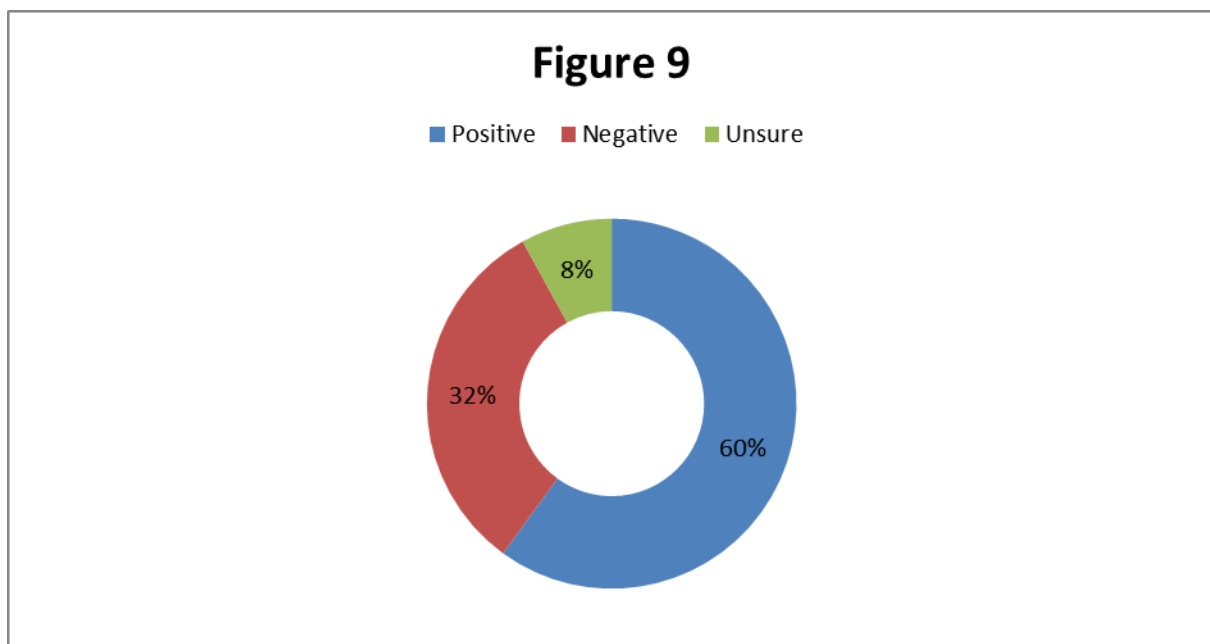
- Fifteen respondents indicated that Local Government is able to address the challenges of the school nutrition programme, with the following as motivation:
 - Better control if it is done locally
 - Funds to be transferred to Local Government
 - Local Government is in touch with the school community
 - Job creation
 - Less corruption and mismanagement
 - Local Government has a Health Inspectorate to ensure norms and standards are adhered to
- Eight responded negatively on Local Government’s ability to address the challenges of the school nutrition programme, with motivations such as:
 - The Department of Social Development should rather address the challenges
 - The task is too difficult, thus it should remain with Provincial Department of Basic Education
 - It will be an extra burden on Local Government’s administration
 - Lack of capacity
- Two respondents were unsure

Table 10 – Local Government’s ability to address the challenges of school nutrition programme

RESPONSE	RESPONDENTS	PERCENTAGE
Positive	15	60%
Negative	8	32%
Unsure	2	8%

- 60% respondents felt that Local Government can address the challenges of the school nutrition programme, whilst 32% had a negative response and 8% were not sure (refer Figure 9)

Figure 9 – Local Government’s ability to address school nutrition programme challenges



4.6.2 The second question on school nutrition was: “*Should Local Government take control of the nutrition programme which sphere of government must fund the programme? Motivate*”

- Eighteen respondents indicated that National Government should fund the programme. Motivations were:
 - Local Government does not have a budget for this enormous programme. National Government can fund it, whilst Local Government must implement and control the programme
 - Eastern Cape Department of Basic Education lacks adequate control over the school nutrition programme
- Four respondents felt that Provincial Government should fund the programme, with motivations:

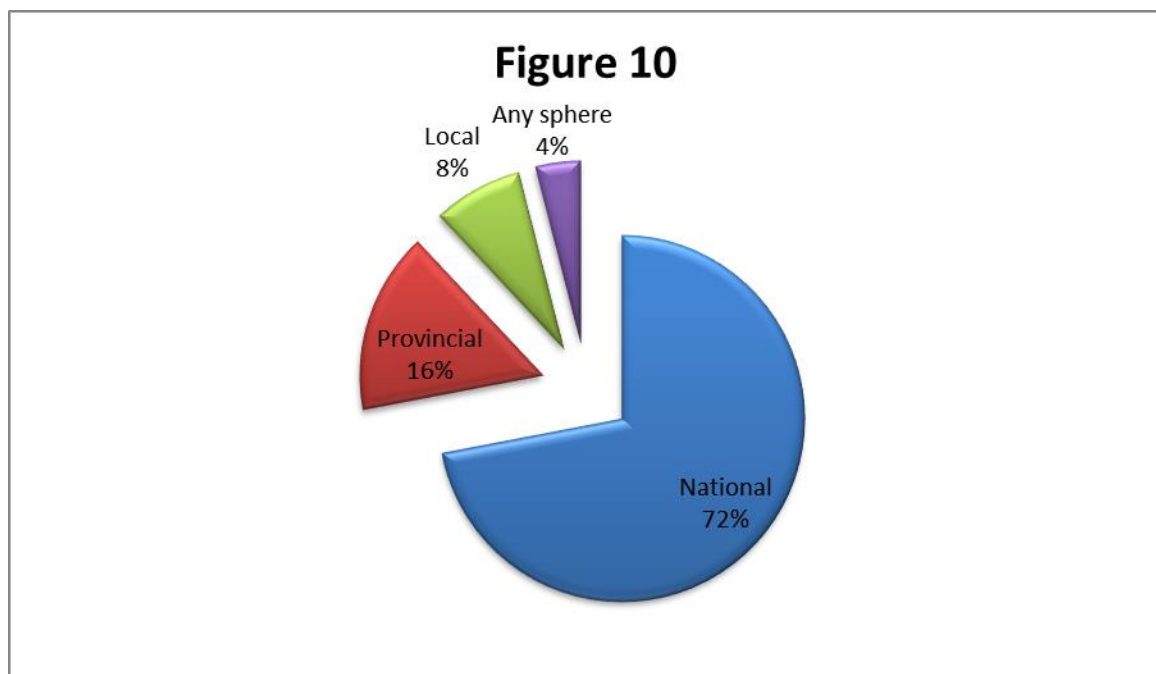
- There is no separate budget for nutrition programmes at Local Government level
- Provincial Government already has a budget for school nutrition programmes
- Two respondents indicated that Local Government should fund the programme for more effective control mechanisms
- According to one respondent any sphere of Government can fund the programme

Table 11 – Sphere of government to fund school nutrition programme

RESPONSE	RESPONDENTS	PERCENTAGE
National	18	72%
Provincial	4	16%
Local	2	8%
Any Sphere	1	4%

- 72% respondents indicated that National Government should fund the project; 16% Provincial; 8% Local Government; Any sphere – 4% (refer Figure 10)

Figure 10 – Sphere of government to fund school nutrition programme



4.7 General Perception

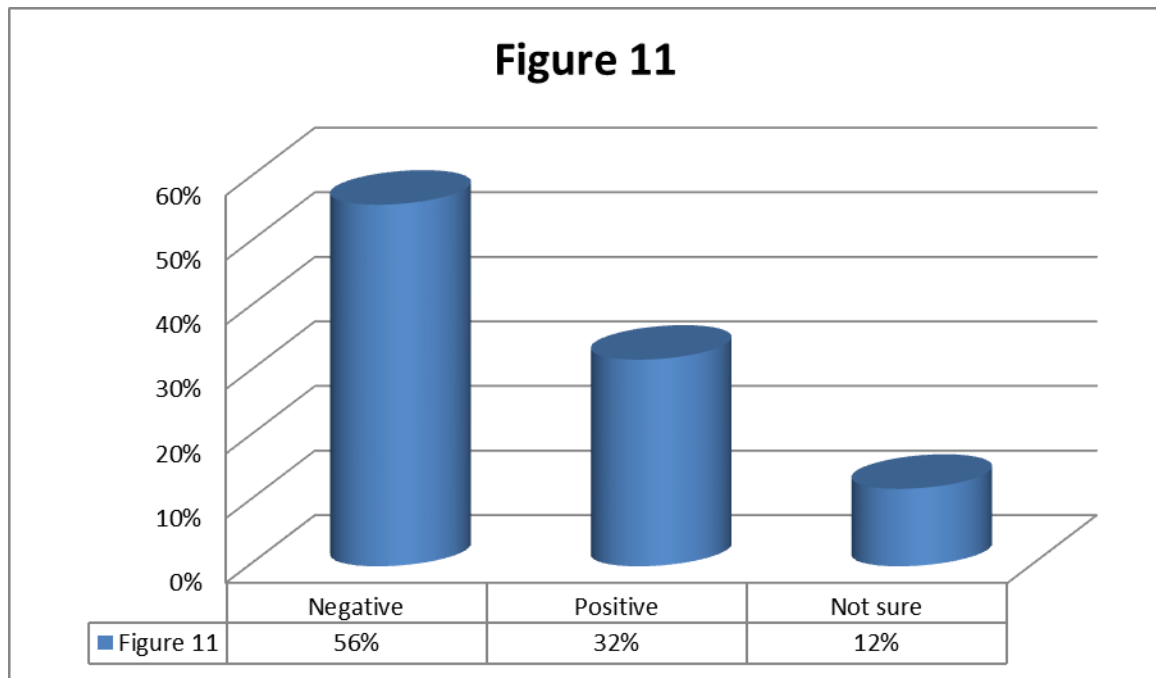
Reactions to a last general question: “*Is it possible for Local Government to manage the entire basic education system?*”

- Fourteen respondents reacted negatively to the question. Their perceptions were based on:
 - Lack of skilled officials
 - The transformation will be too big
 - South Africa is not developed enough to make a total switch – it can be gradually phased in
 - At this stage Local Government can play a supportive role
 - Constitutionally it will be incorrect
 - Lack of capacity
- Eight respondents indicated that Local Government can manage the entire basic education system, based on the following:
 - Staff can be equipped and capacitated
 - The transition should be gradually implemented
 - The District Office of the Department of Education should be aligned to Local Government
- Three respondents were unsure in this regard

Table 12 – Local Government’s ability to manage the entire basic education system

RESPONSE	RESPONDENTS	PERCENTAGE
NEGATIVE	14	56%
POSITIVE	8	32%
NOT SURE	3	12%

- 56% respondents indicated that it will be impossible for Local Government to manage the entire basic education system; whilst 32% felt positive with the remaining 12% being doubtful (refer Figure 11)



4.8 Conclusion

In this chapter, an assessment of the role that Local Government can play in the basic education system was reported on. By structuring the interview questions in such a manner that reflect on various aspects in education enabled the researcher to obtain a broader picture from the different stakeholders' perception of Local Government's ability to deal with these issues in the education.

From the responses, the researcher can conclude the following:

- Unlike the USA, Great Britain, Canada, Nigeria our Local Governments are not ready to manage the entire education system
- Local Government should play a supportive role, for example availing of land to build schools; infra-structure; transport and feeding scheme
- Local Government does not have a role to play in curriculum design and curriculum development
- Different spheres of government should not work in isolation

In the light of the above, the final and concluding chapter (Chapter 5) focuses on the *Recommendations* which will be tabled for consideration in order to present solutions to alienate the education challenges in the Province of the Eastern Cape. The finding of the Research and Conclusion will be presented in the next chapter.

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this chapter is to summarise the findings of the empirical research, followed by conclusions and recommendations based on Local Government's role in the Basic Education System.

The recommendations are aimed at Local Government's involvement and role in addressing the enormous challenges faced by the Department of Basic Education in the Province of the Eastern Cape.

5.2 Summary

This study sought to determine:

- The different stakeholders' perceptions and attitude towards the Department of Basic Education in the Eastern Cape
- The level of service delivery of the Department of Basic Education in the Eastern Cape
- Local Government's role in addressing the challenges in the department

Further objectives of the study stemming from the afore-mentioned are:

- Determine the role of Local Government in Curriculum Design and Development
- Local Government's role in developing the infra-structure for schools
- Stakeholders' opinion of Local Government's involvement in the finances of the Department of Basic Education
- To determine the stakeholders' view of Local Government's role in the management of school transport
- To examine the respondents' perception of Local Government's ability to address the school nutrition challenges

- Reaction to the question whether Local Government is able to manage and control the entire basic education system

The findings of the research can be summarized as follows:

- Local Government does not have the capacity to design and develop the entire school curriculum, but can play a meaningful role in curriculum development as far as historical events in the specific province or town are concerned. The same apply to the geography, e.g. the climate and agriculture of a region or town
- The general feeling is that Local Government should avail land/ space to build schools as the need arises and should not be directly involved in the erection of school buildings
- The building of school and other facilities should be a National and Provincial Government competency
- If Local Government does not have the capacity to build ablution facilities it can lower or subsidise the service fees on water and sewerage for schools
- Local Government is in a position to address the challenge of teachers not being paid for long periods, should Local Government staff be trained and funds for salaries be decentralized
- Local Government is in a position to administer and control school transport effectively; funding should be from National or Provincial Government
- There were responses that the management of school transport will be an extra burden on Local Government's administration, thus it should be left in the hands of the Department of Transport
- Local Government should outsource the service to private fleet owners if management of school transport becomes a Local Government competency
- A feeling that outsourcing may cause irregularities in terms of tender processes also surfaced
- Local Government will manage the school nutrition programme more effectively and efficiently, because it is in touch with the school community

- National Government should fund the school nutrition scheme whereas Local Government must be the implementer of the programme
- It is impossible for Local Government to manage the entire basic education. These perceptions are based on: lack of human resources; the step will be too big; South Africa is not ready for such a drastic change; local government can play a supportive role

5.3 Conclusion

In the light of Chapter 2 (Literature Review) and the report on the Empirical Research it is quite clear that the Department of Basic Education in the Eastern Cape is experiencing enormous administration problems, resulting in classroom shortages for learners; poor ablution facilities; shortage of school furniture; over-crowded classrooms; late delivery of textbooks and delays in teachers' salaries. The above-mentioned problems are the main causes of protest actions and dissatisfaction amongst teachers, learners and parents.

These challenges must be adequately addressed to solve the problems, which are crippling education, and to restore the Culture of Learning and Teaching in schools.

The merging of the fragmented apartheid-inherited administrations especially those in the ex-Transkei and Ciskei influenced negatively on the education system in the Eastern Cape. After almost twenty years of democracy, communities are still experiencing the pain.

5.4 Recommendations

The following recommendations are made, based on the summary and conclusion of the study:

- The Eastern Cape Department of Basic Education has to draw on international and local experience in addressing deficiencies in education financing and management
- The state and local government should shoulder primary responsibilities for educational programmes
- Local Government can play a major role in curriculum, but is not in a position to design and develop its own curriculum

- Local Government should plan with the Department of Basic Education and Department of Public Works to determine the need for schools as suburbs expand
- Local Government should discuss its Integrated Development Plan (5-year plan) with the Department of Basic Education. The Integrated Development Plan indicates where the need for new school buildings arises
- The erection of school buildings should be a National and Provincial Government competency
- Local Government should consider lowering the rates for water and sewerage for schools
- Local Government can assist with mobile toilets where there are no toilets at all
- Administration officials in Local Government should be trained to conduct teacher salary payments
- Department of Education salary officials should be transferred to Local Government until Local Government officials have been trained and capacitated
- School transport must be administered at Local Government level, because Local Government is within reach of the beneficiaries
- Funding for school transport must be a National or Provincial Government competency
- Should Local Government manage school transport it must outsource transport to private fleet owners, in order to enhance job creation and minimize logistical problems
- Because Local Government is in touch with the school community the administration of the school nutrition programme can become a Local Government competency
- National Government should fund the school nutrition programme, whilst Local Government implements and controls the programme
- For Local Government to manage the entire basic education system will be unconstitutional, but a supportive role by Local Government can be gradually phased in

- Councilors must become more involved in education matters, as they are more likely to be aware of and sympathetic to the needs of their communities than Ministers or MEC's

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Annexure A – Interview Schedule

Topic: The Role of Local Government in the Basic Education System: The case of the Eastern Cape Province.

Interview Questions

A. Curriculum

1. According to Gerry Stoker, an advocate for change in USA, local government's job is to facilitate its community in achieving its objective. How can local government be involved in curriculum development based on its citizens' needs?
2. Will it be possible for local government to develop its own curriculum based on norms and standards set by national government?

If yes, why?

If no, why not?

B. Infra-Structure

1. Earlier this year local newspapers reported about how 123 Grade 2 learners in a primary school in the Eastern Cape were crammed like sardines into a single class. What role can Local Government play to address these challenges?
2. A total of 340 000 Eastern Cape learners attend a school without proper toilets every day, and in some cases there are no toilets at all. Is Local Government in a position to alleviate this problem?

C. Finances

1. What is your opinion on Local Government's power to levy taxes in order to fund basic education?
2. A common phenomenon is teachers not being paid for months or even years. How can Local Government address this problem?

D. School Transport

1. Do you think that school transport can be effectively managed by Local Government? Motivate.
2. Should Local Government control school transport, must it have its own fleet (busses) or should it be outsourced? Motivate.

E. School Nutrition

1. Is Local Government in a position to address the challenges of the school nutrition programme? Motivate.
2. Should Local Government take control of the programme, which sphere of government must fund the programme? Motivate.

F. Conclusion

1. Is it possible for Local Government to run the entire basic education system? Motivate.

PLAIN LANGUAGE STATEMENT

The Role of Local Government in the Basic Education System:

The Case of the Eastern Cape Province

My name is Brian Kivedo and I am a post- graduate student at the University of Fort Hare (Bhisho Campus). I am studying for the degree of Master of Public Administration, funded by the South African Local Government Association (SALGA).

I am undertaking a research project into the role of local government in the basic education system. As an education specialist/ principal/ teacher/ official/ SGB member for the Department of Basic Education I would like to interview you individually in order to get an objective opinion of how you perceive the role of local government in the basic education system. The interview will take approximately 20 minutes and with your agreement, will be tape- recorded. You may decline to answer any questions and withdraw from the interview at any time. Your name will not be used and no information included will enable you to be identified. I believe that this thesis will be beneficial to developing the education system in the Province of the Eastern Cape.

If you have any further questions feel free to contact me on the following: 041 360 8543; 082 226 1915 or email: bkivedo@mandelametro.gov.za / gti16v@absamail.co.za

My supervisor for the research is Dr T. R Mle. He can be contacted on 082 200 3475. Should you have further concerns you may approach the School of Public Administration: Faculty of Management and Commerce at the University of Fort Hare (040 608 3425).

Thank you for your willingness to participate.

.....

BRIAN KIVEDO (INTERVIEWER)

Conditions accepted by interviewee: Signature.....

Appendix 2 Media Report Attachments

Commission probes EC school crisis

Human rights officials quiz provincial education top brass

Zandile Mbabela
mbabelaz@timesmedia.co.za

THE crippling teacher shortage and severe overcrowding in some Eastern Cape schools – described by some as a human rights violation – has grabbed the attention of the South African Human Rights Commission.

The commission's interest was sparked following a report in The Herald in January about how 123 Grade 2 pupils at Pearston Primary School were crammed like sardines into a single class.

Commission spokesman Isaac Mangena yesterday confirmed they were looking into the "teacher situation" in the province, but could not comment further.

"We have held meetings with the [provincial education] department as part of this process, and are waiting for their report," he said. A link to the Herald article was posted on Facebook, with teacher Althea Speelman tagged in the post.

The commission commented on the post, saying: "Hi. Is this real? This cannot be acceptable. Where is this, and can the person who is familiar with this give us details? Thanks."

The school has since received two teachers to alleviate the problem, but scores of other schools in the province are still fighting to either keep teachers or be allocated more.

The commission's probe comes as

the beleaguered Education Department tries to stabilise itself and sort out its staffing issues – after having cut 4 000 teaching posts because of budgetary constraints.

Angry parents have now taken it upon themselves to close schools until enough teachers are supplied, with 18 schools closed in Port Elizabeth and Uitenhage this week.

Last month, schools in Graaff-Reinet, Patensie, Pearston and Somerset East were shut by disgruntled parents.

The department is once again giving its redeployment drive another try after a decade of resistance from the South African Democratic Teachers' Union.

Surplus teachers have been given until the end of the month to move to schools where there are shortages or face losing their pay.

Acting provincial education boss Mthunywa Ngonzo said last month that once excess teachers were moved to

where they were needed, the department would be able to hire teachers to fill remaining vacancies.

Department spokesman Malibongwe Mtima confirmed that the commission had met with the department's top brass last month, but could not comment on the discussions.

"I can confirm that the people from the commission met with [acting superintendent-general] Ngonzo and the MEC [Mandla Makupula], but I can't go into the outcomes of the meeting," he said.

Hi. Is this real? This cannot be acceptable . . . give us the details

Parents protest over teacher crisis in Bay ^{Herat}

**Yoliswa Sobuwa
and Tremain van Aardt**
sobuway@timesmedia.co.za

TEACHER shortages continue to plague Bay schools, forcing parents and pupils from at least two schools to protest yesterday.

About 50 protested in front of the Phindubuye Primary School in Khayelitsha, Uitenhage. They were unhappy about the redeployment of a third teacher to another school.

"As the school's governing body (SGB) we were not told about this move. We were surprised when we heard that the Grade 2 teacher [the third teacher] was also leaving. She was teaching 42 kids," SGB chairwoman Lindiwe Mbusi said.

Meanwhile in Bloemendal, 40 parents demanded a meeting with the Greenville Primary School principal, Frederick Joseph.

He said a shortage of six teachers had resulted in the school's foundation phase occasionally using Grade 7 pupils to supervise Grade R classes.

"I have been in constant communication with the Education Department to resolve this problem.

"We have been allocated one post

by the department and two more growth posts. But until these parents see teachers here, they will not be satisfied," Joseph said.

Education spokesman Loyiso Pulumani asked parents and schools to be patient and not interfere with schooling.

"We receive complaints like this daily from around the province. Especially in dual-medium schools, there is a major shortage of teachers who can teach in other languages," Pulumani said.

"We are conducting an audit into the almost 9 000 teachers we discovered are sitting at home. We have been paying some of those teachers salaries for almost five years.

"Once that is done an additional 2 000 posts or more will be vacant allowing us to hire more teachers without being over budget as we have been in the past," Pulumani said.

Four chairs for 70 pupils in Grade 1 class

Yoliswa Sobuwa

sobuway@timesmedia.co.za

THEY sit on the floor because there are simply not enough chairs or desks for them.

That is the everyday plight of the pupils at Phillip Nikiwe Primary School, which is also faced with a crippling teacher shortage.

"Ever since the school was built in 1976, it has never been renovated. As a result the infrastructure is dilapidated. We have about 300 pupils and only seven teachers," principal Nomhle Makeng said.

Phillip Nikiwe is in the heart of New Brighton township in Port Elizabeth. The school is not secure and there is no proper fencing. Classes have no electricity and the ceiling is collapsing.

There are 11 chairs in the Grade R class, with 26 pupils forced to sit on the floor. The situation is even worse in Grade 1 where there are only four chairs for 70 pupils.

"Nothing at this school is fine. Even the school's main hall is falling apart. The windows are broken and the ceiling is collapsing. This is the same hall we use to hold our assembly when it is raining. We also use it for the school's activities," Makeng said.

She said it was difficult to raise funds for the no-fee school. Parents no longer wanted to send their children to the school.

"This affects our enrolment and the department only considers enrolment when it comes to providing teachers. It is so very sad because now we survive on handouts from good Samaritans. All we want is for the department to do something about our situation," Makeng said.

In response, Education Department provincial spokesman Loyiso Pulumani said: "It is completely unacceptable and it needs our urgent attention. The school has been placed on our priority list."



FLOORED BY CONDITIONS: Some of the many pupils at Phillip Nikiwe Primary School who are forced to sit on the floor as there is a shortage of chairs and desks. Picture

E Cape schools take department to court — again

Adrienne Carlisle

THE governing bodies of 17 Eastern Cape schools that are facing a financial and teaching crisis are again resorting to court — this time in a bid to force the department to permanently appoint more than 140 temporary teachers working at their schools as well as to fill dozens of other vacant posts.

In court papers the schools and the Centre for Child Law (CCL) slam

the department for its failure to heed a 2012 court order to appoint teachers to vacant posts in all Eastern Cape schools by the beginning of the current school year.

“Through its inaction, the state is shepherding a whole generation of students to the gates of failure both in the classroom, and as regards becoming productive members of South African society,” warns CCL director Dr Ann Skelton.

The 17 schools in Port Elizabeth,

Grahamstown, Barkly East, Mdantsane East London and Flagstaff have launched an urgent high court application in a bid to force Basic Education Minister Angie Motshekga, her director-general Bobby Soobrayan and their provincial counterparts, Mandla Makapula and Mthunzi Ngonzo to permanently appoint and backpay more than 140 temporary teachers and to implement the 2013 establishment at their schools.

In the case of the 17 schools, this means filling a further 43 posts over and above the 140 posts, dozens of which are senior or heads of department posts.

If successful, the department will have to fork out millions of rands in back and future pay for the 140 teachers, many of whom have been working for more than a year and whose salaries are paid for out of scarce funds raised by schools. The department had not yet commented at the time of going to press.

Wolcott 2013

Principal begs for teachers

Coega head asks Motshkega for more educators to go with renovated school

Zandile Mhabela
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AS PUPILS and parents at Coega Primary School rejoiced at their R1.4-billion newly renovated school from the Shoprite Group, the principal pleaded with Basic Education Minister Angie Motshkega for more teachers.

Motshkega was the guest speaker at the handover ceremony of the former dilapidated school – which grabbed Shoprite's attention following a series of media reports – to the community yesterday.

Coega Primary was one of 18 schools in Nelson Mandela Bay made of prefabricated material that were on the department's priority list to be demolished and rebuilt.

The school had no water or electricity and its toilets were in such a bad state that pupils and teachers risked picking up infections. The classrooms were so badly dilapidated they offered little or no shelter.

Thanking Shoprite for coming to the school's rescue, principal Xolile Mpati took

the opportunity to give the minister a simple but powerful message – thanks for the school, but please give us teachers.

"The school is the only one in the area currently servicing 1 300 pupils – down from 1 500 last year," he said.

"We have 37 teachers while we are meant to have 41. In some classes, especially in grades 1 to 3, one teacher sits with 50-plus pupils."

Motshkega said the department was working on the provision of teachers through the slow redeployment process.

"We need to move surplus teachers to where they are needed most as that has placed undue pressure on the department's budget."

"There really isn't a teacher shortage in the province; the surplus teachers just need to move," she said.

Thanking Shoprite and others in the private sector, Motshkega said there was still a long way to go in terms of infrastructure in the Eastern Cape – the province with the

"biggest education crisis" in the country.

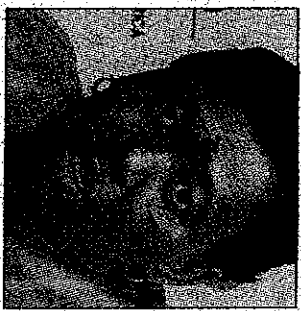
She highlighted the need to speed up repairs to derelict schools and build new ones to meet the demand, saying they had increased the number of Eastern Cape schools to be completely renovated from 49 to 82 this year.

"We are currently building 49 schools in the province and I'm under pressure from the president [Jacob Zuma] to build more because the problem is quite huge in the province," she said.

"The Eastern Cape is a great province, it's just a pity it's suffering the biggest education crisis."

Despite the teacher shortage crisis that has seen a wave of protests and school closures sweep across the province, Motshkega felt the beleaguered province had made satisfactory progress in its quest to stabilise itself.

She said her ministry may soon loosen its grip on the crisis-prone provincial department as they were "at the stage where we



ANGIE MOTSHEKGA

can relax our grip a bit". "We've been working very well with the province and getting very good [progress] reports," she said.

She said her team was still in the province, but the intervention had served its purpose. Motshkega and her team were entertained with musical performances by the pupils, who were incredibly excited about their new school.

The renovations included a paved quad, electricity installation, new windows with galvanised burglar proofing, new ablutions and a brand new kitchen and library which Motshkega promised to help fill with books.

Shoprite Eastern Cape divisional manager Danie du Toit urged pupils, parents and the community to take pride in their school and protect it against vandalism.

SKOOLHEK IS AL WÉÉR TOE

BUITE: Die nuwe onderwysers by die Hoërskool Gamblestraat kan blykbaar glad nie in Afrikaans klasgee nie. Foto's: EWALD STANDER



DIE ouers van leerders aan die Hoërskool Gamblestraat in Uitenhage het gister weer die skool se hekke gesluit.

Dit omdat die onderwysers wat deur die departement na die skool herontplooi is, nie in die medium van die skool – Afrikaans – kan onderrig nie.

Die onderwysers is glo almal Xhosa-sprekend.

Intussen het die LUR vir onderwys, Mandla Makupula, glo die skoolbeheerraadforum van die westelike gebiede in Uitenhage genooi om gister met hom in die Baai te vergader om die onderwyskrisis te bespreek.

Die forum het egter geweier. Hulle meen hul probleem is nie in die Baai nie, maar in Uitenhage. En as die LUR nie na Uitenhage kom nie, dreig die forum om sy "groot guns" uit te haal. Wat dié guns egter behels, bly nog 'n geheim.

Teen druktyd gister het die LUR nog geen aanduiding gegee dat hy na Uitenhage sal gaan nie.

Die forum het Maandag planne beraam.

Nuwe onnies ken nie Afrikaans

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Een ouer sê: "Op Maandagaand se vergadering het die ouers gehoor dat die LUR vir onderwys na die Baai sou kom vir die skoolrasionaliserings- en herskikkingsprogram."

Mali Mtima, 'n woordvoerder vir die departement van onderwys, het die program verduidelik. Mtima sê daar is tans laerskole wat tot gr. 9 gaan. Die departement reken egter dis ideaal dat dié skole by gr. 7 moet eindig.

Luidens die program word daar nou vergaderings met skoolhoofde gehou om die plan te bespreek.

Die ouer sê die LUR het die forum na die Baai genooi. "Ons weier om na die Baai te gaan. Die probleem lê nie in die Baai nie. Dit lê hier. Ons soek hom hier in Uitenhage."

Volgens Lawrence Mos-



PRAAT: Lede van die skoolbeheerraadforum, bestaande uit verteenwoordigers van die skole in die westelike area van Uitenhage, vergader oor hul volgende stap.

tert, voorsitter van die skoolbeheerraadforum van die westelike gebiede se skole, het die Hoërskool Gamblestraat 'n tekort aan ses onderwysers gehad. Son het verneem die departement het net vier onnies gestuur.

Reaksie

Mostert sê: "Op die vergadering gisteraand (Maandagaand) met die ander skoolbeheerrade het dit uitgekome dat die onderwysers nie in die taal-medium kan les gee nie. Die ouers het

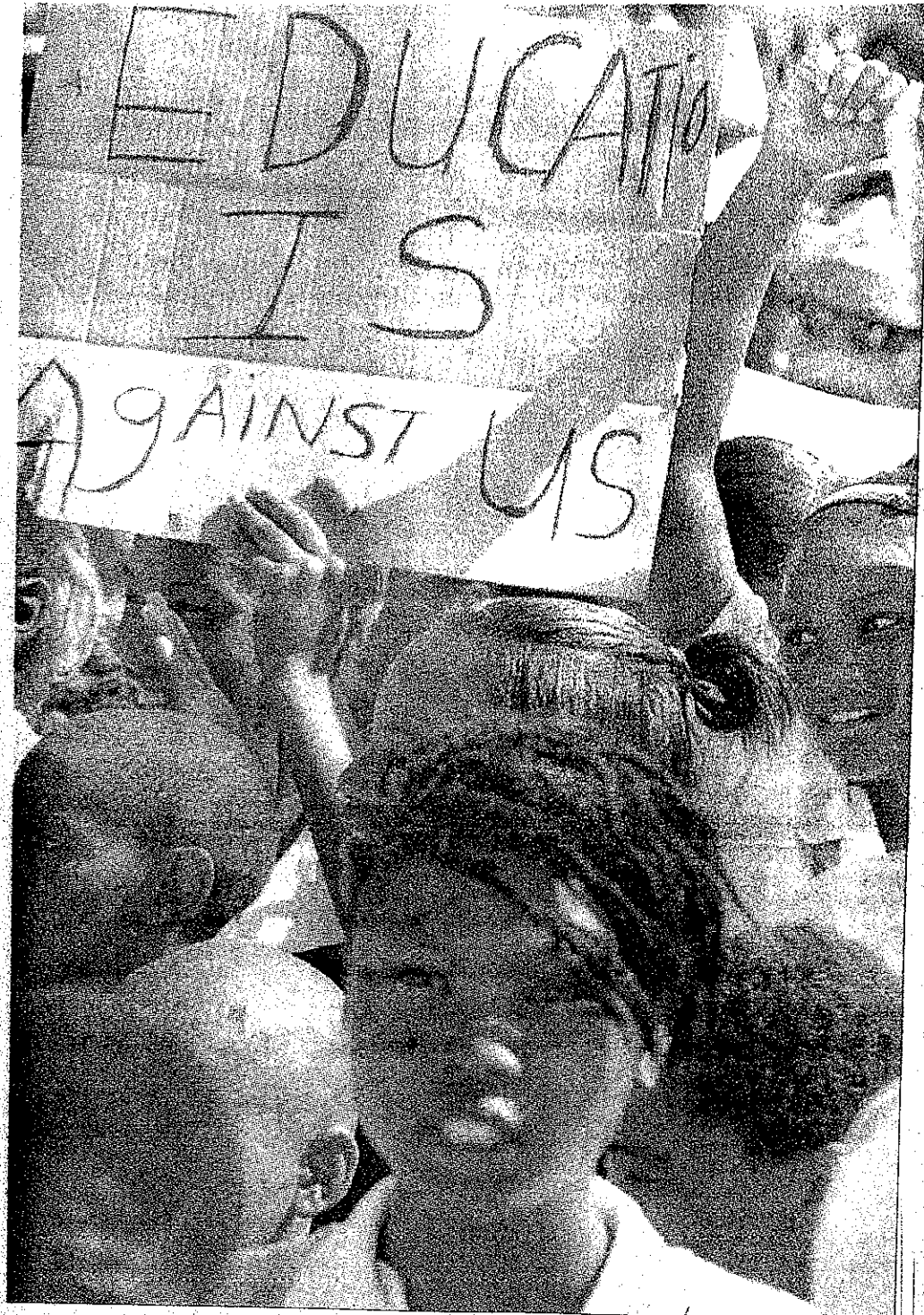
toe besluit om die hekke van die skool vandag (gister) weer toe te maak."

Mostert sê hulle wag vir die departement se reaksie op hul memorandum wat laas week tydens 'n massabetoging in die dorp aan die departement oorhandig is.

Die onderwysdepartement kon nie vir kommentaar bereik word nie.

Son is uitgejaag by die vergadering wat die LUR gister met skoolhoofde in die Baai gehou het.





TY PROMISES: Hundreds of pupils and parents from 16 Uitenhage schools march to the district education office to hand over a memorandum
Picture: EUGENE COETZEE

Uitenhage pupils, parents on the march

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Uitenhage was brought to a near-standstill yesterday as more than 200 parents, pupils and residents gathered through the town centre in a last-ditch effort to force the education department to act on the teachers' shortages.
The protesters walked about 6km to the district education office to hand over a memorandum of demand to a representative from the Eastern Cape Education Department, who was sent in by MEC Mandla Makupula.

They are demanding a teacher in every class as well as the payment of their temporary teachers – part of the more than 2 000 in the province who have yet to receive their salaries this year.
Chanting and singing, the group said they had had enough of empty promises.
The march follows the closure of 16 schools in Uitenhage this week.
The closures came just two weeks after Eastern Cape premier Noxolo Kiviet lambasted principals and parents for shutting down schools and using pupils as political pawns.

But Uitenhage High School governing body chairman Elroy Ward told the marchers and officials yesterday that had Kiviet's government not failed the pupils, there would not be a need for protests.
"I think because [the premier] is in that [high] position, her vision has become blurred," he said to loud applause.
"Let me remind her that she's in that position because of these very people and she has a duty to them."
"This government has failed our kids. Now we are not asking for teachers; we demand teachers."

"We don't want to be forced to go back to [the Soweto student uprisings of] 1976."
Ward said this was the umpteenth time they had toyi-toyed for teachers, saying they had marched on the district office back in 2005.
"Not only do we want teachers but we want them paid too because there's no use having them if they won't be paid," he said.
Gamble Street High Grade pupil Joshua Witbooi told officials to stop making them beg for teachers.

[Signature] **REPORT CONTINUES**

Hoërskool toe weens salarisse

■ SHANTEL MOSES

DIE Hoërskool Templeton in Bedford sal na verwagting vandag voor toe hekke betoog.

Dié aksie volg nadat die skool se personeel gister geweier het om klas te gee.

Volgens een van die leerders was hulle die hele dag aan hul eie genade oorgelaat terwyl die onnies in die personeelkamer byeengekom het.

“Ons het nie klas gehad nie en het die hele dag op die skoolterrein uitgehang,” het die gr.12-leerder gesê.

Jonathan Plaatjies, die onderhoof, wou hom nie oor die gebeure uitlaat nie en het *Son* na Thabiso Mkawu, die hoof van die beheerliggaam, verwys.

Kontrakte

Volgens Mkawu het die onderwysers hul tools neergelê omdat hulle nie tevrede is met die manier waarop die provinsiale departement van onderwys die tydelike onderwysers se betaling hanteer nie.

“Die mense word nie betaal nie. Ons sit tans met drie tydelike onderwysers wat tot vandag toe nie betaal is nie en wie se kontrakte teen die einde van die maand tot 'n einde kom,” het hy gesê.

Volgens Mkawu moes die skoolbeheerliggaam inspring en die onderwysers 'n gedeelte van hulle salaris betaal. “Hoewel ons hulle nog nie eens die helfte gee van wat hulle verskuldig is nie, kan ons dit nie bekostig nie.”

Mthunywa Ngonza, die hoof van die Oos-Kaapse onderwysdepartement, het gister gesê die departement is gekant teen die onwettige sluiting van skole en kinders wat die reg op onderwys geweier word.



FED UP: Parents and the governing body of Uitenhage's John Walton Senior Secondary School closed its doors yesterday over grievances regarding a shortage of teachers
 Picture: BRIAN WITBOOI

Parents shut down U'hage school

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PROTESTING parents forced pupils and teachers to vacate a Uitenhage school yesterday after the Eastern Cape Education Department failed to hire seven new teachers.

The parents vowed to return today if the department failed to find the teachers it promised to employ.

After the pupils and teachers left the John Walton Senior Secondary School, parents locked the gates.

Even though school was over early, matric pupils left singing: "Ons soek skool [We want school]."

Protesting parents staged

five marches in front of school in the past week, organised by the school governing body (SGB).

"We want answers. [The school] is short of seven teachers, including a matric maths and accounting teacher," SGB chairman Wiindvoel van Rooyen said.

Some pupils did not have textbooks, he added.

"How do [officials] expect [pupils] to learn? It is evident the department is not serious."

Van Rooyen said the SGB complained, using the proper channels, but no action was taken.

"We took memorandums to [the department] and gave them 48 hours to respond. To

this day we are still waiting."

The SGB also mobilised about 30 community members who marched from Rosedale to the department's offices in Central last week.

Van Rooyen said education officials simply laughed when they arrived.

Pastor Isaac Afrika, who is a parent at the school, said the department would be forced to listen.

"The department has been failing us for too long. We are fed up," Afrika said.

He said the parents would bolster support for today's protest.

"However, we need the teachers to understand that we are trying to help them. They sim-

ply cannot handle the work load," he said.

The department could not be reached for comment.

The school's headboy, Dylan Japtha, said pupils simply wanted to learn and did not have time for protests.

"Nobody came to us and asked what we want. We are the ones who have not opened a book since school started."

He said the protesting parents were making decisions for them.

"We are feeling hopeless and helpless. We realise what they are trying to do but we are suffering. We have lost yet another day of teaching and with each day we draw closer to our mid-year exams," Japtha said.

Principals at under performing schools in region being trained

Msindisi Fengu

A TURNAROUND plan to improve the Eastern Cape matric pass rate is under way, beginning with the training of school principals at three of the worst performing districts.

This comes after senior education officials – MEC Mandla Makupula and head of department Mthunywa Ngonzo – revealed during the announcement of last year's matric pass rate that poor management of schools was one of the reasons some of the 23 districts of education in the province were under performing.

The Eastern Cape ended below other provinces again last year despite scoring a marginal matric pass rate increase of 61.6% from 58.1% in 2011.

Principals are currently being taught basic management skills at 150 schools in Fort Beaufort, Libode and Butterworth, which started this month, and more districts are set to benefit.

Fort Beaufort was the worst performing district last year and had been below the 40% margin for

the past three years. Libode, which improved last year to 59.4%, and Butterworth, which scored 53.9% last year, have also struggled.

The programme had been designed by private and public sector institutions, including the University of KwaZulu-Natal, to help improve the performance of schools. Other partners involved include PricewaterhouseCoopers and Performance Solutions Africa.

The programme has been rolled out to the Eastern Cape this year after a pilot was started four years ago in KwaZulu-Natal.

Programme manager Barbara Njapha said it had been successful.

"The principal management development programme schools' average improvement results continued to exceed both KwaZulu-Natal and national improvements.

Improvements in participating schools over the duration of the programme in KwaZulu-Natal currently stand at an incredible 39.4%, exceeding the KwaZulu-Natal improvement of 15%."

Results continued to exceed both KwaZulu-Natal and national improvements