

**Investing in leadership, governance and
management to improve quality education: A
challenge in Africa**

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INTRODUCTION

- One of the challenges facing African education to pursue the United Nations Education For a All (EFA) and to achieve Millennium Development Goals (MDGs) is inadequate financial resources to improve the quality of education, and achieve equity and equality of outcomes especially school education;
- While funding is undoubtedly key, sometimes in, and by itself is not a guarantee to achieve equity and equality of outcomes;
- Funding regime does not necessarily address inequities and quality in education. Quality of leadership, governance and management are equally critical;
- Quality leadership is important to achieve sustainable quality and achieve equity improvements in education including the quality of matric learners.

Issues

- Despite increased funding for school education since the dawn of the new democratic elections of 1994, performance of South African learners in mathematics and sciences still ranks lower than those of their counterparts in poor countries with meager financial resources;
- The SACMEQ Report III, indicates that SA performed slightly below the average of other participating in African countries in Grade 6 Mathematics and Reading, despite benefiting from better access to resources, more qualified teachers and lower pupil-to-teacher ratios;
- This in turn, impacts negatively on the quality of matriculants who apply to tertiary education, in fact matric results remains questionable in terms of being able to prepare students to succeed in their studies.

Continuation of issues.....

- Poor schooling is the largest contributor to student unpreparedness student at universities;
- The problem therefore seems to be inadequate articulation between matric and first year;
- Students from educationally disadvantaged schools have generally not been exposed to key academic approaches and experiences .e.g. academic language proficiency

Continuation of issues.....

Mechanisms for redressing historical inequities of educational resources and improvement of quality education

- The introduction of the quintile system through which schools have been categorised in terms of the ability, or inability to pay by communities in which they are located, or the learners they enroll
- In terms of the quintile system therefore, schools have been classified in terms of qualities 1-5 with quintile 1 schools declared no-fees schools.
- The funding of these different categories of schools will be influenced by quintiles in which schools are classified.
- In the Free State the poorest school in quintile 1 and quintile 2 are not charging school fees.

Quintile Profiles

Resource Targeting	
Quintile 1	Poorest and the Highest Funded
Quintile 2	
Quintile 3	
Quintile 4	
Quintile 5	Least Poor and Lowest Funded

..... Continuation of Quintile Profile

- All schools in quintile 1, 2, and 3 were declared no-fee schools in 2008. This policy would benefit 495 365 learners in the Free State which comprises about 77% of the total learners in Public ordinary schools.
- The allocation of money to quintile 4 & 5 appear to be very small but in actual fact to many schools in that category it is additional income, because in public schools the majority of staff is paid for by the state

Research Design and Data Sources

- We used purposive sampling comprising schools that did not perform satisfactory in their matric results and adopt utilisation focused strategy that can assist the Free State Department of Education to improve quality
- This study focused on schools in Fezile Dabi district, Free State Province

Focus

- We explore the role of leadership, governance and management in creating sustainable quality and improved learning and teaching
- We specifically look at leadership, governance and management in quintile 1, no-fee paying schools in Fezile Dabi district in the Free State Province of South Africa.

Findings

- We take as our premise, that the quality of the leadership, governance and management in no-fees schools though sometimes, overlooked, are critical in improving quality of teaching and learning in general, and the quality of matric students in particular

Findings

- Free education in non-fees schools without quality of leadership, governance and management will not necessarily improve quality of education in those schools;
- Communities, e.g. the South African generally measure quality of education in terms matric results;
- Parents do take their children to schools where minimal school fees is paid rather than keeping their children in no fee schools but with poor quality.

Thank you