
GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 26

18 January 2008


SOUTH AFRICAN SCHOOL ACT, 1996 (ACT NO 84 OF 1996)

NATIONAL NORMS AND STANDARDS FOR GRADE R FUNDING

I, Grace Naledi Mandisa Pandor, Minister of Education, in terms of Section 39 of the South African School Act, 1996 (Act 84 of 1996) hereby publish Amendments to the National Norms and Standards for School Funding, as set out in the Schedules. The National Norms and Standards For School Funding were published in Government Notice No. 890, Government Gazette No. 29179 of 31 August 2006. These Norms and Standards are hereby supplemented by the insertion of –

- a) items on the "Content" register;
- b) amendments under the heading "National Norms and Standards for School Funding" on page 5, a few items under the heading "Abbreviations" on page 6; and
- c) new paragraphs 198 to 260 after paragraph 197 on page 52.

The amendments are contained in Schedule A and the Map to implement the Grade R Norms and Standards is contained in Schedule B.



G.N.M. PANDOR, MP
MINISTER OF EDUCATION

DATE: 15-12-2007

Schedule A

NATIONAL NORMS AND STANDARDS FOR SCHOOL FUNDING published in Government Notice No. 890, Government Gazette No. 29179 of 31 August 2006 is hereby amended with the following insertion:

1. On page 5, after "monitoring and revision" to insert:

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2. On page 6:

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|----|-------------|--|
| a) | after "EMIS | Education Management Information System" to insert |
| | "ECD | Early Childhood Development" |
| b) | After "MTEF | Medium Term Expenditure Framework" to insert |
| | "NGOs | Non Governmental Organisations |
| | NQ | National quintile" |
| c) | after "SGB | School Governing Body" to insert |
| | "Stats SA | Statistics South Africa" |

3. On page 52, after paragraph 197 to insert the following paragraphs

8. " PUBLIC FUNDING FOR GRADE R IN PUBLIC SCHOOLS

Introduction

198. In accordance with the proposals of Education White Paper 5, published in 2001, the state will follow a phased approach to introduce publicly funded Grade R classes across the whole public schooling system by 2010.
199. This section lays down the approach adopted by the state in funding Grade R in public schools. The approach favours the most disadvantaged in society. This occurs by virtue of the fact that poor schools will be brought into the programme first, and due to more favourable per learner funding for poorer schools. The pro-poor approach is informed by two factors: it costs more to educate learners from disadvantaged backgrounds, and non-poor communities are in a better position to supplement the state's resourcing through private resourcing. Moreover, the approach laid down in this section places a significant degree of responsibility at the level of the school, whilst emphasising the need for capacity building and delineating a clear service delivery framework within which schools must operate. The state will promote quality in the provision of services, firstly, by promoting adequate levels of funding and, secondly, by monitoring the quality of the service directly. The norms contained here deal with the promotion of quality through adequacy of funding.
200. The function of offering publicly funded Grade R laid down in this section is an obligation on the part of schools in terms of sections 20(1)(l) and 20(1)(m) of the SASA.

Inclusion of Grade R information on the resource targeting list

201. Provincial Departments of Education (PEDs) must compile data on each school relating to the pro-poor roll-out of publicly funded Grade R in the province. This roll-out will use the national quintiles described in paragraph 111 of these norms as the basis for pro-poor funding and phasing in of the service.
202. Values for the following four indicators should be determined for all schools on the resource targeting list referred to in paragraphs 100 to 103 of the amended National Norms and Standards for School Funding.
- (a) An indicator of which schools are eligible for Grade R targeting. Any school which offers Grade 1, and only such schools, are eligible for Grade R targeting
 - (b) An indicator of which schools that are eligible for Grade R targeting, also possess management readiness for the implementation of publicly funded Grade R. This management readiness indicator should be based on three considerations: (1) Quality of financial management in relation to the school fund; (2) General effectiveness of the school governing

body; (3) Quality of teaching and learning relative to the level of disadvantage of the school community. The precise measures used must be determined by the PED, and may be the same as the measures used to determine eligibility for the various forms of SASA section 21 status. Initially, it would be sufficient to assess the management readiness of schools catering for the poorest quintile of learners ('quintile 1'), and schools catering for the second-poorest quintile of learners ('quintile 2').

- (c) An indicator of current and future projected physical space available for Grade R. This space should be expressed in terms of the number of Grade R learners who can be accommodated, and should take into account seating, workspace and recreational space. The capital investment plans of the PED should be taken into account, as well as any private building plans of the school itself. The PED must allow the school itself to report on its readiness for Grade R in terms of physical space, and this can take into account plans on the part of the school to rearrange classes so that space is created for Grade R. The PED must then assess the school's report, and can accept, reject or modify it, in the light of the PEDs knowledge about what extent and type of physical space is necessary for the offering of Grade R. Initially, it would be sufficient to assess the physical space readiness of quintiles 1 and 2 schools
- (d) A rank number indicating the sequence by which Grade R would be introduced in schools. Initially, only schools which currently possessed management readiness and enough physical space for at least some Grade R learners would be sequenced, and sequencing would occur according to the poverty ranking of the resource targeting list, with poorer schools enjoying earlier targeting.

Formulation of MTEF budgets for public school Grade R

- 203. PEDs must budget for Grade R in public schools within the medium term expenditure framework (MTEF) and, given the long-range nature of the implementation process, must formulate long-range plans for increasing the Grade R in public schools budget, with a view to making Grade R universal and compulsory in the province by 2010.
- 204. PEDs must use sub-programme 7.1, 'Grade R in public schools', to indicate budgets for this expenditure category. In budgets and financial reports, PEDs must clearly separate expenditure on Grade R in public ordinary schools from other expenditure in public ordinary schools. Whilst a merging of the two may be optimal in the long term, in the interim, whilst Grade R is being rolled out in some but not other schools, it is optimal to keep the two separate in order to avoid confusing financial statistics.
- 205. PEDs must ensure that careful expenditure analysis is undertaken with a view to reallocating budgets towards publicly funded Grade R. The DoE and PEDs must seriously consider the option of hiring the full-time services of one or