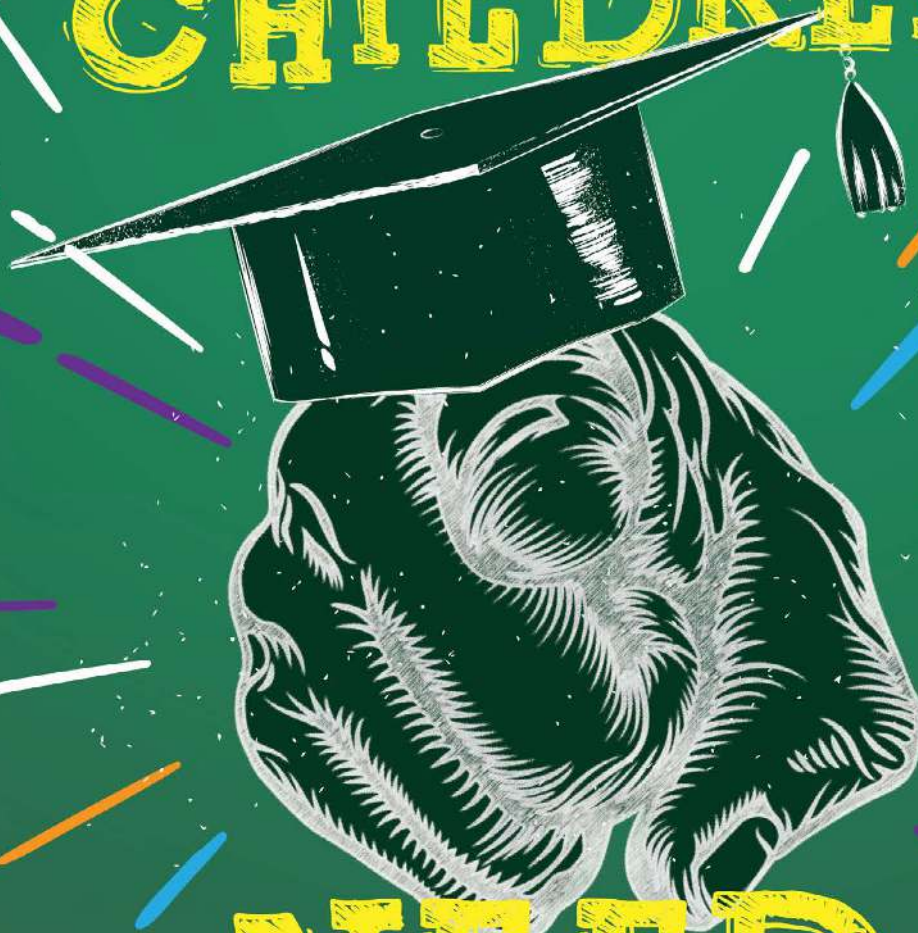


**BUA MZANSI**  
**OUR**  
**CHILDREN**



**NEED**  
**YOU**

PARTICIPATING IN  
SCHOOL GOVERNING BODY ELECTIONS

 **corruption**  
**watch** 





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Since democracy, there have been significant changes to our education system.



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# INTRODUCTION

The South African education system consists of two different systems of schools:



**Well-resourced schools** which are wealthy and independent, former model-C schools.

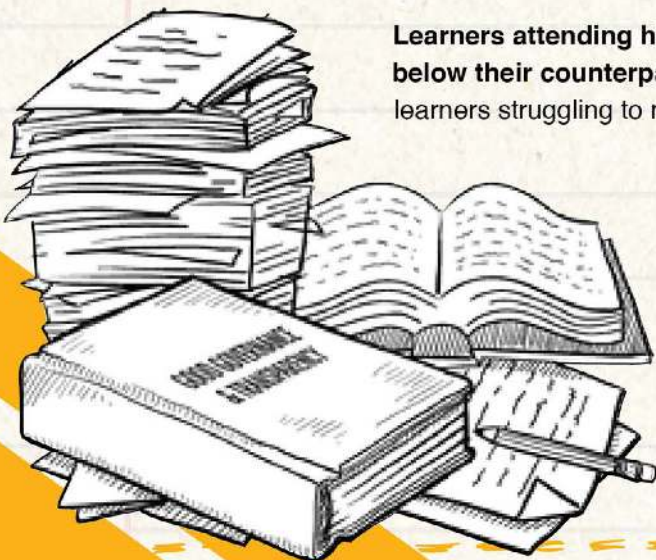


Lack of  
Sanitation, Teachers,  
Learning Materials,  
Infrastructure.

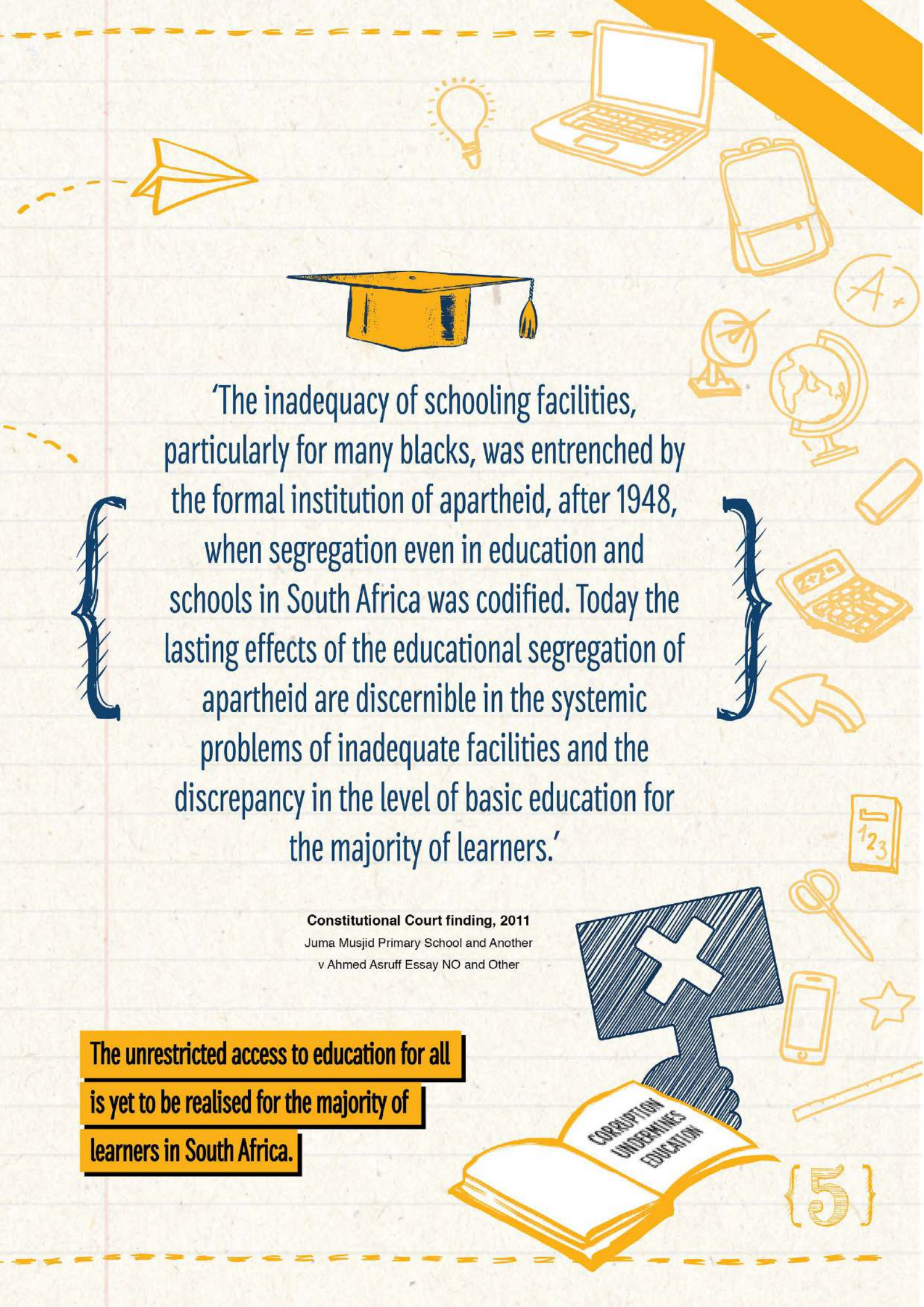
**Under-resourced schools** catering for poor, predominantly African learners and being the majority of public schools.

The difference between the two types of schooling systems manifests itself in the performance of learners.

Learners attending historically disadvantaged schools perform far below their counterparts attending well-resourced schools, with many learners struggling to move beyond basic literacy and numeracy levels.



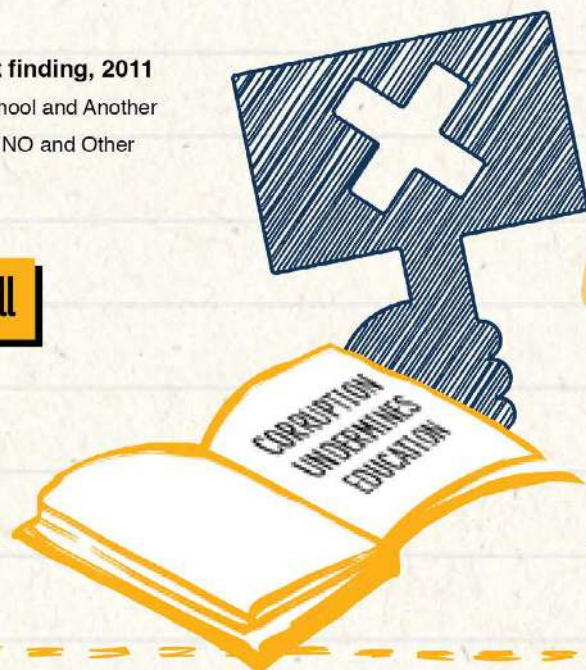




'The inadequacy of schooling facilities, particularly for many blacks, was entrenched by the formal institution of apartheid, after 1948, when segregation even in education and schools in South Africa was codified. Today the lasting effects of the educational segregation of apartheid are discernible in the systemic problems of inadequate facilities and the discrepancy in the level of basic education for the majority of learners.'


Constitutional Court finding, 2011  
Juma Masjid Primary School and Another  
v Ahmed Asruff Essay NO and Other

The unrestricted access to education for all  
is yet to be realised for the majority of  
learners in South Africa.



{5}





**Since democracy, there have been significant changes to our education system.** This includes the policy to introduce decentralisation/school governance as a concept in the roll-out of our schools



### COMMUNITY PARTICIPATION

Creating a system of community participation at school level that aims to address inherited educational imbalances.

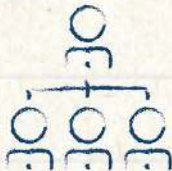


### SCHOOL GOVERNANCE

Introducing governance at schools gives everyone a voice and a chance to participate in the development of learners.

## SCHOOL GOVERNANCE INTRODUCES KEY VALUES INTO OUR SYSTEM

### PARTICIPATORY DEMOCRACY



In post-apartheid SA, education is viewed as a right that can be claimed from the state, and that the state has a duty to provide it. The South African Schools Act states that representatives of parents, learners and educators must all have a say in learners' rights to access education. This is done through the school governing body (SGB).

### DEMOCRATISATION



School governance is now seen as a democratic process. The Schools Act ensures that SGBs are involved in decision-making at the school which must be done in a democratic manner, by consulting with everyone whose needs are affected.

### CO-OPERATIVE GOVERNANCE




All parties involved in governing schools must work with each other in a supportive and collaborative way. This ensures that all parties are involved in achieving the right to education.

### MEANINGFUL ENGAGEMENT





This forms part of co-operative governance. Parties are encouraged to communicate with each other in a constructive way in order to provide clarity on a certain policy or issue.





According to the Schools Act, SGBs have to be elected every three years. The objective of the SGB is to ensure that properly elected, competent and committed individuals take on governance responsibility for our public schooling system.

SGBs are critical to:

- 
- 
- Improving the quality of education in a school;
  - Giving all stakeholders a say in school governance, and ensuring accountability;
  - Ensuring that the school serves the best interests of the learners, parents and the broader community; and,
  - Ensuring good governance.

It is important for all parents to play a role in their child's school. This includes participating in SGB elections, standing for elections or electing members that will ensure good governance, and safeguarding the resources meant for the improvement of quality learning and teaching.



**YOUR VOTE  
COUNTS!**



# WHAT IS AN SGB

## AND WHO IS ELIGIBLE?

A governing body is a group of people who are either elected or appointed to govern a school and ensure that it runs smoothly and efficiently.

The governing body of a public school includes the following members:



ELECTED MEMBERS



THE PRINCIPAL



CO-OPTED MEMBERS

BY VIRTUE OF THEIR OFFICIAL CAPACITY

### PARENTS

These include:

- The biological parent of the learner;
- The adoptive parent of the learner;
- The legal guardian of the learner;
- A person who undertakes to fulfil the obligations of a parent/guardian towards the learner's education at school.

### EDUCATOR

These include:

- A person who is employed as an educator at the school; and
- A person who provides educational services, including professional therapy and educational psychological services.

### MEMBERS OF STAFF WHO ARE NOT EDUCATORS ARE:

- Institutional staff members appointed by the Public Service Act (103 of 1994) who do not form part of the educating staff employed by the school.

### LEARNERS

- Learners in Grade 8 or higher drawn from the representative council of learners (RCL), if applicable.

### HAVE VOTING RIGHTS

If an elected member leaves the SGB, creating a vacancy, a co-opted member with voting rights can be nominated and appointed to serve on the SGB for no longer than 90 days. After these 90 days, the vacancy must be filled by a member who has been formally elected in a by-election.

### NO VOTING RIGHTS

Co-opted members without voting rights are those who have been recruited by the SGB because of their expertise in areas that may benefit the SGB and the entire school, such as a legal expert or other professional.



## A PERSON SHALL NOT BE ELIGIBLE IF HE/SHE:

- ☒ Is mentally ill and has been declared as such by a competent court;
- ☒ Is an un-rehabilitated insolvent;
- ☒ Has been convicted of an offence and sentenced to a prison term without the option of a fine and for longer than six months, or has not yet served their full prison term;
- ☒ Has been declared unsuitable to work with children, as stipulated in terms of the Children's Act of 2005 (Act 38);
- ☒ Is listed in the register of people unsuitable to work with children in terms of the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007;
- ☒ Does not fall into one of the categories of members who make up a governing body;
- ☒ No longer falls within the category of members that he or she represented at the time of their election;
- ☒ Has had their governing body membership terminated by the Head of Department in terms of the South African Schools Act.

## SGB RESPONSIBILITIES

**SGBs have a direct influence on the following:**

- ☒ Control of financial and operational governance at the school;
- ☒ The appointment of principals, teachers and administrators;
- ☒ Setting of fees;
- ☒ Setting and application of policy;
- ☒ Influence of ethos, values and discipline at the school; and
- ☒ Influence on the way the curriculum is interpreted and applied.

## OFFICE BEARERS

Once elected, **a governing body must elect office bearers from among its members.** They will fill the positions of chairperson, treasurer and secretary. These appointments must be made at the regulation meeting which must be held within 14 days after the SGB's election. It is important to note that only a parent member of the SGB may serve as the chairperson.

## TERM OF OFFICE

**SGB members may not serve for longer than three years,** as the SGB dissolves automatically on the election of a new governing body at the end of the three years. **Learners serving on the SGB may not do so for longer than one year.** **An office bearer's term may not exceed 12 months** from the date of their election, but they may be re-elected once their term has expired.



# VOTING PROCESS

## WHO IS INVOLVED?

- ✓ The provincial elections coordinator – responsible for ensuring that the election is promoted and complies with provincial procedures;
- ✓ The district electoral officer – coordinates the elections in the district;
- ✓ The school electoral officer – prepares the notice and logistics around the election.

## 1 VOTERS' ROLL

The voters' roll for each category of elected members to serve on the SGB must be made available and contain the names of eligible parents, educators, members of staff and learners. The voters' roll closes 48 hours before the voting day.

## 3 NOMINATION PROCESS

A candidate may only be nominated and seconded by a person belonging to the same SGB membership category to which the candidate belongs.

## 2 NOTICE OF ELECTION

The school electoral officer must prepare a notice in which the date, time and place of the nomination and election of parent SGB members must be stated. The nomination and election must take place in one meeting. The notice must be given at least 14 days before the nomination and election meeting.

## 4 QUORUM

A quorum of 15% of parents on the voters' roll is needed for the nomination and election meeting to proceed. If the quorum is not met at the meeting, it must be rescheduled for another day and the same process, as described above, must be repeated. A notice for the second election meeting should clearly state that no quorum is required this time around.

## 6 AFTER THE ELECTION

The school electoral officer must notify each elected member in writing of their election onto the SGB and notify the principal that parents must be informed of the election results within 14 days of the election meeting.

## 5 CASTING OF VOTES

A person with the right to vote must record their vote on a ballot paper in secrecy and deposit the folded ballot paper in a box or other closed container provided for the purpose. It is strongly recommended that a proper ballot box be used, but the electoral officer and school principal may improvise if there is no official ballot box.

## 7 ELECTION OF OFFICE BEARERS

The school principal must convene the first meeting of the SGB no more than 14 days after notification of the election results. At the first SGB meeting, members must elect office bearers including the chairperson, treasurer and secretary.



# SIZE OF SGB

The number of each category of SGB member – parent members, educator members, staff members who are not educators, and learner members – must comply with the following table. This depends on the type and grading of the school concerned:

Type of school	Number of learners enrolled at the school	Principal	Number of educator members	Number of parent members	Number of non-educator members	Number of learner members	Total number of members
Primary	1-159	1	1	4	1	0	7
Primary	160-700	1	2	5	1	0	9
Primary	701 and more	1	3	6	1	0	11
Secondary	1-649	1	2	7	1	0	13
Secondary	650 and more	1	3	9	1	0	17
Combined	1-499	1	2	7	1	0	13
Combined	500 and more	1	3	9	1	0	17

If a school does not have a non-educator staff member on the SGB, the number of parents set out in column 4 shall be reduced by one and the total number of members set out in column 8 shall be reduced by one.





# SGB ELECTIONS: PUBLIC SCHOOLS FOR LEARNERS WITH SPECIAL EDUCATION NEEDS

The SGB of a public school for learners with special education needs should be composed as follows:

- Parents of learners enrolled at the school, if reasonably practical;
- Educators at the school;
- Members of staff at the school who are not educators;
- Learners in Grade 8 or higher, if reasonably practical;
- Representatives of sponsoring bodies, if applicable;
- Representatives of organisations of parents of learners with special education needs, if applicable;
- Representatives of organisations of disabled persons, if applicable;
- Disabled persons, if applicable;
- Experts in relevant fields of special needs, if applicable; and
- The school principal by virtue of his or her official capacity.

The chairperson of the governing body in a public school for learners with special education needs can be any of the following elected members:

- Parents of learners enrolled at the school;
- Representatives of sponsoring bodies;
- Representatives of organisations of parents of learners with special education needs;
- Representatives of organisations of disabled persons;
- Disabled persons;
- Experts in relevant fields of special needs education.



The number of parent members, educator members and learner members of a governing body must, depending on the type and grading of the special needs school concerned, comply with the following:

Type of school	Number of learners enrolled at the school	Principal	Number of educator members	Number of parent members	Number of non-educator members	Number of learner members	Total number of members
Primary	1-149	1	2	5	1	0	9
Primary	150 and more	1	3	6	1	0	11
Secondary	1-149	1	2	6	1	1	11
Secondary	150 and more	1	3	8	1	1	14
Combined	1-149	1	2	7	1	2	13
Combined	150 and more	1	3	8	1	2	14

**PARENT PARTICIPATION  
IS VITAL BECAUSE THEY  
CAN HELP ENSURE  
RESOURCES ARE NOT  
MISMANAGED.**







# CONCLUSION

**Since 2012, Corruption Watch has received over 2 000 reports of alleged corrupt activities taking place in public schools across the country.**

We have been told of corruption such as the theft of school funds and/or goods, financial mismanagement, and tender corruption. The main culprits are often principals and members of the governing body. When such corruption happens in a school, it can undermine school programmes on which learners depend for a quality education. So it is vital for parents to participate in the election of SGB members, because in this way they can help to ensure that the resources meant for the improvement of quality learning and teaching are not mismanaged or stolen.

#### Partners

**+ SECTION27**  
catalysts for social justice

#### Funders

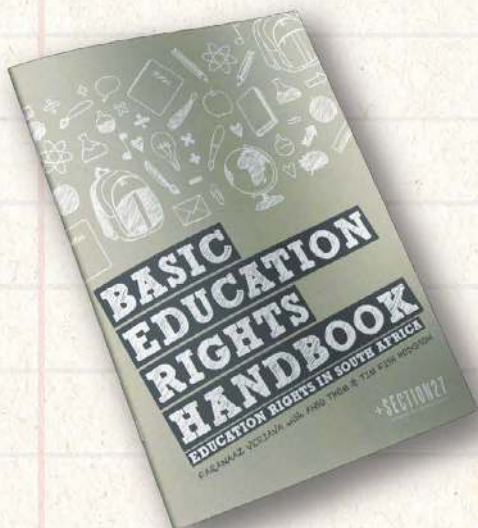
 **HEINRICH  
BÖLL  
STIFTUNG**

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## Understand basic education rights in South Africa

Download the Section27

Basic Education Rights Handbook

<http://section27.org.za/basic-education-handbook/>







We  
**WANT YOU**  
to  
**VOTE**



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