

**Resource mobilisation for the sustainability of schools within
rural context: Voices of school stakeholders at UMzimkhulu
circuit in Harry Gwala District Municipality**

By

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Natal in fulfilment of the academic requirements for the degree of
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Educational Leadership, Management and Policy

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
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Supervisor: Dr P. Myende

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This thesis has been submitted with/ without my approval.



Supervisor: Dr P. Myende

9 October 2018

Date

ETHICAL CLEARANCE CERTIFICATE



06 July 2016

Mr Themba Ralph Mkhize 207522338
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Dear Mr Mkhize

Protocol reference number: HSS/0340/016D

Project Title: Resource mobilisation for the sustainability of schools within the rural context: Voices of school stakeholders at Umzimkhulu circuit in Harry Gwala District Municipality

Full Approval – Expedited Application

In response to your application received 04 April 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

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Cc Academic Leader Research: Dr SB Khoza
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Humanities & Social Sciences Research Ethics Committee

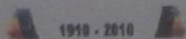
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100 YEARS OF ACADEMIC EXCELLENCE

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DEDICATION

This dissertation is dedicated to my late mother, Busisiwe Jessie Mkhize, and my late father, Ian, kaBashise, kaZihlandlo, kaGcwabe Mkhize, for demonstrating and instilling the love for education as educators in their respective schools and at home. My sincere thanks and appreciation goes to my wife, Lindiwe and my three sons, Lwazi, Asande and Aphelele, for understanding my journey and providing support and motivation. I appreciate your understanding when I had to spend most of my time away from you during this journey.

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Your support and belief in me made it possible for this success to happen.

Abstract

Research has suggested that if we are to make a difference in the lives of those who live, work and learn in rural contexts, we urgently need studies with a focus on identifying existing resources and assets in communities and schools, and among individuals and groups, as well as on how we might harness them to effect the desired social change. In response to this need, the study's purpose is to explore and identify ways through which schools within rural contexts identify and mobilise resources. It focuses on the nature of resources within the rural context, the strategies used for identifying and mobilising resources within rural contexts, and the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for supporting educational processes, as well as the challenges experienced during resource identification and mobilisation. The overarching research question for this study is: What are possible strategies for identifying and mobilising resources for the sustainability of schools within rural contexts? The South African Schools Act advises that, through school leadership which includes school governing bodies (SGBs) and school management, schools are required to supplement resources provided by the State (RSA, 1996b). However, this study discovered a gap in the literature, in terms of how school leaders and school stakeholders can identify and mobilise resources for the sustainability of schools within rural contexts. This is a qualitative study, underpinned by Critical Emancipatory research (CER), which has its foundations in the critical theory paradigm. To understand the issue of resources, the study draws from the asset-based approach and resource mobilisation as its theoretical underpinning guided by traditions of participatory research and critical emancipatory research, Free Attitude Interviews (FAI), SWOT analysis and Transect walks coupled with photovoice were used to generate data.

Through transect walks and photovoice, this study identified crucial resources and approaches or strategies for resource identification and mobilisation which are suitable for the context of rurality. These resources include local businesses, government and non-government organisations, traditional leadership, parents, school history and other organisations as crucial providers of material and human resources. The key strategies for assets identification and mobilisation were found to be the creation of school-community relations, schools' consistency in producing good results, participation in multi-stakeholder engagements and forums, running schools like businesses and building from schools' rich history. The study also identifies

conditions that are conducive to the successful application of resource mobilisation and the challenges thereof. The key findings of this study revealed that resources are not always situated far from rural communities and schools as the prevailing discourse on rurality and availability of resources has always suggested. Informed by findings, the study proposes four stages that schools can use towards identifying and mobilising resources. The stages aim at consolidating and presenting all discussions made in chapter five and six thereby creating a meaning as to how the asset-based approach and resource mobilisation theory may be utilised in the mobilisation of resources. The proposed stages, as I indicated above, link with all areas discussed in this study, which includes identifying the nature of resources within rural contexts, identifying strategies for identifying and mobilising resources within rural contexts and creating conditions conducive to the successful application of strategies for identifying and mobilising resources. Finally, the last stage involves identifying challenges for resource identification and mobilisation.

ABBREVIATIONS

| | |
|------|---|
| CCF | Community Capitals Framework |
| CER | Critical Emancipatory Research |
| CSI | Corporate Social Investment |
| DBE | Department of Basic Education |
| DOE | Department of Education |
| ECD | Early Childhood Development |
| EFA | Education for All |
| FAI | Free Attitude Interviews |
| IDP | Integrated Development Plan |
| IKS | Indigenous Knowledge Systems |
| MCM | Municipality Communications Manager |
| NMF | Nelson Mandela Foundation |
| NGO | Non-Government Organisation |
| NDP | National Development Plan |
| PR | Participatory research |
| RMT | Resource Mobilisation Theory |
| RSA | Republic of South Africa |
| SASA | South African Schools Act |
| SGB | School Governing Body |
| SMT | School Management Team |
| SWOT | Strengths Weaknesses Opportunities Threats |
| TVET | Technical and Vocational Education and Training |

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Despite the fact that South African freedom is over two decades strong, rural communities and rural schools still struggle to acquire resources that will deliver quality education. Hlalele (2014) states that government's commitment to quality education for all has not yet produced adequate improvements for rural schools. I acknowledge the challenges faced by schools within rural contexts. However, I argue that the inadequate impact in terms of development and intervention in rural areas can be largely attributed to a global 'one-size fits all' approach that views rural communities within a deficit paradigm (Maringe, Masinire & Nkambule, 2015). I concur with Moletsane (2012)'s call, which directly and indirectly indicates that rurality and rural schools are situated in the context full of resources that can be harnessed to improve lives in these places and schools. Moletsane (2012) states that if education is *to make a difference in the lives of those who live, work and learn in rural contexts, education urgently need studies with a focus on identifying existing resources and assets in communities and schools, and among individuals and groups, as well as on how we might harness them to effect the desired social change*. Within the lines of this call, I respond to this call and argue that rural school stakeholders are the solution to their challenges of resource mobilisation as opposed to external interventions from external experts (Myende, 2015). Hence, this study sought to explore resource identification and mobilisation within the context of rurality. This study moves away from deficit approaches, infamous for instilling dependency, powerlessness and inferiority complex and advocates for the asset-based approach (Kretzmann & McKnight, 1996; Ebersöhn & Ferreira, 2012) which looks at rurality from the perspective of positive psychology (Myende & Hlalele, 2018). Furthermore, the resource mobilisation theory (Zald & McCarthy, 1987; Kendal, 2006; Zald, 2017; Manky, 2018), with its rich resource types and strategies utilised by stakeholders in mobilising resources, further anchors this study.

This study adopts a social movement theory called resource mobilisation theory to complement the asset-based approach in understanding the identification and mobilisation of resources of schools within rural contexts. The purpose of the study was to explore and identify ways

through which schools within rural contexts can identify and mobilise resources. It was believed that, through this study, the empowerment of stakeholders to mobilise their own resources may lead to the sustainability of schools within rural contexts. This was achieved through identifying the nature of resources found within rural contexts and examining possible strategies for identifying and mobilising resources. This study further determine conditions conducive to the success of strategies for identifying and mobilising resources. Lastly, this study explored possible challenges for resource identification and mobilisation and suggested four stages towards identifying and mobilising resources within rural contexts.

This chapter therefore, discusses the background to the study, the statement of the problem, purpose of the study, the overarching research questions and specific research questions. The chapter moves on to provide the significance of this study and clarification of key concepts. The chapter concludes by providing a structure or roadmap for the thesis. Lastly, the chapter explains the structure of the thesis.

1.2. Background of the study

In South Africa, colonialism and apartheid left permanent marks on all facets of life in rural areas through the marginalization of rural people from opportunities and services that support their quality of life. This was achieved, among other strategies, by forceful removal of people from their indigenous land and by enforcing policies that unleashed poverty and deprivation among rural people (Department of Education, 2005). Land dispossession among rural people in South Africa was imposed through the oppressive and dehumanizing policies of 1913 and 1936 and further entrenched by Bantustan laws (NMF, 2005). The South African Constitution Act No. 108 of 1996, under the section of the Bill of Rights, declares quality education as one of the rights for all citizens (RSA, 1996a). Research shows that the scarcity of resources, which is also a product of the apartheid education system, in rural schools continues to be a challenge in the provision of quality education for rural learners (Moletsane, Balfour, Nkambule & Pillay, 2011; Ebersöhn & Ferreira, 2012; Hlalele, 2012; Myende & Chikoko, 2014; Myende, 2014; Bhengu & Myende, 2015). This undermines the fulfilment of the right to quality education as advocated in the country's Constitution. Universally, the movement for Education for All (EFA) formulated in Jomtien in 1990 and confirmed in Dakar in 2000, binds signatory governments to goals, which had a deadline date of 2015, according to the UNESCO EFA

Global Monitoring Report (2013/2014). These goals include increasing and upgrading early childhood education, ensuring that by 2015 all children, especially girls, have access to free quality education, all youth and adults have access to learning and life-skills programmes. This study laments that SA is in the year 2018 and yet not a single EFA goal has been achieved in South Africa. The UNESCO EFA report mentioned above states that the mobilisation of resources for the education sector is key in ensuring the provision of Education for All. It is worth noting that the problem of the scarcity of resources dominates mostly in the rural contexts, making the attainment of quality education in these contexts to be a challenge (Myende & Hlalele, 2018). Furthermore, the United Nations 2030 Agenda for Sustainable Development Education Goal (UN General Assembly, 2015) commits to enabling quality education and enhance lifelong learning for all. This goal demands relevant resource mobilisation strategies at all educational levels, including schools within rural contexts, otherwise it will also be unattainable.

South Africa forms part of a global economic world that has been impacted by the declining economy and job losses (Spence & Leipziger, 2010; UN 2009). The National Development Plan (NDP) will continue to inform resource allocations until 2030 but will not prescribe annual budgets (RSA, 2012). The plan dedicates a whole chapter on the improvement of sub-standard education. The NDP is a visionary document that seeks to map out strategies towards achieving a more equitable and globally competitive 2030 South Africa in which all of its inhabitants are freed from the shackles of poverty and our apartheid past of racialized inequality (Arnst, Draga & Andrews, 2013). Growing the economy at a faster rate is key to generating resources that will implement the plan. The plan further argues that if the economy grows and exceeds 5% a year, government revenue and the profits of private firms will generate enough revenue to support its implementation. However, the recent National Treasury's 2018/19 Budget statement (Gigaba, 2018) shows that economic growth in South Africa has stagnated. This may suggest that, if revenue does not grow, expenditure increases may not be maintained, which means that the State resource allocation to state departments, including schools will be drastically reduced.

As already alluded to, schools in rural contexts are faced with a number of challenges and these require additional resources, which the state may not be able to provide given the current economic challenges. The South African Schools Act is clear that, through school governing bodies (SGBs), schools are required to supplement resources provided by the State (RSA,

1996b). Given the state of the economy, school stakeholders has the task of supplementing the schools' resources, a necessity if schools have to survive. While acknowledging that the South African Schools Act No. 84 of 1996 (RSA, 1996b) is clear about resource mobilisation, research (Heystek, 2004; Dieltiens, 2005; Botha, 2006; Mestry, 2006, Grant-Lewis & Naidoo, 2006; Brown & Duku, 2008) shows that SGBs in many South African schools in rural contexts are not well equipped to execute their duties and argue for the empowerment of SGBs in their roles, including that of supplementing resources through resource mobilisation. This same research further typically concludes that limited resources in rural areas often extend to the quality of teachers and the quality of SGB members. Schools in rural contexts struggle to attract good and suitable teachers, because there are minimal financial resources available. For the same reason, it is difficult to attract and retain teachers and SGB members who are well connected and knowledgeable in terms of how and where to source the additional school resources their urban counterparts enjoy. For example, Arnst, Draga and Andrews (2013) advise that many schools in rural contexts continue to suffer from a lack of oversight, resources and properly qualified teachers. They maintain that what is needed is an education policy document (and the effective implementation thereof) set at a national level, sensitive to the needs and challenges faced by rural contexts' learners and aimed at achieving quality education in these schools. This gap contributes towards schools' failure to have more resources than what the state can provide. Due to the bleak future of the South Africa's economy, I argue here that there are very limited signs that the state will one day provide sufficient resources, which means there is a need to find ways through which SGBs and other stakeholders can mobilise resources in rural schools. It is also worth noting that rural schools should be central to resources' mobilisation strategies since research (Ebersöhn, Ferreira, 2012; Myende, 2015) proves that locally initiated strategies may lead to sustainability and sense of ownership. While research, as discussed above, shows that resources are scarce in rural schools, little is known about how resource mobilisation in schools within rural contexts can be enhanced. Thus, through critical emancipatory research (CER) and participatory research (PR), and drawing from the voice of school stakeholders in the rural context, this study tries to find ways through which schools within rural contexts can mobilise resources. It is believed that through this study, the empowerment of stakeholders from schools within rural context to mobilise their own resources may lead to sustainability.

1.3 Rationale for the study

I have worked in rural schools focussing on infrastructural fundraising and project management and observed that the scarcity of resources is not only limited to school infrastructure but extends to all other resources, coupled with lack of knowledge on how resource mobilisation in schools within rural contexts can be enhanced. I further observed that schools within rural contexts do not have a unified, credible voice that represent their interests and challenges. In addressing the above-mentioned gap, the study wish to seek ways through which the schools in rural contexts can identify and mobilise resources. Therefore, these experiences motivated me to conduct this study to provide strategies through which schools within the rural context can identify and mobilise resources. Research points out that resource mobilisation is a problem in schools but there are few if any studies that have explored what are these scarce resources and how they can be identified and mobilised, hence the call by Moletsane (2012).

1.4 Statement of the research problem

The National Treasury's 2017 Medium Term Budget Policy statement (MTBPS, 2017) reported slow economic growth. It stated that tax revenue was anticipated to fall short of the 2017 budget estimates by R50.8 billion in that financial year, shockingly a highest shortfall since the 2009 recession. Furthermore, economic growth projections in South Africa were revised downwards from 1.3% projected at the time of the budget to 0.7% for 2017. Recently, Statistics South Africa (Stats, 2018), indicates that the South African economy slipped into recession in the second quarter of 2018, shrinking by 0, 7% in the process. This study argues that the bleak economic state presented above implies that state resource allocation to state departments including schools will be extremely reduced. The South African Schools Act is clear that through school governing bodies (SGBs) schools are required to supplement their resources (RSA,1996b) but this is not happening. Given the current state of economy, the SGB task of supplementing resources is becoming a critical necessity if schools have to survive. On the other hand, the absence of an organised voice (SMO) representing interests and addressing challenges faced by schools within rural contexts also exacerbates this situation. While acknowledging that the South African Schools Act No.84 of 1996 (RSA, 1996b) is clear about resource mobilisation, research (Heystek, 2004; Dieltiens, 2005; Botha, 2006; Mestry, 2006; Grant-Lewis & Naidoo,2006; Brown & Duku, 2008) shows that SGBs in many South African schools in the rural context are not well equipped to execute their role including that of

supplementing resources. Therefore, the study argues that the responsibility of identifying and mobilising resources in schools within rural cannot be placed on the SGB only, but requires that all school stakeholders work collaboratively in performing this critical function. This study further argues that central to the effective participation of stakeholders in the mobilisation of resources is empowerment, which is lacking currently. Furthermore, this study maintains that the absence of a strategy or guide on how to identify and mobilise resources exacerbates resource scarcity and its challenges.

1.5 Purpose of the study

Given the issues pointed out above, the study's purpose is to explore and identify ways through which schools within rural contexts identify and mobilise resources. It focuses on the nature of resources within the rural context, the strategies used for identifying and mobilising resources within rural contexts, and the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for supporting educational processes, as well as the challenges experienced during resource identification and mobilisation.

1.6 The overarching research question

The overarching research question for this study is: What are possible strategies for identifying and mobilising resources for the sustainability of schools within the context of rural schools?

1.6.1 Specific research questions

Based on the above background and purpose, the following specific research questions guided this study:

- How do participants describe the nature of resources within the rural contexts?
- How do participants of this study describe the strategies used for identifying and mobilising resources within rural contexts they live in?
- How do participants characterise the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for educational processes?

- How do participants describe the challenges experienced during resource identification and mobilisation?

1.7 Significance of the study

Advocates of the resource mobilisation theory and the asset-based approach argue that every community has its own assets in the form of people and organisations that can possibly be used to change lives of people in those communities. Against a dominant discourse which suggest that rural communities, unlike other communities, lack resources and require external help to improve their education, some scholars, as demonstrated earlier in this chapter, have challenged this and argued that there are resources and assets in rural communities. This study extends this debate by engaging in processes that can help in creating awareness of exactly what resources are found in the context of rurality and how these resources can be identified and mobilised. This study further engages in understanding the conditions for success of strategies for identifying and mobilising resources within the context of rurality. This study is crucial in that it does not only create awareness that rurality has resources, but it further employs participatory methodologies that make rural people or rural school stakeholders central in understanding the nature of resources and how these resources can be identified and mobilised for the benefit of rural schools.

1.8 Clarification of key concepts

In this chapter, the clarification of concepts presents a snippet of what is covered in the next chapter, which is chapter two. The meaning of each concept is therefore discussed.

1.8.1 Conceptualising rurality and rural schools

This study is premised on the notion that rural communities and schools possess resources that can be identified and mobilised for their sustainability. The above stance, however, does not negate the fact that some rural schools may face challenges that impact on quality education. What this study does is to challenge deficient perspectives that define rurality and rural schools. In line with the asset-based conceptualisation of rurality, this study adopts the definition of rurality drawing from the Traditional Leadership and Governance Framework Act, No. 41 of 2003 (Republic of South Africa, 2003) and the KwaZulu-Natal Traditional Leadership and Governance Act, No. 5 of 2005 (KwaZulu-Natal Legislature 2005), also adopted in many

ground-breaking studies on rurality (Myende & Chikoko, 2014; Bhengu & Myende, 2015; Myende & Hlalele, 2018). These Acts define rurality to denote areas under the jurisdiction of Amakhosi (chiefs). Therefore, rural schools in this study are defined as those schools located in areas under the leadership and authority of Amakhosi (chiefs), referred to as traditional leadership in this study.

1.8.2 School leadership

In this study, school leadership is considered a critical asset in the identification and mobilisation of resources. The importance of school leadership in creating a vision, motivating followers and forming partnerships enact the foundation for the identification and mobilisation of resources (Stevens & Wildy, 2006). However, studies (Tsotetsi, van Wyk & Lemmer, 2008; Xaba, 2011; Rangongo, Mohlakwana & Beckmann, 2016) have shown that delegating school leadership to the school principal and the SGB alone especially in the task of mobilising resources has not yielded good results. This study therefore concurs with studies (Chikoko, 2018; Maringe, Masinire & Nkambule, 2015; Maringe & Moletsane, 2015) on leadership that ensures the functionality of schools within deprived context, which also includes rural schools in this study, when it argues for a special type of leadership that may enable such schools work to work. Studies on school leadership within South African context tend to emphasise the role of the school principal as the key factor and resource that determines school development (Kamper, 2008; Naidu, Joubert, Mestry, Masoge & Ngcobo, 2008). This study however argues that this tendency presents a leadership challenge where the school principal is placed on top of the hierarchy as the untouchable, while important stakeholders that may assist the school in the identification and mobilisation of resources are ignored and under-utilised. This study sees leadership as not concentrated on one person when it comes to the identification and mobilisation of resources. Therefore, school leadership is defined as a collective of networking school stakeholders with the sole aim of democratically leading and creating opportunities for the school (Harris, 2005; Williams, 2011).

Based on how I define leadership in this study, I argue for distributed leadership as the key leadership style well positioned to anchor resource mobilisation well. Harris and Lambert (2003) explain that distributed leadership expands boundaries of leadership and utilises a range of expertise, skills and knowledge from different role players. Therefore, different role players that may be engaged in the mobilisation of resources in schools within rural contexts are

referred to as school stakeholders in this study. The justification for advocating for distributional leadership and its relationship with the concept of school stakeholders in this study is further discussed in depth in chapter two.

1.8.3 Resources

This study argues that resources, especially the lack thereof, are central to the challenges of providing free and equal quality education in South Africa. Resources mobilisation theory (Edwards & McCarthy, 2004) posits that the success of social movements and organisations like schools relies on resources like time, money and skills and the capability to utilise these. Resource mobilisation theory classifies resources into five categories, which are material, human, social-organisational, cultural and moral resources (Tarrow, 1989; Kane & Edwards, 2014). While Kane and Edwards (2014) offer a detailed outline of resources that school stakeholders and education social movements (SMOs) can utilise in RMT to assist schools within rural contexts, the community capitals framework provided by Emery and Flora (2006) points us to further resources that can be mobilised. Myende (2014) argues that there are similarities between the community capitals framework and Mourad and Ways' (1998) classification of assets. Myende (2014) further maintains that the community capitals framework (CCF) recognises each community capital and further reveals which resources are available under each category of community capital. An in-depth discussion on resources is covered in chapter two under Section 2.7.

1.9 The overall structure of the study

Chapter One: provided an introduction and background to this study. The study purpose, which was to explore and identify ways through which schools within rural contexts can identify and mobilise resources, was highlighted. A background to the study is provided, expressing areas the study aims to address. The chapter further discusses the rationale to the study, which adds my individual experience of working with schools within rural contexts. The chapter discusses the statement of the problem, purpose of the study, the overarching research questions and specific research questions. The significance of the study and clarification of key concepts were discussed. The chapter concludes by providing a structure for the thesis.

Chapter Two: provides a critical review of international and local literature on resource mobilisation in schools and rural schools in particular. Firstly, I present a critical discussion on operational concepts used in the study and debates around them. I further link the discussion that unpacks the concept of rurality with a discussion of realities faced by rural schools. This is followed by a discussion on South African education policy perspectives around resource mobilisation in schools in general and perspectives around resource mobilisation within rural contexts. The chapter further reviews literature on the nature of resources within rural contexts. Strategies for identifying and mobilising resources are discussed, including a discussion on the conditions for success of strategies for identifying and mobilising resources. The chapter goes further to discuss challenges for identifying and mobilising resources within rural contexts. The last part of this chapter presents a critical discussion on the current debates on RMT and outlines the emerging themes from the literature in order to identify the gaps and position this study.

Chapter Three: presents a detailed discussion of the theoretical framework adopted in this study and provides a critical overview of literature on the asset-based approach and RMT. This is followed by a justification of using a triangulation of theories since two theories in the study were adopted. The two theoretical frames, which are resource mobilisation theory (RMT), and the asset-based approach, are critically discussed afterwards. The chapter further explains the link between the asset-based approach and RMT and their relevance to the study.

Chapter Four: describes the research plan and the research processes followed in order to understand how school stakeholders could mobilise resources in schools within rural contexts. ‘Research design’ and ‘methodology’ as the main concepts in this chapter are discussed. The chapter commences with a discussion of the research design and its relevance to the study after which the methodological purpose, preferences, and their justification for this study are discussed. Ethical considerations and measures to provide trustworthiness are also discussed.

Chapter Five: Deals with the first two research questions that explored the nature of resources that school stakeholders within the rural context identified and the strategies for identifying and mobilising resources that participants suggested can be used. The second part of the chapter deals with the last two research questions, which explore the conditions conducive to the success of strategies for identifying and mobilising resources. Lastly, the final question on the challenges for resource identification and mobilisation is explored. This chapter provides only

a descriptive presentation of data without in-depth interpretation. It provides the presentation, analysis and interpretation of data. Descriptive analysis is used here to describe the basic features of the data in the study (Best & Kahn, 2003). The theoretical framework and literature is only applied in chapter six, where I engage in second level analysis. This second level includes making meaning guided by the literature and the theories used as framework for the study.

This chapter presents Sites A, B and C as school sites that were constituted by the principal (A,B, C), SGB teacher component SGB T-A, B, C), SGB parent (SGB P-A, B, and C). The Municipality Communications Manager (MCM), Non-profit Organisation (NPO), A teacher Union (TU) and Corporate Social Investment Managers (CSI-A and CSI-B) as additional participants in this study.

Chapter Six: presents and discusses the findings emerging from the data as presented in chapter five. In presenting the findings, I use the themes that emerge in the presentation of data in chapter five. In contrast to chapter five, this chapter moves beyond the descriptive presentation of data by drawing from the literature reviewed, the theoretical framework and critical emancipatory research to understand and make meaning of the participants' views around the identification and mobilisation of resources within the rural contexts. The chapter is divided into four sections. The first part of the chapter looks into the nature of resources within the rural context of this study. The second part interrogates strategies used for identifying and mobilising resources within rural contexts they live in. The third part looks into the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for educational processes while the fourth part addresses the challenges experienced during resource identification and mobilisation.

Chapter Seven: concludes the thesis by presenting a summary of findings. In this chapter; I present and discuss findings using the four research questions (RQ1-RQ4) as headings and these are as follows: How do participants describe the nature of resources within the rural contexts? How do participants of this study describe the strategies used for identifying and mobilising resources within rural contexts they live in? How do participants characterise the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for educational processes? How do participants describe the challenges experienced during resource identification and mobilisation?

As I have explained in the introduction, each of the research questions was used as a section heading to organise the discussion of findings. The four stages towards the identification and mobilisation of resources are proposed in this study in chapter seven under Section 7.4 and further explained in depth under Sub-section 7.4.1 in the same chapter. A discussion on contributions made by the study, limitations and implications for further research is set out. A final message is presented, which concludes the study.

1.10 Chapter summary

This chapter provided a summary of this thesis. The purpose of the study was highlighted and a meticulous discussion of the background to the study is provided, expressing areas the study aims to address. The chapter further discusses the rationale to this study, which adds my individual experience working with schools within rural contexts. I further discuss the statement of the problem, purpose of the study, the overarching research questions and specific research questions. The significance of this study and clarification of key concepts were discussed. The chapter concludes by providing a structure or roadmap for the thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In Chapter One, I introduced the study with an aim to explain the research problem and focus. In this chapter, I provide a critical review of international and local literature on resource mobilisation in schools and rural schools in particular. First, I present a critical discussion on operational concepts used in the study and debates around them. Next, I link the discussion of rurality with a discussion of the realities faced by rural schools. This is followed by a discussion on South African education policy perspectives around resource mobilisation in schools in general and perspectives around resource mobilisation within rural contexts. This chapter further reviews literature on the nature of resources within rural contexts, strategies used for identifying and mobilising resources within rural contexts, conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for supporting educational processes and the challenges experienced during resource identifying and mobilisation. The last part of this chapter presents a critical discussion on the current debates on RMT and outlines the emerging themes from the literature in order to identify the gaps and position this study.

2.2 Unpacking the concept of rurality

Contestations around what constitutes the concept of rurality contributes to its inexactness throughout the world. According to Sauvageot and da Graça (2007), being rural as opposed to being urban is a characteristic that people associate with a locality, influenced by their own understanding and beliefs. Therefore, they argue that rurality may be defined in various ways and no universal definition has been adopted worldwide. Cloke (2006), writing from a United Kingdom's perspective, states that rural stands as a significant illusionary space, linked with cultural meanings varying from peaceful to suppressive conditions. Cloke (2006) posits that rural is a way of life preferred by some who envy a peaceful lifestyle that is different from the hectic urban centres. I note that rurality is defined as the opposite of urban, which further adds to the present ambiguity. I find the above comparison to be problematic when applying it to the South African context. This study argues that, even though there are people who opt for

rural lifestyle in South Africa, it cannot be ignored that rural occupation was to a certain extent imposed through apartheid draconian laws. Hlalele expresses this view clearly, when he opines that “rural occupation in South Africa is directly linked to apartheid and the colonial policies of dispossession, resettlement and a systematic exclusion from opportunities” (2014, p. 463). Adding to the ambiguity above is the deliberate disregard of the potential and resources that the rural context holds for the betterment of the community and schools within rural contexts.

Cloke (2006) further concedes that numerous understandings of rurality exist and provides three theoretical frameworks, which have been influential in constructing the conceptualisation of rurality. Firstly, Cloke (2006) points to the use of operational concepts to define rurality. Here, rurality is defined in terms of a landscape endowed with vast amounts of land mainly utilised for agriculture where residents uphold communal spirit and respect. The next conceptual feature draws from political-economic concepts to clarify the nature and position of the rural. This study argues that the above conceptual lenses emphasise the fact that rural areas are impacted by circumstances functioning outside the rural space. The third theoretical framing includes social constructions of rurality. In this instance, there is significant interest in how meanings of rurality are constructed, negotiated and experienced (Bunce, 2003). Philo (1992) argues that most accounts of rural life in Britain have viewed the link between culture and rurality from the perspective of typically white, male, middle class narratives. Philo (1992) points to the need to explore other windows into the rural world, hence my next section looks at rurality within the South African experience and context.

According to Nkambule, Balfour, Pillay and Moletsane (2011, p. 341) rurality and rural education have been marginalised bodies of knowledge in South Africa. They further lament the fact that, despite several interventions, education in rural areas continues to remain behind partly due to the scattered geographic location of schools, different learning styles and different learner social backgrounds. The 1997 Rural Development Framework for South Africa (RSA, 1997, p. 1) defines rural areas as dispersed populated areas in which people farm rely on available indigenous resources, with small villages and towns found in and around such rural localities. In addition, they include former homelands, created by the apartheid removals, which depend for their survival on migratory labour. It is important to note that this definition distinguishes rural areas from urban by emphasising the density of population and settlement patterns, the livelihoods and resources available, and the history of rural areas. This definition present two primary types of rural areas namely; commercial farming areas and the former

homelands or traditional authority areas (Goldman & Reynolds, 2007). Similarly, in this instance, the absence of an acceptable definition of urban and rural in South Africa remains problematic.

It is important to highlight the fact that rural occupation in South Africa directly links to apartheid and the colonial policies of dispossession, and a systematic exclusion from opportunities (DoE, 2005). Bundy (1988) and Moore (1984) remind that the South African 'rural' discourse presents deficiency narratives of poverty as a legacy of apartheid. Marsden (2006) argues that research on rurality need to consider a revised political economy of rural space; one, which captures the characteristic features of rural life but does not isolate it from broader social science theoretical and conceptual frameworks. Nkambule et al. (2011) explain that Marsden alludes to the challenges of rurality, but also bring awareness that the rural does not exist as a theory or methodology of interpreting physical features of space sense or theoretical sense. Balfour, Mitchell and Moletsane (2008) argue that most social theories tend to ignore the environment as actively involved in the development of the distinguishing qualities of the self and of communities. To address this gap, they cite Gallagher (1993) and Groenewald (2003), who call for the idea of place-conscious education, and Budge (2004, p. 3), who suggests the notion of a context in which local contextual issues are acknowledged. The study favours the above approach. Furthermore, the researcher decries the fact that debates on rurality continue to emphasise isolation, deprivation and deficit orientation. Similarly, Moletsane (2012) laments that deficit paradigms about rurality are also manifested in scholarly research where rural communities and schools are portrayed as unequal and inferior.

According to Odora-Hoppers (2005), theoretical constructs that are utilised to study rurality present a strong bias towards the rural space rather than towards rural inhabitants. Odora-Hoppers (2005) argues that this tendency results in generalisations around rurality where different qualities, capabilities and other contextual issues that exist in rural contexts are overly ignored. Therefore, the study rejects the perspective in which rural areas in South Africa continue to be defined as sources of agricultural or mineral wealth with cheap labour that endlessly serve urban centres (Nkambule et al., 2011). Bhengu (2005, p. 115-116) explains that in Kwazulu-Natal, "Zulus use three terms to describe a rural place, and the meanings are not the same, though they all link to poverty, underdevelopment and neglect. The first one is *Emaphandleni*, which suggests 'off the beaten track' and denotes a place isolated from resources; Secondly, is *Kwanjayiphume*, which refers to places where there is a lot of underfed domestic dogs that need to be constantly chased away inside the house. Lastly,

Emaqwaqwasini, a place characterised by infrastructural underdevelopment.” I argue that the way that rural communities of KwaZulu-Natal conceptualise rurality as presented above, is firmly entrenched within the deficit, needs-based approach.

This study argues that the above tends to entrench deficit narratives associated with rurality and further disregards the available resources and capacity of rural people to effect change in their own locality (Chikoko & Khanare, 2008). Moletsane (2012) cautions us that until we adopt lenses that conceptualise rurality from an asset-based approach orientation, little or no impact at all will manifest in rural areas and rural education. Moletsane (2012) stresses the importance of acknowledging available resources and local rural capacity (Kretzmann & McKnight, 1993) readily available within the asset-based approach characteristics of empowerment, building school-community relations and networks and forming partnerships (Ebersöhn & Mbetse, 2003). The rural development framework (RSA, 1997), defines rurality as a way of life, a mind-set that evolves around livestock, farming and reliance on indigenous and community resources. This study adopts the definition of rurality drawing from the Traditional Leadership and Governance Framework Act, No. 41 of 2003 (Republic of South Africa 2003) and the KwaZulu-Natal Traditional Leadership and Governance Act, No. 5 of 2005 (KwaZulu-Natal Legislature 2005), also adopted in many ground-breaking studies on rurality (Myende & Chikoko, 2014; Bhengu & Myende, 2015; Myende & Hlalele, 2018). These Acts define rurality to denote areas under the jurisdiction of Amakhosi (chiefs). This definition is adopted in this study because it does not emphasise the deficit conceptualisation of rurality but only stresses the form of leadership and the importance of acknowledging resources and capacities that exist within rural contexts.

2.3 Realities of rural schools

The previous section discussed the concept of rurality. It is therefore important to discuss how the conceptualisation of rurality informs what I regard as a ‘*rural school*’ in this study. Schools in SA are faced by very specific challenges in South Africa (Chisholm, 2004; Ebersöhn & Eloff, 2002), with the situation more dire in rural schools (Loots, Ebersöhn, Ferreira & Eloff, 2010). Schools within rural contexts are presented with challenges of poverty, infrastructural deprivation, limited access to health and welfare services, and financial deprivation (Howley & Howley, 2010). According to the National Education Infrastructure Management System (NEIMS) report (DoE, 2011), nearly 20% of South African schools have either unreliable or

no water supplies; half have no toilets, or only have pit latrines; and over 90% have neither a stocked, functioning library nor laboratories (Department of Basic Education, 2011).

According to Hlalele (2012), rural communities in South Africa may be characterised as having poor infrastructural development, lack of basic services at school level, which includes proper sanitation, running water, electricity, libraries and laboratories, and schools are often isolated from towns. According to DoE (2005), the most striking feature of rural communities in South Africa is poverty. They further add that the deprived rural context with its features of illiteracy and lack of resources in schools deepens challenges of ensuring that each school provides quality education. Therefore, the government efforts to equal and fair education within deprived contexts, and more specifically rural schools have yielded minimal change in South Africa since the dawn of democracy in 1994 (DoE, 2005; Gardiner, 2008, Chikoko, 2018). The study acknowledges the challenges faced by rural schools. However, this study cautions the importance of not falling into a discourse of rural deficiency. Instead, it encourages an asset-based approach to the identification and mobilisation of resources (Hlalele 2014; Ebersöhn & Ferreira 2012). Furthermore, the study argues that rural communities and schools cannot be generalised, which guides this study to remain focused on the specific context and space within which the rural schools in the study are located (Maringe, Masinire & Nkambule, 2015).

This study notes that the need for resource mobilisation and the challenge of resource scarcity and marginalisation in rural schools is not only limited to the South African context. A study conducted in southwest Washington State by Budge (2006) concludes that many communities and schools are deprived economically, which contributes to many social problems that affect schools and students' achievement in the rural contexts. In the same study, Budge (2006) further notes that, in general, rural economies, dependent upon agriculture or extraction of natural resources, are weak throughout the nation. In rural Eritrea, Belay, Ghebreamichael, Ghebreselassie, Holmes and White (2007) allude to the fact that many children have to walk to school, with journeys of over an hour, which means that learners are tired by the time they start class. They also note the lack of teaching aids in rural schools of Eritrea. Research in rural school settings in Sweden by Aberg-Bengtsson (2009) reflects that rural people and people in sparsely populated districts tend to be marginalised in many respects. Aberg-Bengtsson (2009) highlight the fact that, even in highly modernised first world countries like Sweden, rural people are marginalised merely because they are from a rural setting. Cheung and Chan (2007), in a study investigating educational expenditure and pupil-teacher

ratio in China and other countries, cite Peters and Hall's (2004) study indicating that, to raise education quality, factors such as resources and internal systems must be available to achieve favourable educational outcomes. These cannot be achieved for as long rural schools are deprived in terms of resources to achieve quality education.

According to Mollenkopf (2009), the characteristics of rurality that impact on the quality of education include a lack of qualified teachers, multi-grade teaching, unrealistic teacher-learner ratios and learners who are sometimes bread-winners or have become heads of their households. On the other side of the coin, teachers are overburdened and demoralised by working conditions (Mollenkopf, 2009). Furthermore, Mollenkopf (2009) argues that, even when teachers are willing to work in rural areas, working conditions are likely to make them reluctant to stay for the long term given the fact that there are no salary perks to teaching in rural areas.

According to Johnson and Strange (2007), rural schools have unique needs that affect their education. Rural schools have also experienced challenges linked to increasing costs and other basic expenses (Williams & Nierengarten, 2010). Bryant (2010) cautions that a one-size-fits-all solution will never be ideal in terms of addressing the resource needs of marginalised schools within rural contexts. The Ministry of Education concedes that a special focus on rural education for focussed interventions without making available different education may restrict education for rural communities (DoE, 2005). This study argues that the primary hindrance of rural education is ignorance of the conditions that pertain in rural areas and schools and the absence of rural interventions that acknowledge the strengths and resources in these communities. McQuaide (2009) states that the lack of qualified teachers is one of the most crucial factors hindering the development of basic education in rural areas. This study advocates partnerships between government departments and other school stakeholders in addressing resource scarcity and the challenges faced by rural schools. Helge (1985) concurs with the above view when he proposes the implementation of a holistic approach, which implies collaboration among relevant stakeholders such as the Ministries of Rural Development and Land Reform, Basic Education, Social Development, and Roads and Transport. Furthermore, Helge (1985) argues that various agencies, depending on the unique and relevant attributes of a particular rural community, need to form partnership to address rural education issues. It is mainly in line with the above argument that this study amplifies the

voices of all school stakeholders in identifying and mobilising resources in schools within rural contexts. In the next section, I discuss the discourse around resource mobilisation.

2.4 Discourses around resource mobilisation

Chaim (2011) cautions us that ‘very often, people equate the term “resource mobilisation” with fund raising’. Chaim (2011) further adds that fundraising is only a part of resource mobilisation; in fact, it can be an outcome of resource mobilisation efforts. The statement from Chaim (2011) above emphasises that resource mobilisation goes beyond just rand and cents but includes building valuable contacts and networks, and garnering the interest, support, and in kind contributions of people, organisations and partnerships important to your organisation. This study agrees that resource mobilisation goes beyond fund raising but it involves building relationships and lasting partnerships aimed at identifying and mobilising resources for schools within rural contexts. According to Fuchs (2006), the term ‘*social movement*’ (SMO) refers to a purposeful, voluntary effort to mobilise individuals to act collaboratively to amass group influence that will enable them to make or block changes. Fuchs (2006) adds that social movements are power-oriented groups rather than participation-oriented movements, meaning that the group actions of social movements are not necessarily of primary benefit to individual members, but instead serve the groups’ larger goals. Fuchs (2006) states that, when applying resource mobilisation theory to a social movement, sociologists examine how the movement mobilises resources and what political opportunities it creates or tap into, hence the political discussion in the previous section. Fuchs (2006) further argues that resource mobilisation theorists look for proof of material resource used, including material resources like money, institutions, human resources, communication channels and non-material resources networks and authority.

Current resource mobilisation theory debates recognise the importance of influential leadership for motivating members to mobilise resources (Fuchs, 2006), hence the discussion on moral resources earlier in this chapter. Chaim (2011) writes that organisations should make adequate preparations for resource mobilisation to be effective and ensure they maximise all opportunities. Chaim (2011) argues that an organisation’s resource mobilisation plan should be tightly integrated with their organisational strategic and communication plan. Chaim (2011) further maintains that if an organisation is well-managed and conveys its key messages

effectively to its target audiences, it will be more successful in raising resources. According to Chaim (2011), a resource mobilisation plan must follow closely the vision, mission, and goals of the organisation and articulate specific objectives for raising those resources.

Another reason why the resource mobilisation plan must be closely linked to the strategic plan of an organisation is that the management team must be fully involved in the resource mobilisation planning (Fuchs, 2006). Like marketing, resource mobilisation is a function that is not just left to the resource mobilisation team (Chaim, 2011). Therefore, all school stakeholders must be aware of the objectives of the RM plan and the role they are expected to play in its execution. Central to RM is the agreement from different scholars (Tilly, 1998; Fuchs, 2006; Edwards & Kane, 2014) that RM is more than raising money and involves enlisting all necessary resources, be they human, material or services, ready for action to achieve specific goals. The traditional resource mobilisation definitions only mention three types of resources namely money, people and organisations (Edwards & Kane, 2014). This is a limited scope of resource types available for SMO's. Closing this gap, Bourdieu (1986), Coleman (1988) and Lin (2001) extended the scope on the type of resources and came up with five resource types namely; material, human, social-organisational, cultural and moral resources. This has put current RMT in a better position in terms of casting its net wide when it comes to the different types of resources that can be mobilised by schools within rural contexts. The next section discusses resource mobilisation in schools and address the relevant conventions and policies.

2.5 Resource mobilisation in schools: Conventions

Article 26 of the Universal Declaration of Human Rights acknowledges education as a fundamental human right that is crucial for sustainable development (UN, 2013a). There is general acceptance on the critical role of education for human well-being (Glewwe & Kremer, 2005). The world has missed the 2015 Millennium Development Goals (MDGs) and the UNESCO-led Education for All (EFA) goals deadline. The EFA global monitoring report (2010) cautioned some time ago that, without added resource mobilisation efforts, an estimated 56 million children will remain out of school and 710 million adults will be without basic literacy skills in 2015. According to the EFA Global monitoring report (2010), there are many reasons why the education sector should prioritise resource mobilisation. The first is that, despite the progress achieved, we are facing a crisis in relation to the EFA goals after missing

the 2015 deadline, which manifests itself in the number of children out of school, in the quality of education and many other aspects. A central part of this crisis is finance constraints that resource mobilisation can help untangle and address. Regarding education in the context of MDGs, I argue that virtually no MDG can be achieved if we do not get education right. Watkins, in the EFA monitoring report (2010), argues for innovative financing for education and cautions that without education we will not achieve the poverty reduction goal, the nutrition goal, the child mortality goal and the maternity goal. Watkins further maintains the world needs to make the argument that if we leave education out of innovative resource mobilisation strategies, there will be a very high price to pay, not just in education but across the other MDGs as well.

The Bill of Rights in the Constitution of the Republic of South Africa, Act No. 108 of 1996, Sub-Section 1 of Section 29 (RSA, 1996a) establishes the right to education in these terms: “Everyone has the right-(a) to a basic education, including adult basic education; and (b) to further education, which the state, through reasonable measures’ must make progressively available and accessible”. The South African Government (Government Gazette, 1998, p. 22) recognises resource scarcity in schools and includes ‘provision for water, electricity, sewage and telephone services on site, and connections to mains services where these are provided to the school site’ as part of its capital programme. Conradie (2001, p. 87) points out that the South African Schools Act of 1996 (RSA, 1996b) stipulates that ‘The State must fund public schools from public revenues on an equitable basis in order to ensure the proper exercise of the rights of learners to education and to redress the inequalities of the past’. However, this study argues that rural social movement organisations (SMOs), in collaboration with leaders and all other school stakeholders, should supplement state resources through identifying and mobilising resources. The Department of Education (1997a, p. 38) is emphatic that governing bodies must raise money to supplement the state contribution and stipulates that, ‘each governing body must make plans to obtain more money and other facilities to improve the quality of education at the school.’ It is important to mention that governing bodies are not required to charge school fees. This then necessitates innovative resource mobilisation strategies on the part of the governing body in its role to supplement the state contribution and sustain the school, hence the importance of this study. While government spending on education has increased to 6.6% of the country’s GDP and 17.7% of total government spending (SA Info, 2007), South Africa remains behind in international comparisons and has failed dismally to improve the performance of historically disadvantaged learners, including in

schools within rural contexts (Soudien, 2007). Upon reviewing policy documents, the researcher noticed that the Department of Basic Education's plan, the Basic Accord, the Quality Learning and Teaching Campaign (QLTC) and the National Development Plan, all point to the need for resource mobilisation in addressing present educational challenges. Thus, the following section discusses policy perspectives around resource mobilisation within rural contexts, especially within the South African context.

2.6 Resource mobilisation for rural schools: Policy provisions

The Preamble of the South African Schools Act No.84 of 1996 (SASA) (RSA, 1996b) states that South Africa needs a revamped education system that will address the inequalities of the past and aim for the provision of quality education for all that creates high achieving learners with talent and abilities. While there is an argument for redress and provision of high quality education, SASA places little emphasis on the importance of resource mobilisation in the attainment of this ideal vision. Thus, I argue that its fulfilment hinges on effective identification and mobilisation of resources in schools within rural contexts. The failure of national education policies is glaringly evident in rural areas (Harley & Wedekind, 2004; Joseph, 2007). I maintain that rural education continues to remain behind in terms of development advances in South Africa as a whole. This is despite the governments' initiatives at addressing the challenges of rurality and rural education (DoE, 2005). Balfour, Mitchell and Moletsane (2008) also argue along the same lines that, despite such initiatives undertaken to address the needs specific to rural areas rural, minimal progress has been made. These scholars maintain that government commitment to universal access to education, written into the Constitution, remains unfulfilled for large numbers of children, youths and adults living in rural areas.

Published studies that focus on rural education; these include the *Emerging Voices Report* (NMF, 2005) and *Challenges and Issues facing Education in South Africa* (Africa Institute of South Africa, 2014), show attention was given to the challenges and problems associated with rurality as a learned and lived experience. According to Joseph (2007), the apartheid regime preferred communities with high-quality facilities, equipment and resources. Joseph (2007) adds that fund-raising by SGBs, including corporate sponsorships and learner fee income, have enabled advantaged schools to beef up their facilities, equipment and learning resources, including funding and support for cultural and sporting activities. Further, Joseph (2007) argues that financially deprived people in former Bantustan areas, have contributed vast amounts of

their personal income over many decades to the building, maintenance and renovations of schools, including volunteering their manual labour. SASA further states that too many schools in poor rural contexts still endure the consequences of overcrowded classrooms, lamentable physical conditions, and limited learning resources, despite several government interventions, and many school building projects.

According to Joseph (2007), despite all the above hindering circumstances, educators and learners in previously disadvantaged schools are expected to achieve the same levels of learning and teaching as their fellow learners in urban schools. Furthermore, the National Education Policy Act, 1996 Act No. 27 of 1996 (RSA, 1996b) of the national norms and standards for school funding in personnel policy embodies key principles. These are (a) schools must be equipped with an sufficient number of educator and non-educator personnel (b) such staff members must be equitably shared according to the educational requirements of the schools, and (c) provincial budgets must sustainably factor in the cost of staff establishment. However, the National Education Policy Act, 1996 Act No. 27 of 1996 (RSA, 1996b) states that the allocation of non-teaching staff to schools, including administrative and support staff especially in rural schools, is extremely uneven. This study laments the fact that the provision of such personnel has been constantly scarce in schools within rural contexts and argue for equitable provision of non-educator personal in all schools as stipulated in the above Act. Therefore, there is a gap in literature in terms of how schools within rural contexts may mobilise resources to address the challenge of limited non-teaching personnel.

It is important to further note that universal legal instruments, constitutional obligations, and indispensable rights around education rights allows individuals and groups to hold governments accountable for the realisation of rights (Spren & Vally, 2006). Keet (2005, cited in Spren & Vally, 2006) examines the contestations in the human rights discourse of education rights as public good. Zooming on South Africa, Keet (2005) shows how ‘education as a human right’ remains unattainable and why it has failed to prevent the commercialisation of education and the attainment of social, economic justice. I argue that resource mobilisation is a catalyst and a vehicle towards addressing the failures of education policies and laws thus deliver on fulfilment of education rights for schools within rural contexts. There is a need for research addressing the gap and absence of education policies in South Africa that support and inform RM in schools in general and specifically schools within rural contexts. According to McQuaide (2009), vast differences in access to quality education are still predominant in rural

areas to this day. In the same vein, Malhoit (2005) posits that society’s obligation to educate learners should not depend on whether a child attends schooling within a rural or urban context.

According to Motala and Pampallis (2002), equity and redress are critical in ensuring fair and just resource allocation in education. Therefore, in its quest to mitigate inequalities in education funding in South Africa, government unveiled the National Norms and Standards for School Funding (NNSSF, RSA, 1998a). In terms of this policy, schools are divided into five categories, or ‘quintiles’ and the poorest schools receive seven times more funding per learner than the richest schools. The NNSSF (RSA, 1998a) further stipulates that each provincial education department (PED) be required to produce a “resource targeting list” of all schools in its province, sorted on the conditions at the school and the poverty of the community served by the school, to produce five groups of schools. Table 2.1 presents the target amounts for school allocation in terms of Paragraph 110 of the NNSSF, the National Targets Table published in Government Notice No. 12. (RSA, 2014).

| | 2015 | 2016 | 2017 |
|---|----------|----------|----------|
| NQ 1 | R 1 116 | R 1 177 | R 1 242 |
| NQ 2 | R 1 116 | R 1 177 | R 1 242 |
| NQ 3 | R 1 116 | R 1 177 | R 1 242 |
| NQ 4 | R 559 | R 590 | R 622 |
| NQ 5 | R 193 | R 204 | R 215 |
| No fee threshold | R 1 116 | R 1 177 | R 1242 |
| Small schools: National fixed amount | R 25 843 | R 27 264 | R 28 764 |

Table 2.1 National table of targets for school allocation (RSA, 2014)

The allocated amounts in the table above correspond to the school quintiles, from poorest to least poor in column 1 of the table. In terms of the Act, resource allocation is based on the above list. According to UNICEF (2009), the quintile system has served its intended purpose.

This study favours this approach because it provides support and resources to schools that were previously disadvantaged and that remain on the periphery in terms of the resources required for quality education. However commendable the quintile system, there is still more ground to cover in order to achieve quality education in schools within rural contexts. Cebekhulu (2015) identifies irregularities caused by the categorisation of schools into quintiles, especially in relation to allocation of financial resources. There is a gap in literature that addresses the shortcomings of the quantile system in SA and resource allocation. It is against this background that this study advocates for resource mobilisation as a solution that may provide sustainable quality education in rural schools through harnessing required resources. Next, I discuss the nature of resources within rural contexts.

2.7 The nature of resources

This review explores the nature of resources found within resource mobilisation theory, tiers of community assets and the community capitals framework.

2.7.1 Resources within RMT

Resources are a key defining concept in RMT, acknowledged to be the required link between a desire for change and the ability to mobilise around that desire (Zald & McCarthy, 2002). This study argues that RMT goes beyond fund raising and entails obtaining various resources from a multitude of partners, by different means (Zald & McCarthy, 2002). According to Batti (2014), fundraising implies that funds are elsewhere and strategies need to be explored to access the funds. On the other hand, resource mobilisation presents two important concepts; one is that non-financial resources play a critical role and secondly some resources can be mobilised by the organisation and people internally rather than sourced from others.

Edwards and Kane (2014) write that social movement research continues to examine the importance of resources, focusing on three broad types: money, people, and organisations. It is important to mention that RMT analysts managed to benefit from social science who eloquently theorised forms of capital (Bourdieu, 1986; Coleman, 1988; Lin, 2001). As stated by Edwards and Kane (2014), the contribution by social scientists above has increased the identification, and characterisation of resource types to five, which are material, human, social-organisational, cultural and moral resources in this study. They further maintain that resource mobilisation

theory argues that social movements succeed through the effective mobilisation of resources and the development of political opportunities for members. I argue that for schools and school leadership within rural contexts to be in a position to identify and mobilise resources there should be a clear understanding and awareness on the different types of resources in RMT literature hence the discussion of these next.

2.7.1.1 Material resources

This category of material resources includes what in economics terms is referred to as financial and physical capital (Edwards and Kane, 2014). For example, in this study these may include financial resources that may be used by the school, school infrastructure, equipment and operational supplies required by schools to function on a day-to-day basis. They caution that the importance of financial resources for social movements should not be underplayed, because for social movements to mobilise, they require financial resources. They further add that material resources have received much focus because they are visible and when it comes to material resources these can be easily multiplied and utilised to acquire more resources. For example, schools may hire out school premises to acquire more monetary resources and they may engage in income generating projects to mobilise more monetary resources for the school

2.7.1.2 Human resources

According to Edwards and Kane (2014), human resources, like material resources, are more solid and easier to verify than the three resource types to be discussed below. They state that this category includes resources like labour, experience, skills, and knowledge. They also include leadership in this category because it influences numerous other human resources involved in the mobilisation of resources. This implies that the type of leadership in schools within rural contexts influences either the success or failure of resource mobilisation efforts. Therefore, this study argues here that the acknowledgement and management of school stakeholders as a collective force in the mobilisation of resources remains critical. According to Fetner and Kush (2008), human beings as a resource may be enlisted to support resource mobilisation efforts. Resource mobilisation theorists (Edwards; McCarthy, 2004; Kane, 2010, 2013) argue that new and existing networks, partnerships, and affiliation to effective organisations that advance mobilisation of resources are critical for social movements and organisations like schools to thrive. The next section expands on ideas that deal with social and organisational resources.

2.7.1.3 Social-organisational resources

According to McCarthy (1996), social-organisational resources serve as resource mobilising mechanisms critical for social movements and any organisation to work. These include infrastructure, coalitions, partnerships and pressure groups. Edwards and Kane (2014) point to the fact that these resources may be manipulated and controlled by those that are in power. In essence, access to these resources can be used as a tool to marginalise and exclude others, as in the case of rural communities and schools in this study. Services such as water and sanitation, roads, sidewalks, internet, libraries and school laboratories are all equivalent to social-organisational resources (McCarthy, 1987). In this study, I argue that in South Africa, exclusionary practices imbedded in the apartheid past denied access to these resources and created marginalised rural communities and schools in the process (NMF, 2005; Gardiner, 2008). Tilly (1998) stresses the above point and states that resources residing under social-organisational resources can be withheld by those in power and denied to those perceived as outsiders or different from those in power. The researcher argues here that it is similar patterns of exclusionary practices that have resulted in an unequal society in South Africa, and more so when it comes to rural communities and schools.

2.7.1.4 Cultural resources

Edwards and Kane (2014), suggests that culture may include acknowledged and ignored symbols, beliefs, values, identities, and behavioural norms of a group of people that anchors their behaviours and how they interact with the environment and socially. Therefore, culture is a reserve supply of resources ready for use by school stakeholders in schools within rural contexts in much the same way as the kinds of structural resources discussed above (Williams, 1995). Edwards and Kane (2014) advise that cultural resources are neither equally distributed socially, within a given space, nor universally accessible to potential movement actors and organisations. Therefore, this study argues that schools within rural contexts should be aware of the cultural resources within their context and utilise them to advance the mobilisation of resource. Music, literature, web pages, or films and videos as cultural products assist in socialisation and encourage the capacity of social movements and organisations to engage into collective action that will leverage required resources (Edwards & Kane, 2014). It is against

this background that schools within rural contexts need to be aware of cultural resources available at their disposal and utilise them to enhance resource mobilisation efforts.

2.7.1.5 Moral resources

Literature views moral resources as including legitimacy, authenticity, solidary, sympathetic support, and celebrity (Cress and Snow, 1996). Corte (2013) maintains that moral resources may be found at the organisational level with the sole aim of benefitting social and political movements. For example, moral resources may endorse a specific campaign to benefit a social movement (SMO) or organisation and increase their popularity through utilising celebrities and people who are champions (Cress & Snow, 1996; Corte, 2013). In an effort to leverage moral resources for mobilising, this study argues that schools within rural contexts need to identify individuals and organisations with public appeal that can serve as champions for their resource mobilisation initiatives.

While Edwards and Kane (2014) offer a detailed outline of resources that school stakeholders and education social movements (SMOs) can utilise in RMT to assist schools within rural contexts to identify and mobilise resources, the community capitals framework provided by Emery and Flora (2006, p. 20-21) points to further resources that can be mobilised. Myende (2014) advises that there are similarities between the community capitals framework and Mourad and Ways' (1998) classification of assets. Myende (2014) further maintains that the community capitals framework (CCF) provides each community capital and further reveals which resources are available under each category of community capital. An in-depth discussion on resources found within the community capitals framework is discussed next.

2.7.2 Tiers of community assets

Chikoko and Khanare (2012), drawing from Mourad and Ways (1998), suggest that there are three tiers of assets and these are classified as resources that can be mobilised by school stakeholders in this study. In their study that investigated school assets that may address challenges of HIV and Aids, they found that school management teams (SMTs) relied more on external resources. Their study highlights the importance of harnessing resources from all tiers but placing more focus on starting from inner strengths and capabilities. Their study brings to our attention the tiers of community assets (Chikoko & Khanare, 2012). The focus of their

study was on addressing challenges of HIV and AIDS, but I argue here that school stakeholders may utilise a similar approach in the identification and mobilisation of resources in their context. According to Mourad and Ways (1998), the three tiers of community assets include the primary as those immediately accessible to the community, the secondary, which is close to immediate, and external tiers, which are found exterior to the community. The primary assets classified in this study as resources that may be accessed without difficulty may include school infrastructure, principal, learners, SMT and other stakeholders who may be actively involved in mobilising resources. The secondary layer of assets, according to Chikoko and Khanare (2012), includes those organisations that are found within the community but not controlled by the school. These include faith-based organisations, community members, traditional leadership and local business.

The last layer, which is the external layer of resources, is characterised as those that are outside the community and remain controlled and owned externally. These include private businesses, national corporate business and non-profit organisations. These authors however caution that concentrating on the primary level of resources within the tiers of assets does not imply that rural schools do not need to tap into external resources located within the last layer. They argue that communities should harness external resources guided by their own internal agenda and rationale in terms of how these may be utilised. Chikoko and Khanare (2012) present a useful description of resources available within the tiers of community assets above. Therefore, it is hoped that school stakeholders in this study may tap into the three layers of resources presented here and move with the task of mobilising resources for the sustainability of schools in their context. The community capitals framework (Emery & Flora, 2006) discussed next further recognises resources found in communities that may be utilised by the school stakeholders in this study in identifying and mobilising resources.

2.7.3 Community Capitals Framework (CCF)

The community capitals framework is reviewed in this study because of its focus on the resources and not the needs within rural contexts. According to Emery and Flora (2006), the community capitals framework provides a tool to analyse socio-economic development initiatives from a systems perspective. Therefore, school leaders together with all school stakeholders can identify assets in different capitals through CCF and utilise them for the identification and mobilisation of resources.

SEVEN COMMUNITY CAPITALS

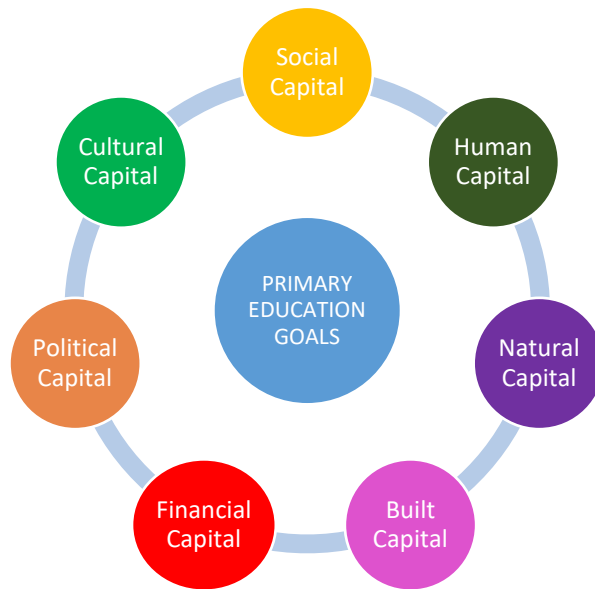


Figure 1: Adapted from Emery & Flora (2006, p.21)

Seven different community capitals that may be utilised by school stakeholders in the identification and mobilisation of resources in schools within rural contexts are discussed below. They include natural, cultural, built, human, political, financial and social capitals. This study will further identify resources from the cultural wealth model (Yosso, 2005) that may enrich and complement the CCF framework in the identification and mobilisation of resources.

2.7.3.1 Natural capital

Natural capital refers to assets that are linked to the geographical location and include climate, isolation of the locality, natural resources and beauty of the place (Emery and Flora, 2006, p. 20). Sugar cane, maize and timber farming has attracted both subsistence and commercial farmers to the rural context in this study. The natural wildlife in the area has also attracted many tourists that visit to explore its natural beauty. This appears to present a good opportunity for corporate social investment and school-community partnerships to flourish.

2.7.3.2 Cultural capital

This concept refers to how people interact with and understand their world in relation to education. It affects what voices are heard and which voices are silenced (Emery & Flora, 2006). This study suggests that cultural capital may enable school stakeholders to attract school-community partnerships in all three-community tier levels (Mourad & Ways, 1998) in their

efforts to identify and mobilise resources. Drawing from Yosso (2005), navigational capital, which refers to the skills of navigating through social institutions, seems necessary to complement cultural capital as school stakeholders engage communities, organisations and government in the identification and mobilisation of resources.

2.7.3.3. Built capital

Built capital relates to the infrastructure that enables the provision of quality education in schools within rural contexts (Emery & Flora, 2006). Yosso (2005) also identifies this resource as fundamental for all communities. Ebersöhn and Ferreira (2012) posit that school infrastructure presents itself as a major challenge in schools within rural contexts. Yosso (2005, p. 79) defines “familial capital as consciousness that can be fostered within and between families, as well as through sports, school, religious gatherings and other social community settings. Isolation is reduced as families ‘become connected with others around common issues’ and realise they are ‘not alone in dealing with their problems.’” It appears that familial capital may complement infrastructural capital well in schools within rural contexts where parental and family involvement seeks to address school infrastructural challenges. At this stage, this study is not in a position to confirm if the challenge of school infrastructure also applies to the context under study.

2.7.3.4 Human capital

As conceptualised by Emery and Flora (2006, p. 21), human capital “refers to the skills and abilities of people to develop and enhance their resources and to access outside resources and bodies of knowledge in order to increase their understanding, identify promising practices, and to access data for community-building.” Lindeque and Vandeyar (2004) lament that the rural environment is obviously less rich not only in terms of human resources but also in instructional, structural as well as livelihood resources. Therefore, the resource mobilisation theory and the asset-based approach in this study sees the need for strong human capital on the part of the school principal, SMT, SGB and all other school stakeholders as critical in identifying and mobilising resources.

2.7.3.5 Political capital

This reflects access to power, organisations and connections to resources. Furthermore, political capital refers to the ability of people to find their own voice and to engage in actions that contribute to the wellbeing of the community (Emery & Flora, 2006, p. 21). Myende (2014)

notes that traditional leaders and traditional leadership structures lead in many rural contexts and may be critical in connecting schools with powerful structures. This leadership and advocacy role of traditional leadership appears to be a necessary ingredient in identifying and mobilising resources for schools within rural contexts. In the same vein, Yosso (2005) provides us with the concept of resistant capital, which is “those knowledge’s and skills fostered through oppositional behaviour that challenges inequality”. This study sees the two capitals as complementing each other very well and necessary for the establishment of education social movements (SMOs) that will challenge inequalities and resource scarcity experienced by schools within rural contexts. Furthermore, traditional leadership in South Africa, although some became stooges of the apartheid government, seem to have always utilised resistant capital in challenging the exploitation of rural culture and capital for the benefit of urbanisation (Ntsebenza, 2002). Therefore, revitalisation of political capital and resistant capital may lead to rural activism that may usher in powerful SMOs who may have the support of traditional leadership and are able to engage at national, provincial and local municipality level on issues around the identification and mobilisation of resources.

2.7.3.6 Financial capital

Financial capital refers to financial resources available to invest in school-community capacity and future community development. The asset-based approach suggests that primary tier assets have to be identified and mobilised first, before moving to the second and third tier of assets (Kretzmann & McKnight, 1993). A number of studies (Statistics South Africa, 2015; Ebersöhn & Ferreira, 2012) lament the limited financial capital found in most rural contexts due to unemployment and poverty, which makes the mandated task of SGBs to mobilise financial resources at primary tier level first, a challenging one. Therefore, it seems necessary for school stakeholders as a whole, not only the SGBs, to be part of the identification and the mobilisation of resources to ensure effectiveness. This further appears to necessitate the formation of education social movements for and by school stakeholders to support and give a collective voice to school challenges and efforts to mobilise resources at all three tier levels.

2.7.3.7 Social capital

This concept refers to the connections between people and organisations that enable positive and negative things to happen (Emery & Flora, 2006, p. 21). Literature (NMF, 2005; Gardiner, 2008), in chapter one revealed rural communities to be marginalised with resources far away from them. However, Emery and Flora (2006) above point to the fact that rural communities

are rich in terms of social capital resources. Furthermore, Chikoko and Khanare's (2012) tiers of community assets discussed earlier in this chapter confirm the existence of social capital resources within rural contexts. They refer to traditional leadership, faith-based organisations, individuals and community organisations as resources that may be harnessed within rural contexts. Eloff (2003) emphasises the importance of relationship building and states that individuals and local organisations need to build and rebuild relationships that acknowledges the talent and capabilities of all stakeholders. Hlalele (2012) points to the strong social cohesion that exist among rural communities and the fact that rural communities have always supported education in their areas. Bett (2016) maintains that social capital is a consequence of social relationships that foster cooperation for mutual benefit. Bett (2016) further states that social capital is a resource that can be used to support and enable the mobilisation of resources for quality education. Therefore, this study acknowledges the importance of social capital but further expresses keen interest in exploring how school stakeholders may utilise this resource as a strategy for the mobilisation of resources. The next section discussed strategies for mobilising resources within rural contexts.

2.8 Strategies for mobilising resources

In the previous section, this study explored the nature of resources that may be utilised for the mobilisation of resources within rural contexts. In this section, the study discusses strategies used for identifying and mobilising resources within rural contexts. In terms of 'the resource-based approach' strategy, strategy is about capitalising on the strategic capability of the school, in terms of its resources, and competences, to provide competitive advantages and usher in new possibilities for mobilising resources (Zafar, Babar & Abbas, 2013). This requires establishing mutual relations with different stakeholders, including relations with for-profit organisations, state institutions, faith-based organisations and other organisations, working with other teaching and learning institutions, parental engagement, working with indigenous leaders, creating school coordinated multi-stakeholder platforms, school-based capital generating initiatives, local government coordinated stakeholders meetings.

2.8.1 Establishing mutual relations with different stakeholders

It is important to acknowledge the fact that the South African government has made some strides in terms of educational reforms moving away from the discriminatory education system of the past (Prew & Maringe, 2014; Chikoko, 2018). One of the approaches that have gained prominence in terms of the provision of quality education is that of forming mutual relations with different stakeholders (Dyson & Todd, 2011). This study argues here that these relations are critical to the establishment of what is prominently known as school-community partnership. Melaville (1998) defines school-community partnerships as intentional efforts to create longstanding relationships among schools or school districts and organisations in the local community. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) define the concept 'school-community partnership' as a relationship between the community and the school that is characterised by mutual provision of services. The above definitions suggests that establishing mutual relations with different stakeholders support student learning, improve schools and assist families (Stefanski & Johnson, 2014). Bhengu and Svove (2018) emphasise the importance of school-community partnerships in transforming education through school community partnerships, in a study conducted within the ECD sector in Zimbabwe. They argue that schools need to utilise school-community partnerships that involve parents, business, traditional leadership, government organisations and faith-based organisations as a strategy for securing ECD resources.

The South African Schools Act No. 84 of 1996 (SASA) (RSA, 1996b) acknowledges the role of all stakeholders (teachers, non-teaching staff, parents, SGB members and other members of the community) in the education of a child. Schools require additional resources including increased and improved involvement of stakeholders in the community (Anderson-Butcher, Dawn, Stetler & Midle, 2006; Kalenga & Chikoko, 2014). Research (NMF, 2005; Lemmer, 2007; Naidu et al., 2008; Myende, 2012) shows that charity organisations, faith-based organisations, local business, local government agencies parents and families form a crucial component of school community assets and they can contribute to improving learner's academic performance. Ngidi and Qwabe (2006) assert that school-community partnership can help develop and nurture a favourable school environment for learning and teaching. School-community partnerships enable parents to play many roles including governance and support. One crucial element of these relationships is that they create the link between the schools and their communities such that schools can access resources beyond their boundaries (Myende &

Chikoko, 2014; Bhengu & Myende, 2015). Ngidi and Qwabe (2006) however caution that in developing mutual relations the roles of partners must be carefully fulfilled and managed to yield better results. In the next section, this study explores different types of strategies that stakeholders may pursue in mobilising resources within mutual relations formed with different stakeholders. These are establishing relations with for-profit organisations, state institutions, faith-based organisations, other organisations, working with other teaching and learning institutions, parental engagement and indigenous leaders as a strategy, creating school coordinated multi-stakeholder platforms, school based initiatives for generating capital and local government coordinated stakeholders meetings.

2.8.1.1. Establishing relations with profit generating organisations and state institutions

According to Myende and Chikoko (2014), rural schools can tap resources from public and private sector. On the other hand, Woodrum (2011) and Mahlomaholo (2012) argue that rural areas, in contrast to urban areas, are not close to government power as they lie on the margins of social, educational, political and economic resources. The Nelson Mandela Foundation (2005) study describe rural schools as located *Emaphandleni*, which means where there is dust, isolation, deprivation and distance from resources. Similarly, Jacklin (1995), Bourdieu (1999) and Westaway (2012) state that there is a wide distance between rural schools and both private and public resources. They posit that the geographical and spatial location of rural communities and schools, far from government, academic and business centres, is reflected in their distance from power and influence. Du Plessis (2014) defines rural schools as schools that are found in the margins of the country where resources are difficult to obtain. Chikoko and Khanare (2012), in their tiers of community assets, identify business and government institutions as possible resources that can be harnessed as a strategy for mobilising resources. Although literature shows that both the public and private sector have something to offer to schools, it shows that the distance between these sectors and rural schools is wide. Resource mobilisation theory (Kane & Edwards, 2014) as shown in chapter three identified the private sector to be in possession of material resources (Section 3.2.2.2.1) which are physical and financial capital, with the public sector in possession of social-organisational resources (Section 3.2.2.2.3) which are public goods like services and civil infrastructure. Therefore, it was important to establish the importance of local business and government institutions as a strategy for the mobilisation of resources in this study.

2.8.1.2 Forming relations with faith-based organisations

Historically, the church has played a critical role in the political changes in the continent of Africa and in South Africa in particular in the 20th and 21st centuries, in their focus on dismantling apartheid, reconciliation and nation-building (Kuperus, 2011). Sifuna (1990) and Maarthai (2009) explain that even in formal education the church has played a significant role. Jansen, Pretorius and van Niekerk (2009) posit that schools do not operate in isolation from other societal formations such as government, community, business and the church. Pillay (2015) asserts that the church and faith-based organisations have a role to play in creating a stable society. Pillay (2015) further argues that this assertion is expressed in the Moral Regeneration Programme and in the National Development Plan where it is stated that for the NDP to succeed there must be partnerships between the state, business and civil society and, in particular, faith-based organisations. Myende (2018) found that the church has a critical role to play in assisting rural schools to mobilise resources. For example, Myende's (2018) study found that the local religious community donated R1, 6 million towards building 10 of the 18 classrooms. Pillay (2015), Hewitt (2017) and Thesnaar (2013) state that the church and faith-based organisations have played a significant role in community development and education but lament the limited attention given to the historical, current and future role of faith-based organisations. Chisholm (2017) provides a detailed account on the role played by missionary education in South Africa when the apartheid state refused to do so but critically highlight the colonialist nature of this education.

2.8.1.3 School-parental engagement

According to Kong (2010), parents possess a huge potential to create favourable learning conditions through mobilising financial and physical resources required by the school. Myende (2014) maintains that parents are an important resource for a strategy to improve academic performance in schools within rural contexts. Witte and Sheridan (2011) explain that rural schools are uniquely placed to nurture and benefit from parental involvement. They further maintain that due to their centrality within communities, rural schools constantly interact with parents and families at different levels. Kretzmann and McKnight (1993) lament that the importance of parents as a strategy for mobilising resources, as well as the depth and extent of associational life in communities, is vastly underestimated, especially in rural communities.

Furthermore, Chikoko and Khanare (2012), borrowing from Mourad and Ways (1998), identify parents as a resource within the three tiers of community assets, which can be leveraged as a strategy for mobilising resources. Similarly, resource mobilisation theory (Edwards & Kane, 2014) identifies parents as a resource located within human resources. They explain that ‘*human resources*’ includes resources like labour, experience, skills, and expertise. Similarly, Emery and Flora (2006, p. 21), in the community capitals framework, classify parents as a resource under human capital. They explain that:

Human capital refers to the skills and abilities of people to develop and enhance their resources and to access outside resources and bodies of knowledge for community building.

The studies discussed above may suggest the relevance and central importance of parental involvement in the identification and mobilisation of resources in this study. This study intends to confirm or refute the above later in the findings of this study.

2.8.1.4 Forming relations with indigenous local leaders

Logan (2008, p. 3) posits, “The ongoing debate about the proper role of traditional leaders in modern Africa, especially modern African democracies, is complex and multi-faceted.” According to Koenane (2017), there are those who argue that the traditional system has no place in the new dispensation (Mbeki, 1996; Ntsebenza, 2001, 2004; Sono, 1993) because in its nature it does not uphold democratic values. Yet, on the other hand, traditional leadership remain regarded as the best system by rural communities, which can be integrated to the current dispensation (Mazrui, 2002; Koenane, 2008, 2017). Phago and Netswera (2011) argue that despite the constitutional recognition of traditional leadership in South Africa, traditional leaders have yet to be clearly recognised. Furthermore, both the Constitution and other policy documents are silent about the specific role traditional leaders are required to play in their capacity as traditional leaders (Koenane, 2017) in the education provision in their communities. According to Mbokazi (2015), traditional leaders have a history of working with the structures that govern schools and this could be traced from the Bantu Education era to post-1994. Amakhosi (chiefs) are important agents when it comes to mobilising rural communities because they are respected within the community (Koenane, 2017). Therefore, this study argues that the importance of Amakhosi as a strategy for mobilising resources cannot be overestimated in rural areas.

2.8.1.5 Establishing synergies with non-profit organisations

McKendrick (1990) argues that, before colonisation, Africans relied on communalism, mutual support and community support to meet human needs and welfare. Patel (2009) mourns that the Dutch and British harsh colonial system changed the socio-economic organisation of the South African society, eroding the subsistence economy and traditional African family systems of support. Patel (2009) further argues that there was no social welfare provision for Africans. Marginalised by a discriminating welfare system in South Africa, NPOs and CBOs played a critical role in addressing welfare needs of the African population (McKendrick, 1990 & Patel 2009). Dangor (1997), Giesel (2008) and Earle (2008) argue that, even post-1994, NPOs and CBOs continue to play a critical role in the development and welfare of communities, including in rural areas, even though some are faced with funding challenges. Resource mobilisation theory in chapter three identifies NPOs and CBOs as social movements aimed at changing negative societal conditions (Koch, 2010). In the same vein, Chikoko and Khanare (2012), borrowing from Mourad and Ways (1998), identify NPOs and CBOs as located within the three community tiers and as a resource that can be tapped by schools within rural contexts. Therefore, this study argues that school stakeholders including school leadership should acknowledge and value the history and existence of non-government organisations that have mobilised resources for communities in the past, present and future.

2.8.1.6 Forming relations with other teaching and learning institutions

Ansell and Gash (2007) argue that the growing specialization of knowledge and the increasing complexity of institutional capabilities make partnerships inescapable. According to Kalenga and Chikoko (2014), the call for schools to create partnerships emanates from the quest to meet school resource demands by involving more stakeholders in the community. Du Toit (2010) explains that partnerships refers to a formalised relationship between parties who share similar goals and are willing to take responsibility for the shared partnership. This study argues that schools within rural contexts should collaborate with other education institutions such as universities, Technical and Vocational Education Training (TVET) colleges and other schools as a strategy for mobilising resources. This study further argues that partnering with other

education institutions within rural contexts may lead to mutual sharing of knowledge, technical expertise, infrastructural resources and human resources between education institutions.

2.8.2 Creating school based initiatives for generating income

Chaim (2011) opines that organisations should make adequate preparations for resource mobilisation to be effective and to ensure that they maximise all opportunities. The South African Schools Act No.84 states that, through school governing bodies (SGBs,) schools are required to supplement their resources (RSA, 1996b). The declining state of the economy in South Africa points to the fact that school stakeholders' task of supplementing the schools' resources is becoming a necessity if schools have to survive. Therefore, this study argues that school stakeholders, management and leadership should explore different income-generating initiatives as a strategy that may be pursued by schools in ensuring their financial sustainability.

2.8.3 Encouraging school participation in municipality and government forums

According to Alter and Hege (1993), organisational individualism is an ineffective way of addressing challenges faced by communities. Organisational individualism refers to the limited organisational approach that presupposes that an organisation has the potential to achieve its aims, objectives and mission operating in isolation from others. Key to the above commitment is the realisation that government cannot achieve this alone but all stakeholders must collaborate and mobilise resources through different resource mobilisation mechanisms. This approach in essence addresses the RM challenge, where different stakeholders work in silos, resulting in disjointed and minimal impact RM efforts. This study notes that a lot may be achieved if different school stakeholders work together.

At national level, the Action Plan to 2014: Towards the Realisation of Schooling 2025 (DBE, 2011), and the proposals in the Green Paper for Post-School Education and Training (DHET, 2012) were taken into account when developing the education chapter in the National Development Plan (RSA, 2012). The 2030 vision for education in the NDP stipulates that by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The NDP seeks to map out strategies towards achieving a more equitable and global competitive South Africa, in which all of its inhabitants are freed from the shackles of poverty and our apartheid past of racialized inequality

(Arnst, Draga & Andrews, 2013). It is laudable that the NDP acknowledges the importance of resource mobilisation in delivering on this ambition. However, this study maintains that more needs to be done in terms of imparting the knowledge and skills required for effective identification and mobilisation of resources in schools within rural contexts. According to the NDP, South Africa has set itself the goals of eradicating poverty, reducing inequality, growing the economy by an average of 5.4 %, and cutting the unemployment rate to 6% by 2030. Education, training and innovation are critical to the attainment of these goals. This study posits that the current slow economic growth impacts on the government allocation to education as anticipated in the NDP, which therefore demands a collaborative effort from all stakeholders to mobilise resources for schools within rural contexts.

Responding to the call and need for multi-stakeholder engagement and collaboration, in 2011 the KwaZulu-Natal Government led by Premier Zweli Mkhize launched the war on poverty campaign under the banner of Operation Sukuma Sakhe (OSS, 2015). The aim of OSS is to deliver services to communities in a coordinated fashion where government departments, local authorities, community members, NGOs and business parties work together to improve the delivery of services (OSS, 2015). This study here argues that schools within rural contexts may utilise multi-stakeholder forums in their locality as a strategy to highlight their challenges and attract different role players that may have capabilities and mandate to address specific resource challenges. The War Room Establishment Campaign is jointly implemented with Operation Sukuma Sakhe (OSS, 2015) Task Teams and championed by Heads of Departments (HODs) as well as stakeholders in OSS. The stakeholders include traditional leaders, faith-based organisations, NGO sector, business, donors, United Nations (UN) agencies and government field workers, councillors, celebrities, champions and school governing bodies (SGB), ward committees, district forums and provincial ward and local Aids Councils (SANAC). Therefore, at municipal and ward level, this study sees the war room structure as a powerful platform where the school principal and the rest of school stakeholders may advance issues challenging the schools around resource mobilisation. SGBs form part of the stakeholders in the war rooms, but the study is yet to establish if the school principal and school stakeholders do participate in this important community structure. Furthermore, the Local Government Systems Management Act (2011) requires that the municipality convenes *izimbizo* (consultative meetings) as a process leading to the development of an Integrated Development Plan (IDP). I agree that school stakeholders within rural contexts should participate in the IDP *izimbizo* and voice out their resource scarcity challenges and influence the direction of the local municipality

IDP in order to ensure that local government programmes are in favour of their resource mobilisation objectives. I agree that this is in line with Operation Sukuma Sakhe principles of community participation in defining the local municipality agenda and delivering services to the people (OSS, 2012). The discussion presented above aims at bringing awareness to school stakeholders and school leadership on the importance of political capital (Emery & Flora, 2006) which include political and government processes, and programmes impacting on their ability to identify and mobilise resources in schools within rural contexts as advocated in RMT (Tilly, 1998).

2.8.4 Marketing school heritage and legacy

Wadhvani and Bucheli (2014), stress the importance of history in sustaining organisational identity, prestige and credibility. They state that the growing call that history matters in leadership and organisations has been accompanied with minimal debate about what is meant by history and why it matters in marketing organisations and attracting resources. However, organisational literature (Suddaby & Foster; Kiesen, 2015; Rowlinson, 2015) within the corporate sector is becoming interested in how business leaders can use the past of their organisations to leverage competitive advantage. Similarly, I agree here that schools within rural contexts should tap into their rich past and history as a strategy to mobilise resources within their context. Furthermore, Yosso's (2005) critical race theory and Emery and Flora's (2006) capitals framework points us to the fact that rural communities and schools may tap into their historical, cultural and social capital as a strategy for mobilising resources.

2.9 Making resource mobilisation strategies work

Resource mobilisation strategies will work provided schools are structured in such a way that the conditions allow resources to be identified and mobilised. The analysis of literature shows that these are some of the issues to consider in ensuring the mobilisation of resources. However, this study argues that critical to the success of RM strategies is the existence of conditions that will allow this process to develop. These conditions are discussed next.

2.9.1 Preparing for change in school leadership

According to Bush and Heystek (2003a), the stakeholders are all those people who have a legitimate interest in the continuing effectiveness and success of the school. Therefore, the study argues that as part of the exit strategy for departing school leadership there has to be a proper leadership handover to ensure that all stakeholders and partnerships are sustained and carried over during the tenure of new leadership. Kendall (2004) argues that central to resource mobilisation theory is the sustainability of relationships for social movement organisations (SMOs). Arguing from the asset-based approach, the successful handover of school leadership ensures the sustainability of social, human and cultural capital (Emery & Flora, 2006), wherein the mobilisation of resources is enabled to thrive.

2.9.2 Training and development

At school level, the Schools Act (RSA, 1996) prescribes how schools should manage their financial resources. It also provides guidelines for the school governing body (SGB) and the principal on their roles and responsibilities in managing the finances of the school. It also provides that SGBs have a responsibility to mobilise additional resources to supplement government allocation but is silent on the provision of capacity that will enable principals and SGBs to discharge their resource mobilisation responsibilities. As a result, many school stakeholders may lack the necessary knowledge and skills to perform the required resource mobilisation function. This points to a gap in the literature that informs training and development for school leaders and school stakeholders, with regard to identifying and mobilising resources within rural contexts. Moloï (2007) asserts that school stakeholders, which include the principal, SGB and other parties, are critical for the successful functioning and leadership of the school. Given this critical importance, Myende (2014) argues that it is the responsibility of DoE to capacitate stakeholders and school leadership to guarantee their effectiveness in executing their duties. At the centre of the asset-based approach, Bechuke and Lilian (2017, p. 80) found that, “since the strength and effectiveness of a SGB is determined by the commitment and empowerment of its member (DoE, 2010), schools with better functioning SGBs turn to raise more funds to the effective management of their schools”. In reality, findings of a study conducted by Mncube and Naidoo (2014) revealed that the lack of training or capacity building related to advocacy skills and leadership development of SGBs contributes to ineffective SGBs in performing their duties, which may include mobilising resources. Central to the asset-based approach (Ebersöhn & Ferreira, 2012) and resource

mobilisation theory (McCarthy & Zald, 1987) is empowerment and capacity building, which provides the main reason why these anchor this study. Therefore, capacity building as found in literature remains a critical conducive condition for the identification and mobilisation of resources in their context. However, there is a gap in literature on training and capacity building for school leaders and school stakeholders, specifically in the area of resource mobilisation, thus the importance of this current study.

2.9.3 Foresight on resource mobilisation

Perkins, Lean and Newberry (2017) emphasises the importance of having a vision and explains that a vision acts as a vehicle through which organisations communicate their future aspirations by providing a roadmap for school stakeholders. According to Barker (1999, p. 1):

Organisational vision enables the leader to channel issues towards a positive direction, despite the challenges associated with opposing forces and budgetary constraints. When skilfully communicated, vision represents a force that inspires and binds all stakeholders, as well as empowering employees to move toward a goal.

Kilpatrick and Silverman (2005) see vision as the direction for an organisation, laid out by the leader and other stakeholders, indicating what needs to be done to reach the desired goal. Kantabutra (2005), in specifically referring to educational reform, opines that vision is the starting point for educational reform. Similarly, Christie (2010) argues that since leadership is focussed on achieving organisational goals, vision is of critical importance. In their work on schools performing against odds, Naicker, Grant and Pillay (2016) also emphasise the importance of a clear vision. Maclean and Davies (2013), add that central to the importance of developing a clear vision is the idea of foresight that moves organisations to positive outcomes. Therefore, in this study, creating a vision for mobilising resources is considered a crucial condition of success that will enable resource mobilisation to thrive. This area of creating a vision for the identification and mobilisation of resources in rural contexts needs more attention in the literature.

2.9.4 Managing and nurturing existing and new relations

While there are many partnerships that were found by school stakeholders in this study that formed strategies for mobilising resources, various studies (Bloomfield, 2009; Johnston, 2010;

Douglas & Ellis, 2011) have claimed that partnerships on their own do not yield favourable outcomes unless there is an effort to sustain them. According to Bloomfield and Nguyen (2015), the term partnerships refers to sustainable relationships, equal association, reciprocity and mutuality realised through a process of negotiation of relationship grounded on a common objective. Further studies (Chikoko & Myende, 2014; Hlalele, 2014; Bhengu & Myende, 2015) acknowledge the role of school leadership in forming partnerships but further highlight the importance of sustaining partnerships in education settings. Communication is identified as the main reason for failures in partnerships (Chikoko & Myende, 2014). Therefore, literature review under this section contributes to this study by showing the importance of communication in nurturing existing and new relations that add value to RM.

2.9.5 Marketing the school through its successes

Van Wyk and Bisschoff (2011) see the school image as a competitive tool that distinguishes a school from other schools. This study maintains that, if schools within rural contexts are to build a positive school image through focussing on excellence, good school reputation may go a long way in attracting resources and creating conditions that are conducive for resource mobilisation as found in this study. Standifird (2005) explains that reputation is an evaluation of organisations desirability by external stakeholders. Therefore, the reputation of the school as an institution that focus on excellence become a valuable resource that boosts its competitive advantage in terms of attracting resources and forming beneficial partnerships (Sdidhar, 2012).

2.10 Challenges to resource mobilisation

The challenges discussed under this section are the absence of training and development, inability to act and change undesirable circumstances, dependency on school principal, dependency on Department of Basic Education and Lack of a unifying voice to champion struggles of schools within rural contexts.

2.10.1. Absence of training and development

Training and development in mobilising resources in this study is believed to be the keystone for resource mobilisation to thrive. According to Gagné, Briggs and Wager (1992), capacity

refers to developed knowledge which enables individuals to succeed in a physical or intellectual activity. For Nanfosso (2011), capacity building encompasses three activities, namely professional development, innovation and upgrading of procedures, and building organisational strength. The voices of school stakeholders indicate that lack of capacity in the mobilisation of resources, marketing skills, networking skills and proposal writing poses a challenge for mobilising resources. SASA (Act 84 of 1996) requires SGBs to work in collaboration with all stakeholders, namely the state, business, traditional leadership and others. Nevertheless, this cannot be realised if school stakeholders are not trained to perform their duties in an effective and efficient manner.

Numerous studies (Heystek, 2006; Tsotetsi, Van Wyk & Lemmer, 2008) are in line with the above finding where they identified lack of training as a challenge for stakeholders in discharging their duties effectively. The asset-based approach in this study stresses capacity-building (Kretzmann & McKnight, 1993), where the focus is moved from service-orientated approach to an empowerment approach. Similarly, resource mobilisation theory (Tilly, 1978; McCarthy & Zald, 1977; Zald, 2017) sees lack of training as a challenge for social movements (SMOs) towards mobilising resources. This study bemoans the fact that SASA expects school stakeholders to perform functions as dictated by this Act, yet there are no policies and programmes in place to equip stakeholders. This points to the need for research to understand the voices of school stakeholders on their views to education policy and RM in Africa and South Africa in particular. The concerns of stakeholders regarding the lack of capacity above need to be understood in relation to their perceived powerlessness to make a meaningful contribution to the mobilisation of resources (Myende, 2014). This study argues that lack of capacity reinforces stakeholders' internalised powerlessness and affirms the importance of what Freire (1974) refers to as conscientisation.

2.10.2 Inability to act and change undesirable circumstances

According to Stroebe (2013), inaction refers to the failure by people, groups and organisations to act against a threat. Theories about social movements, such as resource mobilisation theory in this study, emphasise the importance of action. According to Koch (2010), the success of social movements depends largely on the ability to act and mobilise people to acquire the resources that enable them to achieve their goals. Therefore, this study argues that in addressing

collective challenges faced by schools within rural contexts, collective action as proposed in resource mobilisation theory is of critical importance (Edwards & Kane, 2014).

2.10.3 Dependency on the principal and Department of Basic Education

Even though the education system in South Africa has adopted a democratic management structure (SASA, Act 84 of 1996) that promotes participation of parents and other stakeholders, the voices of stakeholders continue to reflect overreliance on the school principal. On the other hand, the asset-based approach in this study (Chikoko & Khanare, 2012; Myende & Hlalele, 2018) views parents and other stakeholders as a critical resource that has sustained schools within rural contexts. Teachers and parents who happen to be at the bottom of the hierarchy perceive the principal as being on top of the hierarchy. Myende (2018) and Tschannen-Moran (2009) define hierarchy as an official system of unequal person-independent roles and positions, connected via lines of top-down command-and-control. Therefore, this study maintains that hierarchical positions within the school environment are linked to the power that the position within hierarchy holds.

This study laments the fact that the remnants of the authoritative apartheid past continue to enact themselves in the school leadership style, where teachers and parents are viewed as located at the bottom of school hierarchy, with the principal at the top of the apex. Secondly, the false view that suggest that parents' limited formal education renders them inferior and incapable of making meaningful contribution in the development and mobilisation of schools within rural contexts is critically challenged in this study. Myende (2015) advocates for the acknowledgement of Indigenous Knowledge Systems (IKS) possessed by rural parents, which have sustained schools within rural contexts for many years in history. According to Kaniki and Mphahlele (2002), IKS encapsulates all cultural phenomena that define and advance a nation and represents the rich body of knowledge generated from generation to generation. Odora-Hoppers (2002) defines IKS as both a national heritage and a national resource that should be protected, promoted, developed and preserved at all cost. Indigenous knowledge, therefore, provides school stakeholders with cumulative knowledge that will move them away from the dependency on the school principal and the Department of Basic Education in their quest to mobilise resources within their context. This study argues that this situation further encourages feelings of inadequacy to act, thereby maintaining the status quo and narrative of rural people as passive recipients of government aid rather than active participants in

determining their future. The asset-based approach challenges this deficient, hegemonic view and argues that providing resources based on the needs approach creates a perception that only outside technocrats, organisations and government departments can provide genuine help (Kretzmann & McKnight, 1993). Similarly, resource mobilisation theory argues that social movements should identify and mobilise their own resources in the form of material and human resources (Kane & Edwards, 2004).

This study argues that the dependency mentality may be traced back to literature that marginalises rural communities as situated on the fringes of social life and amenities. For an example, Buxon (1976, p. 29) defines a rural area as one: “that lags behind in population per square mile, in education, in a variety of experiences and most importantly, in the power to control its own destiny, compared to urban areas.” Important to note in this definition is that it depicts rural people as those who lack power to control their destiny. This is viewed in this study as aimed at preserving power to dominate and silent rural voice of self-worth and self-determination. Sonyika (2007) explains that this power is domination, control, and therefore a very selective form of the truth. It is for this reason that the study finds it important to expose this distorted view of rural areas and its people that serve to deepen the cycle of dependency that continue to characterise rural people as powerless. Therefore, the study argues that school stakeholders should be conscientised to such an extent that they are able to recognise privilege and marginalisation as well as unlearn the old knowledge inculcated by the euro-centric worldview designed to subjugate and exploit ‘the other’ (Langdon, 2013).

2.10.4 Lack of unifying voice to champion challenges and share successes

Theories of social movements, which include resource mobilisation theory in this study, emphasise collective acting and collective identity as critical in the identification and mobilisation of resources. For example, Snow (2004, p.11) defines *social movements* as collectives acting with some level of organisation and external of organisational channels for the purposes of challenging or defending authority in the social or organisational space they form part of. Similarly, Della Porta and Diani (2006, pp. 20-21) define social movements as a distinct social process, consisting of the mechanisms through which actors engaged in collective action are involved in conflictual relations with clearly identified opponents and share a collective identity. Resource mobilisation theory, as used in this study, calls for the collective framing of issues and challenges and the creation of formal and informal mobilising structures (McAdam, 1996, Clark & Themudo, 2006). Bonti-Ankoma (1998) states that power

relations are key to transformation. This study argues that power is important in unlocking resources. This means that, if rural people and stakeholders have no political voice or mobilisation power, minimal transformation may be realised. Emery and Flora (2006) point to the importance of political culture as an important element in the mobilisation of resources. Political capital is a community asset that enables school stakeholders within rural contexts to express their voice and influence political structures for their own survival. Therefore, this study argues that school stakeholders as part of school leadership have a responsibility to mobilise themselves as a collective for them to build a strong collective voice able to address challenges of resource mobilisation within their context. This study further argues that the absence of a mobilising structure entrenches marginalisation where unequal power in terms of accessibility to resources remains unchallenged.

2.11 Gaps discovered in related literature

Balfour, Mitchell and Moletsane (2008) argue that most social theories tend to ignore the environment as actively involved in the development of the distinguishing qualities of the self and of communities. To address this gap, they cite Gallagher (1993) and Groenewald (2003), who call for the idea of place-conscious education, and Budge (2004, p. 3), who suggests the notion of a context in which local contextual issues are acknowledged. This study favours the above approach and aims at addressing this gap by placing this study within a specified South African rural context. Furthermore, the researcher decries the fact that debates on rurality in literature continue to emphasise isolation, deprivation and deficit orientation. Similarly, literature (Moletsane, 2012) laments that deficit paradigms about rurality are also manifested in scholarly research where rural communities and schools are portrayed as unequal and inferior. This study cautions the importance of not falling into a discourse of rural deficiency as found in literature above. Instead, it addresses this gap by encouraging an asset-based approach to the identification and mobilisation of resources (Hlalele, 2014; Ebersöhn & Ferreira 2012). Furthermore, this study argues that rural communities and schools cannot be generalised, which guides this study to make a contribution in literature that is focused on the specific context and space within which the rural schools in the study are located (Maringe, Masinire & Nkambule, 2015).

Research, as discussed above, notes that the need for resource mobilisation and the challenge of resource scarcity and marginalisation in rural schools is not limited to the South African context only. However, there is a dearth of literature about how resource mobilisation in

schools within rural contexts can be enhanced. The Department of Education (1997a, p. 38) is emphatic that governing bodies must raise money to supplement the state contribution and stipulates that, 'each governing body must make plans to obtain more money and other facilities to improve the quality of education at the school.' It is important to mention that governing bodies are not required to charge school fees. However, there is a gap in literature in terms of how SGBs can identify and mobilise resources as prescribed by SASA. This then necessitates innovative resource mobilisation strategies on the part of the governing body in its role to supplement the state contribution and sustain the school, hence the importance of this study to close this literature gap.

While research, as discussed above, shows that resources are scarce in rural schools, little is known about how resource mobilisation theory and the asset-based approach as theoretical frameworks anchoring this study may enhance the identification and mobilisation of resources in schools within rural context. Therefore, there is a gap in literature with respect to understanding the nature of resources within rural contexts, strategies used for identifying and mobilising resources, the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources and challenges experienced during resource identification and mobilisation. This study endeavours to fill the above gap in literature and achieve its purpose which is to explore and identify ways through which schools within rural contexts can identify and mobilise resources.

2.12 Chapter summary

In this chapter, I presented a critical discussion on the operational concepts used in this study and debates around them. I further linked the discussion of rurality with a discussion of the realities faced by rural schools. This was followed by a discussion on South African education policy perspectives around resource mobilisation in schools in general and perspectives around resource mobilisation within rural contexts. A full discussion on the nature of resources available within resource mobilisation theory, the tiers of community assets (Chikoko & Khanare) and community capitals framework (Emery & Flora, 2006) was presented. The chapter further reviewed strategies for identifying and mobilising resources, conditions conducive to success of strategies, challenges for resource identification and mobilisation and gaps discovered in the review of related literature. Finally, the chapter concluded by providing

a chapter summary, which is presented in this section. The next chapter discusses theories framing this study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

Education development in South Africa is constrained by among other things the past and present policies (Nelson Mandela Foundation, 2005) that continue to isolate rural schools and entrench inequalities (Ferreira & Ebersöhn, 2011; Howley, 1997). According to Maringe, Masinire and Nkambule (2015), much still needs to be done in terms of addressing issues around deprivation in rural communities and schools. Part of the problem is that rural communities and schools are conceptualised from a needs-based deficiency approach (Moletsane, 2012). DoE (2005) posits that the literature on rural education tends to emphasise histories and conditions that have resulted in marginalisation and deprivation, ‘disadvantage’ and ‘deficit’ and argue for rural development and education that move beyond deficit perspectives. While this is the argument, debates on rurality continue to problematize rurality. Hlalele (2014) laments that rurality is conceptualised based on what is not available in rural areas with very little or no acknowledgement of what rural areas offer. Gardiner (2008) challenges this deficit approach to rural development and education and maintains that rural communities have sustained themselves through innovative ways based on community culture, networks and partnerships. Gardiner (2008) favours the asset-based approach and further argues that rural communities also have material resources, which can provide much-needed assistance to local schools. Premising this study is the argument that there are resources found in rural communities and resource mobilisation strategies should begin from this premise. Thus, this study adopts the asset-based approach as one theory in order to inform resources’ identification and mobilisation in rural schools.

Schools within rural contexts remain marginalized despite changes in the political landscape (Chikoko, 2018). This study concurs that, for as long the voice of rural communities and schools within rural areas remain hidden and unheard in the national development agenda, rural schools will continue to struggle with under-resourced learning environments. According to Edwards and Kane (2014), social movement organisations (SMOs) are a key source of change in communities and organisations. Resource mobilisation approaches point out that the material, organisational and intellectual resources at the disposal of social movements are

central to their success (McCarthy & Zald, 1977; Zald, 2017; Manky; 2018). Therefore, this chapter discusses these two theories (the asset-based approach and resource mobilisation theory) that I used as theoretical framework. The discussion focusses specifically on the explanation of theories and their application and relevance to this study. However, to justify my choice of triangulating theories to form the framework for this study, the chapter commences with a discussion on the justification of utilising these two theories as framework for this study. I then discuss each theory. As part of the discussion, the last part of this chapter links the asset-based approach and the resource mobilisation theories with an aim to explain how these together form a powerful framework guiding data analysis and drawing conclusions for this study. As stated in Chapter Two, I do not ignore unfavourable realities associated with rurality, but my study challenges prevailing ideas that rurality is typically concerned with deprivation and deficiency discourses; hence, the adoption of the asset-based approach and resource mobilisation as a theoretical framework adopted and discussed in this chapter.

3.2 Justification for triangulating theories

The purpose of this study was to explore and identify ways through which schools within rural contexts may identify and mobilise resources. This study acknowledges that schools within rural contexts experience challenges concerning acquiring resources required in providing quality education. In exploring the complexities, challenges and solutions to the problem of resource scarcity that have been presented, the field of study dictates that utilising a single theory will not serve the purpose of this study. Therefore, in achieving the purpose of this study I decided to integrate the asset-based approach and resource mobilisation theory as a framework. Instead of utilising one theory, I triangulated two theories or perspectives to understand and interpret the same phenomenon. This triangulation of theories helps to strengthen the vision of the study (Denzin, 1989). According to Turner and Turner (2009), triangulating an alternate perspective is used to validate, challenge or extend existing findings. They state that it is frequently used when the field of study is complicated, demanding and contentious, thus its relevance for a study especially on resource mobilisation for the sustainability of schools within rural contexts.

Triangulation in this study presents its advantages. Firstly, triangulation produces a variety of information from multiple perspectives on the same issue and, in so doing, enriches the understanding of the deeper and varied dimensions of the given phenomenon (Patton, 2002;

Silverman, 2000). Secondly, it increases trustworthiness, persuasiveness and quality of the findings by countering any concern that the study's results are a product of working from a single theoretical perspective (Bryman, 2003; Patton, 2002). Thirdly, the advantage for using triangulation in this study is not only that different theories should produce confirmatory data but it is also that each would contribute an additional piece of the puzzle and in so doing contribute to a more comprehensive and complete picture (D'Cruz & Jones, 2004). In addition, Hesse-Biber and Leavy (2006) caution that single-theory types of studies often suffer from intrinsic deficiencies.

It is critical to mention that, although I have highlighted the advantages of triangulation above, there may be disadvantages of using this approach. Bauer and Gaskell (2000) posit that approaching a situation from two theories or paradigms often produces contradictions because social phenomenon tend to look different from different angles (Bauer & Gaskell, 2000). In this study, the aim of using two theories is not for them to compete against each other but to enable them to complement each other, thus addressing the abovementioned disadvantage of producing contradictions. The next section discusses the asset-based approach and the resource mobilisation theory framing the study.

3.2.1. The asset-based approach discussed

This section discusses the historic origins of the asset-based approach. Attention and discussion will be focussed on the groundings of this approach. The discussion will ultimately provide the relevance of the asset-based approach in the study.

3.2.1.1 The historic origins of the asset-based approach

According to Kretzmann & McKnight (1993), the industrialisation of jobs, unemployment and job losses in the United States of America prompted leaders, business, and government to seek solutions to respond to the challenges of unemployment. They state that, in providing solutions to challenges presented above, two approaches were adopted. The first focussed on community needs and deficiencies whereas the second approach emphasised commencing by discovering inner strengths and capabilities where community assets are discovered. According to Kretzmann and McKnight (1993), this mentality often conveys half of truth about the real circumstances within that particular community or school. These authors explain the fact that the "needs map" in most cases informs policies and programmes that are deficiency focussed. The provision of resources based on the needs map has negative effects on the operation of

leadership in organisations (Kretzmann and McKnight, 2005). Leadership in organisations and communities is considered forced to highlight deficiencies and problems while ignoring the strengths and capacities of people and communities. In this case, the school principal, SGB and all school stakeholders may ignore and undermine their capabilities and assets available at various levels within the schools' internal and external environments. In the needs map, a dangerous perception is created that undermines community relationships, where the perception that outside experts are the ones that can provide real help in communities and schools is deeply entrenched (Kretzmann & McKnight, 1993). In the case of this study, which explores the identification and mobilisation of resources in schools within rural contexts, the above statement has negative implications for school leadership. The school principal, SGB and the entire school stakeholders dependent on DoE and other outside parties to address issues of resource mobilisation. This further implies that school leadership, school-community partnerships, parental involvement, tiers of assets (Mourad & Ways, 1998) and community capitals (Emery & Flora, 2006) are undermined and ignored within the needs map.

The thesis here points to a theoretical gap and challenges that may emanate for school stakeholders and school leadership who adopt a needs-based approach in RM. The needs-based approach, which is not favoured in this study, forces school stakeholders to start out by focusing on the needs, deficiencies and problems of schools within rural contexts. This then implies that school stakeholders, who form a critical school leadership asset in this study, devise strategies limited to only addressing these needs and problems.

In response to the challenges and problems emanating from the needs map approach, Kretzmann and McKnight developed the asset-based approach (1993). The asset-based approach is an alternative path to the deficient path of the needs-based approach (Emmett, 2000). According to Kretzmann and McKnight (1993, p. 25) assets are “gifts, skills and capacities” of “individuals, associations and institutions” within a community. Ebersöhn and Eloff (2006) provides a relationship orientated definition of the asset-based approach. They perceive the asset-based approach as a ‘*bottom-up approach*’ that shifts the emphasis from a service perspective to an empowerment perspective. Eloff (2003) emphasises the importance of relationship building and state that individuals, local organisations need to build and rebuild relationships that acknowledge the talent and capabilities of all stakeholders. In the case of this study, the principal, SGB, local organisations and local municipality capabilities must be acknowledged as assets that may add value to the identification and mobilisation of resources

in schools within rural contexts. The asset-based approach is an alternative to the needs-driven approach (Emmett, 2000). The asset-based approach focuses on the capacities, skills and social resources of people and their communities. Therefore, the starting point in this theoretical framework is the focus on what people and communities have, instead of moving from a deficit question, which asks what people and communities do not possess. The core is the potential and ways in which the existing potential can be directed towards available opportunities (Kretzmann & McKnight, 1996; Eloff & Ebersöhn, 2001). It is important at this stage to highlight the main characteristics of the asset-based approach. Ebersöhn and Mbetse (2003) provide the key characteristics of the asset-based approach as encompassing the following:

- (a) Acknowledgement of resources and potential within people, societies and organisations;
- (b) Promotion of self-determination;
- (c) Developing school-community partnerships; and
- (d) Reliance on inner-innovation, self-control and power.

This study further maintains that the asset-based approach adopted in this study pays attention to the fact that schools within rural contexts have challenges and deficiencies (Ebersöhn & Mbetse, 2003). However, what is encouraged here is that external resources should be better utilised if organisations, schools and communities have mobilised their own resources first. This statement, therefore, suggests that external resources can be more effectively utilised if the community has already mobilised its own resources and developed a clear programme implementation plan linked to the usage of the external resources mobilised (Kretzmann & McKnight, 1993; Emmett, 2000; Eloff & Ebersöhn, 2001; Myende, 2014). The citation is crucial in ensuring that external resources in cash or in kind and mobilised by schools within rural contexts do not come with funder strings attached to them. This study sees external resources with strings attached to them as a tool to control and dictate the agenda linked to the utilisation of these external resources. This danger draws attention to the dependency and powerlessness of schools. To avoid the problem of deficit mentality, control and dependence discussed above, Ebersöhn and Mbetse (2003) advise that the asset-based approach provides gains which include ownership, shared responsibility, immediacy, relevancy and applicability of solutions, flexibility, mutual support and a caring and a conducive environment that includes individual and organisational capacity building. This implies that, by using the asset-based approach, school stakeholders in this study will be part of the solution in addressing resource mobilisation challenges. The asset-based approach framework also enables school stakeholders

to work in partnership with other stakeholders in finding solutions that are applicable to their context rather than imposed solutions from external agencies and experts.

3.2.1.2 Relevance and application of the asset-based approach to the study

This section discusses how this theory links to this study, which explores the identification and mobilisation of resources in school within rural contexts. Therefore, a question is posed here which asks: What is the relevance of the asset based approach to this study? Firstly, the centrality of school leadership in the identification and mobilisation of resources cannot be overemphasised enough in this study. Secondly, the mentality and perspective on rurality held by the school principal, SGB and the entire school stakeholders seem to be central in determining whether they will succeed in their task of mobilising resources or not. This study intended to enable a mental shift that will see school stakeholders moving from waiting and depending on government to bring resources to paying attention to possibilities that exist within their capabilities and community assets. Thirdly, the asset-based approach argues for the identification and creation of asset development organisations (Kretzmann & McKnight, 1996). In the same vein, this study sees the formation of education social movements (SMOs) by and for school stakeholders in particular as an asset development organisation for mobilising resources as suggested by asset-based approach theorists above. The SMOs are further necessary in this study to give voice, activism and solutions to the challenges of resource scarcity. However, this study argues that it may help if education social movements (SMOs) are informed by the asset-based approach, not the deficit approach, in their efforts to develop a collective voice and activism on challenges affecting schools within rural contexts.

Given the above explanation, this section discusses the asset-based approach as one of the theories forming a framework grounding this study. The focus is on the historic origin, intentions and the application of this approach in this study. It is hoped that this discussion will allow school leaders to get a full grasp on the approach, for them to be in a position to implement resource identification and mobilisation strategies that move away from the deficit mentality. Therefore, the asset-based approach informs school leaders in this study who serve as school stakeholders to start looking for resources within their community first before venturing outside. Likewise, in this study I do not deny that, structurally, schools will still need support from the Department of Basic Education, but these resources may lead to greater possibilities if combined with what schools can generate themselves.

3.2.2 Resource Mobilisation Theory (RMT) discussed

This section discusses resource mobilisation theory and provide an analysis of its history, applications, and key principles of the theory. The application of resource mobilisation theory to social movement formation is discussed in relation to its relevance to this study. The need for resource mobilisation theory in this study stems from the absence of a loud and collective activist voice that advocates and represents the interests and challenges of schools within rural contexts. Therefore, it is hoped that the formation of strong education social movements (SMOs) in rural areas serves as a vehicle that may give voice and construct bridges between schools and outside organisations, governments and businesses. This study hopes that SMOs may provide a vehicle as asset development organisations (Kretzmann & McKnight, 1996), mobilising resources for schools within rural contexts.

3.2.2.1 The historic origins of RMT

The history of social movements (SMOs) emanates from the times and struggles of activist leaders such as Mao, Lenin, Saul Alinsky, and Martin Luther King, who attempted to develop strategy and tactics, principles and guidelines for action to address inequalities, marginalisation, exclusion and resource scarcity (McCarthy & Zald, 1977; Zald, 2017). Thereafter, scholars of this school moved away from the idea that grievance is the only condition in explaining social movement activity. Through analysing resources available to actors, they moved the academic focus from why movements emerge to how they mobilise resources. Resource mobilisation theory then became a major theory in the study of social movements, which emerged in the 1970s (Edwards & Kane, 2014). The key idea of the resource mobilisation theory is that the capability to mobilise and drive collective action is facilitated by the presence of certain social structures and resources (McAdam, McCarthy & Zald, 1996). McCarthy and Zald (1977) pioneered research, which professionalised collective action by demonstrating how movements have the potential to organise and expand their activities through external financial resources and skills as well as increasing formalisation of their protest actions. Their theory did not solely address the emergence of movements, but it traced a new social movement form, the professional social movements which particularly became active in the US during the 1970s and 1980s (Edwards & McCarthy, 2004).

Edwards and Kane (2014) indicate that the early formulations of the resource mobilisation perspective fell into two groups: an organisational, social entrepreneurial model, most closely

associated with McCarthy and Zald (2001), and one more focused on indigenous political processes, associated with the work of Tilly (1978). The entrepreneurial model explains collective action because of economic factors in organisational theory (Jenkins, 1983). According to McCarthy and Zald (2001), Tilly and Wood (2015), resource mobilisation theory argues that grievances are not sufficient to explain the creation of social movements. Instead, access to and control over resources is the crucial factor.

The resource mobilisation theory of social movements holds that a social movement develops from long-term changes in a group's organisation, available resources, and opportunities for group action (Edwards & Kane, 2014). According to Jenkins (1983), resource mobilisation theory has five main principles: the first principle emphasises the fact that social movement actors are rational beings. This means that any action carried out by social movements towards the mobilisation of resources is carefully thought through. Secondly, social movements are affected by political capital (Emery & Flora, 2006). In this case, the principle suggests that school stakeholders should be conscious of political power and its influence in the mobilisation of resources. Thirdly, power and conflict are sufficient in mobilising SMOs to challenge the allocation and distribution of resources. Fourthly, formally organised SMOs are more effective in mobilising resources than informal structures. Finally, the effectiveness of SMOs is strongly influenced by the strategies utilised and the political environment.

Resource mobilisation theory, in contrast to traditional social-psychological interpretations, emphasises the importance of structural factors such as the availability of resources to a collective and the position of individuals in social networks, and stresses the rationality of participation in social movements (Zald & McCarthy, 1979; Golhasani & Hosseinirad, 2017). According to Klandermans (2007), resource mobilisation theory is currently the dominant approach in the field of SMOs. Kendal (2006) and Manky (2018) argue that social movements succeed through efficient mobilisation of resources and the creation of both economic and political opportunities for members. Kendal (2006) and Manky (2018) further maintains that movements can mobilise both material and non-material resources. Material resources include money, organisations, human resources, technology, means of communication, and digital and print media, while non-material resources include legitimacy, honesty, relationships, social networks, public attention, authority, moral commitment, and unity. Resources mobilisation therefore, stresses the ability of a movement's members to acquire resources and to mobilise people towards accomplishing the movement's goals.

3.2.2.2 RMT and identification and mobilisation of resources

In this section, the following question is posed to this study: What is the relevance of RMT in the identification and mobilisation of resources? As a starting point, this study posits that the marginalisation of schools within rural contexts emanates from the conscious, structural and planned isolation which was evident in past oppressive governments and currently sustained by the deficit mentality on rural upliftment. The argument here is that efforts aimed at addressing the challenges of resource scarcity faced by rural communities and schools have not paid attention to what caused this predicament. Klandermans (2007) opines that social movements (SMOs) are effective at bringing social change. Therefore, this study argues that the identification and mobilisation of resources in schools within rural contexts requires a social movement (SMO) that will support school stakeholder's RM initiatives at school-community level, while it challenges the deficit mentality and unequal treatment of schools within rural contexts at political and corporate level. The second function of an education SMO in this study includes the identification and mobilisation of resources that create partnerships between schools and government, corporate social investment, NPOs and community structures.

This study laments the absence of social movements (SMO's) formed by and for schools within rural contexts to perform the above functions. Furthermore, the study posits that school principals and school stakeholders alone may not be effective in addressing this structural and political challenge of resource scarcity unless their efforts are supported by a vibrant, vocal and active SMO. Therefore, this section aims to provide an elaborate discussion on different resources that can be harnessed by school stakeholders working in collaboration with their SMO's thereby promote sustainability. Edwards and Kane (2014) maintain that current social movement research continues to examine the importance of resources, focusing on three broad types: money, people, and organisations. Social science proposed further forms of capital (Bourdieu, 1986; Lin, 2001). This contribution gave birth to five instead of three resource types, which are material, human, social-organisational, cultural and moral resources, as used in this study (Edwards & Kane, 2014). This study maintains that RMT resources discussed may be instrumental in bringing the much-needed resources in schools within rural contexts through the formation of education social movements for and by rural stakeholders.

This study argues that the concept of social movements (SMOs) presents positive implications for school stakeholders. This may provide a bigger platform for school stakeholders to

articulate challenges experienced by individual schools with a unified collective voice. SMOs may serve the function of what Kretzmann and McKnight (1996) calls, asset development organisations. Utilising the lenses above implies that SMOs also serve the function of constructing partnerships between rural schools and identifying assets within community cultural capitals (Emery & Flora, 2006) and community tiers (Mourad & Ways, 1998). The questions on strategies used for identifying and mobilising resources and challenges experienced during resource identification and mobilisation have been influenced by this information from literature.

At this stage of the discussion, it is deemed necessary to explore the internal and external structures and resources that make a movement ‘work’ (Koch, 2010). Therefore, within RMT, school stakeholders may have access to different resources offered by the resources mobilisation theory below to address resource scarcity. These are material resources, human resources, social-organisational resources, cultural resources and moral resources.

3.2.2.2.1 Material resources

According to Edwards and Kane (2014), this category of material resources includes what in economics terms is referred to as financial and physical capital. For example, in this study these may include financial resources that may be available to the school, school infrastructure, equipment and operational supplies required by schools to function on a day-to-day basis. They caution that the importance of financial resources for social movements should not be underplayed because, for social movements to mobilise resources, financial resources play a critical role. They further add that material resources have received much focus because they are visible and when it comes to material resources these can be easily multiplied and utilised to acquire more resources. For example, schools may hire out school premises to acquire more monetary resources and they may engage in income generating projects to mobilise more monetary resources for the school

3.2.2.2.2. Human resources

According to Edwards and Kane (2014), human resources, similar to material resources, are more tangible and easier to appreciate than the other three resource types to be discussed below. They state that this category includes resources like labour, experience, skills, and expertise. They also include leadership in this category because it influences numerous other human

resources involved in the mobilisation of resources. This implies that the type of leadership in schools within rural contexts influences the success or failure of resource mobilisation efforts. Therefore, there is a gap in literature that acknowledges the management of school stakeholders as a collective force in the identification and mobilisation of resources within rural context. According to Fetner and Kush (2008), human beings as a resource enlist all people that may support resource mobilisation efforts. Resource mobilisations theorists (Edwards; McCarthy, 2004 & Kane, 2010, 2013) advise that new and existing networks, partnerships, and affiliation to effective organisations that advance mobilisation of resources are critical for social movements and organisations like schools to thrive. These are further discussed in detail in the next section that deals with social and organisational resources.

3.2.2.2.3 Social-organisational resources

According to McCarthy (1996) and Eslen-Ziya (2013), social-organisational resources serve as resource mobilising mechanisms critical for social movements and any organisation to work. These include infrastructure, coalitions, partnerships and pressure groups. Edwards and Kane (2014), point to the fact that these resources may be manipulated and controlled by those that are in power. In essence, access to these resources can be used as a tool to marginalise and exclude others as in the case of rural communities and schools in this study. Social services such as water and sanitation, roads, sidewalks, internet, libraries and school laboratories are all equivalent to social-organisational resources (McCarthy, 1987; Zald, 2017; Manky, 2018). Therefore, it is argued in this study that, in South Africa, exclusionary practices imbedded in the apartheid past deny access to these resources and created marginalised rural communities and schools in the process (NMF, 2005; Gardiner, 2008). Tilly (1998) and Tilly and Wood (2015) state that resources residing under social-organisational resources can be withheld by those in power and denied to those perceived as outsiders or different from those in power. The researcher agrees that it is similar patterns of exclusionary practices that has resulted in unequal society in South Africa and more so when it comes to rural communities and schools.

3.2.2.2.4 Cultural resources

According to Edwards and Kane (2014), culture includes acknowledged and ignored symbols, beliefs, values, identities, and behavioural norms of a group of people that anchors their

behaviours and how they interact with the environment and socially. Therefore, culture is a reserve supply of resources ready for use by school stakeholders in schools within rural contexts in much the same way as the kinds of structural resources discussed above (Williams, 1995). Edwards and Kane (2014) bring attention to the fact that cultural resources are neither equally distributed socially within a given space, nor universally accessible to potential movement actors and organisations. Therefore, this study argues that schools within rural contexts should be aware of cultural resources within their context and utilise them to advance the mobilisation of resource. Music, literature, web pages, or films videos as cultural products assist in socialisation of school stakeholders and encourage the capacity of social movements and organisations to engage into collective action that leverage required resources (Edwards & Kane, 2014). Therefore, a critical question emanating from literature review under this section is: How do schools exhibit their knowledge of cultural resources available to them?

3.2.2.2.5 Moral resources

According to Cress and Snow (1996), moral resources include legitimacy, authenticity, solidary, sympathetic support, and celebrity. Corte (2013) maintains that moral resources may be found at the organisational level and they may benefit social and political movements. For example, moral resources may endorse a specific campaign to a SMO and increase their popularity through utilising celebrities and people who are champions (Cress & Snow, 1996; Corte, 2013). In an effort to leverage moral resources for mobilising, this study argues that schools within rural contexts need to identify individuals and organisations with public appeal that can serve as champions for their resource mobilisation initiatives.

3.2.3 Linking the asset-based approach and resource mobilisation theory

Heystek (2015) advises that, even in disadvantaged contexts, school leaders cannot surrender to challenges but their function is to find solutions to address challenges. To ensure effectiveness of the school principal, Fullan (2014) posits that school stakeholders require a combination of skills and knowledge to concurrently act as an agent of change providing leadership for school improvement capable to move people, and create conditions for success. Guided by the above statements, this study had to be located within a theoretical framework

that advocates for self-reliance, active participation and emancipation of school stakeholders in their conscious efforts aimed at addressing the challenges faced by rural schools.

In the asset-based management approach, Kretzmann and McKnight (1993) explain that asset-based management involves a process of identifying resources to achieve collective goals. They posit that the leadership mapping of resources is a function and one of the key methods of the asset-based management approach. Congruently, Kendall (2006) and Eslen- Ziya (2013) state that, in resource mobilisation theory, social movements succeed through calculated mobilisation of resources and the creation of political opportunities for members. Therefore, there are characteristics of the asset-based management approach and resource mobilisation theory that suggest that management should ensure the participation and emancipation of school stakeholders. The question that arises is how do educational managers perform their role of ensuring the participation and empowerment of school stakeholders? The asset-based management approach provides school leaders and school stakeholders with an understanding that people and communities possess assets that can advance the identification and mobilisation of resources in schools within rural contexts. The asset-based approach reveals the classification of community assets (Mourad and Ways, 1998) as discussed in chapter two, including community cultural capitals (Emery & Flora, 2006). Asset-based approach to resource management in this study provides school stakeholders with a new consciousness in relation to resource mobilisation, where they see themselves as active change agents rather than passive beneficiaries or clients (Kretzmann & McKnight, 1993). How do educational managers in participating schools act out their roles as asset managers and resource mobilises? The asset-based approach identifies resources through asset mapping and RMT stresses the importance of identifying different types of resources that can be mobilised by school stakeholders in this study. Similar to the asset-based approach, RMT advocates the emancipation of participants in an inclusive, participative, emancipatory process. The question that arises is how school leaders in South Africa apply this principle. The focus on the internal capacity and potential in bringing transformation as advocated by the asset-based approach informs a new RM thinking which focuses on what school stakeholders have rather than what they do not have. The resources types contributed by the RMT in this study include human resources, social-organisational resources, cultural resources and moral resources as discussed in section 3.2.2.2 in this chapter. The asset-based approach adopts a critical stance in challenging the deficit approach. Similarly RMT social movements (SMO's) connects to the tradition of critical theory because, the notion of social self-organisation has political implications (Edwards & Kane, 2014). Social self-

reorganisation is closely related to categories such as participation, emancipation and partnerships also notions that grounds the asset-based approach (Kretzmann & McKnight, 1996). This study questions the two theories in the study on how leadership may complement each other and may enhance the self-independence and empowerment of school stakeholders.

In a nutshell, the asset-based approach helps in this study by providing the basis for understanding the nature of assets in the context of rurality and how the assets can be identified. On the other hand, the resource mobilisation theory provides the basis for understanding the resources found and further the ways through which these resources can be mobilised.

3.3 Chapter summary

In this chapter, I presented a detailed discussion of the theoretical frameworks adopted in this study and provided a critical overview of literature on the asset-based approach and RMT. This was followed by my justification of using theory triangulation since two theories in this study were adopted. The two theoretical frames were critically discussed afterwards. The next section explained the link between the asset-based approach and RMT and their relevance to this study. The last part of the chapter which is discussed under this section formed the chapter summary. In the next chapter, the research design adopted in this study is discussed.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In chapter three, I discussed resource mobilisation (RM) and the asset-based approach as two theoretical frameworks underpinning this study. This chapter describes the research plan and the research processes followed in order to understand how RM could be used by school stakeholders to mobilise resources in schools within rural contexts. The chapter commences with a discussion of the research design and its relevance to the study, after which the methodological choices, preferences, and their justification for this study is discussed. The chapter further discusses ethical considerations and measures to ensure trustworthiness.

4.2 Research Design

Flick (2006) states that the formulation of research questions is one important step that is critical in qualitative research although it tends to be overlooked. Flick (2006) further points out that research questions are also critical in the formulation and choice of a research design. I therefore, restate the key question and aim informing this study next.

4.2.1 The Overarching research question

According to Creswell (2009), a research problem is an issue or concern that needs to be addressed. Therefore, the key research question of this study was what are possible strategies for identifying and mobilising resources for the sustainability of schools within the context of rural schools?

4.2.2 Reiterating the purpose of the study

The purpose of this study was to investigate how schools can identify and mobilise resources for the sustainability of schools within rural contexts. To accomplish its ultimate purpose, this study explored the nature of resources that school stakeholders within the rural context identified and the resource mobilisation strategies that participants suggested can be used. It further explored conditions that are conducive to the successful application of strategies for

identifying and mobilising resources as well as the challenges experienced during resource identification and mobilisation. It is the purpose of this study that pushed for it to be located within the critical emancipatory research.

4.3 Critical Emancipatory Research

This study is underpinned by Critical Emancipatory Research (CER), which has its foundations in the critical theory paradigm. The critical theory epistemology in this study suggests that the researcher and the researched are presumed to be connected, with the values of the researcher ‘impacting the inquiry’ (Guba & Lincoln, 1994, p. 110). The purpose of critical theory is to take a critical posture and emphasise empowerment (Willmott, 1997). Historically linked to critical theorists from the Frankfurt School, namely, Horkheimer, Adorno and Marcuse, critical theory refined and tested Marxist underpinnings (Asghar, 2013). Horkheimer (1982 p. 244), states, “critical theory seeks human emancipation to liberate human beings from the circumstances that enslave them”. CER (Ivey, 1986) emphasises connectivity between the investigator and the investigated. This will allow participants not to be treated as if they were objects in a scientific experiment (Mahlomaholo, 2009). Certainly, CER allows the participants to be treated and handled with respect and dignity. The emphasis on equality between the researcher and the researched forms the basis for CER. The researcher is seen as being handed the role of interpreting other peoples’ interpretations and signs to make sense thereof (Mahlomaholo, 2010).

Critical theory is favoured in this study because, contrary to traditional theory that investigates and endorses the status quo, critical theory interrogates the status quo and aims for a just and free world, which is what schools within rural contexts aspire to achieve. Power dynamics, class, race, economy and education are some of the issues of specific interest when it comes to critical theory. The definition by Horkheimer proposes three criteria for critical theory, noted by Bohman (2005). Firstly, it has to explain what is wrong about the present social reality. Secondly, it must specify the tactics required to transform social reality. Lastly, it must present transparent standards for critique and transformative change. In the context of this study, the problem is the reality that schools in rural areas remain unaware of what resources are present in their context. This study tries to explore these resources and how they can be mobilised to address rural education challenges. Lastly, it is hoped that this study can devise strategies for resource identification and mobilisation for transformation and change of the unfavourable conditions in rural schools.

Therefore, the criteria discussed above enable critical theorists not only to investigate the problem but also to explore strategies that could ensure the empowerment and development of humankind (Asghar, 2013). In essence, the nature of CER encompasses principles of peace, emancipation and equal rights for all (McGregor, 2003). The study that is reported in this thesis was conducted in schools within rural contexts where the marginalisation of communities still exists. The CER principles of equality, participation, social justice and human emancipation will ensure that the marginalised voices of schools' stakeholders are acknowledged, and power relations are minimised in this study (Mahlomaholo, 2010). Mahlomaholo and Nkoane (2002) advise us that, in CER, the investigator has no interest in arranging and counting words uttered by participants to draw conclusions. These scholars argue that the investigator and participants are interested in social transformation that will enable emancipation, democracy and equity. Therefore, research in this adopted fashion is sensitive to the plight of schools within rural contexts because it empathises with participants who are located in the margins of society, burdened and enslaved (Mahlomaholo & Nkoane, 2002). Guided by the aim of this study and CER goals as grounded in the critical paradigm, the study adopted participatory research, which is discussed below as a relevant research design to answer the research question and accomplish study aims.

4.4 Participatory research methodology

By participatory research methodology I am referring to a research approach, “an orientation to inquiry” (Reason & Bradbury, 2008a, p.1). Participatory research methodologies involve working in a collaborative fashion with stakeholders in finding solutions applicable to the prevailing context (Mitchell, De Lange, Moletsane, Stuart & Buthelezi, 2005; Theron, 2012). The choice of participatory research in this study is not attributed to the research methods but to the fact that the methodology advocates hope and advances the active participation of stakeholders in producing research knowledge (Bergold, 2007). This study was qualitative in nature and adopted participatory research as indicated above. The qualitative nature of this study is derived from the fact that it takes place in a natural world of the participants (Creswell, 2003), and in the context of this study, the natural setting refers to schools within rural contexts. Secondly, the study is emergent rather than prefigured and will use multiple methods that are interactive and humanistic, hence the choice of participatory research.

Merriam (2009) guides that any type of qualitative research that falls under the category of critical research is participatory and is usually referred to as participatory research (PR). According to Bertram and Christiansen (2014, p. 47), PR strives to empower communities to address their own challenges. Hlalele (2014) adds that the empowerment of participants through their involvement in design and implementation is central to PR. In complying with the guidance provided by Merriam (2009) and Hlalele (2014) above, this study adopted participatory research to allow school stakeholders to work together in identifying strategies for mobilising resources. CER requires involvement of both the researcher and the participants as co-creators of knowledge and solutions in the research process (Mahlomaholo, 2010). The main principle of participatory research involves changing people's lives through changing their social conditions, hence it is favoured in this study (Bergold & Thomas, 2012). In this instance, CER in the study ensured that the voices of all stakeholders namely; the principal, SGB, CSI participants, NGOs, unions, municipality communications manager are acknowledged and included in this study. This ensured that no voices were excluded and marginalised, which is line with the CER principle of striving for a just and fair society where the voices of the voiceless are amplified and included in an inquiry.

Furthermore, in the study rationale presented in chapter one, the researcher explained that he has worked with rural schools focussing on infrastructural fundraising and project management. In his experience working with these schools he observed that the scarcity of resources is not only limited to school infrastructure but expands to all other resources, coupled with lack of knowledge on how resource mobilisation in schools within rural contexts can be enhanced. He further observed that schools within rural contexts do not have a unified laudable voice that represent their interests and challenges. In addressing the above-mentioned gap, the study sought ways through which the schools in rural context can identify and mobilise resources. Therefore, in line with the PR principle of changing people's lives, this study sought to devise strategies for resource identification and mobilisation for transformation and change of the unfavourable conditions in rural schools.

4.4.1 The “Four Rs” of PR and their application to this study

When designing and executing PR, Kirkness and Barnhardt (2001) emphasise that researchers should be guided by the “four Rs” of respect, relevance, reciprocity, and responsibility. I will discuss these below and link them to this study.

4.4.1.1 Respect

According to Doyle and Timonen (2010), PR researchers should be guided by research ethics in terms of how they should respect participant’s inclusion during the entire research journey. In this case the researcher applied for ethical clearance, which ensured that the study is guided by research ethics that treated participants in humane and respectable manner. The researcher acknowledged and respected the fact that the schools under study were under the authority of DBE. Therefore, permission was sought and granted by DBE. Permission letters recruiting participants were sent and explained to participants, so that consent could be secured from each participant. Letters requesting permission and consent letters expressed the fact that this study will respect participant’s anonymity and confidentiality and this promise was guaranteed and respected throughout the study. Stanton (2014) argues that this is critical in ensuring that the research in itself is indeed participatory. A letter that requested permission from the municipality demonstrated the fact that the researcher respected the authority of the municipality before gaining entry. This enhanced mutual respect and cooperation between researcher and all participants where a trusting relationship was forged. The PR approach links well with this study and became appropriate, thus PR methods adopted included transects walk, free-attitude interviews and photovoice. The active participation of all stakeholders in co-creating knowledge in this study was acknowledged. The relevance of the PR approach employed in this study links well with the transformative function of CER and closes the gap between researcher and participants.

4.4.1.2 Relevance

The PR design in this study emphasises critical choices that may enhance appropriateness. Ensuring that the research journey had specific attention on the stakeholders and their vested interests in their immediate environment promoted the relevance of the study (Kovach, 2009; Beeman-Cadwallader, Quigley & Yazzie-Mintz, 2012). The study explored possible strategies

for identifying and mobilising resources for the sustainability of schools within rural contexts. The study responded to the immediate challenge faced by stakeholders within rural contexts in terms of how can they identify and mobilise resources. Therefore, the appropriateness of the PR approach employed in this study links well with the transformative function of CER (Mahlomaholo, 2009). Stakeholders collaboratively generated knowledge with the researcher through their participation in the transect walk that started at the school and proceeded to identify resources within the community. The Free Attitude interviews and the SWOT analysis were further appropriate in ensuring a practical and collaborative research process which this which links the study with PR and CER principles.

4.4.1.3 Reciprocity

PR in this study challenges the selfish approach where researchers conduct research in communities for their own academic benefit (Smith, 2005). Research in this study moved away from treating participants as objects in an experiment that is only of interest to the researcher. Exploring possible strategies for identifying and mobilising resources for the sustainability of schools within rural contexts in this study required that through free-attitude interviews transect walk and photovoice, knowledge is co-created with participants and not on or for participants. However, Bishop (2005, p. 123) suggests careful utilisation of words such as “giving voice” or “empowering” communities, as these may insinuate that the researcher is providing what the researched are unable to acquire through their own efforts. Therefore, in this study the researcher conducted himself as the facilitator in enabling a research environment that gives voice to the voiceless. This is well connected to the PR approach of inclusiveness and the CER transformative agenda (Bertram & Christiansen, 2014). In ensuring the reciprocal nature of the research process, participants were assured that the findings were to be shared with all participants and their respective institutions through the provision of a final research report which may inform the implementation of findings.

4.4.1.4 Responsibility

The importance of responsibility was rooted in continuous cooperation with school stakeholders in order to ensure the responsible gathering and analysis of data, including the dissemination of study results. The researcher had a responsibility to identify a research

approach that will enhance active participation and enable empowerment of participants during the research process. Therefore, the adoption of PR and CER is based on the researcher's acknowledgement of the responsibility placed upon him to encourage collaborative creation of knowledge that is emancipatory (Kemmis, 2008).

4.4.2 Distinctive features of participatory research

In the section above I discussed the “four R’s” in participatory research and below I discuss Kemmis in relation to his distinctive PR features as adopted in this study (Reason & Bradbury, 2008).

4.4.2.1 Research that is participatory emphasises collective participation

According to Reason and Heron (1997), the fundamental principle of participatory research is that it is research *with* rather than *on* people. It is for this reason that this study was conducted *with* UMzimkhulu school stakeholders rather than *on* UMzimkhulu school stakeholders. Schwandt (2007, p. 221) further points us to three PR qualities: (1) it demands cooperation between the researcher and “participants,” (2) encourages “democratic values,” with (3) the sole focus on bringing social transformation through tangible efforts. Kemmis and McTaggart (2005, p. 563) add that “participatory research, in particular, shifts the emphasis from action and change to collaborative research activities”. The PR methodology adopted in this study demands that concrete methods of promoting participation should be examined and implemented (Strong, 2010). In this case, participants individually identified strategies for identifying and mobilisation resources through free-attitude interviews and collectively generated knowledge through transect walks in three different sites and through the SWOT analysis.

4.4.2.2 Research for critical reflection

According to Horkheimer (1972), critical theory involves theorising rooted with a revolutionary commitment to challenge social deprivation, marginalisation and social

inequality. Merriam (2009) guides us that any type of qualitative research that falls under critical research is participatory.

CER employed in this study required that the researcher and participants become critical about the situation of resource scarcity in schools within rural contexts. In line with PR and CER, participants did not stop at being critical at the current conditions they found themselves in and end it there. Critical reflection required that through free-attitude interviews, transect walk and photovoice, participants were encouraged to find solutions and strategies for identifying and mobilising resources within their context thereby effecting change (Mahlomaholo & Netshandama, 2010).

4.4.2.3 Research that opens communicative space

Habermas (1987) explains that communicative space allows communicative action as action orientated towards consensus and collaborative action. Karlsson and Kim (2010) emphasise the importance of including many voices in participatory research. They maintain that the objective of the PR research is to develop knowledge that is relevant in resolving real challenges. Given the aim of the study, which explored possible strategies for identifying and mobilising resources for the sustainability of schools within rural contexts, the researcher opened the communicative space in this study by including different school stakeholders that were key to the study. These were school principals, SGBs, local municipality representative, business representatives and a teacher union representative, all of whom responded to the research aims and questions through the PR methods adopted in this study. Participants were able to communicate their views through free-attitude interviews, transect walk and photovoice.

4.4.2.4 Research to transform reality

PR emphasises practical change at personal level and at societal level where individuals act as a collective to transform their social conditions (Kemmis, 2008). Kemmis further maintains that collaborative action enables collective decision making, which facilitates acceptance of societal changes. The PR approach and CER proved to be connected with the study aim which explored possible strategies for identifying and mobilising resources for the sustainability of schools within rural contexts. The above aim is transformational by nature and it required PR

methods that were well positioned in fulfilling the research aim. Free-attitude interviews explored and challenged individual insights of participants in this study. Collectively, the transect walk was discovered to be an effective tool for identifying resources by participants. On the other hand, the SWOT analysis brought consciousness on the school stakeholders in terms of the strengths, weaknesses, opportunities and threats in relation to identifying and mobilising resources in their context. A lot of learning and awareness at individual and collective level was observed among participants, which connects with the transformative PR and CER nature of this study.

4.4.2.5 Research with emancipatory aims

According to Bergold and Thomas (2012), the primary aim of participatory research is to give members of marginalised groups a voice and most importantly allow them to make their voices heard. Russo (2012) emphasises the importance of giving marginalised groups a voice and states that, in PR, participants bring their experience and their day-to day practical knowledge into the research process, thus earning new perspectives and wisdom (Russo, 2012). In chapter two, scholars argue that historically, rurality and rural education have been marginalised bodies of knowledge in South Africa (Nkambule, Balfour, Pillay & Moletsane, 2011, p. 341). Moletsane (2012, p. 3) further laments that: “Informed by deficit paradigms, the discourses running through research reports and publications, especially those focusing on the ‘other’ (including rural schools and communities) too often tend to betray or suggest some deep-seated unequal power relations between *us* and *them*”. The asset-based approach adopted in this study is mainly utilised to challenge the deficit status quo when dealing with issues pertaining to rurality and schools within rural contexts in this study. Collectively, the researcher and participants created knowledge on the nature of resources within rural contexts, strategies for identifying and mobilising resources, conducive conditions for the success of strategies for identifying and mobilising resources and together explored challenges for identifying and mobilising resources within rural contexts. The emancipatory nature of the above-generated approach was made possible by the implementation of the PR approach and methods throughout this study.

4.4.3 Selection and Accessing Research Sites and Participants

Participants and the research site in this study were selected because they were presumed to be particularly knowledgeable about issues under investigation and were affected by the problem

of limited resources in schools within rural contexts. This study deals with resource mobilisation for the sustainability of schools within rural contexts and the research site is also rural. I worked with 21 school stakeholders attached to three schools which are described under table 4.1 as follows:

| | Stakeholder | Number |
|----|-----------------------------|--------|
| 1. | School Principals | 3 |
| 2. | Teacher SGB's | 3 |
| 3 | Parent SGB's | 6 |
| 4. | Trade Union | 3 |
| 5. | Non-profit organisation | 3 |
| 6. | Corporate Social Investment | 2 |
| 7. | Local Municipality | 1 |
| | Total | 21 |

Table: 4.1 Profile of Participants

Drawing from the above explanation I declare that this qualitative study adopted a purposive sampling technique. Through utilising purposive sampling, I was able to seek information-rich key participants as described in table 4.1 above in order to obtain relevant data for the research process. Patton (2002) maintains that this type of sampling is based on identifying information-rich cases that promote study in depth. The research site and participants therefore had characteristics that make them suitable for this study.

4.4.3.1 School governing body, principals as participants

The South African Schools Act is clear that through school governing bodies (SGBs), which includes the school principal, schools are required to supplement their resources (RSA, 1996b). Therefore, the study was conducted in three schools and with three school principals. One SGB members on the teachers' side and two on the parents' side participated in the study in each school, making in total nine SGB members.

4.4.3.2 Teacher union as participants

According to Heystek and Lethoko (2001), teacher unions, like all other stakeholders in education, play a critical part in the restoration of teacher professionalism and the culture of learning including the mobilisation of resources for schools within rural contexts. One teacher union representative was interviewed in this study representing each site where participants raised the importance of including union representatives when addressing the issue of identifying and mobilising resources for schools within rural contexts.

4.4.3.3 Local municipality as participants

Section 156(1) (a) of the Constitution stipulates that local municipalities have a legal mandate to preside and pronounce on local government issues and these may impact on local education or local schooling. UMzimkhulu municipality has ward committees recognised by the municipal council in each ward as the consultative body and communication channel on matters affecting the ward including education. Ward committees enable the participation and representation of stakeholders in the compilation and implementation of the Integrated Development Plan (IDP), therefore the local municipality representative was identified as a critical school stakeholder in this study and was included in interviews.

4.4.3.4 Non-profit organisations as participants

Non-profit organisations in rural communities like UMzimkhulu municipality play a very significant role in enabling communities to address resource scarcity and poverty challenges. The Chairperson of a non-profit organisation participated in the study through an interview that also included a transect walk.

4.4.3.5 Corporate social investment as participants

Triologue (2004, p. 8) defines responsible corporate citizenry as:

One that pursues policies and best practices that abide to ethical and legal requirements of the country where the best interests of the community and environment are respected.

Therefore, given the importance of responsible corporate citizenry in advancing communities in South Africa, this study included two companies that has corporate social investment (CSI) as a recognised responsibility. Kretzmann and McKnight (2005) describe companies as part of the external school community, since they are not residents in UMzimkhulu education district but formed an important part of school stakeholders.

4.4.4 Description of research sites

This study was conducted in three schools in UMzimkhulu Circuit situated within UMzimkhulu local municipality. UMzimkhulu local municipality forms part of a group of five (5) municipalities (uBuhlebezwe, Ingwe, KwaSani and Kokstad) of the Harry Gwala District municipality. The District is neighbouring Ugu District in the east, Msunduzi in the north, Lesotho in the east and Eastern Cape in the south. UMzimkhulu circuit is the most populated area of Harry Gwala Education District populated by 39% of the Harry Gwala population.

UMzimkhulu Geographical location: 30° 16' 0" South, 29° 56' 0" East



Figure 2: UMzimkhulu Municipality Map Source: www.municipalities.co.za

According to the UMzimkhulu Integrated development Plan (IDP) (UMzimkhulu Local Municipality IDP, 2018), the population of UMzimkhulu is estimated at 197 286 within an area of 2,435.4 k m². It is calculated that about 90.8% of the total population reside in rural areas, with the remaining 9.2% classified as urban based. The municipality has 176 schools within rural settings recognised by DoE, including one FET institution. It is important to emphasise that this rural municipality presents challenges of low skill level due to low education levels, high unemployment rates, high poverty rate and high illiteracy rate. The three schools identified in this study are quintile one schools and according to the DoE rankings, these are the poorest and no-fee schools. All three schools were overpopulated experiencing a challenge of shortage of classrooms. Resource scarcity in these schools was evident at all levels but guided by the asset-based approach and the emancipatory function of PR, it was argued that the three schools possessed the internal capacity to identify and mobilise resources for their future sustainability.

4.5 The research process and data generation methods

In starting this discussion, it is of critical importance to make a distinction between what is research methodology and what are research methods? Kothari (2004) explains that research methodology is a way to systematically resolve the research problem. Harding (1987, p. 2) defines a research method as a method for collecting for collecting data, whereas, on the other hand, methodology refers to a theory of generating knowledge using scientific enquiry and provides reasoning and justification for how the researcher conducts the study. Therefore, in this section I discuss the different steps adopted in studying the research problem along with the reasoning behind them.

4.5.1 The research process

The three school principals, school governing bodies (SGBs), teacher union representative, non-profit organisation chairperson, corporate social investment representatives, and the local municipality representative were interviewed through Free Attitude interviews (FAIs). The meetings were conducted after school for the school principal and teacher SGB members. Parent SGB members were interviewed separately at school. The municipal representative was interviewed in the municipal offices with the chairperson of the non-profit organisation interviewed at the non-profit organisation premises. The teacher union representative was interviewed after school. The two CSI managers were interviewed in their corporate offices. The SWOT analysis brought awareness to participants in terms of the strengths, weaknesses,

opportunities and threats in relation to identifying and mobilising resources in their context. Transect walks were conducted with all three schools in the study. Photovoice was conducted by participants in each site, where they were encouraged to take photos of areas they considered to be resources and why these were considered to be resources.

4.5.2 Data generation methods

The study used a variety of data generation methods. These are Free Attitude interviews (FAIs), SWOT analysis, and transect walks and photovoice.

4.5.2.1 Free Attitude interviews

A Free Attitude interview, as described by Meulenberg-Buskens (1993), was used as one of the data generation methods. This technique was adopted in this study because it encourages the data gathering process to be as humane as possible, thereby ensuring that research participants were included, respected and not undermined (Mahlomaholo & Netshandama, 2010). The technique promoted the active participation of school stakeholders in this study. In this study, the researcher asked a single question which was aimed at generating a discussion. After asking a question and in cases where I felt that there were stumbling blocks in terms of participants' responses, I made it a point that I follow-up with a clarifying question to ensure that there was free expression and flow in the interview. This interview method proved to be in line with PR objectives of encouraging participation where participants in this study were not limited by structured questions but were allowed to expand and express their views in an un-controlling interview setting (Mahlomaholo & Natshandama, 2010).

4.5.2.2. SWOT analysis

Schools within rural contexts do not exist in an empty space but exist side-by-side, collaborate and at times compete for resources. Understanding this environment is critical to responding to challenges and answering research questions in this study. Therefore, the SWOT analysis was conducted with all participants from three sites in the study. SWOT analysis is an acronym for strengths, weaknesses, opportunities, and threats. In the case of this study the SWOT analysis helped in conscientising participants in terms of identifying strengths and utilising

those in exploring opportunities and mitigating threats; and exposing weaknesses for the purposes of counteracting and minimising them (Ommani, 2011). The principal, SGB, union representative, NPO worked together in identifying internal and external forces that impact on the identification and mobilisation of resources. Participants at each site were put through the SWOT analysis exercise where they worked as groups generating information relevant to their individual sites. This connected with the PR aim on the relevance of PR research advocated in the four Rs above (Kirkness & Barnhardt, 2001).

4.5.2.3 Transect walk with photovoice

Ingold and Lee (2008) propose that taking a walk with participants stimulates a sense of togetherness with the environment, which enables researchers and co-researchers in PR to understand how, for example, places are developed by the routes people take in relation to resource mobilisation. The transect walk allowed participants to identify resources and opportunities in different areas in the community and, in this study, these were identified during the walk with school principals and other school stakeholders (Panek, 2013). Participants walked with the researcher on the school premises and continued the walk to the community where they were encouraged to identify resources they thought may assist in the mobilisation of resources in their context. My role was to also drive participants to any site they wanted to visit and identify as a resource in this study. Upon reaching the site, the researcher stopped the car to enable him to take notes during transect walk. Both participants and the researcher discovered that the transect walk became an effective tool for identifying resources in their context. During transect walk the researcher was taking notes as participants walked and discussed at each place visited during the walk.

Using photovoice in this study focussed on three objectives with the participants, who are school stakeholders (Wang & Pies, 2004). Firstly, it allowed photographs related to the nature of resources within the rural context of the locality to be taken. Secondly, it allowed for group discussions about the photographs, giving special attention to issues that are challenges and those that address challenges in the identification and mobilisation of resources in schools within rural contexts. Thirdly, ideas, challenges and solutions shared in the discussion with school stakeholders were linked to the strategies on identifying and mobilising resources in schools within rural contexts, as discussed in depth in chapter six of this study. Here, participants were encouraged to take pictures of resources identified during the transect walk,

using cameras and cellular phones. After pictures were taken, they were put together for discussion in a group with participants where they indicated why the picture was taken and why do they think a particular picture may show a resource for mobilising resources in their context. As participants discussed the images, the researcher took notes on what transpired in terms of which resource was identified and why it had relevance to the identification and mobilisation of resources.

4.6 Data analysis methods

The question that arises in this section is what is data analysis, which data analysis method is adopted in this study and why? Hatch (2002, p.148) explains:

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organising and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorisation, hypothesizing, comparison, and pattern finding.

Bogdan and Biklen (2003) define qualitative data analysis as working with the data, organising them, breaking them into manageable units, coding them, synthesising them, and searching for patterns. In this study, I used thematic data analysis. Hesse-Bieber and Leavy (2011) maintain that the central issue in thematic data analysis is that the research participants' subjective meanings and social reality are conveyed in the research report. With the blend of the CER research perspective and thematic data analysis, this study moved away from the commonly used PR data analysis methodology, namely critical discourse analysis (CDA). Instead, the study argues for a philosophical framework and a data analysis methodology that provided a range of useful strategies and guidance for identifying and mobilising resources for schools within rural contexts, hence thematic data analysis was adopted. Following the same argument, Vaismoradi, Jones, Turunen and Seagrove (2016) explain that maintaining creativity along with preserving principles of data analysis is allowed in qualitative research. Morse (2011) also believes that researchers are able to make innovations and deviate from the prescribed data analysis method, which then allows thematic analysis instead of CDA in this study. Using PR and studying how school stakeholders can identify and mobilise resources within rural contexts challenged the perception of disempowerment commonly linked to rural communities.

In this study, each theme referred to a more implicit and abstract level that required interpretation (Sandelowski & Barroso, 2003). It was noted in this study that when I elevated the participant's perspective to an abstract level of conceptualisation and sought the underlying meaning in the school stakeholders' words, the theme emerged (Hallberg, 2006). The work of Morse (2008) informs this study, when Morse (2008) states that the purpose of themes in such research is mainly to elicit school stakeholders' experiences.

4.7 Trustworthiness

According to Lincoln and Guba (1985), it is difficult to use the terms 'validity' and 'reliability' in any qualitative study. They suggest that the trustworthiness of a research study is important to assessing its quality and rigour. A series of techniques suggested by Lincoln and Guba were used to achieve trustworthiness in this study. These are credibility, transferability, dependability and confirmability discussed below and a discussion is provided on how they were utilised in this study.

4.7.1 Credibility

The certainty that can be attributed to the reliability of research findings is defined as credibility (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Lincoln and Guba explain that credibility refers to whether the research findings depict data drawn from the participants and is a true reflection of a participant's views. Bitsch (2005) states that qualitative research data collection requires the investigator familiarises himself with the domain of the participants. Therefore, I spent sufficient time in the field to learn and understand the culture and social setting of school stakeholders in uMzimkhulu rural municipality, throughout the research process. This involved spending adequate time observing various aspects of school stakeholders, speaking with a range of people, and developing relationships and rapport with the school and school stakeholders. Lincoln and Guba (1985) call this technique prolonged-engagement. According to Lincoln and Guba (1985), the creation of mutual understanding and trust enables co-development of knowledge between the researcher and stakeholders who belong in the research site. This technique aimed at promoting the credibility of the study. Participants read the transcripts and the analyses and made comments to make sure that there were no mistakes or omissions. Lincoln and Guba (1985) call this member checking.

To ensure quality and trustworthiness of data I verified the research findings with participants before compiling research reports, a strategy known as social verification and validation of data (Babbie & Mouton, 2001). SWOT analysis, photovoice, Free Attitude Interviews (FAIs) and the transect walk were used to ensure trustworthiness and triangulation of data. According to Lincoln and Guba (2000), the utilisation of a variety of methods in harmony counterbalances for their individual limitations and magnifies their individual advantages. To further increase the trustworthiness of data in this study, I requested permission from the participants to use a voice recorder to record their voices and data generated through Free Attitude interviews (FAI) and SWOT analysis, photovoice and transect walks.

4.7.2 Transferability

According to Tobin and Begley (2004), transferability entails the degree to which the results of qualitative research can be transferred to other contexts with other participants with similar characteristics. Bitsch (2005, p.85) guides us that the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling”. Therefore, in this study, I provided a detailed description of the enquiry and participants were selected purposively.

4.7.3 Dependability

Bitsch (2005, p. 86) states that dependability refers to “the stability of findings over time”. Cohen, Manion and Morrison (2011) explain that dependability involves participants evaluating the outcomes, conclusions and recommendations of the study to ensure that they are bolstered by data from participants

To promote dependability of this study, I borrowed from Lincoln and Guba’s (1985) technique of external audits. External audits involved the researcher not getting involved in the research process interrogating both the process and outcomes of the enquiry. The purpose was to assess the correctness and evaluate if findings, meanings and conclusions are supported by the data. This study viewed the importance of feedback using this technique as critical in crafting sound and well-presented findings.

4.7.4 Confirmability

Baxter and Eyles (1997) define confirmability as the degree to which the results of an inquiry could be authenticated by other researchers. To establish confirmability in this study I borrowed from Lincoln and Guba (1985) and used the technique they refer to as the audit trail. According to these authors an audit trail is an open explanation of the research steps taken from the beginning of a research project through to the building and reporting of findings. This documentation preserved evidence pertaining to what transpired during the research process.

4.8 Ethical considerations

Hesse-Bieber and Leavy (2011) advise that the moral values of the researcher are important qualities for ensuring that the research process and a researcher's findings are trustworthy. Bless, Higson-Smith and Kagee (2006) maintain that research ethics assists in avoiding research pitfalls and misuse; it also promotes the accountability of researchers, who need to be guided by and to respect ethics. They further outline principles of ethical research, such as non-maleficence, beneficence, autonomy, justice, fidelity or faithfulness, and respect for participants' rights and dignity, which will be respected and followed in this study. In addition to the ethical principles discussed above, the ethical guidelines such as informed consent, confidentiality, anonymity, appropriate referral and discontinuance were adhered to. Ethical clearance was sought from the Research Office of the University of KwaZulu-Natal. Permission was also sought from the Department of Education to conduct this study. Permission from school stakeholders (as gatekeepers) and other school stakeholder participants was sought immediately after permission from the Department of Education was granted. The aims of the study were shared with stakeholders. The researcher-participant relationship was enhanced by obtaining permission to conduct the research and by informed consent. The research methodology was explained to participants in simple and understandable language.

The research participants were assured of their privacy and confidentiality and that information would be handled in an anonymous and confidential manner (Denzin & Lincoln, 2003). Permission was requested from participants to share outputs of the research with the Department of Education. Findings of this study will be discussed with the participants and relevant stakeholders.

Another aspect of participatory research is axiology, which explains the values and ethics in research (Mingers, 2003). An ethical commitment of CER researchers is to conduct research that benefits the participants. The nature of participation in this study was such that the participants could identify ways to generate resources for their schools, a benefit to them.

4.9 Chapter Summary

This chapter discusses the research design, methodological choices and their justification in this study. I reiterated the research problem and aim and discussed the design and methodology that was informed in great part by the research problem. Participatory research and its importance and relevance in this study was discussed. A detailed profile of school stakeholders who are participants in this study was discussed, followed by the description of the research site. The chapter further discussed data generation and data analysis methods employed in the study. Social verification and validation of data, trustworthiness and ethical issues and their application to this study were discussed. Finally, the chapter summary ended this chapter. The next chapter, which is chapter five, discusses the data presentation and analysis.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

In chapter four, I discussed and justified the research design and methodological choices made in this study. In this chapter, I present the data which was generated through transect walks, interviews and SWOT analysis. The first part of this chapter deals with the first two research questions, which explored:

- How do participants describe the nature of resources within the rural contexts?
- How do participants of this study describe the strategies used for identifying and mobilising resources within rural contexts they live in?

The last part of the chapter deals with the last two research questions, which asked the following:

- How do participants characterise the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for educational processes?
- How do participants describe the challenges experienced during resource identification and mobilisation?

This chapter provides only a descriptive presentation of qualitative data, without in-depth interpretation. Descriptive analysis is used here to describe the basic features of the data in the study (Best & Kahn, 2003). The theoretical framework and literature is only applied in chapter six, where I engage in second level analysis. This second level includes making meaning guided by the literature and the theories used as framework for the study.

5.2 The Transect Walks

As explained in the methodology chapter, participants from all sites were required to conduct transect walks. During their walks, they were instructed to take photos of any site or anything they identified as a resource for their school. As explained earlier, the participants were required to do these walks inside the school and around their surrounding areas. While I was

involved in this, my role was to drive the participants to any site they wanted to visit and ask them why the site and pictures taken were important. In this section, I first present a description of what participants from each site identified as assets for mobilising resources during their transect walks. This is followed by the presentation of strategies used for identifying and mobilising resources within rural contexts and then the conditions that are conducive to the successful application of strategies for identifying and mobilising resources for supporting educational processes.

5.3 Resources identified

The participants took photos during our transect walks, and of these some specifically identified what they saw as resources. The photos provided different types of resources that participants identified relevant for their schools. The photos revealed institutions found in the schools immediate vicinity and secondary vicinity as important school resources.

5.3.1 Local business

The participants in all three sites identified several businesses as possible supporters of what schools do. These businesses either had worked with the schools before, or were identified by participants as potential partners. The photos below reveal these businesses.



Figure 3: Clover Site one

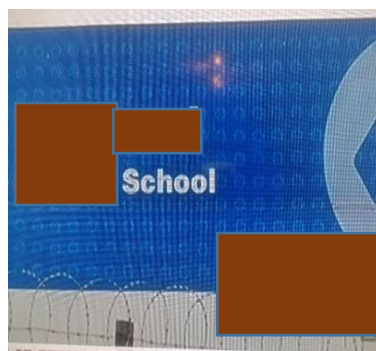


Figure 4: Sanlam Site two

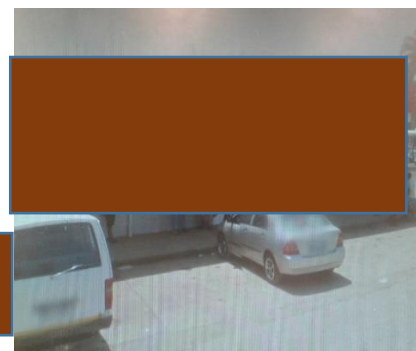


Figure 5: KFC Site three



Figure 6. Bhejane Hardware: Site one



Figure 7. School built by Shell SA: Site two



Figure 8. Cashbuild Site three

The above pictures were taken by participants during the transect walk and the pictures show different businesses identified by participants as resources. **Figure 3** shows the school name in site one on a Clover SA school signboard. It came out from participants that Clover approached the school. Participants believed that Clover worked with the previous principal, but were not clear how the school benefitted from this relationship. Participants indicated that after the previous principal left the school there is no longer a relationship with Clover SA. They indicated that they were not sure what the association with Clover entailed.

Figure 4 shows the school name on a Sanlam sponsored signboard. From the discussion with participants, they indicated that the school has no relationship with Sanlam. Participants indicated that the previous school principal might have the knowledge on how Sanlam ended up designing the school signboard.

Figure 5 shows a picture of Kentucky Fried Chicken identified as a resource identified by participants in site three. Participants identified KFC as a resource that may be accessed through its Add Hope initiative, which fights child hunger and which may sponsor sports and mini-cricket in schools. Participants revealed that the school has no existing relationship with the KFC Foundation and they have not approached the organisation.

Figure 6 shows Bhejane Hardware identified by participants in site one as a resource. From the discussions with the participants, the school has a good relationship with the hardware company, initiated by the school principal. Bhejane Hardware sponsored the school kitchen building where the school prepares meals for the school nutrition scheme.

Participants outside the school took the picture in **Figure 7** and it shows the school building sponsored by Shell South Africa through the initiative of the previous principal. Participants indicated that the school principal approached the late President Nelson Mandela who then sourced the contribution from Shell South Africa that built the school.

Figure 8 shows the picture of Cashbuild Hardware taken by participants during the transect walk. Participants identified Cashbuild as a resource that may sponsor building additional classrooms at the school or any other required infrastructure at the school. Participants indicated that the school had no relationship with Cashbuild.

During the interviews, which were guided by the pictures taken from different sites, I asked participants why the above different business were seen as resources. In other words, what contributions participants thought could be made by these identified local businesses in their responses. Participants viewed the local businesses as a partner in funding education and provision of mentorship and exposure of learners to practical business experience through educational visits. It comes out from the transect walks images (*Figure 3 to 8*) at all sites that the private sector is interested and was identified by stakeholders as a crucial resource found in their rural contexts. Participants identified local business as a partner in funding education and provision of mentorship and exposure of learners to practical business experience through educational visits.

Identification of businesses next to us presents an opportunity for attracting resources (SWOT Analysis: Site one)

The school need to identify businesses that can adopt the school. (SWOT analysis: Site two)

There is an opportunity to form partnerships with NPOs, parents, community and the corporate sector as a way of mobilising resources for the school. (SWOT Analysis: Site three)

SWOT analysis at all sites shows the importance of the private sector as a resource within rural contexts. In addition to the pictures from the transect walks and SWOT analysis, during the interviews it came out at all sites that local business is considered an important resource, for example principal A had this to say:

We need to identify companies that will be able to assist us.

SGB teacher in site C added that:

The school must learn to work with business.

CSI Manager A confirmed the importance of local business as a resource and had this to say:

Let me state that education is one of our focus areas. I also concur with you that the biggest CSI slice goes to education. We support schools situated within our footprint. We provide bursaries for students who want to study forestry and agriculture, provide bursaries for land claimants, donate paper to schools and fund infrastructural development in schools.

The data shows that participants from the school and the community are aware that businesses are an important potential resource that can contribute towards the school. Throughout all the sites and in all data generation methods, participants are found mentioning what businesses can contribute.

5.3.2 Government institutions

During the transect walk, participants took photos of several government institutions that we found not far from their schools. In the views of participants during transect walks, these institutions were resourceful in the schools through their different service. The photos below show what the participants captured during their transect walks.



Figure 9 Dept. of rural development: Site one Figure 10 Dept. of Public Works: Site two Figure 11 Dept. of Social Dev & SASSA: Site three

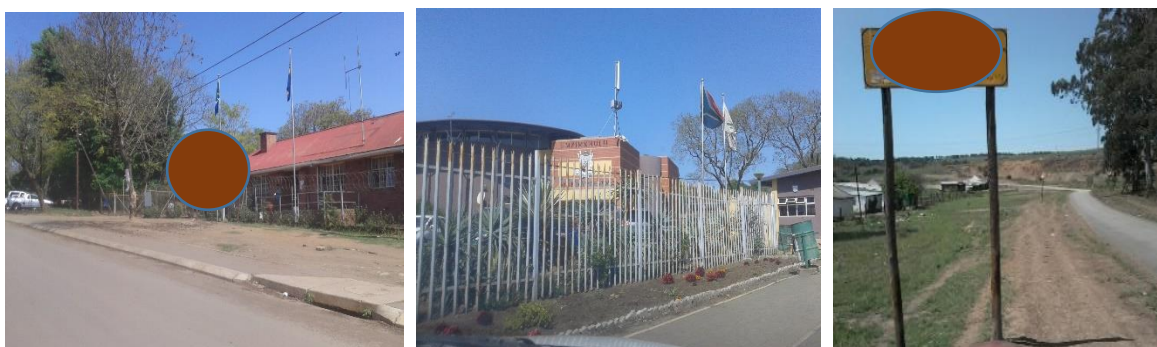


Figure 12 SAPS: Site one Figure 13 Local municipality: Site two Figure 14 Dept. of Transport: Site three

Figure 9 was taken by participants during the transect walks and it shows the picture of the Department of Rural Development and Land Reform as a resource. From the discussions with participants, the department was considered a resource because it provides rural infrastructure like dip tanks for subsistence and developing farmers. It supports schools and community to grow their own food and promotes the development of rural enterprises.

Figure 10 shows a picture of a school hostel constructed by the Department of Public Works on behalf of the Department of Education. Participants indicated that the school principal and the school stakeholder's forum attached to the school initiated the development of a hostel through a series of meetings and lobbying aimed at the Department of Education. Participants indicated that the R28 million project was expected to be complete by 2018.

Figure 11 was taken by participants during transect walk and it shows the picture of the Department of South African Social Security Agency and the Department of Social Development. Participants identified these departments as a resource that provides social security services to parents and learners. The Department of Social Development was identified as a resource that can provide support of the Early Childhood Development Centre, services to youth learners and child protection programmes for the school. Discussions with participants pointed out that the school has no service level agreement or working partnership with SASSA and Social Development departments.

Figure 12 shows the picture of a South African Police Service station taken during a transect walk, which was identified as a resource. Participants indicated that the school has no formalised working relationship with the South African Police Service and they utilise their service only when the need arises at the school.

Figure 13 shows the picture of the local municipality taken during the transect walk with participants and identified as a resource by participants. Participants explained that the local municipality provides basic municipal services required by the school. Participants indicated that, through their participation in the IDP meetings, the school is able to voice its challenges and canvass support. Participants indicated that they have a good working relationship with the municipality, which benefits the school. During discussions, participants indicated that the principal and the stakeholder's forum attached to the school initiated the relationship with the municipality, which is sustained by active participation in meetings.

Figure 14 shows the picture of the Department of Transport Zibambele road maintenance project. Participants explained that Zibambele is a Zulu word, which means, "doing it for

ourselves” and they identified this project as a resource. Participants indicated that the project provides sustainable employment, targeting women-headed poor rural households. In this project, households maintain rural roads during their flexible hours, including the road that leads to the school. Parents and caregivers of school learners form part of the beneficiaries in this programme. Participants explained that the programme was initiated by the Department of Transport.

It came out from the transect walk images (*Figure9 to 14*) at all sites that the public sector is a resource that is identified as ready and able to be utilised within the rural contexts.

Government departments have resources that may assist our school. (SWOT Analysis: Site one)

We need to identify stakeholders at Government level for partnerships that will assist in the mobilisation of resources (SWOT: Analysis site two)

Another way is to form partnerships with government departments and municipality that will help our school in mobilising resources (SWOT Analysis: Site three)

From SWOT analysis it came out that the public sector is identified as a resource that may provide different government services and programmes within rural contexts. SWOT analysis from all sites shows the importance of the public sector as a resource for school stakeholders in their rural contexts. SWOT analysis revealed the importance of forming partnerships with government departments.

In addition to the transect walks and SWOT analysis, during interviews participants expressed the importance of the public sector as a resource within rural contexts. In this regard, parent member B of the SGB in site two had this to say:

School stakeholders need to identify government departments that can bring resources to the school

SGB parent B in site one said:

I think the Department of Education and other government’s institutions should be able to assist in mobilising resources.

On the same vein, principal B from site two said:

In this school, there is a lot of resources that we receive from the Department of Education in the form of money, stationery and books.

Portrayed in the utterances above is the importance of the public sector as one of the key resources identified in the study. The participants identified institutions like the Department of Public Works (DPW), Social Development, Rural Development and the South African Social Security Agency (SASA). The Department of Higher Education (DHET) through TVET colleges also comes from the data as an important resource.

5.3.3 Local faith institutions

In addition to businesses and local government institutions, the participants took several photos showing other organisation found in the vicinity of their schools that they identified as important resources for the survival of their schools. The photos below reflect what the participants captured:



Figure 15 Church: Site one



Figure 16 Church: Site two

Figure 15 from site one and *Figure 16* from site two shows pictures of the church identified by participants as a resource in site one and site two. From the discussions participants indicated that the church supports school initiatives and donates in cash and in kind from time to time. Participants indicated that some members of the congregation are parents or relatives of learners that attend the school and they initiated the relationship with the school. They identified the potential of congregation members serving as volunteers in different areas that may advance the school.

During transect walks in site one and 2 it emerged from the pictures in *Figure 15* and *Figure 16*, captured by participants that faith- based organisations have a role to play as a resource

within rural contexts. From the participants the church was identified as a resource in providing spiritual support, moral values and guidance to parents and the school. Congregation members serving as volunteers in different areas that may advance the school were also identified as a resource. It came out from participants at all sites that parents were instrumental in establishing the relationship between the school and the church.

We need to identify more partners. We also need strategies to involve more stakeholders. (SWOT Analysis: Site two)

There is an opportunity to form new partnerships with NPOs, parents and community organisations and this will benefit our school in attracting resources that we need. (SWOT Analysis: Site three)

SWOT analysis from site two and site three shows the importance of forming partnerships with all stakeholders, including the church. In addition to the SWOT analysis and transect walks, participants during individual interviews on the discussion of useful local organisations, participants had this to say:

Principal A from site one said:

Our school has a good relationship with the nearby church and the church supports the school with donations and volunteers.

SGB teacher C in site three added on the importance of the church as a resource and said:

I believe as a school we need to continue to work with our local community, churches and NGOs.

On the role of the church SGB parent one from site one said:

Our fence is old and the church is assisting with repairing the school fence.

In addition to the pictures and SWOT analysis, participants in different sites acknowledge the value of the church as resource for schools. The contribution of the church from the interviews appears to be volunteering in the form of fundraising, donating funds and sometimes cleaning the school.

5.3.4 Traditional leadership

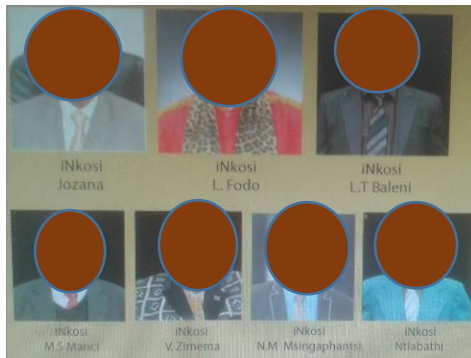


Figure.17 Traditional leadership: Site one

Figure 17 shows the picture of Amakhosi (Chief) from the Municipal District taken by participants. Participants identified traditional leadership as a resource and indicated that the above picture is the main one that presents all traditional leaders from the area in one photo. Traditional leaders, in the participants' views, were regarded as important in connecting the school with other parts of the community. Discussions from all sites with participants identified traditional leadership as a resource linking the school with resources in private sector, public sector, non-profit organisations and community.

It emerged from the field during transect walk discussions, that traditional leadership was identified as an important link between the local municipality and the school in terms of basic service delivery to rural schools. For example, principals as shown from my field notes expressed the general view that traditional leadership was considered an important resource because traditional leadership had powers to represent and express school interests and challenges to government, business and other supporters. Most of the participants shared similar sentiments expressed during interviews with CSI manager who said:

First, I think the traditional leadership council can play a critical role in mobilising resources for schools in their areas. Even today at the office, I was attending to requests from NGOs and schools and asked my area managers if the applying NGOs or schools did go to Inkosi for endorsement and support (CSI Manager B).

On the importance of Amakhosi and traditional leadership, CSI Manager A added:

I also believe that schools should always have an open relationship with traditional leaders in municipal area as they connect schools with resources.

Participant's voices emphasised the critical role played by Amakhosi (chiefs) as a resource in supporting the mobilisation of resources in their context. CSI manager B indicated that the traditional leadership council plays a critical role in endorsing and supporting school appeals for support to local business, non-government organisations and others. CSI manager A emphasised the importance of schools to have an open relationship with Amakhosi in their municipal areas, as they are key in serving as a connection between schools and resources.

5.3.5 Parental Involvement as a resource mobilisation source



Fig.18 Parents school support: Site two



Fig. 19 ECD supported by parents: Site three

Data from all three sources revealed that parents played a critical role as educational resource mobilisation agents for improving the school. For example, **Figure 18** and **Figure 19** shows a picture of parental involvement at school level. Participants indicated that parents are actively involved in contributing towards school day-to-day costs and school governing through participation as school governing body members. From the individual interviews at all sites, generally participants identified parents as the main resource in assisting the school to mobilise resources. It came out from the transect walk pictures (**Figure 18** and **Figure 19**) and notes that, at all times, parents were identified as a resource ready to serve and be utilised in mobilising resources within rural contexts.

Parents are important in supporting our efforts to mobilise resources. (SWOT Analysis: Site one)

We need strong parental involvement in mobilising resources. (SWOT Analysis: Site two)

Our strength in this school is that we have involved parents. This helps our efforts when we mobilise resources (SWOT Analysis: Site three)

The SWOT analysis from all the sites identified parents as a crucial resource in mobilising resources within the rural context. In addition to the transect walks and the SWOT analysis, interviews revealed the importance of parents as a resource. For example, principal C in site three had this to say:

Let me tell you that parents in this school value education and, despite all odds, they want children to be educated. When there is a need to discuss with parents and the community they all attend and are always committed to assist.

SGB parent A in site two stated that:

Let me tell you that parents built this school. We have classrooms that were built by parents.

The discussions above from the transect walks, SWOT analysis and interviews shows parents as a critical resource within rural contexts. Participants indicated that parents in the area value education and want their children to get education. SGB parent A emphasised the importance of parents as a resource and stated that parents have built schools in their context.

5.3.6 Non-profit organisations and Community Based organisations



"Always Needed, Always There"

Figure 20 Home for orphaned learners: site one Figure 21 National Lottery commission: Site two Figure 22 the SA Red Cross: Site three



Building Community Heart



Figure 23 Child Welfare South Africa Site one

Figure 24. Lifeline Site two

Figure 25. World Vision: Site three

During the transect walks participants took pictures of NPOs which included a picture of a home for orphaned learners in **Figure 20**, which they identified as a resource. The home provides care and support to learners who are orphaned and vulnerable. Different NPOs were identified as resources and these included the National Lotteries Commission in **Figure 21**, Child Welfare South Africa in **Figure 23**, Lifeline in **Figure 24** and World Vision but these pictures have been hidden for ethical reasons in this study. From the images captured by participants, it shows the existence of a number of NPOs in the area keen on rendering social welfare services to the school and community. From discussions with the participants in site one and 2 the school already had a relationship with NPOs they identified as a resource but the relationship was not formalised into a service level agreement. During discussions in site two participants indicated that in 2015 they applied for funding from the National Lotteries Commission but their application was unsuccessful. Participants in site three took pictures of the SA Red Cross in **Figure 22** and World Vision in **Figure 25**. Participants indicated that they was no relationship or partnership with NPOs identified.

It came out from the transect walk pictures (**Figures 20 to 25**) taken by participants at all sites that the non-profit sector is keen on supporting schools and was identified as one of the resources within their context. From the notes taken during transect walks it came out that NPOs are a resource capable of rendering different social welfare services to the school and community.

Identification of business, NPO, parents to support resource mobilisation efforts.
(SWOT Analysis: Site one)

The school need to identify NPOs that can adopt the school. (SWOT Analysis: Site two)

Forming new partnerships with NPOs parents and community offers a good opportunity to attract resources for the school. (SWOT analysis: Site three)

SWOT analysis from all sites above shows the importance of NPOs as a resource within rural contexts. It emerges from SWOT analysis at all sites that identification of NPOs to support the mobilisation of resources, forming partnerships with NPOs and identifying NPOs that can adopt the school is critical in their context.

In addition to the SWOT analysis and transect walks, interviews with stakeholders identified NPOs as crucial resource in their context. For example, SGB teacher A in site one said:

We need to identify people that will assist us in mobilising resources like the NGOs.

SGB parent B in site two stated that:

The relationship between the school and NGOs has to be good at all times.

The union representative emphasised the importance of NPOs as a resource. This is what she had to say:

Schools need to work towards establishing relationships with NGOs and the community at large.

The voices of participants above give non-profit organisations (NPOs) special value as a resource and as care providers in their context. SGB teacher A stressed the importance of identifying people that will assist the school in mobilising resources like non-government organisations. SGB parents emphasised that NGOs are a resource and that the relationship between the school and the NGO has to be positive at all times. Individual interviews with the union further highlighted the importance of establishing relationships with NGOs and the community.

5.3.7 Rich school history



Figure 26 School Anglican Church plaque dated 1924: site one Figure 27 School unveiled by late President Mandela 1996: site two

At this time with participants, we walked and took a picture of a plaque shown in *Figure 26*, which was in the old school building. This picture shows that the school was established by the Anglican Church in 1924. The picture in *Figure 27* was taken by participants in site two. The picture shows a building that was built through the efforts of the late President Nelson Mandela who approached Shell South Africa to build the school. Participants indicated that they pride themselves that they have a relationship, association and history that is linked to a world political leader in Nelson Mandela. Participants pointed to the spade that President Nelson Mandela used for sward turning in 1996 displayed in a glass cabinet at the entrance of the reception area. Participants indicated that their rich history seems to attract corporates, business and individual support for the school. It comes out from the transect walks pictures (*Figures 26 and 27*) taken by stakeholders that school history is identified as a crucial resource enabling them to tap into who they are and where they come from in their context.

Development of a marketing strategy to attract partnerships as an opportunity.

(SWOT Analysis: Site one)

Develop marketing plan coupled with a strategy to mobilise resources presents an opportunity to use these for mobilising resources for our school. *(SWOT Analysis: Site two)*

Lack of a marketing skills is our weakness at this school. *(SWOT Analysis: Site three)*

The SWOT analysis from all three sites shows that the rich school history is identified as a resource and crucial in developing a marketing strategy. In site one, the development of a marketing strategy was seen as serving to attract partnerships. In site two, it was coupled with a strategy to mobilise resources. Participants in site three identified marketing skills as important for mobilising resources in their context. From the SWOT analysis in all three sites it comes out that the marketing strategy to attract partnerships and mobilise resources hinges on tapping into the rich school histories, tradition and culture.

In addition to the transect walks and SWOT analysis, interviews with participants revealed that school history was identified as a resource in their context. For example, SGB teacher A in site one had this to say:

The Anglican Church missionaries built the school in 1924. This provides a rich missionary history that may market the school and attract missionary tourism to and new partnerships.

It came out from the interviews with principal B in site two that the school had a rich history that may have assisted the school to build its image and attract more resources. The principal had this say:

The fact that the school was built through efforts of the late President Nelson Mandela after being approached by the previous principal, gives us rich culture and history that generate interest from people to want to know more about us.

The voices of participants above emphasises the importance of school history as a resource in schools within rural contexts. SGB teacher A in site one indicated during individual interviews that the school history, of the school being founded by Anglican church missionaries, may serve as a resource in linking the school to its roots and attracting missionary tourism for the school that may lead to mobilising resources. Individual interviews with principal B in site two further emphasised the importance of school history in attracting resources when highlighting the fact that Shell South Africa built the school after the late president Nelson Mandela was approached by the previous school principal. The principal further indicated that their rich school history generates interest from different people who may want to know about the school, thereby allowing the school to attract resources.

5.4 Strategies for Resource Mobilisation

In the previous section, the types of resources that school stakeholders within rural contexts identified were discussed. In this current section strategies identified by stakeholders for mobilising resources are discussed and these are *school-community partnerships, local business, government institutions, religious organisations, other organisations, working with other education institutions, parents and traditional leaders as a strategy, school stakeholders forum, income generating school projects, school achievements and Municipality co-ordinated forums.*

5.4.1 School -community partnerships

It came out from the field that rural schools identified school-community partnerships from different sectors as a strategy to mobilise resources in their rural contexts. These are discussed below and they include *local business, government organisations, church, non –profit sector and school-higher education partnerships.*

5.4.1.1 Partnering with local businesses.

Figure 3 to 8 shows pictures of local business as a strategy identified by stakeholders for mobilising resources in their context. The SWOT analysis presentation (*Section 5.3.1*) shows business as a crucial strategy for mobilising resources within rural contexts. In addition to the SWOT analysis and the transect walks, individual interviews with participants revealed business as an important strategy for mobilising resources in their context for example, union representative in site three said:

As a school, we need to create partnerships with small and large companies in mobilising resources.

CSI Manager B stated:

Schools need to identify companies that operate in their area and form partnerships that will help in bringing school resources.

Principal A in site one added:

School stakeholders need to identify companies that will also be able to assist us through their corporate social investment.

In addition to the transect walks and SWOT analysis, voices of participants points to the importance of local business as a strategy for mobilising resources in their context. Individual interviews with the union representative emphasised the importance of creating partnerships with business as a strategy in their context. CSI Manager A stressed the need for schools within rural contexts to identify businesses that operate in their area and form partnerships with them. Principal A further highlighted the importance of identifying local businesses that may be able to assist the school through CSI as a critical strategy for mobilising resources in their context.

5.4.1.2 Partnering with government institutions

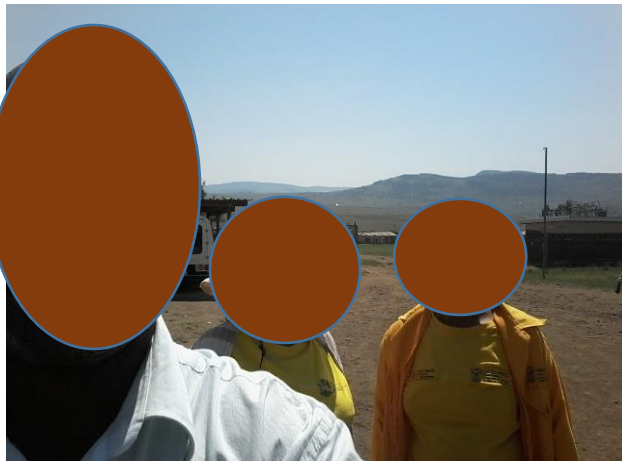


Figure 26: School and the EPWP Programme: Site three

From the transect walks pictures taken by participants from all sites (*Figures 9 to 14*), it was revealed that the public sector was a crucial strategy for mobilising resources by school stakeholders in the context. Participants explained that the public sector is a powerful state vehicle in the provision and delivery of services in their context. *Figure 28* taken by stakeholders in site three shows a partnership strategy between the public sector Expanded Public Works (EPWP) project and the school. Stakeholders identified the partnership as a strategy as EPWP provided employment to parents and households. According to participants, the EPWP provides free cleaning and school maintenance service at the school. Furthermore, the SWOT analysis (Section 5.3.2) shows that the public sector was identified as a crucial strategy for mobilising resources at all sites. In addition to the transect walks and the SWOT analysis, interviews with stakeholders revealed the importance of the public sector as a strategy for mobilising resources, for example SGB teacher B in site two had this to say:

Government categorises schools. Our school is categorised as a disadvantaged school. Our school uses that to access government redress fund which funds required school resources.

SGB parent C in site three added:

We need to improve our relationship with the municipality because the municipality has the responsibility and power to deliver basic resources to our school.

During individual interviews, Municipality communications manager stated:

As local government we provide projects and sister government departments provide programmes”.

CSI Manager B stated:

The blessing of the local municipality in approving a project or support to a school is important before we intervene as the municipality has the competency to provide basic services to the school.

The voices of participants above identified government organisations as a strategy for mobilising resources. SGB teacher B in site two indicated that their school is categorised as a disadvantaged school, which then enables them to use the categorisations as a strategy to access government, redress fund. SGB parent C in site three acknowledges collaborating with the municipality as a strategy for mobilising resources mobilising resources because the municipality has authority and power to deliver basic services at local level. Municipality communications manager emphasised collaborating with government as a strategy because of the fact that the municipality provides projects and sister government departments provides programmes.

5.4.1.3 Partnering with religious organisations

It came out during transect walk pictures taken by stakeholders (*Figure 15 to 16*) that the church and faith-based organisations presented a potential that stakeholders must unlock as a strategy for mobilising resources within their context. During transect walk discussions, stakeholders revealed that the church has the potential to assist the school in resource mobilisation initiatives by donating to the school and volunteer time to assist the school in mobilising resources. SGB teacher A during group discussion in site one indicated that the local church, which is a few meters from the school, has always been a resource for the school. Transect walk discussions at all sites supported the views of SGB teacher A, acknowledging the church as a critical resource. SWOT analysis from all sites (*Section 5.3.3*) shows the importance of identifying partnerships, including with faith-based organisations, as a strategy within their rural contexts. Over and above the transect walks and the SWOT, individual interviews with stakeholders revealed that faith-based organisations are a crucial strategy in the rural contexts. The NPO chairperson was asked during individual interviews about what role can be played by the school and church partnerships in as far as the mobilisations of resources. He had this to say:

A pastor and his church can assist the school in mobilising resources through linking the school with faith-based funders, business and government.

Principal A in site one was asked a similar question as the above during individual interviews and he responded as follows:

The church has always supported the school through church donations and physical labour whenever required by the school.

The voice of participants emphasise partnership with the church as a strategy for mobilising resources in their context. NPO chairperson indicated that partnership with the church has potential to serve as a critical strategy for mobilising resources. He further emphasised that the pastor and church may assist in mobilising school resources by linking schools with school faith-based funders, business and government. Principal A in site one added that the church has always supported education and schools in particular through donations and providing physical labour.

5.4.1.4 Partnering with NPOs and CBOs

During transect walks it was revealed in the pictures taken by stakeholders (*Figure 20 to 25*) that non-profit organisations were identified as a strategy for mobilising resources in their context. SWOT analysis from all sites shown (*Section 5.3.6*) shows that identification of NPOs to support mobilisation of resources, forming partnerships with NPOs and identifying NPOs that can adopt the school forms a strategy that is critical in the rural contexts. In addition to transect walks and SWOT analysis, it came out from the individual interviews with stakeholders that non-profit organisations present a good strategy that may be utilised by school stakeholders within rural contexts. For example, principal A in site one stated:

We need to form partnerships with non-profit organisations

SGB parent C in site two added:

The school must create a newsletter that will market the school to NPOs that may assist in mobilising resources”

When asked during individual on why the importance of forming partnerships with NPOs, CSI Manager B stated that:

NGOs understand the development speak and they can be in a position to work with the school in packaging their requests.

Participants above point to the importance of forming partnerships with the non-profit sector as a strategy within their context. The SWOT analysis shown in appendix E also stresses the importance of forming partnerships with the non-profit sector. Individual interviews with Principal A added to the call for the need to form partnerships with NPOs.

5.4.1.5 Partnering with neighbouring education institutions



Figure 29: TVET College: Site three



Figure 30: TVET Final year student: Site three

These pictures were taken by participants during transect walk in site three. The picture shows the local TVET College and a final year TVET student. Participants identified the TVET College and its learners as a strategy that may assist in mobilising resources by forming synergies that work between the school and institutions of higher learning in their context. Transect walks discussions reflected in the notes (see Appendix F) in site three revealed that the college offers training programmes on animal farming, plant farming, farm management, soil testing, agriculture, human resources management, financial management and other critical programmes. Data from transect walk discussions revealed that school-higher education partnerships presented an in-service training opportunity and expert human resources that may assist the school in mobilising resources in their context. Discussions with stakeholders during the transect walk revealed that there was no partnership between the school and the TVET College. School stakeholders had still to identify areas that require assistance from the TVET and initiate a meeting to initiate and develop a working mutual partnership. SWOT analysis

from all sites (Section 5.3.3) shows the importance of identifying partnerships that work for schools within rural contexts.

There is currently no relationship between the school and the TVET College. In addition to transect walk and SWOT analysis, interviews with participants stated the importance of forming school-higher education partnerships as a strategy in their context.

For example, the communications manager at the municipality had this to say:

I am saying, higher education and basic education must interlink. You see, there is a TVET college in this area. Every quarter they produce people qualified in administration and human resources management but the problem is that children who come from these colleges look for internship with the municipality or government departments.

Principal B added that:

Schools should form partnerships with TVET colleges and universities.

The communications manager suggests here a different form of partnership. This partnership views schools as assets or resources for the partners they work with. In other words whilst schools receive support, they can also be giving support. For example, the voice above shows that TVET College can have their students benefiting from local schools by getting internship opportunities.

5.4.1.6 Partnering with traditional leadership for mobilising resources



Fig.17. Traditional leadership: Site one

Figure 17 shows the picture of Amakhosi (traditional leaders) from the municipality district taken by participants and hidden for ethical reasons in this discussion. Participants identified forming partnerships with traditional leadership as a strategy and indicated that this is one picture that presents all traditional leaders from the area in one photo. Transect walks discussion notes from all sites with participants identified traditional leadership as a resource linking the school with resources in private sector, public sector, non-profit organisations and community (see Appendix F).

It further came out from the field during transect walk discussions that traditional leadership was identified as an important link between the local municipality and the school in terms of basic service delivery to rural schools. For example, principal A in site one stated that traditional leadership was considered an important resource because traditional leadership has powers to represent and express school interests and challenges to government, business and other supporters. Principals at all sites expressed a similar view.

CSI Manager B and the municipality communications manager were asked about the importance of forming partnerships with traditional leadership as a strategy. Individual interviews revealed the positive potential of a partnership that may result into a strategy for mobilising resources. For example, corporate social investment manager (CSI) B had this to say:

First, I think the traditional leadership council can play a critical role in mobilising resources for schools in their areas. Even today at the office, I was attending to requests from NGOs and schools and asked my area managers if the applying NGOs or schools did go to the traditional leader (Inkosi) for endorsement and support.

The municipality communications manager added:

Amakhosi participate in the municipality council and they work closely with the municipality in ensuring service delivery in their areas.

The voices of participants above emphasise the importance of forming partnerships with Amakhosi as a strategy for mobilising resources. The role of Amakhosi as community leaders is acknowledged at local, provincial and national government level as conduits for development in their areas. CSI Manager B from a corporate company further highlighted that their company takes very seriously any corporate funding required by Inkosi on behalf of the school. She

further indicated that in most cases her company insists on ensuring that any funding appeals requested by schools have secured the blessing of Inkosi and other traditional structures before they even consider the application. The municipality communications manager emphasised that Amakhosi have power and authority and partake in decision-making processes of the municipality through the municipal council.

5.4.1.7 Partnering with parents for mobilising resources



Figure 18 Parents school support: Site two



Figure 19 ECD supported by parents: Site three

Figure 18 and Figure 19 shows a picture of parental involvement at school level. Participants indicated that parents are actively involved in contributing towards school day-to-day costs and school governing through participation as school governing body members. From the interviews at all sites, participants identified parents as the main resource in assisting the school to mobilise resources. It came out from the transect walk pictures (**Figure 18 and 19**) that parents were identified as a resource ready to serve and be utilised in mobilising resources within rural contexts.

Parents are important in supporting our efforts to mobilise resources. (SWOT Analysis: Site one)

We need strong parental involvement in mobilising resources. (SWOT Analysis: Site two)

Our strength in this school is that we have involved parents. This helps our efforts when we mobilise resources (SWOT Analysis: Site three)

The SWOT analysis from all sites presented above shows that parents were identified as a crucial resource in mobilising resources within this rural context. In addition to the transect

walks and the SWOT analysis, interviews revealed the importance of forming partnerships with parents. For example, principal C in site three had this to say:

I want to indicate to you that parents in this school value education and, despite all odds, they want children to be educated. When there is a need to discuss with parents and the community they all attend and are always committed to assist.

SGB parent A in site two stated that:

Let me tell you that parents built this school. We have classrooms that were built by parents.

Transect walks, SWOT analysis and interviews shows partnerships with parents as a critical strategy within this rural context. As shown in in the interviews, the contribution of parents is important and at times, they are the ones who have built schools before the government took over.

5.4.2 School stakeholders' forum as a strategy for resource mobilisation



Figure 31 School Stakeholders' Forum: Site two.

This is one of the pictures taken during the school stakeholders' forum meeting but hidden for ethical reasons in this study. It became clear from the participants that the school stakeholders' forum is a strategy that brings hope to the school since it is comprised of all school stakeholders from government, faith-based organisations, teacher union and the non-profit sector. Participants stated that the school stakeholders' forum meets at the school and its meetings are chaired by the school principal. Participants further stated that the main function of the forum includes early identification of school challenges, co-ordination and alignment of relevant stakeholders with capacity to deal with different issues within the school and mobilisation of resources required. SWOT analysis from all sites (Section 5.3.3) shows the importance of partnerships among stakeholders as a strategy within rural contexts. In addition to the transect

walks and SWOT analysis, individual interviews with stakeholders identified the school stakeholders' forum as a strategy in their context. When, during individual interviews, participants were asked about the stakeholders' forum as a strategy to mobilise resources, SGB parent B in site two said:

Here we have a structure that has capacity to mobilising resources because the stakeholders' forum formed by different sectors is able to address challenges faced by the school and mobilise resources.

The NPO chairperson added:

The stakeholders' forum is important in our area because all parties are represented and there is no challenge that cannot be addressed by this structure including highlighting resource challenges faced by our schools.

The municipality communications manager emphasised that:

The municipality promotes coordination of services through the stakeholders' forum. All government departments, NPOs and businesses are represented in this structure that addresses challenges within the municipality including schools.

The voices of participants above highlights the importance of the school stakeholders' forum as a strategy for co-ordinating services, avoiding duplication and mobilising resources. This structure is coordinated by the school principal and holds its meeting at the school. Different government departments, including DoE, DSD, DoH, SASSA, DPW, DoT, business and NGOs form part of this crucial structure chaired by the school principal.

5.4.3 School income-generating projects as a strategy for resource mobilisation



Figure 32. Growing vegetables for sale: Site two Figure 33. Arts and Craft for sale:Site two Figure 34 School hall for hire: Site two

These are pictures (*Figure 32 to Figure 34*) taken by stakeholders from site two showing income generating projects within the school setting as a strategy for mobilising resources in their rural contexts. From the participants in site two, *Figure 32* shows the school vegetable garden where learners grow vegetables that are sold for profit to teachers and the community at large. In *Figure 33*, the picture was taken by participants which shows a learner weaving a basket that is sold to businesses and the community to make profit. *Figure 34* is a picture taken by stakeholders and it shows the school hall that is hired by the school to organisations, community members and government departments to generate operational income for the school or purchase school necessities.

When discussing pictures (*Figure 32 to Figure 34*) in the transect walk, in the notes and individual interviews with participants in site two, it was proposed that finding income generation within the school setting may be one of the crucial strategies for mobilising resources in their context. For example, SGB teacher in site two had this to say:

In order to generate our own income, our school grows vegetables and sell them, learners create arts and craft items that we sell and we also rent out our boardroom and hall to the community, individuals and other government departments.

Principal B in site two added:

Income generating projects as a strategy to mobilise resources assist the school in supplementing its government allocation.

The participants' voices above express a critical strategy that aims at sustaining the school through the assets and skills around and within the school, which include selling arts and craft produced by learners, selling vegetables planted by learners in a school garden and hiring out school infrastructure to generate income for the school. It was however noted that this income generating strategy only occurred in site two.

5.4.4 Utilising school achievements to attract resources

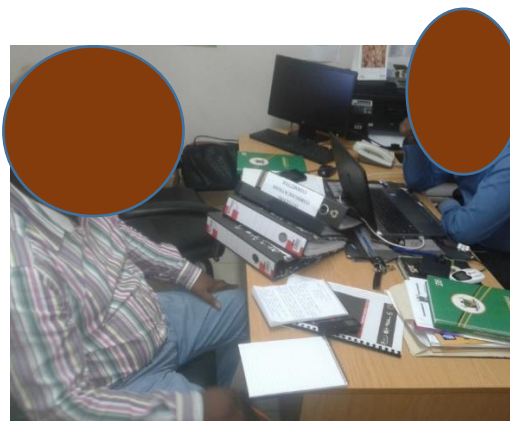


Figure 35 Principal with school trophies and awards: site one Figure 36 Municipality Communications Manager: Site two

It came out from the transect walks pictures (*Figure 35 and Figure 36*) taken by participants that school achievements can serve as a crucial strategy for attracting resources. From all sites it came out from transect walk notes that there is an opportunity to use the municipality communications channels such as the municipality newsletter and municipality communications manager tools to showcase what schools have achieved. Showcasing these achievement was regarded as one of the ways to make people interested in the schools. The SWOT analysis from all sites in Section 5.3.6 highlights the importance of a marketing strategy for the school to be in a position to attract resources. In addition to the SWOT analysis and transect walks, interviews from all sites revealed that marketing is a crucial strategy for schools to attract resources and support. For example, school principal A in site one had this to say:

Principal A:

Look at our trophies and certificates. Our school is also a Dinaledi school which is a programme of selected schools that thrives to improve maths and science marks. We have to sell our achievements as a strategy to attract partners and resources for the school.

SGB parent C stated:

As a school we do not have a newsletter, brochure or any information that talks about our school and which may help us to market school to NPOs, community and business. That is where the communications manager in our municipality can guide us on how to do this.

CSI Manager A added:

For me what will be greatly appreciated by companies is if schools can have a leaflet that elaborates on the school; its enrolment, programmes, academic success and challenges and school activities. School must invite the corporate sector to different school activities like sports, drama etc.

CSI Manager B stated:

Schools must participate in competitions and gain publicity via print media and radio. You know there is one school I got to know about just while I was doing my home chores at on a weekend and heard about them on Ukhozi FM that they are participating in a competition. Today, that school has a relationship with our company.

The discussions above express the importance of schools' achievements in whatever they are doing, whether it is sport or academics. Further emphasised is the fact that once schools achieve they have to make sure that they make their achievements known through good publicity and media platforms with the view of attracting resources.

5.4.5 Participation in government and community forums

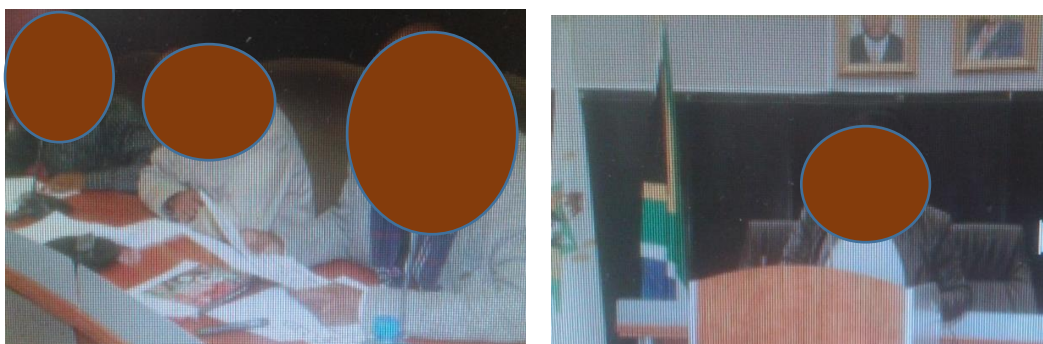


Figure 37. (Right) SGB teacher participating in the forum: site two Figure 38: NPO giving a presentation at the forum: site one

It came out from the pictures (*Figure 37 and Figure 38*) that the municipality provides a platform for stakeholder co-ordination and collaboration through the municipality coordinated stakeholders forum and Operation Sukuma Sakhe (Let us stand up and build). Participants' discussions in individual interviews below revealed that the role of this platform is to ensure coordination of all services from NPOs, business, traditional leaders, government, schools and all other sectors in rendering services at ward level. An SGB teacher from site two indicated during interviews that the forum coordinated by the municipality and chaired by the Mayor presents a good strategy for schools to network, form partnerships and mobilise resources in their context. Furthermore, participants indicated that the stakeholder's forum and Operation Sukuma Sakhe provide a co-ordinated response to challenges in overcoming issues that impact communities and schools in the area. From the participants the only condition for Operation Sukuma Sakhe to serve as a strategy for mobilising resources within rural contexts is for all stakeholders including schools to become actively involved. SWOT analysis from all sites (Section 5.3.3) shows the importance of identifying partnerships and collaboration as a strategy for mobilising resources. Over and above the transect walks and SWOT analysis, interviews identified the importance of Sukuma Sakhe as a strategy for mobilising resources.

For example, an SGB parent in site B had this to say:

In our war room, we have SASSA, Department of Social Development, Department of transport and other government departments.

SGB parent A stated:

In our community, we have community structures that can be very helpful as a strategy to mobilise resources. We have traditional leaders, ward development committees and war rooms.

Principal B stated:

Our Municipality coordinates a meeting that sits every quarter. Traditional leaders, government departments, NGOs, municipality, schools, faith-based organisations and business participate in this forum. The Mayor chairs this meeting. I have represented my school and presented at this meeting several times and in my first meeting, I discovered that people had misconceptions and did not know much about my school. The platform helped me to dispel misconceptions and to make stakeholders at the meeting aware of who we are as a school.

The Municipality Communications Manager (MCM) had this to say:

Our municipality actively promotes the integration of services through Operation Sukuma Sakhe where all stakeholders meet and collectively address challenges facing communities.

The voices above express the need for schools to participate in government and community forums as a strategy to share their successes and challenges in a forum formed by different government departments, the local municipality, business and the NPO sector. The voices above emphasise the need for schools not to operate in isolation but to participate and to use public and government platforms to talk about school successes and challenges with the view of mobilising resources. What comes out from the discussions above is that without active participation of schools in these structures, government, business and civil society will not have insight into the schools' resource challenges and achievements.

5.5 Conditions for successful application of resource mobilisation strategies

In the first part of the chapter, the study discussed the types of resources that school stakeholders within rural contexts identified and the resource mobilisation strategies they can use. The chapter further explored who is responsible for the identification and mobilisation of

resources in schools within rural contexts. In this section, the study focuses on the conducive school conditions for mobilising resources within rural contexts. Several conditions for mobilising resources emerged in this study and these include *developing school vision, focus on being the best, sustaining relations, empowerment of stakeholders and dedicated school leadership*.

5.5.1 Developing school vision as a condition for RM strategies

During individual interviews participants were asked to think about conditions that would allow success in mobilising resources. In all individual interviews from three sites participants said:

If the school vision is bright, funders and school supporters will always know that whenever they support our school they are not throwing their resources down the drain but they will see a return on investment.

SGB teacher B in site two added:

The school has to have a vision on mobilising resources. The vision of the school, parents and community has to be one.

Principal C in site three had this to say:

The Principal and the SGB has to have one vision about the future of the school.

The union representative corroborated the utterances above and said:

The principal and the SGB need to have a clear vision for the school and be hands on.

The voice of the participants emphasize the importance of developing a vision. Participants expressed the fact that the vision of the school must be clear and owned by all. Principal C in site three emphasised the fact that the SGB and the principal must be on the same page in terms of sharing one vision that will advance the school and enable the mobilisation of resources.

5.5.2 Producing good school results as a condition for RM strategies

It came out from the transect walk pictures (*Figure 35*, above) taken by participants in site one that producing good results is considered a critical condition for mobilising resources. The picture in *Figure 35* shows the principal displaying certificates and trophies awarded to the school for achieving in sports and academics.

Our school produces quality academic results which is our strenght. This presents us with opportunities to attract support and resources (SWOT analysis: site one)

The SWOT analysis in site one shows that the school focuses on being the best by producing quality academic and sports results. In addition to the transect walk and SWOT analysis, interviews with stakeholders revealed the importance of producing good results as a condition for mobilising resources. For example, SGB parent B in site two had this to say:

School resources are important for the school to be in a position to produce cream.

SGB teacher A in site one when asked about conditions that are conducive for mobilising resources pointed the following:

A school that is performing well in whatever it does. Sports, academics and debating competitions.

Municipality Communications Manager emphasised the importance on focusing on being the best as a conducive condition for mobilising resources and stated:

A school must have a fruitful academic and sporting environment. Enrolment is influenced by results. A school that is not good in academics and sports usually struggles to attract enrolment and resources. Focus should be on productivity not quantities. For an example, even when a school has ten learners they must all pass with 100%.

Central to the voices above is the importance of producing good results for schools to be in a position to attract resources and good reputation. SGB teacher A in site one stressed that a school that does well in whatever it does provides conditions that are conducive for the mobilisation of resources. The municipality strongly emphasised the importance of producing quality, not quantity, results as a conducive condition for the mobilisation of resources.

5.5.3 Sustained positive relations as a condition for RM strategies



Figure 39 UMzimkhulu psychiatric hospital: site two

Figure 39 shows the picture of a psychiatric hospital in the area. It came out from stakeholders in site B that the school was formed by the psychiatric hospital but the school no longer has a relationship with the hospital. Stakeholders revealed that when the DOE took over the running of the school, the relationship with the hospital ended and was not sustained. Participants indicated that DOE is not affording the school, as a special school, with specialised professional services of psychologists, speech therapist and others, nor can they be sourced at the hospital, since the school never sustained its relationship with the psychiatric hospital. The SWOT analysis in three sites show the importance of building and sustaining relationships with the local business, community, NPOs sector as a conducive condition for mobilising resources.

We need to identify NPOs to support resource mobilisation efforts (SWOT analysis: Site one)

Good partnerships with community, business and NPOs is important for our efforts to mobilise resources. (SWOT analysis: Site two)

Excellent partnerships with community and NPOs necessary for mobilising resources. (SWOT analysis: Site three)

Furthermore, interviews with stakeholders at all sites uncovered that sustaining relationships is important in their context. For example, principal A had this to say:

Let me tell you something. It is the community in this area that supports this school through their voluntary contributions. It is also the community around this school that have made it possible for the school to hire security and the administration clerk. We

need to find ways of acknowledging support that we have received from community members over these many years.

CSI Manager stressed the importance of sustaining relations and added:

Another issue is that as corporate, you support a school and they do not acknowledge the support and even write a thank you letter. You find that in that particular school, we invested three million rand but you do not get progress reports, updates and thank you. You will find that as the school grows five years later they send you a thank you letter and within two weeks you get a proposal requesting funding. In this situation, you find that Inkosi (traditional leader) will call you and say you know, I am very ashamed of the fact that our school did not send a thank you letter for the support provided five years ago and now they want me to plead for another funding on their behalf. Schools should not do this. It breaks trust and a good working relationship between the school and corporate. Schools need to understand that as CSI managers we attach these thank you letters if there is a board member that argues against building classrooms to say people are still grateful that our company builds classrooms and the support to schools should not stop.

The voices above indicate that schools should ensure that they sustain relations they have built whether with community members, parents, business or the non-profit sector. Principal A in site one indicated that the community have been supportive of their school and he feels that the school has to find a way to acknowledge this support. CSI Manager B points to the disappointing situation where schools request funding and once funded they forget the funder in terms of providing progress reports on how their project is progressing. She warns that this behaviour kills the relation between the school and corporate organisation.

5.5.4 Empowerment of stakeholders as condition for RM strategies

The SWOT analysis from all three sites below displays the importance of empowering school stakeholders in different skills as an important condition for resource mobilisation to take root.

Development of a marketing strategy to attract partnerships presents an opportunity for mobilising resources. (SWOT analysis: Site one)

We need training on mobilising resources. We need to have a brochure and a newsletter that will market the school (SWOT analysis: Site two)

Awareness and training on identifying and mobilising resources will open new opportunities (SWOT analysis: Site three)

Over and above the SWOT analysis, interviews with stakeholders unveiled the importance of empowering stakeholders as a critical condition. For example, SGB teacher A in site one had this to say:

We need trained SGB and SMT on mobilising resources. You see, the only thing that management know at this school is to teach learners and send them back home, teach learners send them back home. There are no activities or initiatives aimed at generating resources for the school.

CSI Manager B stated that her company was overwhelmed with requests from school principals requesting leadership training for SGBs. She pointed out the following:

I must say that what has been in demand by the school principals is the provision of leadership training for SGBs. One principal complained that the school end up being his sole responsibility with no one assisting him because there are no leadership skills. We are putting a programme together where our Chief Executive Officer (CEO) and executives will empower principals and SGBs in schools that we work with.

An SGB parent said:

Let me put it this way. We like to help our school and we will be grateful if we get training on how to mobilise resources.

The SWOT analysis and individual interviews above emphasise the need to empower school stakeholders for them to be effective in the mobilisation of resources. The provision of training on how to mobilise resources, stakeholder management, marketing and communicating skills and leadership skills are some of the empowerment areas highlighted by participants for the mobilisation of resources to flourish.

5.5.5 Dedicated school leadership as a condition for RM strategies

Figure 8 in chapter five shows a picture of a school hostel constructed by the Department of Public Works on behalf of the Department of Education. Stakeholders indicated that the school principal and the school stakeholder's forum attached to the school dedicated their time and effort in ensuring the development of a hostel through a series of back and forth meetings and applying pressure to the Department of Education. According to stakeholders, this was the only project of this magnitude in the area with estimated construction cost of R 28 Million.

Our strength is that we have committed and dedicated staff and this will assist in our efforts to mobilise resources. (SWOT analysis: Site one)

Hard working and dedicated staff is our strength when it comes to mobilising resources for our school. (SWOT analysis: Site two)

Dedicated school principal and staff provides a suitable environment for supporting our resource mobilisation initiatives at this school. (SWOT analysis: Site three)

In addition to the transect walks and SWOT analysis, interviews with participants revealed the importance of a dedicated staff as a condition for resource mobilisation. For example, SGB parent A had this to say:

When we talk of mobilising resources, we need people who are passionate about this responsibility.

Principal B emphasised the importance of a dedicated leadership and pointed the following:

As the school principal, I requested the municipality to invite us when they have IDP meetings. I participate in these meetings representing my school and if I am unable to attend, I also delegate our Deputy Principal or any other staff to represent us.

The voices above express the need for dedicated leadership and staff as a condition for mobilising resources. Principal B in site two emphasised the need for school principals to attend IDP meetings and express infrastructural challenges in terms of water, sanitation, and roads that lead to the school. He further indicated that, when unable to attend critical meetings like the IDP, he delegates other staff members to participate and represent the school.

5.6. Challenges for resource mobilisation

The previous section discussed the conducive conditions for resource mobilisation to thrive. This section covers challenges for resource mobilisation that emanated in this study. These are *unemployment, absence of training, awareness but inaction, overreliance on school principal, overreliance on government, overreliance on corporate sector, absence of a plan and mobilising resources as individual schools.*

5.6.1 Unemployment as a challenge for resource mobilisation



Figure 40: Parent working in the Zibambele road maintenance project: Site three

This picture (***Figure 40***) was taken by stakeholders during a transect walk in site three. The picture shows how parents work in the road maintenance sector to earn a living and so their children can attend school.

Slow economic growth impacts government allocation and donations from community, NPOs and business and this affects mobilisation of resources. (SWOT Analysis: Site one)

Limited business operating in the area limits forming relationships with business that may assist our efforts when we mobilise resources for our school. (SWOT analysis: Site three)

In addition, to transect walks and SWOT analysis, interviews with stakeholders revealed that there was economic deprivation in terms of parents and the community accessing economic opportunities.

For example, Principal C in site three had this to say:

The school is situated in a community where most people are unemployed. Majority of community members depend on child-care grant and pension. Despite all odds, parents here support the education of their children.

It comes out from the transect walks, SWOT analysis and individual interviews that the limited economic opportunities for parents and community members pose a challenge for the mobilisation of resources.

5.6.2 Lack of training as a challenge for resource mobilisation

SWOT analysis in all three sites show that there is a lack of knowledge and training on the skills necessary for mobilising resources in their context. The SWOT analysis show lack of training in networking skills, stakeholder development, marketing skills and community participation.

Lack of knowledge and training on resource mobilisation is a huge challenge when it comes to mobilising resources for our school. (SWOT analysis: Site one)

We lack trainings and resource mobilisation plan. This means we have no guidance in terms of how we can be successful in mobilising resources for the school (SWOT analysis: Site two)

Lack of networking, stakeholder development, and proposal development skills. Lack of marketing skills. This affects our efforts to mobilise resources. (SWOT analysis: Site three)

In addition to the SWOT analysis, interviews with stakeholders revealed that the absence of training on how to mobilise resources poses a challenge in their context. For example, the union representative had this to say:

As a teacher union, we need to put pressure on DoE to provide training on resource mobilisation for SGB, SMT and the Principal.

CSI Manager B added:

In my view, the main challenge rests with lack of training in terms of the schools ability to package its request or proposal. You see, today I was responding to an appeal letter from one school. Proposal writing skills are not there. Requests must be appealing to the eye. A five liner, comprehensive and provide pictures. The proposal or request has to be addressed to a specific person in the company. Do not write Dear Sir or Madam. This shows that you have not done your research in terms of who is responsible for CSI in that particular company. Once schools have submitted these requests to corporates, they need to do a follow up.

CSI Manager A added:

I believe schools need to be empowered in terms of effective proposal writing. Schools need to have a resource mobilisation plan, which includes a marketing plan for the school. There are schools in rural areas that do have financial resources but the issue is on how financial and other resources are managed. Financial and resource management training is critical for resource mobilisation to exist.

The voices of participants indicate that lack of training in the mobilisation of resources, marketing skills, networking skills and proposal writing poses a challenge for mobilising resources. The union sees the issue of lack of training as a labour matter that they need to take up with DoE because they see the potential of succeeding with the mobilisation of resources when school stakeholders are trained in this critical area.

5.6.3 Awareness but lack of action as a challenge for resource mobilisation

Transect walk images (**Figure 3 to 8**) shows local business sector resources that were identified by stakeholders but not utilised or tapped into. **Figure 9 to 14** shows public sector resources that stakeholders identified within the public sector but were not being utilised. **Figure 21 and 22** shows transect walk resources identified by stakeholders within the non-profit sector that were not utilised to benefit the school.

Furthermore, transect walk images below (**Figure 41 and Figure 42**) show the bad road that lead to the school in site one and two. Picture in **Figure 42** shows the road that leads to the school in site three currently under construction through the initiative of the municipality.



Figure 41. Road leading to school: Site one

Figure 42. Road leading to school: Site two

Identification of business, NPOs, parents to support resource mobilisation efforts is what we need to do. (SWOT analysis: Site one)

Partnerships with other education institutions within UMzimkhulu. In-service placement of TVET and university students to assist in resource mobilising at school level is necessary. (SWOT analysis: Site two)

SWOT analysis in site one and site two revealed that stakeholders are aware of resources available around them but lack urgency to mobilise them. In addition to the transect walks and SWOT analysis, interviews with participants revealed that stakeholders are aware of resources but inaction hinders them from actively mobilising resources. Principal A had this to say:

Firstly, we do not discuss anything about how we can mobilise resources internally. There is something lacking with us but I can say we are indeed lacking.

In the above discussion, what comes out is that participants are aware of challenges and resources that may address their challenges but they do not act to address these. It further comes out from Principal A that the school have never discussed how they can mobilise resources to address the already declining government allocation to school.

5.6.4 You are on your own, school principal

Figure 3 in chapter five taken during transect walks in site one revealed that the school had some form of a relationship with Clover during the time of the previous principal. Participants indicated that the school has no relationship with Clover and any other corporate organisation since the previous school principal left. **Figure 7** in this chapter shows a picture of the school built by Shell South Africa through the hard work of the previous school principal in site two. **Figure 10** shows the new hostel that is being built after the new principal took over from the old principal who was equally committed to the development of the school in site two. **Figure 13** in chapter five shows the picture of the municipality building where stakeholders indicated that the school principal or any delegated school representative attends IDP meetings and operation Sukuma Sakhe meetings (**Figure 37**). Participants in site one above revealed that when the principal left, school development and relationships stopped. On the other hand, stakeholders in site two revealed that when the school principal left in site two, the new principal picked up from where the previous principal left off and further developed the school by securing funding from DoE to build the school hostel. School stakeholders further revealed that he developed relations and partnerships with new corporates and the municipality.

Over and above transect walk findings discussed above, interviews with stakeholder's uncovered overreliance on the school principal as a challenge for mobilising resources. For example, SGB parent B in site two stated:

We all need to be trained on how to mobilise resources as the SGB and not leave this responsibility with the principal only.

SGB parent C added:

You see my child all members of the SGB are uneducated. It is only the school principal that is educated.

The voices of participants above reveal that the principal is left on his or her own to deal with and lead on issues relating to the mobilisation of resources. The voices further demonstrate the thinking that because some of the stakeholders do not have formal education they therefore have no meaningful participation, which is limiting and pose a challenge for the mobilisation of resources.

5.6.5 Only government can provide

The SWOT analysis in site one revealed that there is a challenge of a mind-set that only the government can provide resources.

There is a mind-set that only government can provide resources. This presents a challenge for mobilising resources. (SWOT analysis: Site one)

In addition to the SWOT analysis, interviews revealed a similar challenge of overreliance on government. For example, principal A in site one had this to say:

Our problem is that we have this belief that government is the only source or solution to our resource scarcity.

SGB teacher A stated:

Another challenge is changing the mind-set of depending or looking at the government as the solution to everything to some of us.

SGB parent B in site two stated the following:

I believe that DOE has to assist us in the mobilisation of resources. Government should provide resources. Remember, we are talking about a high school here, not junior school.

Principal C in site three added:

You see, the section that deals with infrastructure within DOE visits our school at the beginning of every year and we explain to them that we have a problem of overcrowding. They take pictures and it ends there.

SGB parent C in site three corroborated the utterances on overreliance on government above and said:

As the school, we buy and with money allocated by government. When the money finishes we wait for the next allocation and start buying and meeting school needs again.

The voices above point to the disempowering belief that only government can provide resources for the school. SGB parent C in site three indicated that as the SGB they wait for the government allocation each year. When the allocation is finishes, they wait for the following year with no attempts to supplement government resources at all.

5.6.6 We want bottomless support from the corporate sector

In came out from interviews with corporate social investment managers (CSI Managers) A and B that school dependency and overreliance on corporate support poses a challenge. For example, CSI manager A revealed that this dependency is linked to how the school perceive itself. This is what she had to say:

There is a challenge with staying with a school for a long period. The school become dependent on the corporate. If you build a classroom, you will find that if the same school breaks a window they will come back to our company requesting us to fix windows. The classroom is perceived as a “corporate A” classroom. We try to make them aware of this overreliance, which is a dependency and the fact that as a company we will exit the school at some point. The mentality of moving from a premise of not having anything also blinds schools from mobilising resources and preserving resources around them.

CSI Manager B added:

I must indicate that schools have to find ways of marketing themselves not only to corporates but also to immediate communities, municipality, NGOs etc. Tell us about your school, governance, successes, and challenges and how we can form partnerships. You see, companies are available and willing but they want to invest in socio-economic element of the BEE scorecard. Schools need to be made aware of the BEE scorecard and how they can mobilise resources that will add value to companies BEE socio-economic development scorecard. When schools approach corporates they must come as a partner who is coming to assist the company meet its BEE socio-economic development element.

The voices above express the challenge and expectation that comes from the view that the corporate sector has a bottomless and unending budget. CSI manager A and B expressed this challenge as a danger in empowering schools to be independent and self-reliant.

5.6.7 Absence of a RM plan as a challenge for resource mobilisation

SWOT analysis in all three sites revealed the absence of a resource mobilisation strategy as a challenge for mobilising resources.

Absence of resource mobilisation plan is a big challenge for mobilising resources at this stage. (SWOT analysis: Site one)

Development of a marketing plan coupled with a strategy to mobilise resources is required for successful mobilisation of resources in our schools. (SWOT analysis: Site two)

There is no resource mobilisation strategy and this hinders our efforts to attract resources. (SWOT analysis: Site three)

As part of the interviews I probed participants on what they regarded as challenges for mobilising resources. Principal A in site one said:

We know which resources are required at the school but we lack a strategy or plan on how we can mobilise them. We need a strategy that will communicate our strengths first in terms of what we have and what we want to have.

SGB parent B in site two stated:

I do believe that if we can have a strategy and plan on how to mobilise resources we would have won the battle.

CSI Manager A added:

The school must have a resource mobilisation strategy that is monitored and evaluated.

The voices above show that the participants are aware of the resources they need but they do not have a plan on how to mobilise them. The absence of a plan presents a challenge in terms of the direction and knowledge in mobilising resources in their context.

5.6.8 Mobilising resources as individual schools is a challenge for resource mobilisation

We have to advocate for the mobilisation of resources jointly within all schools in UMzimkhulu municipality. (SWOT analysis: Site one)

We need a structure formed by school that will drive resource mobilisation for all schools in our area. (SWOT analysis: Site two)

Partnerships with other institutions within uMzimkhulu and sharing of resources is important for promoting working together as education institutions in our area. (SWOT analysis: Site three)

The SWOT analysis in all three sites shows that lack of a collective structure that represents and advocate for the mobilisation of resources for all schools within the municipal district poses a challenge. In addition to the SWOT analysis, interviews highlighted the similar concern and suggested the formation of a collaborative and advocacy structure representing all schools. For example, SGB parent A had this to say:

We need to speak with one voice as communities and schools within rural contexts.

The MCM supported the view that schools have to form a unifying structure and gave an example with the NPO sector:

We prefer collaboration. We have recommended that all NGOs must follow suit. They now have a structure called the NGO Coalition. We do not want NGOs to compete but we want them to complement each other.

CSI Manager B corroborated the views above and stated:

At provincial and municipal level, you need to have effective stakeholder management. The DOE use to have a stakeholder relations coordinator who coordinated corporate involvement in schools. If ABSA, Toyota or Mondi wants to invest in a school, the stakeholder coordinator will know what the needs in a particular area are. This will assist in facilitating resource mobilisation and allocation to schools. The DoE stakeholder relations Coordinator will then request the DoE MEC to write to company A or B and request funding for a particular school. If the request is coming from the MEC, we then build our budgets for 2017/18 having the request from the MEC in mind. The stakeholder coordinator can articulate the same message to the Chamber of Business foundations etc. I am of the view that schools in rural areas have no

knowledge of stakeholder's relations coordinator and DoE has not made schools in rural areas aware of this DoE function. Another possibility could be the fact that the DoE stakeholder relations coordinator is no longer as effective and visible as it used to be. Schools must also coordinate themselves. If there is no coordination it becomes a problem where you receive individual applications.

The voices above show that mobilising resources as individual schools can pose a challenge for the school and for funders and supporters. There is a strong emphasis for schools to coordinate themselves into a well-organised structure that will be in a position to advocate, defend and mobilise their interests in terms of mobilising resources at all levels. A unified structure with a collective voice to advance the mobilisation of resources in their context is expressed strongly as their way to move forward.

5.6. Chapter summary

This chapter presented the data that responded to the four research questions of the study. The data was generated through utilising transect walks, SWOT analysis and individual interviews. The first part of this chapter dealt with the first two research questions that explored the types of resources that school stakeholders within the rural context identified and the resource mobilisation strategies that participants suggested can be used. The last part of the chapter dealt with the last two research questions, which explored conditions conducive to resource mobilisation and challenges for resource mobilisation. The chapter presented only a descriptive presentation of data without in-depth interpretation. The last part of the chapter is this section, which provides a conclusion of the chapter. In the next chapter, which is chapter six, the study presents findings and discussion on the study.

CHAPTER SIX

DISCUSSION AND INTEPRETATION

6.1 Introduction

In chapter five, I presented the data that was generated through transect walks, SWOT analysis and semi-structured interviews. In this chapter, I present and discuss the findings as emerging from analysis of that data. As a starting point, I endeavour to discuss how the findings are presented in this study. In presenting the findings, I use the themes that were developed. Differently from chapter five, this chapter moves beyond the descriptive presentation of data by drawing from the literature reviewed, the theoretical framework and critical emancipatory research to understand and make meaning of the participants' views around the identification and mobilisation of resources within this rural context. The chapter is divided in into four sections. The first part of the chapter looks into the nature of resources within the rural context of this study. The second part interrogates the strategies for mobilising the resources identified. The third part looks into the challenges for resources mobilisation, while the fourth part addresses the conditions for success in mobilising resources.

6.2 Resources in the context of rurality

This theme focusses on the resources identified by participants within their context. Although the first research question, as outlined in chapter one, explores strategies for mobilising resources, before the strategies could be explored it was necessary to first understand the nature of resources that participants identified in their context. The participants identified four categories of resources and they are used as themes to discuss what findings under each were. These themes are the *private and public sector; the churches, the neglected ally; traditional leadership; and community individuals and groups*. This section further responds to a theorising question which ask: Why school stakeholders in this study identified or relate to each of the above mentioned resources than others? These themes are discussed in depth below.

6.2.1 The private and public sector

The finding from all the data sources is that private and public sector remain a key source of studied schools when it comes to resources. Due to the resources housed in these sectors, the

participants identified both of them (private and public) as crucial resources for schools. There are multifaceted gains for schools from the two sectors. For example, it was clear that the schools are receiving significant support in the way of different government services. In this regard, SGB parent B in site two had this to say:

School stakeholders need to identify government departments that can bring resources to the school.

On the other hand, transect walk discussions (see appendix F) revealed that the private sector can help with funding education, provision of mentorship and exposure of learners to practical business experience through educational visits. CSI Manager B emphasised the importance of the private sector and stated:

Schools need to identify companies that operate in their area and form partnerships that will help in bringing school resources.

The finding above is in line with literature in chapter two. According to Myende and Chikoko (2014), rural schools can tap resources from both the public and private sector. On the other hand, Woodrum (2011) and Mahlomaholo (2012) opine that rural areas, unlike urban areas, are not close to government power as they lie on the margins of social, educational, political and economic resources. The Nelson Mandela Foundation (2005) study describe rural schools as located *Emaphandleni*, which means where there is dust, isolation, deprivation and distance from resources. Similarly, Jacklin (1995), Bourdieu (1999) and Westaway (2012) emphasise the wide distance between rural schools and private and public resources in chapter two. They posit that the geographical and spatial location of rural communities and schools, far from government, academic and business centres, is reflected by their distance from power and influence. Furthermore, Du Plessis (2014) argues that rural schools are the schools that are found in the margins of the country where resources are difficult to obtain.

Although literature shows that public and private sector have something to offer to schools, it shows that the distance between these sectors and rural schools is wide. Contrary to this literature, the findings of this study show that many companies have identified rural areas as places for business. During the transect walks, as displayed in pictures in chapter five, there are many companies that were not far from the schools which were identified, yet the schools studied are in the rural contexts. This then shows that rural schools can tap from what these sectors can provide. Similarly, government departments, that include the Department of Rural Development and Land Reform (DRDLR), Department of Higher Education (DHET),

Department of Social Development (DSW), Department of Health (DOH), Department of Basic Education (DBE), South African Social Security Agency (SASSA) and Department of Public Works (DPW), were identified as public organisation from which schools could try to seek resources.

In their three tiers of assets, Chikoko and Khanare (2012), citing Mourad and Ways (1998), suggest that public and private organisations house possible resources for schools, although they further posit that these are at the third tier of assets, which means that, although schools cannot directly control them, through coordinated assets mobilisation strategies, the resources housed in these sectors can be mobilised by schools. Contrary to the argument that these two sectors are at the third tier, the rural context under which the studied schools were found had these public and private organisations very close to the schools and there appears evidence that these schools could easily access the companies at any time. Resource mobilisation theory (Kane & Edwards, 2014) in chapter three identified the private sector to be in possession of material resources (Section 3.2.2.2.1) which are physical and financial capital, with the public sector in possession of social-organisational resources (Section 3.2.2.2.3), which are public goods like services and civil infrastructure. As indicated earlier, the CER tries to question distortions of truth that usually portray rural people as powerless (Mahlomaholo & Natshandama, 2010; Carr & Kemmis, 2005). In this case, it is revealed in this study that it is not always the case that rural schools are distanced from potential resources. However, as far as these half-truths which put all rural areas under the description of being under-resourced are seldom challenged by exploring possible resources, as Moletsane (2012) suggests, rural people may continue to see their areas as distant from relevant resources. In accordance with the findings of this study as presented here, Mahlomaholo and Natshandama (2010) and Carr and Kemmis (2005), as explained in chapter four, challenge the false consciousness that resources in the public and private sector are always located far away from schools within rural contexts. In accordance with CER, this study further challenges the thinking that stakeholders have no idea of what resources are available. It appears in the study that there are some public and private sectors that are easily accessible to the schools and rural areas and participants were aware of the possible contributions these sectors can make.

6.2.2 The churches: Neglected ally

When the debate about the absence of resources especially in rural areas is held, people tend to forget that in all communities there are churches. In this way, a church has become a neglected ally in dealing with societal issues, especially school issues. Historically, the church has played a critical role in the political changes in South Africa in the twentieth and twenty-first centuries focussing on dismantling apartheid, reconciliation and nation-building (Kuperus, 2011). Sifuna (1990) and Maarthai (2009) argues that, even in formal education, the church has played a significant role. Jansen, Pretorius and van Niekerk (2009) posit that schools do not operate in isolation from other societal formations such as government, community, business and the church. Pillay (2015) asserts that the church and faith-based organisations has a role to play in creating a stable society. He further argues that this assertion is expressed in the Moral Regeneration Programme and in the National Development Plan where it is stated that for the NDP to succeed there must be partnerships between the state, business and civil society and, in particular, faith-based organisations. In his study, Myende (2018) found that the church has a critical role to play in assisting rural schools to mobilise resources. For example, his study found that the local religious community donated R1, 6 million towards building 10 of the 18 classrooms. Furthermore, authors (Pillay, 2015; Mati, 2013; Hewitt, 2017; Thesnaar, 2013) in chapter two further highlight the role played by the church and faith-based organisations in community development and education but lament the limited attention given to the historical, current and future role of faith-based organisations.

However, in this study it was found that stakeholders attach high value to the church as a role player. For example, the study found during transect walks in site one and 2 (**Figure 15 and Figure 16**) and transect walk notes (see Appendix F) that the church was identified as a resource in providing spiritual support, moral values and guidance to parents and the school. Congregation members serving as volunteers in different areas that may advance the school were also identified as a resource. In addition to the transect walks, individual interviews in chapter five found the church to be a critical resource in the context. For example, principal A from site one said:

Our school has a good relationship with the nearby church and the church supports the school with donations and volunteers.

Although the literature does not give us a full indication about what the church can provide in as far as resources are concerned, the findings above are in line with the limited literature in

chapter two. According to Smith (2011), churches have always encouraged holistic development that seeks to enhance the quality of societal life and its institutions including schools. Kameeta (2007) as discussed in chapter two emphasised that the key mandate of the church is to provide support and hope to the poor and marginalised in society. The finding above which identifies churches as a crucial resource is in line with moral resources identified by resource mobilisation theory (Edwards & Kane, 2014). By moral resources, Edward & Kane (2014) means resources such as solidarity support, legitimacy and sympathetic support.

The asset-based approach theory posits that within the layers of assets there are faith-based organisations (Kretzmann & McKnight, 1993). In his study, Myende (2018) further posits that churches or faith-based organisations have long supported education and they can serve as the link between schools and resources. In his study, which documents the experiences of one principal, he posits that the principal accesses critical resources through being connected to the church. This given a clear reasoning for the identification of the church as an important resource within the rural school context. The goal of critical emancipatory research (Patton, 2002 & Nkoane, 2012) is also to raise consciousness of the people by allowing them to identify the potential they and their communities have. Myende (2015) posits that due to persistent social and economic challenges that are associated with rurality, people in this context may forget and “overlook” (p. 32) the obvious resources they have. The church is one of these resources that schools need to connect with as suggested by the findings.

6.2.3 Local traditional leadership

The discourse on the relevance of traditional leadership in the current South Africa remains contested ground. In the process, this has sometimes led to the lack of proper recognition on the role that can be played by traditional leadership in communities and schools within rural contexts. Logan (2008, p. 3) posits, “The ongoing debate about the proper role of traditional leaders in modern Africa, especially modern African democracies, is complex and multi-faceted”. According to Koenane (2017), there are those who argue that the traditional system has no place in the new dispensation (Mbeki, 1996; Ntsebenza, 2001, 2004; Sono, 1993), because in its nature it does not uphold democratic values. Yet, on the other hand, traditional leadership remain regarded as the best system by rural communities, which can be integrated into the current dispensation (Mazrui, 2002, Koenane, 2008, 2012, 2017; Wamala, 2004). Phago and Netswera (2011) posit that despite the constitutional recognition of traditional

leadership in South Africa, traditional leaders have yet to be clearly recognised. Furthermore, both the Constitution and other policy documents are silent about the specific role traditional leaders are required to play in the education provision in their communities (Koenane, 2017). According to Mbokazi (2015), traditional leaders have a history of working with the structures that govern schools and this could be traced from the Bantu Education era to post-1994. Amakhosi (chiefs) are important agents when it comes to mobilising rural communities because they are respected within the community (Koenane, 2017). The White Paper on Local Government (1998, p. 76) pronounces the roles of traditional authorities on the development of their local area and community as: “making recommendations on land allocation and settling of land disputes, lobbying government and other agencies for the development of their areas”. Furthermore, the paper suggests roles like ensuring that the community participates in decisions on development and contributes to development expenses, and considering and making recommendations to authorities on trading licenses in their areas, in line with statutory requirements as falling within the scope of traditional leaders.

The study proves the second view that traditional leaders are important in the education provision in rural schools. In line with this, it was found that traditional leadership was identified as a resource with a critical role to play in mobilising resources for schools within their traditional areas. For example, the study found during transect walks in site one (*Figure 17*) which shows the picture of Amakhosi (chiefs) from the municipality taken by participants, and transect walk notes (see Appendix F), that traditional leadership was identified as a resource in linking the school with resources in the private sector, public sector, NPO sector and community. In addition to transect walks, individual interviews with stakeholders in chapter five, found that traditional leaders are a critical resource. For example, most of the participants during interviews agree with what the CSI Manager B said:

Firstly, I think the traditional leadership council can play a critical role in mobilising resources for schools in their areas. Even today at the office, I was attending to requests from NGOs and schools and asked my area managers if the applying NGOs or schools did go to Inkosi for endorsement and support (CSI Manager B).

On the importance of Amakhosi and traditional leadership, CSI Manager A added:

I also believe that schools should always have an open relationship with traditional leaders in municipal area as they connect schools with resources.

Oomen (2005), as discussed in chapter two, concisely wrote that traditional leaders remain a central part of people's existence in rural areas. It became evident from the finding above that the argument by Oomen that, even in a democratic state such as South Africa, the role to be played by traditional leaders remains important, especially in the mobilisation of school resources. Furthermore, Chigudu (2015) argues that traditional leadership is a governance system that fulfils the needs of rural people including social institutions like schools in numerous ways. Arguing within the asset-based approach as discussed in chapter two, Hlalele (2014) opines that rurality is always perceived from what it does not have or can achieve. Therefore, when employing the asset-based approach (Ebersöhn & Ferreira, 2012) in this case, the finding calls for the recognition of the traditional leadership as a resource that is already available within rural contexts before looking elsewhere. Furthermore, the finding challenges the thinking, which is presented in the modernistic view (Mbeki, 1994, 1996; Ntsebenza 2001, 2004) on traditional leadership (as explained in chapter two), that belittles the role of traditional leaders as irrelevant and powerless within modern South Africa. Yet this has been internalised by some rural stakeholders, including schools. CER (Mahlomaholo, 2009) requires stakeholders and the researcher to interrogate sources of information.

This study argues that this interrogation may enable school stakeholders to reconnect with traditional leadership and acknowledge their power to unlock resources in their context. The study argues here that the position and power of traditional leadership cannot only be understood as it stands in the new dispensation where laws (Traditional Leadership and Governance Framework Act, No 21 of 2003; KwaZulu-Natal Traditional Leadership and Governance Act, No 5 of 2005) that preserve and give powers to the institution have been enacted. However, the challenged status and powers of this traditional leadership may be understood from the perspective on how colonisers then followed by the apartheid government used the institution for oppression and marginalisation of rural African people. For an example, Ntsebenza (2005) notes that before apartheid traditional authorities were instruments of indirect rule, which is a British concept established as a means of controlling a traditional leader and people under his traditional jurisdiction. This study challenges the view that undermines traditional leadership and commends efforts by the South African government to reinstate the powers and dignity taken by colonialism and apartheid from traditional leaders. However, the study argues that this process has to be accompanied by a deliberate education efforts aimed at conscientising people to be proud of their indigenous institutions and preserve them as a

national resource that can be leveraged for mobilising resources in their context. As Nekhwevha (2004, p. 3) puts it:

Education should be a process destroying myths, stereotypes and values, which have been imposed into the oppressed by the oppressor to maintain and perpetuate the oppressor's position of privilege.

The finding further challenges perpetuated Western hegemony, which suggests that traditional African culture, and institutions are outdated, undemocratic and irrelevant. Traditional leadership cannot only be seen as merely a system of authority in rural communities as the Eurocentric view suggests. However, the study maintains that it provides what Yosso (2005) refers to as social capital, which are networks of people and community resources. Furthermore, traditional leadership offers what Franklin (2002) defines as cultural capital, which is 'the sense of group consciousness and collective identity' that serves as a resource 'aimed at the advancement of an entire group' (p. 177). The importance of raising consciousness on the overlooked role that may be played by traditional leaders in building communities and mobilising resources cannot be overemphasised in this study (Koenane, 2017 & Chigudu, 2015).

6.2.4 Community individuals and groups

The finding with regards to parents and non-profit organisations in this study reveal that school stakeholders identify these as resources in their context. There are multiple gains that parents and the non-profit organisations may bring in the mobilisation of resources within rural contexts. For example, in chapter five, **Figure 18 and Figure 19** shows parental involvement at schools. Participants indicated that parents are actively involved in contributing towards school day-to-day costs and school governance through participation as school governing body members. From the SWOT analysis and individual interviews at all sites, participants identified parents as the main resource in assisting the school to mobilise resources. For example, principal C in site three said:

I want to state that parents in this school value education and despite all odds, they want children to be educated. When there is a need to discuss with parents and the community they all attend and are always committed to assist.

SGB parent A in site one shared similar sentiments with participants in other sites and added that:

Let me tell you that parents built this school. We have classrooms that were built by parents.

This finding concurs with literature presented in chapter two. According to Kong (2010), parents possess a huge potential to create favourable learning conditions through mobilising financial and physical resources required by the school. Myende (2014) found parents to be an important resource in improving academic performance in schools within rural contexts. Witte and Sheridan (2011), argue that rural schools are uniquely placed to nurture and benefit from parental involvement. They further maintain that, due to their centrality within communities, rural schools constantly interact with parents and families at different levels. Kretzmann and McKnight (1993) further concur with the finding on the importance of parents as a resource and argue in chapter two that in most cases, the depth and extent of associational life in any community is vastly underestimated, especially in rural communities. Furthermore, Chikoko and Khanare (2012) borrowing from Mourad and Ways (1998), identify parents as a resource within the three tiers of community assets, as reported in chapter two. Similarly, resource mobilisation theory (Edwards & Kane, 2014) identifies parents as a resource located within human resources. They explain in chapter two (Section 2.7.2) that human resources include resources like labour, experience, skills, and expertise. Similarly, Emery and Flora (2006, p.21) in the community capitals framework, classify parents as a resource under human capital. They explain that human capital “refers to the skills and abilities of people to develop and enhance their resources and to access outside resources and bodies of knowledge for community building”.

The finding here brings awareness to stakeholders that parents are a critical resource, regardless of their education status and challenges the internalised half-truths that only educated parents can make a meaningful contribution, which is the goal of CER in this study (Mahlomaholo, 2009). Therefore, this study critically challenges the autocratic nature of school governance in South Africa with its remnants from the undemocratic past, which tends to shift power to the school principal as the main player. This marginalises the important role that can be played by parents especially in mobilising resources.

Furthermore, authors (Mestry, 2006; Xaba, 2011; Tsotetsi, Van Wyk & Lemmer, 2008) in chapter two highlight that, since parents and SGBs are not skilled and knowledgeable in financial management and other skills, most principals overrule parents' and SGBs' decisions and in most cases exclude parents and SGBs from participation in decisions affecting the school. Contrary to this distorted consciousness (Mahlomaholo, 2009), the finding in this study reveals that, despite the perception that low academic achievement is a hindrance to tapping into parents as a resource, parents were actively involved in the affairs of the school, including the mobilisation of resources. The findings in this chapter are in line with what Myende (2015) as discussed in chapter two suggests. Myende (2015) suggests that the notion that rural people are uneducated does not imply that they cannot make meaningful inputs in educating rural learners. Myende (2015) further exposes the above notion referred to as "brain drain" as being informed by the urban areas that serve as a magnet that lures educated rural people (Howley, Rhodes & Beall, 2009). However, this study cannot overemphasise the importance of building the capacity of stakeholders in the mobilisation of resources discussed in detail in this chapter (Section 6.4.2).

The finding from all data sources in chapter five (Section 5.3.6) with regards to other groups like non-profit organisations, reveal that non-profit organisations are identified as a critical resource in providing welfare services and development within rural contexts. McKendrick (1990), as explained in chapter two, posits that before colonisation Africans relied on communalism, mutual support and community support to meet human needs and welfare. However, Patel (2009) mourns that the Dutch and British harsh colonial system changed the socio-economic organisation of the South African society, eroding the subsistence economy and traditional African family systems of support. Patel (2009) further reports that there was no social welfare provision for Africans. Marginalised by a discriminatory welfare system in South Africa, NPOs and CBOs played a critical role in addressing welfare needs of the African population (McKendrick, 1990; Patel 2009). Dangor (1997) and Earle (2008) argue that even post-1994, NPOs and CBOs have continued to play a critical role in the development and welfare of communities, including rural areas, even though some are faced with funding challenges. Resource mobilisation theory, as described in chapter three, identifies NPOs and CBOs as social movement organisations (SMOs) aimed at changing negative societal conditions (Koch, 2010). In the same vein, Chikoko and Khanare (2012), borrowing from Mourad and Ways (1998), identifies NPOs and CBOs as located within the three community tiers and as a resource that can be tapped by schools within rural contexts. Arguing from a CER

standpoint (Forst, 2007; Nkoane, 2012), this study maintains that it is critical for the South African government to interrogate funding mechanisms and technical support that will close the gap between previously white rich NPOs and struggling rural based NPOs and CBOs to ensure their sustainability as a resource within rural contexts.

6.3 Strategies for Mobilising Resources

In the previous section, this study discusses resources found by stakeholders in their context. In this section, the study presents findings on strategies for mobilising resources as identified by participants in chapter five and these are *Creating sustainable partnerships*, *Multi-stakeholder Engagement*, *Building from the rich past* and *Income generating projects*. The question for this study is therefore: Why school stakeholders within rural contexts consider certain things and not others as strategies for mobilising resources?

6.3.1 Creating sustainable partnerships

The successful implementation of the National Development Plan (NDP) requires strong leadership and partnerships from government, business, labour and civil society. South Africa needs leaders throughout society to work together (RSA, 2012, p. 57).

The above quote from the NDP, which is an overarching plan of the Republic of South Africa, points to the critical importance of partnering at all levels as a strategy for advancing society. Similarly, the presentation of data from all sources in chapter five reveal that stakeholders identified forming partnerships with local business (Section 5.4.1.1), government departments (Section 5.4.1.2), religious organisations (Section 5.4.1.3), NPOs and CBOs (Section 5.4.1.4), working with other organisations (5.4.1.5), partnering with traditional leadership (5.4.1.6) and partnering with parents (5.4.1.7) as key strategies for mobilising resources in their context. From the findings, partnering with local business presented school stakeholders with a strategy to mobilise resources within the private sector, including tapping into social investment programmes (CSI) that local business provides. Government departments, with their arsenal of service delivery programmes and projects, presented a good partnering strategy at state and local municipality level. Religious organisations as partners were identified as a strategy to mobilise resources in kind and in cash from the congregation and church volunteers. Partnering with other organisations like tertiary institutions and TVET colleges was identified as a strategy

for resource sharing and capacity building where there is mutual benefit, with tertiary learners gaining practical experience working at the local school. Partnering with traditional leaders, according to the stakeholders, acknowledges the role of traditional leadership in linking communities with government, business, NPOs and other stakeholders. Partnering with parents was identified as a key strategy for mobilising resources in their context.

Ansell and Gash (2007) argue that, as knowledge becomes increasingly specialised and distributed, and, as institutional capabilities become more complex and interdependent, the demand for partnerships increases. According to Kalenga and Chikoko (2014), the call for schools to create partnerships emanates from the quest to meet school resource demands by involving more stakeholders in the community. Du Toit (2010) explains that partnerships refers to a formalised relationship between parties who share similar goals and are willing to take responsibility for the shared partnership. Myende and Chikoko (2014), however, caution that such partnerships should be formalised with an understanding that parties are equal, with no party claiming to be superior to the other. This is in line with critical emancipatory research, which encourages questioning and the diffusion of power. Central to the asset-based approach (Chikoko & Khanare, 2012; Kretzmann & McKnight, 1993) and resource mobilisation theory (Koch, 2010; Edwards & Kane, 2014) explained in chapter two are partnerships. The study disputes the view that all rural schools and communities are powerless, deprived, and situated far away from resources (NMF, 2005). Drawing from CER (Forst, 2007), it can be argued that the findings, which suggest multi-faced strategies for mobilising resources, challenge the internalised powerlessness and remoteness associated with all rural contexts. Therefore, the finding fulfils the role of CER, which entails unmasking distortions of reality (Nkoane, 2012).

6.3.2 Multi-stakeholder engagement

The data from all sources in chapter five (Section 5.4.2) and (Section 5.4.5) reveals that multi-stakeholder engagement in the form of school stakeholders forum and government multi-stakeholder forums such as IDP meetings, Operation Sukuma Sakhe – (*Lets stand up and build*) and war rooms were identified as strategies for mobilising resources in this context. According to stakeholders in this study, multi-stakeholder engagement provides a rich platform to share challenges and successes in the presence of all stakeholders who may be a resource in addressing different issues at stake, in a collaborative manner. For example, SGB parent B in site two said:

Here we have a structure that has capacity to mobilising resources because the stakeholder's forum formed by different sectors is able to address challenges faced by the school and mobilise resources.

The municipality communications manager emphasised that:

The municipality promotes coordination of services through the stakeholders' forum. All government departments, NPOs and businesses are represented in the structure that addresses challenges within the municipality including schools.

The finding above is in line with the literature in chapter two. According to Alter and Hege (1993), organisational individualism is an ineffective way of addressing challenges faced by communities. By organisational individualism, they mean the limited organisational approach that presupposes that an organisation can achieve its aims, objectives and mission operating in isolation from others. Responding to the call and need for multi-stakeholder engagement and collaboration, in 2011, the KwaZulu-Natal Government led by Premier Zweli Mkhize launched the war on poverty campaign under the banner of Operation Sukuma Sakhe (OSS). The aim of OSS was to deliver services to communities in a coordinated fashion where government departments, local authorities, community members, NGOs and business parties work together to improve the delivery of services (Operation Sukuma Sakhe, 2012). Interesting to note in this study is the finding that some schools within rural contexts replicated the OSS stakeholder engagement model at school level and created school stakeholder forums that are chaired by the school principal. This study found that these multi-stakeholder engagement forums were identified as effective strategies for mobilising resources within rural contexts. The study further notes here that no studies have looked at multi-stakeholder engagement and collaboration as a strategy in relation to schools within rural contexts. Literature (Edwards, 2008; Ile, 2010) in chapter two further views stakeholder engagement as a means for curbing duplication of services, wasteful expenditure and overstressing limited resources at government, business, NPO and civic level.

Multi-stakeholder engagement parties in this study are perceived as change agents. This is in line with literature on resource mobilisation theory in chapter two. McCarthy and Zald's concept of 'transitory teams' synchronises with the concept of 'change agent', defined by Johnson (2005, p. 519) as "the individual or group that helps effect strategic change in an organisation or society".

Following the argument grounded on CER, this study argues that it is critical for all parties in multi-stakeholder engagement to be declared as equals, as CER challenges power possessed by strong players over the perceived weak players (Mahlomaholo & Nkoane, 2002). This will ensure that multi-stakeholder engagement remains an effective strategy for mobilising resources in their context, as identified in the finding above. Within the framework of CER the composition of multi-stakeholder engagement shows equal participation from different spheres, as explained above.

6.3.3 Building from our rich past and present

Despite the importance of history in our current and future life, organisations such as schools have not paid enough attention to preserving and narrating their history as a strategy for attracting resources. All data sources in chapter five (Section 5.3.7) reveal that schools within rural contexts have rich history but they have not tapped into their rich past and present as a strategy for mobilising resources within their context.

For example, during individual interviews, SGB teacher A in site one had this to say:

The Anglican Church missionaries built the school in 1924. This provides a rich missionary history that may market the school and attract missionary tourism to school and new partnerships.

It came out from the interviews with principal B in site two that the school had a rich history that may have assisted the school to build its image and attract more resources. The principal said:

The fact that the school was built through efforts of the late President Nelson Mandela after being approached by the previous principal, gives us rich culture and history that generate interest from people to want to know more about us.

The voices of participants above emphasises the importance of school history as a strategy in schools within rural contexts. SGB teacher A in site one indicated during individual interviews that the school history that is founded in the establishment of the school by Anglican church missionaries may serve as a resource in linking the school to its roots and attracting missionary tourism for the school that may lead to mobilising resources. Wadhvani and Bucheli (2014), as discussed in chapter two, support the above finding on the importance of history. They state

that the growing call that history matters in leadership and organisations has been accompanied with minimal debate about what is meant by history and why it matters in marketing organisations and attracting resources. However, organisational literature (Suddaby & Foster; Kiesen, 2015; Rowlinson, 2015) focussed on the corporate sector is becoming interested in how business leaders can use companies' past to leverage competitive advantage. Similarly, I argue here that schools within rural contexts should tap into their rich past and history as a strategy to mobilise resources within their context. In line with the asset-based approach, resource mobilisation and CER in chapter two, Yosso's (2005) critical race theory, which addresses whose culture has capital, seeks to interrogate the internalised view of ignoring rural communities' historical, cultural and social capital. Yosso explains that resistance capital refers to those knowledge and skills fostered through resistance struggles and defiant behaviour that challenge inequality (Freire, 1970). The finding above advocates for the utilisation of this rich past and present which includes this history of resistance, as a strategy for marketing and mobilising resources in schools within rural contexts.

6.3.4 Income generating projects

At the time of the Medium Term Budget Policy Statement (MTBPS), government debt was shown to be on an unsustainable path. Debt service costs were also projected to rise, crowding out social spending. Despite an improved outlook, government still faces a revenue gap of R 48.2 billion in the current year, which carries through to the outer years of the medium term expenditure framework (Gigaba, 2018).

The above quote from the 2018 budget speech of the then Minister of Finance, Mr Malusi Gigaba, paints a picture of trying times with regards to the South African economy despite a few signs of economic recovery. This statement is also in line with the findings in this study that because government social expenditure is currently affected by the revenue gap, public institutions including schools within rural contexts are required to find strategies to supplement the government shortfall. Therefore, in this study, data sources in chapter five (Section 5.4.3) reveal income-generating projects aimed at ensuring that the school generates income were identified as a strategy for mobilising or generating resources in their context. For example, a SGB teacher in site two had this to say:

In order to generate our own income, our school grows vegetables and sell them, learners create arts and craft items that we sell and we also rent out our boardroom and hall to the community, individuals and other government departments.

Principal B in site two added:

Income generating projects as a strategy to mobilise resources assist the school in supplementing its government allocation.

This study, however notes that this is an area that requires urgent intervention as only site two was engaged in income generating projects, with other school sites still struggling to initiate such initiatives. Chaim (2011) opines that organisations should make adequate preparations for resource mobilisation to be effective and ensure they maximise all opportunities. The finding here are also in line with the South African Schools Act No.84 in chapter two, which is clear that, through school governing bodies (SGBs), schools are required to supplement their resources (RSA, 1996b). Given the state of the economy presented in my opening statement in this section, this school stakeholders' task of supplementing the schools' resources is becoming a necessity if schools have to survive. While acknowledging that the South African Schools Act No. 84 of 1996 (RSA, 1996b) is clear about resources mobilisation and the need for income generating projects, research (Heystek, 2004; Dieltiens, 2005; Botha, 2006; Mestry, 2006, Grant-Lewis & Naidoo, 2006; Brown & Duku, 2008) shows that school stakeholders in many South African schools in the rural context are not well equipped to execute their duties. These authors argue for the empowerment of stakeholders in their roles, including that of supplementing resources through income generating projects. Furthermore, the finding is in line with the resource mobilisation theory of scholars (Tilly, 1998; Tilly & Wood 2015; Fuchs, 2006; Edwards & Kane, 2014), who argue that RM is more than raising money and involves enlisting all necessary resources, be they human, material or services, ready for action to achieve specific goals.

The asset-based approach emphasises the idea of utilising existing school resources as an income generating strategy. It suggests that external resources can be more effectively utilised if the communities have already mobilised its own resources and defined the agendas for the utilisation of external resources (Kretzmann & McKnight, 1996; Ebersöhn & Ferreira, 2012; Myende, 2014). Arguing from a CER perspective (Carr & Kemmis, 1986), the study challenges and unmasks the DoE's contradictory posture, where, on the one hand, SASA requires school

stakeholders to supplement school resources, yet on the other hand no training or capacity building initiatives exist within DoE to enable school stakeholders to fulfil this statutory expectation. The findings in this section reveal the importance of projects aimed at positioning the school to generate an income to be one of the identified strategies for mobilising resources in their context.

6.4 Conditions for successful application of strategies

In the previous section, this study discussed findings on strategies for mobilising resources as identified by stakeholders in their context. This section discusses findings pertaining to conditions for the successful implementation of resource mobilisation strategies in schools within the rural context. Literature on resource mobilisation theory, the asset-based approach (theoretical framework) and CER will be utilised to foreground findings and in providing deeper analysis in the study. The identified conducive conditions for successful mobilisation of resources are: *Proper handover of leadership to allow smooth transitions, Capacity building and Vision on resource mobilisation.*

6.4.1 Proper handover of leadership: Smooth transitions

The finding with regards to the proper handover of leadership reveal that, for resource mobilisation to thrive, there has to be a smooth transition of leadership from the previous school principal to the next. This came out mainly because at all sites principals had changed and there seemed to be unsmooth transition. Data sources from chapter five (Section 5.3.1) including the transect walk and the pictures show different businesses identified by participants as resources. *Figure 3* shows the school name on a Clover SA school signboard. It came out from participants that Clover approached the school. Participants believed that Clover worked with the previous principal but were not clear how the school benefitted from this relationship. Participants indicated that after the previous principal left the school, there is no longer a relationship with Clover SA. They indicated that they were not sure what the association with Clover entailed.

Figure 4 shows the school name on a Sanlam sponsored signboard. From the discussion with participants, they indicated that the school has no relationship with Sanlam. Participants indicated that the previous school principal might have the knowledge on how Sanlam ended

up designing the school signboard. The finding argues for proper handover of leadership in ensuring the sustainability of mobilisation efforts and stakeholder relations between the school and current and future supporters and partners. According to Bush and Heystek (2003a), the stakeholders are all those people who have a legitimate interest in the continuing effectiveness and success of the school. Therefore, this study argues that, as part of the exit strategy for departing school leadership, there has to be a proper leadership handover to ensure that all stakeholders and partnerships are sustained and carried over during tenure of new leadership.

Kendall (2004) argues that central to resource mobilisation theory is sustainability of relationships with social movement organisations (SMOs). Arguing from the asset-based approach in chapter two, the successful handover of school leadership ensures sustainability of social, human and cultural capital (Emery & Flora, 2006), wherein the mobilisation of resources is enabled to thrive. Therefore, an in-depth analysis of succession planning and management within DoE at school management level is advocated in this study. Exploring such a deeper analysis may offer smooth leadership transitions in schools within rural contexts that will allow the mobilisation of resources to thrive, regardless of the fact that the principal and school leadership will come and go.

6.4.2 Capacity building

All data sources from chapter five (Section 5.5.4) reveal that capacity building for stakeholders is a critical condition for the mobilisation of resources in their context. For example, SGB teacher A in site one had this to say:

We need trained SGB and SMT on mobilising resources. The only thing that management know at this school is to teach learners and send them back home, teach learners, send them back home. There are no activities or initiatives aimed at generating resources for the school.

CSI Manager B stated that her company was overwhelmed with requests from school principals requesting leadership training for SGBs. She pointed out the following:

I must say that what has been in demand by the school principals is the provision of leadership training for SGBs. One principal complained that the school end up being his sole responsibility with no one assisting him because there are no leadership skills.

We are putting a programme together where our Chief Executive Officer (CEO) and executives will empower principals and SGBs in schools that we work with.

One SGB parent said:

Let me put it this way. We like to help our school and we will be grateful if we get training on how to mobilise resources.

Moloi (2007), as explained in chapter two and in line with the above finding, asserts that school stakeholders, which include the principal, SGB and other parties, are critical for the successful functioning and leadership of the school. Given this critical importance, Myende (2014) argues that it is the responsibility of DoE to capacitate stakeholders to guarantee their effectiveness in executing their duties.

The study critically note with concern the DoE confession in chapter two that:

Existing management and leadership training has not been cost effective or efficient in building management and leadership capacity, skills and competencies for the transformation process or in enabling policies to impact significantly on the majority of schools (DoE, October 2004).

The above acknowledgement by DoE confirms the finding in this study. This study argues that the need for capacity building remains true currently, especially in the area of mobilising resources in schools. At the centre of the asset-based approach (Ebersöhn & Ferreira, 2012) and resource mobilisation theory (McCarthy & Zald, 1987; Zald, 2017) is empowerment and capacity building, which provides the main reason as to why these anchor this study. Therefore, capacity building as found in this study remains a critical conducive condition for the mobilisation of resources in this context.

6.4.3 Vision of resource mobilisation

Organisational vision helps the leader move things along in the right direction in spite of practical difficulties, budget restrictions, and internal or external opposition. When skilfully communicated, vision represents a force that inspires and binds all stakeholders, as well as empowering employees to move toward a goal (Barker, 1999, p. 1).

The above quotation from literature in chapter two points to the critical importance of a vision as a road map that motivates all stakeholders towards the attainment of a shared goal. It is in line with the finding here that points to the importance of formulating a vision for mobilising resources in schools within rural contexts. Furthermore, data from all sources in chapter five (Section 5.5.1) reveal that stakeholders considered formulating a vision for mobilising resources as a critical condition within their context. For example, in all individual interviews from the three sites, participants make comments such as:

If the school vision is bright, funders and school supporters will always know that whenever they support our school they are not throwing their money down the drain.

SGB teacher component B in site two added:

The school has to have a vision on mobilising resources. The vision of the school, parents and community has to be one.

The literature in chapter two is in line with the importance of developing an organisational vision for mobilising resources as a critical condition. Kilpatrick and Silverman (2005) see vision as the direction for an organisation, laid out by the leader and other stakeholders, indicating what needs to be done to reach the desired goal. Kantabutra (2005), specifically referring to educational reform, opines that vision is the starting point for educational reform. Similarly, Christie (2010) argues that since leadership is focussed on achieving organisational goals, vision is of critical importance. In their work on schools performing against odds, Naicker, Grant and Pillay (2016) also emphasise the importance of a clear vision. Maclean and Davies (2013) add that central to the importance of developing a clear vision is the idea of foresight that moves organisations to positive outcomes. Similarly, the asset-based approach requires coordinated strategies to identify, mobilise and utilise assets (Khanare, 2009; Myende & Chikoko, 2014), and, in line with the findings, this can only be achieved if the vision of the school is clear on how the identification, mobilisation and utilisation of assets will be done.

6.4.4 Sustaining partnerships

While there are many partnerships that were found by school stakeholders in this study that formed strategies for mobilising resources, studies (Bloomfield, 2009; Johnston, 2010; Douglas & Ellis, 2011) have claimed that partnerships on their own do not yield favourable outcomes unless there is an effort to sustain them. All data sources in chapter five (Section

5.5.3) reveal the importance of sustaining partnerships as a condition for successful mobilisation of resources within rural contexts.

For example, CSI Manager B said

Another issue is that as corporate, you support a school and they do not acknowledge the support and even write a thank you letter. You find that in that particular school, we invested three million rand but you do not get progress reports, updates and thank you. You will find that as the school grows five years later they send you a thank you letter and within two weeks you get a proposal requesting funding. In this situation, you find that Inkosi (Chief) will call you and say you know, I am very ashamed of the fact that our school did not send a thank you letter for the support provided five years ago and now they want me to plead for another funding on their behalf. Schools should not do this. It breaks trust and a good working relationship between the school and corporate.

The literature in chapter two is in line with the finding above. According to Bloomfield and Nguyen (2015), the term partnerships refers to the sustainable relationships, equal association, reciprocity and mutuality realised through a process of negotiation of relationship grounded on a common objective. Studies (Chikoko & Myende, 2014; Hlalele, 2014; Bhengu & Myende, 2015) confirm the finding and acknowledge the role of school leadership in forming partnerships but further highlight the importance of sustaining partnerships in education settings. Failures in communication are identified as the main reason for failures in partnerships (Chikoko & Myende, 2014). The finding corresponds with the concept put forward by Chikoko and Khanare (2012) of community tiers and the fact that partnerships can be established and sustained at all tier levels to benefit the mobilisation of resources. Critical to note in the finding here is that, in order to sustain partnerships, stakeholders need to always service and nurture them.

6.4.5 Focusing on schools' excellence

All data sources in chapter five reveal that focussing on schools' excellence as a critical condition for attracting and mobilising resources in schools within rural contexts. For example, SGB teacher A in site one when asked about conditions that are conducive for mobilising resources pointed to the following:

A school that is performing well in whatever it does. Sports, academics and debating competitions.

The MCM emphasised the importance of focusing on excellence as a conducive condition for mobilising resources and said:

A school must have a fruitful academic and sporting environment. Enrolment is influenced by results. A school that is not good in academics and sports usually struggles to attract enrolment and resources.

Central to the voices above is the importance of producing good results for schools to be in a position to attract resources and good reputation. The finding above argues that schools' focus on excellence in academics, sports and other areas contributes to building positive school image. According to Van Wyk and Bisschoff (2011), the school image is a competitive tool that distinguishes a school from among other schools. The study maintains that, if schools within rural contexts are to build a positive school image through focussing on excellence, good school reputation may go a long way in attracting resources and creating conditions conducive to resource mobilisation, as found here. Standifird (2005) explains that reputation is an evaluation of an organisation's desirability by external stakeholders. Therefore, the reputation of the school as an institution that focuses on excellence become a valuable resource that boosts its competitive advantage in terms of attracting resources and forming beneficial partnerships (Sdidhar, 2012). Drawing from the asset-based approach and CER, Khanare (2009) confirms the above finding when she acknowledges that challenges may exist within rural contexts. However, she stresses the importance of identifying existing resources to effect changes that challenges the deficiency scripts that limit rural schools to become institutions that thrive on excellence.

6.5 Challenges to resource identification and mobilisation

In the previous section, the study discussed findings that responded to the research question on conditions for success in implementing resource mobilisation in schools within rural contexts. In this section, challenges for resource mobilisation in schools within rural contexts are discussed. The challenges discussed under this section are *Lack of capacity, Awareness but inaction, Over-reliance on school principal, Over-reliance on Department of Basic Education and Absence of a collective voice.*

6.5.1 Lack of capacity

Capacity building in mobilising resources in this study is believed to be the keystone for resource mobilisation to thrive. According to Gagné, Briggs, Wager (1992), capacity refers to an acquired or developed knowledge which enables an individual to succeed in a physical or intellectual activity. Nanfosso (2011) adds that capacity building covers three activities namely: professional enhancement, procedures improvement and organisation strengthening. While capacity is important in mobilising resources and is stated as condition for success, in chapter five (Section 5.6.2), data sources from all sites reveal lack of capacity as a challenge for resource mobilisation in the studied schools. For example, the union representative had this to say:

As a teacher union, we need to put pressure on DoE to provide training on resource mobilisation for SGB, SMT and the Principal.

CSI Manager B added:

In my view, the main challenge rests with lack of training in terms of the schools' ability to package its request or proposal. You see, today I was responding to an appeal letter from one school. Proposal writing skills are not there. Requests must be appealing to the eye. A five liner, comprehensive and provide pictures. The proposal or request has to be addressed to a specific person in the company. Do not write Dear Sir or Madam. This shows that you have not done your research in terms of who is responsible for CSI in that particular company. Once schools have submitted these requests to corporates, they need to do a follow up.

The voices of participants indicate that lack of capacity in the mobilisation of resources, marketing skills, networking skills and proposal writing poses a challenge for mobilising

resources. SASA (Act 84 of 1996) requires SGBs to work in collaboration with all stakeholders, namely the state, business, traditional leadership and others. Nevertheless, this cannot be realised if school stakeholders are not trained to perform their duties in an effective and efficient manner. Numerous studies (Heystek, 2006; Tsotetsi, Van Wyk & Lemmer, 2008) are in line with the above finding where they identified lack of training as a challenge for stakeholders in discharging their duties effectively. The asset-based approach in this study stresses capacity-building (Kretzmann & McKnight, 1993) where the focus is moved from service-orientated approach to an empowerment approach. Similarly, resource mobilisation theory (Tilly, 1998; Zald, 2017; Manky, 2018) sees lack of training as a challenge for social movements (SMOs) towards mobilising resources.

This study bemoans the fact that SASA expects school stakeholders to perform functions as dictated by the Act, yet there are no policies and programmes in place to equip stakeholders. The concerns of stakeholders regarding the lack of capacity above needs to be understood in relation to their perceived powerlessness to make a meaningful contribution in the mobilisation of resources (Myende, 2014). This study argues that lack of capacity reinforces stakeholders' internalised powerlessness; it presents the importance of what Freire (1974) refers to as conscientisation. Sanders (1968, p.1), defines conscientisation as:

...an 'awakening of consciousness', a change of mentality involving an accurate, realistic awareness of one's position in nature and society; the capacity to analyze critically its causes and consequences, comparing it with other situations and possibilities; and action of a logical sort aimed at transformation. Psychologically it entails an awareness of one's dignity.

Critical to note here is this study's discovery that makes a connection between resource mobilisation theory, asset-based approach and conscientisation (Freire, 1974). This connection emanates from the realisation that both the asset-based approach and resource mobilisation theory require conscientisation as a catalyst that leads to stakeholders organising themselves to take action to change their social realities (Taylor, 1993). Arguing from the CER perspective, the study therefore argues that the empowerment of school stakeholders may elevate the consciousness of school stakeholders from perceiving themselves as powerless to awakening the realisation that they possess capacity and resources to change their prevailing conditions. Furthermore, this shift in terms of power dynamics enhances the equal participation of all

school stakeholders in the mobilisation of resources, thereby challenging the internalised belief that views rural people as powerless.

6.5.2 Awareness but inaction

Data sources in chapter five (5.6.3) reveal that stakeholders are aware of the resources in their context but there is no action taken to mobilise these resources. According to Stroebe (2013), inaction refers to the failure of people, groups and organisations to act against their disadvantage. From the discussion, what comes out is that participants are aware of challenges and resources that may address their challenges but they do not act to address these. It further comes out from Principal A that the school has never discussed how they can mobilise resources as the declining government allocation to schools worsens each year. Theories about social movements, such as resource mobilisation theory in this study, emphasise the importance of action. According to Koch (2010), the success of the social movements depends largely on the ability to act and mobilise people to acquire resources that enable them to achieve their goals. Therefore, the study argues that, in addressing collective challenges faced by schools within rural contexts, collective action as proposed in resource mobilisation theory is of critical importance (Edwards & Kane, 2014).

Drawing from CER, the study finds it important here to unearth why school stakeholders above show awareness of resources but fail to act in mobilising them? Sardar (2008) argues that direct colonialism and apartheid may have been abolished, but these two evils resurface camouflaged as forms of cultural, economic, political and knowledge-based oppression that exist to this day. This study argues that the above reinforces inferiority complexes and stereotyped narratives that rural people are inferior with no power to act, challenge and change their circumstances. Freire (2000) explains that the oppressed consciousness can be confronted with huge inferiority complexes especially when faced with those that think they know more. This study highlights the importance of heightening the consciousness of school stakeholders through empowerment initiatives that decolonise their minds (Fanon, 1967 & Ngugi, 1981) from viewing themselves as inferior and unable to act and change their world. Therefore, the study argues that the mobilisation of resources within rural contexts requires stakeholders to reconnect with who they are and acknowledge their capabilities and resources at their disposal but most importantly initiate action to mobilise them.

6.5.3 Over-reliance on the principal and Department of Basic Education

Over and above transect walk findings discussed in chapter five (*Section 5.6.6*), individual interviews with stakeholder's uncovered overreliance on the school principal as a challenge for mobilising resources. For example, SGB parent C added:

You see my child. All members of the SGB are uneducated. It is only the school principal that is educated.

Similarly, data sources in chapter five (*Section 5.6.7*) reveal the challenge of overreliance on government. For example, principal A in site one had this to say:

Our problem here is that we have this belief that government is the only source or solution to our resource scarcity.

Even though the education system in South Africa has adopted a democratic management structure (SASA, Act 84 of 1996) that promotes the participation of parents and other stakeholders, the voices of stakeholders here continue to reflect overreliance on the principal. On the other hand, the asset-based approach in this study (Chikoko & Khanare, 2012; Myende & Hlalele, 2018) views parents and other stakeholders as a critical resource that has sustained schools within rural contexts. Teachers and parents who happen to be at the bottom of the hierarchy perceive the principal as being on top of the hierarchy. Mousnier (1973) defines hierarchy as an official system of unequal person-independent roles and positions, connected via lines of top-down command-and-control. Therefore, this study maintains that hierarchical positions within the school environment are linked to power that the position within hierarchy holds.

This study laments the fact that the remnants of the authoritative apartheid past continue to enact themselves in the school leadership style where teachers and parents are viewed as located at the bottom of school hierarchy as shown in the utterances above. Secondly, the false view that suggests that parents' limited formal education renders them inferior and incapable of making meaningful contribution in the development and mobilisation of schools within rural contexts is critically challenged in this study. Myende (2015) advocates for the acknowledgement of Indigenous Knowledge Systems (IKS) possessed by rural parents, which have sustained schools within rural contexts for many years in history. According to Kaniki and Mphahlele (2002), IKS encapsulates all cultural phenomena that define and advance a nation and represent a rich body of knowledge generated from generation to generation. Odora-

Hoppers (2002) defines IKS as both a national heritage and a national resource that should be protected, promoted, developed and preserved at all cost.

Indigenous knowledge therefore, provides school stakeholders with cumulative knowledge that will move them away from the dependency on the school principal and the Department of Basic Education in their quest to mobilise resources within their context. Furthermore, lack of empowerment initiatives for school stakeholders on the part of government should not be understood only as a contradiction to what is advocated by resource mobilisation theory when emphasising the importance of empowering human resources as an asset (Kane & Edwards, 2014). This may also be understood from the perspective on how it encourages dependency on government and entrenches powerlessness (Mahlomaholo, 2009) on the part of school stakeholders. The study argues that this situation further encourages feelings of inadequacy over action, thereby maintaining the status quo and narrative of rural people as passive recipients of government aid rather than active participants in determining their future. The asset-based approach challenges this deficient, hegemonic view and argues that providing resources based on the needs approach creates a perception that only outside technocrats, organisations and government departments can provide genuine help (Kretzmann & McKnight, 1993). Similarly, resource mobilisation theory argues that social movements should identify and mobilise their own resources in the form of material and human resources (Kane & Edwards, 2004). The absence of empowerment in the mobilisation of resources may be understood as one of the underlying reasons that encourages dependency on the school principal and the Department of Basic Education and this situation warrants to be challenged.

This study maintains that the dependency mentality portrayed by stakeholders in this study may be traced back to literature that marginalises rural communities as situated on the fringes of social life and amenities. For an example, Buxon (1976, p. 29) defines a rural area as one: “that lags behind in population per square mile, in education, in a variety of experiences and most importantly, in the power to control its own destiny, compared to urban areas.” Important to note in this definition is that it presents half-truths that depict rural people lack power to control their destiny. This is viewed in this study as aimed at preserving power to dominate and silent rural voice of self-worth and self-determination. Sonyika (2007) explains that power is domination, control, and therefore a very selective form of the truth. It is for this reason that the study finds it important to expose this distorted view of rural areas and its people that serve

to deepen the cycle of dependency that continue to characterise rural people as powerless. Therefore, the study here argues that school stakeholders should be conscientised to such an extent that they are able to recognise privilege and marginalisation as well as unlearn the old knowledge inculcated by the euro-centric worldview designed to subjugate and exploit ‘the other’ (Langdon, 2013).

6.5.4 Absence of a collective voice

Data from all sites in chapter five (Section 5.6.10) shows that lack of a collective voice that represents and advocate for the mobilisation of resources for all schools within the municipal district poses a challenge. In addition to the SWOT analysis, individual interviews highlighted the similar concern and suggested the formation of a collaborative and advocacy structure representing all schools. For example, SGB parent A had this to say:

We need to speak with one voice as communities and schools within rural contexts.

The voices above show that mobilising resources as individual schools can pose a challenge for the school and for funders and supporters. Theories of social movements, which include resources mobilisation theory in this study, emphasise collective acting and collective identity as critical in the mobilisation of resources. For example Snow (2004, p. 11) defines *social movements* as collectives acting with some degree of organisation and continuity outside of institutional or organisational channels for the purposes of challenging or defending extant authority in the group, organisation, society, culture, or world order of which they are a part. Similarly, Della Porta and Diani (2006, pp. 20-21) define social movements as distinct social process, consisting of the mechanisms through which actors engaged in collective action are involved in conflictual relations with clearly identified opponents and share a collective identity. Central to the above definitions is the importance of acting as a collective in the mobilisation of resources which enables school stakeholders to challenge and change any injustices and marginalisation experienced by schools within rural contexts. Patton (2012) avers that critical emancipatory research is not only limited to studying society but also its aim is to critique and change society. Therefore, the study finds it important here to unearth reasons why rural schools and stakeholders have not formalised themselves into a unified voice capable of building power to change the existing circumstances.

Firstly, it is important to acknowledge that segregation, divide and rule was a centre stone holding the apartheid system together in South Africa (Westaway, 2010). Therefore, it is important to highlight the fact that long before the dismantling of apartheid, its remains stand entrenched and unchanged as rural communities and stakeholders still remain without a collective bargaining and advocacy voice. This study argues that rural communities false belief that after 1994 all their challenges, which include marginalisation and unequal provision of services, will automatically be addressed by the new government explains the absence of a powerful collective rural voice. Resource mobilisation theory in this study calls for collective framing of issues and challenges and the creation of formal and informal mobilising structures (McAdam, 1996, Clark & Themudo, 2006; Zald, 2017; Manky, 2018). Bonti-Ankoma (1998)) assert that transformation hinges on power relations, which includes power to access, use and control resources. The study argues that these are directly linked to whether rural people and schools have a mobilising political voice or not. Similarly, the voices of school stakeholders suggest a strong need for a collective rural voice mobilised within a rural social movement (SMO) and aimed at addressing challenges and advocating for the interests of all schools within rural contexts.

6.6 Chapter summary

The chapter presented and discussed findings from themes that responded to the four research questions of the study. The themes emanating from data sources in chapter five were utilised. In showing that the findings were informed by data, theoretical framework cross-referencing from different chapters was conducted. Therefore, the chapter has presented *Resources identified in the context of rurality, Strategies for mobilising resources, Conditions for success and Challenges for resource mobilisation.*

In the following chapter (chapter seven) the study presents a summary of findings, provides contributions made by the study, suggests a model for mobilising resources, presents contributions to methodology and presents limitations to the study and future research emanating from data and findings. Finally, the study presents the final message.

CHAPTER SEVEN

RESOURCE MOBILISATION IN THE CONTEXT OF RURALITY: WHAT HAVE WE LEARNT?

7.1 Introduction

The purpose of this study was to investigate how schools can identify and mobilise resources for the sustainability of schools within rural contexts. To accomplish its ultimate purpose, this study asked the first two research questions that explored the nature of resources that school stakeholders within the rural context identified and the resource mobilisation strategies that participants suggested can be used. The last two research questions explored the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources as well as the challenges experienced during resource identification and mobilisation. The findings of this study were presented and discussed in chapter six. The aim of this chapter is to present lessons learned from the findings. I begin the chapter by providing a summary of findings. The contributions this study offers and limitations of the study are discussed. Lastly, the implications for further research and final message are presented.

7.2 Summary of findings

I present and discuss findings using the four research questions (RQ1-RQ4) as headings and these are as follows: How do participants describe the nature of resources within the rural context? How do participants of this study describe the strategies used for identifying and mobilising resources within rural contexts they live in? How do participants characterise the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for supporting educational processes? How do participants describe the challenges experienced during resource identification and mobilisation? As explained in the introduction, each of the research questions is used as heading to organise the discussion of findings.

RQ1: How do participants describe the nature of resources within the rural context?

Literature reveals that the distance between resources and rural schools is wide. Contrary to this literature, the findings of this study identified four categories of resources found in the context of the participants of this study. These are the private and public sector, the churches, traditional leadership and community individuals and other groups. The public and private sector remain a key source of studied schools when it comes to resources. Findings of this study show that many companies have identified rural areas as places for business. During the transect walks as displayed in pictures in chapter five, there are many companies that were not far from the schools which were identified, yet the schools studied are in the rural contexts. This then shows that rural schools can tap from what these sectors can provide. Similarly, government department, that include the Department of Rural Development and Land Reform (DRDLR), Department of Higher Education (DHET), Department of Social Development (DSW), Department of Health (DOH), Department of Basic Education (DBE), South African Social Security Agency (SASSA) and Department of Public Works (DPW), were identified as public organisation from which schools could try to seek resources. The rural context under which the studied schools were found had public and private organisations very close to the schools and data shows these schools could easily access the companies at any time. It comes out clearly in this study that it is not always the case that rural schools are distanced from potential resources. Therefore, the study argues that as far as these half-truths, which put all rural areas under the description of being under-resourced, remain unchallenged by exploring possible resources, rural people may continue to see their areas as defined by their distance from relevant resources. The false consciousness that resources in the public and private sector are always located far away from schools within rural contexts is challenged by this study. Furthermore, the thinking that stakeholders have no idea of what resources are available was contradicted by data and found to be untrue in this study. The finding revealed that there are some public and private sectors that are easily accessible to the schools and rural areas and participants were aware of the possible contributions these sectors can make.

The churches were found to be a neglected ally when people debate about the absence of resources in rural areas, as people tend to forget that churches exist in every community. The literature study found that historically, the church has played a critical role in the political changes in South Africa in the twentieth and twenty-first centuries focussing on dismantling apartheid, reconciliation and nation-building. From the data, it emerged that the church has

played a significant role in formal education, especially in supporting rural schools. Literature and data revealed that the church could serve as the link between schools and resources. Therefore, this study found that the church is one of these resources that schools need to connect with as suggested by the findings.

Local traditional leadership and its relevance in the current South Africa was found to be within contested domain in literature. The debate centred on those who argue that the traditional system has no place in the new dispensation. On the other hand, there are those who maintain that traditional leadership remain relevant within rural communities and should be synchronised with the current system of government in South Africa. This study proves the second view that traditional leaders are important in the education provision in rural schools. In line with this, it was found that traditional leadership was identified as a resource with a critical role to play in mobilising resources for schools within their traditional areas. For example, the study found during transect walks in site one (**Figure 17**) which shows the picture of Amakhosi (chiefs) from the municipality taken by participants, and transect walk notes (see Appendix F) that traditional leadership was identified as a resource in linking the school with resources in the private sector, public sector, NPO sector and community. In addition to transect walks, individual interviews with stakeholders in chapter five found that traditional leaders are a critical resource. The finding calls for the recognition of the traditional leadership as a resource that is already available within rural contexts before looking elsewhere. Contrary to the view that belittles the role of traditional leaders as irrelevant and powerless within modern South Africa, the finding challenges this thinking, which has been internalised by some rural stakeholders, including schools. The finding further challenges perpetuated Western hegemony, which suggests that traditional African culture and institutions are outdated, undemocratic and irrelevant. The study finding suggests that traditional leadership provides social and cultural capital as discussed in chapter six and these can be harnessed by schools as a resource and strategy for mobilising resources. Therefore, this study emphasises the importance of raising consciousness on the overlooked role that may be played by traditional leaders in building communities and mobilising resources.

In addition to traditional leaders, *community groups and individuals*, which are comprised of parents and non-profit organisations, were found to be critical in the mobilisation of resources in the literature study and data. The finding concerning parents and non-profit organisations in this study reveal that school stakeholders identify these as resources in their context. Findings

revealed that there are multiple gains that parents and the non-profit organisations may bring in the mobilisation of resources within rural contexts. For example, chapter five (*Figure 18 and Figure 19*) shows pictures of parental involvement at school level. Participants indicated that parents are actively involved in contributing towards school day-to-day costs and school governing through participation as school governing body members. From the SWOT analysis and individual interviews at all sites, participants identified parents as the main resource in assisting the school to mobilise in this study. Despite the perceived low academic achievements as a hindrance to tapping into parents as a resource, parents were actively involved in the affairs of the school, including in the mobilisation of resources. The findings in this chapter are in line with the view that argues that the suggestion that rural people are uneducated does not imply they cannot make meaningful inputs in the education of rural learners.

The finding from all data sources in chapter five (Section 5.3.6) with regards to other groups, like the non-profit organisations, reveal that non-profit organisations are identified as a critical resource in providing welfare services and development within rural contexts. The study found that, even post-1994, NPOs and CBOs continue to play a critical role in the development and welfare of communities, including rural areas, even though some are faced with funding challenges. These organisations were also identified as crucial for schools to access resources. Resource mobilisation theory in chapter three identifies NPOs and CBOs as social movement organisations (SMOs) aimed at changing negative societal conditions (Koch, 2010). Arguing from a CER standpoint, the study maintains that it is critical for the South African government to interrogate funding mechanisms and technical support that will close the gap between previously white rich NPOs and struggling rural based NPOs and CBOs to ensure their sustainability as a resource within rural contexts. Furthermore, this study critically challenges the autocratic nature of school governance in South Africa with its remnants from the undemocratic past, which tends to shift power to the school principal as the main player at the expense or disadvantage of other sources of strengths for rural schools.

RQ2: How do participants of this study describe the strategies used for identifying and mobilising resources within rural contexts they live in?

In this study, findings on how do participants of this study describe the strategies used for identifying and mobilising resources as identified by participants in chapter five are *Creating*

sustainable partnerships, Multi-stakeholder Engagement, Building from the rich past and Income generating projects. From the literature, *creating sustainable partnerships* was revealed as a critical strategy for mobilising resources. Findings from all data sources in chapter five reveal that stakeholders identified forming partnerships with local business (Section 5.4.1.1), government departments (Section 5.4.1.2), religious organisations (Section 5.4.1.3), NPOs and CBOs (Section 5.4.1.4), Working with other organisations (5.4.1.5), partnering with traditional leadership (5.4.1.6) and partnering with parents (5.4.1.7) are key strategies for mobilising resources in their context. Partnering with local business has presented school stakeholders with a strategy to mobilise resources within the private sector, including tapping into social investment programmes (CSI) that local business provides. Government departments, with their arsenal of service delivery programmes and projects, presented a good partnering strategy at state and local municipality level. Religious organisations as partners were identified as a strategy to mobilise resources in kind and in cash from the congregation and church volunteers. Collaborating with other organisations like tertiary institutions and TVET colleges was identified as a strategy for resource sharing and capacity building, where there is mutual benefit with tertiary learners gaining practical experience working at the local school. Partnering with traditional leaders, according to stakeholders, acknowledges the role of traditional leadership in linking communities with government, business, NPOs and other stakeholders. Partnering with parents was identified as a key strategy for mobilising resources in their context.

This study disputes the view that all rural schools and communities are powerless, deprived, and situated far away from resources. While these elements are part of rural life, the study suggested multi-faced strategies for mobilising resources and challenges the internalised powerlessness and remoteness associated with all rural contexts. In essence, the finding fulfils the role of CER in this study, which entailed uncovering the twisted reality about rural contexts.

As related to partnerships, *multi-stakeholder engagement* emerged as a critical strategy in mobilising resources from literature and data. The data from all sources in chapter five (Section 5.4.2) and (Section 5.4.5) reveal that multi-stakeholder engagement in the form of school stakeholders forum and government multi-stakeholder forums such as IDP meetings, Operation Sukuma Sakhe and war rooms were identified as strategies for mobilising resources in their context. According to stakeholders in this study, multi-stakeholder engagement provides a rich platform to share challenges and successes in the presence of all stakeholders who may be a resource in addressing different issues at stake in a collaborative manner. The finding above is

in line with literature in chapter two. An important finding that emerged was that some schools replicated the OSS model to school level. Finding in this study revealed stakeholder engagement as a means for eliminating duplication of services, wasteful expenditure and overstressing limited resources at government, business, NPO and civic levels. Multi-stakeholder engagement parties in this study are revealed as change agents. Therefore, this study argues that it is critical for all parties in multi-stakeholder engagement to be declared as equals as a way of challenging power possessed by dominant players over the perceived weak players.

In addition to stakeholder engagement, *building from our rich past and present* was found to be an important strategy for mobilising resources in their context. All data sources in chapter five (Section 5.3.7) revealed that schools within rural contexts have rich histories but they have not tapped into their rich past and presented it as a strategy for mobilising resources within their context. I argue here that schools within rural contexts should use their past and history as a strategy to mobilise resources within their context. This study challenges and interrogates the internalised view that undermines rural communities' historical, cultural and social capital. Therefore, the finding in the study advocates for the utilisation of the rich past and present as a strategy for marketing and mobilising resources in schools within rural contexts. The rich past includes the historical origins of the school, learners it has produced, academic and sporting excellence and the schools' historic association and contribution to the community.

The findings also suggested that schools should consider venturing into projects that may yield additional income. In line with this, *income generating projects* where projects within the school are run like a business were found to be a critical strategy for mobilising resources. In this regard, data sources in chapter five (Section 5.4.3) reveal income-generating projects aimed at ensuring that the school brings in an income were identified as a strategy for mobilising or generating resources from within the context. The finding here is also in line with literature in chapter two and contributes to the utilisation of the asset-based approach and resource mobilisation theory within rural contexts. Arguing from a CER perspective, the study challenges and unmask DoE contradictory posture where, on one hand, SASA requires SGB to supplement school resources, yet on the other hand no training or capacity building initiatives exist within DoE to enable them to fulfil this statutory mandate. This study argues that DoE should empower school stakeholders through training and support that will ensure successful implementation of income generating projects.

RQ3: How do participants characterise the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for supporting educational processes?

The findings of this study identified the conditions that are conducive to the successful application of strategies used for identifying and mobilising resources for supporting educational processes as revealed in chapter five data presentation to encompass the following: *Proper handover of leadership to allow smooth transitions, Capacity building, Vision on resource mobilisation, Sustaining partnerships* and *Focussing on school's excellence*.

The finding with regards to *proper handover of leadership* revealed that, for resource mobilisation to thrive, there has to be a smooth transition of leadership from the previous school principal to the next. This came out mainly because at all sites principals had changed and there seemed to be problems in the transition. Data sources from chapter five (Section 5.3.1), including transect walks and the pictures, show different businesses identified by participants as resources. However, this study revealed that these were not tapped into effectively through sustained relationships, owing to lack of proper leadership handover from the previous principal to the new school principal. Supporting the above finding, resource mobilisation theory in this study contributes to the importance of sustaining relationships as critical, not only with social movement organisations (SMOs). Furthermore, the asset-based approach in chapter two argues that the successful handover of school leadership ensures the sustainability of social, human and cultural capital, wherein the mobilisation of resources is enabled to thrive. Therefore, an in-depth analysis of succession planning and management within DoE at school management level is advocated in this study to ensure smooth leadership handovers.

The task of resource mobilisation requires skills. Hence, *capacity building* was revealed by all data sources from chapter five (Section 5.5.4) as a critical condition for success in mobilising resources in their context. The literature as explained in chapter two is in line with the above finding, when asserting that all school stakeholders, which include the principal, SGB and other parties, are critical for the successful functioning and leadership of the school. Given this critical importance, this study found that the need for capacity building remains true currently, especially in the area of mobilising resources in schools. Furthermore, the study found that at the centre of the asset-based approach and resource mobilisation theory is empowerment and

capacity building, which provide the main reason as to why these anchor this study. Therefore, capacity building, as found in this study, remains a critical condition for success in the mobilisation of resources in their context.

While capacity building is critical, this study identifies a *vision on mobilising resources* as an important condition for mobilising resources. From all sources in chapter five (Section 5.5.1) it was demonstrated that stakeholders considered formulating a vision for mobilising resources to be a critical condition for success within their context. The literature in chapter two is in line with the importance of developing organisational vision for mobilising resources as a critical condition. Similarly, the asset-based approach requires coordinated strategies to identify, mobilise and utilise assets. This can only be achieved if the vision of the school is clear on how the identification, mobilisation and utilisation of assets will be done. Therefore, developing a vision on mobilising resources was found to be a crucial condition for the mobilisation of resources in this study.

In the previous question, partnerships were identified. While the vision and capacity building are important, participants were of the view that *sustaining partnerships* was identified as one condition for the mobilisation of resources within rural school contexts. While there are many partnerships that were found by school stakeholders in this study that were part of a strategy for mobilising resources, the finding in this study argues that partnerships on their own do not yield favourable outcomes unless there is an effort to sustain them. All data sources in chapter five (Section 5.5.3) confirmed the above finding and revealed the importance of sustaining partnerships as a condition for the successful mobilisation of resources within rural contexts. The literature in chapter two is in line with the finding above. This study therefore argues for the critical role that needs to be played by stakeholders in servicing and nurturing partnerships, thereby ensuring sustainability.

As a way of sustaining partnerships, *focussing on schools excellence* was found to be an important conducive condition for mobilising resources from both literature and data. Schools that focus on excellence are able to attract and keep partners. For example, all data sources in chapter five reveal that focussing on schools' excellence is a critical condition for attracting and mobilising resources in schools within rural contexts, a point made also in the literature. This study maintains that, if schools within rural contexts are to build a positive school image through focussing on excellence, good school reputation may go a long way in attracting

resources and creating conditions conducive to resource mobilisation, as found here. Therefore, the reputation of the school as an institution that focus on excellence becomes a valuable resource that boosts its competitive advantage in terms of attracting resources and forming beneficial partnerships. The above finding acknowledges that challenges may exist within rural contexts. However, this study stresses the importance of identifying existing resources to effect changes that challenges the deficiency scripts that hold rural schools back from becoming institutions that thrive on excellence.

RQ4: How do participants describe the challenges experienced during resource identification and mobilisation?

The findings of the study revealed *Lack of capacity, Awareness but inaction, Over-reliance on school principal and the Department of Basic Education and Absence of a collective voice* as key challenges for the identification and mobilisation of resources within rural contexts.

While capacity is important in mobilising resources and is stated as condition for success, in chapter five (Section 5.6.2), data sources from all sites revealed *lack of capacity* as a challenge for resource mobilisation in the studied schools. In line with the above finding, literature identifies lack of training as a challenge for stakeholders in discharging their duties effectively. The asset-based approach in this study stresses capacity building as important for mobilisation of resources. In the same vein, resource mobilisation theory sees lack of training as a challenge for social movements (SMOs) in their attempts to mobilise resources. Arguing from the CER perspective, this study therefore argues that the empowerment of school stakeholders may elevate their consciousness, stopping them from perceiving themselves as powerless and awakening the realisation that they possess capacity and resources to change their prevailing conditions.

It was further found that schools are aware of available resources but they do not develop resource mobilisation strategies. This was revealed as a major challenge for the mobilisation of resources, in both the literature and data in this study. From the findings, what comes out is that participants are aware of challenges and resources that may address their challenges but they do not act to address these. Theories about social movements, such as resource mobilisation theory in this study, emphasise the importance of action. Therefore, the study argues that in addressing collective challenges faced by schools within rural contexts, collective

action as proposed in resource mobilisation theory is of critical importance. The study argues that despite the fact that colonialism and apartheid may have been abolished, these two evils resurface camouflaged as forms of cultural, economic, political and knowledge-based oppression that exist to this day. The study argues that the above situation reinforces inferiority complexes and stereotyped narratives that rural people are inferior with no power to act, challenge and change their circumstances. This study highlights the importance of heightening the consciousness of school stakeholders through empowerment initiatives that decolonises their mind from viewing themselves as inferior and unable to act and change their world. Therefore, this study argues that the mobilisation of resources within rural contexts requires stakeholders to reconnect with who they are and acknowledge their capabilities and resources at their disposal but, most importantly, initiate action to mobilise them.

Finding from data and literature revealed an overreliance on principal and government as a challenge in their context. Over and above the transect walk findings discussed in chapter five (Section 5.6.6), individual interviews with stakeholder's uncovered *overreliance on the school principal* as a challenge for mobilising resources. Similarly, data sources in chapter five (Section 5.6.7) reveal the challenge of *overreliance on government*. The asset-based approach in this study view parents and other stakeholders as a critical resource that has sustained schools within rural contexts. Teachers and parents who happen to be at the bottom of the hierarchy perceived the principal as being on top of the hierarchy. Therefore, this study maintains that hierarchical positions within the school environment are linked to the power that the position within hierarchy holds. This acknowledgement of hierarchies challenges the power that each individual has as part of the community.

This study bemoans the fact that the remnants of the authoritarian apartheid past continue to enact themselves in the school leadership style where teachers and parents are viewed as located at the bottom of school hierarchy, as shown in the utterances above. Secondly, the false view that suggests that parents' limited formal education renders them inferior and incapable of making meaningful contribution in the development and mobilisation of resources for schools within rural contexts is critically challenged in this study. Furthermore, the study argues that lack of empowerment initiatives for school stakeholders on the part of government may also be understood from the perspective on how it encourages *dependency on government* and entrenches powerlessness on the part of school stakeholders. This study argues that this situation further encourages feelings of inadequacy to act, thereby maintaining the status quo

and the narrative of rural people as passive recipients of government aid rather than active participants in determining their future.

While there is an issue of power among different people at different levels of hierarchy, *absence of a collective voice* was revealed from both literature and data in this study as a key challenge to the mobilisation of resources. For example, data from all sites in chapter five (Section 5.6.10) shows that lack of a collective voice that represents and advocate for the mobilisation of resources for all schools within the municipal district poses a challenge. In addition to the SWOT analysis, individual interviews highlighted the similar concern and suggested the formation of a collaborative and advocacy structure representing all schools. Theories of social movements, which include resources mobilisation theory in this study, emphasise collective acting and collective identity as critical in the mobilisation of resources. Central to the above finding is the importance of acting as a collective in the mobilisation of resources, which enables school stakeholders to challenge and change any injustices and marginalisation experienced by schools within rural contexts.

The summary of findings drawing from reviewed literature and data have been presented in this section. The conclusions of this study will now be presented. From the findings and conclusions of the study, the thesis moves further to suggest a model for applying the asset-based approach and resource mobilising theory in the mobilisations of resources. The contribution that this study intends to make is presented. Furthermore, limitations of the study, implications for further research and the final message are discussed.

7.3 Conclusions of the study

Based on the findings of this study above, the following conclusions are drawn

- The half-truth that all rural areas are situated far from resources deserves to be challenged at all costs, in order to transform deficit thinking among those who reside within rural contexts including schools. Findings of this study led to the conclusion that four categories of resources exist within rural contexts and stakeholders may tap into these to mobilise resources and promote quality education. These are the private and public sector, the churches, traditional leadership and community individuals and other groups.

- Traditional leadership and the church has played a critical role in supporting education in rural communities over the years of rural marginalisation in South Africa. However, the continually undermined role of traditional leadership and the church in the development of rural communities needs to be challenged as it perpetuates a dominant view that change in rural communities may only come from external forces and external interventions. The absence of clear guidelines or strategy from the DoE in terms of how school stakeholders like private and public sector, the churches, traditional leadership and community individuals may interface with schools, especially when dealing with issues of resource mobilisation, will continue to present a challenge for the mobilising of resources.
- This study argues that a responsible corporate citizen in South Africa should be conscious of inequalities and imbalances created by the apartheid past. Therefore, the study concludes that, when planning their CSI spending, corporates in South Africa should stop turning a blind eye to the fact that schools within rural contexts have a history of marginalisation and thus remain far behind in terms of required resources. The study acknowledges the contribution made by some corporates in advancing rural education in South Africa. However, the continuing bias from some big corporates, revealed in the way they outlay funds to already over-resourced model C and urban schools, contradicts the country's agenda of addressing quality education for all.
- At government level, SASA expects school stakeholders to supplement government allocation to schools, however the study concludes that DoE continues to contradict its own policy by failure to provide training and strategies for school stakeholders to effectively mobilise resources to fulfil this statutory mandate.
- Contrary to the deficit and needs based ideology of rural communities and schools as dependent on external assistance for their own development, the study concludes that schools within rural contexts have strategies that they may utilise to mobilise resources for quality education. These are creating sustainable partnerships, multi-stakeholder engagement, and building from the rich past and income-generating projects.
- This study concludes that for resource mobilisation to thrive within rural contexts, conditions for its success must be created and nurtured by school stakeholders. These are proper handover of leadership to allow smooth transitions, capacity building, and vision on resource mobilisation, sustaining partnerships and focussing on school's excellence.

- School stakeholders within rural contexts should always be conscious of resource mobilisation challenges and endeavour to mitigate and minimise them. These include lack of capacity, awareness but inaction, over-reliance on school principal and the Department of Basic Education and absence of a collective voice.
- This study further concludes that for resource mobilisation to take root in schools within rural contexts, a clear strategy for mobilising resources is of critical importance. Informed by this conclusion, the study proposes four stages towards identifying and mobilising resources, discussed in depth in the next section.

7.4 Stages towards identifying and mobilising resources

In this section, I propose four stages towards identifying and mobilising resources. The stages are based on the discussion above and discussions presented in chapter five and chapter six. Therefore, the stages proposed in this study are informed by the voices of participants but not necessarily proposed by them. The proposed stages aim at consolidating and presenting all discussions made in chapter five and six thereby creating a meaning as to how the asset-based approach and resource mobilisation theory may be utilised in the mobilisation of resources. The proposed stages, as I indicated above, link with all areas discussed in this study, which includes identifying the nature of resources within rural contexts, identifying strategies for identifying and mobilising resources within rural contexts and creating conditions conducive to the success of strategies for identifying and mobilising resources. Finally, the last stage involves identifying challenges for resource identification and mobilisation. In the next section, I discuss how the four stages can be understood and utilised towards identifying and mobilising resources as informed by the discussions and findings in this study.

7.4.1 Explaining the four stages

The four stages proposed in this study are comprised of the following: identifying the nature of resources within rural contexts, identifying strategies for the identification and mobilising resources, conditions for success in mobilising resources and challenges for mobilising resources. Before the strategies could be explored, it was necessary to understand the nature of resources that participants identified in their context as explained in chapter five. This initial

stage is informed by Section 5.3. These are the local business (Section 5.3.1) and public sector (Section 5.3.2), local faith-based organisations (Section 5.3.3), traditional leadership (Section 5.3.4), parents (Section 5.3.5), local organisations (Section 5.3.6) and rich school history (Section 5.3.7). Findings of the study in chapter six (Section 6.2) further informed this stage as it classified the nature of resources under four categories. These are the private and public sector, the churches – the neglected ally – traditional leadership, and community individuals and groups. These are resources identified by stakeholders to be critical within their context.

Upon identifying the nature of resources within rural contexts, stakeholders may move further to the next stage, which involves identifying and formulating strategies for mobilising resources. The SWOT analysis and Free Attitude interviews was used to identify strategies for mobilising resources discussed in chapter five (*Section 5.4*) and chapter six (*Section. 6.3*). These are creating sustainable partnerships, Multi-stakeholder Engagement, Building from the rich past and Income generating projects.

The third stage, which is establishing conditions conducive to success of strategies for identifying and in mobilising resources discussed in chapter five (*Section, 5.5*) and chapter six (*Section, 6.4*), points to the importance of stakeholders utilising the four stages to be aware of conditions that will enable resource mobilisation to thrive. During the SWOT analysis, stakeholders identified conditions conducive to the success of strategies for identifying and mobilising resources, which they may use in the stages towards identifying and mobilising resources. Once stakeholders using these stages have established conditions conducive to success of strategies for identifying and mobilising resources, they may move to the final stage, which involves identifying and addressing challenges for resource identification and mobilisation discussed under chapter five (*Section, 5.6*) and chapter six (*Section, 6.5*). The challenges for resource mobilisation discovered by stakeholders when they identified threats and weaknesses during SWOT analysis in this study may be used to analyse and identify possible threats and challenges for resource mobilisation in these stages. Once the complete cycle is completed, stakeholders using these four stages may improve the plan for identifying and mobilising resources. The stages may enable stakeholders to refine the plan by re-starting the four-cyclic stages until the desired outcome is achieved. Therefore, the study proposes the four stages for the utilisation of the asset-based approach and resource mobilisation theory in identifying and mobilising resources.

7.5 Contributions of the study

This study contributes to the resource mobilisation theory and the asset-based approach utilisation, specifically in the mobilisation of resources within rural contexts. The study further provides methodological contributions for research into RMT and asset-based approach in schools within the South African rural contexts.

7.5.1 RMT and asset-based approach contributions

It is important to mention from the beginning that resource mobilisation theory and the asset-based approach presented this study with rich complimentary theoretical frameworks. Accordingly, the study utilises resource mobilisation theory to reveal types of resources found within social movement theory as discussed in chapter two and their application in the mobilisation of resources within rural contexts. This contribution is in line with resource mobilisation argument that resource mobilisation is more than raising money and involves enlisting all necessary resources, be they human, material or services, ready for action to achieve specific goals. Literature reviewed on social movements and resource mobilisation in South Africa focusses on religion, HIV, and AIDS, homelessness and housing issues, and state and trade unionism in South Africa. I argue here that none of these studies have utilised resource mobilisation theory in the mobilisation of resources within rural contexts. Therefore, one of the contributions of this study lies in the utilisation of RMT in the mobilisation of resources within rural school context as presented in this section.

Furthermore, the asset-based approach studies that informed the study expanded knowledge on available resources for resource mobilisation and the importance of enhancing school-community partnerships at all levels. The contribution of the above studies provided a RM perspective that acknowledges the inner strengths of school stakeholders and communities in this study. Another study on mobilising and managing resources within deprived contexts revealed two types of resources that can be mobilised by school leadership which are financial and non-financial resources. Across the South African border in the neighbouring Zimbabwe, a recent study suggested school-community partnerships as the key strategy for mobilising resources within rural Early Childhood Development schools. However, this study acknowledges that school-community partnerships is but one of the strategies for mobilising resources. Accordingly, the study contribute further strategies as presented in chapter six

(Section, 6.3) and these are *creating sustainable partnerships, Multi-stakeholder Engagement, Building from the rich past and Income generating projects*. The study makes another critical contribution by consciously revealing the nature of resources found by stakeholders in their context. The logic here is that stakeholders may effectively mobilise resources if they have a clear understanding of the nature of resources available in their context. These are the *private and public sector, the churches: the neglected ally, traditional leadership and community individuals and groups* and discussed in detail in chapter five and chapter six (Section, 6.2).

Another unique and important contribution of this study is the finding on the conditions that are conducive to the successful application of strategies for identifying and mobilising resources presented and discussed in detail in chapter five and chapter six. Critical in the contributions of this study is that it does not only suggest the nature of resources within rural contexts, strategies and conditions conducive to success of strategies in identifying and mobilising resources. This study goes further and explore challenges experienced during resource identification and mobilisation within rural contexts in chapter six, a never explored area, thereby making another critical contribution. The challenges experienced during resource identification and mobilisation contributed by this study are *Lack of capacity, awareness but inaction, over-reliance on school principal and the Department of Basic Education and absence of a collective voice*.

A further contribution made by this study is revealed in the proposed four stages towards identifying and mobilising resource and further discussed under *Section 7.3.1*. As explained above, the proposed four stages are anchored by the asset-based approach and resource mobilisation theory adopted in the study. I argue here that the stages contributed by this study provides stakeholders with an unavailable blueprint on mobilising resources within rural contexts. I further argue that the proposed stages and findings of this study further contribute to the pioneering scholarship on leadership that works in deprived school contexts, especially in the area of mobilising resources.

7.5.2 Contributions to methodology

Most of these studies are conducted within interpretive paradigm with the aim to interpret peoples lived experiences. The nature of the interpretive paradigm may be limiting in providing practical solutions hence CER and a contribution to the utilisation of participatory approaches in ensuring that participants are involved and empowered. For example, the methods used in

the study included Free Attitude Interviews (FAIs), SWOT analysis and transect walks with photographs, which amplified the critical voice of participants in the study. A critical methodological contribution was revealed when the transect walk and the SWOT analysis unfolded as efficient tools for identifying and mobilising resources in the study. Through critical lenses, this research contributed to revealing the nature of resources within rural contexts, strategies for identifying and mobilising resources, conditions conducive to the success of strategies for identifying and mobilising resources and challenges for identifying and mobilising resources. Theoretically, the study provided a strong context based approach to resource mobilisation. This approach provided relevant and practical solutions responsive to the dynamics of rurality and rural schooling. The participatory methodology utilised in this empirical study enabled the generation of transformative knowledge based on local context as opposed to knowledge based on Western contexts and worldview. This study moved away from the commonly used PR data analysis methodology, namely the critical discourse analysis (CDA) and argued for a philosophical framework and a data analysis methodology that can provide a range of useful strategies and guidance for identifying and mobilising resources for schools within rural contexts. This was another methodological contribution of this study.

7.6 Limitations of the study

In this study, findings will not be tested on the ground to establish applicability within rural context. Therefore, this study recommend action research post-doctoral. Research in this study was conducted in three schools within rural contexts, which presents a challenge in applying findings in contexts either than the rural contexts. However, it is argued that the intention of this study was not to generalise findings but findings may be applied in schools with similar characteristics, context and qualities. To ensure that data was not mainly from immediate school stakeholders namely; the SGB and principal, the study included additional participants such as from the local non-profit organisation, corporate social investment (CSI) managers, and municipal communications manager and teacher union.

7.7 Implications for further research

This study recommend further research on resource identification and mobilisation within rural contexts. The proposed research should include action research that will test the utilisation of

the proposed four stages towards identifying and mobilising resources as presented in the limitations in the above section. I further recommend the application of participatory approaches in the implementation of the proposed stages in this study.

It has been noted that the challenge of resource scarcity and ability to mobilise resources is not only limited to schools within rural contexts. Therefore, I am convinced that a study of this magnitude may be conducted in other contexts where there are challenges with mobilising school resources. This will further examine whether transformational leadership as suggested in literature review is applicable in other contexts or is only applicable in rural contexts. It is further argued that utilising action research in the application of the four stages towards identifying and mobilising resources, as suggested in this chapter, presents an opportunity for the refinement of the stages for application in different settings. Lastly, research can examine how education SMOs can strategically position themselves to engage with economic, social and political organisations in their effort to amplify the voice of schools within rural contexts and thereby facilitate the mobilisation of resources.

7.8 My final message

This study bemoans the fact that despite numerous interventions to correct the inequalities of the apartheid past, the education system in South Africa particularly schools within rural contexts remain under-resourced. This study challenges the discourse that view rural people as powerless and without capabilities to address challenges they face within their context. In this regard, the study argues that school stakeholders within rural contexts are the solution to their challenges not external outsiders. This study further recommends the use of resource mobilisation theory and the asset-based approach as complementary theories that can be utilised in the identification and mobilisation of resources in schools within rural contexts. In responding to the challenge of the mobilisation of the resources for the sustainability of schools within rural contexts, this study provided critical knowledge at many levels in this study. The study revealed knowledge on the nature of resources within rural contexts, strategies for identifying and mobilising resources, conditions for success for mobilising resources and challenges and solutions for mobilising resources within rural school context.. This study argues that resources are key in promoting quality education in schools located in deprived contexts Therefore, the study hopes to contribute also to the scholarship on deprived school contexts, in terms of how school leadership may utilise the contributions of this study in

identifying and mobilising resources for their schools. The main contribution of this study lies in the development of the four proposed stages towards identifying and mobilising resources, which were informed by the findings of this study.

Located within critical emancipatory research (CER), this study contributes to the utilisation of participatory approaches in ensuring that school stakeholders are involved and may experience empowerment. Critical to note is the study's assertion of a connection between resource mobilisation theory, asset-based approach and conscientisation. This connection emanates from the realisation that both the asset-based approach and resource mobilisation theory require conscientisation as a catalyst that leads to stakeholders organising themselves to take action and mobilise resources. Arguing from the CER perspective, this study therefore proposes that the empowerment of school stakeholders may elevate their consciousness. The elevation of their consciousness may manifest itself when they stop perceiving themselves as powerless and awaken the realisation that they possess capacity and resources to change their prevailing conditions. However, this study acknowledges the fact that we will only know if this capacity building works if study proposals are implemented. In particular, the utilisation of the four stages towards identifying and mobilising resources, suggested in this study as the proposed roadmap for identifying and mobilising resources within rural contexts.

8. REFERENCES

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Zald, M.N. & J.D. McCarthy (2002). The resource mobilization research program: Progress, challenges, and transformation, in J. Berger and M. Zelditch (Eds), *New directions in contemporary sociological theory* (pp. 147-171). Lanham, MD: Rowman & Littlefield.

Zald, M. N. (2017). *Social movements in an organizational society: Collected essays*. New York: Routledge.

APPENDIX A: Declaration of participants

I (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent, where applicable

| I hereby provide consent to: | YES | NO |
|---|------------|-----------|
| Audio- record my interview/focus group discussion | | |
| Video-record interview/ focus group discussion | | |
| Use of photographs for research purposes | | |
| | | |

SIGNATURE OF PARTICIPANT

DATE

For any queries and further information you may consult my supervisor, Dr Phumlani Myende from 031-260 2052 or myendep@ukzn.ac.za. Alternatively you can contact the HSSREC RO contact details (Ms Phumelele Ximba 031-260 3587, Email: ximbap@ukzn.ac.za). You can also contact me (Mr Themba Mkhize using the details provided in the letter requesting permission.

APPENDIX B: Letter requesting permission from DoE to conduct research in KZN DoE schools

P.O Box 342
Nagina
3604
7 January 2016

For Attention:

The Head of Department
Dr N Sishi
Department of Education
Province of KwaZulu-Natal
Private Bag X9137
Pietermaritzburg
3200

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My Name is Themba Mkhize and I am currently studying towards a degree of Doctor of Philosophy at the University of KwaZulu-Natal, College of Education. As part of the requirements for this degree, I am conducting a research project in which I investigate how can schools within rural contexts identify and mobilise resources. It is believed that through this study, the empowerment of stakeholders from schools within rural contexts to mobilise their own resources may lead to sustainability.

The study is titled “Resource mobilisation for the sustainability of schools within rural context: Voices of school stakeholders at UMzimkhulu local municipality in Harry Gwala District”. The main aim of the study is to identify and explore ways though which schools within rural contexts can mobilise resources.

There will be interviews with the principal of the school, which are expected to take a maximum of 45 minutes. Secondly, interviews with two SGB members (teacher component and parent component). Separate requests will be made for participation of other school stakeholders at their own time. Participants will be requested to participate in this study after school or during weekends.

Participants' anonymity and confidentiality throughout the research project as well as in reporting of the findings is assured. Schools and individuals in the study will not be identified in the report as I will use fictitious names. Participation is purely voluntary therefore, participants are at liberty to withdraw from the study at any given stage and they will not be penalised for withdrawing. For any further information, I have enclosed herein contacts of my supervisor. I also guarantee that the information you provide will only be used for research purposes and it will be stored safely in the University for five years and destroyed after. Please note that to participate in the study does not equal to any rewards and is only on voluntary basis. Please also note that date, time and venue for the discussions will be arranged in consultation in participants and the researcher will ensure that the participants are not supposed to be on duty during the time of interviews. Attached is the required application form for requesting permission to conduct the study.

Should you have questions and problems related to the study, please feel free to contact me Themba Mkhize by email: 207522338@stu.ukzn.ac.za Cell 0725433524 or my supervisor Dr Phumlani Myende from 031-2602054 or myendep@ukzn.ac.za

Yours sincerely

Themba R. Mkhize (Mr)

207522338@stu.ukzn.ac.za

0725433524

APPENDIX C: Letter requesting permission from principal

P.O Box 342
Nagina
3604

For Attention:

The School Principal

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My Name is Themba Mkhize and I am currently studying towards a degree of Doctor of Philosophy at the University of KwaZulu-Natal, College of Education. As part of the requirements for this degree, I am conducting a research project in which in which I investigate how can schools within rural contexts identify and mobilise resources. It is believed that though this study, the empowerment of stakeholders from schools within rural contexts to mobilise their own resources may lead to sustainability.

The study is titled “Resource mobilisation for the sustainability of schools within rural context: Voices of school stakeholders at UMzimkhulu local municipality in Harry Gwala District”. The main aim of the study is to identify and explore ways though which schools within rural contexts can mobilise resources.

There will be interviews with the principal of the school, which are expected to take a maximum of 45 minutes. Secondly, interviews with two SGB members (teacher component and parent component). Separate requests will be made for participation of other school stakeholders at their own time. Participants will be requested to participate in this study after school or during weekends.

Participants’ anonymity and confidentiality throughout the research project as well as in reporting of the findings is assured. Schools and individuals in the study will not be identified

in the report as I will use fictitious names. Participation is purely voluntary therefore, participants are at liberty to withdraw from the study at any given stage and they will not be penalised for withdrawing. For any further information, I have enclosed herein contacts of my supervisor. I also guarantee that the information you provide will only be used for research purposes and it will be stored safely in the University for five years and destroyed after. Please note that to participate in the study does not equal to any rewards and is only on voluntary basis. Please also note that date, time and venue for the discussions will be arranged in consultation in participants and the researcher will ensure that the participants are not supposed to be on duty during the time of interviews. Attached is the required application form for requesting permission to conduct the study.

Should you have questions and problems related to the study, please feel free to contact me Themba Mkhize by email: 207522338@stu.ukzn.ac.za Cell 0725433524 or my supervisor Dr Phumlani Myende from 031-2602054 or myendep@ukzn.ac.za

Yours sincerely

Themba R. Mkhize (Mr)

207522338@stu.ukzn.ac.za

0725433524

APPENDIX D: Letter requesting permission from SGB

P.O Box 342
Nagina
3604

For Attention:

School Governing Body member

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My Name is Themba Mkhize and I am currently studying towards a degree of Doctor of Philosophy at the University of KwaZulu-Natal, College of Education. As part of the requirements for this degree, I am conducting a research project in which in which I investigate how can schools within rural contexts identify and mobilise resources. It is believed that through this study, the empowerment of stakeholders from schools within rural contexts to mobilise their own resources may lead to sustainability.

The study is titled “Resource mobilisation for the sustainability of schools within rural context: Voices of school stakeholders at UMzimkhulu local municipality in Harry Gwala District”. The main aim of the study is to identify and explore ways though which schools within rural contexts can mobilise resources.

There will be interviews with the principal of the school, which are expected to take a maximum of 45 minutes. Secondly, interviews with two SGB members (teacher component and parent component. Separate requests will be made for participation of other school stakeholders at their own time. Participants will be requested to participate in this study after school or during weekends.

Participants' anonymity and confidentiality throughout the research project as well as in reporting of the findings is assured. Schools and individuals in the study will not be identified in the report as I will use fictitious names. Participation is purely voluntary therefore, participants are at liberty to withdraw from the study at any given stage and they will not be penalised for withdrawing. For any further information, I have enclosed herein contacts of my supervisor. I also guarantee that the information you provide will only be used for research purposes and it will be stored safely in the University for five years and destroyed after. Please note that to participate in the study does not equal to any rewards and is only on voluntary basis. Please also note that date, time and venue for the discussions will be arranged in consultation in participants and the researcher will ensure that the participants are not supposed to be on duty during the time of interviews. Attached is the required application form for requesting permission to conduct the study.

Should you have questions and problems related to the study, please feel free to contact me Themba Mkhize by email: 207522338@stu.ukzn.ac.za Cell 0725433524 or my supervisor Dr Phumlani Myende from 031-2602054 or myendep@ukzn.ac.za

Yours sincerely

Themba R. Mkhize (Mr)
207522338@stu.ukzn.ac.za
0725433524

APPENDIX E: Letter requesting permission from CSI Managers

P.O Box 342
Nagina
3604

For Attention:

Corporate Social Investment Manager

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My Name is Themba Mkhize and I am currently studying towards a degree of Doctor of Philosophy at the University of KwaZulu-Natal, College of Education. As part of the requirements for this degree, I am conducting a research project in which in which I investigate how can schools within rural contexts identify and mobilise resources. It is believed that through this study, the empowerment of stakeholders from schools within rural contexts to mobilise their own resources may lead to sustainability.

The study is titled “Resource mobilisation for the sustainability of schools within rural context: Voices of school stakeholders at UMzimkhulu local municipality in Harry Gwala District”. The main aim of the study is to identify and explore ways though which schools within rural contexts can mobilise resources.

The interviews CSI Managers are expected to take a maximum of 45 minutes. Participant’s anonymity and confidentiality throughout the research project as well as in reporting of the findings is assured. Schools and individuals in the study will not be identified in the report, as I will use fictitious names. Participation is purely voluntary therefore, participants are at liberty to withdraw from the study at any given stage and they will not be penalised for withdrawing. For any further information, I have enclosed herein contacts of my supervisor. I also guarantee

that the information you provide will only be used for research purposes and it will be stored safely in the University for five years and destroyed after. Please note that to participate in the study does not equal to any rewards and is only on voluntary basis.

Should you have questions and problems related to the study, please feel free to contact me Themba Mkhize by email: 207522338@stu.ukzn.ac.za Cell 0725433524 or my supervisor Dr Phumlani Myende from 031-2602054 or myendep@ukzn.ac.za

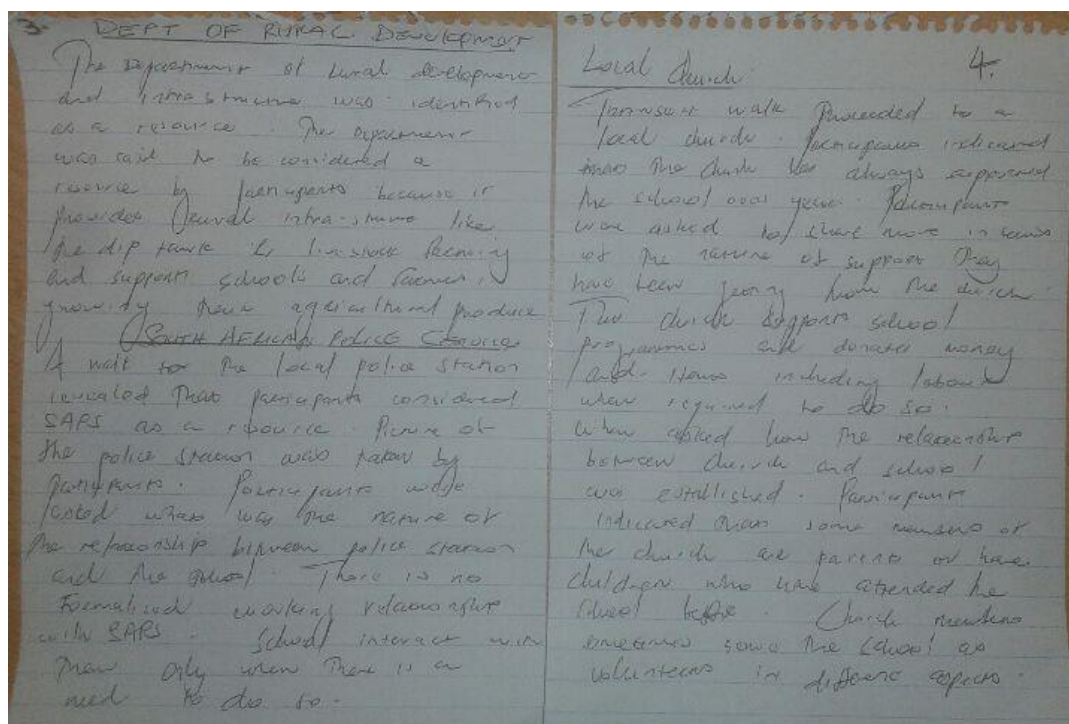
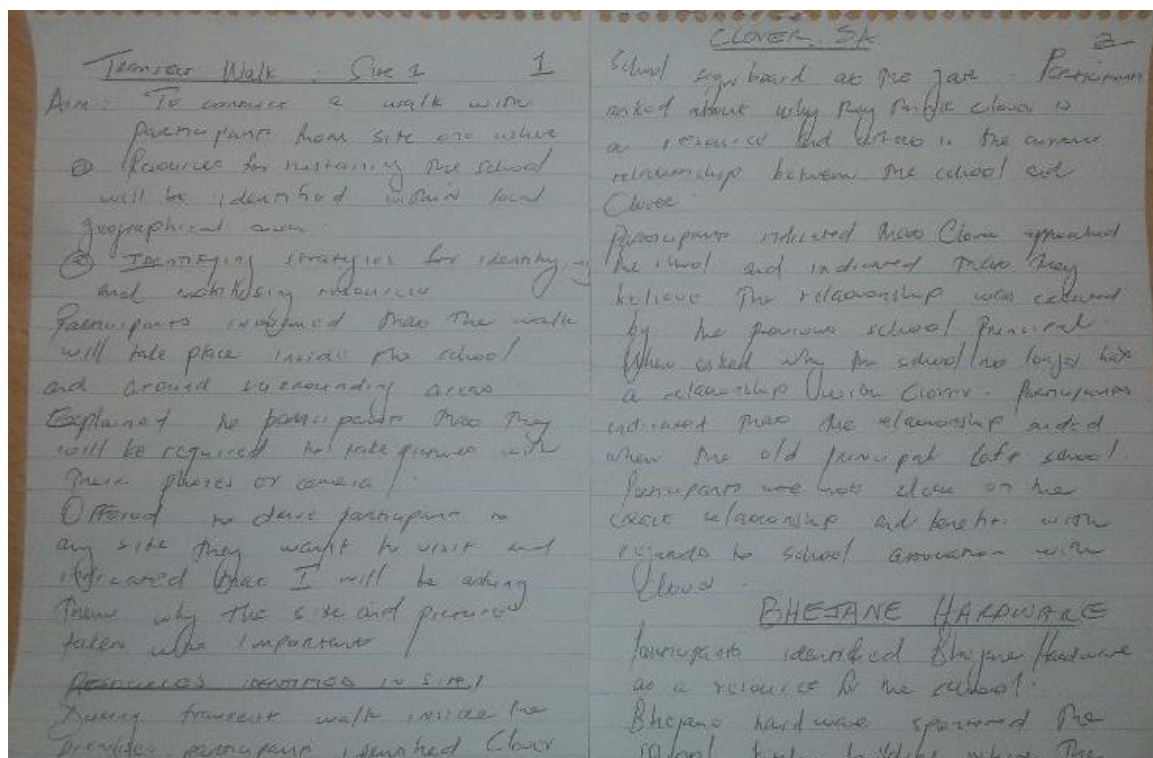
Yours sincerely

Themba R. Mkhize (Mr)

207522338@stu.ukzn.ac.za

0725433524

APPENDIX F: Sample Transect walk notes



Traditional leadership

5

Participants shared a picture of all traditional leadership concerning their geographical area. Traditional leadership was identified as a resource by participants and found a crucial link concerning the school with other structures and resources. Participants indicated MCEs traditional leadership are a resource linking the school with resources located within the (1) private sector, public sector (2) non-profit organisations and (4) community.

Participants indicated that traditional leadership are important in being a link between community, the school and Municipality. This role of traditional leaders

6.
Promotes services defined in areas
under a particular traditional
leader.

According to respondents, traditional
leaders have power to influence
and expand school interests
and challenges to financing,
training and other supports.

Parents

Parents were identified as the
drivers and main support of
schools located in rural areas.
Particular interest was given
to support the school in cash and
in-kind. Some volunteers spend
time in buying and building school
buildings and toilets.
Parents saw the school as
SGB members.

Non-Profit organisations

7.
Transition walk with respondents
led us to an NPO (which
was identified as a resource).
Participants took a picture of the
NPO premises and they were
asked why they identified
as NPO to a resource. Participants
explained that they have often
early support and accommodation to
learners, also be explained and
valuable in the morning.

The school already has a relationship
with the NPO but the relationship
is yet to be formalised into
a financial level agreement. Respondents
expressed the fact that the NPO
is struggling financially. The NPO
applied to the National Lotteries Commission
but the application was not successful.
Respondents expressed the need to
provide more support to rural NPOs.

APPENDIX G: Interview Guide Principal/ SGB/CSI Managers/ NPO/ Union representative/ Municipality Manager

The questions below provide a guide for my discussions with school stakeholders in the study. Further follow-up questions will be probed under each of the four main research questions depending on the responses received from stakeholders and the need to probe deeper.

1. What is the nature of resources available for schools within rural contexts?

2. What are the strategies for mobilising resources within a rural context?

3. What conditions are for success in mobilising resources within rural context?

4. What are possible challenges to identification and mobilisation of resources in schools within rural context?

APPENDIX H: Consent form for SGBs and school stakeholders

Dear Participant

Thank you very much for your agreement to participate in this project investigating how can schools within rural contexts identify and mobilise resources. It is believed that through this study, the empowerment of stakeholders from schools within rural contexts to mobilise their own resources may lead to sustainability. I am conducting this research as part of my doctoral degree requirements for this degree.

The study is titled “Resource mobilisation for the sustainability of schools within rural context: Voices of school stakeholders at UMzimkhulu local municipality in Harry Gwala District”. The main aim of the study is to identify and explore ways through which schools within rural contexts can mobilise resources.

There will be interviews, which are expected to take a maximum of 45 minutes and focus groups with school stakeholders namely: School principals, SGBs, Community members, CSI Managers, Trade union representative, NPO and Municipality Communications Manager. By signing this consent form you agree to the following.

1. You understand that participating in this project offers no financial benefits, but that participation in itself may provoke critical thinking about issues affecting your school and how they can be addressed.
2. Activities of this study may take place after working hours and that there is no guarantee that a meal or light refreshments will be provided.
3. Your choice to participate is only voluntary and you can withdraw at any time and there will be no negative consequences for withdrawal
4. The information you will provide will be treated with confidentiality and your identity will be protected.
5. Transcripts for all sessions will be made available to you and you are allowed to withdraw some or all the information you will provide in case of second thoughts.
6. The information gathered in this study will be kept for five years in a secured and safe place at the University of KwaZulu-Natal.

Should you have questions and problems related to the study, please feel free to contact me Themba Mkhize by email: 207522338@stu.ukzn.ac.za Cell 0725433524 or my supervisor Dr Phumlani Myende from 031-2602054 or myendep@ukzn.ac.za

Name of the participant:

Contact details :

Signature

APPENDIX I: Permission from Department of basic education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref:2/4/8/746

Mr TR Mkhize
P.O. Box 342
Nagina
3604

Dear Mr Mkhize

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "RESOURCE MOBILISATION FOR THE SUSTAINABILITY OF SCHOOLS WITHIN THE RURAL CONTEXT: VOICES OF SCHOOL STAKEHOLDERS AT UMZIMKHULU CIRCUIT IN HARRY GWALA DISTRICT MUNICIPALITY", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 18 March 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Harry Gwala District

Nkésinathi S.P. Sishi, PhD
Head of Department: Education
Date: 18 March 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzneducation.gov.za

APPENDIX J: Permission letter from corporate company A



Mondi Limited
PO Box 39, Pietermaritzburg,
3200, South Africa
No 380 Old Howick Road
Hilton, Pietermaritzburg
South Africa
Reg No. 1967/013038/06
Tel: + 27 (033) 3295300
Fax: + 27 (033) 3295306
www.mondigroup.com

Dear Mr Themba Ralph Mkhize

RE: CONSENT FROM MONDI GROUP

I have received your request to conduct research interviews with me and it is with pleasure to inform you that we have decided to grant permission to you to conduct an interview on the study titled ***“Resource mobilisation for the sustainability of schools within rural context: Voices of school stakeholders at UMzimkhulu circuit in Harry Gwala District.”***

You are hereby requested to provide Mondi Group with your research report upon completion of your study as education remains key to the development agenda of South Africa and our organisation.

Kind regards

A handwritten signature in black ink, appearing to be 'Ms Khethiwe Mlotshwa', written over a horizontal line.

Ms Khethiwe Mlotshwa
BU Midlands: Land Manager

APPENDIX K: Permission letter from corporate company B



20 July 2016

Dear Themba Mkhize

RE: CONSENT LETTER FROM TONGAAT HULLETT

Kindly note that your request to conduct an interview on your study that focuses on resource mobilisation for the sustainability of schools within rural context: Voices of school stakeholders in the Harry Gwala municipality is duly granted.

It will be highly appreciated if you can share your findings by furnishing our company with a your research report.

We wish you all the best with your studies.

Regards

A handwritten signature in black ink, appearing to read "Ms Nkonzo Mhlongo", is written over a light grey rectangular background.

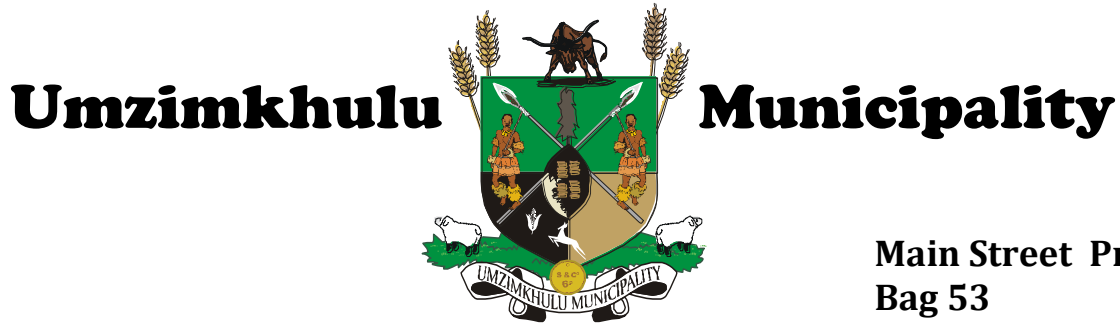
Ms Nkonzo Mhlongo
Socio-Economic Development Manager
Tongaat-Hullet Sugar

Amantimnyama Hill Road, Tongaat, 4400 • P O Box 3, Tongaat, 4400, KwaZulu-Natal, South Africa
Telephone: +27 32 439 4000 Fax: +27 32 945 3333 • www.tongaat.com

Directors: CB Sibisi (Chairman), PH Staude (Chief Executive Officer), SM Beesley, F Jakoet, J John, RP Kupara (Zimbabwean),
TN Mgoduso, N Mjoli-Mncube, MH Munro, SG Pretorius, TA Salomão (Mozambican) • Company Secretary: MAC Mahlati

Tongaat Hulett Limited
Registration Number 1892/000610/06

APPENDIX L: Permission letter from local municipality



169
Main Street Private
Bag 53
Umzimkhulu 3297

Tel: (039) 259 5000/5300

Fax: (039) 259 0427

Email: info@umzimkhululm.gov.za

PROVINCE OF KWAZULU-NATAL

KZN 435

To: Mr. Themba Ralph Mkhize

Date: 28 May 2016

Subject: PERMISSION TO CONDUCT RESEARCH STUDY

Kindly note that we are granting you permission to conduct your study on

- Resource Mobilisation for the sustainability of schools within rural context: Voices of school stakeholders at UMzimkhulu circuit in Harry Gwala district.

As the municipality we would like to request that you share your report within us upon completion of your study.

Sincerely

Mr. Z. Sikhosana

Municipal Manager

APPENDIX M: Turnitin certificate

Resource Mobilisation for sustainability of schools within the rural context

ORIGINALITY REPORT

10%

SIMILARITY INDEX

9%

INTERNET SOURCES

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STUDENT PAPERS

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Internet Source

1%