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ANNEXURE

- A1: Letter of request
- A2: Letter of Authorisation
- A3: Consent Form
- B1: School Profile; Case Study #1 Tshwene Primary School
- B2: School Profile; Case Study #2 Siege Primary School
- B3: School Profile; Case Study #3 Banogeng Primary School
- B4: School Profile; Case Study #4 Bogosing Secondary School
- B5: School Profile; Case Study #5 Mosima Secondary School
- C1: Interview Schedule 1; Independent Policy Analyst
- C2: Interview Schedule 2; National Departmental Officials
- C3: Interview Schedule 3; Provincial Officials
- C4: Interview Schedule 4; Regional Officials
- C5: Interview Schedule 5; School Management Teams
- C6: A coding System: Accumulated data
- C1-5: Shows a coding system for the identification of institutions, respondents and themes
- C7: Shows an example of a coding system with major category (themes) and sub-themes
- D1: A questionnaire, for the five case study schools
- D2: List of generated data from the questionnaire
- E: Details of the respondents' biographical data: National, Provincial, Regional and Policy Experts
- F: Shows
- G: Shows Policy Linkage Model: Equity, Systemic Reform and School Finance Reform

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**Annexure A1
Letter of Request**

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E-mail: imolale@nwpg.org.za

P.O. Box 5213
MMABATHO
2735

12 February 2002

Dear Colleague

TO WHOM IT MAY CONCERN

The attached school profile form (A) concerned with how policy gets implemented is part of a study carried on for PhD Degree in Education Leadership, Law and Policy.

I am currently undertaking a study on “How Policy Travels” the course and effects of School Funding Policy at different levels of the education system with particular focus to schools which have qualified for section 21 status.

As part of this longitudinal study your school has been selected to serve as one of the cases to be looked at. In this regard, I am particularly desirous in obtaining details related to your school profile, because as a Doctorate student, your contributions will assist in determining the approaches towards effective policy implementation. This information will contribute significantly towards solving some of the challenges experienced by policy implementers.

The average time required to complete the school profile is approximately 20 minutes.

It will be appreciated if you can complete it on or before the 14 February 2002 for collection. In addition to this, kindly note that I will be visiting your school on the 13th of February 2002 for the purpose of appraising myself with the school context.

Lastly, I commit myself for the highest degree of confidentiality throughout my research period at your school. I further commit myself to send you a copy of the research upon the completion of this study.

Thank you for your co-operation.

Yours sincerely

I.S. MOLALE

**Annexure A2
Letter of Authorisation**

Enq: I.S. Molale
Tel: (018) 3873411/06
Fax: (018) 3874097
Cell: 082 807 1828
E-mail: imolale@nwpg.org.za

P.O. Box 5213
MMABATHO
2735

26 March 2002

Office of the Chief Executive Officer
Department of Education
Private Bag X2044
MMABATHO
2735

REQUEST TO OBTAIN PERMISSION TO CONDUCT A RESEARCH IN THE DEPARTMENT: DOCTORAL STUDIES

With reference to the above-mentioned matter, this letter seeks to obtain permission to conduct research studies within the North West Education Department. My area of investigation is **“HOW POLICY TRAVELS” THE COURSE AND EFFECT OF FUNDING POLICY AND EQUITY IN THE EDUCATION SYSTEM.**

During period of the research, I commit myself to be ethical and professional. I also commit myself to share the findings of the research with the Department by providing a copy of the project.

Yours sincerely

.....
I.S Molale (Mr)

FROM THE OFFICE OF THE CHIEF EXECUTIVE OFFICER

Permission granted/ not granted

.....
.....
.....

.....
SUPERINTENDENT GENERAL

Annexure A3
A consent form

Semi-Structured Interview Consent Form

Kindly be informed that I have obtained a written permission from Head of Department to conduct a research for my private studies i.e. Doctoral Degree. The study is on the implementation of new school funding policy on equity in the North West Education Department. You are therefore requested to participate in this study of policy implementation. The following details are provided for you to make a decision to participate.

- (a) Should you willingly decide to take part, your involvement will be take part in the semi-structured interview. The interview will approximately take a maximum time of thirty-five (35) minutes, and the location of the interview will be a place of your work. With your agreement, I will use a recording device for the interaction together with a notepad for the purpose of getting accurate information. You will be given a code for the purpose of avoiding revealing identities. Furthermore, sufficient effort will be made to ensure that either your name or information obtained are not disclosed to other participants to the study.
- (b) Please note, your participation in this research is quite voluntary. You may choose to participate or not participate. It is also critical importance to realize that I conduct the investigation as a doctoral student but not as a Senior Manager in the Department of Education, therefore a researcher – employee relationship should serve as the main point of interaction.
- (c) Having read the contents of this communication, you are requested to attach your signature as proof of consent. If you have any other problems or information pertaining to any studies, feel free to contact me at the address or telephone number given below as follows:

Itumeleng Samuel Molale		1689 Makhene Street
P.O. Box 5213	OR	Unit 6
MMABATHO		MMABATHO, 2735

I have gone through the contents of the above-indicated write-ups and have chosen to participate in this study.

Annexure B1
School Profile; Case Study #1 Tshwene Primary School

Location		Name of School:	Tshwene Primary		2001	2002	2003
Province	North West	Age of School:		No. of Learners			
Region		School Quintile:		No. of Educators			
Are Project Office							

1. BIOGRAPHICAL INFORMATION

Staffing Number of State, SGB and Relief Educators between 2001 and 2003

2001				2002				2003			
State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators

2. EDUCATORS' CHARACTERISTICS

Total No. of Educators	Total No. responded	Qualifications	Experience	Age	Gender	Subjects/ Learning Areas
		REQV 13 and Above			M/ F	Broad Curriculum

3. LEARNER - CLASSROOM RATIO

2001			2002			2003		
Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio

4. PHYSICAL INFRASTRUCTURE

Indicate with an X for Yes and leave a blank for No

Staff Room	Special Rooms, e.g. sick room	Workshops	Library	Computer Room	School Hall	Separate office for Principal	Separate Office for SMT	Laboratory

5. AVAILABILITY OF SCHOOL SERVICES AND AMENITIES

Indicate with an X for Yes and a blank for No

Water	Electricity	Duplicating machine	Fax Machine	Computer for Administration	Teaching Computers for Learners	T.V	Tape Recording	Telephone

6. ANNUAL SCHOOL FEE PER PARENT i.e. PRIVATE CONTRIBUTION

Less than R25	R26- R50	R51- R100	R101- R200	R201- R300	R301- R400	R401- R500	R501- R1000	R1001- R1500	R1501- R2000	R2001- R2500	R2500 and more

7. PERCENTAGE OF PARENTS PAYING SCHOOL FEES

Year	2001	2002	2003

Annexure B2
School Profile; Case Study #2 Siege Primary School

Location		Name of School:	Siege Primary		2001	2002	2003
Province	North West	Age of School:	43	No. of Learners	440	445	443
Region	Central	School Quintile:	3	No. of Educators	16	18	16
Are Project Office	Texas						

1. BIOGRAPHICAL INFORMATION

Staffing Number of State, SGB and Relief Educators between 2001 and 2003

2001				2002				2003			
State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators
12	4	-	16	14	4	n/a	18	14	2	n/a	16

2. EDUCATORS' CHARACTERISTICS

Total No. of Educators	Total No. responded	Qualifications	Experience	Age	Gender	Subjects/ Learning Areas
16	13	REQV 13 and Above	0 -20	25 - 49	M/ F	Broad Curriculum

3. LEARNER - CLASSROOM RATIO

2001			2002			2003		
Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio
440	13	1 : 34	445	14	1 : 32	400	13	1 : 31

4. PHYSICAL INFRASTRUCTURE

Indicate with an X for Yes and leave n/a for No

Staff Room	Special Rooms, e.g. sick room	Workshops	Library	Computer Room	School Hall	Separate office for Principal	Separate Office for SMT	Laboratory
X	X	X	X	n/a	X	X	X	X

5. AVAILABILITY OF SCHOOL SERVICES AND AMENITIES

Indicate with an X for Yes and n/a for No

Water	Electricity	Duplicating machine	Fax Machine	Computer for Administration	Teaching Computers for Learners	T.V	Tape Recording	Telephone
X	X	X	X	X	n/a	X	X	X

6. ANNUAL SCHOOL FEE PER PARENT i.e. PRIVATE CONTRIBUTION

Less than R25	R26- R50	R51- R100	R101- R200	R201- R300	R301- R400	R401- R500	R501- R1000	R1001- R1500	R1501- R2000	R2001- R2500	R2500 and more
							X				

7. PERCENTAGE OF PARENTS PAYING SCHOOL FEES

Year	2001	2002	2003
	80 –100 %	85 - 98 %	85 -95 %

Annexure B3
School Profile; Case Study #3 Banogeng Primary School

Location		Name of School:	Banogeng Primary		2001	2002	2003
Province	North West	Age of School:	7	No. of Learners	810	870	855
Region	Central	School Quintile:	3	No. of Educators	23	23	23
Are Project Office	Boipelo						

1. BIOGRAPHICAL INFORMATION

Staffing Number of State, SGB and Relief Educators between 2001 and 2003

2001				2002				2003			
State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators
23	n/a	n/a	23	23	n/a	n/a	23	23	n/a	n/a	23

2. EDUCATORS' CHARACTERISTICS

Total No. of Educators	Total No. responded	Qualifications	Experience	Age	Gender	Subjects/ Learning Areas
23	22	REQV 12 and Above	6 –20	25 - 50	M/ F	Broad Curriculum

3. LEARNER - CLASSROOM RATIO

2001			2002			2003		
Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio
810	20	1: 20	870	20	1: 44	855	20	1: 43

4. PHYSICAL INFRASTRUCTURE

Indicate with an X for Yes and leave a n/a for No

Staff Room	Special Rooms, e.g. sick room	Workshops	Library	Computer Room	School Hall	Separate office for Principal	Separate Office for SMT	Laboratory
X	X	n/a	N/a	n/a	n/a	X	n/a	n/a

5. AVAILABILITY OF SCHOOL SERVICES AND AMENITIES

Indicate with an X for Yes and a n/a for No

Water	Electricity	Duplicating machine	Fax Machine	Computer for Administration	Teaching Computers for Learners	T.V	Tape Recording	Telephone
X	X	X	X	X	n/a	n/a	X	X

6. ANNUAL SCHOOL FEE PER PARENT i.e. PRIVATE CONTRIBUTION

Less than R25	R26- R50	R51- R100	R101- R200	R201- R300	R301- R400	R401- R500	R501- R1000	R1001 -R1500	R1501- R2000	R2001- R2500	R2500 and more
				X							

7. PERCENTAGE OF PARENTS PAYING SCHOOL FEES

Year	2001	2002	2003
	61 – 80 %	55 – 62 %	45 – 52 %

Annexure B4
School Profile; Case Study #4 Bogosing Secondary School

Location		Name of School:	Bogosing Secondary		2001	2002	2003
Province	North West	Age of School:	15	No. of Learners	976	1042	1122
Region	Central	School Quintile:	4	No. of Educators	32	32	32
Are Project Office	Magogwe						

1. BIOGRAPHICAL INFORMATION

Staffing Number of State, SGB and Relief Educators between 2001 and 2003

2001				2002				2003			
State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators
30	1	1	32	30	1	1	32	30	1	1	32

2. EDUCATORS' CHARACTERISTICS

Total No. of Educators	Total No. responded	Qualifications	Experience	Age	Gender	Subjects/ Learning Areas
32	27	REQV 13 and Above	0 – 20	25 - 58	M/ F	Broad Curriculum

3. LEARNER - CLASSROOM RATIO

2001			2002			2003		
Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio
976	20	1 : 49	1042	20	1 : 52	1065	20	1 : 53

4. PHYSICAL INFRASTRUCTURE

Indicate with an X for Yes and n/a for No

Staff Room	Special Rooms, e.g. sick room	Workshops	Library	Computer Room	School Hall	Separate office for Principal	Separate Office for SMT	Laboratory
N/a	n/a	n/a	n/a	X	n/a	n/a	n/a	n/a

5. AVAILABILITY OF SCHOOL SERVICES AND AMENITIES

Indicate with an X for Yes and n/a for No

Water	Electricity	Duplicating machine	Fax Machine	Computer for Administration	Teaching Computers for Learners	T.V	Tape Recording	Telephone
X	X	X	X	X	X	n/a	X	X

6. ANNUAL SCHOOL FEE PER PARENT i.e. PRIVATE CONTRIBUTION

Less than R25	R26- R50	R51- 100	R101- R200	R201- R300	R301- R400	R401- R500	R501- R1000	R1001- R1500	R1501- R2000	R2001- R2500	R2500 and more

7. PERCENTAGE OF PARENTS PAYING SCHOOL FEES

Year	2001	2002	2003
	41 – 60 %	40 – 55 %	35 – 47 %

Annexure B5
School Profile; Case Study #5 Mosima Secondary School

Location		Name of School:	Mosima Secondary		2001	2002	2003
Province	North West	Age of School:	17	No. of Learners	662	695	717
Region	Central	School Quintile:	5	No. of Educators	21	22	22
Are Project Office	Kgotleng						

1. BIOGRAPHICAL INFORMATION

Staffing Number of State, SGB and Relief Educators between 2001 and 2003

2001				2002				2003			
State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators	State Paid	SGB Paid	Relief	Total Educators
21	n/a	n/a	21	21	1	n/a	22	21	1	n/a	22

2. EDUCATORS' CHARACTERISTICS

Total No. of Educators	Total No. responded	Qualifications	Experience	Age	Gender	Subjects/ Learning Areas
22	19	REQV 12 and Above	0 - 20	25 - 49	M/ F	Broad Curriculum

3. LEARNER - CLASSROOM RATIO

2001			2002			2003		
Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio	Learners	Classroom	Learner Classroom Ratio
662	11	1 : 60	695	12	1 : 58	705	12	1 : 59

4. PHYSICAL INFRASTRUCTURE

Indicate with an X for Yes and n/a for No

Staff Room	Special Rooms, e.g. sick room	Workshops	Library	Computer Room	School Hall	Separate office for Principal	Separate Office for SMT	Laboratory
X	X	n/a	n/a	n/a	n/a	X	n/a	n/a

5. AVAILABILITY OF SCHOOL SERVICES AND AMENITIES

Indicate with an X for Yes and n/a for No

Water	Electricity	Duplicating machine	Fax Machine	Computer for Administration	Teaching Computers for Learners	T.V	Tape Recording	Telephone
X	X	X	n/a	n/a	n/a	n/a	n/a	n/a

6. ANNUAL SCHOOL FEE PER PARENT i.e. PRIVATE CONTRIBUTION

Less than R25	R26- R50	R51- R100	R101- R200	R201- R300	R301- R400	R401- R500	R501- R1000	R1001- R1500	R1501- R2000	R2001- R2500	R2500 and more
			X								

7. PERCENTAGE OF PARENTS PAYING SCHOOL FEES

Year	2001	2002	2003

Annexure C1
Interview Schedule 1: Independent Local Policy Analyst

<p>INTERVIEW SCHEDULE 1 INDEPENDENT LOCAL ANALYSTS</p>
--

This semi-structured interview is specifically designed for the purpose of interviewing local policy analysts who have consistently made critical commentary on the implementation of the National Norms and Standard for School Funding Policy (NNSSF).

1. What is your understanding of the National Norms and Standard for School Funding Policy?
2. In your view, what was the National Norms and Standard for School Funding Policy responding to? (i.e. broadly speaking)
 - The NNSSF intends to address equity. What is your understanding of educational equity?
 - Is there any relationship between the NNSSF policy and the Post Provisioning Policy which deals with the distribution of educators across the school system? Explain
3. What is your general understanding of the implementation process of NNSSF with regard to:
 - what should have been followed from National up to the school level?
 - how was the implementation process actually followed from National?
 - was there any implementation plan in place?
4. How has the National Education Department of shared the understanding of the policy with the provinces, districts, and schools?
5. The Funding Formula in use for the construction of Resource Targetting Table and financial allocation to schools applies the 50-50 norm (i.e 50% physical conditions of the school and 50% relative poverty of the school community). Can this Funding Formula result in adequate and fair allocation of funds to all schools? What are the shortcomings of this Funding Formula (if there are any)?
 - Is there any developed country that has applied this funding formula with success?
 - What are your views about this country's capacity to address inequalities in education?
6. The National Norms and Standard for School Funding Policy prescribed certain conditions to be met i.e. (employment of Financial Analysts and Computer Programmers and Education Planner) before the actual implementation of the policy.

- What are the advantages of these preconditions and whose is responsible to recruit and pay these specialists (at provincial/district/school level)?
 - Were guidelines and procedures drawn up for the PED, districts and schools for the implementation of the policy?
7. What communication strategy(ies) was/were used to pass the policy and plans for implementation to the provinces, districts, and schools?
8. What capacity building exercises (training programmes) were developed for implementation at provincial, districts and schools levels? Who were the target groups for the training? And when was the training supposed to take place?
9. What evaluation, monitoring and reporting mechanisms did the National Education Department put in place to assess the implementation of the policy at provincial, districts and school levels? Do the said mechanisms check and verify the correctness and accuracy of the feedback from the provinces, districts and schools?
10. What is the National Departments role in ensuring that key stakeholders (in particular SGB) are trained in governance and financial management?
- Are departmental officials (e.g. district, provincial and school) trained in school development planning and financial management?
 - What is the importance of including the NNSSF activities in the strategic plan?
11. To what extent should the National Department involve itself with the implementation of the NNSSF policy provincially?
12. How does the National Department allow schools to qualify for section 21 status?
- Are there specific criteria?
 - Who is assigned to grant section 21 status?
 - Is there any additional support or training meant for section 21 schools to sustain them? And who is supposed to give this support?
13. What is the role played by the NDoE in ensuring that schools implement the fee exemption/policy correctly to the extend that?
- deserving parents are exempted?
 - decision to charge school fees has been made by the majority of parents;
 - there are functional structures for both appeals for quintiles and dispute for fee exemption.
 - That is a contingency fund to assist schools with basic service rights issues like water and electricity.
14. What role is played by the NDoE in ensuring that the government allocates adequate budget to the Education Ministry in the provincial budgets?
- How does the Medium Term Expenditure Framework (MTEF) affect school expenditure especially new schools?
 - How does the financial year affect the academic year of the school system as far as spending is concern.

- And when are the provinces expected to give the budget for the coming years to schools?
15. What systems are in place to deal with the disbursement process of allocations to section 21 schools?
- How is the transaction monitored?
 - When and how are the allocation made to section 21 schools? And how are section 21 schools expected to raise additional funds?
 - Carry out maintenance function.
16. What do you think the major challenges are in the implementation of policy, in particular the National Norms and Standard for School Funding in developing countries like South Africa?
- Adequacy of the state allocation.
 - Capacity to implement i.e. the policy
 - Lack of training of principals to develop the school development plan
 - Difficulty in linking the school development plan to the costed budget
 - Relationship between Education Department and Public Works as far as maintenance is concerned.
 - Lack of competence by both the management and staff to direct the financial resources to the development of the curriculum.
 - Lack of skills in the effective use of the resources to improve curriculum delivery
17. What do you believe are the emerging effects of the National Norms and Standard for School Funding on school development with respect to?
- Access to education especially the children from the disadvantaged background.
 - Influence with regard to better utilization of the resources.
 - Acquisition of additional resources.
 - Teaching and learning (i.e. curriculum improvement)
 - School Development Plan
 - District Development Programme
 - Teacher Development
 - Change of attitudes
 - Learner support materials especially for Outcome Based Education
 - Involvement of parents
 - Curriculum redress e.g. Mathematics, Science and Technology
 - Diversification of the school library
 - The principal as an instructional leader
 - The principal as a financial manager
 - The School Governing Body in determining school priorities
 - The involvement of staffed learners in fundraising projects/activities
 - The charging of school fees by historically advantaged and disadvantaged schools
 - The fee-exemption policy on the total amount of the school budget
18. Do you have any other comment for the researcher?

Annexure C2
Interview Schedule 2: National Departmental Officials

INTERVIEW SCHEDULE 1 NATIONAL DEPARTMENTAL OFFICIALS

This purpose of this interview schedule is to determine both the understanding (insight) and role of the National Education Department officials in the NNSSF policy and to establish how the understanding can facilitate an integrated approach to policy implementation through the education system, so as to have a maximum effect on the core technology of the school i.e. teaching and learning.

National Department of Education Officials (Responsible for the overseeing of the implementation of the funding policy).

1. What is your understanding of the National Norms and Standard for School Funding (NNSSF) Policy?
2. In your view, what was the National Norms and Standard for School Funding Policy responding to? (i.e. broadly speaking). The NNSSF intends to address equity.
 - What is your understanding of educational equity?
 - Is there Post Provisioning Policy which deals with the distribution of educators across the school system? Explain
3. What is your general understanding of the implementation process of NNSSF with regard to:
 - what should have been followed from National up to the school level?
 - how was the implementation process actually followed from National?
 - was there any implementation plan in place?
 - how was the plan developed? And who was involved?
4. How has the National Education Department of shared the understanding of the policy with the provinces, districts, and schools?
5. The Funding Formula in use for the construction of Resource Targetting Table and financial allocation to schools applies the 50-50 norm (i.e 50% physical conditions of the school and 50% relative poverty of the school community). Can this Funding Formula result in adequate and fair allocation of funds to all schools? What are the shortcomings of this Funding Formula (if there are any)?
 - Is the allocation per learner in the North West Education Department adequate?
 - Is a minimum of R100.00 per learner support material adequate?
 - What are your views about this country's capacity to address inequalities in education provision given the backlog?
 - Is there any developed country that has applied this funding formula with some success?
 - Is there any country that has achieved equity in education provision.

6. The National Norms and Standard for School Funding Policy prescribed certain conditions to be met i.e. (employment of Financial Analysts and Computer Programmers and Education Planner) before the actual implementation of the policy.
 - What are the advantages of these preconditions and whose is responsible to recruit and pay these specialists?
 - Were implementation guidelines and procedures drawn up for the PED, districts and schools?
 - Are these conditions adequate for meeting the equity demands of the NNSSF policy at district level, at school level?
7. What communication strategy(ies) was/were used to pass the policy and plans for implementation to the provinces, districts, and schools?
8. What capacity building exercises (training programmes) were developed for implementation at provincial, districts and schools levels? Who were the target groups for the training?
9. What evaluation, monitoring and reporting mechanisms did the National Education Department put in place to assess the implementation of the policy at provincial, districts and school levels? Do the said mechanisms check and verify the correctness and accuracy of the feedback from the provinces, districts and schools?
10. What is the National Departments role in ensuring that key stakeholders (in particular SGB) are trained in governance and financial management?
 - Are departmental officials (e.g. district, provincial and school) trained in school development planning and financial management?
 - And what is the importance of including the NNSSF activities in the strategic plan?
 - What is the role of the provinces in the school development plan?
11. To what extent should the National Department involve itself with the implementation of the NNSSF policy provincially?
12. How does the National Department allow schools to qualify for section 21 status?
 - Is there any additional support or training meant for section 21 schools to sustain them? And who is giving this support?
 - Who is assigned to grant section 21 status?
13. What is the role played by the NDoE in ensuring that schools implement the fee exemption/policy correctly to the extend that?
 - the information about qualification for exemption is effectively communicated;
 - deserving parents are exempted?
 - decision to charge school fees has been made by the majority of parents;
 - there are functional structures for both appeals for quintiles and dispute for fee exemption.
 - And when are the Provincial Education Department expected to give the budget for fee exemption.

14. What role is played by the NDoE in ensuring that the government allocates adequate budget to the Education Ministry in the provincial budgets?
 - How does the Medium Term Expenditure Framework (MTEF) affect school expenditure especially new schools?
 - How does the financial year affect the academic year spending for schools?
15. What systems are put in place to deal with the disbursement process of allocations to section 21 schools?
 - How is the transaction monitored?
 - When and how are the allocation made to section 21 schools? And how are section 21 schools expected to raise additional funds?
 - Carry out maintenance function.
16. What do you think the major challenges are in the implementation of policy, in particular the National Norms and Standard for School Funding in developing countries like South Africa?
 - Adequacy of the state allocation.
 - Capacity to implement i.e. the policy
 - Lack of training of principals to develop the school development plan
 - Difficulty in linking the school development plan to the costed budget
 - Relationship between Education Department and Public Works as far as maintenance is concerned.
 - Lack of skills in the effective use of the resources to improve curriculum delivery.
 - The role of the SGB finance
17. What do you believe are the emerging effects of the National Norms and Standard for School Funding on school development with respect to?
 - Access to education especially the children from the disadvantaged background.
 - Influence with regard to better utilization of the resources.
 - Acquisition of additional resources.
 - Teaching and learning (i.e. curriculum improvement)
 - School Development Plan
 - District Development Programme
 - Teacher Development
 - Change of attitudes
 - Learner support materials especially for Outcome Based Education
 - Involvement of parents
 - Curriculum redress e.g. Mathematics, Science and Technology
 - Diversification of the school library
 - The principal as an instructional leader
 - The principal as a financial manager
 - The School Governing Body in determining school priorities
 - The involvement of staffed learners in fundraising projects/activities
 - The charging of school fees by historically advantaged and disadvantaged schools
 - The fee-exemption policy on the total amount of the school budget
18. Do you have any other comment for the researcher?

Annexure C3
Interview Schedule 3: Provincial Officials

<p>INTERVIEW SCHEDULE 1 PROVINCIAL MAKERS AND IMPLEMENTERS</p>
--

This interview schedule is designed with the purpose of eliciting the understanding on the NNSSF policy goals and objectives with the view of determining how the understanding can assist in policy implementation so as to have coherence and integration that can contribute towards maximum effect of the school' overall performance.

Provincial Project Management Team Officials (5 officials) : Overseeing the implementation of the policy provincially

1. What is your understanding of the National Norms and Standard for School Funding (NNSSF) Policy?
2. In your view, what was the National Norms and Standard for School Funding Policy responding to? (i.e. broadly speaking). The NNSSF intends to address equity.
 - What is your understanding of educational equity?
 - Is there Post Provisioning Policy which deals with the distribution of educators across the school system? Explain
3. What is your general understanding of the implementation process of NNSSF with regard to:
 - what should have been followed from National up to the school level?
 - how was the implementation process actually followed?
 - was there any implementation plan in place? e.g. Strategic planning
 - how was the plan developed? And who was involved?
4. How has the Provincial Education Department of shared the understanding of the policy with the districts, and schools?
 - Was there any advocacy for the implementation process?
 - What means of communication strategy were put in place to share the information?
 - Was there any advocacy done by the Provincial Education Department? And when? And who was involved?
5. The Funding Formula in use for the construction of Resource Targetting Table and financial allocation to schools applies the 50-50 norm (i.e 50% physical conditions of the school and 50% relative poverty of the school community). Can this Funding Formula result in adequate and fair allocation of funds to all schools? What are the shortcomings of this Funding Formula (if there are any)?
 - Is the allocation per learner in the North West Education Department adequate?
 - Is a minimum of R100.00 per learner support material adequate? Explain
 - What are your views about this department capacity to address inequalities in education by giving school adequate resources?

- The NNSSF policy has put 2005 as the year set aside to reach 85:15 ratio for personnel and non-personnel expenditure. Is this target (85:15) achievable in the next two years? If yes, how to achieve the target? If no, why and what are the constraints?
6. The National Norms and Standard for School Funding Policy prescribed certain conditions to be met i.e. (employment of Financial Analysts and Computer Programmers and Education Planner) before the actual implementation of the project.
 - What are the advantages of these preconditions and whose is responsible to recruit and pay these specialists?
 - Were guidelines and procedures drawn up for the districts and schools for effective implementation of the policy?
 - Are these conditions adequate for meeting the equity demands of the NNSSF policy? – at district level, at school level?
 7. As a department, do you have a dedicated staff implementation of the policy provincially?
 8. What capacity building exercises (training programmes) were developed for implementation at provincial, districts and schools levels? Who were the target groups for the training? And when was the training supposed to take place?
 9. What evaluation, monitoring and reporting mechanisms did the Provincial Education Department put in place to assess the implementation of the policy at provincial, districts and school levels? Do the said mechanisms check and verify the correctness and accuracy of the feedback from the districts and schools e.g. the spending pattern of the school and Resource Targeting Table?
 10. What is the Provincial Departments role in ensuring that key stakeholders (in particular SGB) are trained in governance and financial management?
 - Are departmental officials (e.g. district, provincial and school) trained in school development planning and financial management?
 11. How does the Provincial Department allow schools to qualify for section 21 status? Are there specific criteria?
 - And who is granting section 21 status to schools?
 - Is there any additional support or training meant for section 21 schools to sustain them?
 - And who is responsible for such training
 - It is not too earlier to allocate section 21 functions to school?
 - Which of the five allocated functions difficult to carry out by the schools?
 - Which of the five allocated function difficult to support by the provincial education?
 - Which of the five allocated functions necessitates the collaboration other provincial departments?
 12. What is the role played by the PEE in ensuring that schools implement the fee exemption/policy correctly to the extend that?
 - the information about qualification for exemption is effectively communicated;

- deserving parents are exempted?
 - decision to charge school fees has been made by the majority of parents;
 - there are functional structures for both appeals for quintiles and dispute for fee exemption.
 - How do you monitor the fee-exemption applications from head office level?
13. What role is played by the NDoE in ensuring that the government allocates adequate budget to the Education Ministry in the provincial budgets?
- Does the Provincial Treasury allocate the budget timeously to the department?
 - How does the Medium Term Expenditure Framework (MTEF) affect school expenditure especially new schools?
 - How does the financial year affect the academic year spending for schools?
14. In 2000/2001 the Provincial Education Department had an expenditure of R33 million for NNSSF policy. What caused this under-expenditure? Which categories (quintile) schools were affected? How is the Department addressing this challenge?
15. What systems are in place to deal with the disbursement process of resources to section 21 schools? Do you have a clear procurement system in place?
- How does the procurement of resources through the Warehouse assist section 21 schools.
 - How far have you gone in training both the districts and schools (i.e. section 21) in tendering procedures?
 - What is the minimum time given for the delivery of ordered goods to schools?
16. What do you think the major challenges are in the implementation of policy, in particular the National Norms and Standard for School Funding in developing countries like South Africa?
- Adequacy of the state allocation.
 - Capacity to implement i.e. the policy
 - Lack of training of principals to develop the school development plan
 - Difficulty in linking the school development plan to the costed budget
 - Relationship between Education Department and Public Works as far as maintenance is concerned.
 - Lack of competence by both the management and staff to direct the financial resources to the development of the curriculum.
 - Lack of skills in the effective use of the resources to improve curriculum delivery.
 - Lack of the information system
 - Monitoring the effective use of financial resource.
 - The role of the SGB finance
17. What do you believe are the emerging effects of the National Norms and Standard for School Funding on school development with respect to?
- Access to education especially the children from the disadvantaged background.
 - Influence with regard to better utilization of the resources.
 - Acquisition of additional resources.
 - Teaching and learning (i.e. curriculum improvement)

- School Development Plan
- District Development Programme
- Teacher Development
- Change of attitudes
- Learner support materials especially for Outcome Based Education
- Involvement of parents
- Curriculum redress e.g. Mathematics, Science and Technology
- Diversification of the school library
- The principal as an instructional leader
- The principal as a financial manager
- The School Governing Body in determining school priorities
- The involvement of staffed learners in fundraising projects/activities
- The charging of school fees by historically advantaged and disadvantaged schools
- The fee-exemption policy on the total amount of the school budget

18. Is there any other comment you would like to bring to the attention of the researcher?

Annexure C4
Interview Schedule 4: Regional Officials

INTERVIEW SCHEDULE 1 REGIONAL OFFICIALS
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This interview schedule is designed with the purpose of eliciting the understanding on the NNSSF policy goals and objectives with the view of determining how the understanding capacity (to empower, support, monitor and evaluate) of the Regional Officials from the case study on the five identified schools for the NNSSF policy. furthermore, to establish how the understanding can facilitate an integrated and coherent approach to policy implementation so as to have maximum effect.

Regional Officials (5 officials): Overseeing the implementation of the policy provincially

1. What is your understanding of the National Norms and Standard for School Funding (NNSSF) Policy?
2. In your view, what was the National Norms and Standard for School Funding Policy responding to? (i.e. broadly speaking). The NNSSF intends to address equity.
 - Is there Post Provisioning Policy which deals with the distribution of educators across the school system? Explain.
3. What is your general understanding of the implementation process of NNSSF with regard to:
 - what should have been followed from National up to the school level?
 - how was the implementation process actually followed? i.e. What actually happened?
 - was there any implementation plan in place?
 - how was the plan developed? And who was involved?
 - Was there any financial resources set aside for the implementation of the policy from the Provincial Department?
4. How has the region shared the understanding of the policy with schools, principals, and general stakeholders (parents) and SGB?
 - What means of communication strategy (e.g. meetings) were used in sharing the policy?
 - Was there any advocacy done by the Regions? And when? And who was involved?
5. The Funding Formula in use for the construction of Resource Targetting Table and financial allocation to schools applies the 50-50 norm (i.e 50% physical conditions of the school and 50% relative poverty of the school community). Can this Funding Formula result in adequate and fair allocation of funds to all schools? What are the shortcomings of this Funding Formula (if there are any)?

- Is the allocation per learner in the North West Education Department adequate?
 - Is a minimum of R100.00 per learner support material adequate? Explain
 - What are your views about this department capacity to address inequalities in historically disadvantaged schools?
6. In 2001/2002 financial year, how much was allocated to your region? Do you find the adequate enough to cover the following essentials (basic)?
- Learner Support Material (LSM)
 - Curriculum Development, especially OBE
 - School maintenance
 - Water and Electricity
 - Payment of telephone line, faxes, and photocopiers
7. As Regional office, do you have a dedicated staff for overseeing the implementation of the National Norms and Standard for School Funding?
8. What capacity building exercises (training programmes) were developed for implementation at schools levels? Who were the target groups for the training? And when was the training take place?
- Was there any funding set aside in the region for the implementation of the policy?
9. What evaluation, monitoring and reporting mechanisms did the Regional Education Department put in place to assess the implementation of the policy at districts and school levels? Do the said mechanisms check and verify the correctness and accuracy of the feedback from the districts and schools e.g. the spending pattern of the school and Resource Targeting Table?
10. What role of regions in ensuring that key stakeholders like SGB are trained in governance and financial management?
- Are departmental officials (e.g. district, provincial and school) trained in school development planning and financial management?
 - That every school has a school development plan?
11. How does the schools qualify for section 21 status? Are there specific criteria?
- Is there any additional support or training meant for section 21 schools to sustain them i.e. after qualification?
12. What is the role played by the region in ensuring that schools implement the fee exemption/policy correctly to the extend that?
- that information about qualification for exemption is effectively communicated to parents;
 - that deserving parents are exempted?
 - that decision to charge school fees has been made by the majority of parents;
 - that there are functional structures for both appeals for quintiles and dispute for fee exemption.

- That no learners are dismissed from school as a result of non-payment of school fees.
 - The parents pay the school fees as agreed upon.
13. What role is played by the region in drafting the budget of the school? When are schools supposed to be informed about their state allocation? And how are they informed?
- In 2000/2001, this region has an under-expenditure of for NNSSF policy. What caused this under-expenditure? Which categories of schools (quintile) were affected? And what are the specific reasons?
 - How is the region addressing this challenge properly of under-expenditure? Explain
 - Are section 21 school spending the allocated money appropriately e.g. water and electricity
 - Which grouping of schools i.e. between section 21 and non-section 21 school is spending less
14. What systems are in place to deal with the disbursement process of allocation to section 21 schools? i.e. at regional level/school level.
- Do you have a clear procumbent system in place?
 - How does the procurement of resource through the Warehouse assist section 21 schools in getting orders quickly.
15. What do you think the major challenges are in the implementation of policy, in particular the National Norms and Standard for School Funding in developing countries like South Africa?
- Adequacy of the state allocation.
 - Capacity to implement i.e. the policy
 - Lack of training of principals to develop the school development plan
 - Difficulty in linking the school development plan to the costed budget
 - Relationship between Education Department and Public Works as far as maintenance is concerned.
 - Lack of competence by both the management and staff to direct the financial resources to the development of the curriculum.
 - Lack of skills in the effective use of the resources to improve curriculum delivery.
 - Lack of the information system
 - Monitoring the effective use of financial resource.
 - The role of the SGB finance
16. What do you believe are the emerging effects of the National Norms and Standard for School Funding on school development with respect to?
- Access to education especially the children from the disadvantaged background.
 - Influence with regard to better utilization of the resources.
 - Acquisition of additional resources.
 - Teaching and learning (i.e. curriculum improvement)
 - School Development Plan
 - District Development Programme
 - Teacher Development
 - Change of attitudes

- Learner support materials especially for Outcome Based Education
- Involvement of parents
- Curriculum redress e.g. Mathematics, Science and Technology
- Diversification of the school library
- The principal as an instructional leader
- The principal as a financial manager
- The School Governing Body in determining school priorities
- The involvement of staffed learners in fundraising projects/activities
- The charging of school fees by historically advantaged and disadvantaged schools
- The fee-exemption policy on the total amount of the school budget

17.

18. Is there any other comment you would like to bring to the attention of the researcher?

Annexure C5
Interview Instrument 5: School Management Teams

INTERVIEW SCHEDULE 1 SCHOOL MANAGEMENT TEAMS

This interview schedule is designed with the purpose of eliciting the understanding on the NNSSF policy goals and objectives with the view of determining how the understanding capacity (to empower, support, monitor and evaluate) of the Regional Officials from the case study on the five identified schools for the NNSSF policy. furthermore, to establish how the understanding can facilitate an integrated and coherent approach to policy implementation so as to have maximum effect.

Regional Officials (5 officials): Overseeing the implementation of the policy provincially

1. What is your understanding of the National Norms and Standard for School Funding (NNSSF) Policy?
2. In your view, what was the National Norms and Standard for School Funding Policy responding to? (i.e. broadly speaking). The NNSSF intends to address equity.
 - Is there Post Provisioning Policy which deals with the distribution of educators across the school system? Explain
3. What is your general understanding of the implementation process of NNSSF with regard to:
 - what should have been followed from National up to the school level?
 - how was the implementation process actually followed? i.e. What actually happened?
 - was there any implementation plan in place?
 - how was the plan developed? And who was involved?
 - Was there any financial resources set aside for the implementation of the policy from the Provincial Department?
4. How has the region shared the understanding of the policy with schools, principals, and general stakeholders (parents) and SGB?
 - What means of communication strategy (e.g. meetings) were used in sharing the policy?
 - Was there any advocacy done by the Regions? And when? And who was involved?
5. The Funding Formula in use for the construction of Resource Targetting Table and financial allocation to schools applies the 50-50 norm (i.e 50% physical conditions of the school and 50% relative poverty of the school community). Can this Funding Formula result in adequate and fair allocation of funds to all schools? What are the shortcomings of this Funding Formula (if there are any)?
 - Is the allocation per learner in the North West Education Department adequate?

- Is a minimum of R100.00 per learner support material adequate? Explain
 - What are your views about this department capacity to address inequalities in historically disadvantaged schools?
6. In 2001/2002 financial year, how much was allocated to your region? Do you find the adequate enough to cover the following essentials (basic)?
- Learner Support Material (LSM)
 - Curriculum Development, especially OBE
 - School maintenance
 - Water and Electricity
 - Payment of telephone line, faxes, and photocopiers
7. As Regional office, do you have a dedicated staff for overseeing the implementation of the Norms and Standard for School Funding?
8. What capacity building exercises (training programmes) were developed for implementation at schools levels? Who were the target groups for the training? And when was the training take place?
- Was there any funding set aside in the region for the implementation of the policy?
9. What evaluation, monitoring and reporting mechanisms did the Regional Education Department put in place to assess the implementation of the policy at districts and school levels? Do the said mechanisms check and verify the correctness and accuracy of the feedback from the districts and schools e.g. the spending pattern of the school and Resource Targeting Table?
10. What role of regions in ensuring that key stakeholders like SGB are trained in governance and financial management?
- Are departmental officials (e.g. district, provincial and school) trained in school development planning and financial management?
 - That every school has a school development plan?
11. How does the schools qualify for section 21 status? Are there specific criteria?
- Is there any additional support or training meant for section 21 schools to sustain them i.e. after qualification?
12. What is the role played by the region in ensuring that schools implement the fee exemption/policy correctly to the extend that?
- that information about qualification for exemption is effectively communicated to parents;
 - that deserving parents are exempted?
 - that decision to charge school fees has been made by the majority of parents;
 - that there are functional structures for both appeals for quintiles and dispute for fee exemption.

- That no learners are dismissed from school as a result of non-payment of school fees.
 - The parents pay the school fees as agreed upon.
13. What role is played by the region in drafting the budget of the school? When are schools supposed to be informed about their state allocation? And how are they informed?
- In 2000/2001, this region has an under-expenditure of for NNSSF policy. What caused this under-expenditure? Which categories of schools (quintile) were affected? And what are the specific reasons?
 - How is the region addressing this challenge properly of under-expenditure? Explain
 - Are section 21 school spending the allocated money appropriately e.g. water and electricity
 - Which grouping of schools i.e. between section 21 and non-section 21 school is spending less
14. What systems are in place to deal with the disbursement process of allocation to section 21 schools? i.e. at regional level/school level.
- Do you have a clear procumbent system in place?
 - How does the procurement of resource through the Warehouse assist section 21 schools in getting orders quickly.
15. What do you think the major challenges are in the implementation of policy, in particular the National Norms and Standard for School Funding in developing countries like South Africa?
- Adequacy of the state allocation.
 - Capacity to implement i.e. the policy
 - Lack of training of principals to develop the school development plan
 - Difficulty in linking the school development plan to the costed budget
 - Relationship between Education Department and Public Works as far as maintenance is concerned.
 - Lack of competence by both the management and staff to direct the financial resources to the development of the curriculum.
 - Lack of skills in the effective use of the resources to improve curriculum delivery.
 - Lack of the information system
 - Monitoring the effective use of financial resource.
 - The role of the SGB finance
16. What do you believe are the emerging effects of the National Norms and Standard for School Funding on school development with respect to?
- Access to education especially the children from the disadvantaged background.
 - Influence with regard to better utilization of the resources.
 - Acquisition of additional resources.
 - Teaching and learning (i.e. curriculum improvement)
 - School Development Plan
 - District Development Programme
 - Teacher Development
 - Change of attitudes

- Learner support materials especially for Outcome Based Education
- Involvement of parents
- Curriculum redress e.g. Mathematics, Science and Technology
- Diversification of the school library
- The principal as an instructional leader
- The principal as a financial manager
- The School Governing Body in determining school priorities
- The involvement of staffed learners in fundraising projects/activities
- The charging of school fees by historically advantaged and disadvantaged schools
- The fee-exemption policy on the total amount of the school budget

17.

18. Is there any other comment you would like to bring to the attention of the researcher?

Annexure C6

A Coding System: Accumulated Data. Shows a coding system for the identification of institutions, respondents and themes

School level	Assigned codes	Explanatory note
Tshwene P.	TSH. PRI ¹ .1	The first abbreviation represents the school's assumed name, the middle abbreviation PRI ¹ represents the principal/rank of the case study school no. 1 while the last digit represents the question number.
	TSH. D. PRI.1	The first abbreviation represents the school assumed name, middle abbreviation the rank/deputy principal, while the last digit represents the question number.
	TSH.HOD ¹ .1	The first abbreviation represents the school name, HOD represents the Heads of Department no. one while the last digit is the number of question.
	TSH. HOD ² 1	HOD ² represent departmental head number two while digit one represent question one.
	TSH.HOD ³ .1	HOD ³ represents departmental head number 3 and 1 as a digit represents the question number.
	TSH.ED/TR.2	TSH represents the school's assumed name, ED/TR stands for educator treasurer, and digit 2 for the question number.
Siege Primary	SIE.PRI ² .1	SIE stands for Siege primary and the abbreviation Pri ² is for the principal of case study number 2 school while 1 is for the number of the question.
	SIE.HOD ¹ .3	SIE represents the school's name, HOD for the Heads of Department, while 3 stands for the number of the question in the interview schedule.
	SIE.HOD ² .4	SIE represents the school's name, HOD ² for the Heads of Department, while 4 stands for the number of the question in the interview schedule.
Banogeng Primary	BAN.PRI ³ .3	BAN represents the school's name, PRI ³ stands for the principal of the school and three stands for the question number
	BAN.D.PRI ³ .4	BAN stands for the name of the school, D.PRI ³ for the Deputy Principal of case study number 3
	BAN.HOD ¹ .3	BAN for Banogeng Primary School, HOD ¹ for the departmental head number one while 3 stands for the number of the question in the interview schedule.
	BAN.HOD ² .4	BAN for Banogeng Primary School, HOD ² for the departmental head number two while 4 stands for the number of the question in the interview schedule.

School level	Assigned codes	Explanatory note
Banogeng Primary	BAN.HOD ³ .5	BAN for Banogeng Primary School, HOD ³ for the departmental head number three while 5 stands for the number of the question in the interview schedule.
	BAN.HOD ⁴ .6	BAN for Banogeng Primary School, HOD ³ for the departmental head number four while 5 stands for the number of the question in the interview schedule.
	BAN.ED/TR.2	BAN represents the school's assumed name, ED/TR stands for educator treasurer, and digit 2 for the question number.
Bogosing Secondary School	Bog.Pri ¹ .4	Bog represents the school's assumed name, Pri stands for principal and the number four for question in the interview schedule.
	Bog.D.Pri.3	Bog for Bogosing Primary, D.Pri for Deputy Principal and 3 for question number
	Bog.HOD ¹ .2	Bog. stands for the name of the school, HOD ¹ for the Head of Department number one. The number two for the number of question in the interview schedule.
	Bog. HOD ² .3	Bog. stands for the name of the school, HOD ² for the Head of Department number two. The number three for the number of question in the interview schedule.
	Bog.HOD ³ .6	Bog. represents the name of the school, HOD ³ for the Head of Department number three. The number six for the number of question in the interview schedule.
Central Region	Cr. Cm.1	Cr. for Central Region, Cm for the Circuit Manager and 1 stands for the number of question in the interview schedule
	Cr.Cm..3	Cr. for Central Region, Cm for the Circuit Manager and 3 stands for the number of question in the interview schedule
	Cr.Cm.2	Cr. for Central Region, Cm for the Circuit Manager and 2 stands for the number of question in the interview schedule
Provincial level Head-Office	Pro.Dir.2	Pro. Represents the provincial level, Dir, director at provincial level and 2 for the question number
	Pro.D.Dir.1	Pro. Represents the provincial level, D.Dir, Deputy director at provincial level and 1 for the question number
	Pro. D.Dir. 3	Pro. Represents the provincial level, D.Dir, Deputy director at provincial level and 3 for the question number

School level	Assigned codes	Explanatory note
Education Right Programme	ERP.MRSV.4	ERP represents the organization, MR SV represents the name of the policy expert interviewed and 4 represents the question number
EPU.WITS University	EPU.WITS.DR.CM.3	EPU-WITS, Education Policy Unit of Wits University, DR CM stands for the policy experts and 3 the question
IDASA	IDASA.MR W.3	Institute of Democracy Association of South Africa while MR W stands for the policy experts
Education Foundation	EDU.MR P:4	EDU.refers to the name of the policy experts and 4 for the question number.
NAPTOSA	Napt: Dr Bos 15	Napt for NAPTOSA, Dr Bos for the name of the policy experts interviewed
SAOU	SAOU. Mr PT.4	Mr PT refers to the union representative interviewed while 4 stands for the question
SADTU		

Annexure C7

Shows an example of a coding system with major category (themes) and sub-themes
(Shows an example of a coding system with 90% internal reliability)

1. Policy Conceptualization/Understanding

P.C. School Improvement	P.C. – S I
P.C. Financial Assistance	P.C. – F A
P.C. Resource Redistribution	P.C. R R E
P.C. Resource Provision	P.C. – R P
P.C. Redress Imbalances	P.C. – R I M
P.C. Resourcing Equity	P.C. – R-EQ
P.C. Disadvantaged Schools	P.C. DI-Sch
P.C. Quality Education	P.C. – Q/EDU
P.C. Alleviation of Poverty	P.C. – A/Po
P.C. School Development	P.C. – Sch/Dev
P.C. Policy-Misunderstanding	P.C.-P/MIS
P.C Policy coherence	P.C.P/CO
P.C Policy Integration	P.C.P – Integration

2. Implementation Process

I.P: Clear – guidelines	I.P. - CI/GUI
I.P: Prescribed Conditions	I.P. - P/CON
I.P: Implementation Procedures	I.P. - IM/Pro
I.P: Implementation Structure	I.P. – IM/STR
I.P: Management Plans	I.P. – M/PL
I.P: Implementation Strategies	I.P. – IM/ST
I.P: Qualification Criteria	I.P. – Qu/cr
I.P: Advocacy Campaign	I.P. – AD/CA
I.P: Training/Workshop	I.P. – TRA
I.P: Budget Provision	I.P. – BU/PRO
I.P: Provincial Regulations	I.P. – Pro/RE
I.P: Tracking – System	I.P. – Tra/Sy
I.P: Cost-Saving	I.P.- Cost/S
I.P: Fee-Collection	I.P.- FE/Coll
I.P: Legal-Suit	I.P.- LEG/Sui
I.P: Functional approach	I.P. F-A

3. Reliability – Funding Formula

R.F: Correct Face Value	R.F – CO/FD
R.F: One Size Fit All	R.F. – One/AL
R.F: Inconsistency Norm	R.F. – INCO/N
R.F: Per learner – Inadequate	R.F. – Ina
R.F: LSM – Inadequate	R.F. – LSM/I
R.F: Provincial – Influence	R.F. – Pro/IN
R.F: Disadvantaged Affluent School	R.F. – DI/AF
R.F: Playing Field – not level	R.F. – PLA/NOT
R.F: Allow – Tuition Fee	R.F. – All/FE
R.F: Holistic – Development lacking	R.F. – HO/DEV
R.F: Needs-Based	R.F.- NEED/Based

4. Assessing Implementation

A.I: National staff	A.I. – Nat/staff
A.I: Provincial staff	A.I. – Pro/staff
A.I: District staff	A.I. – Dis/staff
A.I: School staff	A.I. – Sch/staff
A.I: Impact studies	A.I. – Im/studies
A.I: Monitoring teams	A.I. – Mon/T
A.I: Feedback	A.I.- Fee/BA

5. Relationship Of Policies (Post Provi)

R.P: Equitable distribution	R.P. – EQ/Distri
R.P: Optimal use	R.P. – OP/use
R.P: Efficient use (resources)	R.P. – EFF/RES
R.P: Learner – centred	R.P. – LEA/CEN
R.P: Redress – oriented	R.P. – RED/Ori
R.P: Curriculum focus	R.P. – Cu/Focus
R.P: National Norms & Standard	R.P. – Nat-Norms & Sta

6. Capacity – Building1

C.B: Needs based – training	CB – Need/Tra
C.B: Implementers knowledge	CB – Imp/kn
C.B: Implementers guidelines	CB – Imp/Gu
C.B: Financial Training	CB – Fin/Tra
C.B: Strategic Planning	CB – Stra/Pla
C.B: Functional Skills	CB – Fu/Ski
C.B: Tendering/Procurement training	CB – Ten/tra
C.B: Additional training	CB – Add/tra
C.B: Empowering Functionaries	CB – Emp/Fu
C.B: Consistent Support	CB – Con/Su
C.B: Teacher-Development	CB-TEA/DEV
C.B: Curriculum Development	CB- CUR/DEV

7. Implementation Challenges

I.C: Inadequacy of budget	I.C – Ina/Bu
I.C: Poor training	I.C – Poor/tra
I.C: Lack of communication	I.C – la/com
I.C: No follow-ups	I.C – No/Foll
I.C: LSM Inadequate	I.C – LSM/In
I.C: Poor support	I.C – Poor/su
I.C: Imbalances continue	I.C – Imb/con
I.C: Poor interpretation	I.C – Poor/In
I.C: Absence of dedicated staff (clerks)	I.C – Ab/staff
I.C: Unreliable data	I.C – Un/data
I.C: Procurement Process	I.C – Pro/Proce
I.C: Budget release late	I.C – Bu/late
I.C: Lack of monitoring	I.C – Lac/mo

8. Effect – Indicators

E.I: Holistic Approach	E.I – HO/AP
E.I: Participatory Approach	E.I – PA/AP
E.I: Stakeholders involvement	E.I – Sta/In
E.I: Business awareness	E.I – Bu/Aw
E.I: Financial discipline	E.I – Fin/DI
E.I: Capacity – Draw Budget	E.I – Cap/Bu
E.I: Feel empowered	E.I – Feel/Emp
E.I: Facilitate planning	E.I – Faci/Plan
E.I: Priority Determination	E.I – Pri/Determ
E.I: Self Management	E.I – SELF/Man
E.I: Simplify acquisition	E.I – SI/Acq
E.I: Development of maintenance	E.I – DEV/Mai
E.I: Positive attitudes	E.I – Posi/Atti
E.I: Red tape reduced	E.I – Red/tap

9. Un-Intended Effects/Negative

UN: Poor Payment of school fees	UN – Poor/Pay
UN: High fees (Advantaged sch) model C	UN – Fee/hi
UN: Caused Class division	UN – Cla/DI
UN: Affect quality (model c)	UN – Qu/Aff
UN: Tension (i.e. management and parents)	UN – Ten/ca
UN: Schools left to their own devices	UN -
UN: Disrupt planning	UN – DI/Pla
UN: Infrastructure Deterioration	UN – Infra
UN: Financial Embezzlement	UN – Fin/Em

H.O.D

No:

From: I.S Molale

Site: Ipelegeng Batlharo

Contact No: (018 381 1700-6

Code: Tshwane Primary

Date: 07/05/2003

A SAMPLE OF QUESTIONNAIRE FOR EDUCATORS, DISTRICT OFFICIALS, PROVINCIAL OFFICIALS

PREFACE

The purpose of this questionnaire is to collect additional information about the principals and educators understanding of the National Norms and Standard for School Funding Policy. The information you supply will be treated with absolute confidentiality and will be used for research purposes only i.e. PhD studies

PART A

EDUCATOR INFORMATION

Please fill or cross (X) the appropriate option.

1. Designation of educator

Educator	Principal	Deputy Principal	Head of Department	Other (specify)
1	2	3	4	5

2. Main teaching subject area / responsibility

Only management	Maths/ Science	Languages	Technical skills	Commerce	Humanities	Other
1	2	3	4	5	6	7

3. Age

Under 25	25-29	30-34	35-40	40-49	50-59	Above 60
1	2	3	4	5	6	7

4. Teaching experience in years

0-5	6-10	11-15	16-20	More than 20
1	2	3	4	5

5. Gender

Male	Female
1	2

6. Formal qualifications (completed)

2 years Diploma only	3 years Diploma only	Degree only	Degree & Diploma	More than one degree	Other (specify)
1	2	3	4	5	6

PART B

The National Norms and Standard for School Funding was introduced into schools in January 2000. And your school became section 21 school (i.e. given the budget) in the year 2002. Many educators became aware of this policy through departmental policy.

Please fill in or cross (X) the appropriate option (box)

1. Are you aware of the policy document on the National Norms and Standard for School funding?

YES	NO
1	2

2. Was the document made available to all educators in your school?

YES	NO
1	2

3. If yes, please state how?

Worskhop	Circular	Conference	Staff meeting	Other (specify)
1	2	3	4	5

4. How did you first become aware of the policy on the National Norms and Standard for School Funding?

I read the policy	1
I was told by the Principal/HOD	2
I was told by the Circuit Manager/Principal	3
I was invited to a workshop at the district	4
It was discussed at a staff meeting	5
Other (specify)	6

SECTION C

What do you think are the main reasons, why the National Norms and Standard for School Funding has been introduced in our schools?

Please write clearly

I think the main reason is to help the infrastructure of the school their will influence some running of the whole schools

.....

.....

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.....

SECTION D

What are the five challenges being experienced in attempting to implement the National Norms and Standard in your section 21 schools?

- Prioritization
- Lack of knowledge as far as section 21 is concern
- How to claim
- Workshop needed

Annexure E
Details of the respondents' biographical data: National,
Provincial, Regional and Policy Experts

Regional Education Office

Sites 1	Total Number	Designation	Qualification	Experience	Gender
	1	PL4	B.A. ED, B	20 years	M
	2	District Manager	BA Ed, B.Ed	30 years	M
	3	Circuit Manager	BA Ed, B.Ed	25 years	M

Provincial Education Level

Sites 1	Total Number	Designation	Qualification	Experience	Gender
	1	PL3	P.T.C, B.com	21 years	M
	2	PL5	B.comm	26 years	M
	1	Director	BA Ed		M
	1	Chief Director		30 years	M

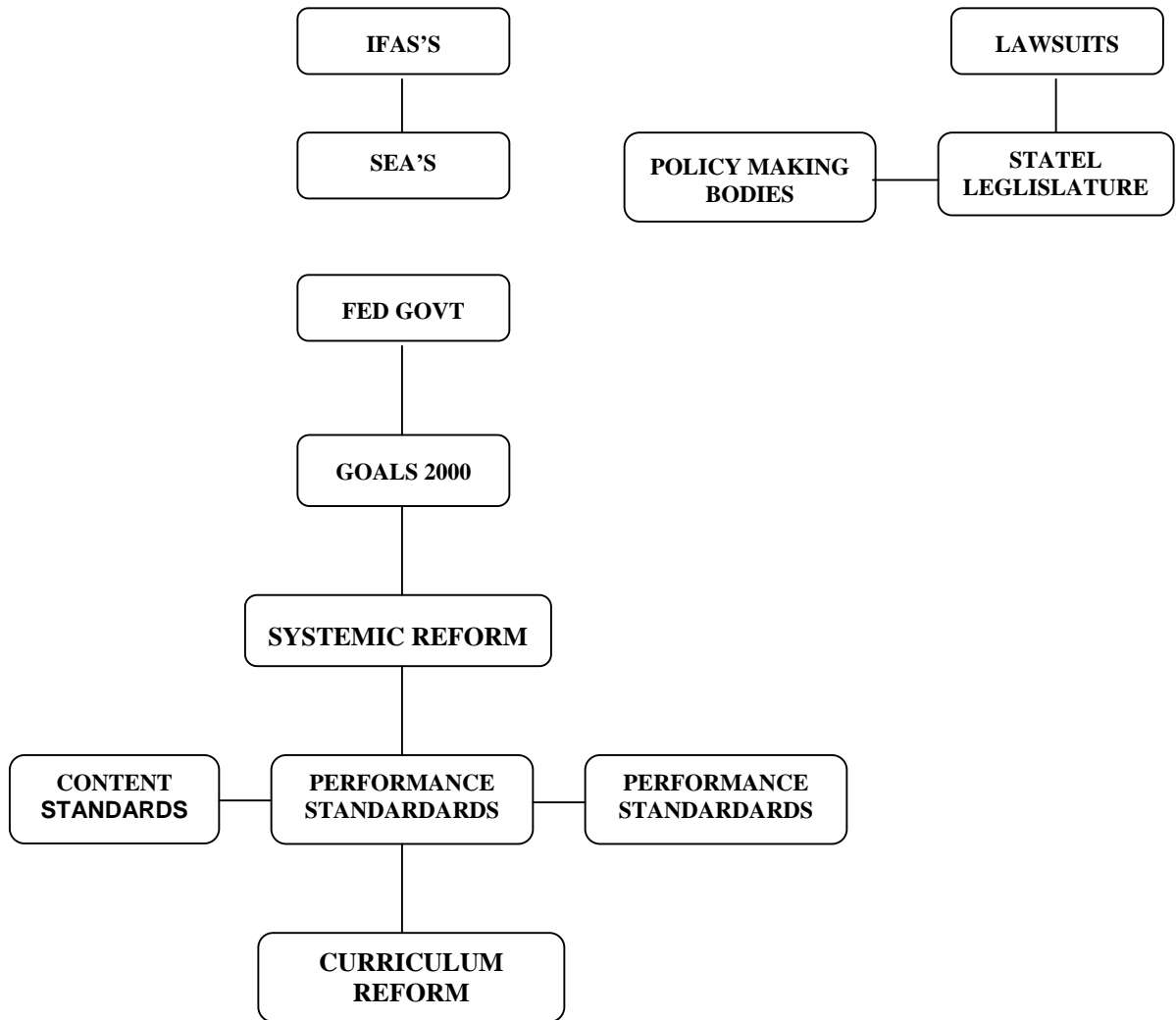
National Education Level

Code	Total Number	Designation	Qualification	Experience	Gender
Dr Fish	1	Director	PhD	32 years	M
Mr Bosman	1	Director	LLB	25 years	M

External: Policy Experts/Stakeholders

Sites 1	Total Number	Designation	Qualification	Experience	Gender
Edu WITS	1	Policy Analyst	B.Sc, M.Sc	years	M
Wits School of Education	1	Policy Analyst	PhD	10 years	M
Education Foundation	1	Consultant	M.Sc		M
IDASA	1	Consultant		years	M
Education Rights	1	Policy Analyst	M.Ed		
NAPTOSA	1	Director	PhD	32 years	M
SAOU	1	Director	M.Ed	28 years	M

Annexure G:
Shows policy Linkage Model: Equity, Systemic Reform and School Finance Reform



Source: Marilyn, A, Hirth, 1996:476

FIGURE 2.3: Illustrates the interrelationship between systemic reform and school finance reform by considering several agencies that can be combined to deal with the question of financial adequacy. Woods (1995:32) argues that it is not realistic to assume that existing inadequacies can be solved solely by a school finance formula. Hence a comprehensive approach is needed. Economically speaking, there are more pressing needs than resources.

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