

**STRATEGIC MANAGEMENT FRAMEWORK FOR
COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING
ENVIRONMENTS**

by

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DECLARATION

This is to declare that the study hereby submitted for the Philosophiae Doctor degree in the field of Education Research and Management in the Faculty of Education, University of Free State, is my own independent work. Where help has been sought it has been acknowledged. I further declare that this work is submitted for the first time for a qualification at this university and that it was never submitted at any other university or at another faculty at this university. I also hereby cede copyright of this work to the University of the Free State

KABI JONAS SEABATA

DATE

DEDICATION

I dedicate this study to all people who contributed directly and indirectly towards making this study possible and a success it was. It would not have been possible for me alone without their support and prayers especially given the serious challenges we experienced during the period of this study. A special word of appreciation and thanksgiving goes to my wife Mmatshupo and our children Tshepo, Mpho, Tshepiso and Lelethu.

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LIST OF ACRONYMS

BSPZ	:	Better Schools Programme in Zimbabwe
CDA	:	Critical Discourse Analysis
CER	:	Critical Emancipatory Research
EiC	:	Excellence in Cities
FAI	:	Free Attitude Interview
FET	:	Further Education and Training Band (Grades 10-12)
FSDoE	:	Free State Department of Education
GET	:	General Education and Training Band (Grades 7–9)
NGO	:	Non-Governmental Organization
PAR	:	Participatory Action Research
PLC	:	Professional Learning Communities
PTA	:	Parents Teachers Association
PWG	:	Professional Working Groups
RSA	:	Republic of South Africa
SGB	:	School Governing Body
SMGD	:	School Management Governance and Development
SULE	:	Sustainable Learning Environments
SURELEC	:	Sustainable Rural Learning Ecologies
SWOT	:	Strengths, Weaknesses, Opportunities and Threats
UFS	:	University of Free State

SUMMARY

Many historically black schools are faced with a challenge of producing quality education with limited resources. Considering the historical backlog on resourcing and the current financial constraints, it does not seem that equity with reference to resourcing will be attained soon. Even notwithstanding the situation as depicted, there seems to be little evidence of schools taking own initiative to engender sharing of limited resources among themselves. Recorded instances of resources sharing between schools seem to be those initiated by government alone, government and business as well as government with donor countries. The collaborative sharing of resources between schools is not sustainable due to the perception of it being an imposition due to top-down approach by the powers that be and the challenge of funding.

The perceived top-down and lack of funding seems to thwart initiatives from the side of the schools to come up with own initiatives to share limited resources among themselves. It thus became critical to use a research strategy that would motivate and enthuse those affected to do something about their situation. This participatory action research, conducted within the critical emancipatory theoretical framework, formulates a strategic management framework for collaborative resources sharing between schools such that it is sustainable.

In terms of participatory action research, research is not done on people but with them. It was against this background that I formed a team to facilitate engagement, interactions and participation of the affected schools in the study. In laying the foundation for the study, the team engaged the participants in coining the vision, doing SWOT analysis, setting priorities, evaluating legislative mandates and engendering collaborative planning. The critical emancipatory research objectives and principles that underpin the relationships between participants as well as the language used became handy in opening the communicative space among the participants.

The communicative space that allowed free discussions was further enhanced through that application of the free attitude interview technique. The technique allow the use of the preferred language of the participants. The involvement of the affected participants helped to address the research objectives namely, the need to establish strategic management framework for resources sharing that is sustainable, determining the components on which the framework is pillared, determining the conditions that ensures success, the threats that hinder successful implementation and testing the applicability of the framework.

The interactive engagement between the participants helped to generate data that were used in the study. In order to make sense of the volumes of date generated, the critical discourse analysis was used. This method allows those handling data from discourses not to take it at face value but to dig for deeper meaning. In this way knowledge creation becomes possible from what may seem everyday conversations. Knowledge created from planning of activities and priorities, their implementation, monitoring, observations and reflections was used to confirm or negate what was learnt from related literature study. Furthermore this knowledge was used to close the gaps that existed in the models or frameworks studied from other countries and local. In this way it became possible to design the framework that has build-in mechanisms that make it to be sustainable and thus engender sustainable learning environments.

The active participation of people from diverse backgrounds as equals, as co-researchers, as creators of knowledge helped the study to present a strategic management framework for collaborative resources sharing such that it is sustainable. The experiences that unfolded during the whole process from inception to actual presentation of the framework, informed the observations, conclusions and recommendation that round off the study in the last chapter.

KEY CONCEPTS

Strategy

Strategic Management

Collaborative Sharing

Sustainability

Emancipation

Empowerment

Participatory Action

Community Cultural Wealth

Sustainable Empowering Learning Environments

Critical Emancipatory Research

OPSOMMING

Heelwat historiese swart skole staan uitdagings in die gesig om met beperkte hulpbronne nog steeds goeie kwaliteit onderrig aan te bied. Wanneer daar in ag geneem word dat daar 'n historiese agterstand is ten opsigte van hulpbronne en die huidige finansiële beperkings blyk dit asof gelykheid met verwysing na hulpbronne nie gou aangespreek gaan word nie. Ten spyte van bogenoemde situasie is daar min getuigenis dat skole saamstaan en inisiatief neem om die beperkte hulpbronne wat wel beskikbaar is, met mekaar te deel. Opgetekende gevalle waar hulpbronne tussen skole gedeel word blyk slegs te wees wanneer die inisiatief geneem is deur die regering alleen, of in samewerking met besigheidsinstansies of met skenkerslande. Die samewerking tussen skole ten opsigte van die gesamentlike gebruik van hulpbronne is nie volhoubaar nie weens die aanname dat skole benadeel word deur die “top-down”-benadering van die regerende magte en die uitdaging om fondse te in.

Die waargeneemde “top-down”-benadering en die gebrek aan fondse blyk inisiatiewe van die skole oor hoe om die hulpbronne te deel, te dwarsboom. Dit het dus krities belangrik geword om 'n navorsingstrategie te ontwikkel om die skole wat hierdeur beïnvloed word te motiveer om iets aan die situasie te probeer doen. Hierdie deelnemende aksie-navorsing, gedoen aan die hand van 'n krities-emansipatoriese teoretiese raamwerk, formuleer 'n strategiese bestuursraamwerk vir 'n proses wat sal lei tot volhoubaarheid t.o.v. die gesamentlike gebruik van hulpbronne tussen skole.

In terme van deelnemende aksie-navorsing, word navorsing nie op mense gedoen nie maar in samewerking met hulle. Teen hierdie agtergrond is 'n span, vir die doel van die studie, gevorm wat inskakeling, interaksie en deelname van die betrokke skole sal fasiliteer. Ten einde die basis van die studie te bepaal het die span die deelnemers betrek in die samestelling van die visie, afneem van die “SWOT”-analise, vasstelling van prioriteite, evaluering van wetgewende mandate en die skepping van samewerkende beplanning. Die krities-emansipatoriese

navorsingsobjektiewe en beginsels wat die verhouding tussen deelnemers sowel as die taal vervat, het handig te pas gekom ten einde ruimte vir kommunikasie tussen die deelnemers te skep.

Hierdie ruimte vir kommunikasie wat vrye besprekings bewerkstellig het, is verder bevorder deur die toepassing van die vrye houding onderhoudtegniek. Hierdie tegniek laat toe dat die deelnemers self die taal kan kies waarin hulle wil deelneem. Die betrokkenheid van die spesifieke deelnemers het gehelp om die navorsingsobjektiewe, soos die nodigheid van 'n strategiese bestuursraamwerk vir die volhoubare deel van hulpbronne, bepaling van die komponente waarop die raamwerk gebaseer word, die vasstelling van voorwaardes wat sukses sal verseker, die risiko's wat suksesvolle implementering kan kelder en die toetsing van die toepaslikheid van die raamwerk, aan te spreek.

Die interaktiewe deelname tussen deelnemers het gehelp om data te genereer wat in die studie gebruik kon word. Ten einde sinvolle verwerking van die data te bewerkstellig is gebruik gemaak van diskoersanalise. Hierdie metode stel die data-hanteerders in staat om dieperliggende betekenis te soek. Dit word dus moontlik om kennis te versamel uit gesprekke wat lyk asof dit bloot alledaagse gesprekke is. Die kennis wat versamel word uit beplanning van aktiwiteite en prioriteite, die implementering sowel as die monitering daarvan, asook waarnemings en refleksies is gebruik om inligting wat uit relevante literatuur gevind is, te bevestig of te verwerp. Hierdie kennis is ook gebruik om die gapings wat bestaan tussen die verskillende modelle en raamwerke wat bestudeer is, plaaslik sowel as internasionaal, te verklein. Dit het gelei tot die ontwikkeling en daarstelling van 'n raamwerk met ingeboude meganismes wat dit volhoubaar maak en dus volhoubare leeromgewings bevorder.

Die aktiewe deelname, van persone van verskillende agtergronde, as gelykes, mede-navorsers en ook skeppers van kennis het die studie in staat gestel om 'n volhoubare strategiese bestuursraamwerk vir samewerkende hulpbronne daar te stel. Die ervaringe wat deur die volledige proses vanaf die ontstaan tot die werklike voorlegging van die raamwerk gelei het, het tot die waarnemings, slotsom en voorstelle gelei wat die laaste hoofstuk van die studie afrond.

HOOFKONSEPTE

Strategie

Strategiese Bestuur

Kollaboratiewe Deling/samewerking

Volhoubaarheid

Emansipasie

Bemagtiging

Deelnemende Aksie

Kulturele Rykdom van die Gemeenskap

Volhoubare Bemagtigende Leeromgewings

Krities-emansipatoriese navorsing

CHAPTER 1

ORIENTATION AND BACKGROUND

THE FRAMEWORK FOR SHARING OF RESOURCES

1.1 INTRODUCTION

This study focuses on the development and implementation of a strategic framework for collaborative resource sharing between schools for the enhancement of sustainable learning environments. This chapter examines the extent and nature of the problem emanating from historically skewed allocation of education-related resources based on racial discrimination, then discusses the problem statement under the aim and objectives that seek to respond to the main research question. The theoretical framework that couches the study as well as the research design and methodology are outlined to explain why critical emancipatory research and participatory action research principles were used. The use of critical discourse analysis techniques to analyse and interpret data is also briefly highlighted. A synoptic overview of the value of this study and outlay of subsequent chapters are presented.

1.2 BACKGROUND TO THE STUDY

According to Giordano (2008:5,7) there is “a growing concern for the quality of the entire educational process and for the control of its results,” and in order to address this concern, educational planners have to devise appropriate strategies to address “equity in education delivery, access and participation, transition to higher levels of schooling, and overcoming disparities in attainment.” For some countries addressing just one of the factors mentioned may be enough to improve the quality of education, but with others it may be necessary to address most or all of them. The most common enabling or disabling means in the endeavour to mobilise the factors towards achieving quality

education are resources, acquired through funding, which itself is a challenge for most countries (Chikoko, 2007:43; Giordano, 2008:36; Nzimande & Stilwell, 2008:238). Education, like other public institutions, faces competing demands on the public budget from other key sectors, such as infrastructure (Gakusi, 2008:3), thus funds are insufficient to acquire and provide all the necessary and relevant resources for education.

The ability of schools in poor and isolated areas to provide decent quality education is aggravated by this lack of resources, as in the case of this study. They may already have a building but it is dilapidated and unsafe and no teaching and learning materials are available (Giordano, 2008:6). It thus becomes incumbent upon each country and, most importantly each local community, to ensure that citizens in these areas are also provided for, as in urban areas and cities. The different countries appear to share a common perception with reference to the relationship between resources and the quality of education. According to Equal Education (2010:3), “there is sufficient international, regional and local research to demonstrate the causal connection between the level of resources and infrastructure that a school has, and its learner outcomes.”

Policy interventions are required in the education process to address the high levels of inequality between schools (Van der Berg, 2008:18), and it was against this obligation that countries such as Bolivia, Peru, Great Britain and India took initiatives to address the situation (Giordano. 2008:6). These countries implemented school clustering, to group them together so that they could share resources, and teacher resource centres, to bring together teachers working in isolated areas to share experiences and practices, thus encouraging them to improve their materials and skills. These initiatives spread to other parts of Asia and Africa as part of national educational reforms, and were often implemented with one another.

The fact that the two initiatives spread to other countries, indicates that they acknowledged that resources were necessary elements to drive performance (Equal Education, 2010:4; Financial and Fiscal Commission, 2009:2). The intensity of experiencing the impact of the challenges differs from country to country because of socio-economic and political factors.

Each country is concerned with the quality of education that it provides for its citizens, regarding it as an investment. According to Gakusi (2008:2), “a society’s ability to develop education and skills of its members is crucial to its ability to grow, as education has positive social externalities that foster economic, social and political changes.” The quality of education has a direct impact on the extent to which a country can sustain itself. Posterity normally judges the extent to which the products of a country’s education system make or fail to make a meaningful contribution to the advancement of the nation and its broader society. Countries benchmark themselves against others with reference to their quality of education, as stated by Motshekga, National Minister of Basic Education (Moloi & Chatty, 2010:3) at the time of this research:

The challenge of providing quality basic education for all our children is not only at the heart of the Millennium Development Goals (MDGs) set by the international community, but it is actually a social commitment which every government owes the citizens of its country. Our continued participation in SACMEQ as South Africa is based on the recognition of the valuable information which this regional (African) initiative provides to help us track if our policies are helping us deliver on the goals that we have set for ourselves.

The quotation supports the notion that countries have to benchmark themselves so that they can effect changes in their education system if necessary. A negative outcome concerning quality and performance may compel them to initiate a systemic evaluation.

1.3 PROBLEM STATEMENT

That schools in the predominantly black areas in South Africa still experience shortage of education-related resources such as libraries, science laboratories, computer centres and school halls is problematic. However, they are still obliged to produce quality education as did previously advantaged schools. Studies show that former white and Indian schools still perform much better than historically black schools (Equal Education,

2010:3), the high degree of inequality being largely a legacy of historical educational inequality (Van der Berg, 2008:2,4).

The inequality in performance is not restricted to local assessments only, but also manifests itself in international assessments. According to Van der Berg and Moses (2011:6):

The bulk of South African schools – those outside the most affluent quintile – perform extremely weakly, compared both to more affluent schools and, more appropriately, to even poorer schools in other SACMEQ countries. Thus SACMEQ III does not appear to have brought good news in terms of the narrowing of South African performance gaps and progress amongst the poor.

This situation accentuates the research problem that schools in predominantly black areas in South Africa are expected to produce quality education with limited resources. As Gakusi (2008:12) argues, access to quality education, equity, and strengthening the education system remain the core challenges, and call for effective resources planning, mobilisation and management.

1.3.1 Research question

Against the above background, this study poses the question:

- How can schools out of own initiative, collaborate to share the use of scarce resources for their mutual educational benefit?

Bringing schools together to share either material or human resource yielded positive outcomes in situations in which there were similar challenges, thus the aim of the study is to facilitate a solution that can, if implemented appropriately, contribute significantly towards curbing the effects of lack of resources on quality education.

1.3.2 The aim of the study

The aim of the study is to develop a strategic framework for the collaborative sharing of resources between schools, which should assist them to enhance sustainable learning environments. The attainment of this aim is considered as a response to the research question however it is imperative to understand this aim fully by unpacking it further into simple, measurable, achievable, realistic and time-bound objectives (Raduan, Jegak, Haslinda & Alimin, 2009:406).

1.3.3 The objectives of the study

The objectives that ultimately respond to the research question are:

1. The study establishes and confirms the need for the development and implementation of the strategic management framework for sharing of resources between schools in the area of study by demonstrating and justifying its prevalence. This is to make sure that the problem at hand is crystallised sufficiently.
2. The study identifies the main components constituting the strategic management framework for sharing of resources between schools. The identified components would thus serve as potential solutions to the needs, and would be conclusive elements of the strategy as they would be designed and decided upon to the extent that they respond positively to addressing the research question and aim.
3. The study determines the conditions under which the strategic management framework for sharing resources between schools can be successfully implemented. The main considerations in this regard are guided by the frequent contextual and situational factors that influence the processes of developing and implementing the strategies.

4. The study establishes the possible threats and risks that could impede the development and implementation of the strategic management framework for resources sharing. The reason for this is to enable the determination of mitigating factors and activities that could then be built into the strategy for purposes of facilitating and enhancing its sustenance.
5. The framework is concurrently trialled out during the processed of its evolvement and its implementation is monitored. This is done in order to afford an opportunity and to create space for the enhancement of the strategy. It is also to facilitate the process of inculcating the culture of monitoring and evaluation that encourage self-reflection and critical reflection.

The aim and the objectives are incorporated in the policy and the collaborative plans that the study developed. For each objective, the plan developed priority areas and activities that facilitated the attainment of the said objective. The priorities and the activities were allocated the resources that enabled the responsible persons to achieve them (see chapter 4).

1.4 THE LITERATURE REVIEW

The literature review aimed at searching published sources for the appropriate theoretical framework and conceptual theories that enabled the study to gather and analyse data. It also discussed best practices under related literature, regarding the sharing of resources. The lessons that are learned from the literature in this regard are then considered in the development and implementation of the strategic management framework that is developed in this study. The basic reasons for these considerations were to ensure that there were no duplications and competition amongst the efforts that were supposed to complement one another. It was also important not to repeat the mistakes and problems experienced elsewhere.

1.4.1 Theoretical framework

This section examines pertinent issues about critical emancipatory research and conceptual theories. It is evident that the study must be sensitive to the issues of power struggles, diversity as it relates to culture, gender and race, as well as exclusion and marginalisation, that are embedded in the engagements of stakeholders in the clusters. It is for this reason that an appropriate theoretical framework such as critical emancipatory research (CER) and conceptual theories related to the aim of the study are to be addressed (Mahlomaholo, 2010:9). Thus, the study also makes a case for the use and choice of participatory action research (PAR), free attitude interview (FAI) and critical discourse analysis. These also enhance the conceptualisation of operational concepts such as sustainable learning environments and the creation of emancipatory knowledge (see chapter 2 paragraph 2.3.3).

The study discusses the historical background of critical emancipatory research as well as its objectives in order to strengthen its choice and use. Also to consolidate the choice and use of PAR principles as an approach for data collection it discusses the relationship between the researcher and the participants, values and language use. The discussion shows the relevance of both CER and PAR in this regard (see chapter 2 paragraph 2.4 and paragraph 2.5).

As an illustration, CER was understood as striving to bring about hope, peace, equity and social justice in society, values the researcher believed needed to be inculcated in the previously disadvantaged and marginalised schools. The negative reports on assessment from local and international sources were discouraging and demoralising to blacks. The study needed to revive hope that the situation could be turned around, resulting in peace of mind to those affected, and to help in nation building. Due to a concerted effort, equity in terms of performance was attained, so the results would reflect the performance of the country in which race was no longer an issue. The status quo with resources and quality of results needed to be challenged and changed as they displayed unhealthy power relations within the schooling system. At present it undermines the principles on which democracy is founded, since it seems that some imbalances of the past are being perpetuated.

Critical theorists do not see people as helpless entities who need to succumb to adverse circumstances in which they find themselves (Boog, 2003:427). Such circumstances include unequal resourcing of schools, rooted in apartheid legacy and unlikely to be resolved soon. The previously marginalised and disadvantaged schools should therefore not allow themselves to be paralysed by this state of affairs. One way of avoiding this is through taking their own initiatives, such as sharing the resources they have. Critical emancipatory research enhances such initiatives because it encourages dialogue and cooperation for empowering people (Ledwith, 2007:599). Should the affected schools engage one another on common problems the likelihood is that they may find a joint solution, thus freeing them from an entrenched negative competitive mentality. An overriding belief is that “schools working together for the benefit of all their students is preferable to schools competing in order to benefit the few in any particular school” (West, 2010:110).

Collaborative sharing of resources can help achieve sustainable learning environments, and is significant under such conditions because it discourages competition between natural competitors and encourages them to work together towards a common goal. The growth and development of a person who is engaged in an educational enterprise is influenced by the physical surroundings, psychological, emotional and socio-cultural conditions (Day, 2009:9.2) in which the maintenance of balance is imperative. This ideal is a particular challenge in most black schools because of the level of under-resourcing, but this makes it more necessary, and CER will help eliminate perpetuation of the status quo that is often associated with an imbalance between these conditions.

If schools are to be mobilised to solve their own problems it is essential that they participate in the research process, not limited to responding to questionnaires and interviews but rather investigating the problem and jointly deciding on the best way to solve it. This helps schools to own up to the solutions reached and embrace a sense of achievement, voicing their opinions on matters that affect them directly. The idea is not for the researcher to be in the forefront and predetermine the outcome of the research process, but rather to involve those affected from the start, up to their sanctioning and ratifying the final report on the findings.

1.4.2 Operational concepts

The operational concepts are defined and explained in the context of the study and within the realm of CER principles, in particular a strategic management framework and sustainable learning environments. The definition and discussion of operational concepts was found to be critical because the study is about people, the speaking beings (Mahlomaholo & Netshandama, 2012:42; Silva, 2007:172) for whom they mean different things under different contexts and situations. Communication was thus considered pivotal to enhancing the relationships amongst the participants (Dominguez, 2008:4; Mahlangu, 2011:241; Strickland, 2006:233), for whom common understanding of the aim and objectives of the study is necessary in relation to the extent to which their engagements addressed the problem and needs at hand. Communication was thus central to enhancing mutual understanding of the problem, as well as the values and principles of social justice, equity, hope, freedom and peace (Kreber, 2005:394; Mahlomaholo & Netshandama, 2012:35).

1.4.3 Related literature

There is sufficient evidence in the literature searched of the recognition of the existence of causal connection between the level of resourcing and the quality of education (Giordano, 2008:21; Nzimande & Stilwell, 2008:243; Strathdee, 2007:26). It confirmed that education-related resources enhance the quality of learning and acknowledged that the government was not in a position to bring equity to resourcing schools due to budgetary constraints (Barnuevo & Kitchlu, 2009:3; Chikoko, 2007:43; Solaux & Suchaut, 2006:36). Challenges vary in different countries, hence the need for alternative mechanisms for addressing the issue, in the case of South Africa for the development and implementation of strategic management framework for sharing of resources between schools.

Literature was searched on examples from Great Britain, Senegal, Zimbabwe and South Africa, and the option of alleviating shortage of resources through clustering of schools

and education resource centres was found to produce its own challenges, the most serious being lack of funding. This situation is captured succinctly by Giordano (2008:24) “even in Great Britain, the birthplace of the TRC [Teachers Resource Center], many centres closed down due to budget cuts in the 1980s.” A second major challenge is lack of ownership of clusters and education resource centres by the schools they are supposed to serve. Schools view them as a top down approach and an imposition by the government without proper consultation (Evans, Castle, Cooper, Clatter & Woods, 2005:229). According to Giordano (2008:47), “The school cluster systems... have been set up with the participation by the ministry of education in each respective country and with a number of bilateral and international donor organisations.” The geographical location poses serious financial challenges to some schools wishing to attend each other’s activities.

In Senegal, the sharing of resources and by implication its strategic management appeared to have been triggered by, inter alia, shortage of resources such as electricity and teachers. The appointment of under-qualified persons to perform the work of teachers raised further problems, leading to sharing of human resources, namely teachers’ competencies and skills, as well as fundraising for clusters through parent-teacher associations (PTAs) (De Grauwe, Lugaz, Balde, Diakhate, Dougnon, Moustapha, & Odushina, 2005:5). Thus, Senegal offers an opportunity to consider possible strategies such as the pedagogical units, and how they were initiated, structured and implemented, including the reasons behind their sustenance or lack thereof.

The related literature from Zimbabwe affords this study an opportunity to learn how they have shared the use of human, material and financial resources, in comparison with how the Senegalese, British and South African models developed their respective strategic management frameworks for sharing of resources. Of particular significance is the facilitation of engagements to foster the establishment of partnerships and agreements amongst schools in close proximity (Chikoko; 2007:42-43; Delpont & Makaye, 2009:98), and effective mechanisms for dealing with and managing issues of inherent power struggles between schools and other social structures.

In South Africa there are two categories of school collaboration through clustering, one initiated by the Department of Education (DoE), the other through donor-funding (Mzamane & Berkowitz, 2011:1). This has created a form of dependency and has prevented localised initiatives and partnerships, necessitating a streamlining of clustering so that it brings about a sense of belonging and ownership in the involved schools. It is important to note that the country's schools were not resourced equally under apartheid, which failed to address the democratic principles based on access, full participation and equity (Msila, 2007:146). However, under the dispensation that replaced it the school system has not overcome inherited socio-economic disadvantages, poor schools in particular. As Van der Berg (2008:2,18) asserts, "educational quality in historically black schools – which constitute 80 per cent of enrolment and are thus central to the educational progress – has not improved significantly since political transition."

The literature search also involved potential solutions to the needs identified in the different countries, which were thus related to each need and problem that the strategic management frameworks in the different countries experienced. These were consequently considered as constitutive of possible conclusive *components* of the strategy that was subsequently developed and implemented (see chapter 5). In order to ensure the sustainable development and implementation of the strategic management framework for sharing of resources the study further explored the possible *conducive conditions* under which it thrived, so as to facilitate the development of systems and processes that could further enhance it.

Because of the inescapable prevalence of *inherent risks and threats* that could derail the development and implementation of the strategic management framework for sharing of resources, it was necessary for the study to conduct risk assessment and planning. Those that were identified were subsequently mitigated against and allocated responsible persons, resources and due dates where applicable, as part of the collaborative and comprehensive plan for the study, to monitor their effects and impact and proactively address them so as not to distract from implementation. It was thus imperative for the study to *apply* the aspects of the strategic management framework

concurrently with its evolution. The applicability of the framework attested to its potential success in the successive cycles of implementation, enhanced by the opportunity that the concurrent implementation offered in identifying gaps and challenges then addressing and correcting them.

1.5 RESEARCH DESIGN AND METHODOLOGY

This study is designed in a manner that allows for the engagement of stakeholders from diverse backgrounds. This is to create space that affords the stakeholders' and the participants' varying social classes, experiences and knowledge to converge. Their convergence is made possible by and through the adoption of shared values, principles and goal geared towards addressing a real life educational problem, namely, lack of resources. Thus this study is also designed to manage the multiple relational realities of the participants. The study was as a result, coordinated by a team of seven members, *viz.*, the researcher, two principals, two members of the school governing body (SGB) and two teacher representatives. The researcher, who was also a school management and governance official, and the convener, leader and manager of the study, conducted the research with the other team members and participants. The principals oversaw the implementation of the policy and comprehensive collaborative plan while the SGB members controlled and monitored the use of the shared facilities. They also facilitated liaison of the study with parents. The teacher representatives helped mobilise support from members and learners.

The coordination of the study by the coordinating team was eased through adoption of the principles of equity, freedom, hope, peace and social justice. The operationalisation of the study based on the values of inclusive and participatory democracy, mutual respect, trust and humility was also very helpful. These values and principles greatly influenced the coordinating team members' development of collaborative work capabilities. They were used to and helped blur the class and power divide which were inherent in various forms of power differential struggles which manifested in the different team activities.

It was thus imperative that we used critical emancipatory research as theoretical framework because it was consistent with and accommodated the diversity which was inherent in the traits of the participants in this case, the learners and parents. This qualitative approach to research appears to enjoy the support of critical emancipatory research scholars (Mahlomaholo & Netshandama, 2012:11).

For instance a strategic planning session was held, in which situational analysis focussed on the demonstration and justification of the need for the strategic management framework for sharing of resources. The purpose was to conduct a strengths, weaknesses, opportunities and threats (SWOT) analysis of the context and environment in which the problem was experienced. This helped to develop and prioritise strategies and actions in order to address the components, conditions and risks of the framework in line with the objectives of the study. On the basis of these priorities, the above mentioned coordinating team then formulated an implementation plan for the development of the collaborative resources sharing framework.

On a monthly basis the coordinating team held meetings, which were audio-taped with the consent of the participants, reviewed progress and suggested ways in which the plan and its activities could be improved. This enhanced the monitoring and evaluation of the implementation of the framework, whilst the constructs developed from the objectives of the study served as reflection points to determine whether the study was still on track (Robertson, 2000:315). The subsequent monthly meetings also served as reflection sessions during which the coordinating team members interrogated, confirmed and ratified the views, transcribed information and documents developed by the team in conjunction with the relevant stakeholders. The information thus provided and recorded served to guide the future and subsequent actions and plans of the coordinating team.

There were 21 educators from the two schools who participated, made up of learning area educators and centre managers. As well as teaching the same phase (Grades 7-9) they shared the limited resources, with expertise in preparing learners for transition from primary to secondary, namely a classroom, science laboratory, computer centre, library and school hall. Of the learners, 31 from Grade 12 used the primary school classroom

for study purposes, and 67 from Grade 7 used the secondary school library, computer centre and science laboratory. The use of facilities by learners took place under the guidance and supervision of responsible educators.

Individual and group discussions were conducted with the participants by the coordinating team. For purposes of data gathering the FAI principles (Meulenber-Buskens, 1997:3) were considered appropriate as they allowed for the preferred language of the participants, and dialogue and interaction between them. It was found to be humane and did not alienate or undermine them. The discussions were audio-tape then transcribed verbatim. Another way of collecting data was through participation in meetings or reading through the minutes of those in which the researcher was not present.

1.6 ANALYSIS AND INTERPRETATION THROUGH CRITICAL DISCOURSE ANALYSIS

The data collected was analysed and interpreted through the use of critical discourse analysis (Van Dijk, 2006; Van Dijk, 2008), which involved the examining the text and considering the meaning of words in the contexts of the statements and situations in which they were expressed. The analysis the spoken and written words was subsequently elevated to interpretation at the cognitive level, because often the spoken words were reflective of the thinking and social structures of the person who uttered them. The data analysed in this manner was based and organised according to the five study objectives so as to maintain synergy with the objectives, aim and the research question. The data analysis is discussed more fully in chapter 4.

1.7 STRATEGIC MANAGEMENT FRAMEWORK FOR SHARING OF RESOURCES

The strategic management framework for sharing of resources between schools, presented and discussed more fully in chapter 5, comprised the components of preparation and respect for legislative imperatives and public mandates. It also

considered the establishment and building of a team for facilitating the development and implementation of the framework as conclusive, based on the five key objectives. Identifying the appropriate components and conditions for mitigating the threats and risks were found to be imperative.

1.8 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The study made findings for each objective and activity for which data was analysed, summarised and derived from the three-stage analysis from which conclusions were drawn and recommendations made. These are discussed in detail in chapter 4.

1.9 VALUE OF THE RESEARCH

The strategic management framework for sharing of resources between schools engenders a culture of mutual support and learning, fostering the establishment of collaborations that pursue positive contributions towards enhancing quality education. Its success was thus measured against the extent to which it engendered a culture of collaborative sharing of resources in schools with similar opportunities and strengths. In this regard, due consideration was given to the systems and processes that were engaged in the development of policy for resource sharing.

1.10 ETHICAL CONSIDERATIONS

The DoE and identified schools gave permission for research to be conducted in response to an application by the study coordinator. The terms and conditions attached to the permission and put forth by the University's Ethics Committee were part of the processes of study, as explained more fully in chapter 3. Subsequently, free and informed consent was obtained in writing from the participants, who were assured of confidentiality during and after the study. Data collected was to be used strictly for the purpose of the study.

1.11 CONCLUSION

This chapter has introduced the study by giving the background and ascertaining the extent and nature of the problems, and prevalent opportunities considered for addressing them. The challenges and opportunities that related to the connection between the resources and quality education as searched for in the related literature, as well as the theoretical basis that gave effect to the realisation of the said solutions, received attention.

The chapter described the participatory action research principles in the theoretical framework, namely, critical emancipatory research. The significance of this approach in gathering of data while addressing the problem at hand was depicted as critical. The use of the socio-cognitive model for critical discourse analysis in enhancing the participatory action research principles was also explained. The discussions and summaries of the information as derived from the analysis of data were considered to justify the developed strategic management framework for sharing of resources between schools.

The next chapter is a literature review, from which the theoretical framework is developed for conceptualisation of the study.

CHAPTER 2

A REVIEW OF THE LITERATURE IN RESPECT OF THE FRAMEWORK FOR SHARING OF RESOURCES

2.1 INTRODUCTION

This study is an attempt to design a strategic management framework for collaborative sharing of resources among schools in order to support delivery of quality education. This chapter focuses firstly on the theoretical framework that underpins this study, namely critical emancipatory research (CER). The evolution of the theoretical framework to its present state is discussed by focusing on its historical origin and background, namely the critical theory in the context of the objectives of the study. The argument focuses on the suitability of this framework for the study, motivated by the notion that the previous protracted dispensation of colonialism and apartheid in South Africa, with their respective inequalities and promotion of separate development, are directly related to the current disparities in the provision of resources in education. The limited availability of resources in spite of the huge demand and need cannot be allowed to compromise the quality of education.

Secondly, the relationship between the researcher and the participants is discussed within the ambit of CER, which is essential since the transformation agenda of the theoretical framework influences and to a larger extent dictates the interaction amongst the role players involved in the research process. The employment demands and responsibilities on the part of the researcher and the participants, namely the SGB members and teachers, are such that their mutual engagements are inescapable. The participants in this study were social activists in the public service sector, confronted with the reality of lack and disparities of education-related resources. They were therefore obliged to ensure that quality education was being provided in schools, despite prevalent disparities. The aspect of how the researcher and the participants worked collaboratively towards addressing this challenge is also discussed.

Thirdly, the operational concepts are explained, defined and discussed as they formed important pillars on which the study was constructed. These concepts gave direction to the arguments, and related literature is discussed in order to explore and learn about the various aspects of the envisaged resource sharing framework from best practices internationally. The purpose is to formulate constructs for each of the objectives of this study (chapter 1 paragraph 1.3.3). The constructs enable the study to interpret and make sense of empirical data gathered in chapter 3, and presented in a meaningful and logical manner in chapter 4.

2.2 THEORETICAL FRAMEWORK

To initiate the argument, CER as the theoretical framework provides the lens through which the study is viewed. Researchers wish to achieve particular goals, but there is no single theory that is suitable for all (Piper & Piper, 2009:99). It is critical that the choice of framework be undertaken with upmost care as the success of the research links directly to it. Harmony between the theoretical framework and research paradigm is crucial, and I considered CER as best suited for this study for its principles and values of social justice; respect, equity, freedom, peace and hope (Kreber, 2005:394; Mahlomaholo & Netshandama, 2012:35; Steinberg & Kincheloe, 2010:142-143).

As indicated in chapter 1, schools in the predominantly black areas in South Africa still experience shortage of education-related resources such as libraries, science laboratories, computer centres and school halls (Gibberd, 2007:1; Sedibe, 2011:130), and studies show that former white and Indian schools still perform much better than historically black ones (Equal Education, 2010:3; Van der Berg, 2008:2). This was the case in the area of this study, however the schools were still obliged to produce education of a quality equal to more advantaged schools (Modisaotsile, 2012:13; Pillay & Saloojee, 2012:44).

Preferential resourcing has manifested itself in terms of school infrastructure, material and human resources problems (Giordano, 2008:36; Mapesela, Hlalele & Alexander,

2012:98; Van der Berg, 2008:2&9), all of which affect quality of education (Gakusi, 2008:12; Msila, 2007:149; Van der Berg, 2008:11). Poor quality education has become a societal problem as learners from the better resourced schools are advantaged in gaining access to institutions of higher learning and employment in the job market (D'Amant, 2012:53; Pillay & Saloojee, 2012:44; Van der Berg, 2008:18).

Concerns with the way power relations are mediated in engagements within the society stem from the notion that power “may be used to enable or inhibit access to resources, to promote social change, or to maintain the societal status quo through a variety of strategies” (Prilleltensky, 2008:118). Under-resourcing of schools that belonged to a certain sector of society during apartheid was calculated and deliberate, aimed at ensuring that equality and equity would not be achieved between races (D'Amant, 2012:53; Moore, Prince & Shepherd, 2007:9). The state used its power to inhibit access to resources and to maintain the societal status quo. According to Cuff, Sharrock and Francis (2006:390) the ‘native’ was regarded as less than human in colonial ideology. As a result the envisaged transformation was aimed at achieving utilitarian value for the coloniser (Alemazung, 2010:64). This helped to perpetuate uneven power relations and promoted oppression, defined by Prilleltensky (2008:127) as follows:

Oppression entails a state of asymmetric power relations characterised by domination, subordination and resistance, where the dominating persons or groups exercise their power by the process of restricting access to material resources and imparting in the subordinated persons or groups self-deprecating views about themselves.

The grave danger of asymmetric power relations is that they lead to conditions of misery, inequality, exploitation, marginalisation and social injustice (Prilleltensky, 2008:127). In 1982 the South African government spent approximately R 1211 per white child, R771 per Indian child, R498 per coloured child and R146 per black child (Equal Education, 2011:1). The expenditure on the black child gave rise to a miserable infrastructure that characterised most rural black schools, widened the gap of inequality, perpetuated marginalisation and compounded social injustice.

According to Summer (2003:5), CER critiques such injustices in society and becomes emancipatory in the sense that it imagines something better for human beings. Given the above scenario, the intention with CER is not to lament the past but to work on the present realities which, implicitly or explicitly, are the consequences of that past (Rukundwa & Van Aarde, 2007:1175). It is based on the belief that “societal conditions are historically created and heavily influenced by asymmetries of power and special interest, and that they can be made the subject of radical change” (Alvesson & Skoldberg, 2000:110). Through CER the unfavourable situation of resourcing was researched with a view to recommending corrective measures for the present.

2.2.1 Historical background of critical emancipatory research

Critical emancipatory research evolved from critical theory, which itself originated in the late 1920s in the Frankfurt school, a supra-disciplinary research school associated with the University of Frankfurt, made up of a group of philosophers, sociologists, social psychologists and cultural critics who worked in the period before and after the Second World War (Kellner, 2000:3; Silva, 2007:171; Wagner, 2003:79). The concept ‘supra-disciplinary’ indicates that the scholars intended to research a phenomenon from different perspectives (Christens & Perkins, 2008:215), as according to Maton, Perkins and Saegert (2006:12), “Researchers in different disciplines work independently or sequentially, each from his or her own discipline-specific perspective, to address a common problem.”

Reference to a common problem should not be misunderstood to mean that there was only one problem that prevailed. Conversely, society was faced with multiple problems, including domination and oppression of certain classes and/or races by others; use of empiricist research to study human behaviour; and standardisation of people’s needs that made them open to manipulation and control (Leonardo, 2004:14; Pilario, 2007:58; Wagner, 2003; 83). Critical emancipatory research “must explain what is wrong with the current social reality, identify the actors to change it, and provide both clear norms for criticism and achievable practical goals for social transformation” (Bohman, 2005:2). The

most common factor in societal practices was oppression, which manifested itself in various ways and forms, notably differences based on race, class, and gender (Schneider, 2003:88); continued colonisation within educational contexts; and unilaterally expanded political power (Writer. 2008:1; Porter, 2005:108). It was the main intent of critical emancipatory researchers to emancipate people from all forms of oppression as internalised through discourse and ideology (Alemazung, 2010:63; Hylton, 2005:85; Ortiz & Jani, 2010:182).

2.2.2 Preference of critical emancipatory research as a research framework

According to Mahlomaholo (2010:9), CER is

... a widely accepted truism among many researchers that the nature of the research question, hence the research objectives, determines the theoretical framework of the literature to be reviewed and the methodology to be operationalised towards useful, relevant and valid findings.

The research question was informed by unequal resourcing that was making it difficult for some historically black schools to produce quality education. Lack of equality and equity with reference to resource distribution in schools was rooted in the ideology of apartheid (Patel, 2004:1; Rose, 2009:130; Startz, 2010:4) It was also indicated that the research aim was to devise a framework that would facilitate sustainable collaborative sharing of resources between schools. CER has proven “to be a powerful approach for working with subordinate or oppressed groups to better their circumstances within society” (Jordan, 2003:186), a notion supported by Melrose (2001:174), who asserts that the utility of the research for the broader community is important for those projects perceived to be providing a community service.

Most black community or public schools under the present government are still suffering from a shortage of resources (Equal Education, 2010:3; Mahlangu, 2011:239; Maistry, 2012:34). In this study CER was used to critique the past and present effects of

colonialism, apartheid ideology, marginalisation and exclusion (Mahlomaholo, 2009:11-13), then to find workable and practical solutions.

2.2.3 Objectives of critical emancipatory research

Common to most of the objectives was the need to identify and change the root source of oppression (Ledwith, 2007:599), manifested in many ways and forms and with differing intensity (Watson & Watson, 2011:69). Class and racial discrimination was one form of oppression (Steinberg & Kincheloe, 2010:142), and during apartheid the preferential resourcing of schools was one form of perpetuating this type of oppression (Cohen & Kennedy, 2007:158; Fulcher & Scott, 2005:320). Despite political changes, performance of most previously disadvantaged schools has not improved (Ebersohn & Ferreira, 2012:31; Van der Berg & Moses, 2011:3) and there remain wide disparities between them and the previously advantaged. These translate into psychological oppression as the underperforming schools become desperate to rid themselves of the stigma (Sil, 2008:23; Watson & Watson, 2011:2). It is the intention of the study to address this negative legacy by mobilising schools to explore the sharing of resources.

Another objective is to create conditions for the marginalised to emancipate themselves and to give voice to the voiceless (Kreber, 2005:400). The “marginalised social groups suffer from restricted access to resources and opportunities, which results in decreased levels of educational attainment” (Ortiz & Jani, 2010:182). CER analyses competing power interests among groups and individuals within a society, identifying who gains and who loses in specific situations (Steinberg & Kincheloe, 2010:143). The voices of the subordinated are given autonomy so that multiple truths, rather than one universal truth, can be told (Ledwith, 2007:599). In this way the affected do not become passive recipients of whatever negative agenda is levelled against them (Cuff, Sharrock & Francis, 2006:390). CER enables the participants to reflect critically on their own situations, not playing a peripheral role but co-designing the research process (Hooley, 2005:69).

CER also drives the agenda for equity, social justice, peace and hope (Mahlomaholo & Netshadama, 2012:35) because it is based on anti-oppressive ideology (Ledwith, 2007:599). As such, this social research “allows for change through understanding and empowerment as a result of the relationship between researcher and participant” (Freedman, 2006:88). The relationship that is established allows for reflection on progress and related issues (Robertson, 2000:309). The participatory nature of this research implies that “people must be equal participants in society... have equal opportunities for schooling and jobs, have the opportunity to share in all goods and services in society” (Boog, 2003:427). Under-resourcing of schools perpetuates psychological oppression and disempowerment of the disadvantaged, forcing them to operate in an unjust social system (Watson & Watson, 2011:68). The ideal is to strive for social justice, which “... includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure” (Writer, 2008:5).

2.2.4 The relationship between researcher and participants

Participants may have doubts and reservations when approached for research purposes because they suspect a hidden agenda (Dominguez, 2008:5; Watson & Watson, 2011:69). The initial interaction between the researcher and the targeted participants should therefore be to establish a relationship of mutual respect and trust (Dominguez, 2008:4; Mahlangu, 2011:241), achieved through openness in communication (Strickland, 2006:233). This will ensure rapport between those involved and an understanding that the interactions are non-exploitative (Curry, 2005:4; Keast & Mandel, 2009:2; Wilson, 2012:5).

The researcher should be open to suggestions from the group and be willing to give up the idea of control (Fournier, Mill, Kipp & Walusimbi, 2007:6). The suggestions can be varied and may, for example, include organisational issues such as practical arrangements for meetings, the venue and the timing (Krishnaswamy, 2004:2; Wicks & Reason, 2009:252). Suggestions that seem trivial “may also disguise conflict at a deeper

level which group members are not yet able to articulate” (Wicks & Reason, 2009:252). It is critical that nothing be taken for granted.

The researcher must not be arrogant but should strive for humility in engaging participants (Ledwith, 2007:608), which calls for the acknowledgement of them as partners and equals with a meaningful contribution to make (Boog, 2003:435). Together they must conduct research “that will be sensitive to the historical past of inequity, social injustice, and desperation that engendered dysfunctionality presently witnessed in education” (Mahlomaholo, 2010:20). Members of the community have much valuable information to share, covering a wide spectrum of social life, and referred to by Yosso (2005:76) and Taube (2004:32) as ‘community cultural capital.’ Although the research may be initiated by the researcher, s/he cannot know everything about the history of the participants, but rather can only access it if the community makes it available.

The principles that characterise the relationship between the researcher and participants were taken into account as the paradigm centred mainly around social issues. In line with these principles, cognisance was taken of the values to be upheld, as they influenced the language used as well as the particular approach.

2.2.5 Values, rhetoric and steps of critical emancipatory research

Values in CER are underpinned by sound human relations, creating forums in which people can join one another as co-participants and co-researchers (Kemmis & McTaggart, 2007:277). The contribution of each member is valued highly as there is mutual respect between them (Dominguez, 2008:4; Mahlangu, 2011:241). Normally the research leader orientates and coaches other members on how the particular research is to be conducted (Kemmis & Mc Taggart, 2007:277). S/he ensures that they are adequately capacitated and empowered so that their confidence is boosted (Boog, 2003:427). CER is committed to social justice and intends to bring about social change (Makoelle, 2012:32; Ledwith, 2007:597). Through the use of CER principles the affected participants are emancipated from the hold of this ideology because it is founded on an

anti-oppressive ideology (Ledwith. 2007:599). Addressing issues of injustices such as racism and unequal power relations can facilitate social justice (Watters & Comeau, 2010:11). It values the importance of communication.

Communication or dialogue uses language and/or rhetoric which is respectful, for example, it refers to the researched not as 'sample' but 'respondents' (Fournier et al, 2007:2). It further refers to research team members as partners, co-researchers and equals, irrespective of their education level (Bently & Humphries, 2006:3). Discriminatory language is not within the vocabulary of CER, and as a result recognises indigenous people and their language in research (Strickland, 2006:234). If there is a need, indigenous language is used or a translator employed (Dominguez, 2008:11). Language use in research is important and that which acknowledges the theme of power is critical. Participants need to feel that there is no arrogance on the side of the research leader (Bently & Humphries, 2006:14-15), so it is critical to use inclusive pronouns and terms such as 'we', 'us', 'our', 'together', 'collectively', and 'group decision' that accommodate the diversity of the participants (Sanginga, Kamugisha & Martin, 2008:696). Non-verbal language should also not be underestimated (Ruiz Ruiz, 2009:7). People can read many things from the use of body language, though this may be problematic as the interpreter makes a subjective interpretation which might not necessarily be correct.

CER relies heavily on language to engender interactions throughout the continuum of research (Dominguez, 2008:11), the execution of which evolves through three phases (Mahlomaholo & Netshandama, 2012:43-44), the first of which, the *interpretative* phase establishes links between the research and the target community (Moxham, Dwyer, Happel, Reid-Searl, Kahl, Morries & Wheatland, 2010:1435), the aim being to gain access to the community so as to articulate an issue of concern (Curry, 2005:2; Eruera, 2010:3; Moxham *et al.*, 2010:1435). Through the interactions the researcher may gain access to the community's cultural wealth (Taube, 2004:32; Yosso, 2005:76), and "... understand the community's ethos, their fears, experiences and aspirations" (Mahlomaholo & Netshandama, 2012:43). This phase should help to align the

researcher and participants on the topic, with the conclusion confirming that there exists a societal problem that needs to be researched (Yosso, 2005:75).

The *analytic* phase involves searching deeper into the information that is generated through actual research (Kemmis, 2008:124). The historical and spatial factors need to be thoroughly interrogated (Hickling-Hudson, 2006:9; Yamauchi, 2011:148) as normally they have a bearing on the current situation, and the analysis needs to be critical so as to evaluate the extent to which information generated contributed to the aim of research (Grant, Nelson & Mitchel, 2008:589; Mertens, 2009:183). This can be conducted through critical discourse analysis, which allows one to look at the use of language through text and talk, and involves textual, contextual and sociological analysis of discourse (Ruiz Ruiz, 2009:19; Van Dijk, 2006:160; Wodak, 2007:210).

The *educative* phase entails engaging the participants in discussions of the knowledge generated as the research unfolds (Lodico, Spaulding & Voegtle, 2006:294). Attempts are made to produce a collective understanding of their social reality (Estacio & Marks, 2011:549), as “The researched are taught and they interrogate the report for their own empowerment and transformation” (Mahlomaholo & Netshandama, 2012:43).

The operationalisation of CER was achieved through PAR, anchored on the involvement of participants in all the stages of the research (Estacio & Marks, 2010:549). This involvement dictates that a particular type of relationship exists among all involved, namely me and other participants. The enactment of the relationship should be based on and regulated by certain values and use of a certain mode of communication. The research cannot be done haphazardly or in an arbitrary fashion, but rather it calls for observation of logical steps for it to be comprehensive and authentic.

2.3 DEFINITION AND DISCUSSION OF OPERATIONAL CONCEPTS

The concepts to be defined are derived from the title of this thesis and are critical to the analysis and operationalisation of the study. Their definition and discussion assist in the achievement of the study’s objectives, as follows in this section.

2.3.1 Strategic management framework

The strategic management framework is broken down into its three individual components.

2.3.1.1 Strategy

Amongst definitions of 'strategy' in the *Cambridge Advanced Learner's Dictionary* (2005:1281), is that of "a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations," whilst one in the *Penguin Dictionary* (2004:1391) is of "long term planning in the pursuit of objectives ... a plan or method devised to meet a need." The difference in emphasis of each definition relates to situations such as war, politics, business, industry and sport, in which there is an opposing party or competitor, and the opposition or competition directed at causing the failure of the other party in direct confrontation or through sabotage, so that the strategist emerges victorious. This calls for the planner to be aware of the weaknesses and tactics of the opposition. The second definition may thus be interpreted as minimising obstacles or directing the planning towards enhancing what is already successful.

The ambiguity, or rather the various meanings, suggests that different objectives call for different strategies, so in terms of strategic theories, "any given organisation chooses the strategic approach or mindset that they believe is best for them" (Hall, 2005:1). Hall (2005:2) further argues that for a strategy to be successful it must begin at the operational level and so be moulded to suit the needs identified. This is in line with the aim of this study, that is, to develop a sustainable framework for the collaborative sharing of resources between schools. According to Yarger (2006:6), "strategy assumes that while the future cannot be predicted, the strategic environment can be studied, assessed, and, to varying degrees, anticipated and manipulated."

In order to manipulate the strategic environment, the strategy opens the mind of those involved to the possibilities and forces at play, prompting them to consider the costs and risks of their decisions (Yarger, 2006:2). This makes it possible to interrogate the objectives of the study, namely the need, components, conditions, risks and implementation of the framework. In this way, strategy provides a coherent blueprint for bridging the gap between the realities of today and a desired future by forcing people to think laterally (Hall, 2005:8; Yarger, 2006:5).

2.3.1.2 *Management*

The *Cambridge Advanced Learner's Dictionary* (2005:770) defines 'management' as, *inter alia*, "the control and organisation of something," whilst one of those in the *Penguin Dictionary* (2004:844) is of "the activity, work, or art of managing." The first definition mentions two of the functions, 'control' and 'organisation,' without making reference to the other two, namely 'planning' and 'leading,' whereas the second does not make reference to the managerial functions. This may create an impression that management is a simple activity that may be carried out without the possession of certain skills.

The two definitions do overlap in that 'management' has to do with the control and organisation of a certain activity that is pursued. The perceived simplicity of management as projected by the two definitions could further be interrogated in terms of management theories.

Management theories account for and help interpret the rapidly changing nature of today's organisational environments (Olum, 2004:11), and awareness of them is essential as it leads to the acquisition of managerial skills and competencies (Olum, 2004:2). The principles of 'one boss,' a bureaucratic approach and autocratic management tend to limit participation by others in junior positions in decision-making (Ehiobuche & Tu, 2012:312-316), a tendency that may be equated to the top-down approach followed by government in the introduction of school clusters and education resources centres (Evans et al., 2005:231; Frankham, 2006:669; O'Brien et al, 2009:62).

Communications systems and change management are more of a participatory and invitational nature and allow communication between members (Bell & Martin, 2011:5; Ehiobuche & Tu, 2012:314-319). Collaborative resources sharing will therefore have to create ample opportunities for communication between member partners.

2.3.1.3 Framework

The *Cambridge Advanced Learner's Dictionary* (2005:557) defines 'framework' as "a skeletal, openwork, or structural frame," whilst the *Penguin Dictionary* (2004:503) defines it as "a supporting structure around which something can be built." The concept is given the meanings of a structure for supporting, defining or enclosing something, especially in a skeletal structure and support used as a basis on which something is constructed. A similar view is shared by Booth (n.d.;1) who regards a framework as "the underlying skeleton upon which an application is built." The two dictionary definitions are in agreement in this regard.

Based on these meanings, and for the purposes of this study, a framework is considered to mean a structure that is employed to support or enhance the management of the study's long-term objectives. According to Lynne (2004:2), "reasonable use of a framework can significantly reduce overall project risks and lead to a better chance of success." Lynne (2004:2) writes that a major benefit of a framework is that it leads to improved collaboration, communication and decision-making.

Wilbur Smith Associates (2005:10) define 'strategic management framework' as "an 'umbrella' encompassing strategic planning, performance measurement and other tools" with its key elements being "...organizational goals, organizational mission and performance monitoring." A similar perspective is posited by Sung (2006:40), of it as "a tool for organisations to analyse whether their roles in strategic aspects of management, have been fulfilled." The two definitions are in line with Raduan, Jegak, Haslinda and Alimin (2009:406), for whom "strategic management is the process and approach of specifying an organisation's objectives, developing policies and plans to achieve and

attain these objectives, and allocating resources so as to implement the policies and plans.”

According to the Department of Treasury and Finance (2011:1), the strategic management framework is structured around six core elements. To *analyse* involves gathering, reviewing and analysing available information with the sole purpose of drawing informed decisions about future activities and plans. The *planning* process focuses on goals and objectivities as well as possible strategies to reach them. Objectives require machinery, for instance *allocation of resources*, used in the *implementation and monitoring* phase. *Evaluating* centres on the effectiveness of strategies in achieving plans is followed by *reporting* to provide valuable information for future plans as well as effecting the necessary adjustments (Department of Treasury and Finance, 2011:2-10).

Used in the context of this study, the strategic management framework therefore calls for conducting situational analysis in respect of collaboration, drawing lessons in terms of historical successes and failures of clusters. Looking at the risks and threats faced by nodal schools and education resources centres (see paragraph 2.4.4) a few lessons are learnt. Schools became involved through a perceived top-down approach by those in power who dictated the terms (Kufakwami, Mtetwa & Kwari, 2003:280; Nordtveit, 2008:185; Nzimande & Stilwell, 2008:236). Analysis shows management as a common factor that had flaws that affected the models negatively. The shortcomings of the two models need to be addressed. A strategic management framework that is aligned to the definition of Wilber Smith Associates (2005:10) seems best suited to ensure sustainability.

From the definitions and explanations given so far, the strategic management framework in the context of this study was a vehicle for the implementation of the collaborative sharing of resources as well as a tool for evaluating its effectiveness. This was done to ensure the creation of conducive conditions for the sharing of use of laboratory, library, hall, classrooms, computer centre and human expertise.

2.3.2 Collaborative resource sharing

The components of collaborative resource sharing are broken down as follows.

2.3.2.1 Collaborate

The *Cambridge Advanced Learner's Dictionary* (2005:235) defines 'collaborate' as "to work with someone else for a special purpose," whilst the *Penguin Dictionary* (2004:267) defines it as "to work together or to work with somebody else on a common project or with a common aim." The two definitions agree that collaboration entails working jointly to achieve a special common purpose or aim.

In the context of management, Perrault (2008:2) defines collaboration as more than one organisation pooling their resources to achieve a goal, whilst Gajda (2009:65) regards it is a powerful strategy to achieve a vision that would not be possible if independent organisations worked alone. In line with these ideas, Himmelman (2002:3) defines it as "exchanging information, altering activities, sharing resources, and enhancing the capacity of another to achieve a common purpose."

Emerging from these interpretations is motivation, which can be to achieve a special purpose, a common aim, a goal or a vision. Irrespective of how differently the motivation for collaboration is coined, they have in common more than one person or institution needing to be involved in the endeavour. Those involved need to work as a team. According to Hay (2011:32), face-to-face meetings provide excellent opportunities to learn and discuss information essential to initiate the collaboration.

2.3.2.2 Resource

The *Cambridge Advanced Learner's Dictionary* (2005:1081) defines resource as "a useful or valuable possession... of a country, organization or person," whilst the *Penguin Dictionary* (2004:1191) defines it as "an available means of help, support or provision."

Breaking down the first, the word 'possession' used together with 'valuable' suggests that the owner is possessive and so reluctant to share it. From the second, 'available,' together with 'help, support or provision' suggests that the owner is willing to share. Therefore, for collaboration to take place and a partnership to be formed, a less possessive partner should initiate the discussions.

Acknowledging that the term 'resource' is used in different ways in different disciplines, Ayres (2001:1) advises that it may be abstract, such as information, or material, such as natural or man-made commodity. This idea is supported by Grant (2001:1), who categorises resources into capital equipment, skills of individual employees, and finance.

Emerging from this discussion, the value attached to resources is a determinant in the degree to which the possibilities of sharing are existent or non-existent.

2.3.2.3 Share

The *Cambridge Advanced Learner's Dictionary* (2005:1170), defines share as being "to have or use something at the same time as someone else," whilst for the *Penguin dictionary* (2004:1284) it is "to partake of, use, experience, or enjoy (something) with others."

The two dictionary definitions agree that 'to share' involves use of something with someone else or with others. This is supported by Rahman, Nahar and Akhtar (2006:370), who defines sharing as "allotting, apportioning or contributing something that is owned, to the benefit of others." It is motivated by an inability to acquire all the material one needs, or being in a position to perform activities that require effort and skill (Gu, Zha, Li & Laffey, 2011:204; Okeagu & Okeagu, 2008:255).

From the above sharing is an activity involving more than one person or institution. Those involved are motivated by the extended benefit inherent in sharing, and emerging from these perspectives is that both parties involved must be willing to share for their

mutual benefit (Thomson & Perry, 2006:26). In the context of this study, sharing should be directed at educational resources.

West (2010:96) defines 'collaborative sharing' as "two or more organisations that may otherwise be natural competitors, choosing to work together towards a common goal by sharing knowledge and resources and coordinating their activity and effort." Sung (2006:42) argues that collaborative sharing should "encourage win-win situations through symbiotic relationships by sharing knowledge and assets," whilst Perrault (2008:2) sees it as "exchanging information, altering activities, sharing resources and enhancing the capacity of one another for the mutual benefit and to achieve a common goal." Gajda (2004:65) defines it as a "powerful strategy to achieve a vision otherwise not possible when independent entities work alone." Rahman *et al.* (2006:370) define collaborative resources sharing as "reciprocity, implying a partnership where each member has something to contribute to others and which each is willing and able to make available when needed."

What stands out clearly from the different definitions is that a partnership is established between institutions or organisations, to address a particular purpose or goal that would not be so easy to achieve alone. In this study, collaborative sharing will be perceived as two schools sharing both material and human resources to complement and support each other in order to obtain quality education. As indicated, the obligation to produce quality education goes for all schools. It was indicated that this is a challenge for the historically black schools due to under resourcing. Currently, financial constraints make it almost impossible to address the backlog on resourcing (Msila, 2012:303; Startz, 2010:10; Veriava, 2010:12), under which conditions it is imperative that schools be creative in finding a workable strategy to mitigate shortage of resources.

2.3.3 Sustainable learning environments

Sustainable learning environments are here broken down into their component parts.

2.3.3.1 Sustainable

The *Cambridge Advanced Learner's Dictionary* (2005:1312) defines 'sustainable' as "able to continue over a period of time," whilst the *Penguin Dictionary* (2004:1418) defines it as "able to be maintained at a fixed level."

The two dictionary definitions imply that something is kept in existence over time, which if associated with positive motivations can refer to delivery on an expectation or a specific goal. Hargreaves and Fink (2003:3) regard 'sustainable' as referring to the extent to which something can be kept nourished, thus ensuring that it lasts for a reasonable time. 'Sustainable' implies that something is not fleeting (Hargreaves & Fink, 2003:4).

From the above one can understand 'sustainable' as referring to a condition critical for the maintenance of something so that a particular purpose can be achieved. The challenge of this study is twofold, to develop a sustainable framework that will ensure collaborative sharing of resources is sustainable; and to ensure that the activities of the collaboration are sustainable so as to impact on teaching and learning.

2.3.3.2 Learning

The *Cambridge Advanced Learner's Dictionary* (2005:722) defines learning as "the activity of obtaining knowledge," whilst the *Penguin Dictionary* (2004:795) defines it as "acquired knowledge or skill, especially knowledge acquired by study or education."

The two dictionary definitions agree that learning is knowledge obtained through a certain activity, but it should be added here that knowledge is not only theoretical but

also practical, such as a skill. As Svanstrom *et al* (2008:342) indicate, skills are varied and may include problem-solving, critical thinking, self-learning and teamwork.

The theoretical or practical knowledge acquired through learning should bring a change in the behaviour of the learner due to this experience (Chance, 2003:24; Knud; 2007:3; Feldma & McPhee; 2008:42). Learners are exposed to the methods or strategies of learning, and so determine to a large extent how it is internalised (Tennyson, 2010:2; Illeris, 2003:397). The methods or strategies can be explained in terms of learning theories, in this study those of behaviourism and constructivism.

According to Fieldman and McPhee (2008:41), “the fundamental tenet of behaviorist theory is that all human activity – everything from our emotions and reasoning to all behaviours – can be predicted in terms of the associations between external stimulations and responses to these stimuli.” The negative interpretation of this view may create situations of power abuse by teachers in the teaching learning situation by deciding what is best for the learners (Waghid, 2002:95; Tatto, 2006:238; Moletsane, 2012:4; Mestry, Hendricks & Bischoff, 2009:488). It could also be that the negative interpretation of this view during apartheid led to under-resourcing of schools by the government (Moore *et al*, 2007:23; Meier, 2005:170; Hickling-Hudson, 2006:9; D’Amant, 2012:53).

The constructivist view is that “the mind builds what is known in an organic and subjective fashion to create meaning from experience” (Feldma & McPhee, 2008:53). This calls for a collaborative type of learning in which different stakeholders have an important role to play to make learning a meaningful experience (McGill & Brockbank, 2004:11; Howard-Jones, 2009:10; Van Petegen & Donche, 2006:93; Wanpen & Fisher, 2006:298).

From the above discussion, collaborative sharing of resources is understood as exposure or learners and teachers to a variety of teaching and learning experiences.

2.3.3.3 Environment

The *Cambridge Advanced Learner's Dictionary* (2005:417) defines 'environment' as "the conditions that you live or work in and the way they influence how you feel or how you effectively can work," whilst the *Penguin Dictionary* (2004:464) defines it as "circumstances, objects, or conditions by which somebody or something is surrounded."

The two dictionary definitions carry the same message, that is that the conditions in which one lives and works are the surroundings. These are likely to affect the quality of life that one experience positively and/or negatively. According to Dorman, Fisher and Waldrip (2006:2), "the concept environment, as applied to educational settings, refers to the atmosphere, ambience, tone, or climate that pervades the particular setting." There is an agreement between this definition and those in the dictionaries. The atmosphere, ambience, tone and climate are the circumstances that may characterise a particular teaching-learning situation, so the learning environment is a collection of opportunities that initiate the learning experiences (Faber & Jorna, 2010:2; Day, 2009:9.2). The quality of learning environments in schools is a significant determinant of student learning (Dorman et al., 2006:2; Wahyudi & Fisher, 2006:499; Faber & Jorna, 2010:1).

Student learning is embedded in a social and societal context, and these influence what can be learned and how (Knud, 2007:19; Chance, 2003:25; Chai & Tan, 2006:580). These contexts also have a historical context which needs to be taken cognisance of (Hickling-Hudson:2006:9; Moletsane, 2012:2; Hlalele, 2012b:67). The study notes this historical context of previously disadvantaged schools, and against this background it considers a framework that will make resources more accessible to learners for quality education.

'Sustainable learning environments' involve "the purposeful creation of situations from which motivated learners should not be able to escape without learning and developing" (Biggs, 2003:27). According to Mahlomaholo (2010:11), "learning taking place in these environments is learner-centred, is informed by and operationalises the theories of problem-based learning, cooperative learning, collaborative learning, and outcomes-based learning." The two definitions cited accentuate active participation of learners in

the teaching learning situation so that their educational needs can be addressed (Salama & Adams, Jr., 2003:4). The educational needs are affected by and also affect certain traits within learners. Sustainable learning environments should therefore be environments that matter, endure, and engage students intellectually, socially and emotionally towards social transformation (Hargreaves & Fink, 2003:3; McGonical, 2005:1; Sipos, Battisti & Grimm, 2007:81; Schwanke, 2009:2).

Learners cannot attain social transformation without the pivotal role played by teachers in their learning (Mahlomaholo, 2011:14; Svanstrom *et al*, 2008:349 ; Mapesela, Hlalele & Alexander, 2012 :95). Teachers should aim at a form of teaching and learning that will continue to influence students over a certain period of time. To achieve this the activities in which teachers and students are engaged should be effective (Niemi, 2002:764; Fitzgerald, 2011:3; Kelly, 2003:3), and the engagement of teachers and learners underpinned by the drive to create sustainable learning environments.

Under-resourcing of schools impacts negatively on the creation of sustainable learning environments (Modisaotsile, 2012; 4; Meier & Hartel, 2009:184; Msila, 2009:310) so teaching and learning is not always adequate when students are not fully exposed to educational aids that make it realistic, motivating and attractive (Wright, 2004:1; Mahlangu, 2011:239; Department of Basic Education, 2011:18). Knowledge gaps exist because of lack of access to facilities such as computer centres, libraries and science laboratories (Gardiner, 2008:13; Gibberd, 2007:1; Sedibe, 2011:130). As a result it becomes a challenge for the institutions to create sustainable learning environments. Some work is also superficial, merely giving students a taste of what the topic entails. The after-effects of such activities become apparent when students have to enrol at tertiary institutions or institutions of higher learning (Moore, Prince & Shepherd, 2007:23; Pillay & Saloojee, 2012:44). One of the main challenges is to obtain admission to these institutions, often owing to poor or low academic marks and entrance scores.

The challenges faced by learners from schools in which conditions are not conducive to education are many. For such schools to create sustainable learning environments they must be aware of their limited resources and act upon this knowledge (Mahlomaholo, 2012b:107). Collaborative sharing of resources will to some extent address exposure to

facilities and learning opportunities, with sustainable learning environments created for students from such partnerships. According to Mapesela *et al.* (2012:93), a critical emancipatory perspective in this regard would emphasise issues on social justice as it focuses on equity and equality on the relationships and dynamics between the various participants in the classroom or other learning situation.

2.4 RELATED LITERATURE

The review of literature was pursued with purpose of finding out more about the research problem. Countries were selected as representing the developing world, the continent of Africa, SADC and the country in which the research was conducted, respectively England, Senegal, Zimbabwe, Namibia and South Africa. The purpose was to learn about measures put in place by different countries to address the provision of quality education with limited resources. The focal point of related literature was the schools, since they were the actual sites for education delivery. A common challenge was that most of the resource sharing initiatives were faced with the problem of sustainability. The study thus used information from related literature to inform the envisaged framework.

2.4.1 The need for a resource sharing management framework

This section discusses the need for the development and implementation of the framework for sharing of education-related resources under the following sub-headings.

2.4.1.1 *Supporting legislative and policy imperatives*

Non-compliance with existing legislation in respect of efficient, effective and economical use of public resources (Public Finance Management Act NO. 1 of 1999, section 38 (b)) is tantamount to disrespect for public mandates. This is the case especially in democratic countries such as South Africa, where legislation is subjected to public scrutiny before being finally promulgated into law. In the area of this study, Ikgapeleng

Letlotlo has a physical infrastructure and resources that can also be used by Sebokathuto, however this does not happen despite the prevalence of supporting legislation for cooperative governance of such resources by the two schools (RSA Constitution, section 41 (1)). This constitutional imperative and a public mandate is that the schools should cooperate with one another in mutual trust and good faith by:

- (i) fostering friendly relations
- (ii) assisting and supporting one another
- (iii) informing one another of, and consulting one another on, matters of common interest
- (iv) coordinating their actions and legislation with one another.

The above constitutional principles must be adhered to (section 40 (2)), however it is imperative that there be supporting legislation for collaborative resource sharing. This legislation tended to be operationalised through initiatives and policy provisions, such as Professional Working Groups (PWGs), and Professional Learning Communities (PLCs) (also see chapter 4 section 4.2.1) and District Support Teams (DBE, 2011, 4-5). The importance of reliance on legislative imperatives for issues of sharing of use of public resources is also evident in England, Zimbabwe and Senegal.

In England, for instance, a previous government expanded the notion of specialist schools that developed partnerships and built networks with local schools, in order to spread best practices (Strathdee, 2007:26). As a result of this legislative support, effective schools teamed up with those that were underperforming (Strathdee, 2007:27). Other initiatives and best practices that were shared as a result included Learning Networks initiatives (Frankham, 2006:669; O'Brien *et al.*, 2009:61); and Excellence in schools and Education Action Zones (Evans *et al.*, 2005:223-224; West, 2010:94). In the same manner, Zimbabwe introduced a Better Schools Programme (BSPZ) that used clusters to achieve its objectives (Chikoko, 2007:43; Delpont & Makaye, 2009:96). Also, a system of inter-school collaboration aiming at improving quality of teaching and learning in member schools is also recorded in the literature (Kufakwami *et al.*,

2003:274). In Senegal, similar cluster projects were run by a director who was appointed by the government (De Grauwe *et al.*, 2005:8), designed in accordance with the provisions of the law (Niane, 2004:4; Solaux & Suchaut, 2006:15).

2.4.1.2 Coordinating team

In order for the sharing of education-related facilities and resources between two institutions to be successful, their activities should be well coordinated. The opportunities and challenges require them to be mediated by a team that represents the interests of the affected participants. The mediators, in the same vein, should have a positive stance and understanding of the purpose and supportive participation in the endeavour in order to help address issues that are raised, and represent the views of those disadvantaged by the lack of resources.

In South Africa, however, there was no evidence in the literature searched that teachers' centres were managed by teams that comprised representatives of the participating schools (Nzimande & Stilwell, 2008:239). In England, on the other hand, West (2010:95, 105) indicates that head teachers pooled their knowledge and experience for the benefit of a particular school or a group of schools, which means that they worked as a team to address common challenges and to mediate between the affected schools in respect of the education-related issues. The networks are coordinated by learning networks coordinators (O'Brien *et al.*, 2009:61; Strathdee, 2007:23).

Niane (2004:10) indicates that in Senegal the coordination and mediation function was performed by an association of principals, their main duties having included discussions and negotiations that involved action plans during quarterly meetings. The association of principles was led and coordinated by a director of education who also visited schools to assist teachers (De Grauwe *et al.*, 2005:8). Notwithstanding this, there appeared to have been an element of monitoring and control that tended to be top-down (De Grauwe *et al.*, 2005:9). In Zimbabwe, the coordinating committees at national, provincial and district

level coordinated the activities of the resources sharing initiatives (Chikoko, 2007:43; Kufakwami *et al.*, 2003:274).

2.4.1.3 Vision for sharing of resources

The goal or vision for sharing of resources is recorded in the literature searched as being to improve the quality and delivery of education (Giordano, 2008:21). This view is also supported by the literature from England, Senegal, Zimbabwe and South Africa (De Grauwe *et al.*, 2005:5; Evans *et al.*, 2005:224; Kufakwami *et al.*, 2003:273; Mahlangu, 2011:24), and appeared to be predominantly through establishment and use of clusters. The clusters were units that grouped several schools together for mutual support and exchange of education-related programmes (Giordano, 2008:88). Some clusters were initiated at the level of the ministry of education (Nzimande & Stilwell, 2008:243; Chikoko, 2007:43; Frankham, 2006:669), through partnerships between the government and private sector (Nzimakwe, 2008:91; Titovs, 2011:5).

The initiative of clusters had some shortfalls, with schools often being viewed as an imposition by the government on the grounds that they were not consulted in the planning stages (O'Brien, Atkinson, Burton, Campbell, Qualter & Varga-Atkins, 2009:62; Kufakwami *et al.*, 2003:280; Strathdee, 2007:22). Nor did public members share in the vision, which led to cluster activities not receiving the support that the founders had initially envisaged. Another critical shortfall was diversification of issues that resided mainly to the domain of management (Delport & Makaye, 2009:102; Nordveit, 2008:185; Solaux & Suchaut, 2006:35), so the management of such clusters failed to operationalise their respective vision.

2.4.1.4 Situational analysis for sharing of resources

In England, analytic processes led to the realisation that rural schools were relatively poor and isolated, leading to them experiencing great difficulties with regard to provision of quality education as a result of lack of resources (Evans, Castle, Cooper, Glatter & Woods, 2005:224; Giordano, 2008:23). This in turn led to the pooling of resources for

improvement of quality of education. The classic model used involved bringing together several schools to form a cluster or network around a core school which became well resourced. The cluster facilitated access to education resources by affected rural schools and produced a meeting place in which to exchange ideas and share expertise (Evans, *et al*, 2005:229).

Upon further analysis of the situation and contexts it was found that the sharing of expertise was to be effected in a diversified manner, in accordance with the diverse needs and problems of the affected schools and communities. The accommodation of diversity in this manner tends to keep pace with, embrace and afford the opportunity to operationalise democratic principles of social justice, equity, peace and freedom (Mahlomaholo & Netshandama, 2012:35). One such was the call on specialist schools to develop partnerships and build networks with local schools in order to raise quality and spread best practice (Strathdee, 2007:26). Furthermore, it appeared that the analytic processes were part of the reflections of activities that took place throughout the implementation of the clusters and partnerships. This resulted in the implementation of a number of programmes, such as Leading Edge Partnerships; Excellence in cities; and Excellence Clusters. These initiatives addressed issues involving sharing of materials and human resources; and development of teaching materials (Evans, *et al.*, 2005:224; Strathdee, 2007:27; West, 2010:93).

The analysis of the cluster situation and contexts also focused on threats and risks that could impede their progress. For instance, another strongpoint was that the initiative to cluster was not always motivated by lack of resources. For example, through the Leading Edge Partnerships, effective schools were given 60,000 pounds to team up with those that were under-performing and spread good practice (Strathdee, 2007:27). Other programmes, Excellence in Cities (EiC) and Excellence Clusters were seen as a way of channelling extra resources targeted at pupils in areas of deprivation (Evans, *et al.*, 2005:224).

This did not mean that the implementation had no challenges, with funding was also being problematic, and it is likely to continue to be for many countries under current global economic conditions (Press TV, 2011:13). Giordano (2008:24) writes that

“initiatives died out due to lack of funding or political challenges. Even in Great Britain, the birthplace of the TRC, many centres closed due to budget cuts in the 1980s.” Countries with growing economies, or those that have a large backlog of resources to address, will face difficulties. Another challenge of clustering is that when it is initiated by Government it is considered to be a top-down exercise. A critical analysis of this could be perceived as a case of power struggles, that is the government can be perceived as more powerful than the people it purports to serve. This perception by the subjugated voices tends to lead to little commitment by them, in this case the affected schools (Evans *et al.*, 2005:231). The manifestation of the effects of the power struggle is evident in the view expressed by Strathdee (2007:22): “in the area of education, bureaucratic methods of knowledge transfer are largely premised on the erroneous view that all schools face the same problems and can respond to challenges of school improvement in the same way.”

Similarly, literature on sharing of resources in Senegal confirmed the importance of contextual and situational analysis as one of the clustering activities. For instance, between 2006 and 2009, six schools in a cluster of 42 were provided with electricity, thus facilitating the use of certain equipment for education purposes (Barnuevo & Kitchlu; 2009:3). As Solaux and Suchaut (2006:36) stated, lack of resources seriously hampers the effectiveness of schooling.

The analysis of the contexts and situations in Senegal further pointed to the challenge of short supply of qualified teachers: “faced with lack of finances and teachers, principals recruit teachers from the community, who are paid small stipends, and ask parents to contribute to the school’s financing through contributions to the Parents Teachers Association (PTA) funds” (De Grauwe *et al.*, 2005:5). That the teachers receive a stipend and that payment could not be guaranteed affected negatively the commitment of teachers to their work. In this way, quality teaching and education could have been compromised. A profile of teachers also indicated that many had less training and lower qualifications (De Grauwe *et al.*, 2005:8), which may also have affected the quality of education. It is evident that the analytic processes in the clusters in Senegal appeared to be both considerate and critical of the development and capacity building of teachers.

The Senegalese embraced the engagement of nongovernmental organisations (NGOs) in improving the quality of education, affording them the opportunity to pursue transformation of their society (Biesta, 2010:43). This participatory approach to clustering processes strengthened their financial situation as they also engaged financial institutions (Nordtveit, 2008:176, 185). The NGOs' interventions that focussed on the functioning of district offices and the management of schools were found to be successful (De Grauwe *et al.*, 2005:3).

On the other hand, the concept and practices of clustering of schools in Senegal was initially championed through the association of principals. The membership consisted of all principals in an area that shared social and economic conditions, and the association of them "was conceived as a body for discussion, planning and action and is a way to manage quality at local level" (Niane, 2004:10). The association of principals was to hold periodic discussion meetings, link schools to each other, exchange material and equipment with other schools, improve teaching approaches and respond better to new teaching methods.

Another form of clustering was through pedagogical units, through which "teachers from neighbouring schools [would] meet nearly twice a month to discuss pedagogical and other matters" (De Grauwe, *et al.*, 2005:9). Each unit had a head who ensured that teachers met regularly and guided their discussions, so ensuring that teachers exchanged experiences and developed a tradition of peer support (De Grauwe, *et al.*, 2005:13). It is important that teachers be supported because quality improvement relies on support, be it from within, that is at the micro level, or from outside, that is the macro level (Van Dijk, 2008:87). This PAR-oriented approach towards clustering encourages and supports the creation of emancipatory knowledge for equity, social justice and transformation (Boog, 2003:428; Mahlomaholo, 2009a:226). Notwithstanding these apparent best practices to clustering of schools for resources sharing, there is an issue of power struggles, which may ensue between the two bodies, namely the association of principals and the pedagogical units, at a point where they converge, which is teaching and learning. This is especially the case because they did not plan together for the same course.

Education systems in most developing countries are faced with severe pressures, as:

On the one hand they suffer severe financial stringency, largely as a result of poor performance of their economies. On the other hand they have to satisfy rising demand, as education is seen as the major instrument for emancipation from unemployment and poverty (Chikoko, 2007:43).

Chikoko asserts that Zimbabwe fell in this category, meaning it was not in a position to provide sufficient material or human resources for education. In order to do so it resorted to school clustering.

In the Zimbabwean context, a cluster is considered as “a group of schools in the same locality, which have agreed to share human, material and financial resources in order to improve the quality and relevance of the education in their member institutions” (Chikoko; 2007:42), which presupposes that before schools could embark upon the clustering activities they should have conducted an analysis of their situation and context. They analysed their strengths, weaknesses, opportunities and threats (SWOT) to inform agreement within the clusters, and as a result were able to implement the Better Schools Programme in Zimbabwe (BSPZ), as “a system of inter-school collaboration aimed at developing professional infrastructure for teachers, by grouping schools into formal clusters” (Delport & Makaye, 2009:98). The objectives of BSPZ, according to Chikoko (2007:43), were to develop teachers’ and school heads’ competencies in school management and professional development; improve the quality of teaching and learning experiences in schools through continuous formal and informal in-service teacher training; and upgrade and update management and supervisory skills of heads of schools and establish an organisational structure to sustain continuous staff development. To ensure that the programme achieved its objectives, a national structure funded by the Dutch government was created to run the BSPZ (Chikoko, 2007:43).

The involvement of financiers in the running and management of the clusters was imbued with potential power differential imperatives. The withdrawal of the financier from the project consequently led to the collapse of the clusters (Chikoko, 2007:43). It would have possibly continued had it been reliant on the Zimbabwean aspirations and

interests, because they did not leave, but the source of power in this instance was resident in the funds allocated (economic power). The reason for Dutch withdrawal could have been that the financiers had achieved their political and or socio-economic objectives through the clusters. These practices had the capacity to distract the attention of the affected participants from their original vision and mission about the sharing of resources.

Notwithstanding this, the professional teacher development had the spinoffs that strong teacher professional communities were built (Delport & Makaye, 2009:99). Relationships were also forged between previously isolated schools and collegiality was promoted. Other highlights of clustering in Zimbabwe included joint subject panel meetings and the sharing of local resources, ideas, information and problems, peer teaching and tutoring (Delport & Makaye, 2009:100).

The idea of peer tutoring and mentoring was one of the strategies to capacitate teachers to deliver quality education. The mentor's role is "more of a consultant, assisting another, typically a beginner, to explore planned goals by guiding, supporting, and enabling the beginner to move towards making his/her own decision" (Kufakwami, Mtetwa & Kwari, 2003:274), and even experienced teachers can mentor each other in areas in which one has a greater knowledge base and expertise than the other (Kufakwami *et al.*, 275). Mentoring was thus regarded as a strategy with the potential to be effectively used in the area of continuing teacher development. Mentoring was done by resource teachers, that is who are available to provide assistance to peers in an area of need. They have been divided into three categories (Kufakwami *et al.*, 2003; 276):

The first has received formal training of some sort to become resource persons to specifically facilitate the professional development of other teachers. The second became resource persons by appointment basically on the basis of their leading teacher and long teaching experience status within the schools. The third kind consists of regular teachers in schools who may or may not be professionally certified as teachers but are nevertheless given added responsibility of caring and supervising trainee teachers during their practicums in these schools.

This indicates that teacher development has received special attention in Zimbabwe, which is important as the quality of development necessarily affects the quality of teaching and education delivery. It can be deduced from the Zimbabwean experience that the implementation of clustering was multifaceted but without losing the main focus. It is indicated that “at the end of the donor period, the government was unable to continue funding the programme, to the effect that national and provincial structures disbanded” (Chikoko, 2007:43), showing that donors cannot fund projects indefinitely and that most projects scale down activities or close down. It is reported that funding of clusters by the government has become a serious problem (Chikoko, 2007:49; Delpont & Makaye, 2009:102; Kufakwamiet *al.*, 2003:277), which calls for alternative ways of enhancing activities of clusters while taking cognisance of funding limitations associated with the top-down initiatives of school clustering.

An analysis of the challenges facing education in South Africa with reference to resourcing indicates that these challenges are great. According to Mzamane & Berkowitz (2011:1):

the funding available for education, even with donations from the United Nations, The European Union, Japan, Canada, England, U.S., and other international sources, currently is inadequate to address the scale of South Africa’s education problems created by Apartheid in the near future.

Apartheid policies have left a legacy of large school infrastructure backlogs in what were formerly black areas (Gibberd, 2007:1; Moore *et al.*, 2007:23; Ahmed & Sayed, 2009:203). In spite of the many strategies to resource schools, historically black schools are still under-resourced (Financial & Physical Commission, 2009:8).

Equal Education (2010:6) gives an indication of the status of school infrastructure as captured in the National Education Infrastructure Management Systems Report 2009, which reveal deficiencies in the supply of electricity, water, sanitation and resourcing of facilities. I have singled out those that have a bearing on the topic I am discussing in this study, and the figures captured in this report project a very negative picture of the status of under-resourcing in 2009. Of the 24,460 public schools surveyed:

- only 8% of public ordinary schools have stocked and functioning libraries
- 10% of public ordinary schools have stocked computer centres, and
- only 5% of public ordinary schools have stocked laboratories.

These statistics reveal that there are still many schools in South Africa that are without, or have extremely poor, basic infrastructure. There is sufficient international, regional and local research to demonstrate the causal connection between the level of resources and infrastructure that a school has and its learner outcomes (Equal Education, 2010:3; Patel, 2004:2; Startz, 2010:10). Under-resourcing of schools is not only confined to infrastructure, but also includes human resources.

Teachers were inadequately trained and some were unqualified and/or under qualified in the majority of black schools during apartheid (Vally, Dolombisa & Porteus, 2002:83; Moore *et al.*, 2007:20): “The legacy of apartheid has also left us with many poorly prepared teachers and managers with regard to professional levels, subject or learning area competence, and curriculum management” (Mahomed, 2004:8). With this calibre of teachers the challenge of quality education will abound. According to the DoE (2005:8), the quality of education is defined by “the actual learning experiences determined by the education inputs and processes, and the characteristics displayed by the learners.” Inadequately trained teachers who might be unqualified and/or under qualified are most likely not in a position to create effective learning experiences for their learners.

In order to address the challenges of both material and human under-resourcing, South Africa also adopted clustering of schools (Jita & Ndalane, 2009:59; Mahlangu, 2011:241; Nzimande & Stilwell, 2008:236; Ono & Ferreira, 2010:65). An analysis of this strategy indicates that it was faced with the challenge of sustainability. Clusters initiated by government die out due to budget constraints (Giordano, 2008:24), lack of ownership by the clientele or a perception that they were not consulted during their inception (Nzimande & Stilwell, 2008:240).

Donor-funded school clusters are duration-specific and privilege a few schools (Mpumalanga Education Donor Funded Projects, 2011:1-3). The sustainability of donor-funded collaborations becomes a serious problem when funding is withdrawn and the

project has run its course. In a caption “funds pulled for crucial science education”, in the *Sunday Times* of 15 May 2011, it was indicated that many donor-funded education science projects had closed down in 2011 (Rowan, 2011:13). In South Africa, these do not address the shortage of resources adequately, for reasons outlined above.

The above discussion indicates that quality of education is inescapably costly, because it involves utilisation of a variety of resources over extended periods. It is apparent that governments have prioritised and allocated financial resources on other things, yet they agreed on the importance of quality education.

2.4.1.5 Collaborative planning

The collaborative planning for sharing of education-related resources amongst the participants is imperative as it helps them to own their problems, mechanisms and processes through which such could be addressed (Keast & Mandel, 2009:1; Thomson & Perry, 2006:24; Wilson, 2012:3). As a result it is critical that participants’ engagement should be from the conceptual phase through implementation and assessment of the processes (Mahlangu, 2011:241; Nix, 2004:3; Rahman *et al*, 2006:371). For, instance, in Senegal, the clusters projects were planned by a council that comprised principals from different schools, and included education officials who were their directors (De Grauwe *et al.*, 2005:8; Niane, 2004:10). The teachers had pedagogical units’ planning sessions, during which they considered issues of interest (see 2.4.1.4).

This planning happened at different levels, namely, education management and governance (strategic level, principals’ council) and operational (teaching and learning). It also took place at the macro and micro levels (Van Dijk, 2008:87). In Zimbabwe, for instance, the BSPZ had coordinating structures at national (macro), and local levels (micro), the activities and roles for which could best be attended to during their collaborative planning sessions (Chikoko, 2007:43; Delpont & Makaye, 2009:100; Kufakwami *et al.*, 2003:274). The roles were clear and helped address possible conflicts

of interest, by way of ultimately developing and subsequently implementing an agreed upon programme or implementation plan.

In South Africa it could also be said that collaborative planning happened in clusters, which was critical in ensuring that there was no conflict of interest between the different participants involved (Jita & Ndalane, 2009:60; Mahlangu, 2011:242; Media Release: New planning framework to boost teacher quality, 05 April 2011; Nzimande & Stilwell, 2008:236).

2.4.1.6 Implementation plan for sharing of resources and facilities

The implementation plans or action plans in different countries was driven through specific priorities that the clusters intended to achieve. For instance, in England the pertinent priorities were the development of teaching material and exchange programmes, and sharing of best practices (Evans et al., 2005:227; Frankham, 2006:666; West, 2010:104). The development of these materials and programmes to be exchanged were the responsibility of teachers, made possible because there were no serious challenge regarding the competencies or qualifications of teachers. For teachers to achieve this they were allocated respective resources and materials to use in support of the initiative (O'Brien et al., 2009:61; Pedder, 2007:236). These had timeframes, without which there would not have been any materials and programmes exchanged. Also, the priority of developing material had to have activities through which it could be realised.

In Senegal, the principals' council had priorities such as periodic discussion meetings (Niane, 2005:10), which could have been reflective sessions to track progress towards the achievement of the vision and mission of the clusters in relation to the affected schools' (De Grauwe, 2005:8). The principals were further tasked with ensuring that there was an institutional relationship (West, 2007:97) and links between schools. They had to make sure that there was an exchange of material and equipment between schools to improve teaching approaches, and peer support. The teachers at both the

tactical and operational levels (Du Toit, Erasmus & Strydom, 2010:184-185) ensured that the pedagogical units discussed appropriate matters (De Grauwe, *et al.*, 2005:9), notably the professional teaching methods and strategies for technical, academic and learning content of a given subject (Tatto, 2006:238; Rocha-Schmid, 2010:354). Zimbabwe and South Africa, who experienced similar challenges as Senegal relating to teacher competencies, also prioritised the development of teachers and principals.

As evident from the above discussion, planning and implementation of the plan are critical, as are collaborative setting of priorities, relevant activities, allocation of resources, delegations to responsible persons, and timeframes.

2.4.2 Identifying main components of the structure of the framework

This section discusses the components that constitute the strategic management framework for resource sharing between schools.

2.4.2.1 Supporting legislative framework

In South Africa, as in England, Senegal, and Zimbabwe, there was legislation that supported collaboration and cooperative work (Chikoko, 2007:43; RSA Constitution, Act 108 of 1996: section 41(1); Solaux & Suchaut, 2006:15; Strathdee, 2007:26) (see 2.4.1.1). In order for these broad and mandatory legal provisions to be operationalised, institutions at local and micro level develop pertinent policies (Dukshire & Thurlow, 2002:2), the purpose of which is, *inter alia*, to control and regulate stakeholders' actions, activities, operations and process (Ehlers & Lazenby, 2010, 343; Salama & Adams, Jr., 2003:3). This tends to systematise undertakings and enhance the lifespan of the projects and lived experiences and knowledge. As a result, adequate engagement is necessary for effective policy-making and implementation processes in order to achieve success (Poudel, 2009:60). Participation in policy implementation is the best way to minimise conflicts between stakeholders, but the policy must provide a broad framework

that regulates the use of facilities and resources. It needs to be explicitly clear on which resources form part of the collaboration (Downes, 2007:30-31).

From a critical emancipatory perspective, institutions should participate as equals during the formulation of the policy. There should not be perceptions of a stronger and/or weaker partner. By debating items to be included in the policy and finally agreeing on them, partners are involved in positive dialogue. This ensures that the drawing up of policy is a joint venture characterised by interpersonal exchanges based on respect, trust and mutual support (Mahlangu, 2011:241; Prilleltensky, 2008:124). Policy discussions privilege communication so that those involved can make sense of whatever they are engaged in and also develop a sense of autonomy (Kreber, 2005:400; Mahlomaholo & Netshandama, 2012:42; Silva, 2007:172). This is critical, as according to Prilleltensky (2008:119) “whereas people may be oppressed in one context, at a particular time and place, they may act as oppressors at another time and place”. This is one of the factors that led to the downfall of some collaborations in which one partner became prescriptive with the use of resources (Delpont & Makaye, 2009:103; West, 2010:101).

2.4.2.2 *Coordinating team*

There should be clearly defined and commonly understood structures for leadership and decision-making (West, 2010:97). Different countries made use of different types of structures to achieve certain goals. The lesson study project in South Africa served as a typical example of teams used to facilitate collaborative learning. A team of cluster leaders, who were also practicing teachers and curriculum implementers, were trained in lesson study with a purpose of facilitating processes that would cascade lesson study to other schools (Jita & Ndalane, 2009:60; Ono & Ferreira, 2010:66).

In England, schools were grouped into learning networks that were coordinated by network coordinators for school improvement and professional development (O'Brien et al., 2009:61). For the Leading Edge Partnerships, effective schools provided structure

as they were the ones given money to uplift those that were underperforming (Evans et al., 2005:228). According to Strathdee (2007:25), new learning communities provided a structure in which schools, universities and other organisations would work together.

In Senegal the association of principals provided a structure for leadership in schools belonging to a particular cluster (Niane, 2004:10). The structure or team focused on staff empowerment, reducing the negative effects of lack of resources, and supervision of pupil performance. In other areas there was a team of directors who jointly coordinated the activities of schools under their clusters (De Grauwe et al., 2005:8).

In Zimbabwe, in which a management structure funded by the Dutch government was created to run the Better School Programme in Zimbabwe (Chikoko, 2007:43), management was effected through co-ordinating committees at national, provincial, district and cluster level (Chokoko, 2007:43). At cluster level, many activities were planned and this entailed that it was critical that they be co-ordinated (Delpont & Makaye, 2009:100; Kufakwami et al., 2003:277).

Notwithstanding the best practices in respect of coordination of collaborative efforts through team work in South Africa, England, Senegal and Zimbabwe, there has have been a lack of such coordination in the area of this study. There was no coordinating team to facilitate the processes of addressing the realities associated with collaborative resource sharing. This state of affairs prevailed despite the availability of opportunities for sharing the use of scarce resources, such as the computer laboratory and computers, science laboratory and the teachers' teaching competencies and skills. The absence of such coordinating team had an effect on the lack of shared vision between the two schools in the area of this study.

2.4.2.3 Shared vision

A shared vision is essential for the effective functioning of collaboration. The formulation of a vision should be a joint venture by partners (Wilson, 2012:5), thus, the organisations that collaborate or work together need to share a common vision (Gajda, 2004:70;

Kilpatrick, Barrett & Jones, 2003:6). The development of a broad vision at the opening stages of the partnership is necessary to create the initial movement (Titovs, 2011:5). Shared vision is crucial so that the undertaking is not side-tracked from its main course, which may culminate in losing focus as group cohesion will thus be seriously undermined (Meirink *et al.*, 2010:165). The vision needs to be well defined, as this gives clarity of purpose and can be used as a criterion for evaluation at given intervals (West, 2010:109). For most schools the vision was to share human, material and financial resources in order to improve the quality and relevance of the education in their member institutions (Chikoko, 2007:470; Giordano, 2008:6). Looking at the different strategies applied by countries referred to in this study, it can be deduced that they all shared similar vision to the one stated by Chikoko. Such a vision was developed to ensure that quality teaching and learning takes place towards quality education.

The vision should be used as a sounding board for ideas on how to deliver quality education, thus helping to formulate goals, aims and objectives that are clearly defined and likely to be achievable (Thomson & Perry, 2006:25). According to Titovs (2011:5), partnership efforts must focus on areas of likely success. In South Africa each school is expected to produce quality education with the resources it has (SASA, Section 20 (1) (a)). The shared vision should make it possible to share resources for the same purpose, which means that each school has more enabling mechanisms at its disposal towards the obligation. There should be strong consensus on the desirability and importance of working together (Titovs, 2011:8). Once the vision is in place the partners should be committed to its realisation and attainment.

2.4.2.4 *Situational analysis*

Resources to be shared are normally determined by the nature of organisations involved in the collaboration, with two categories used to describe or define the nature of resources according to their function in learning. There are, for instance, learning resources that reside mainly in the domain of students or learners as well as those to support teachers (Downes, 2007:30). The performance of a school is influenced by both

categories of resources. Equal Education (2010:6) indicates that the greatest challenge in material resources in South African is no resourcing or under resourcing of libraries, computer centres and science laboratories. Human resources in the form of teacher expertise also become critical as teachers are expected to create meaningful learning experiences for learners. Sedibe (2011:130) found that most previously disadvantaged schools in South Africa operated with lack of material resources as well as unqualified and under qualified teachers. The situation leads to children who can afford to be bussed to advantaged schools daily (Sedibe, 2011:130).

The disparities in resourcing, either of material or human resources, should be viewed as a positive factor in facilitating collaboration between schools. Schools should take reasonable measures to change their thinking and accept the status quo. Through critically reflecting on their situation, they can find ways of liberating themselves from entrenched mentality of helplessness. Those who are well resourced should embrace the notion of better life for all, especially those sharing the same socio-economic background: “Although competitive pressures remain, there are the beginnings of a recognition that competition is not always the best way to maximise effectiveness and that collaboration can bring benefits for all” (Evans *et al.*, 2005:230). Paragraph 3.4.2.4 indicates that in this study the schools involved agreed to share the library, science laboratory, computer centre, school hall, classrooms, as well as human resource in the form of teacher expertise.

Sharing human as well as material resources can be regarded as the heart of school clustering and education resource centres as well as teacher resources centres. The benefits and advantages far outweigh excuses not to venture into such initiatives. According to Meirink *et al.* (2010:164 & 172), there are a number of benefits that teachers can derive from collaborations, including regularly sharing materials, methods, ideas and opinions. This allows them to make their daily teaching routines accessible to other teachers, thus promoting productive discussion of the curriculum. Other teachers are encouraged to experiment with alternative teaching methods because of the support they receive from their colleagues. If any criticism is levelled against them they know that it is done with a view to improving their teaching practice. According to Delpont and

Makaye (2009:99), relationships are forged between previously isolated schools and collegiality is promoted. Clusters furthermore help disadvantaged schools to increase participation in their development and thus improve social equity.

Considering the many advantages referred to in the preceding discussion, it is necessary to steer discussions between the two schools towards the realisation of what could be jointly achieved for the learners and schools. Success was achieved once the two schools agreed to collaborate. The finer details of the collaborative sharing of resources would be jointly worked on by the schools themselves.

It is important that once schools have agreed on resources to be shared, they draw a policy to guide the sharing.

2.4.2.5 Collaborative planning

The affected participants should plan the use and sharing of their resources together, as this affords them an opportunity to strengthen their working relationships characterised by mutual trust and respect (Mahlangu, 2011:241; Titovs, 2011:4; Waghid, 2002:99). This is critical because they can help balance issues of power struggles and promote peace amongst them. This is needed to enable participants to earnestly identify and openly discuss their frustrations from physical infrastructure to more personal issues pertaining to both the technical and professional disparities (Rocha-Schmid, 2010:354).

The planning process relates to identification of *priority areas* (Di Maio, 2008:40) which are key aspects wherein the participants experiences problems. The priority areas identified in England, Senegal, Zimbabwe and South Africa are, support for remote and rural schools through cluster systems; teacher development and support; and enhancing access to education resources (Kufakwami et al., 2003:274; Nzimande & Stilwell, 2008:235; West, 2010:99). It is however important to note that for collaborative planning to be successful at this planning level it is critical that participants or membership are consistent over a relatively longer time (Hay, 2011:33).

During the collaborative planning process, the participants identify and decide on the activities that could be related to specific priorities (Du Toit *et al*, 2010:177; Nienaber, 2010b:15; Titovs, 2011:4). They also have to agree on allocation of responsibilities and resources as well as timeframes (Ehlers & Lazenby, 2010:234; Thomson & Perry, 2006:25; Titovs, 2011:7), which requires that they align their programmes and work schedules with the plan. The alignment is made to the extent that the synergy ensures optimal utilisation of human resources at their disposal. Failure to do so may lead to confusion and conflict of interest, resulting from diverse situational experiences, political and cultural realities (Goldman, 2010:27). Thus, collaborative planning helps address these challenges.

2.4.2.6 Implementation

The implementation of the plan discussed in paragraph 2.4.2.6 above requires that the plan be aligned with the programmes and activities of the participants (Mokhele & Jita, 2012:584). This should be to the extent that both derive benefits from the project under consideration, which in this case is the sharing of resources and facilities (Himmelman, 2002:3). As such, the first activity had been the determination of priority issues. For instance, for England these were increasing the number of special schools and establishment of partnerships between schools (poor performing and excellent performers) in order to uplift the quality of the other (Evans *et al.*, 2005:224; Strathdee, 2007:27; West, 2010:96). These priorities had activities developed in order to achieve them, including the establishment of learning networks between teachers from different schools, the development of teaching and learning materials, and the exchange of teaching and learning programmes to address challenges faced by schools in areas of deprivation (Frankham, 2006:666; O'Brien *et al.*, 2009:61; Pedder, 2007:250).

Similarly, Senegal prioritised teacher development in order to address un-qualified and under-qualified teachers' problems and the management of quality of teaching and learning at local level (exchange material, teaching methods) (De Grauwe *et al.*, 2005:13; Solaux & Suchaut, 2006:15). These priorities were performed through activities

as allocated and agreed upon by the clusters themselves. Issues of management and governance had been predominantly executed by the principals' association while the pedagogical units and their activities were mainly the responsibility of teachers (De Grauwe et al., 2005:8; Niane, 2004:10).

Zimbabwe addressed issues such as development of professional infrastructure for teachers through clustering, development of principals and teachers' competencies, in-service teacher training both formally and informally, peer tutoring and mentoring (Chikoko, 2007:45; Delport & Makaye, 2009:100). The urgency of the upliftment of the teacher qualifications was tracked by allocating timeframes and focusing on short-term but impactful activities such as peer tutoring and mentoring (Chikoko, 2007:100; Kufakwami et al., 2003:274). These were also more direct and focused on specific areas of need. This presupposes that there was a form of analysis that was engaged in prior to the planning and implementation of the solution.

In South Africa, issues of inadequate teacher training and development that were to be addressed focused on subject competencies and curriculum management. The lesson study was amongst the activities that clusters in South Africa used. Also noted from the lesson study activity was the allocation of a timeframe between 1999 and 2006 (Mokhele & Jita, 2012:576-577; Ono & Ferreira, 2010:65).

2.4.2.7 Reflection

Reflection took place at critical stages during the process of implementation of the project, as well as during the planning process at the beginning. Reflective processes are fundamentally monitoring and evaluation (Kemmis & McTaggart, 2007:278; Ono & Ferreira, 2010:66), which also lead to the continual reviews and adjustment of the project implementation plan (Wilbur Smith Associates, 2005:12). Monitoring and evaluation help measure whether the common goal is being achieved and the impact it has by determining the gaps that exist between the expected results and those obtained (Nikols, 2008:6).

The project “Lesson Study in South Africa: the Mpumalanga Secondary Science Initiative (MSSI) 1999-2006” was a project funded by the Japanese government in Mpumalanga Province (Jita & Ndalane, 2009:60; Ono & Ferreira, 2010:65), the goal of which was to improve the quality of mathematics and science education by enhancing the teaching skills of teachers. Through monitoring and evaluation it was observed that the positive evaluation of MSSI by both internal and external evaluators ensured the extension of the project for three more years as the second phase. In response to the recommendation by Japanese experts, cluster leaders who were practicing teachers were selected together with subject advisors to attend training sessions in Japan in 2004 and 2005 (Mokhele & Jita, 2012:576-577; Ono & Ferreira, 2010:66). The MSSI was not successful in its attempt to institutionalise lesson study as school-based professional development for teachers during the project period, although it contributed to the establishment of a cluster system throughout the province.

The point here is that monitoring helps to determine the success or failure of a project. In addition to determining the extent to which the goal is achieved or not, monitoring and evaluation can be used as an assessment tool for other conditions mentioned above. This is important as these conditions may easily turn into threats or risks that may undermine the framework.

2.4.3 To determine the conditions under which the framework can be implemented with success

Conditions serve as ideas or reflection points that should be taken into account as their observation can lead to the success of the framework on collaborative resources sharing (Dukeshire & Thurlow, 2002:12). Not observing these conditions can also lead to the failure of the envisaged framework. The conditions identified as important for collaborations in England (West, 2010:97) will be used to lead discussion in this section. Reference will also be made to other countries mentioned pertaining to these conditions. Information obtained in this discussion will be used in the next chapter to determine the degree to which these conditions are applicable or not to the envisaged framework.

2.4.3.1 Supporting legislation and policies

Legislation and related policy imperatives tend to establish and create conditions that are conducive to the sharing of resources (RSA Constitution, section 41 (1); also see paragraph 2.4.1.1). This empowers institutions that share the use of public resources and protects them against possible abuse and misuse (Thomson & Perry, 2006:24). The legislation furthermore ensures that there is order and as such contributes towards balancing inherent power relations and struggles (360steelcase, 2010:21). As a result it becomes imperative for the affected institutions, in sharing of resources, to develop their own policies that would help them address and customise the macro policies to their own situations (Dukeshire & Thurlow, 2002:9).

Supporting legislative imperatives such as the 1988 Educational Reform Act, the National Curriculum and related policy initiatives (Evans, *et al.*, 2005:229; O'Brien, 2009:61; Strathdee, 2007:27; West, 2010:94) enabled England to implement collaboration between schools successfully. The collaborations included Excellence in Cities; Education Action Zones; Schools Federations and the Leadership Incentive Grant. These initiatives and numerous policy positions relating to collaboration between schools influenced policy development greatly and became the "government's main strategy for addressing the problem of schools at risk of failure" (West, 2010:94).

Similarly, in Senegal, supporting legislative mandates were in the form of national education policy which dealt with "the transfer of skills to the regions, to the towns and villages and to the rural communities" (Solaux & Suchaut, 2006:15). De Grauwe *et al.* (2005:3) pointed that the NGO Plan was involved and that it reached out to national policymakers, suggesting that the inputs of NGOs were also considered and hence influenced policy development, aimed at the achievement of "recognized and measureable learning results for all in reading, writing, arithmetic and essential everyday skills" (Niane, 2005:4).

In Zimbabwe there were policy documents that governed the practices of the BSPZ (Delpont & Makaye, 2009:100), supported by government to empower teachers

(Kufakwami *et al.*, 2003:274, 276), not only financially but also legally, because government could not have supported an illegal project.

These legislative imperatives tended to give hope to collaboration between the affected schools and enhanced peaceful implementation of the policy. Evidently, that social justice practices were fostered could be realised, and the supporting legislation had the capacity to enhance the levelling of inherent power relation struggles.

2.4.3.2 *Coordinating team for building institutional relationships*

It is imperative that schools establish mutually beneficial institutional relationships, characterised by mutual trust, and respect (Mahlomaholo & Netshandama, 2012:35; Domingues, 2008:4), because this enables them to bring together members from different institutions and to lessen inherent tensions from members belonging to one. The processes of building institutional relationships should focus on the wellbeing and common challenges to the collaboration (Wilson, 2012:7), so members participate as equals in the collaboration (Watson & Watson, 2011:71). West (2007:97) encourages this practice because he views relationships between partner organisations as being stronger than those between individuals.

2.4.3.3 *Conditions conducive to collaborative situational, contextual analysis and planning*

The role and contribution of member institutions in the collaboration should be transparent. At all times member organisations need to be abreast of the activities taking place in the organisation as well as the rationale behind them (Keast & Mandel, 2009:2). Lack of openness affects the trust relationship adversely (Mahlangu, 2011:241). CER is an open, inclusive type of research that values feedback and ideas of stakeholders, and their engagement.

There should be an open and honest articulation of aspirations and expectations and some process to ensure regular review of progress towards these (West, 2010:97). In the examples referred to there was an identified goal of sharing resources so that the involved schools would derive maximum benefit from the partnership (Giordano, 2008:21). Some activities targeted professional teacher development, others the production of material resources and their availability to those who needed them. It has been mentioned that there were meetings held by members in order to discuss a number of issues related to collaboration.

There should be continuity and regular communication between the participants (Keast & Mandel, 2009:2; Nix, 2004:3; West, 2010:97), which can be enhanced through clearly articulated activities with clear realistic timelines that are to be adhered to by all involved in the collaboration. Special programmes, such as Leading Edge Partnerships, Excellence in Cities and Excellence Clusters in Great Britain, the NGO plan and the association of principals in Senegal, the BSPZ in Zimbabwe, the MSSI in South Africa, were all monitored (Chikoko,2007:43; Evans et al., 2005:224, Mokhele & Jita, 2012:577; Niane, 2004:10). This was to ensure continuity of the project or programme and communication between the funder and the beneficiary.

Willingness to acknowledge individual contributions and to share credit should be a goal of collaboration (West, 2010:97). Clusters made it possible for teachers to share expertise in a number of ways. Pedagogical units made it possible for teachers to discuss issues and to develop a tradition of peer support (De Grauwe, 2005:8). Specialist schools built networks with local schools in order to lift quality and to spread best practice (Strathdee, 2007:26). Peer tutoring and mentoring was one of the strategies to capacitate teachers so that they could deliver quality education (Kufakwami et al., 2003:275). It was important that contributions were acknowledged in one way or another.

New relationships demand investment of time, energy, and goodwill. Holding regular meetings and consultations between members of a pedagogical unit, learning networks, association of principals and the tutoring and mentoring system, was a way of ensuring continual consultation between members. The danger of not consulting was noted as

one of the factors that led to a feeling that some centres were being run autocratically (Evans et al., 2009:62; Kufakwami et al., 2003:280; Nzimande & Stilwell, 2008:236; Solaux & Suchaut, 2006:16). This minimised support for collaborations.

Those involved should believe in the collaborative processes by acknowledging that more will be achieved by working together than working alone (West, 2010:97), and this perspective should frame interactions. There should be recognition that each school has expertise and experience to contribute and that there is no notion of hierarchy as they venture into the partnership as equals (Evans *et al.*, 2005:229). The collaborative process will not be regarded as stigmatising when the playground is levelled between members (Chikoko, 2007:43; Nordtveit, 2008:185; Strathdee, 2007:22) and there should be an eagerness to share between members who are open with one another.

At the heart of successful collaborations there should be reciprocity, that is a direct benefit for participating stakeholders (West, 2007:97), as was the case because people tend to associate with projects and processes that are beneficial to them. Thus, to collaborate in sharing of resources the participants' interests and aspirations were critical (Curry, 2005:2; Rahman et al, 2006:370; Wilson, 2012:5). Collaborative sharing of resources was intended to benefit all the schools involved in the different partnerships. In paragraph 2.4.1.1 reference is made to how different schools benefitted from clustering, and teachers shared ideas, discussed their experiences of experimentation with alternative teaching methods and gave each other moral support. It was also indicated that teaching material was developed by teachers and that they could borrow these. Programmes designed for teacher development translated into imparting quality education to learners.

In Senegal (see paragraph 2.4.3.2) through pedagogical units, teachers from neighbouring schools met nearly twice a month to discuss pedagogical and other matters. In this way they met regularly, exchanged experiences and developed a tradition of peer support. In Zimbabwe (see paragraph 2.4.3.3) schools agreed to share human and material resources to improve quality of education in their member institutions. In addition, joint subject panel meetings were held and they engaged in peer teaching and tutoring.

2.4.4 Possible impediments to implementation

Collaborative clustering may easily be exposed to threats if certain critical conditions are overlooked or not taken care of.

2.4.4.1 Funding

Funding was identified as a common problem for all the countries discussed in this study (see paragraphs 2.4.1.1- 2.4.1.4). Arrangements at some centres were that certain services had to be paid for. At other centres there was a shortage of relevant resources due to lack of funds (Delport & Makaye, 2009:97; Noordveit, 2008:177; Nzimande & Stilwell, 2008; 242). In South Africa, the main threat is funding which may manifest itself in various negative forms. The historical infrastructure backlogs have been difficult to redress and the gains of increased expenditure have been eroded by inflation and inefficient administration (Motala, 2009:186). Because of budget constraints and a broad spectrum of backlogs, the government is still far from addressing the issue of resources sufficiently (Meier, 2005:170; Modisaotsile, 2012:4; Veriava, 2010:11). It was indicated that the number of education resource centres was insufficient to address the needs of schools and the government was not in a position to build more.

The allocation of quintiles to schools and the declaration of schools in quintiles 1-3 as no-fees schools in South Africa have serious consequences for collaborations between schools (Ahmed & Sayed, 2009:26). Allocation per learner differs in these three categories. For example, in 2007 allocation per learner would be R738 for quintile one (1), R677 for quintile two (2) and R554 for quintile three (3). The problem arises where schools that share a “fence” from the same socio-economic background are placed in quintiles 1 and 3 respectively. Because of a competitive mentality some schools, especially those with higher allocation, are unwilling to share resources with those on lower allocations, as it would seem they were indirectly funding the other school.

2.4.4.2 Long distances to the venue

Other concerns related to funding are travelling long distances to nodal schools or resources centres when members have to pay out of their pockets or school fund (Chikoko, 2007:52; Delpont & Makaye, 2009:104; Nzimande & Stilwell, 2008:236). I indicated that in the Free State province there are five education resources centres, one for each education district, and that each services an average of 299 schools. Taking Motheo education district comprising of three municipalities namely Mangaung, Naledi and Mantsopa, the problem of distance and transport to the resource centre will always appreciate (Mahlangu, 2011:239).

2.4.4.3 Lack of ownership in the collaboration

A feeling of lack of ownership is one of the main threats to collaborations, sometimes arising when a collaboration or cluster is initiated by government. It is viewed as a top-down exercise with little commitment at school level (Frankham, 2006:669; Nzimande & Stilwell, 2008:243; Strathdee, 2007:22). Partnership and collaboration could be seen as stigmatising relationship, in which weaker schools are partnered with more effective ones and the traffic is all one-way (Evans *et al.*, 2005:229-231). Lack of ownership has also been displayed when “resources allocated to underpin collaborative working, have been hived off to serve the purposes of individual schools” (West, 2010:101). In the light of critical emancipatory research it becomes imperative that schools own the partnership (Moletsane, 2012:4; Rahman *et al.*, 2006:370; Wilson, 2012:3), hence it becomes easier to evaluate the success of the envisaged framework.

2.4.4.4 Managerial issues

Some threats can best be described as belonging to the domain of management, including but not limited to lack of or poor communication between members in a cluster,

poor management of clusters, voluntary membership and freedom to withdraw from a cluster (Chikoko, 2007:46; Delpont & Makaya 2009:103; Kufakwami *et al.*, 2003:279).

2.4.5 To trial and monitor the implementation of the envisaged framework for its success and potential capabilities

This section looks at challenges that made the models and frameworks for resources sharing unsustainable (Mahlangu, 2011:241; West, 2010:104). These challenges will be used to inform strategies for the envisaged framework to be sustainable. In order to put matters into perspective, the rationale behind clustering of schools as well as its implementation are revisited.

The purpose with clustering of schools for resources sharing was to improve quality of teaching and learning at institutions with the overall aim of providing quality education (Dittmar, Mendelsohn & Ward, 2002:11; Giordano, 2008:25; Mokhele & Jita, 2012:577). Clustering involved a number of schools attached to a nodal school which becomes well resourced, or schools became attached to an education resource centre which was supposed to service them (Giordano, 2008:23). There are common elements which, while the intention was good with clustering, in the long run have undermined the purpose for which collaborations were begun.

The initiative for clustering was championed either by government (DoE) or NGOs and donor countries (Giordano, 2008:24; Mokhele & Jita, 2012:580; Rowan, 2011:13). The greatest challenge in this regard was that schools felt they were not properly consulted, nor had a say when it was decided where a resource centre was to be built. This is regarded as a top-down approach (Nzimande & Stilwell, 2008:243; Strathdee, 2007:22; Kufakwami *et al.*, 2003:280). Some geographical location of centres made them inaccessible for the intended schools to be serviced by it (Mahlangu, 2011:241). The schools sometimes incurred expenses when they had to access the centre out of their own initiative or to attend something organised there (Giordano, 2008:135).

Another concern was the choice of a nodal school or a core school. There is a feeling that some of these schools are inaccessible in terms of the school climate that prevails in that school (Delpont & Makaye, 2009:103; Kufakwami et al 2003:280). The school atmosphere is not welcoming and management tends to be autocratic and becomes too prescriptive of access to resources (Chikoko, 2007:52; West, 2010:101). The nodal school creates the impression that it 'owns' the communal resources so the collaboration loses support.

Clusters or collaborations are initiated and funded by government or other sponsors and donors (De Grauwe, 2005:9; Nzimande & Stilwell, 2008:238; Ono & Ferreira, 2010:65), which has created a form of dependency on the schools in terms of funding and provision of resources as well as funding, and a problem of sustainability when funds are scaled down or withdrawn completely (Chikoko, 2007:43; Giordano, 2008:116; Rowan, 2011:13).

Another concern with the clustering models is that they consisted of a number of schools that were not fixed (Chikoko, 2007:42; Dittmar et al., 2002:4; Giordano, 2008:23). There is no maximum number as the situation will determine how many schools will form a cluster. This situation already has serious implications for ownership, as referred to in the Free State province where a total of five education resources centres service an average of 299 schools each.

Lacking in the study of literature is a situation in which schools out of their own initiative start the collaboration in order to derive maximum benefit from it. This arrangement would enable the schools to customise resource sharing to local needs and circumstances. Schools would as a result take full ownership of the collaborative sharing of resources and thus work on the sustainability of their initiative. As indicated in the preceding discussions, collaborations were started by governments or NGOs or through funding from donor countries (Giordano, 2008:24; Mokhele & Jita, 2012:580; Rowan, 2011:13). It is on the basis of these that this study intended to devise a strategic management framework for collaborative sharing of resources for sustainable learning environments. History has indicated that other frameworks could not sustain learning environments because of the challenges, threats and risks associated with collaboration.

Taking cognisance of concerns in the form of threats, the framework will be implemented through participatory action research as the cycle of planning, implementing, monitoring and evaluation, re-planning and implementing. PAR makes provision for active participation of the community in a matter that affects it directly (Jacobs, 2010:370; Jordan, 2003:190; Ledwith, 2007:599). This is in line with an emancipatory paradigm which insists that the victims of a situation be mobilised to find a solution themselves. The two schools included in this research shared historical backgrounds emanating from the apartheid legacy. They were both disadvantaged in a number of ways, some of which still apply, and are faced with the challenge of under resourcing as well as an obligation to produce quality education.

The framework will target the challenges as identified, provided there is an agreement to continue with the research from the side of the participants. The PAR cycle referred to above makes it possible to have a built-in mechanism to evaluate as the research progresses in order to effect the necessary adjustments. Reference to PAR leads is expanded upon in the following chapter on research design and methodology.

2.5 CONCLUSION

This chapter has discussed the critical emancipatory research (CER) that is used in this study as a theoretical framework, to justify its appropriateness. This is done by discussing some aspects of CER's historical background and features. These are then related to the aim and objectives of this study and the language used in CER; the relationship between the CER researcher and the participants; and values and steps of CER. Lastly, the appropriateness of CER is pursued through the definition and discussion of operational concepts.

The chapter also explored related literature in respect of the five objectives of the study, namely the need for resources sharing management framework; to identify the main components constituting the structure of the framework; to determine the conditions

under which the framework can be implemented with success; and to establish possible threats that could impede implementation so as to build-in mechanisms to mitigate them.

The justification for the need for strategic resource sharing is illustrated by the prevailing act of disregard for supporting legislative and public mandates; absence of coordinating team to facilitate collaborative efforts towards resources sharing; and absence of shared vision, situational analysis and collaborative planning as well as implementation plan. The same aspects are also discussed as offering potential solutions for the components of the strategy.

In the next chapter the study discusses in greater details, the PAR principles as a suitable approach used within CER.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The study seeks to formulate a framework for the collaborative sharing of resources between schools for the creation of sustainable learning environments. It is located within a critical emancipatory paradigm, conducted through Participatory Action Research (PAR) as a methodology for data collection. This chapter discusses how PAR was used to address issues pertinent to the objectives, with the research design outlining the categorisation of the participants into two main categories, profiled according to their roles. Focus in on the methods and techniques that were used to gather data, with analysis and interpretation conducted through Critical Discourse Analysis (CDA). A conclusion brings the discussion of the different aspects into perspective.

3.2 RESEARCH DESIGN

This section explains the division of participants into two main categories for operational purposes and the role played by each. The first was the coordinating team, which had designated roles not meant to bar them from participating in other activities of the research when circumstances dictated so. The second comprised people who were not members of the coordinating team, for example, teachers, learners and parents.

3.2.1 Coordinating team

The coordinating team was a critical component of the facilitation of synergy in the activities and actions of participants (Jita & Ndalane, 2009:60; Niane, 2004:10; O'Brien

et al., 2009:61). Participants had diverse backgrounds (Brydon-Miller, Kral, Maguire, Noffke & Sabhlok, 2011:387; Levin & Greenwood, 2011:29; Mertens, 2010:250) so it was critical that the coordinating team direct their engagement towards the realisation of the vision (Ehlers & Lazenby, 2010:77; Krishnaswamy, 2004:2; Thomson & Perry, 2006:25). In order to remain focused, and ensure continuity and regularity it was imperative that they remain consistent (Hooley, 2005:70; West, 2010:97). They were thus informed of the conditions for their participation with reference to informed consent prior to the inception of the study (Christians, 2011:65; Hooley, 2005:77; Reza, 2007:31). This was critical as social research sometimes requires involvement over an extended period.

In terms of PAR, participants are supposed to be actively engaged and involved at all stages (Curry, 2005:2; Strickland, 2006:230; Van Niekerk & Van Niekerk, 2009:131), and since the main issue was to facilitate sharing of resources between two schools, various roles were to be played and fulfilled by those participating (Mertens, 2010:238). The coordinating team played a critical role in facilitating harmony between role players, creating space for participants to engage in reflective processes so that they could ratify the reports on the study as it progressed (Cannella & Lincoln, 2011:87; Erickson, 2011:46). It was critical that the team created conditions for interaction between members through effective communication or dialogue (Grant, Nelson & Mitchel, 2008:590; Lincoln, Lynham & Guba, 2011:100; Mertens, 2010:238).

The coordinating team for this study consisted of the research leader, two principals, one from each of the participating schools, two chairpersons of the SGBs and two teachers, one of each from the two participating schools. The equal representation in terms of positions held in their respective schools was critical to addressing any possible perceptions of asymmetric power relations in the envisaged collaboration (Alvesson & Skoldberg:2000:110; Gaventa & Cornwall, 2008:175; Keast & Mandel, 2009:2; Stienberg & Kincheloe, 2010:143). Except the research leader, all members were local. This group was essential as the study was to address a real societal problem in a specific area (Eruera, 2010:5; Levin & Greenwood, 2011:27; Peräkylä & Ruusuvuori, 2011:583). Local people make a valuable contribution in participatory emancipatory

research because of the cultural wealth they bring to it (James, Milenkiewicz & Bucknam, 2008:69; Taube, 2004:32; Yosso, 2005:76). It was imperative for the team “to try make research more relevant and tailored to local interests and contexts” (Romme, 2004:496).

3.2.2 Participants

Possible participants to be earmarked for involvement in any study should be those that are relevant and affected by the research in question (Erickson, 2011:46; Eruera, 2010:1; Mertens, 2009:201). Since this study was on collaborative sharing of resources between schools the teachers, learners and parents in the identified area became relevant participants. Teachers from the two schools, Sebokathuto Primary and Ikgapeleng Letlotlo Secondary participated, with teachers sharing their expertise through peer tutoring and mentoring in computer classes and team teaching in science classes, drawing policy for the collaboration, performing a SWOT analysis and strategic planning (Evans et al., 2005:230; Kufakwami et al., 2003:275; Nikols, 2008:6). Primary school learners shared the use of facilities that the primary school did not have, such as laboratory, library, and school hall, with the secondary school learners (Gardiner, 2008:13; Modisaotsile, 2012:4; Veriava, 2010:10), whilst secondary school learners shared the use of primary school classrooms with primary school learners by using them for evening studies and classes (Giordano, 2008:76; Yamauchi, 2011:148). Parents made it possible for learners to participate in the sharing of resources by giving consent (Christians, 2011:65; DePalma, 2010:220; Hooley, 2005:77; Reza, 2007:31) and by sharing the supervision of evening classes with teachers. The engagement of the different categories of participants was effected through PAR.

3.3 PARTICIPATORY ACTION RESEARCH AS RESEARCH METHODOLOGY

This section discusses the use of PAR as the method through which the objectives and principles of CER (see paragraph 2.2.3) and of the study were realised. PAR facilitates

action and creates knowledge through actions of the participants (Brydon-Miller et al., 2011:387; Eruera, 2010:1; Moxham *et al*, 2010:1435). It is focused on solving problems through inquiry into human problems in the real context (Curry, 2005:2). Shortage of education-related resources is a reality or human problem facing many historically black schools (Ebersöhn & Ferreira, 2012:31; Equal Education, 2010:3; Mahlangu, 2011:239), including the two schools in this category. For these schools to be in a position to address this reality there is a need to actively engage and be involved in the research (Mertens, 2010:237). PAR meets this requirement of allowing maximum participation by people who are the focus of research (Curry, 2005:2; Strickland, 2006:230).

Hertz-Lazarowitz, Zelniker and Azaiza (2010:271) refers to the core elements of PAR that facilitate maximum participation:

The core elements of this type of research include the active participation of the members of the community affected by the issue being studied, the periodic communication of findings to the participants and group discussions, and interaction between participants and between researchers and participants. In other words, for research to be participatory, the main players concerned must collaborate during all stages of the research process.

The core elements confirm that PAR is not about conducting research *on* people but *together with* them (Jacobs, 2010:370; Jordan, 2003:190; Ledwith, 2007:599). In preparation for making arrangements to engage the affected schools an extensive search of literature was carried out to understand the current trends in education. This helped to find the possible real societal affecting them.

3.3.1 Stage 1: Problem identification

There are vast disparities in the performance of schools that can be related to historical under-resourcing of schools (Van der Berg & Moses, 2011:1; Van der Berg, 2008:2; Vuk'uzenzele, 2012:1). The ideal situation would be for each school to be adequately resourced in order to meet the requirement of producing quality education. Presently it

does not seem that the affected schools have an immediate solution to this problem (D'Amant, 2012:53; Ebersöhn & Ferreira, 2012:31; Pillay & Saloojee, 2012:44). I have been involved with schools over a period of twelve years as School Management and Governance Developer (SMGD), during which period I do not recall an incident in which schools under my supervision embarked on collaborative sharing of resources to address the challenge as alluded to. I perceived the absence of collaborative sharing of resources as a possible avenue to be explored by the schools and took the initiative to engage the two schools because, according to PAR, identification of an issue of concern can be by the researcher or the community (Curry, 2005:2; Eruera, 2010:3; Moxham *et al.*, 2010:1435). In this case I was the one who picked up the challenge from the study of literature.

3.3.2 Stage 2: Engaging the affected stakeholders

PAR states that the party that identified the challenge will approach the other because of being motivated to act (Dworski-Riggs & Langhout, 2011:218; Eruera, 2010:3, Moxham *et al.*, 2010:1435). One way of approaching the affected stakeholders is to create conditions conducive to engagements taking place. This becomes possible through what Kemmis (2008:127) refers to as 'opening the communicative space.' To engage people open communication between all involved is necessary, as this breaks down barriers and helps people to open up (Jacobs; 2010:370; Jordan, 2003:129; Strickland, 2006:234).

According to PAR, verbal and non-verbal communication can influence the atmosphere of engagement. An account of what others may regard as extremes and maybe decide to ignore during engagements is given by Bently and Humphries (2006:14-15):

In building my relationship with Te Ra, I met collectively and individually with those staff considering becoming participants in the research into their wellbeing. In many cultures in the world, including Maori, it is customary to take off your shoes at the front entrance. On arriving at the Te Ra campus to meet with potential

participants, I noticed shoes outside each room, so I removed my shoes when entering. This was an important signal to demonstrate acceptance of the invitation to work within their environment on research and my intention to 'be' in their world. This intention demonstrates a desire to honour the local environment, rather than signalling the arrival of an external expert on universal practices who has come to impose judgment and remedies on a community.

This quotation stresses the importance of non-verbal communication and cautions the researcher not to be arrogant in communities with his/her request to conduct research in their territory (Fournier et al., 2007:6; Mahlomaholo, 2009a:225; Watters & Comeau, 2010:6). The researcher needs to operate on the level of the target community as far as possible. I was also conscious of the role that I was to fulfil under the emancipatory paradigm, given the responsibilities vested in my respective position as a critical emancipatory researcher (Nel, 2009:47). I had to initiate "research that will critique the past and present effects of coloniality, apartheid ideology, imperialism, marginalisation, exclusion and racism" (Mahlomaholo, 2009b:11-12). The affected communities become critical participants for the realisation of this critique.

In planning to use PAR it is necessary to ensure that all participants are engaged in communication from inception to the conclusion of the research (Strickland, 2006:230). According to Ticehurst and Pollino (2010:1), "stakeholder participation in model development has been identified as being important in providing a greater level of ownership of models and decisions." The possibility existed that many people were likely to participate in this study so consultations or opening the communicative space was in phases, as explained below.

3.3.2.1 *Advocacy and clarification of the issue with the principals*

The idea behind the one-to-one consultation was to present my observation and initiate discussions on it. My initial strategy was to approach the two principals individually, explaining to each that I understood that the challenge of under-resourcing and

obligation to produce quality education or good results also affected their schools (Van der Berg & Moses, 2011:1; Van der Berg, 2008:2; Vuk'uzenzele, 2012:1). I also felt it was not very easy for individual schools to address the two challenges adequately on their own (D'Amant, 2012:53; Ebersöhn & Ferreira, 2012:31; Pillay & Saloojee, 2012:44), which meant that attaining good performance was going to be a prolonged challenge.

Discussions on the academic performance of schools were broad and touched a number of issues, so it was critical that the discussions be comprehensive. It emerged clearly from Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) reports that in general South African schools were not performing well in these tests (Moloi & Chatty, 2010:3; OECD, 2008:207; Taylor, 2008:2; Van der Berg & Moses, 2011:1). A further division into former advantaged and disadvantaged schools indicated the former disadvantaged schools performed badly (Veriava, 2010:12), and the results of Annual National Assessment (ANA) confirmed the findings (Vuk'uzenzele, 2012:1). Shortage of education-related resources has a bearing on the wide difference in performance (Equal Education, 2010:3; Msila, 2012:303; Vally, 2005:40), a possible solution lying in the collaborative sharing of resources. This was not far-fetched as the Constitution allows and encourages sharing between public institutions (RSA Constitution, section 41(h)(i-iii)).

It was agreed between the three participants that collaborative sharing of resources was a possibility that could be explored. This common understanding set the stage for a necessity to engage the chairpersons of the SGBs for the two schools. Their involvement was critical as they were the governors and custodians of school property (SASA, Section 20(1)(a)). It was agreed to hold a joint meeting with the chairpersons of the SGBs to pursue the matter further.

3.3.2.2 *Advocacy and clarification of the issue with principals and SGB*

A joint meeting was held at an agreed venue and time. In the critical emancipatory paradigm it is imperative to negotiate even issues that might seem trivial, such as the venue and time of meetings (Wright, 2004:2; Krishnaswamy, 2004:2) as a sign of

showing respect for the participants (Ledwith, 2007:599). I made it explicitly clear in this meeting that I would take no offence should the joint meeting negate what we thought was the issue during the separate meetings. I was very careful not to create the impression that I was imposing myself on them. PAR is founded on an anti-oppressive ideology (Ledwith, 2007:599), so during these initial discussions I mentioned that the research had nothing to do with my job or theirs. There was no form of judgment levelled at any school or particular member, and the entire endeavour was motivated by the urge to do something about the negative situation that affected both schools and others in the category (Wright, 2004:1; Modisaotsile, 2012:4; Ross, 2009:5).

The SGBs in black communities are not always as conversant with educational issues as one would expect, sometimes caused by the degree to which factors within the schools encourage/discourage their involvement (Msila, 2012:308-311; Xaba, 2011:201). As a result, issues had to be discussed at length with simple examples from time to time. As the governance structure of the school we had to make sure that they had a reasonable understanding of the historical background to resourcing of schools as well as the present situation (D' Amant, 2012:53; Moore, 2007:23; Msila, 2009:310). This was critical since it was the first time they were to be involved in a study of this nature, the success of which also relied in their being engaged as the governors of school resources (SASA, Section 20(1)(a)).

At the conclusion to the meeting there was an indication that the meeting reached its objective, as evidenced by Mohale's (a chairperson from primary school) remark that parents had been concerned that the two schools were not sharing their resources. He further indicated that he was happy that sharing was ultimately going to happen (see section 4.2.2). This was an indication that he had experience of the research problem and aspired for good things for their children (Kemmis, 2008:124; Mahlomaholo, 2012a:55; Watters, Comeau & Restall, 2010:5).

Since we were agreeing in principle about sharing of resources I requested the four members in the meeting to be part of the research coordinating team. I explained how their practical leadership and management working experiences (Tlali, 2013:104) in their respective schools would add value to this study (see also section 3.3.5.3). I explained

the principles that underpinned PAR to put them at ease and win their confidence and trust (Mahlomaholo, 2009a:225; Mertens, 2009:60). I impressed on them that respect, dignity, mutuality and reciprocity provided an ideological lens through which every stage of the process was to be approached (Ledwith, 2007:599). All members present agreed to serve on the coordinating team.

3.3.2.3 *Advocacy and clarification of the issue with teachers*

This meeting was convened by the coordinating team consisting of five members. The aim was similar to the other two meetings already held, namely to get the support of the teachers (Boog, 2003:431; Watson & Watson, 2011:71). The bulk of the research depended heavily on their cooperation as they were the ones who could facilitate a new look at the use of resources in teaching for sustainable learning environments (Hickling-Hudson, 2006:3; Tattoo, 2006:238). In the words of Day (2009:9.11), “learning environments need to be sites of nurturing, sensitivity, flexibility, adaptability and responsiveness.” These ideals are not easily attainable through traditional methods of ‘talk and chalk’ (Mobegi & Ondigi, 2011:747), but rather facilities need to be available to broaden the scope of learning in order to make it effective. Teachers are regarded as capable of bringing diversity in learning environments and educational approaches, as well as closer link between educational processes and real life (Mobegi & Ondigi, 2011:747; Svanstrom, Lozano-Garcia & Rowe, 2008:349).

It is not always possible for teachers to meet these expectations due to shortage of requisite resources. According to Day (2009:9.5), teachers sometimes only have access to certain kinds and levels of resources due to financial constraints, whilst for Mobegi and Ondigi (2011:747), “The general poor provision of complimentary inputs means that the effectiveness of teachers is reduced significantly.” There seems to be a need for schools to maximise the use of limited resources to overcome the problem, made possible through collaborations: “Collaborative knowledge strategies encourage win-win situations through symbiotic relationships by sharing knowledge assets and growing the knowledge pie for all” (Sung, 2006:42).

The perceptions given in the above background served as the basis for the team in opening the communicative space among all present (Kemmis, 2008:127; Wicks & Reason, 2009:247). Face-to-face meetings provide excellent opportunities to learn and discuss information that would not be relevant through other means (Hay, 2011:32). The discussions were conducted through normal meeting procedures with an agenda circulated for additions, and then adopted for the meeting. The listed items helped the meeting address through open discussions matters that would be referred to in the ensuing discussions.

The introductory part was carried out by one of the team members, that is the principal, who as a local figure in school leadership position would talk to the challenges from an informed position. He encouraged the meeting to be highly interactive (Jacobs, 2010:369) and everything to be presented was to be regarded as a proposal. The diverse perspectives of the colleagues would be highly appreciated (Gaventa & Cornwel, 2008:173; Kemmis, 2008:124; Lodico et al., 2006:294). The purpose of holding this joint meeting between the two schools was explained as a way of setting the tone for the meeting and reflect briefly on the challenges perceived to affect the unsatisfactory quality of teaching and learning (Moloi & Chatty, 2010:3; OECD, 2008:207; Taylor, 2008:2; Van der Berg & Moses, 2011:1). Secondly, it was to invite teachers to be part of research that could address these challenges, provided they acknowledged that they existed.

The background to the study was outlined by the research coordinator, who explained what had been done so far locally and in other countries, with similar challenges and possible successes (Chikoko, 2007:42; Niane, 2004:10; Nzimande & Stilwell, 2008:235; West, 2010:96). Also outlined was what CER/PAR entailed in terms of principles, values and ethical issues involved (Cannella & Lincoln, 2011:82; Mahlomaholo & Netshandama, 2012:35; Watters & Comeau, 2010:6). Questions for clarity and concerns were taken and responded to (see annexure T2/3 on issues relating to Professional Working Groups). One of the members present referred to the challenges around the establishment of PWGs between the two schools as well as his perception of why it had failed.

The other agenda items were led by the assigned persons through an interactive process of discussions (Jacobs, 2010:369). From these engagements a number of issues were addressed, as will be indicated in the ensuing discussions. There was an agreement between the two schools that there was a need to share material as well as human resources as well an indication by both of their preparedness to do so (Rahman et al., 2006:371). The material resources listed between the two schools included the library, school hall, science laboratory, computer centres and classrooms (Gardiner, 2008:13; Giordano, 2008:76; Modisaotsile, 2012:4). Also evident from the discussions was a need to develop a policy that would guide and regulate collaborative use of resources between the two schools (Downs, 2007:32; Dukeshire & Thurlow, 2002:2; Thomson & Perry, 2006:24).

The meeting concluded that in preparation for the next meeting each school was to conduct a SWOT analysis individually for the proposed collaboration in order to have enough time to reflect on own situation. (David, 2013:40-41; Du Toit et al., 2010:539; Ehlers & Lazenby, 2010:111). This would also help the next joint meeting to have reasonable time to consolidate the SWOT analysis, based on the inputs that the two schools would bring to the planning session (Erasmus, Loedolff, Mda & Nel, 2006:5; Maritz, 2010:49). The meeting elected two members (one from each school) to be part of the coordinating team in order to improve representativeness. The meeting was concluded by allowing those members who needed more time to consider whether or not to give informed consent (Christians, 2011:65; Hooley, 2005:77; Reza, 2007:31) by exercising their freedom of expression (RSA, Act 108 of 1996, section 16 (1)).

3.3.2.4 *Team confirmation and orientation*

A separate meeting was scheduled for the orientation of the team members, which was important since the exposure and introduction of members into a team context happened differently and in different settings. The first four members, that is, the two principals and the two SGB chairpersons, were introduced into the setting after a discussion consisting of five attendees, that is, themselves and the research

coordinator. The two teachers were introduced into a team setting during the advocacy meeting with teachers. Each of these members wielded a different positional power (Prilleltensky, 2008:119; Silva, 2007:169; Van Dijk, 2008:88) in terms of the school organisation.

The principals by virtue of their employment are the accounting officers at their schools (Provincial notice, 2001, section 1), a position that enables them to have a final say in certain matters that affect their schools. The possibility that this positional power (Prilleltensky, 2008:119; Silva, 2007:169; Van Dijk, 2008:88) could be abused in the research if not regulated could not be ruled out. The SGB chairpersons also had governance power over school property and policies (SASA, sections 21 (1)(g) & section 30 (1)). The same concern advanced for the principals apply equally well to the chairpersons of the SGB. Teachers also have power when it comes to pedagogical issues and it was critical that these power differentials be levelled off so that members could work as a team. If not, this could impact negatively on the participation and interactions of members in the study. Prilleltensky (2008:118) warns that power may be used to enable or inhibit access to resources.

In order to address the concerns on power relations the team was inducted on conducting research through PAR, with a broad overview followed by the specific role of the team in it. It was stressed that the team would be dealing with participants from diverse backgrounds (Brydon-Miller et al, 2011:387; Levin & Greenwood, 2011:29; Mertens, 2010:250) and it was going to be incumbent on them to build relationships between these diverse groups, and between the groups and the team (Krishnaswamy, 2004:3). The engagements between members were to be characterised by principles and values of social justice, respect, equity, freedom, peace and hope (Kreber, 2005:394; Mahlomaholo & Netshandama, 2012:35; Steinberg & Kincheloe, 2010:142-143). This was critical in order to ensure group cohesion. The team was also introduced to the concepts of FAI principles as an approach towards discussions as well as CDA as an approach to making sense of the discourses.

As a way of fostering a common understanding of the aim of the research, members were encouraged to recap the activities of advocacy meetings held to date. The purpose

was to try coin what could be regarded as the rationale behind the study, taking into account the deliberations in the different meetings. In this way a common understating was confirmed among members of the team (Kemmis & Mc Taggart, 2007:308). That members agreed on the aim and objectives of the study implied a positive communicative space had opened among them (Jordan, 2003:189; Strickland, 2006:234).

Members were reminded about the conditions for their participation in the study with reference to their right to give or not give informed consent (Christians, 2011:65; Hooley, 2005:77; Reza, 2007:31). All members gave their free and informed consent and indicated a willingness to participate for the duration of the study. The agreement to be engaged throughout was underpinned by the proviso that should the circumstances dictated otherwise, no grudge would be held against any member. Members were also taken through the conditions attached to the permission to conduct research at the two schools as stipulated in the letter from the DoE (see annexure PL). Conditions in the ethical clearance permission from the university were also discussed (see annexure EC).

Agreeing to serve on the coordinating team meant that members had a responsibility of management in addition to their normal daily routine or schedule (Dulin, 2009:42; Poudel, 2009:52). The addition necessitated taking cognisance of a number of issues. Participation was voluntary and it was critical to work on group cohesion (Meirink et al., 2010:165) so that members would not leave the team easily. There were requirements and stipulations from ethical clearance and permission from the DoE, which meant that a form of alignment of activities of members had to be arranged so that they could fulfil their roles in the coordinating team (Meirink et al., 2010:164; Wicks & Reason, 2009:249). The team agreed to hold monthly reflection meetings after normal school hours. These would alternate between the two schools to instil the notion of equity between members in the collaboration (Bently & Humphries, 2006:3; Thomson & Perry, 2006:26; Wilson, 2012:3). Should a need arise to hold a special meeting the only exception would be holding it out of turn.

3.3.2.5 *Advocacy and clarification of the issue with parents*

Parents are supposed to look after the welfare of their children during their schooling by ensuring that they receive quality education (SASA, section 20(1)). The profile of learners who were to participate in the study indicated that they were all minors. It is a statutory obligation of parents to give permission for their children or to take decisions on their behalf if they have not yet reached the age of 18 (RSA Constitution, section 28 (1)).

Parents had to be consulted for three reasons that related directly to the project. The normal school routine was likely to be disturbed, the primary school children would be expected to attend the secondary school in the afternoon, which involved travelling and meant their normal school day would be extended by at least two hours. They would report or arrive home not according to their normal schedule. The safety of primary school learners was also to be a concern when they were to use facilities in the secondary school that they were not used to. Parents had to be consulted and requested to give consent for their children (DePalma, 2010:220).

The normal schedule of secondary school learners would also be affected, again with the day extended by two hours of study with classes to be made available for them. The planned study was scheduled to take place from five to seven in the evening, which meant that the safety of learners was to be considered. Permission had to be sought from parents for children to take part in the activities (De Palma, 2010:220).

Another issue that had to be looked at and discussed was the possibility of unplanned expenses due to damage to property. The procedure for replacement of damaged facilities had to be discussed, where it could be established that the damage was the result of deliberate action on the part of the learner. Also depending on how learners would find some activities meaningful to them (Chance, 2003:24; Knud; 2007:3; Feldma & McPhee; 2008:42), they could request parents to acquire certain equipment or learning aids at their own expense. The advocacy meeting was for parents to seek clarity on questions so that they could give consent without feeling coerced to do so.

3.3.2.6 *Advocacy and clarification of the issue with learners*

Various sources (Van der Berg & Moses, 2011:1; Van der Berg, 2008:2; Vuk'uzenzele, 2012:1) indicate that learners in historically black schools do not perform as do their counterparts in historically advantaged schools. The reports may entrench the negative perception of helplessness held by some of the black learners. This lowers self-esteem and if not counteracted may lead to acceptance of worthlessness (Prilleltensky, 2008:127), thus perpetuating the ideologies of superiority and inferiority between races and classes (D'Amant, 2012:53; Moletsane, 2012:2; Moore et al., 2007:23). Correcting this negative perception called for engaging learners in appropriate learning experiences (Niemi, 2002:764; Fitzgerald, 2011:3; Kelly, 2003:3), argued against the background that black learners who attend affluent schools in town perform better (Van der Berg, 2008:11). These schools are well equipped with material and human resources.

Learners were to be actively involved in the learning activities and able to report on the challenges by reflecting on the activities in which they were involved. Through reflection it was going to be possible to re-plan as a way of addressing identified challenges (Eruera, 2010:2; James et al., 2008:16; Levin & Greenwood, 2011:29). By actively engaging learners in a number of activities it was going to be possible to help with the process of knowledge creation. Knowledge could not be created by making inferences about learners and their learning. According to Fournier et al. (2007:10), "knowledge that is constructed with participants reflect their own experiences, encouraging them to use their own language and hear their own voices in understanding what is happening to them." The aim was to involve learners in all or most of the stages of the research process, so they had to be informed what their role was supposed to be, how the study might affect them during its implementation or, as it unfolded, how it might affect them on completion, and to enlist their dedication and support for the study. The intention was to obtain their informed and free consent for participation in the study (Christians, 2011:65; Hooley, 2005:77; Reza, 2007:31). Any perception of coercion had to be eliminated as it would be contrary to the principles and values of CER.

3.3.3 Stage 3: Co-designing the project

In terms of PAR, the main purpose of this stage is to design how the research is to unfold (Hertz-Lazarowitz et al., 2010:272). In this regard, the coordinating team considered the processes of co-designing of the study (i.e., this project) at two levels. The firstly was the development of broad guidelines that were used by the coordinating team to determine the direction and progress that was made by the study (360steelcase, 2010:3). The guidelines therefore included a schedule of subsequent meetings that were considerate of and aligned to the coordinating team members' work programmes. It also served to prepare for the immediate future meetings regarding the identification and prioritisation of priority areas for the strategic resources sharing.

The second level focused on the mechanisms that were employed to facilitate the processes of situational analysis by the individual schools as well as planning (Eruera, 2010:3). It also considered the subsequent consolidation of the two processes. The outcomes of this level further laid the bases for the subsequent development of the products, and solutions to the sharing of learning related resources and facilities in this specific area. The products included the policy (Dukeshire & Thurlow, 220:2; Thomson & Perry, 2006:24) that was developed for the enhancement of sharing of resources between Sebokathuto and Ikgapeleng Letlotlo schools. The solutions referred to the actual activities and actions taken to address the pertinent problems.

In order to achieve the objective of working on the finer details relating to the operationalisation of priority areas efficiently and effectively, the coordinating team had to ascertain the types of skills and competencies that were available (Lodico, Spaulding & Voegtle, 2006:294). The skills were matched with the activities that were executed. For example, on the issue of the development of the policy for sharing of resources the team members who had the expertise availed themselves accordingly (see 4.2.2.). The other priorities that were successfully assigned to other participants in this manner included the computer training of teachers by those who had the expertise and were willing to offer their assistance freely and supervision of evening classes by parents and teachers from the two schools (see 4.3.3.5).

In view of the diverse backgrounds of the participants it was imperative for the study to devise and implement a mechanism that helped to address inherent power struggles (Prilleltensky, 2008:118; 360steelcase, 2010:21; Watters & Comeau, 2010:11). The coordinating team adopted a set of principles and values that governed their discussions and conduct during meeting. The principles were also considered during the processes of the two levels of co-designing this project, as discussed above. The values that were subsequently adopted included mutual trust, respect and humility (Dominguez, 2008:4; Ledwith, 2007:608; Mahlangu, 2011:241), mainly because of the social justice oriented goal (Grant, Nelson & Mitchel, 2008:589; Mertens, 2009:183) that the team sought to achieve (see 2.2.3.4 and 4.3.5.6). This goal required that the diverse views of the participants should enjoy equitable consideration for the achievement of social justice, respect, equity, freedom, peace and hope (Kreber, 2005:394; Mahlomaholo & Netshandama, 2012:35; Steinberg & Kincheloe, 2010:142-143). Furthermore, the coordinating team agreed that its role in respect of levelling the power relations struggles was pivotal, thus the team members considered themselves as mediators who sought to address the problems related to lack of education-related resources through the application of the resource sharing.

The educational imbalances borne from inequitable provision of resources is tantamount to social injustice on the part of those who were excluded, therefore it was incumbent upon those affected to be actively involved to find a solution to this problem. As part of their problem-solving processes the affected participants had to be engaged in meetings to suggest possible strategies (Flouris & Yilmaz, 2010:26; Nikols, 2011:4), as well as their implementation. In this way they would be involved in the creation of emancipatory knowledge (Lodico et al., 2006:294; Sung, 2006:39; Wynn, 2009:12) for their own benefit and that of their broader society. It was thus critical to involve the community members of the two schools in this process of transformation (Biesta, 2010:49).

3.3.3.1 Reflection (reflective analysis)

A requirement for reflection for planning is the conduction of internal and external environmental analysis (Ehlers & Lazenby, 2010:109; Nienaber, 2010a, 5; Nienaber, 2010b:16). It focuses on what the organisation has or does not have in terms of resources and capabilities (Ehlers & Lazenby, 2010:111), and provides a framework for analysing these elements in the organisation's external and internal environment (Ehlers & Lazenby, 2010:111). "By stimulating reflection among members of the community, a collective understanding of their 'social reality' is produced which is then used to inform and mobilise action" (Estacio & Marks, 2010:549).

The study used the monthly meetings to reflect on issues and practices of the coordinating team. This involved *inter alia*, the confirmation and ratification of data obtained from previous sessions. This served to correct the information that may have been recorded erroneously and also enhanced the understanding of issues by members of the coordinating team. By referring documented data to the monthly coordinating team meetings enhanced the richness of data gathered especially considering the techniques used which were based on the principles of FAI (see paragraph 3.4.3).

For instance in order to have a collective understanding of their social reality the participants reflected on the outcome of the SWOT analysis conducted by each school, as a common understanding of it would give an indication of the action to be taken. The results were duly summarised, with the following identified as **strengths** for the collaboration. Teachers from the two institutions were willing to work together, in terms of sharing subject expertise, holding meetings together to address subject related challenges and, if necessary, to be involved in team teaching. The manner in which team teaching would take place was to be sensitive to and considerate of potential power relations struggles. As a result, teachers from both schools who taught the same subject were to plan, present the lesson and reflect together on their collaborative work. This meant that a primary school teacher could teach any grade in the secondary school if he or she had expertise and was willing to help. The same would apply to the secondary school teacher. The willingness to work together was displayed when a team of four members was set up to draft a policy for the collaboration. Each school

mandated two educators to serve in this team, in addition to which each nominated one educator to collect and collate information on those who needed computer training.

The teacher(s) who were responsible for particular resources were also prepared to induct those who did not have that resource, until the need was addressed. Thus, another strength identified was the ready availability of resources to be used once the basic conditions for sharing were agreed upon. These were the library, science laboratory, computer centre, school hall and classrooms for study purposes.

A **weakness** associated with the collaboration was the possibility of conflict, which it was necessary to think about since human beings would be involved in the activities. Other weakness would arise from not having mechanisms in place to address possible challenges amicably. Potential threats could thus become weaknesses if not addressed properly or adequately. This was the first venture of its kind by these two schools, and so characterised by trial and error (Wilson, 2012:8). In most cases there might be no similar experiences to refer to for help. In this case those concerned need to be very cautious in dealing with mistakes while trying to resolve problems. Some first projects fail halfway through their implementation due to incapacity to deal with the challenges (Nix, 2004:3).

An **opportunity** created by the study was that the idea of sharing was extended to include even activities that were not necessarily identified as part of it. One of the participants advocated joint organisation of extracurricular activities, directed especially at the celebration of certain memorable events in the broader community. These include celebrations of Human Rights Day, Freedom Day, Heritage Day, which are part of the Life Orientation learning area. The schools are the only ones in the area and if they could jointly organise and celebrate these events together a message would be sent to the learners and broader community. The primary school is the only feeder school to the secondary school, so if the primary school learners could be introduced to making use of secondary school facilities it would help to bridge and shorten the orientation period.

Another opportunity identified was learner discipline. Because learners from both schools would be interacting with educators from both schools, disciplinary challenges

would be minimised to a reasonable extent, based on the experience that learners tend to respect only teachers from their school. The computer facility in the secondary school was open for all primary school educators, even those who were not part of the study. There would be no fees for training in computer skills, and those teachers who had skills were prepared to share them with other teachers. The interaction between teachers had the potential for teacher development, with expertise shared during meetings as well as structured activities such as team teaching. Teachers would also be in a position to interact with one another informally if they shared a common interest.

The **threats** identified ranged from those to learners and teachers to those to parents. When they used ordinary classrooms the learners were accustomed to the environment so the possibility of causing damage or sustaining injuries was minimal, but they had to be supervised when using the special facilities. As a result policy had to capture this issue, as the cost of a computer or serious injuries sustained in the laboratory would be significant. Security of the library was also a priority, as books and CDs are expensive to replace. The movement from the black residential area to town was also a possible threat to be acknowledged and catered for. Supervision of evening studies and the safety of learners to and from them were taken to be a serious threat.

Parents were to be requested to give consent for their children to take part in the identified activities. They could opt not to but if so the study and collaborative sharing of resources would not succeed. Another threat could be concern for the safety of the children as they participated in the activities. If the parents felt that their concerns were being addressed satisfactorily they could select only those activities that they felt were less risky for their children.

The teachers posed threats in a number of ways, and conflicts could arise as they interacted with colleagues. They could intentionally or unintentionally not stick to the policy of the collaboration, whilst some could also fail to honour the programme of activities as agreed upon. Another threat was the freedom to withdraw from the study at any given time when they felt that conditions for their participation had changed.

In addition to these human factors there were also other threats that did not reside in the human domain. These included a poorly formulated policy for the collaboration. A good policy would be expected to deal with most of the critical elements, including care and maintenance of buildings and facilities, times and periods during which one school could gain access to another, as well as evaluation.

In order to make sense of the items identified under SWOT, the activities to address each item were developed in line with strategic planning principles or guidelines. The argument was that planning should not be haphazard but should inform and be informed by certain activities. According to Nikols (2008:5-6), strategic planning is a defined, recognisable set of activities, some of which were addressed as follows:

Setting strategic goals and objectives, developing broad plans of action necessary to attain these goals and objectives, allocating resources on a basis consistent with strategic directions and goals and objectives, monitoring results, measuring progress, and making such adjustments as are required to achieve the strategic intent specified in the strategic goals and objectives, reassessing mission, strategy, strategic goals and objectives, and plans at all levels and, if required, revising any or all of them.

In line with the above quotation, agreement was reached on a number of aspects. Meetings were to be organised at a time and place when and where all research partners could attend (Krishnaswanny, 2004:2). It was decided that the time for all the meetings would be the same, but because this was a partnership subsequent meetings would alternate between the two venues. The decision to alternate the venues was to address one of the threats that led to nodal schools and education resources centres not receiving support. Some schools felt that they were playing a subordinate role in the partnership as most of the activities were held at one venue. Emanating from SWOT analysis and the strategic planning session, an implementation plan for the development of the collaborative resources sharing framework was developed.

3.3.3.2 Planning

The planning process involved developing **activities** through which each of the **priorities** that were identified through the process of analysis of the situation, were to be realised (Du Tiot et al., 2010:177; Erasmus et al., 2006:5). In this study, the priorities were related to the resources that were identified for sharing. They were thus related to the development of computer skills, practical skills and performance of science experiments, evening studies and ensuring a structured and sustained process of sharing of resources and the development of a policy. The priorities were identified in line with and in order to address the attainment of the shared vision, mission and adopted values (Erasmus et al., 2006:62). Activities were identified that would make it possible to realise the priorities.

The activities that were identified for each priority were in turn allocated **timeframes** within which they were to be achieved. They were also allocated **resources** such as persons who would ensure their attainment as well as other resources like funds. According to Ehlers and Lazenby (2010:335) “Organisations differ from one another in terms of sets of experiences, assets, skills and organizational culture. These sets of resources and capabilities determine how effectively and efficiently an organisation performs its activities”. On the basis of this quotation the coordinating team ensured that there was open communication to make clear the roles and responsibilities to those who were delegated tasks (Thomson & Perry, 2006:25). The inherent risks and threats that were identified were also considered in the development of the risk assessment plan (see annexure P1). The elements of the risk plan included the risk or threat, mitigating factors for each risk, the likelihood that it would occur, as well as possible impact. Each risk was then prioritised in accordance with the criteria that include its potential occurrence and impact. The plan was also going to be used as a monitoring tool to track progress made for each activity and priority. This would make it possible to note experiences and challenges encountered (Van Niekerk & Van Niekerk, 2009:136).

The plan took into account the conditions for approval of research by the DoE. One stipulation was that the research should not interfere with the normal tuition time therefore activities were aligned to take place after school hours (Dworski-Riggs &

Langhout, 2010:221; Keast & Mandel, 2009:2; Meirink et al., 2010:164). Part of the plan was that every time learners went to use a certain facility they had to be accompanied and supervised by the concerned educator. This was part of the ethical clearance approval as well as consent letters to be signed by learners and parents (DePalma, 2010:220). Activities were also planned not to clash with those of the hosting school when using the facilities. In this way the agreement on collaborative activities displayed shared power arrangements between the two schools (Thomson & Perry, 2006:24).

The plan made provision for primary school to use secondary school facilities as outlined in the following discussion. One day in the first week of every month was set aside for the use of a science laboratory. The teacher from primary went to prepare the equipment to be used for a particular lesson or topic in collaboration with the secondary school teacher. This created an opportunity for him to become effective because of being supported by resources that are in short supply in his school. Through this collaboration the concerned teacher was given an opportunity to develop knowledge and skills and thus to contribute towards sustainable learning environments (Mahlomaholo, 2012b:107; Mestry et al., 2009:488). It was also essential to create opportunities that allowed active participation by the majority of the learners, which in lessons makes learning a useful experience (McGill & Brockbank, 2004:11; Howard-Jones, 2009:10; Van Petegen & Donche, 2006:93; Wanpen & Fisher, 2006:298). This aim would be defeated if learners did not realise and agree that lessons prepared are different from normal. Again, strict supervision and a high level of alertness by the teacher was critical in the science laboratory due to the nature of equipment housed in such a facility.

The plan to share the use of primary school classrooms by secondary school learners made provision for Monday to Thursday (Giordano, 2008:76), the rationale being that it would be easy to observe any misuse or abuse of the facilities during the following day by teachers of the primary school. Members of the Representative Council of Learners from the secondary school would oversee the use of classes in the evening and an attendance register would be kept as a way of having control on attendance and non-attendance of evening studies by learners. Exercising control over the weekends would pose serious problems, a matter subject to review once the plan was implemented.

Sharing a computer laboratory and the use of computers by teachers would take place at Ikgapeleng Letlotlo from Monday to Wednesday. These lessons were to be conducted by a team of two teachers from both schools.

3.3.4 Stage 4: Actualisation of the framework

The emphasis in this stage lies in the implementation of the plan, which needs to be planned meticulously. The activity does not take place in isolation but happens as part of repetitive process of planning, implementation, observation, evaluation and replanning (James, Milenkiewicz & Bucknam, 2008:16; Kemmis & McTaggart, 2007:278; Moxham *et al.*, 2010:1435). The implementation activity is actually an execution leg of the previous stage 3, the outcomes of reflection and planning referred to in which are now operationalised. This implies that the actions must be goal directed and co-ordinated (Van Niekerk & Van Niekerk, 2009:137). During this stage it is crucial that the constructs identified for the study be noted, thus helping to keep the research focused. The elements of PAR cycle are undertaken to provide structure and strategy for research (Van Niekerk & Van Niekerk, 2009:134).

As the research progresses the flexibility of the PAR strategy become evident, so moving back to the previous element in the cycle in the strategy is possible if necessary (Van Niekerk & Van Niekerk, 2009:134). Backward and forward movements between the elements of the cycle will be there as dictated by the factors within and outside the research. The elements of planning, implementation, observing, reflecting and re-planning influence and complement one another.

3.3.4.1 Implementation

A meeting was held with the learners in grade 12 and their parents, to put into action the planned activity of mobilising learners to start with the evening studies. The necessity for this in enhancing the performance of learners was explained to the parents, who were

reminded of the demands placed on learners by being in grade 12. Learners required more time than in the other grades to study, and this on a daily basis with time for assignments, projects, homework and many other study-related activities.

A study period of two hours was observed from Monday to Thursday, with two classrooms made available for the purpose, one for learners in breakaway groups should the need arise for discussions in a particular subject or subjects. This was critical so that there would be no problem with noise while other students were studying. Contained also in the plan was making sure that the venues were left in good working condition for use by the normal class the following day. Members of the representative council or learners were entrusted with the responsibility of overseeing the correct use of the facilities.

An attendance register was kept in which learners signed up their presence every day when they attended the evening. The rationale was for control purposes by the two schools, as well as for feedback sessions that would be held with parents. It would also be used to assess whether there was any marked improvement in the performance of the learners after the inception of the strategy, as well as serving disciplinary purposes and curbing possible misconduct by the learners.

The discipline of learners was regarded as demanding the involvement of teachers and parents. Parents were allowed to help with the supervision of the evening classes, especially in the initial phases of the process, so that challenges that might have been overlooked could be brought to the fore and addressed accordingly. This was also important so that any adjustment that would be deemed necessary could be effected. After explanations, and the answering of all questions and concerns from both parents and learners, free consent forms were signed. Evening studies were scheduled to commence the following day and have since started, with parents and educators involved in the monitoring. In this way the activity was implemented.

Another activity planned was the **training of educators in basic computer skills**. A skills audit questionnaire was distributed to the teachers to indicate their training needs, so that training could be streamlined to meet the real needs of teachers. The training

informed by input from teachers would make them more comfortable and competent in the use of computers. Once they had the necessary requisite skills then they would feel confident in engaging the learners. The plan was for each teacher ultimately to incorporate the use of computers in their teaching by exposing learners to the Internet as well as programs loaded on the computer. The training content focused on three programs that were in great demand, according to the skills audit questionnaire distributed to teachers, namely *Microsoft Word*, *Excel* spreadsheet and *PowerPoint* presentation.

Training lessons were started for the teachers. They ran from Monday to Wednesday. These computer lessons were presented jointly by one educator from primary and one from the secondary.

The use of the secondary school **science laboratory** by primary school learners was also implemented. The primary school learners used it for science and technology lessons under the strict supervision of their teacher. The plan made provision for the two teachers, that is, one from the primary and one from the secondary to meet prior to the lesson presentation. One of the reasons for this was for the secondary school teacher to orientate the primary school teacher with regard to the layout of the laboratory. The aim was for them to discuss the lesson plan and effect changes if necessary. During the actual presentation the other teacher was present in the capacity of observer and resource officer, watching the presentation and noting matters for discussions and reflection. At the conclusion of the lesson the two teachers came together to discuss how it had unfolded, and the outcome would be used for preparations of further lessons. This plan was also implemented successfully, which made sure that quality lessons were presented. This arrangement was also implemented.

Drawing of the policy for the collaborative sharing of resources was completed successfully. A team of four members, two from each school, was assigned this task. The team consulted and collated all the information it had with a view to drawing up a policy that would meet the minimum requirement for a policy. The policy was ratified by a broader forum of participants, and has been implemented as the study unfolded,

helping to prevent conflicts in the study and for the duration of the study. There is evidence that the policy for collaboration was implemented.

Reflective meetings were also held as planned, which occurred at least once a month, except in exceptional cases when meetings were held out of turn.

3.3.4.2 Observing

This stage comprises regular monitoring and evaluation from the start, during and at the end of the research (Van Niekerk & Van Niekerk, 2009:138). Observing is critical since it prevents participants taking things at face value or for granted. In accordance with arrangements between the two schools the plan for resource sharing was implemented. An agreement was reached among all participants that as they participated in activities they should also note anything that might be good, negative, or a concern. These observations were to be taken up with members of the coordinating team so that they could receive attention. It was the responsibility of the team member to whom the matter was reported to bring it to the attention of other members as soon as possible. Participation in the study was voluntary, hence it was critical to address negative concerns so that people would decide to leave the study because of unresolved issues. A discussion of some of the observations follows.

The 40 primary school learners attended a **science class** at the secondary school. The lessons were presented by their own teacher in the laboratory of the secondary school, and learners were excited by the new setting. Somehow it took a while for some of them to open up but once they were at ease participation in the lesson increased. It was clear that they appreciated the new setting and as such were motivated to learn.

One example of a lesson conducted was that of conductors and non-conductors of electricity. Because of the availability of electrical circuit boards the seven groups, each consisting of six learners, were able to work on their own circuit board. This arrangement made it possible to test a considerable amount of material for conductivity or non-conductivity. Learners were actively engaged throughout the lesson presentation.

Information from the summaries made by groups was an indication that the lesson has been a success.

For most of the learners it was the first time they had a sense of what a real science class entailed. The teacher planned as part of this arrangement to make a follow up on this lesson once the learners were in their normal setting. This was to consolidate the lesson further in case there were learners who missed out due to excitement with or intimidation by the new setting. They would also be given chances to air their views on the activities through a post-activity report, which enables one to evaluate an activity without any duress at one's own leisure.

At the conclusion of the lesson learners were released, and discussions took place between the observer teacher and the one who had presented. The presence of the observer teacher helped with observation and evaluation of the lesson presentation as well as making notes of matters that might need to be discussed with the colleague during feedback session. The observation was that the lesson presentation had gone well and that the objective of the lesson had been reached.

The observation with **evening studies** was that they have been welcomed by the learners and parents. Attendance was good since on average it ranked above 80% per week. No cases of mischief were reported by parents or teachers who supervised the evening studies. A challenge which was not too serious was lack of punctuality by some learners and failure to report for studies by others. Discussions with learners indicated that they were benefitting from this arrangement, whilst some said that their performance in various subjects had improved. An additional bonus which was not part of the initial arrangement was that some teachers were conducting classes at the request of learners, which helped those who needed more exposure to the learning material. One learner remarked that they also started with discussion groups on their own and that this proved very useful. Another observation by teachers of grade 12 was that there had been an improvement in the performance of learners since the evening studies had started. There was also visible commitment to the evening studies, premised on their having attended evening studies in winter, even before there was a donation of heaters to make conditions conducive to studies.

Computer lessons for teachers were attended satisfactorily by those who registered for them. The two teachers who conducted the lessons observed that teachers were on time for lessons and that as the lessons progressed the quicker learners began helping those who needed more time for practice and digesting the new knowledge. Teachers were excited and showed willingness to learn more about the use of computers. Some indicated that they were already using the acquired skills to enhance their lessons, others that they were in a position to do things they had not previously thought of doing. The observation here is that computer lessons for teachers were highly valued, with many learners having progressed from no knowledge of computer to acquiring certain skills.

Drawing up of a **policy** for collaborative sharing of resources was done with dedication and enthusiasm. The team reported on progress in all the reflection meetings in order to get inputs and advice from other team members. The four-member team allocated this duty consulted broadly to come up with a standard policy, studying policies for different settings to make theirs be up to acceptable standards. The team also scouted for existing policies at the two schools so that the relevant sections could be incorporated in the new policy. There were no existing policies to inform the new policy, though some sections were developed with the implementation of the resource sharing activity. The final policy embraced the resource sharing collaboration initiative.

All observations made were reflected on in order to make sense of them. The reflection was necessary to determine the extent to which the study was achieving its objectives.

3.3.4.3 Reflecting and Re-planning

During reflection, individuals try to make sense of experiences and to find links between events, actions and feelings (Van Niekerk & Van Niekerk, 2009:138). Reflection should include communication of the results and progress to the participants, as well as providing time and opportunity for members to review and reflect. By so doing the

members are also evaluating progress and the overall performance of the research or project.

Reflection was achieved through scheduled meetings between all participants, including members of the coordinating team. The scheduled meetings provided opportunities for continuous communication and reviews (Flouris & Yilmaz, 2010:31). Reflections centred on constructs identified under the objectives of the study, and as the activities were evaluated care was taken to assess the extent to which the need for sharing of resources, the components of the framework, the conditions under which the framework could function and the threats or risks that could hinder the successful implementation of the framework were being taken care of. This was critical as the framework was designed to assist in devising a means of facilitating the sharing of resources as well as sustaining it. Reflection will be discussed to assess the extent to which the constructs identified in each of the objectives have been addressed or are being addressed.

The need for sharing limited resources

Reflection brought some issues to light. The evening studies for grade 12 learners helped to open the communicative space between teachers, parents, and learners (Kemmis, 2008:127; Wicks & Reason, 2009:247). Parents realised the need to share the supervision of evening studies with teachers and volunteered to do so. The rapport established between teachers and parents in a sense empowered parents to have more access to the discourses on learner discipline and learning (Tennyson, 2010:2; Illeris, 2003:397). On a positive note, the engagement could be regarded as developing social capital in the area of study (Jordan, 2003:193; Sanginga et al., 2008:696) where cooperation between teachers, parents and learners was reinforced. Knowledge gained and created through these engagements would be useful in other meetings in which teachers engaged parents on matters relating to teaching and learning (Msila, 2012:310-311; Xaba, 2011:201).

The cooperation between parents and teachers meant that the common vision of sharing human expertise for the development of learners was attainable. Sharing resources between teachers and parents involved “reciprocity, implying a partnership where each member has something useful to contribute to others and which each is willing and able to make available when needed” (Rahman et al., 2006:370). It became possible for a team of teachers and parents to plan the supervision timetable collaboratively, analyse the situation relating to attendance of evening studies and effect adjustments where needed for the benefit of all. Through the rapport established between teachers and learners, teachers agreed to share their free time in the evening to conduct extra teaching to prepare learners for tests and in the long run for examination. According to Ross (2009:5), “ensuring that everyone achieves their maximum in educational terms will directly benefit everyone.” The creation of more opportunities for learning meant that teachers contributed towards “transforming the levels of educatedness of their learners” (Waghid, 2002:95).

The coordinating team, after reflecting on some of the activities in the plan, effected some adjustments that were aimed at the realisation of the need to share resources in consultation with the affected participants. Teachers participating in the computer training raised concern that the programme was congested and did not give ample time for practice. According to Evoh (2009:2), “teachers are required to be skilled in applying these technologies productively in their work”. In order to accommodate this expectation as well as the concern of teachers the programme was adjusted accordingly. In this way sharing skills with the trainers became useful to the recipient as they had enough time to practice a skill and be competent and confident. (Evoh, 2009:3; Mdlongwa, 2012:4; Ndlovu & Lawrence, 2012:14). Reflection on computer lessons indicated that more teachers were attending than those who initially showed interest. This was evidence that more educators realised the need to share their ICT skills with their learners by integrating them in their lessons (Awan, 2011:358; Hennessy, Harrison & Wamakote, 2010:41; Hennessy, Ruthven & Brindley, 2005:158).

The plan for primary school learners to attend and share the use of secondary school facilities after school was adjusted, because the day became too long for them and as

such they did not derive useful learning from the exercise (McGill & Brockbank, 2004:11; Howard-Jones, 2009:10; Van Petegen & Donche, 2006:93; Wanpen & Fisher, 2006:298). This was as a result of their being already tired by the end of the school day. Another concern was that walking to and from the two places after a long school day defeated the purpose of resource sharing (see 4.4.4.4). It was anticipated that they might not enjoy it, but rather regard it as a form of coercion, in which case attendance would be a problem and learners could withdraw because of the free consent they gave for participation in the study. The programme for use of secondary school facilities by primary school learners was adjusted to Saturdays instead of normal schooldays. In this way attendance was improved, which made resource sharing more attractive to and useful for learners.

Components of the framework

Through reflection it has been shown that collaborative sharing of resources depended on certain basic elements or components for it to function. A coordinating team was established through the initiative of the study coordinator (Chikoko, 2007:43; Niane, 2004:10; O'Brien et al., 2009:64), and the team succeeded to bring together participants from diverse backgrounds to participate in the study (Brydon-Miller et al., 2011:387; Levin & Greenwood, 2011:29; Mertens, 2010:250). The team facilitated opening the communicative space that allowed interactions between participants (Kemmis, 2008:127; Kemmis & McTaggart, 2007:296; Wicks & Reason, 2009:247). Through the guidance of the team the partners agreed on a common vision for the collaboration (Writer, 2008:5), and it facilitated a situational analysis that culminated in the identification of the resources to be part of their collaborative sharing (Rahman et al., 2006:371). A policy was drawn up to regulate this by participants realising the priorities agreed upon.

Conditions for the framework

Reciprocity was evidenced by each institution contributing a facility or human resource to be shared. Both schools benefited from the collaborative sharing of resources, and the coordinating team served as a clear structure that mediated and facilitated activities. Since the two schools were represented equitably in the coordinating team the institutional relationships were fairly addressed. The recruitment of teachers for computer lessons was transparent, with teacher members of the coordinating team informing and collecting names of colleagues interested in computer training from their respective schools. The attendance and participation in activities and programmes was a way of demonstrating belief in the collaborative process. This belief helped the participants realise the vision of the study. To ensure continuity and regularity meetings were held by the coordinating team as well as between members affected by a particular activity. In this way communication was enhanced.

Threats or risks that could hamper proper implementation of the framework

The collaboration indicated in the policy that each school was responsible for maintenance of its own resources. It was only in cases dealing with damage of property due to negligence that could have been avoided that the concerned school was liable to replace it. The replacement involved funds that could be a problem, depending on the severity of the damage. The issue of long distance from Sebokathuto and Ikgapeleng Letlotlo for learners was accepted as not being a concern since many in the community walked this distance daily. It could not pose danger to the framework since nothing could be done about it. Lack of ownership of the collaboration was addressed through the establishment of the coordinating team and the engagement of the participants in all stages of the research. The team was established in such a way that there was equal membership and representation by both schools. Meetings were held alternatively between the two schools, thus addressing the concern of one school perceiving itself as superior or inferior. Managerial issues were addressed in joint meetings held between the two schools on a regular basis.

3.3.5 Profiling the participants

This section outlines the background of participants in the research, particularly why some were earmarked to participate and approached to do so. The profiles of the different categories of participants were consulted during CDA in order to shed more light on the discursive practices for the sake of deeper meaning construction.

3.3.5.1 The research leader/coordinator

The research coordinator in employment capacity is known as the School Management and Governance Developer (SMGD), with duties including ensuring that schools function effectively and developing the school management team (SMT) by capacitating them through workshops, training sessions and meetings. These ensure that the administration of the school is in place and that curriculum delivery is managed. There is also interaction with the SGB to ensure that the governance of the school is in place (SASA, sections 18-32), and capacitation of the SGB in various ways so that they run finances, take care of school property, both movable and immovable, and are responsible for drawing a number of school policies. The SMGD carries out all these tasks with the purpose of ensuring that the core business of teaching and learning takes place at the school, this being the role normally performed in terms of the job description. The roles played by researcher were convener of the research team, workshopper of the team on CER, PAR, FAI and CDA, initiator of the research, conductor of research with the research team, coordinator of the activities of the research team, participant in meetings, collector and analyst of data with the research team, and engager with the participants and parents of the learners.

3.3.5.2 *The principals*

One principal heads a secondary school and the other a primary school, both having BEd honours degrees in Educational Management. Their basic job description is similar, each being responsible for the professional management of a public school with reference to general administrative matters and having to provide professional leadership within a school for teaching staff. They must ensure that the core business of teaching and learning takes place according to prescripts at their respective schools, and both are situated in a remote rural place which is not economically viable, which affects the social setting. In order to compensate for the poor socio-economic background, the DoE has placed both schools on quintile one, in which schools receive a higher per learner allocation compared to schools in other quintiles. For example, in 2007 the per learner allocation was as follows: Quintile one=R738 , Quintile two=R 677, and Quintile three=R 554 (Ahmed & Sayed, 2009:26). Quintiles 1,2, and 3 schools do not charge school fees as prohibited by the act. The secondary school has the following resources which the primary does not have: a computer centre, a science laboratory, a library and a school hall. The primary school is strategically positioned for easy access after school or in the evening.

Both principals were members of the research coordinating team, conducting research with other members of the team, participating in meetings, collecting data with other members of the team, and engaging with the participants and parents of the learners. Their knowledge and experience in education-related matters became useful in meetings, as well as in drawing up plans and programmes. They provided valuable advice to ensure that the research did not contravene the acts and prescripts that govern schools. In all matters of the research they ensured that the best interests of learners came first.

3.3.5.3 SGB chairpersons

The SGB chairpersons of both schools have Grade 12 as the highest standard passed. This was an added advantage as it could be expected of them to have a reasonable understanding of their power as members of SGB (Msila, 2012:310; Xaba, 2011:202). Unlike the two principals, both were born and grew up in the place in which the research was conducted. They did not study further because they had no choice or finance. The SGB chairperson was the leader of the SGB team with a primary duty to ensure that the SGB delivered on the mandates as captured in SASA. Some of the duties of the SGB entailed taking care of the school grounds, buildings and facilities, and school finances, as well as ensuring that the curriculum was delivered according to the directives of the DoE (SASA, section 20). They liaised with parents on matters that affected the education of their children.

It was against this background of duties and responsibilities of the SGBs that the chairpersons were approached to be part of the coordinating team. They were very helpful in the meetings that involved the parents, having to grant permission for parents meetings as this was the area of their jurisdiction. In cases in which they shared use of facilities that involved expenditure they had to give approval because the school budget was their responsibility. Due to learners and educators from one school using the premises of another, there would be increased movement on the premises. This had a risk factor attached to it so the safety policy would be useful. As members of the parent component of the school, they had an added advantage that parents would be free to engage them formally and informally concerning research-related issues. Their role was to be part of the coordinating team and carried out all other functions. PAR is posited on all involved having something valuable to contribute, irrespective of their level of education (Jacobs, 2010:368; Lodico et al., 2006:294).

3.3.5.4 *Teacher members of the coordinating team*

Teacher members were both elected by their respective schools to be in the coordinating team, to ensure that the coordinating team was representative and not regarded as a top-down structure. Their duties were the same as for other team members and their knowledge of the latest issues pertinent to curriculum would become very useful if evaluation of some teaching and learning activities were to take place. That they were also close to their colleagues would help them to access certain information that could be not easy to relay to other members of the team because of perceived power differentials (Alvesson & Skoldberg:2000:110; Gaventa & Cornwall, 2008:175; Keast & Mandel, 2009:2; Stienberg & Kincheloe, 2010:143).

3.3.5.5 *Teacher participants*

Twenty one educators from both schools participated in this study, they being learning area educators and centre managers for the library, computer centre and science laboratory. The choice was informed by these educators having been taught the same phase (grades 7-9). It would be ideal if these educators had shared limited resources and expertise in preparing learners for transition from primary to secondary. Learners from primary school do not adjust in the same way to the secondary school climate when they join it (Hickling-Hudson, 2006:6), which impacts negatively on their performance. In the case of this study the behaviour may be attributed to not having been exposed to resources while in primary school.

The resources shared were a classroom for study purposes, science laboratory, computer centre, library, and a school hall. At some stage they had to attend a professionals' meeting hosted at an education resources centre and their experiences from that exposure could be used in the research. It was also an opportunity and platform to talk about issues that might concern them on a professional level.

3.3.5.6 *Learner participants*

Thirty grade 12 secondary school learners were to take part in this study, selected because grade 12 results were still being used to determine whether or not a school was functional. These learners are not able to have organised or supervised studies in the evening, because their school is in town, which is situated at a distance of about three kilometres from the black residential area (Yamauchi, 2011:148). For safety reasons it was decided that no activities should take place at night at this school. Studying at home is not possible to judge in terms of impact or whether it is taking place or not. They were to use a classroom in the primary school for study in the evening and reports on performance from their educators would give an indication of whether the study had impacted or not. Again, discussions with the learners themselves would also give an indication of how they valued the evening study and whether it was having an impact.

The 67 primary school learners were selected because most attended this secondary school when they passed grades 7 to progress to grade 8. As indicated, most had not made a smooth transition between the two schools so that is it takes some a long time to get used to the secondary school. This in turn affects their scholastic performance (Hickling-Hudson, 2006:6). One of the reasons observed was that they were not exposed to facilities such as the computer centre, library and science laboratory. The aim was to bridge this gap so that their teachers could create and expose them to effective teaching and learning experiences. Reports from them and their teachers would indicate whether collaboration was necessary or whether the status quo should remain.

3.4 DATA COLLECTION PROCEDURES AND PROCESSES

It is important to collect data that is relevant to the research study and collected as raw as possible. Unprocessed and un-manipulated data must be organised and processed to derive meaning (Wynn, 2009:10), then used to substantiate, elucidate or nullify statements made in the continuum of the research. Data provide essential information

that could be used at the conclusion of research to make recommendations on the issues in order to indicate the extent to which the research had addressed its objectives.

3.4.1 Procedures for data collection

Data that become relevant to the study were collected from interactions with various stakeholders and or participants. The nature of the study necessitated interactions with teachers, parents and learners, preceded by certain stipulations that needed to be observed before commencement. For instance, information would be used for the sole purpose of research and nobody should be coerced to participate in the study against his or her own will, and free and informed consent was to be obtained from all participants in the study. These basic conditions and requirements would make it possible to obtain and collect data since participants had the assurance on a number of issues of concern.

3.4.1.1 Free State Department of Education

In preparation for accessing identified categories, permission had to be sought from the different controlling institutions and/or individuals. The Free State Department of Education granted permission to conduct research at the identified schools, subject to stipulations. Participation was to be voluntary and research was not to be conducted during the last quarter of the academic year. The normal school routine was not to be disturbed by the research and on completion of the study a complete thesis was to be submitted on a CD to the FSDoE. The use of shared facilities from the two schools enabled the study to collect valuable data.

3.4.1.2 *The two schools*

Permission was also sought from the SGBs in the two schools, since most of the activities would take place on their grounds. Material and human resources would be involved so that data could be obtained without the researchers being regarded as an intruder. Permission was granted and the SGB was allowed to gather relevant data in line with the aim of the study.

3.4.1.3 *Parents of learners*

Parents were asked to give free and informed consent for their children to participate in the study, necessitated by exposure to situations beyond their normal routine. Grade 12 learners were to be involved in the evening studies, which involved moving in the evening and being exposed to a safety risk out of own actions or unforeseen circumstances. Primary school learners were to be exposed to new situations, such as the science laboratory which also had some safety and risk element attached. Free consent was obtained. Data was to be collected from the inputs in the parents' meetings as well as from their informal interactions with teacher participants or members of the coordinating team.

3.4.1.4 *Learner participants*

Permission was also sought from learners to participate, through free and informed consent. For those who gave permission their forms had to be countersigned by their parents. The involvement of learners in different learning situations was likely to generate much data for fulfilling the purpose of the study.

3.4.1.5 *Teacher participants*

Permission was sought from teachers to participate in the study, through free and informed consent. Involved teachers gave permission, and as they work to create learning experiences for learners their engagement was likely to generate data.

3.4.2 *Processes*

The focus is on the systems of operations that were employed in the production of data. This may entail use of certain devices to capture data and/or use of certain means to generate it.

3.4.2.1 *Instrument*

A voice recorder was used to record discussions from meetings as well as special sessions by members of the coordinating team. The choice of this instrument was informed by its versatility, in that it is compatible with most computers and the recorded text can be played again as necessary, including for transcription to discern discursive practices that are essential in contextual and sociological analysis. It is important that messages that are implied in discourses be clearly understood, so this instrument is useful within an emancipatory paradigm in which discourses are not taken for granted. Deeper meaning construction may lead to production of knowledge and facilitate discussions on certain issues that might need a follow up in the following discussion meeting, depending on the importance attached to the matter.

3.4.2.2 *Tools*

Tools include all the devices that can be used to record information of a certain kind. Minutes can be regarded as documents that capture information from discussions in meetings and it was agreed that if groups held meeting for a certain purpose they would keep them. These would be used to report to larger forums comprising other participants, for example, those attending computer lessons and their trainers, so that

they could be used for further discussions by the coordinating team. This could provide information for reflection, re-planning and implementation.

The worksheets that learners filled in when attending special activities such as science classes, could be used to assess the impact of new experiences on learning. The worksheets were prepared before a particular activity so that learners could fill them in during the actual activity. The information could be used by the teacher as well as the learners for reflection sessions. This data could also be used by the coordinating team and other participants for evaluation, reflection, re-planning and implementation. This is the way data was gathered and used throughout the study.

The post-activity report was used to gather data of a more affective nature, a reflection made at leisure after an activity so that the participant could report personally without pressure from others. This practice yielded data that sometimes could not be volunteered in a meeting setting or context, thus compounding freedom of expression and emancipating individuals from the power that some wield over others.

3.4.3 The Free Attitude Interview principles

The Free Attitude Interview (FAI) “can be characterised as a person-to-person method to obtain information concerning an opinion, while the interviewer is non-directive” (Meulenberg-Buskens, 1997:2), an indication that the power differentials that characterise normal interviews are not allowed for. In this way the participants do not respond in order to comply to the power of the dominant person/group but genuinely participate in the discussions (Kemmis, 2008:131; Sheyholislami, 2009:11; Van Dijk, 2008:89). The participant has the latitude to respond to the question according to his/her understanding and perception of the question: “Within the framework of the opening question the interviewee has all the freedom to explore her own ideas and suggest new topics, which maybe according to her, of importance to the opinion expressed” (Meulenberg-Buskens, 1997:2).

The nature of FAI as being non-directive and the participant's freedom to explore his/her own ideas resides within CER paradigm. The technique enables "the process of knowledge production to be human and humane without alienating and undermining the integrity of the research participants" (Mahlomaholo & Netshandama, 2012:45). The technique was appropriate for this study as it made provision for the preferred language of the participants. Since most of the participants were learners, they were free to express their feelings and opinions in their home language. The parents were also able to participate in the discussions. According to Dominguez (2008:11), "a researcher has to be aware of the difficulty of constructing knowledge in a language different from one's mother tongue." The technique allowed dialogue and interaction between the participants.

The principles of FAI were used in all advocacy meetings, reflection meetings as well as in informal discussions between members of the coordinating team and other participants. In this way two-way dialogue occurred between whoever was engaged in discussions, a *modus operandi* that enabled the study to gather data that was as genuine as possible, with the element of CDA inherent in them.

3.5 DATA ANALYSIS AND INTERPRETATION

Data collected throughout the study had to be analysed and interpreted in order to make sense of it so that the research could contribute to knowledge creation.

3.5.1 Critical Discourse Analysis

Van Dijk (2008:85) defines Critical Discourse Analysis (CDA) as "a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context." He further emphasises that CDA is used to understand, expose and ultimately resist social inequality (Van Dyk, 2008:85). On the basis of this, it becomes

critical that participants' utterances and actions should not be taken for granted. People able to influence others' minds may directly or indirectly control some or all of their actions (Van Dijk, 2008:89).

Control of others' actions in a study can happen in many ways. If a relationship of trust was not established at the inception of the research study it might affect how participants interact with the research leader. They may on their own or under the influence of others volunteer wrong information, sabotage some of the activities or even exercise their right to withdraw from the study. The danger attached to this is that the outcome of the study may be negatively predetermined and affected. Deeper meaning constructions should be strived for so that conclusions reached or agreed upon should be genuine and ratified by all participants engaged in the research.

Participants involved in this research were negatively affected by apartheid (see 2.4.1.4). CDA resonates well with CER and PAR, and has "an emancipatory research interest as it seeks to make transparent the micro-technologies of power inscribed in the linguistic utterances that create and sustain the inequalities of power" (Laisidou, 2008:495). For instance, the statement that 'presently former White and Indian school still perform far better than historically black schools' (2.2) requires further probing or analysis. Through CDA this statement can be made less opaque (Hernandez, 2008:228; Sheyholislami, 2009:1). According to Wodak (2007:210):

Depending on the object of investigation, this approach attempts to transcend the pure linguistic dimension and to include more or less systematically the historical, political, sociological and/or psychological dimension in the analysis and interpretation of a specific discursive occasion.

All the dimensions mentioned in the quotation would shed more light on the deeper meaning contained in the stated sentence if it was subjected to CDA.

CDA is aimed at producing enlightenment and emancipation as it seeks "not only to describe and explain, but also to root out a particular kind of delusion" (Wodak, 2002:10, 2004:199). To describe or explain one must use language, which highlights the

important position held and played by language in CDA. According to Wodak (2004:199):

The constant unity of language and other social matters ensures that language is entwined in social power in a number of ways: language indexes power, expresses power, is involved where there is contention over and challenge to power. Power does not derive from language, but language can be used to challenge power, to subvert it, to alter distributions of power in the short and long term. Language provides a finely articulated vehicle for differences in hierarchical social structures.

The different roles played by language are significant, which “as social practices, is a central element in social life, and hence it analyses discourse in relation to the social context in which it occurs” (Hernandez, 2008:227). To understand text and talk a critical approach is imperative. ‘Critical’ here does not mean being negative but rather being sceptical and not taking things for granted (Kendal, 2007:3). Being critical is imperative because in CDA one deals with “complex social phenomena which are inherently inter- or transdisciplinary” (Kendal, 2007:5). Taking cognisance of these complex social phenomena will help to empower the marginalised, the previously disadvantaged, and the voiceless.

The metaphor of giving voice to the voiceless assumes that “the voices of the research participants are the substance of qualitative research findings and the basis for social advocacy” (Stein & Mankowski, 2004:23). Research should try to uncover and amplify the voices of the disenfranchised. As indicated in paragraphs 2.2 and 3.3.1, there is a perception that most of the historically black schools are underperforming due to lack of resources. The research therefore intends to empower some of the school to develop a framework that will enable them to rectify this deficiency. In addition it will set an example for other schools in a similar condition. According to Stein and Mankowski (2004:23):

In asking those who are marginalised to be the focus of qualitative study, researchers seek to understand and legitimate participants’ points of view to a larger social audience or to empower those who have previously been silent or

excluded from society, ... to create social change by revealing and critiquing narratives underlying systems of oppression.

CDA thus seeks to foreground the perspectives of those who are the victims of abuse of power (Wodak, 2002:10).

Ruiz Ruiz (2009:5) writes that CDA makes it possible to apply three levels of analysis when interpreting a text, namely textual, contextual and sociological, but that in practice these do not constitute three separate stages or moments of analysis. For clarity the three levels are discussed below.

3.5.1.1 Textual level analysis

Textual analysis “considers discourse as an object, giving it the objectivity and making it especially interesting for those who approach discourse analysis from positivist scientific positions” (Ruiz Ruiz, 2009:7). This implies the obvious message is the one that is being sought, and there is no interpretation beyond the obvious. The ideas that one expresses in speech and writing are taken to mean exactly what the one being addressed assumes they mean, taking the normal everyday discourses. For example, the utterance ‘it is not easy to study effectively without resources’ would be taken to mean just that at the textual analysis level. It was on the basis of the above that most of the discussions from the meetings were recorded so that they could be analysed later. The analysis was preceded by the verbatim transcription of the recordings, during which the communicative devices were also noted.

Transcription should include all the antecedents and contextual elements of the text that can contribute to its interpretation. So, transcription should include all the non-verbal events (moments of silence and their duration, modulations, emphasis, meaningful gestures and expressions, etc.) as well as the verbal events. (Ruiz, 2009:7).

Members of the coordinating team were encouraged to make notes during discussions and meetings so that the elements referred to above could be captured during transcriptions as well as during their meetings to verify recordings. What stood out clearly from the number of sessions held with different participants was that much information was volunteered and gathered. It was not always possible to make a follow up in a meeting in which many participants were involved, so to bridge this gap members would be assigned to make one with the concerned participants if it was felt there was more to be read from what the concerned participant had raised. Textual analysis was not an end in itself, but would form part of contextual as well as sociological analysis.

3.5.1.2 Contextual level analysis

The contextual analysis takes into account that discourse does not take place in isolation, but rather there are circumstances and conditions attached to any discourse. These may be from the experiences of the speaker or the location from which the discourse takes place or is initiated. According to Ruiz Ruiz (2009:12):

Context is understood as the space in which the discourse has emerged and in which it acquires meaning. On this level, discourse is understood as a singular event produced by subjects who are immersed in a specific time and place within a given symbolic universe and who have their own discursive intentions. Accordingly it is possible to make a distinction between two types of contexts: situational contexts, and intertextual contexts, giving rise to two types of analysis: situational analysis and intertextual analysis.

The situational analysis requires that one has sufficient information and clear understanding of the circumstances in which the discourse was produced. The interactions between the participants always displayed a number of patterns. One noted the reactions of the participants in meetings and reflection sessions. In meetings addressed by educators who had been at the place for a considerable number of years,

the responses were readily forthcoming. My assumption was that perhaps the community was not very sceptical about the intentions of the speaker. For example, in meeting of grade 12 learners' parents, the call for them to help with the supervision of evening studies was met with an immediate positive response. The parents interacted very positively with the presenters of different topics for the reason that they knew them very well. Even the signing of the free consent forms was done willingly. Parents also had suggestions as to how this practice could be extended during school vacations.

The concept of intertextuality stems from people having resorted to discourses circulating in the social space in order to produce their own (Ruiz Ruiz, 2009:15). This means that discourse acquires value from its similarities and differences with respect to other ones. When engaging the different participants in the various activities, care was taken to look for and guard against generalisations of some sort. The call for the introduction of the evening studies was not premeditated by the general fear that learners might misuse this arrangement for mischievous intentions. The participants felt that they could not be barred from exploring certain things because of some preconceptions associated with certain activities. In addition, this study was the first of its kind in this area and the 'risk' was worth taking. Being biased would not help to explore or experiment.

3.5.1.3 Sociological analysis

At this level an attempt is made to interpret the discourse. According to Ruiz Ruiz (2009:16):

The sociological interpretation of discourse involves making connections between the discourse analyzed and the social space in which they emerged. These links or connections can be very diverse depending on the analyst's own theoretical orientation. In practice, however, sociological interpretations of discourse are limited to three types: those that consider discourse as social information, those which consider discourse as a reflection of the ideologies and subjects who

engage in it, and those which consider discourse as a social product. Yet these three types of interpretations are not mutually exclusive. Indeed, analysts often use a combination of two or even all three forms of interpretation.

It stands to reason that analysis of discourse at this level is an involved exercise. The analyst or interpreter of discourse needs to look at it from different perspectives so that the appropriate meaning can be attached. It may happen that an utterance is because of a certain ideology. A parent who does not believe exposing learners to extra resources will make an impact, may believe that they can still do better without them. The background to this might be that parents attended school during the apartheid era when there was no emphasis on the use of resources and yet they did well.

During the initial consultation meetings with the SGB chairpersons and principals, the parents had to be made aware of the difference in terms of the demands when they were at school and the demands at present. This was necessary so that the parent component would understand why this study was necessary. The parents had attended school during different phases of apartheid so the strands of its doctrine were deeply entrenched in them. It was on the basis of these that they might not see the need to share resources in order to enhance the quality of education. The doctrine and its possible grip on the parent component were thus addressed.

The consideration of discourse as social information and as social product was also addressed during the various interactions with the participants. The claim that it is an acceptable practice that children need to be educated is typical of discourse as a social product. Every society attaches a certain value to the education of children and will employ various means to ensure that it materialises. Discourses on education will be expected to capture certain essences. Discourse as social information may deal with those values and practices that are accepted in a particular society.

3.6 CONCLUSION

This chapter has focussed on the implementation of participatory action research to conduct research. It outlined the design of the strategy with reference to the division of the participants into two main categories based on the roles that each category fulfilled in the study. PAR as the methodology was discussed with reference to the stages and phases that distinguish this type of approach from other related research approaches. It was demonstrated how the elements of the PAR cycle were used to initiate the activities that made it possible to gather data from the communicative engagements of the participants from the different and diverse backgrounds.

The different participants involved in the study were further profiled with the view to depicting their different roles played and the contribution that each or a group made towards the success of the study. Data collection procedures and processes were also highlighted, setting the stage for the commencement of the research and also ensuring continuity during the research continuum. FAI and CDA were the strategies that helped to generate data as well as to analyse it and so contributed towards knowledge creation. The essence of data captured becomes clear in the discussions in chapter 4. Chapter 4 is devoted to making sense of data gathered.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION FOR THE STRATEGIC MANAGEMENT FRAMEWORK FOR SHARING OF RESOURCES

4.1 INTRODUCTION

The study develops a strategic management framework for collaborative resource sharing between schools for sustainable learning environments. In this chapter the focus is on the presentation, analysis and interpretation of data to be captured as described in the previous chapter. From the literature, the basic elements that are critical for each objective were regarded as constructs, which served as checkpoints or evaluation criteria and were used to evaluate and make sense of the information gathered.

Evaluation was made by identifying gaps, discord, contradictions and disagreements that existed between the literature and empirical data, and using these inconsistencies to refine the envisaged framework. In the exposition that follows the objectives of the study will be used according to Critical Discourse Analysis (CDA) (Ruiz Ruiz, 2009:5). The data analysed was collected from minutes of meetings, discussions conducted using the principles of Free Attitude Interview (FAI) (Meulenberg-Buskens, 1997:2), as well as through post-activity personal reflections (James *et al.*, 2008:70; Mertens, 2009:243) for members to make up for omissions during discussions.

4.2 DEMONSTRATION OF THE NEED FOR THE FRAMEWORK

Many countries, including South Africa, initiated clustering of schools through nodal schools and education resources centres (ERCs) to engender and facilitate sharing of resources (Frankham, 2006:666; Giordano, 2008:25; Nzimande & Stilwell, 2008:235). Literature has indicated that these mechanisms were not fully successful (Chikoko,

2007:43; Giordano, 2008:24; Rowan, 2011:13), mainly because of lack of sustainability (Mahlangu, 2011:241). The need for a framework that would ensure the sustainability of resource sharing was therefore imperative, illustrated by the data gathered from the engagements between participants. The data was analysed against the literature and constructs for the objectives.

4.2.1 Lack of coordination between Schools

There was no structure or team that initiated or coordinated efforts for the collaborative resource sharing between the two schools as many of the successful collaborations demonstrate (Lunenburg, 2010:1; Mulford, 2007:5; Rahman et al., 2006; 374). This meant that teachers and SGBs from Sebokathuto and Ikgapeleng Letlotlo did not have joint planning sessions. (De Grauwe et al., 2005:8; Niane, 2004:10; Solaux & Suchaut, 2006:16). Nobody initiated or facilitated joint working sessions prior to this study, so there was a weak institutional relationship between the two schools, despite their SGBs' apparent belief in the collaborative process. There were educational challenges and problems associated *inter alia* with the lack of teaching and learning resources and facilities (Keast & Mandel, 2009:1; Maistry, 2012:34; Mapesela et al., 2012:98; Msila, 2009:310, Thomson & Perry, 2006:23; Wilson, 2012:16). This was a problem because Sebokathuto did not have the resources or facilities that were either under-utilised or unused at Ikgapeleng Letlotlo, evident from the response of one of its teacher, Monoane, in a meeting that sought to facilitate coordination and collaboration between the two schools:

Laboratory ya science le library di teng. Di batla titjhere hore e kopane le matitjhere a rona and den ho ka etswa arenjments hore ho ka sebetswa jwang between kolo tse na tse pedi. (We have a science laboratory and a library. Both require that a primary school teacher meet secondary school teachers and then arrangements could be made for the two schools to work together.)

The use of the possessive noun *a rona* (ours) in the phrase *e kopane le matitjhere a rona* (the teacher from Sebokathuto, to meet with our (Ikgapeleng Letlotlo's) teacher) signifies 'disunity', or us-and-them.

Prior to and during this meeting there were indications of lack of collaboration, perhaps stemming from the historical inclination of a single organisational focus that did not encourage integration (Perrault, 2008:3). This is akin to the collaboration and coordination that Monoane suggests, confirming Di Maio's (2008:15) claim that "collaboration is a driver in promoting a shift in thinking where the question is no longer about setting boundaries but rather about transcending them."

Wilson (2012:16) sees collaboration and coordination as an "effective stewardship that helps bridge the silos across organizational units (including private, public and civic sectors)." In order to bridge the gap in this case, Monoane asked that there be someone from 'their school' (Sebokathuto) to communicate and arrange with teachers from 'us and our school' (Ikgapeleng Letlotlo). The issue pertaining to the arrangements was captured in the phrase *ho ka etswa arenjments hore ho ka sebetswa jwang* (then, working arrangements could be made). This meant that the arrangements to work together could only be made during teachers' meetings (Grant, Nelson & Mitchel, 2008:590; Lincoln, Lynham & Guba, 2011:100; Mertens, 2010:238). Evidently, the two schools (social structures) would be brought closer to one another through a collaborative working arrangement (Silva, 2007:179).

That Monoane indicated that *laboratory ya science le library di teng* (the science laboratory and library are available), meant that their use could be shared with Sebokathuto. He appeared to have spoken from a position of statutory authority and power as a custodian of the facilities in question (Bagarette, 2011:226; Le Roux, 2012:17; SASA, section 37 (5)). The power base in this regard derived from the resources and facilities for which he was responsible (Van Dijk, 2008:88; Silva, 2007:177). The apparent release of these facilities would respond positively to the need of the learners from Sebokathuto, thus giving them hope for the future in that they would be equipped to use the science laboratory.

4.2.2 Lack of vision for the sharing of scarce resources

The two schools did not have a clear structure to facilitate coordination between the two schools and the community (4.2.1), which was a problem because it led to lack of shared vision amongst them. The negative effects lack of coordination are sufficiently discussed in the literature (Keast & Mandel, 2009:2; Krishnaswamy, 2004:2; West, 2010:97; Wilson, 2012:16). The absence of a common vision prevented them from realising the potential inherent in the resources they had or directing their efforts towards the joint use of them to achieve it. There was no mediator (Biesta, 2010:44; Kellner, 2000:9; Mahlomaholo & Netshandama, 2012:43) to initiate the discussion on the common vision. This was corroborated by Mohale, chairperson of SGB of Sebokathuto during one of the coordinating team's meetings, about advocacy for sharing of resources:

Batswadi esale ba ntse ba ngongorehile hore na ho ka etswa eng hore bana ba primary ba be le mokgwa wa ho sebedisa thepa ya secondary. (Parents have always been concerned about what could be done to make it possible for primary school children to use property (facilities) at the secondary school.)

That Mohale uses 'what could be done' instead of 'what we could do' suggests that they were expecting somebody to devise a solution to their concern. The failure to take action was in spite of new legislation that empowered parents to act. In terms of SASA (Act no 84 of 1996 section 20 (1) (g)), the SGB must "administer and control the school's property, and buildings and grounds occupied by the school." The same legislation mobilised SGBs towards a common vision, as SASA (Section 20 (1)) stipulates that the SGB must "promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school." This legislation created space for SGBs of the two schools to respond to the concern of the parents, but they did not.

Failure to create a common vision (Gajda, 2004:70; Goldman, 2010:77; Nienaber, 2010b:16) that would engender collaboration between the two schools meant that the primary school was at a great disadvantage. Sedibe (2011:130) found that

“disadvantaged schools cannot function effectively with inadequate and unequal access to resources such as laboratories, libraries, toilets and computers,” a view corroborated by Equal Education (2010:1&3), the Financial and Fiscal Commission (2009:11) and Mahomed (2004:4), who wrote that “primary schools are especially dissatisfied with school physical environment conditions.”

There was a need to share the use of limited and scarce educational resources and facilities and to enhance the quality of learning and teaching at the two schools, thus:

equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country; facilitating the transition of learners from education institutions to the workplace [to produce learners who are able to] identify and solve problems and make decisions using critical and creative thinking; work effectively as individuals and with others as members of a team; organize and manage themselves and their activities responsibly and effectively; collect, analyze, organize and critically evaluate information, communicate effectively using visual, symbolic and/or language skills in various modes; use science and technology effectively and critically showing responsibility towards the environment and the health of others; and demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation (Department of Basic Education (DBE), 2011:4)

For instance, Ikgapeleng Letlotlo, had a science laboratory, a school hall, computer centre and school library whilst Sebokathuto had none of these facilities. The learners at the latter were also to be equipped “to use science and technology effectively and critically showing responsibility towards the environment and the health of others,” (DBE, 2011:4) yet there were no computers or science laboratory. Limited and unavailable resources such as computers and science laboratory hamper the delivery of quality education.

It is also evident that the situation in this case is such that the resources and facilities were available but not accessible to all learners. The reasons for these disparities were historical, political and ideological (Nzimakwe, 2008:95; Sheyiholislami, 2009:1; Veriava, 2011:10), considered by Mahlomaholo and Netshandama (2012:37) as “lingering,” and as such slowed down transformation (Biesta, 2010:43). In paragraph 2.4.1.4 it was indicated that of the 24,460 public schools surveyed in South Africa only eight percent of ordinary ones had stocked and functioning libraries, ten percent of had stocked computer centres, and only five percent had stocked laboratories (Equal Education, 2010:6; Gardiner, 2008:13).

It can further be argued that these “lingering” discursive practices, by their nature, excluded learners of Sebokathuto from the main discourses of technological advancement and scientific development, thus depriving them of their freedom and reducing their hope of fitting in the future democratic economic discourses. This social injustice-oriented practice (Steinberg & Kincheloe, 2008:143-145) had the potential of disturbing the learners’ peace of mind, especially when they considered their levels of computer literacy in relation to those of counterparts elsewhere in the district. Furthermore, the practice promoted working in ‘silos’, (Di Maio, 2008:15; Perrault, 2008:3; Wilson, 2012:16) that is in seclusion from other potential partners. The two schools could not collaborate, despite their common challenges (Giordano, 2008:25, 36,123).

4.2.3 Lack of analytic processes - educational facilities and resource potential

The two schools were ignorant of the potential of resources and facilities in their learning environments, in this case the enhancement of the quality of teaching and learning. Lack of joint analysis of the situation and contexts that affected the two schools happened in spite of Sebokathuto being the feeder school to Ikgapeleng Letlotlo secondary school. Teachers in the same area made no efforts to analyse their teaching capabilities, nor establish the strengths, weaknesses, opportunities or threats that might

have impeded their teaching strategies and knowledge of subject content. This shortcoming was not necessarily unique to the area of this study (David, 2013:94&126; Ehlers & Lazenby, 2010:111; Kganyago, 2005:8; Killan, 2009:5; Waghid, 2002:95-97).

On the subject of mutual analysis, Mokoena said:

Kholiks re ne re establishi di PWGs haesale re di establisha feela ya ba ha di tswelle pele. (Colleagues established Professional Working Groups, but they have not progressed since.)

This text indicates an activity from the past, because of the use of *re ne re* (we did do). The concluding part, *haesale re di establisha feela ya ba ha di tswelle pele* (they never progressed since we established them), is an indication that both schools appeared to have owned up the challenge relating to the functionality or non-functionality of the PWGs. The use of the pronoun 'we' supports this view, meaning that teachers may have not conducted an analysis of their teaching strategies or areas of need relating to content knowledge. This would have informed their training and development programme in the PWGs. This analysis would have involved teachers' reflections and self-reflection on their areas of need or problems (Henry, 2009:134; Killen, 2009:93; Mestry et al., 2009:475; Mulford, 2007:3; Tatto, 2006:238).

PWGs or Professional Learning Communities (PLCs) as referred to in international literature (Kilpatrick, Barret & Jones, 2003:2; Lunenburg, 2010:1; Mulford, 2007:3) are "supportive groups made of teachers, school managers and subject advisors, who help determine members' developmental pathways and organize or facilitate their professional development activities" (DBE Media Release, New planning framework to boost teacher quality: 5 April 2011:1). The quotation makes reference to PWGs as "supportive groups" that "facilitate professional developmental activities." The expectation would be that teachers would take a leading role in initiating cooperation between the two schools and facilitate joint need assessment and indicated areas where support was needed by individuals or groups of teachers. However, this was not the case.

Teachers “need to be self-directed; they should display a willingness to learn when they have a perceived need” (Mestry, Hendricks & Bisschoff, 2009:475), but this would have required teachers’ continual consultation about their time (availability), energy and good will (West, 2010:97). According to Tatto (2006:236), “teachers are increasingly visible in the education system and vulnerable to public scrutiny and public sanction if their performance does not meet public expectations.” This presupposes that it would have been incumbent upon the teachers to maintain continuity and regularity of their quality teaching efforts and best practices through communication and adherence to their plans (Keast & Mandel, 2009:2). Thus, failure by both schools to conduct situational analysis prevented them from unearthing the potential embedded in PWGs or PLCs.

A positive perception of need identification and analysis tends to be successful when the affected parties are involved in the process from its initial stage (Curry, 2005:2; Sangiga et al., 2008:699; Strickland, 2006:230). This would have further encouraged engagement of the schools’ SGB members as representatives of the community, because there was “a need to actively involve community members themselves in gathering the knowledge base to effectively inform interventions aimed to address key issues that are relevant to them” (Estacio & Marks, 2010:49). For instance, in this case, the key issue relevant to the two schools was the sharing of teaching and learning facilities and resources to enhance the quality of education. The facilities identified for this purpose were the science laboratory and relevant resources; computer laboratory and computers; school hall; expertise in lesson designs and presentations; library and sports grounds. There was a need for the two schools to liaise more over mathematics and technology.

The social changes in the coordination of the SGBs would have had a positive impact on the learning of the science and technology, confirming the claim of Mertens (2009:183) that “the nature of the desired social change is an increased ability of the involved community members to control their own destinies in a more just environment.” A just environment can be depicted by the absence of coercion in which teachers voluntarily and jointly map out issues of importance to them (Moletsane, 2012:4). It would enhance

hope for the learners and community for their future engagement in the science and technology advancements

4.2.4 Lack of joint planning

There were no joint planning sessions between the two schools because of weak institutional relationship between them (4.2.3), despite the SGB chairperson's and parents' concerns that parents "wanted to do something to access the facilities of the other school" (4.2.3). It was apparent from that data (Mohale) that parents only expressed their 'wish' to access facilities however they appeared to have had no opportunity to realise it. This means that there was no regular communication or planning to enable them to access the use of these facilities, despite them being in positions of power as SGB members (Policy brief, 2011:1; SASA, Section 20 (1) (g)). The activities, allocation of responsibilities to activities, the allocation of resources and setting of timeframes for these actions could only happen during planning sessions (Mertens, 2010:238).

Due to lack of joint planning by the two schools the concern of parents for primary school children to access facilities in the secondary could not be addressed. This meant there was lack of belief in the collaborative process. As a result, whatever was at the root of the parents' concern could not be articulated with all the relevant stakeholders. The issue of stakeholder engagement is sufficiently recorded in the literature (Dominguez, 2008:12; Estacio & Marks, 2010:549; Strickland, 2006:230; Waghid, 2002:96).

The transition from primary school to secondary school which sometimes poses serious challenges, especially for children from rural areas (Hickling-Hudson, 2006:6; Centre for Mental Health in Schools at UCLA, 2011:1), could not be addressed. Primary school learners could not benefit from the secondary school facilities as a result of lack of coordination of activities. The important connection that was needed to exist between

schools in the same neighbourhood was undermined by lack of joint planning, thus there was lack of reciprocity.

The quality of engagements between the two schools could not be determined or enriched. The critical issue appeared to have been the lack of situational analysis as supported by Ehlers & Lazenby, (2010:111) and Sanginga, et al (2008:699). This appeared to have contributed *inter alia* towards poor planning of resources and facilities. It was therefore not possible to determine which contribution each school could make to the 'engagement', what form of contribution would make the most impact, or how to identify the facilities. The importance of education related resources and facilities on quality education may not be overemphasized (Gibberd, 2007:1; Moore, Prince & Shepherd, 2007:19; Mzamane & Berkowitz, 2011:1).

The absence of a coordinating team between the two schools to conduct a situational analysis of matters that could affect the two schools meant that there could not be talk of shared vision. The geographical location of the two schools could have served as sufficient motivation to initiate thinking about a shared vision, since they already shared certain features, but that did not happen. For instance the same SMGD was responsible for the management and governance of both schools. In spite of this added advantage, they did not act beyond this to think about embarking on a common vision. The two schools were placed on quintile one and declared no-fee paying schools. The issues pertaining to placement of schools in quintiles is legislated (Ahmed & Sayed, 2009:206; Moore et al., 2007:29; Motala, 2009:189). It was only after the collaboration between the two schools was initiated that there was talk about a common vision, in a meeting involving teachers, learners, parents and the study coordinating team to review progress with evening studies. Phoka, one of the teachers at Ikgapeleng Letlotlo, remarked:

Ho na le mehlodi eo re ka e arolelanang eo e leng hore sepheo sa teng ha re e arolelena ke ho etsa hore thuto monana sebakeng sa Mohokare e tle e be e phahameng. (There are resources that we can share, the purpose of which is to make education here at Mohokare of high quality.)

The concept '*mohlodi*' means a source, in this context the source of education at Mohokare, as captured in the phrase *thuto monana sebakeng sa Mohokare* (education here at Mohokare). Also, the views suggest that the sharing of the use of education facilities by the schools would enhance the quality of education, as supported by Msila (2012:311); Thomson & Perry (2006:27) and Watson & Watson (2011:68). Joint planning would be essential to ensure that there was a programme for the use and sharing of facilities. Phoka's sentiments corroborated those expressed by the SGB chairperson (4.2.3), confirming that there was no opportunity to coordinate the views of the parents and teachers consistent with sharing of use of resources which would have culminated in a common vision for both schools.

Mohokare is a small township with these two schools being the only ones in the area. Sebokathuto is the feeder to Ikgapeleng Letlotlo and under such conditions one would have expected joint situational analysis to have been conducted long ago. Had there been a team to do so, it could have identified common concerns and plan around them. A report in the USA, from the Centre for Mental Health in Schools at the University of California, Los Angeles (UCLA) (2011:1), found that "school feeder patterns in the neighborhood share significant overlapping concerns. For example, feeder schools share the need to ensure that students make a good transition from elementary to middle and from middle to high school."

In the area of this study however, the social practice that was encouraged was of a kind of separate development. This practice was apparently designed to protect the resources from vandalism and misuse at the expense of smooth learner transition from primary to secondary school. The protection of resources through separate development approach was a taken for granted discursive practice (Liasidou, 2008:487), which simultaneously led to the exclusion of primary school learners from accessing the science laboratory, computer laboratory and library. It was caused by the legislative power (Van Dijk 2008:90; Goventa & Cornwell, 2008:173) bestowed on the responsible school (Ikgapeleng Letlotlo) to protect and care for such facilities. As a result these factors, that is power and need to protect facilities and resources, deprived the learners equitable access to the resources and therefore to learning. Xaba (2011:207) strongly

argues for the protection of resources without necessarily negating smooth transition of learners from one phase to the other.

4.2.5 Lack of implementation plan for sharing resources and facilities

There was no implementation plan (4.2.4) geared to the actualisation of the sharing of scarce and under-utilised resources. As historical infrastructure backlogs are difficult to redress (Motala, 2009:186; Patel, 2004:1), the need to plan the use of those available will appreciate. No implementation plan was available, notwithstanding the need to access and use science equipment, under-utilised computers in the computer laboratory, the library, or classrooms for evening studies. Nor was there teacher support in their teaching and computer skills. These would have formed the critical activities and actions (priorities) for the implementation plan, but would have to have been allocated resources, time, and responsible persons. These needs were noticed by parents and teachers but were not acted upon (see paragraphs 4.2.2, 4.2.3, 4.2.4). The identification of education related resources and facilities (Ebershon & Ferreira, 2012:31; Hlalele, 2012:67; Moletsane, 2012:2) and development of implementation plan (Hall, 2005:11; Nickols, 2011:6; Yarger, 2006:1) are very critical.

Teachers and parents did not engage in activities that led to the actual use of the science laboratory, computer laboratory or library by the Sebokathuto primary school. Nor did the learners of Ikgapeleng Letlotlo access and use the classrooms at the nearby Sebokathuto primary school for study purposes. Furthermore, teachers from neither school used the computer laboratory for the development of their skills, so their use of ICT was “not at a level where they are confident with the new tools to use them to enhance learning” (Ndlovu & Lawrence, 2012:5). The facilitators for basic computer training skills could have been two teachers from both schools who later availed themselves as such (see annexure T1).

Such activities could have been derived from the action plan or strategic plan that was said to have been lacking (4.2.4 and 4.2.2). The dates during which these could have

been done might have been sooner than those in the action plan, so that the persons responsible for implementation of respective activities would report progress to the coordinating team. Conversely, the coordinating team would have considered its progress in the activities it executed. For instance, if it conducted the computer training classes it would in its next meeting reflect on the extent to which such activity reached its mandate. The effect of this would have been a review of the plan and the strategy as a whole, thus serving as a monitoring and evaluation process (Erasmus et al., 2006:220; Ehlers & Lazenby, 2010:137; Nienaber, 2010b; 21), which would have been an integral part of the implementation process.

An implied reference to the implementation plan was made by Monoane in one of the meetings held after a strategic plan meeting:

Di batla titjhere hore e kopane le matitjhere a rona and then ho ka etswa arrangements hore ho ka sebetswa jwang. (They require a teacher (from primary school) to meet our teachers (secondary school teachers) then arrangements can be made on how to go about it.)

The use of '*ho ka sebetswa jwang*' (how to go about) implies a plan or programme that can be used to implement whatever the teachers agreed upon in their meeting, thus the gathering was being made aware of the necessity of the implementation plan for the activities agreed upon. The activities would be a mechanism for sharing of resources.

The shift in thinking heralded a move through which discriminatory social practices that privilege some while disadvantaging others were likely to be addressed (Cohen & Kennedy, 2007:158; Hickling-Hudson, 2006:3; Hylton, 2005:87). Before this engagement between the two schools, each used its property exclusively to address its own needs. The two schools are situated within a distance of three kilometres from one another yet they did not share facilities that each needed from the other. This spirit of non-sharing could be associated with the ideology of separate development. Parsons and Harding (2011:2) claim that certain practices still bear the influence of the former coloniser, therefore the envisaged implementation plan was likely to end the negative perceptions.

4.3 COMPONENTS

This section considers empirical data for this study in respect of the components for sharing of resources that were found to permeate the literature (Chikoko, 2007:47; Niane, 2004:10; Pedder, 2007:235). These have been the vision or common goal of institutions that shared the use of resources. It then considers the relevant policies according to which the sharing of resources and their use were controlled. Lastly, it considers data on the resources that were shared, namely their nature and why their use had to be shared.

4.3.1 Coordinating team

The literature provides that for resource sharing to be successful there should be a clear structure (Wright, 2004:3; Stein & Mankowski, 2004:28; Mertens, 2009:200; West, 2010:97; Wilson, 2012:3), with people who have clear roles to play in respect of ensuring its successful implementation. The structure should also be representative and accommodative of the prevalent diversity and different backgrounds of the affected people (Brydon-Miller et al., 2011:387; Levin & Greenwood, 2011:29; Mertens, 2010:250). This coordinating team should take overall responsibility for the daily functions of the resource sharing endeavour. The team's governance (Wilson, 2012:3) and managerial functions regard may include organising of teaching and learning resources, such as laboratory chemicals, stock control, venue for studies and development of resource sharing.

In this study, the members of the coordinating team constituted a structure that ensured collaboration in executing the governance and management functions outlined above. The composition and establishment of this structure (team) was discussed in chapter 3 paragraph 3.1.2 The data that attests to this was expressed by Lencoe during a second meeting of the coordinating team and other participants, namely teachers and parents from both the Sebokathuto and Ikgapeleng Letlotlo:

*Bomme le bontate, diphuputso tsena di etelletswe pele ke **moifo** ona oo le qetwang ho o tsebiswa. Mosebetsi wa **oona** ke ho hlokomala hore dintho tsa rona di tsamaya hantle. Hona re tla ho fihlela ka diphehiso tsa lona. Re tla boela re sebedisa lesedi le hlahellang diphuputsong tse kang ena ho ntlafatsa sena seo re hopotseng ho se fihlela.* (Ladies and gentlemen, this research is being led by the team which was introduced to you. Its duty is to make sure that our things go on smoothly. This we will reach with your contributions. We will also use information from similar studies in order to improve this one.)

Lencoe's sentiments in the first statement highlight the issue of a team effort, captured by the word '*moifo*' which is understood as referring to a team. This team was critical in leading the activities and the study. The leadership role played by the team is evident in Lencoe's use of the expression '*etelletswe pele*' (led by). Furthermore, Lencoe uses the word '*hlokomela*' which signifies 'care taking', that which was taken care of being '*dintho tsa rona*' (our things), which here referred to those actions, activities, resources and facilities that would be suggested and executed by the participants towards the attainment of the vision. This vision was realisable through a mission of 'taking care' of our resources and facilities.

Also, Lencoe sounded not to be instructive since he considered himself as one of the participants to the study and coordinating team member, denoted by use of the word 'our', not to refer to 'things' belonging to the team but as inclusive of everybody taking part in the study, and signifying equity and respect . The invitation for contributions from members is also important as it invites diversity, accommodates collaboration, and in a sense incorporates freedom and equity to voice their views (Cannella & Lincoln, 2011:82; Ledwith, 2007:599; Reza, 2007:30; Stein & Mankowski, 2004:21). In terms of the implementation of CER principles through PAR, the invitation by Lencoe was "committed to democratic engagement, transparency and openness, a strong cooperative and communitarian ethos, inclusion, multiculturalism, and a clear conviction to issues concerned with development and sustainability" (Jordan, 2003:189).

The structure (team) mentioned above was very instrumental in coordinating the activities of the research. It was involved in evaluation and to some extent provided

information and advice on a number of issues, as well as giving some form of joint governance mechanism to the collaboration (Thomson & Perry, 2006:25; Wilson, 2012:2). Because it was composed of equal representation from both schools it helped to pursue the transformative paradigm rooted in issues of diversity, privilege and the levelling of power asymmetries (Keast & Mandel, 2009:2; Mertens, 2009:200). Participants had a say in the different sessions held with a view to evaluating the effectiveness and challenges faced by the proposed framework.

4.3.2 Vision

The vision is critical in enabling the participants' diverse views, backgrounds, experiences and efforts to be synergised (Wright, 2004:3; Keast & Mandel, 2009:1; Steinberg & Kincheloe, 2008:141). In this study the respective vision was the development of teachers and learners at Mohokare (4.2.2). How this was to be achieved was through collaborative resource sharing (4.2.3) and collaborative planning and implementation of plans (4.2.4, 4.2.5). Thus, shared vision and mission were critical components of the collaborative resource sharing initiative (Thomson & Perry, 2006:25; Wilson, 2012:2) between Sebokathuto and Ikgapeleng Letlotlo. The said vision was apparent during the third coordinating team meeting that was geared towards analysis of the situation at Mohokare, to consolidate the analyses made by both schools separately, as per the agreement and decision of the second meeting. Rankotseng's understanding of the vision is evident from the sentiments he expressed:

Ho sheba di risose ho kwala gepe bithwin sekolo sa lekeisheneng le sa toropong.
(To look for resources in order to close the gap between the school in the township and the one located in town.)

The word '*sheba*' means look for something, which happened to be educational resources and facilities, in order to identify those that could be used to facilitate a closure of the gap between schools in different localities. Thus, in this context it meant that participants needed to analyse their situations to identify prevailing gaps as well as

resources that could be used to close them. The crux of the matter was to harmonise the teaching and learning in order to create sustainable learning environments in both schools for the sake of the broader community. According to Rankotseng, the disparities that prevailed were associated with the geographic locations as he refers to *lekeisheneng* (township) and *toropong* (town) schools. The latter is associated with the historic 'affluent white area' and the former with the under-resourced, disenfranchised black areas of the now defunct apartheid regimes (Yamauchi, 2011:146-148). This, subtly, appears to be the reason Rankotseng associates the two schools with their respective locations rather than with himself, themselves (as community/public), or even their names.

These sentiments are consistent with the sentiments expressed by Monoane during the advocacy meeting with teachers (see annexure T 2) on the issue of the prevalent gap that Rankotseng had alluded to above:

Shering molemong wa divelopmente ya bana le matitjhere. (Sharing for the development of teachers and learners).

Thus, the gap was in respect of the development of learners and teachers, which related to learning and teaching practices. This is evident from Motaung's view in support of this vision for computer training lessons:

Re ka stata ka matitjhere, pele re ka nka bana. (We can start with the teachers before we extend the training to learners.)

Thus, the sharing of teaching and learning resources and facilities for development of teachers and learners was considered the vision. Mestry *et al.* (2009:475) assert that teachers should be developed professionally as this influences the learners' experiences and achievement in a positive way. This was also considered against the background that parents had a similar perspective (4.2.2).

It is critical for participants to own up the vision for collaborative resource sharing, which tends to ensure that they defend their subsequent actions and activities. It should not be imposed on them for the sake of successful implementation of the initiative (Evans et al.,

2005:231; Nzimande & Stilwell, 2008:236; Salama & Adams, Jr., 2003:3). One of the ways in which this can be achieved is through value-driven engagements and processes, inherent in the engagement processes and requiring their acknowledgement and recognition. For instance, in this case it was imperative that there was transparency (4.3.3) and values such as responsiveness to the needs of the participants and the community and collective decision making were central to this. As Motaung confirmed:

Ha ke hopole ho ka ba le bothata, et eni thaem re ka starta. Ke ho dumallana feela ka timeframes re be re dumallane kahore ke classrooms dife tse ka bang available. (I don't think there is any problem, at any time we can start. What remains is for us to agree on timeframes and also agree on which classrooms will be available.)

The phrase, *et eni thaem* (at any time), in this context refers to the time within which the sharing of resources could be commenced with. It reflects a time that was earlier rather than later, to address the identified need, and was considered as being responsive to the needs identified. Also, the phrase *re dumellane* (we should agree) implied that the participants were to openly and collaboratively make decisions and put them into operation. This meant that they were supposed to have been equitably engaged in the initiatives from the outset (Steinberg & Kincheloe, 2010:143). There was supposed to have been a way in which their voices (Ledwith, 2007:603; Stein & Mankowski, 2004:21:23) would have been part of the resource sharing discourses as this would have enhanced their taking of ownership of the vision.

Levelling of power between the schools had been achieved when the two schools agreed on a common vision of sharing resources to improve quality education in both. According to Estacio and Marks (2012:549), CER stimulates reflection among members of the community, producing a collective understanding of their social reality which is used to inform and mobilise action, hence this common vision. In terms of CER, agreeing on a common vision was “a driver in promoting a shift in thinking where the question is no longer about setting boundaries but rather about transcending them” (DiMaio, 2008:15).

4.3.3 Analysis: education-related resources, facilities and practices

The third meeting of the coordinating team was dedicated to consolidation of the analyses of the situations at the two schools, in line with the agreement of the second coordinating team meeting that the two schools would conduct analyses of their respective situations. They identified possible strengths, weaknesses, opportunities and threats that were related to their teaching and learning. This interpretive analytic process focused on issues that would enhance the quality of education in their area (Steinberg & Kincheloe, 2010:148; Mahlomaholo & Netshandama, 2012:38), seeking to make sense of how these could be used to complement each other towards sharing of resources and facilities for the enhancement of teaching and learning. To this end, Ikgapeleng Letlotlo identified the resources and facilities to use in collaboration with Sebokathuto as the library, computer centre, laboratory for physical and life sciences, and the school hall.

Sebokathuto, on the other hand, identified the classrooms that could be used by the learners for evening studies (see annexure T3), which were understood to have had a potential to address the needs identified in paragraph 4.2 above. Thus, through this consolidation process, the situational analysis endeavoured to establish mechanism through which the participants could: i) foster an institutional relationship of mutual trust and respect as well as transparency between Sebokathuto and Ikgapeleng Letlotlo; ii) instil a sense of belief in the collaborative resource sharing among participating schools and the community; iii) enhance reciprocity between schools and the community; iv) create a culture of mutual support through continual consultation and regular communication; and iv) motivate participants to maintain and sustain continuity of best practices (Delpont & Makaye, 2009:99; Kufakwami et al., 2003:274; Niane, 2005:10; Solaux & Suchaut, 2006:14; West, 2010:97).

4.3.3.1 Institutional Relationships

The institutional relationships in this context referred to those between Sebokathuto and Ikgapeleng Letlotlo. These would ease the processes of collaborative sharing of

resources and facilities and refer to issues of vision (David, 2013:77; Erasmus, Leodolff, Mda & Nel, 2009; Ninaber, 2010:117) that the participants shared about the resource sharing concept, how they would achieve it and the values that would give integrity to their efforts. The main reason for this was to enhance the relationships between the two schools and the community at large, considered as critical by West (2010:97), for whom: “relationships between partner organizations are stronger than relationships between individuals from those organizations.”

In this study the establishment of relationship of trust and respect between the two schools was critical in the light of their individualised and separate working practices. This was understood by the coordinating team as being inconsistent with social transformation (DBE, 2011:3) that is conducive to enhancement of quality education (Erasmus et al., 2009:2). The relationship was desirable in order to address the real social need and problem of shortage of educational resources and inaccessibility of some (4.3.3) to the Sebokathuto learners. The importance of institutional relationship of trust and respect between the two schools was evident in the sentiments expressed by Mohale, who said parents were concerned about their state of educational resources but did not know how to approach each other over sharing those available (4.2.3). It became apparent that the reason for the parents’ problem in this regard was the lack of institutional relationship between the schools.

4.3.3.2 *Transparency*

The collaborative efforts towards the sharing of resources and facilities were also made known and publicised to the community as a whole, to ensure that the sharing of resources was a transparent activity. This was supported by Grant et al. (2008:591) and Nix (2004:3). This was made possible at the request and suggestion of Tau, an educator member of the coordinating team, during the meeting or the coordinating team with parents and teachers in an attempt to explain to the other attendee who sought to know how the coordinating team would manage the resources that might be donated to the collaboration:

Resetjhe re tlo e etsa mmoho, re tlameha re dule mmoho re shebe hore di khonsene ke dife re di lokise jwalo, ha re tshwanetse ho etsa report re e etse mmoho. (We are going to do research together, to sit together and look at the concerns and attend to them. When we have to write a report, we should do it together.)

Tau explained that as members of the coordinating team, parents of the affected schools and the participants were at liberty to be part of the study. This is clear from the phrase *re tlo e etsa mmoho* (we are going to do it together). She also explained that they would be bound to sit together (*tlamehang*), that is attend meetings and address concerns that might arise. In this context the word *tlamehang* (bound to) was not denying a participant his/her discretion over attending a meeting, or free consent (Christians, 2011:65; Hooley, 2005:77; Reza, 2007:31) to participate in the study. It is evident that the collaboration was guided through transparent processes in which all people could take part and have access to its activities.

The coordinating team was fairly balanced in terms of representation of members from the two schools, with a balance of issues of inherent power relation struggles. The establishment of the team was also informed by the literature (Alvesson & Skoldberg, 2000:110; Gaventa & Cornwall, 2008:175; Keast & Mandel, 2009:2; Stienberg & Kincheloe, 2010:143). As a result, the focus of the team could not have been easily diverted from its vision, supported by the values of respect and trust (Keast & Mandel, 2009:2). The relationship between the team and the participants was also one of mutual trust and respect, thus the coordinating team sessions observed the principles of equity by virtue of giving equal consideration to participants' views and perspectives.

4.3.3.3 *Continuity and regularity*

It was imperative for the two schools to keep a team of members for a considerable time in order to ensure continuity. The frequent change of coordinating team members would affect the sustainability of the sharing of resources by derailing its progress. This was

also noted by Hargreaves and Fink (2003:4). This could happen because it could stagnate when seeking support of new members for the project. Also, the coordinating team and participants needed to meet and communicate as regular as possible to update one another on the progress being made. The literature emphasised the importance of regular communication among team members (Jacobs; 2010:370; Jordan, 2003:129; Strickland, 2006:234). Thus a programme of meetings to be held during the duration of the study was drawn by the study coordinating team with input from all participants. This programme made provision for separate meetings between the team members as well as between the team and groups involved in a variety of activities. These groups included learners, parents and educators involved with evening studies, a group of trainers and teachers involved with computer lessons for teachers, and a group of educators involved in joint subject meetings. Throughout the study there was consistent and regular communication, with clear timelines that were adhered to by all involved in the collaboration. Groups involved in a particular meeting normally determined or influenced its context.

The following discussion is based on a meeting held by the coordinating team and a group supervising evening studies. The aim was to discuss progress and possible challenges with the evening studies. Monoane remarked in that meeting:

Ho na le ba bang ba ileng ba reisa issue, maar ke ne ke ntse ke itse ke tla kopana le ntate tjhee, er, maar e re ke hle ke e reise mona. Na ba batla ba lla ka taba ya fenstere, le light yane, ekare ho na le light e itseng ka mono, maar ke itse ke tla kopana le ntate Motaung, le lefifi ekare ho lefifi ha ba tswa ka mono, jwale e ne e le issue tseo ke tla kopana le ntate Motaung ka tsona tseno re ke re bue-bue ka tsona. (There were others who raised an issue, but I was intending to meet with sir nonetheless, er, but let me raise the issue here. They were almost concerned about the window, and that light, it seems there is a particular light in there, but I said I would meet mister Motaung, and the darkness, it seems it is dark when they move out of there, and these were the issues about which I was going to meet mister Motaung so that we could talk about them.)

There is reference to *ba bang* (others), the context under which this is said need to be understood, or one need to share the same discursive practice as the speaker, namely the Grade 12 learners that used the primary school classrooms for evening studies. In the same breath, what has been said about context applies again to *ba lla ka fenstere, le light yane* (they were almost concerned about the window, and that light,). The use of the words *ba lla ka* translates as 'crying about,' relating to concerns about a broken windowpane and light bulb that was not functioning properly and required serious attention. It also means that the learners themselves were not in a position to fix the two issues themselves. That is why they went to their principal, their 'father,' for help rather than directly to the 'strange' principal.

The social structural arrangements were unwritten protocol procedures that regulated interactions between persons whether familiar or unfamiliar with one another. These contributed towards 'social capital' (Sangiga, Kamugisha & Martin, 2008:296; James et al., 2008:69), "...a metaphor for myriad of behaviours, values, practices and forms of social organization that support and legitimate the social relations" (Jordan, 2003:193). In the light of this quotation, the behaviour of secondary school learners should not be interpreted as indicating that there were problems with the sharing of facilities, rather their behaviour was a sign of respect.

Regular and continuous meetings helped the study address a number of challenges. In the above case, the lights and broken windowpane were repaired by the host school in accordance with the policy agreement. Others at similar meetings were ratification of the policy and adjustment of the programme of computer classes for teachers. This supports the claim that "the key to collaboration success rests in participants' willingness to monitor themselves and each other to impose credible sanctions on non-compliance" (Thomson & Perry, 2006:24). By so doing partners become responsible for own success as well as for that of the partner (Wilson, 2012:5). The success of the collaborative activities became a joint effort by and responsibility of the involved schools.

4.3.3.4 *Acknowledgement of contributions*

The acknowledgement of contributions towards the development of the strategy to enhance resource sharing emerged during the sessions. It was an open and unrestricted activity by any participant, enforcing the idea of equity among participants and was encouraged in all meetings when necessary. Some activities were directed at individuals or specific teams, with appreciation of accomplishments brought about by participation in the study. In addition, those contributions that called for action were responded to after deliberating on them and the reaching of consensus. When individuals volunteered they were granted an opportunity, helping them to realise they were regarded as worthy members in the study. Equity engenders a sense of belonging and ownership among the participants (Kreber, 2005:394; Mahlomaholo & Netshandama, 2012:35; Steinberg & Kincheloe, 2010:142-143).

4.3.3.5 *Belief in the collaborative process*

The participants' belief in the collaborative process was encouraged by the inception of this study. They wanted to use resources from another school but did not know how to (4.3.2). After discussion was initiated on this matter there were a number of pointers that revealed a belief in the collaborative process, for instance, approached individuals agreed to serve on the coordinating team; a team of four members with equal representation from both schools compiled a policy for the collaboration; a team of two teachers conducted computer lessons for other teachers; both schools volunteered facilities for sharing; and SWOT analysis was carried out jointly.

In one of the meetings organised to assess evening studies a request was directed to parents to volunteer with supervision of evening studies. Six parents volunteered on the spot, an indication that they believed in the collaboration process. One parent remarked:

Nna ke se ke amohetse ha ho letho leo ke le belaelang. (I have already accepted I don't have any reservation / suspicions).

The parent used the phrase *nna ke se ke amohetse* (I have already accepted) to indicate that she was under no coercion from anybody to volunteer to be part of the team to supervise evening studies and that it was her decision to do so. This meant that she was already empowered because she was not the usual teacher to supervise these. Perhaps their aspiration (*lakatsa*) had ultimately been met. Paragraph 4.2.2 made reference to parents being concerned about not sharing of resources between the two schools, and having no reservations or suspicion about the collaboration. It is only possible and understandable that one would give approval if happy, satisfied and believing in whatever issue was on the agenda. That there was no counter to this, and that many parents volunteered, was an indication that even the community had a belief in the collaborative process (Liasidou, 2008:486; Sheyholislami, 2009:4). A common vision had levelled the power relations between teachers and parents (Christens & Perkins, 2008:222; Leonardo, 2004:14; Steinberg & Kincheloe, 2010:145), and this coordinating team had blurred the educational boundaries that created problems of cooperation between parents and schools, confirming that In PAR, participants engage as equals (Kemmis & Mc Taggart, 2007:273; Watters & Comeau, 2010:5).

4.3.3.6 *Reciprocity*

At the heart of the successful collaboration there needs to be direct benefit to participating stakeholders (West, 2010:97). The social benefit of the collaborative resource sharing was explicit in what Phoka's response (4.2.4), that collaborations would "raise the standard of education in the area of Mohokare." This meant that it was for the benefit not only of the few but also of the community of Mohokare. This reciprocity (Mertens, 2010:247; Pedder, 2007:236) was corroborated by Monoane:

Tsena tse teng for sharing molemong wa development ya bana le matitjhere.
(these ones we have for sharing are for the development of learners and teachers.)

The phrase *molemong wa dipvelopmente ya bana le matitjhere* (for the benefit of learners and teachers) clearly indicates that the value of sharing resources extends beyond the current age, and the development of learners gives hope to future generations at Mohokare. This reciprocity appeared to have manifested itself in the benefits that learners and teachers from the two schools derived the sharing of resources, as in the statements by teachers and learners during the reflective sessions organised by the coordinating team (see annexures T 7 and T 6). One teacher, Mamathibela, also a supervisor during the evening classes, was excited that she had learned some uses of a computer during the classes organized by the coordinating team:

Ntho eo ke neng ke sa e tsebe e ne e le ho kenya di phiktjhara ha o ntse o thaepa...leha ke seta khweshen pheipha ke batla ho etsa kheis study ke fumana hore ke e sete ka khomphutara...ke ithutile tse ngata mona haholo. (Something that I did not know how to do was to insert pictures when you are busy typing... even when set a question paper and wanting to do a case study I use a computer... I learned many things here.)

Mamathibela confesses that she did not know how to insert pictures, a skill which appeared to have impeded her ability to set case studies that were backed up by relevant pictures. She thus learned skills that helped to address her work-related Information and Communication Technology (ICT) shortcomings (Evoh, 2009:3; Mdlongwa, 2012:4; Ndlovu & Lawrence, 2012:14). According to Evoh (2009:2), “teachers are required to be skilled in applying these technologies productively in their work.” It is evident from her statement that she learned much from the computer skills course, as captured in the words *tse ngata haholo* (many more things). It is also evident that the course was tailored according to her needs and therefore relevant and useful to her. That Mamathibela subsequently used these skills to improve her work performance shows that learners benefitted from her improved computer skills and competencies, in turn benefitting the school and community.

In the same vein, a learner, Tshediso, saw the benefits:

Stadi sena se setle fo rona hore re kgone ho imprufa phesentheij ya sekolo end ke bona se le bohlokwa hobane nou tjena di risalts tsa rona di bile hantle fo rona.
(This study is good for us so that we can improve the results of the school and I realise it is important because now our results were better for us.)

Tshediso uses a plural pronoun, *re* (we), when responding to the question of the benefit he derived from the study. The plural pronoun 'we' in this context includes his colleagues, that is other learners, as is evident from her reference to the 'results', a word understood in this context to be referring to learners' performance. Tshediso regard their results as performance of the school, as related in *imprufa phesentheij ya sekolo* (to improve the percentage of the school). This implies also that the percentage they acquired as learners was for the parents and other learners.

It is thus critical that participants' interests are catered for during the processes of resource sharing, thus enhancing the benefit to others from the strengths of one.

4.3.4 Collaborative planning between affected Schools

There were no joint planning sessions between Sebokathuto and Ikgapeleng Letlotlo that related to the sharing of resources prior to this study (4.3.1, 4.3.1). This was notwithstanding disparities in the resources available for the two schools. The issue of disparities was not unique to the two schools in this study according to Gibberd (2007:1) and Sedibe (2011:130). In this study, Ikgapeleng Letlotlo had the facilities that Sebokathuto did not have but needed, and which served as priorities for the coordinating team to facilitate identification and share usage. The priorities were thus given special attention and were as such discussed in several meetings during the process of this study.

Mohale, a member of the SGB of Sebokathuto, said during the second study meeting on advocacy that parents were concerned about mechanisms to use in order to enable learners to have access to Ikgapeleng Letlotlo' facilities (4.2.2). These sentiments were later corroborated by Rankotseng, who found it necessary to close the gap between the

school in town and the one in the township, as well as between the schools and the community (4.3.2). The meetings referred to were facilitated by the coordinating team, namely, the advocacy meeting between coordinating team and educators from the two schools, the SWOT analysis meeting and the reflection session by the team. It was during these planning meetings that facilities and resources were identified as ideal for the collaboration.

The possible collaboration strategies for resource sharing that were considered in this regard included clustering of schools and resource centres. The reason for this was because instances of the clustering or resources centres being implemented were as a result of, *inter alia*, lack of resources (Giordano, 2008:35), inability to provide resources equitably due to financial constraints, and underutilisation of available resources (Giordano, 2008:25; Modisaotsile, 2012:4; Meier, 2005:170; Hlalele, 2012b:115). This led to a problem of teachers lacking skills, as illustrated by Phoka:

Samwe samhao wi lek skills. Mohlomong ai suthabol phesen ya tla kgona ho ntshetsa dintho tseo pele. (Somewhere somehow we lack skills. Maybe a suitable person who can be able to ensure that those things proceed /progress)

This teacher, Phoka, confides that they (teachers) 'somehow' lack skills.' He tended to display lack of confidence and hoped that there would be sufficient skill and capacity to lead and manage the process of sharing of resources. This is evident in his reference to and wish for 'maybe a suitable person,' and the deficit of skills that teachers had in computer use (Awan, 2011:358; Hennessy, Harrison & Wamakote, 2010:41; Hennessy, Ruthven & Brindley, 2005:158). These challenges "are predominantly ICT literacy and confidence among teachers, and education of subject teachers to assist them in integrating ICT into learning areas" (Hennessy et al., 2010:41). They can impact on the rate at which work is done as well as the quality of such work, particularly serious in the area of this study with its lack of laboratory and related resources. Some of the experiments and lessons in geography could be enhanced through the use of computer technology, for instance geographic information systems (GIS).

The resources shared appeared to be those that were expensive to provide and maintain, such as specialised facilities and buildings as well as human resources with specialised expertise (Rahman, Nahar & Akhter, 2006:371). The specialised facilities included the library, school hall, laboratory and computer laboratory, while the specialised skills included computer skills (see annexure T3). The purposes converge on enabling schools to achieve more than would be the case if they worked independently (Thomson & Perry, 2006:25; Wilson, 2012:2).

The data that attests to the above discussion was clearly expressed by Monoane, the principal, supported by the SGB members. He indicated that resources were available at Ikgapeleng Letlotlo School for use by Sebokathuto learners. During a joint planning session organised by the coordinating team he said:

Rena le khomputa sentha, laeborari, laboratori, holo eya kholiksi ke tsena tse teng o afeilabole fo shering molemong wa bana le matitjhere. Re thusaneng ka disabject tse fapaneng...ha hona le aspect ebang mohlomong o batla motho a tlo thusa bana ka yona, re etse jwalo colleagues, re se ke ra ikwalla ka ntho tsena. (We have a computer centre, library, laboratory, hall, yes colleagues, these are available for sharing for the benefit of learners and teachers. Let us assist each other with different subjects... if there is an aspect which you would like somebody to help learners with, let us do so colleagues, let us not be selfish about these things.)

Monoane listed physical facilities available for sharing and thus for the benefit of learners and educators, and mentioned that educators could also help one another with lessons. According to Tatto (2006:238), “effective teachers require not only strong academic background, but also expertise in subject pedagogy knowledge, pedagogy and classroom management.” This is one of the reasons some countries began with clustering and ERCs (Mahlangu, 2011:242; Robert, 2007:25; O’Brien et al., 2009:61).

The identification of the facilities that could form part of the collaboration was in meetings in which all stakeholders from the two schools were well represented (see annexure T3). This was critical in terms of CER as the affected community should be

involved in the design of the study (Strickland, 2006:230), thus encouraging participation. That each school had a facility to contribute to the collaboration was a positive step towards the balancing of power in the relationship or collaboration, as schools participate as equals (Wilson, 2012:3; Keast & Mandell, 2009:2; Thomson & Perry, 2006:24). Even participation at the human resource level was to encourage equity, as revealed in Monoane's remark.

The call to not be selfish was a call to relinquish power, to challenge personal values and beliefs and become different, more enlightened people (Hooley, 2005:5). Some people use their knowledge base to intimidate others or to cling to their prestige or esteem and marginalise them. If teachers took heed and acceded to this call they could help empower less privileged colleagues in terms of knowledge and expertise. The help to which he was referring was intended to be two-directional, with the flow of expertise reciprocal. The sessions held between the two schools helped to forge a trusting relationship between members as opportunities were created for participation as equals (Mahlangu, 2011:241). Social justice would be attained as learners from the same community would have access to resources that could maximise their performance.

This had influenced the Sebokathuto to open up and release their classrooms for use by Ikgapeleng Letlotlo, without reservations. As Motaung, who was also a principal at Sebokathuto, said:

Ho tswa ka Sebokathuto, re ka bua ka tlelaserumu bakeng la stadi grups tsa bana. Ke ho dumallana feela ka thaem foreims re be re dumallane kahore ke tlelaserumu dife tse ka bang aveilabile. (From Sebokathuto, we can talk about classrooms for learners' study groups. What remains is for us to agree on timeframes and also agree on which classrooms will be earmarked for this.)

The words *re dumellane* (we should agree) indicate the willingness of Sebokathuto to avail classrooms for purposes of learners' studies, and the need to draw up an agreement in this regard. That which should be agreed upon depended on the actual need of the Ikgapeleng Letlotlo as the one to use the classrooms. The number of learners was the determining factor, thus the principle of equity was a criterion that

Sebokathuto would use to release the number of classrooms. There had been no restriction other than the necessity for participants to outline their collaborative effort more clearly.

According to Motaung, the primary school had classrooms that could be used by the secondary school learners, the practice being that secondary school learners did not have evening studies because the secondary school was located in town, three kilometres from the black residential area. As Yamauchi (2011:146-148) points out, during apartheid good schools were located in selected areas and local resource availability was determined by historical and spatial factors. It was not safe to walk that distance for studies in the evening.

Subsequent to the identification of priorities, the coordinating team determined the activities for each priority, for instance one on the development of a policy for resource sharing activities such as to obtain examples or prototypes of policies that could guide the team to develop its own; to arrange meetings for the discussion and drafting of own policy; to facilitate the adoption of the policy; and to implement the policy. The latter activity was carried out simultaneously with the policy development process (Dukeshire & Thurlow, 2002:8). In order for these activities to be tracked and achieved, each was assigned a target and timeframe. For instance, in this specific case, the target for the number of examples of policies to serve as guide was two, and the number of sessions that the team suggested for the drawing of draft and discussions thereof were three.

These sessions were spread over the period of the study and served as reflective points, and the resources required for the enhancement of achievement of these activities identified. These included, in this specific instance, technical support, venue for holding meetings, and examples or guidelines. The timeframe ranged from April 2012 to April 2013, and those responsible for the development of the draft were Phoka, Rakepa, Malebakeng and Mathabo (see annexure P1). The draft was presented and discussed with the coordinating team in order to obtain further inputs and suggestions. The reason for this approach was to curb time constraints while ensuring ownership of the final product by all participants.

Subsequently, the coordinating team facilitated a process during which the policy was further improved and ultimately adopted by the SGBs. Thus, the joint planning sessions afforded the SGBs of the two schools an opportunity to exercise their legislative power (SASA section 21 (a) & (b) and responsibilities with reference to the use of school property for quality education. Availing material and human resources between the two schools was a way of transcending boundaries rather than setting them (Di Maio, 2008:15), as well as bridging the gaps between organisations (Wilson 2012:16). In this way the challenge of being overprotective with the resources housed at nodal schools and education resources centres would not occur in this collaboration.

4.3.5 Reflection

Some participants in the study expressed their appreciation of the contribution that the collaboration had made in their life. These reflections and self-reflective moments (Freedman, 2006:88; Lincoln, 2011:20; Robertson, 2000:315) were frequent in our meetings, and acknowledgement of contributions it (reflection) formed part of our engagements. The data as expressed by Mamello (teacher) and Modiehi (Grade 12 learner) provided below attests to this:

Nna ke motho ya neng a sa tsebe letho ka computer, hore ho na le eng, ho etsahala eng. Hona jwale tjena nka o ngolla lengolo ka tla ke le tshwere ka letsoho, le entswe hantle, ke le kentse le diborders. (I am a person who knew nothing about the computer, what it has, or anything about it. Now of late I can write you a letter, personally hand it to you, a smart letter with borders.)

Mamello states that she knew nothing about computers prior to the collaboration. This may partly have been because she was schooled in a system that was systematically under-resourced. According to D'Amant (2012:53), "educational segregation and inequality was strictly enforced, and the implementation of different curricular, pedagogics, investment and resources for the different racial groups formed diverse

identities and subjectivities.” Another reason could be that she was at a primary school that was also under-resourced (Hlalele, 2012a:67; Maistry, 2012:34; Nkoane, 2012:7).

Attending computer lessons made possible through collaboration between the two schools had helped to bring a sense of self-esteem and self-worth, as indicated by her confidence in personally delivering a letter she had typed without fear of criticism. Use of *ka tla ke le tshwere ka letsoho* (personally hand it over) indicates that she was not hiding anything. The social arrangement sometimes is that people prefer to be anonymous if they are not confident enough about what they are doing, for fear or the after-effects of their actions. It should also be noted that Mamello had acquired some advanced skills in that she boldly stated she could put borders around her documents.

Modiehi (Grade 12 learner) said:

Nna wa tseba haesale re tla stadising, esale re ntse re rutwa accounting, mokgweng wa ka ke ne ke tlwaetse ho feila accounting ka dinaledi, empa hona jwale tjena ke fihlile level two. Ho bonahala hore diphethoho di ngata. (You know ever since we came to the studies, we have been taught accounting, it was habitual of me to fail accounting with distinction, but now I have reached level two. It appears that there are many changes.)

Modiehi, on the other hand, appreciated the difference brought to her performance in accounting by the extra time she now had for studying. As a result she had reached level 2, whereas prior to this collaboration she had accepted her incompetence in accounting. People tend to accept their inferior status and internalise it (Prilleltensky, 2008:127), but she claimed that it was habitual of her to fail accounting with distinction. Collaboration had made it possible for some teachers to make an extra effort in teaching in the evening voluntarily.

There were also incidences of the coordinating team appreciating and acknowledging contributions from members. A group of four, two from each school, were assigned responsibility to work on the policy for collaborations, which they did. Coordinating team members volunteered to facilitate names of teachers who wanted training in computer

skills, so a list of possible trainees from both schools was compiled. Training classes began and the work of those who compiled the list, as well as the trainers, was acknowledged. Parents who volunteered and supervised evening studies were also acknowledged.

Acknowledging contributions from members helped to reinforce a sense of unity in the collaboration and served as a means of evaluation on how the collaboration was delivering on some of the objectives. Members of the collaboration became encouraged to bring other initiatives to enhance the collaboration. Testimony to this was the introduction of voluntary lessons conducted in the evening by teachers without expectation of remuneration.

4.4 CONDITIONS CONDUCIVE TO THE IMPLEMENTATION OF STRATEGIC RESOURCE SHARING

This section addresses the conditions that should prevail in order that the resources be successfully and collaborative shared. These conditions should also facilitate the sustenance of the collaboration, namely: reciprocity; clear structure; institutional leadership; transparency; continuity and regularity; and acknowledgement of contributions. They are organised according to: coordinating structure; vision, mission and values; action and implementation plan; reflective moments to acknowledge and appraise performance; and contributions of participants.

4.4.1 Supporting Policy Framework

The legislative and policy imperatives (Dukeshire & Thurlow, 2002:1; Thomson & Perry, 2006:24) tend to have the power to instil orderliness and address inescapable deviant behaviour and conduct in organizations (SASA, Section 8 (1) – (9)). They promote transparent processes and procedures in addressing issues, and as such promote acknowledgement of contributions (West, 2010:97) of the participants (SASA, section 38

(1)-(3)). This is imperative in situations in which many people are involved, thus legislative and policy imperatives become another important component for the collaborative resource sharing in this study. That the resource sharing initiatives in the countries under consideration in this study were government-led (Frankham, 2006:669; Chokoko, 2007:43; DeGrauwe et al., 2005:8), presupposed that there were policies that supported the initiatives. For instance, in South Africa, SASA (Section 20 (1)) places an obligation on SGBs to “promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school.”

The provision of quality education (DBE, 2011:1) is a challenge for most historically disadvantaged schools due to under resourcing .This view is strengthened by the many instances in which facilities and resources were procured from public funds (Nzimande & Stilwell, 2008:236; Giordano, 2008:25; Delport & Makaye, 2009:100) in support of the clusters and resources centres. In addition to these overall and broad policy frameworks there had been policies that were developed for the effective and efficient functioning and daily control of the respective resources centres and clusters (Kufakwami et al., 2003:276; Chikoko, 2007:43; O’Brien et al., 2009:6).

The coordinating team initiated and facilitated the process that was geared to the formulation of the policy for resource sharing, which was collaborative. The participants agreed that the process should also engage persons who had the requisite skills in and capacity for policy formulation (Ehlers & Lazenby, 2010:344). Thus, teachers from the two schools and SGB members were engaged in the process to solicit inputs and advices. In this way, the local people and the participants had an opportunity to contribute to the formulation of the policy. They subsequently and concurrently participated in the implementation of this policy (Dukshire & Thurlow, 2002:1). Furthermore, the coordinating team members considered examples of policy documents to familiarise themselves with the possible contents of a typical policy document.

The policy formulation processes was conducted in a manner that equitably accommodated the diverse and variant views and perspectives of the participants, which tended to enhance their sense of ownership of the product (*i.e.*, resultant policy). As a result, they had great respect for the policy, which in turn instilled a sense of trust and

hope that those who would continue with the resource sharing beyond the period of this study would better represent original views of the participants (Mahlangu, 2011:241; Strickland, 2006:233; Waghid, 2002:99). The development of a policy for the cluster created what Mahlomaholo and Netshandama (2012:37) referred to as the 'contradictory space,' and one that affords the marginalised an opportunity (Nkoane, 2011:119) to gain moral strength (Steinberg & Kincheloe, 2008:145) to improve the education situation in their area.

The coordinating team considered the advice of Moeletsi, one of the participants, with regard to the initial step of the development of a policy for resource sharing. These sentiments by Moeletsi were considered together with other views during a meeting of the coordinating team which was aimed at establishing mechanisms for the effective and efficient implementation of the collaborative resource sharing between the schools. Moeletsi said that:

Ho molemo hore re seke ra qala dipholisi fatshe. Re ka sheba tse teng tse laolang dirisose tse teng ebe re qotsa mona le mane ho etsa policy e ncha. Re lokela ho utlwisisa hore re etsetsa kolo tse pedi tse tlo sebetsa jwalokaha eka ke sekolo se setjha. (It is better that we do not start policy from scratch. We can look at others that control resources and take some extracts from them, in order to make new policy. We need to understand that we compile this for the two schools that are going to operate as if they are a new school.)

The data suggests that the participants should first conduct analysis of available documents, as in '*re shebe tse teng tse laolang dirisose tse teng*' (we can check at the policies that are there). The words *re shebe* in this context mean 'we should check' or 'we should assess or evaluate. The objects for evaluation and analysis are the policies that are available and used for controlling the use of the identified resources (e.g., science laboratory) (Keast & Mandel, 2009:2). The data provides that not everything in the current policies is relevant for the new setup, and the participants would have to apply their minds to such issues, as evident from the phrase 'need to understand that...' Also, this should be considerate of the operations of the new arrangement that would

involve the engagement of the two social structures (Sheyholislami, 2009:4; Liasidou, 2008:487) as a unit.

The caution by Moeletsi that this exercise was not to be started from scratch was found to be consistent with the views expressed by Dukeshire and Thurlow (2012:8), namely that knowledge concerning what was previously used helps those involved in policymaking. The coordinating team could not, however, find a copy of an existing policy for resource sharing. The search of policies also focused on those for the use of resources and facilities such as the computer laboratory, natural sciences laboratory and the school library at the individual schools. These policies were also unavailable, thus the coordinating team agreed to initiate and facilitate the process of formulating a policy for resource sharing.

The basic principles that govern resources at a particular institution were included in the policy for resource sharing so that there would be no confusion over when the partnership was using facilities and when they were being used by their regular owners. In addition to these principles, the items that were identified during SWOT analysis were considered. For instance, the priority areas, namely the computer training classes, the evening classes for learners, the development of policy for sharing of resources and teachers mutual and peer support initiative, were central to the policy. The principles that were included were addressed, *inter alia*, by the inclusion of vision, mission and values of the study in the policy document. These principles were agreed upon by members of the coordinating team (annexure P2). The policy for resource sharing was put into operation through an operational plan which served as part of the overall plan of the study (see annexure P1).

The process of formulation of policy for resource sharing involved robust discussions and debate, and so was imbued with potential contestations that could have hampered its progress. It was apparent that the principles of mutual trust, respect and humility that were agreed upon well in advance by the coordinating team members and the schools helped address the inherent power struggles. It is important to note that these principles were in turn focused by the vision and mission of the resource sharing (see annexure P1). It also became apparent that the developed policy for sharing resources contributed

significantly to the realisation of quality of teaching and learning at the two schools (Chance, 2003:24; Knud, 2007:3; Feldma & McPhee, 2008:42).

4.4.1.1 Policy for resource sharing

The coordinating team members visited the two schools to gain first-hand information about the facilities that they agreed to avail for sharing for teaching and learning (McGill & Brockbank, 2004:11; Howard-Jones, 2009:10; Van Petegen & Donche, 2006:93; Wanpen & Fisher, 2006:298). The facilities were inspected for suitability for their intended purposes, and were to be accessible, safe and resourced. The visit was also to establish the quantity and quality of resources that were available in each facility. For instance, the computer centre was found to be accessible yet there were only ten computers that were in good working condition. There were on the other hand 20 teachers who were supposed to be trained. The expectation was to have each trainee teacher in front of a computer during the training session, in line with South Africa's Teacher Laptop Policy (Evoh, 2009:1). There were 15 more computers that were not in good working condition that were subsequently repaired by the host school (Downes, 2007:35). This would facilitate stocktaking and ensure that the facilities' conditions were generally acceptable. They were to be safe to use for the purposes intended, but if not the coordinating team would arrange that they would be attended to. This would enhance and strengthen cooperation and collaboration.

Both institutions should make provision in their budget for the services, maintenance and replacement of depleted consumable equipment, in line with the saying that there should be something on how to acquire or replace consumable material (Downes, 2007:32), as well as how to share the cost of water and electricity. These are the aspects that are likely to cause debate, therefore the arrangement should be such that the responsibilities and legislative power (Liasidou, 2008:491; Mestry, 2004:127; Van Dijk, 2008:98) of the host school are respected. In the same vein, the host school should as far as practicable use this power to benefit both participating schools.

General cleaning should remain the responsibility of the hosting school, which needs indicated that before making the venue available it should be clean. The hosting institution should take sufficient reasonable measures to secure property against theft, so a mechanism will have to be in place to ensure that the venue is secured before handing over as well as after use for handing over to the host. All doors and windows should be locked by the person in charge after use, a responsibility not be left to the learners.

A critical evaluation of the proposed policy raises many challenges, raising the question: What mechanism will be used to determine how one institution increases the power/electric consumption of another when it uses its facilities? Consumables such as toner or stencils do not have notice of use, and consumption of water and toilet paper cannot be determined. These issues were raised so that a compromise could be reached between the two institutions. In a way it could be determined which facilities in both institutions operate similarly. The framework has to address these concerns to ensure sustainability of the collaboration.

4.4.2 Coordinating team for building of institutional relationships

The institutional leadership in this context refers to the leadership provided to the collaborative sharing of resources. It refers to issues of vision that the participants had about the resource sharing concept; the mission and how they would achieve it; and the values that would give integrity to their efforts (Gajda, 2004:72; Hay, 2011:33; Meirink et al., 2010:165). The main reason for this was to enhance the relationships between the two schools and the community at large. As West (2010:97) wrote: “relationships between partner organizations are stronger than relationships between individuals from those organizations.”

In this study the shared vision that coordinated the participants was in respect of addressing their real need of shortage of educational resources and inaccessibility of some (4.3.3). This was evident in the claim by Mohale, that parents were concerned

about their state of educational resources but they did not know how to approach the issue (4.2.3), and corroborated by Lencoe (4.4.1) who referred to the 'taking care' of their resources and facilities. This was construed as one of the means through which they could ensure successful resource sharing.

The collaborative efforts towards the sharing of resources and facilities were also made known and publicised to the community as a whole, to ensure that the sharing of resources was a transparent activity (Fournier et al., 2007:7; Strickland, 2006:233; Watters & Comeau, 2010:9). This was made possible at the request and suggestion of Tau an educator member of the coordinating team, during the meeting or the coordinating team with parents and teachers, in an attempt to explain to the other attendee how the coordinating team would manage the resources that might be donated to the collaboration:

Risetjhe re tlo e etsa mmoho. Re tlameha re dule mmoho re shebe hore di khonsene ke dife re di lokise. Jwale, ha re tshwanetse ho etsa report re e etse mmoho. (We are going to do research together. We are obliged to sit together to consider the concerns that are raised and to attend them. Then, if we are to write a report we should do it together.)

Tau's views are that as members of the coordinating team they should work together and collaborate in addressing concerns raised by the other stakeholders. The phrase that indicates these views are *etsa mmoho* (do together), which permeates the given data. In this context, the statement *re tlameha re dule mmoho* (we are obliged to sit together) has the connotation of a collaborative effort of the people in order to consider a problem and to address a need.

Tau was not under pressure to include other coordinating team members, evident in his consistent use of the inclusive pronoun *re* (we). Furthermore, Tau displayed freedom of expression in his views, indicative of the prevalent peace amongst team members, and this laid a basis for the establishment of good institutional relationships between the schools.

The equity and peace eased the act of levelling inherent power relation struggles (Steinberg & Kincheloe, 2008:141; Mahlomaholo & Netshandama, 2012:41), which further facilitated and enhanced the creation of emancipatory knowledge by the affected participants (Biesta, 2010:44). This is evident from Tau's sentiments that the coordinating team, and by extension the community members, were obliged to work together to address the problems that confronted them.

The coordinating team was fairly well-balanced in terms of representation of members from the two school, and balanced issues of inherent power relation struggles (Feedman, 2011:92; Prilleltensky, 2008:118; Watters & Comeau, 2010:1). As a result, the focus of the team could not have been easily diverted from its vision (Keast & Mandel, 2009:2). The relationship between the team and the participants was also one of mutual trust and respect, thus the coordinating team sessions observed the principles of equity by virtue of giving equal consideration to participants' views and perspectives (Reza, 2007:32; Watson & Watson, 2011:68).

4.4.3 Analysis of conditions influencing collaborations

In this section I consider the literature found to be conducive to collaborative resource sharing. This is then compared to the data from the study to establish its applicability and extent to which it was relevant in this case. These conditions are reciprocity; transparency; institutional relationships; continuity and regularity; acknowledgement of contributions; continual consultation; and belief in the collaborative process (West, 2010:97).

4.4.3.1 *Institutional relationships*

Institutional relationships between people at schools were characterised by mutual trust and respect, and the same for their respective institutions and community (Dulin, 2009:47; Mahlangu, 2011:24), define by their quality (Gajda, 2004:72; Hay, 2011:33).

Any absence of good working or institutional relationships would lead to parents not talking about problems they had in common (4.2.2).

The absence of institutional relationships between the two schools also affected learners negatively, as cited by Mamothibeli, who indicated a great change in behaviour of Grade 7 learners within a period of one month, when they became Grade 8 learners in the secondary school:

Kopanelo ena e tla thusa le ho discipline ya bana motseng mona ka kakaretso. Magrade seven a rona ha fihla secondary ka janawari, ha ba sa re bona ka letho rona matitjhere a primary. Ba etsa tse dihlong mahlong a rona. Le dumela haeyo.
(This collaboration will also assist with the general discipline of learners in the township. Our Grade 7 once they do Grade 8 in the secondary in January, we primary school educators become non-existent to them. They do shameful things in front of our eyes. They do not even greet us.)

The behaviour of learners referred to by Mamothibeli stemmed from a realisation by learners that there were no institutional relationships between the two schools. Primary school and secondary school learners respected their 'own' educators only, suggested by 'they do shameful things in front of our eyes.' The open display of disrespect could also be an indication that even learners from the same community were aware of the separate development or 'silo mentality' between schools (Di Maio, 2008:15; Wilson, 2012:16).

After being promoted to secondary school, the primary school learners suddenly forfeited the opportunity to access and use the primary school buildings. Thus, this condition of absence of institutional relationships was a problem to learning, and without it there are difficulties in having a shared vision (Goldman, 2010:76; Nienaber, 2010b:16) for the development of teachers and learners in the same community.

4.4.3.2 Transparency

The practice at Mohokare and between the two schools had been characterised by predominantly working in 'silos' (Di Maio, 2008:15; Wilson, 2012:16), for instance each school celebrated national days prescribed in the school calendar, such as heritage day and human rights day, separately. In a SWOT analysis meeting, Mbená (a female teacher in the secondary school) remarked:

Kolo tsa mona di rata makunutu thumatjh. Le dintho tse sa hlokeheng ekare re etsa kompetishene ka tsona. Ekare re a patalwa. Batwadi ba teneha ke op en af e sa feleng. Re ke re nahaneng le ka ho keteka matsatsi a botjhaba mmoho. (The schools in this place like secrets too much. It seems we compete even with unnecessary things as if we get paid for that. Parents get fed up having to attend many things. Let us also think about celebrating national days together).

Mbená was concerned about lack of transparency that characterised the two schools. Her concern needs to be understood against the background that these were the only schools in the area, a primary and a secondary. If the schools compete or keep secrets about things that are public knowledge, what more about others? It would seem that even parents were concerned about duplication of efforts that could be done together, more so with those who had children in both schools. The schools were not open to one another, even on issues that were of public interest. This encouraged and entrenched in them a lack of transparency, a condition that created a problem for learners to realise that emancipatory knowledge leads to social transformation (Hooley, 2006:69; Mertens, 2009:20).

It can further be argued that Mbená, being in the secondary school, wanted the two schools to be transparent with one another, as this would make it possible to discuss the challenges of learners from primary to secondary schools openly (Hickling-Hudson, 2009:6; Tatto, 2006:238; Thomson & Perry, 2006:28). Transparency between members in a collaborative setting is essential to facilitating communication on issues of common interest.

4.4.3.3 Continual consultation

Continual consultation between teachers from the two schools and parents is critical, as it affords engagement opportunities about issues that relate to learning barriers and problems experienced by learners. It is also critical in enhancing teachers' mutual support on their respective challenges (Keast & Mandel, 2009:2; Mestry et al., 2009:488; Variava, 2010:12). This had not happened prior to the study, so teachers and learners had continued to be frustrated as if they did not exist. This was a problem because it affected the quality of teaching and learning (Davies, 2005:131).

Ikgapeleng Letlotlo had under-utilised computer centres due to lack of skilled teachers to supervise them, and due to lack of consultation between the schools the local potential remained hidden until the advent of the study. This was evidenced by Khabele in one of the reflection meetings between the coordinating team and other participants taking computer lessons:

Colleagues, Word, Excel le PowerPoint ke na le setifikeiti sa tsona. Tswelang pele le ithute tsona, ke tla le joina ha le tsa eseisems. (Colleagues, I have a certificate for Word, Excel and PowerPoint. Continue to learn about them. I will join you when you do SA-SAMS).

Khabele was indicating that he had a certificate that covered the three computer programmes that were being presented for those who were not computer literate. Being a teacher at the primary it was not possible for him to use these skills due to lack of facilities in the primary school. Nor could he help in the secondary school as there was no consultation or platform to discuss issues of mutual interest prior to the commencement of the study. The problem of underutilisation of computer centres could have been resolved long ago had there been consultation between the two schools.

Continual consultation enhances alignment of activities in collaboration (Thomson & Perry, 2006:24; West, 2010:97), and becomes critical for evaluation purposes so that it can deliver on the very purpose for which it was formed (Hooley, 2005:69; Dukeshire &

Thurlow, 2002:10). In the context of the study it becomes a critical condition for the alignment of teachers and learners' work programmes such that they can be available for mutual support and learning.

4.4.3.4 Acknowledgement of contributions

Acknowledgement tends to motivate participants to do more, especially because their contributions and efforts are appreciated. For instance, Mahase, a teacher at Ikgapeleng Letlotlo who also supervised evening studies, pointed out that the learners' performances had improved since the evening studies were introduced. This was a way of acknowledging the contribution of the evening studies on the performance of Grade 12 learners:

Progress e teng couse le bona ha o sheba le mosebetsi wa bona o bona hore improvement e teng ka baka la thuso ya studies. Le bona ha o ba botsa ba bolela hore se tlisitse phethoho. (There is progress and improvement due to the help of studies if you look at the work of learners. Learners also indicate that studies have brought a difference if you ask them.)

The perceived improvement encouraged learners to attend evening classes. The feedback obtained from one is indicative of this, on asking that the evening classes be extended to other learners in Grade 11:

Ke ngongoreha ka kreit 11 hobane ekare ke fest klass ya kreit 12. Ke kopa hore le bona ba kenyelletswa studising ena. (I am concerned about Grade 11 because it appears to be the first class of Grade 12. I request that they be included in these studies.)

Reference to Grade 11 as the 'first class' of Grade 12 indicates that the learner regarded it as an important preparatory class. If the Grade 11 could be exposed to these evening studies it would be possible for their performance to improve and the likelihood was that

they would be more ready to cope with Grade 12 work. That was why he wanted them to start as well.

This was in acknowledgment of the contribution that the study had made through the evening classes, and it is thus critical to create conditions in which participants reflect (Robertson, 2000:310; Van Niekerk & Van niekerk, 2009:138) on their work and that of others. They should acknowledge their contributions in order to motivate for extended participation and contribution.

4.4.3.5 *Belief in the collaborative process*

The study considers the participants' belief in the collaborative process as a critical condition for sharing of resources (Thomson & Perry, 2006:28; Wilson, 2012:5). This is in the light of the scarcity and shortage of teaching and learning related resources and facilities (D'Amant, 2012:53; Veriava, 2010:10). Their lack of belief would be tantamount to not supporting the vision to share the use of scarce resources. This is a problem because learners and teachers would continue to experience the challenges and as such the quality of learning and teaching would not improve. In paragraph 4.2.3, reference was made to the establishment of PWGs which ended on the same day of their establishment. Mokoena indicated that these had not progressed after being established.

The discussion indicated that because there was apparently no belief in PWGs as another mode of a collaborative process their potential could not be realised. PWGs are "supportive groups made of teachers, school managers and subject advisors, who help determine members' developmental pathways and organise or facilitate their professional development activities" (DBE Media Release: New planning framework to boost teacher quality, 05 April 2011:1).

In the light of this discussion the belief in the collaborative process becomes an essential component for the realisation of the vision for the collaboration.

4.4.3.6 Reciprocity

The participants' and the community's needs and problems should be taken into consideration when setting up the strategy for resource sharing. They should be aligned to the plans to develop the strategy. In this study these manifested in the forms of school-to-school, school-to-community and between participants (Mertens, 2010:147; Robertson, 2000:311). The lack of reciprocity is a problem that might derail progress as a result of the participant whose interests have not been catered for realising it. The participant might pull out of the collaboration (Thomson & Perry, 2006:25; Wilson, 2012:5). For instance, if Sebokathuto did not avail the classrooms for Ikgapeleng Letlotlo's learners, and the latter did not avail its laboratory for science and computer lessons, the status quo of teaching and learning would have remained.

The apparent change and gain in the quality of teaching and learning for learners, teachers and in the long run the community, was captured in the words of Mamathibela, a teacher. She indicated in one of the reflection meetings between the coordinating team and teachers attending computer lessons that:

Ke ithutile ho kenya dipiktjhas ka computer. Ke etsa cut end paist ha ke sa fotostata. Ditest, kheisstady le question pheiphas tsa ka ke tsa boemo bo hodimo haholo. Pele ho ne ho se jwalo. (I have learnt to insert pictures using computer. I now cut and paste there is no need to photocopy. My tests, case studies and question papers are of a very high standard).

Mamathibela indicates that she had learnt much by attending the computer lessons organised through the collaboration between the two schools. It was not only her who was benefitting but also her learners, as they were are receiving better quality work from her. There is an expectation on teachers to use ICT to enhance the quality of their lessons (Evoh, 2009:3; Mdlongwa, 2012:4; Ndlovu & Lawrence, 2012:14). These learners' horizons were being broadened which was preparing them for transition to secondary school. In due course the community would benefit from this quality education.

In the light of the above discussion, the benefits of collaboration should reciprocate in variety of ways, encouraging those involved to work towards the sustenance of the collaboration.

4.4.4 Collaborative planning process (implementation planning)

This section looks at the processes put in place to prepare for implementation, the actual implementation through trial and error, adjustments and refining of the proposed framework. Taking into account the above, the proposed framework was tried and tested through the cyclic steps of PAR (Lodico et al., 2006:294; Moxham et al., 2009:1433), which allows movement between the elements of the cycle with the aim of refining the framework. The steps do not necessarily follow each other sequentially, as some overlap and can be applied simultaneously. The order of their discussion is thus for convenience.

4.4.4.1 Planning

The planning meeting was attended mostly by members of the coordinating team and individuals with expertise in designated areas. Those with expertise were among others responsible for the teaching of science, the two teachers who were to conduct computer lessons and the teachers responsible for the library. Care was taken not to involve too many people (360steelcase, 2010:3). The team was mandated by the broader forum to compile a programme or action plan for putting into operation items agreed upon during the strategic planning session. In his opening remarks, Khabele reminded the gathering of the main purpose of the day:

Ke kopa re nahaneng ka programme e ka etswang ho tsamaisa morero ona wa rona. Re ntse re hopola diresources tseo ho dumellanweng ka tsona. Re mpe re hlokomele hore re seke ra behella ditaba tse na tsa ho arolelana mehlodi morao ka ha re sena se re tataisang. Etswe thoto e tiyela tseleng. (I request that we

think about drawing a programme that directs our purpose / intention. We must do this keeping in mind which resources we agreed on. We need to be careful not to postpone these issues about sharing resources because we do not have a guideline. Things will shape up as we proceed.

The request by Khabele to think about drawing up a programme suggests a number of issues. The possibility is that he was appealing to the members present to be focused and not bring in items unrelated to the purpose of the meeting. Maybe he was doing this as a precautionary measure for fear that some members might derail the meeting. The use of 'we think' also suggests that he was inviting everybody to participate. People with diverse background, knowledge and experience can contribute greatly to debates (Brydon-Miller et al., 2011:387; Levin & Greenwood, 2011:29; Mertens, 2010:250). By referring to morero ona wa rona (our purpose) he was reminding members that this was their intention and not something from outside. Since this collaborative sharing of resources was theirs, they had to do everything possible to make it successful (Thomson & Perry, 2006:29; Wilson, 2012:). Again, the approach they adopted would still have to be proven to work as it was not a replication of any similar one. He was referring to other forms of collaborations that had failed and did not want their project to fail as well. This was an opportunity for the collaboration to prove its worth

Khabele also reminded the gathering to do their planning taking into account 'resources agreed upon.' It was possible that he wanted to remind members not to focus on a particular item that might interest the majority while at the same time not giving others a fair deal. The plan or programme had to accommodate activities for both teachers and learners. It could again be a caution to members not to bring new items to negate the initial agreement and bring the collaboration into disrepute right from the onset (Nix, 2004:3). This would make members lose confidence in it, and give the impression that the designated team was abusing power vested in it, thus souring relations (Meirink et al., 2010:165; Perrault, 2008:5).

His concern that collaborative sharing should not be postponed because 'we do not have a guideline' was that doing so might reduce the enthusiasm that most participants were showing. It was better to start implementing while the policy was being developed

(Dukeshire & Thulow, 2002:8; Thomson & Perry, 2006:24). The expression *thoto e tiyela tseleng* is a Sesotho idiomatic expression, literally translated as ‘the luggage will be attended along the journey to ensure that nothing is falling off.’ Figuratively, it means ‘let us start with whatever we want to embark upon. We will chop and change, review and refine as we go along.’ The mentality put forth here is that of a pilot project which makes provision for improvements as it unfolds.

It would seem that Khabele thought policy would be developed together with implementation. Lessons learnt would inform which items should be in the policy and which should be left out. This was important because collaborative sharing of resources was theirs and they would take responsibility to ensure that it is successful.

The motivation for the delegated team to draw up a programme for the activities of the collaboration was driven by a willingness to contribute towards a common vision (Gajda, 2004:70; Goldman, 2010:77; Nienaber, 2010b:16). The vision as captured was the sharing of resources for the development of teachers and learners in order to produce quality education. The team set itself a goal to ensure that they compiled a programme in which activities were captured for both teachers and learners. To ensure this, the team had to analyse the activities that were unique to each of the two schools. The analysis led to a decision on the most suitable time for the activities, so that the programmes of the two schools would not be disrupted. The presence of teachers with expertise enhanced the coordinating team as a structure that was entrusted with the responsibility of ensuring that challenges that faced collaboration received attention timeously. One way of achieving this would be through regular monitoring and evaluation of activities (Erasmus et al., 2006: 212; Nienaber, 2010b:21).

A programme was finally agreed upon. Items featured in that programme were meetings for the coordinating team and other committees, and timetables for special activities (3.4.4.1). This section details the final product of this planning session, and how identified resources were to be used in terms of times for activities to take place as well as the days of the week that were affected. Programme compilation would follow the implementation.

4.4.4.2 Implementation

The implementation was directed at the activities captured in the programme drawn up. It was supposed to serve as the execution leg of all the theoretical activities carried out during planning. Implementation is the actualisation of planning, and the activities to be actualised through implementation were targeting Grade 7 learners from the primary, Grade 12 learners from the secondary, teachers from primary and secondary, parents for both primary and secondary learners and meetings for various groups and teams. The implementation created opportunities to observe, reflect and evaluate, re-plan and implement. (Kemmis & McTaggart, 2007:278; Van Niekerk & Van Niekerk, 2009:136-140). The implementation should be with full understanding that achievement of the vision is a process that needs deliberate action. Implementation makes the challenges surface, thus creating a platform for participants to address them in the context of study or research.

The study programme for Grade 12 learners was implemented as stipulated in the programme. The evening study was from 17h00 until 19h00 every day from Monday to Thursday. Two classrooms in the primary school were assigned for this study as part of the collaborative sharing of resources. A team of three teachers volunteered to supervise these evening studies. An attendance register was designed for this purpose and was marked daily during this session. The register would serve a purpose of evaluation but it was also proof that the programme was being implemented.

Other examples of the implementation of the programme were computer classes or lessons for teachers, attended by a group of 20 teachers from both primary and secondary. The lessons were conducted in the computer laboratory housed in the secondary school, with a team of two teachers responsible for tutoring those colleagues who attended. A register of attendance was kept as proof that the programme was being implemented and for the purpose of evaluation.

The implementation was not without challenges, for example insufficient supervision of evening studies. This challenge was picked up by a parent in one of the reflection

meetings who inquired whether they could be allowed to help with the supervision. To that, Monoane responded as follows:

Mme ha ho na le batswadi ba batlang ho thusa le bona re a ba amohela, ba tlise mabitso a bona re tsebe hore re nne re tjhentjhisane. (Madam, if there are parents who want to help we welcome them, they must bring their names so that we can alternate with supervision.)

Monoane's reply opened the floor and six parents responded. This could mean that the power relations between teachers and parents were being addressed by blurring the boundaries between professionals and non-professionals (Di Maio, 2008:15; Wilson, 2012:16). It was also a form of empowerment for the parents by allowing them to address a societal problem that affected them (Jordan, 2003:189; Mahlomaholo, 2012b:107; Moletsane, 2012:4). The social capital that parents possess with reference to disciplinary issues would become very useful (Mahlomaholo, 2012a:57; Sanginga et al., 2008:696; Yosso, 2005:76).

4.4.4.3 Observation

The observation was a continuous process carried out throughout the duration of the study. It was an open activity undertaken by all participants in the study and directed at no particular event or activity. The reason for it to be open was to gather comprehensive data about how the study was unfolding. The information gathered was used mainly for reflection purposes with a view to effecting the necessary corrective measures where applicable. For example, an observation with evening studies was that they were progressing smoothly. The challenge was that some learners did not report for these classes and that some arrived late. This prompted a meeting of educators, coordinating team, parents and learners to critically address this issue. Mahase, one of the teachers who supervised evening studies, gave his observation to the meeting:

O fumana nako e nngwe ba le 30, ka nako e nngwe ba le 22, 24, ba fella moo ha ba fihle ho 31. Ke sa tsebeng kapa ke bua le batho basele. Batswadi ba mona bana ba bona ba ya tla. Mare ke kopa re ke re qholotsaneng hae mane, re nne re

bolellaneng hore ha batle mona. Molemo o kang ona o tla ba hlahisetsa dintho tsa bohlokwa. (Sometimes they are 30, sometimes they are 22, 24 they don't reach a figure of 31. I do not know maybe I am talking to the wrong parents. Parents present here their children also attend. But I request that you challenge one another at home. Let us tell them that we need to push children to come here for an opportunity of this nature may bear good things for them.)

From this observation it was evident that there was never 100% attendance by learners, but rather between 70 to 96 percent. Mahase was also concerned that he might be addressing this issue to parents whose children were regularly attending. He might have been mistaken and so was trying to ensure that those parents present did not feel offended. The parents had also attended the meeting as they believed it was essential to be up to date with developments at school that affected them. He then appealed to parents present to challenge those at home to encourage their children to attend.

By not attending studies they were likely to lose out on important opportunities. There had been no evening studies at this school prior the study, partly due to historical and spatial factors among (Yumauchi, 2011:148). The remark that this opportunity would expose them to important issues implies that they would obtain good pass rates at the end of the year. Good matric results could open up opportunities for learners to be admitted to tertiary institutions (Meier & Hartell, 2009:184; Moore et al., 2007:23; Pillay & Saloojee, 2012:44), and they could compete favourably with other learners for study bursaries. For a community such as this one, with serious poor socio-economic status, this would be an advantage.

4.4.4.4 Reflection

Through a series of reflections on how items on the programme were progressing a number of challenges were highlighted. Participants deliberated on the implications of these challenges on the collaborative sharing of resources and also how best to address

them. In one of the reflection meetings on the progress registered with activities for primary school learners, Ralebakeng indicated a challenge of the scheduling:

Barutwana ha ba attende hantle. Ha sekolo sa bona se etswa ba lokela ho fetela toropong ba ntse ba kgathetse. Ba teng le bona ha ba na sehlahlo. Ekaka re ba nkhisa thuto. Mohlomong re lokela ho fetola programme. (Learners are not attending properly. When their school knocks off, they have to proceed to town while tired. Those present are not enthusiastic. It would seem this is a pretext to give them quality education. Maybe we need to change the programme.)

The learners referred to were the Grade 7 learners from the primary school, Sebokathuto. Their activities in the secondary school were scheduled to take place in the afternoons, to comply with the permission from the FSDoE not to disrupt the normal routine of schools through research. The poor attendance could be ascribed to fatigue after a long school day and to having to walk approximately three kilometres to the secondary school. It was also understandable why those attending were not enthusiastic.

Ralebakeng uses the phrase *ekaka re ba nkgisa thuto*, with *nkgisa* meaning to let someone 'smell' something. A smell is something that cannot be retained mentally to be reproduced or applied in another situation, as circumstances may dictate. He suggest that the whole exercise is a pretext to give learners quality education. It could not help to realise the shared vision of the development of learners through quality education. In that way resources would still be inaccessible for learners (Maistry, 2012:34; Modisaotsile, 2012:4; Yumauchi, 2011:148), the programme would advance power abuse by teachers (Dworski-Riggs, 2010:216; Silva, 2007:172), and the collaboration would not address social justice, hope, equity, or peace (Hickling-Hudson, 2006:Mahlomaholo & Netshandama, 2012:35). Under these conditions the suggestion to change the programme was in order.

The areas of improvement in respect of basic computer training skills were suggested during the reflective session and included that the learners' programmes should be run parallel in order to further enhance their learning. The sentiments that Moeletsi

expressed were based on a realisation that learners who are computer illiterate may be distracted from acquiring learning efficiently and effectively. Moeletsi warned that:

Bana ba rona ha ba qala ba tswa ba fihla ka ntle, e tla be e le ntho e ba forastreitang ya pele. E ba sitisang ho fumana dintho tse poaneng, then re a ba disadvantheija mme ka mokgwa o jwalo re ba sitisa ho fihlela maemo ana a phahameng a thuto. Re ba kgutlisetsa morao. (When our children leave and get to the outside world, this would be the first thing that frustrates them. That distract them from obtaining information that is conspicuous, in that way we disadvantage them, we bar them from accessing the high quality education which we want them to acquire. We take them backward.)

The words ka ntle (outside) in this context refer to post-secondary school education institutions in which modern technology is used intensely. Moeletsi was of the view that learners should have basic computer skills from secondary school level, thus enabling learners to access information readily available (*e poaneng*), for them and relevant to their learning. In this way, Moeletsi contended that learners continued to be disadvantaged.

It is evident from Moeletsi's statement that the teachers were better positioned to help learners to progress in acquiring computer skills. Notwithstanding the good intention that teachers should be first capacitated in computer skills, this act delayed the learners' progress. There was a way in which the learners could also be provided the skills that they equally needed for their learning, however, the learners appeared to be the most disadvantaged, even in this regard, because their voices were not in the main discourses of computer training skills. Furthermore they could not even organise similar computer classes for themselves because they understandably depended on the teachers and parents to organise resources for their learning. They trusted their teachers not to dispel their hope for a better future through quality learning and education.

4.4.4.5 Re-planning and implementation

The processes of observation, evaluation and reflection based on implementation, inform reflection that influences re-planning and reimplementation. From the various reflection sessions discussed in this chapter under various objectives, changes and improvements were effected in the programme. Some are captured in the following exposition. Parent volunteers were allowed to be part of the supervising team for evening studies after it was found that this activity would become cumbersome for three teachers (4.3.3.5). The computer training for teachers was adjusted so that it could be reasonably spaced. The purpose was to enable teachers to learn each of the skills, *Microsoft Word*, *Excel* spreadsheet and *PowerPoint* presentation, to an acceptable level or competency. This would not be achieved by running through these skills hurriedly. The activities for Grade 7 learners were moved from weekdays to weekends, because they were considered taxing when rushing from their school to the secondary immediately after school, without transport between town and township (4.4.4.4). The re-planning was followed by implementation.

The trial of the framework through PAR cycle was critical in determining the extent to which the objectives of the study were being realised. The steps of observation, evaluation and reflection served as judgment tools to assess the effectiveness of planning and implementation. They also served as mechanisms that further informed and influenced planning and implementation.

4.4.5. Risks and threats

A number of risks and threats were identified, as detailed in this section.

4.4.5.1 Lack of sufficient funds to sustain clustering

Countries referred to in this study experienced this challenge at some time. According to Giordano (2008:24), many centres closed down due to budget cuts in Britain in the

1980s, a country regarded as the birthplace of resource centres. In Africa, the Better Schools Programme cluster in Zimbabwe could not be funded by the government at the end of the donor period (Chikoko, 2007:43), and national and provincial structures had to be disbanded. According to Rowan (2011:13), many donor-funded education science projects closed down in South Africa in 2011, and it is probable that there was no vision on the part of government to ensure the sustainability of resource sharing between schools.

The challenge of funding for sustaining the collaboration between the two schools was raised in one of the coordinating team meetings, as Phoka made reference to while addressing the issue of policy for the collaboration:

Lack of skills for computers. Ho hlokeha a suitable person for the computers. Distance ke e nngwe e tlabane challenge bakeng sa bana ho tloha motseng ho tla toropong. Ho hong e tla ba supervision ha ba sebedisa facilities tse itseng. Tlhokeho ya sufficient funds to upgrade some facilities. Proper fencing to prevent criminals from entering the premises. (Lack of skills for computers. There is a need for suitable person for the computers. The distance will also be a challenge for learners to move from township to town. Another issue will be their supervision when using certain facilities. Need for sufficient funds in order to upgrade some facilities. Proper fencing to prevent criminals from entering the premises.)

A critical discourse analysis of Phoka's concerns (De Beaugrande, 2006:40; Ruiz Ruiz, 2009:12; Van Dijk, 2006:90) suggests that all have a financial implication. It would also seem that Phoka wanted the meeting to reflect thoroughly on the issues he raised against the background of funding. He implies that the policy should address these issues adequately and be clear on who bears the cost for hiring a qualified computer tutor. Questions arise as to whether there would be a fee charged for attending lessons and who should pay for learner transport to the facility. What would happen if something were damaged or there was no supervision of learners? Who would pay for upgrading facilities and for securing the facilities? (Chikoko, 2007:43; Downes, 2007:35; Nzimande & Stilwell, 2008:238) These questions needed thorough discussion and proposals for ensuring sustainability of the collaboration.

The failure to sustain most projects had its root cause in a mismanaged vision (Nix, 2004:3). Managing the threats or risks directly and indirectly helps to manage the vision, so members of the collaboration had to understand the socially constructed reality of financial implications of their partnership (Estacio & Marks, 2010:549). They had to challenge it, take control of it and improve it (Estacio & Marks, 2010:549). In terms of PAR, the responsibility for the research process (in this case funding the collaboration) shifts to individuals and groups who are directly affected (Jordan; 2003:190). PAR stresses “the importance of the advancement of knowledge that can be directly moved into action to serve the needs of communities” (Strickland, 2006:231). The deliberations relating to funding came with a number of resolutions to be implemented to address this challenge.

Computer lessons for teachers were conducted by two teachers from the collaboration, free and without payment. They reasoned that they needed to share their skills and expertise with colleagues, as their contribution towards empowering and emancipating them from the grip of not being computer literate. There was no need to transport learners and they would be supervised at all times to minimise damage to property. The maintenance of facilities would be the responsibility of the concerned school. Nothing concrete was said about the concern to secure property against outsiders, partly because the two schools had not as yet suffered any mishap, in this case because of community support. It was agreed that the matter would be attended to in due course, and those involved would be proactive in case some elements tried to derail the collaboration by forcing limited funds to be directed towards replacement of property.

According to a study done by Xaba (2011:207), “a major challenge mentioned by all participant governors in terms of school property and facilities pertained to burglary, theft and vandalism.” Loss of and damage to property could severely affect the budget of schools and the sustainability of the collaboration.

4.4.5.2 Long distance to the venue

The geographical location of most resource centres created a problem for the schools they were supposed to service, as some involved had to travel long distances to access them (Chikoko, 2007:52; Nzimande & Stilwell, 2008:236), incurring expenses and this expenditure affected attendance negatively. Poor attendance influenced the viability of these institutions. A concern over the degree to which the facilities of the collaboration would be accessible to members was raised in one of the meetings in which the policy was to be ratified. As Phoka remarked

Distance ke e nngwe e tla ba challenge bakeng sa bana ho tloha motseng ho tla toropong. (The distance will be one of the challenges for learners to travel from the township to town).

Phoka does not say anything about teachers who will have to travel to access either of the two venues, because most have their privately owned vehicles. Travelling between township and town is a daily occurrence for them, with some staying in town and teaching in the township, while others were staying in the township and teaching in town.

Their departure from these places in the afternoons during the days of scheduled activities would be problematic. Nor did Phoka make reference to secondary school learners regarding accessing the designated venue. There would be no need to transport secondary school learners to evening classes and no costs would be incurred. The furthest point from the school in the township was within a radius of less than a kilometre.

However, concern about the long distance to be travelled by primary school learners was perhaps overstated. Primary school learners who were part of the collaboration project were in Grade 7, and so in a year's time they would graduate to Grade 8. The secondary school learners who were Grades 8 – 12 walked this distance twice a day when they had to attend school. Over the weekends they still walked this distance on

their own initiative. This distance was approximately three kilometres from the primary school.

The arrangements were that there was no transport (mini-bus taxis) between town and township. The community was used to walking this distance. In addition, in terms of the Final Draft National Scholar Transport Policy (2009:29), transport was supposed to be provided for learners walking a distance of more than three kilometres to an education resource centre. The distance involved was less than the stipulation and in this context did not carry any financial implications.

The dynamics of distance and the mode of transport were known to Phoka, since he had been in the area for more than 15 years. It sounded strange for him to raise this issue. The probability is that he wanted to make sure that this matter was discussed so that the resolution could be captured in the policy for future reference.

It was concluded that with reference to this collaborative sharing of resources, the distance was manageable and posed no problem for attendance of activities. It was agreed that activities should be timed and spaced so as to allow movement between the two venues without compromising attendance or punctuality. In this way the value of a locally based resource centre would appreciate.

4.4.5.3 Lack of ownership of the collaboration

Some schools that were clustered under certain resource centres had problems with ownership, following the way clusters were begun (Evans et al., 2005:231; Nzimande & Stilwell, 2008:236; Salama & Adams, Jr., 2003:3). Schools complained that they had not been consulted on the choice of nodal schools to be resourced, or the location of the ERCs. The approach was equated to top-down authority. Problems associated with the geographical location of resource centres have already been alluded to in paragraph 4.2.4.2.

In one of the advocacy meeting a background was given to the need and benefits of resource sharing and associated challenges. Lencoe had made a proposal to members in attendance:

Re ka leka ho bona hore na ho na le mokgwa oo mohlomong rona mona Mohokare re le Ikgapeleng-Letlotlo le Sebokathuto re ka sebetsang ka oona ho shera di resources tseo ebang re na le tsona. (We can try see whether maybe there is a means which we here at Mohokare as Ikgapeleng-Letlotlo and Sebokathuto can employ to share the resources which we might be having.)

Lencoe's use of the words, *re ka leka ho bona hore mohlomong* (we can try to see whether maybe), indicates that whatever is to be attempted should be a joint effort, calling for the participation of those affected (Dominguez, 2008:12; Gaventa & Cornwell, 2008:174; Jacobs, 2010:368). It also supposes an invitation which does not try to give the impression that what is to be attempted will necessarily succeed (Thomson & Perry, 2006:29). This makes room for anticipation of success or no success, depending on what might happen in the process. The phrase seems to motivate participation with the knowledge that in whatever adventure is undertaken people should be prepared for success and/or failure. It also suggests that if one does not try one does not know the strong points one has, or the weaknesses (Ehlers & Lazenby, 2010:109,135).

Another phrase, *mokgwa oo...re ka sebetsang ka oona* (the means that we... can employ/use) suggests that people in attendance should remember the information already given about the challenges that emerged from the way the sharing of resources was arranged. This 'means/approach' should be different from the ones already discussed. The call for a new approach suggest that the approaches already discussed cannot be replicated because the original initiator was not part of the discussion, and because the challenges they caused could not be resolved. The new approach should take into account the local circumstances, hence the specificity about the place and the schools to be involved. Reference to 'resources we might be having' is a challenge to members to reflect on their situation against the background given, in order to identify resources unique to their situation (Jordan, 2003:193; O'Brien et al., 2009:59; Sanginga et al., 2008:696).

In the case of this collaboration, a series of meetings were held with the affected participants. Some were for advocacy to explain and present the idea to the possible participants. Other meetings were evaluations aimed at monitoring progress that was registered with the collaboration activities. In all meetings the people who attended had declared their willingness to take part in the study. From inception to date, the two schools are still participating as members of the collaboration. They have, without being forced, decided which resources are to be shared and have developed policy to direct the collaboration. From the above it is evident that they own the collaboration. A discourse analysis of what transpired in some of the engagements and meetings can be used to support this assumption that indeed all the participants consulted and participating in this research own the collaboration.

4.4.5 4 Managerial issues

A number of factors that could be classified as managerial constituted threats or risks that impeded successful implementation of clustering through nodal school and ERC in the examples studied. These included poor cluster management, poor communication, paying for services, and lack of appropriate resources.

Poor cluster management manifested itself through lack of support to individual schools, activities that were not coordinated, and relationship of power when the host tended to dominate the cluster (Chikoko, 2007:50; Delpont & Makaye, 2009:103; Kufakwami et al., 2003:280; Nzimande & Stilwell, 2008:236). Poor communication manifested itself through little or no networking through print or electronic media, and inadequate communication, especially to underprivileged schools (Delpont & Makaye, 2009:103; Kufakwami et al., 2003:279; Nzimande & Stilwell, 2008:239). Paying for services manifested itself through paying for photocopies made personally or for prepared material (Chikoko, 2007:50; Nzimande & Stilwell, 2008:242). Lack of appropriate resources manifested itself through electronic resources being out of order, electricity being cut, no orders placed for apparatus, and underutilisation of resources due to lack

of expertise (Chikoko, 2007:55; Delpont & Makaye, 2009:102; Kufakwami et al.,2003:277; Nzimande & Stilwell, 2008:242).

In order to address the concerns similar to those mentioned the study coordinating team had equal representatives from both schools, who shared three categories of ranks to facilitate equity (Davies, 2005:126; Du Toit et al., 2010:340). From each school the chairperson of the SGB, the principal and a teacher were members. One of the objectives was to ensure that a representative body in the main committee was accessible to participants at each school, the rationale being that any concerns could be raised or reported as soon as possible. This would help timeous attention to threats (De Grauwe et al., 2005:10; Kufakwami et al., 2003:279; West, 2010:101).

The discussion in paragraph 4.2.3 on conditions gave an indication on how some issues which might be related to risks or threats were addressed. The introduction of the coordinating team to participants (4.2.3.2) indicated that this structure would also attend to concerns that might arise in the process of implementation and also to coordinate the activities of the collaboration. It was also indicated that this structure was not in any way above or superior to any other, but was mainly there to carry out managerial functions. Effective communication in the collaboration was demonstrated in a number of incidences. Reference was made to meeting that discussed challenges of evening studies (4.2.3.4), one to address concerns of learners about a non-working light and broken windowpane (4.2.3.5), and one in which contributions were acknowledged (4.2.3.6).

The policy drawn up by the collaboration indicates that members would not pay for use of any facility and that each school had to maintain its facilities. Payment would be effected only in those incidences in which it could be proven that there was deliberate damage to property (see annexure P). The collaboration agreed on which resources would form part of the partnership as well as how to access them. A drawn up programme ensures that the activities take place and that facilities are really shared.

In the light of the preceding discussion the collaboration has been proactive in dealing with anticipated and actual challenges that might turn into threats.

4.4.5.4 Evidence for the applicability of the strategic framework

The participants were in agreement that the strategy they used in respect of resource sharing was successful (see Annexure T 10). The success indicators which the team enumerated were the participants' attendance of the various activities. For the purpose of this study I considered both the views expressed by the participants and the actual contact time in person hours, to illustrate the seriousness with which the participants considered this approach sharing of resources. The views expressed by the participants in this regard were done so during the reflective session held towards the end of the cycle, at the point of re-planning .

Tau, one of the participants, indicated that the computer classes for teachers had been successful. During the reflective session that considered the extent to which the study succeeded in implementing the sharing for resources between the schools, she said:

*Dintho di tsamaile hantle le athendense ya teng. Re ne re entse Maekrosf Wed le Maekrosoft Ekxel. Re ne re tshwanetse ho tlo kena ho Mekrosoft PhawaPoint le inthanete. Bat inthanete e ya sokodisa mona sekolong, ke hore laek o tseba ho nka dirisose from inthanet o tsebe ho di inthakreita le di lesene tsa hao ka tlelaseng. (Things went well even the attendance was good. We did *Microsoft Word* and *Microsoft Excel*. We were yet to do *Microsoft Power Point* and Internet searches. However, we struggle with accessing Internet here at school. If you can access resources through the Internet you must also be able to integrate them in your lesson presentations.)*

Tau based the reasons for success of implementation of the teachers' training on basic computer skills on their good attendance of the sessions, as revealed in the phrase *di tsamaile hantle le athendese ya teng* (they went well and their attendance). The 'things' that are referred to had been the training in basic skills in *Microsoft Word* and *Microsoft Excel*. Evidently, the value which teachers appeared to have derived from the computer classes led to their good attendance of the classes over the period of 40 days of programmes. The outstanding computer training classes were in the programmes of *Microsoft PowerPoint* and the Internet. That this was a success was echoed by one of

the teachers who exclaimed that she was excited that she could then work on a computer and do things she could not do before (4.3.5). Regarding attendance, a total of 3,000 person hours were spent over a period of 10 weeks. Evidently, the teachers were generally satisfied with the computer training programme.

In the same vein, Makgahliso, a cleaner at Sebokathuto, confirmed that she had benefitted from the teachers' computer training programme. She apparently joined the teachers during training sessions and revealed that she became involved in the programme during a reflection session that considered progress made in the computer training programme. Makgahliso said:

Ke ile ka bona ho lokela hore jwalo ka motho e motjha ke ye le batho ba bang ho fumana hlabollo e itseng. Hobane nnete esale e le nna ke ne ke sa tsebe letho ka khomputara. Empa hona jwale tjena ke tseba dintho tseo e bang ke ne ke sa di tsebe...ke utlwa ke le motlotlo haholo. (I saw it fit that as a young person I should go with other people to acquire some form of enlightenment. This was because I did not know anything about the computer. But now I know the things I did not know... I am very proud about that).

Makgahliso had been motivated by her strong desire to learn how to use a computer, as shown in the phrase *esale e le nna*, which in this context carries the meaning 'I have never.' This qualifies the use of computer and as such meant that she had not used a computer before. Since she was a young person (*motho e motjha*) and subject to the pressures that go with youth, she could not overpower her willingness to learn. The pressures in this case included those that were inherent in the educational levels between her and the teachers, and in the differences of status and class. On the contrary, these prompted her to go with the group of teachers who had the drive to learn how to use a computer.

Makgahliso ignored the fact that she was with a class of teachers that were not her status (cleaner). She had realised the power that was prevalent in the diversity (Mahlomaholo & Netshandama, 2012:43; Steinberg & Kincheloe, 2008:145) and had hope that she would succeed in her endeavour to learn computer skills. She had been

free amongst the teachers whom she respected and trusted. Makgahliso was ultimately successful, and became excited that she could do basic things that she could not do prior to being part of the teachers' computer training programme.

In the same vein, Samora, the deputy principal at Sebokathuto, was part of the group of teachers who attended computer training sessions. Samora had this to say in his acknowledgement of the benefit he derived from the computer training classes:

Tlase tse na di thusitse haholo hobane ka mane ka di ofising hona le dintho tseo tshwanetseng o di etse mme o fumane hore tlalaka o besakga. (These classes were very helpful because you find that there are certain things that you should do only to find that the clerk is busy.)

Samora was of the view that the computer classes were very helpful and he valued the computer skills as they would enable him to support the clerk at Sebokathuto when engaged in other work-related responsibilities. The phrase *o besakga* (she is busy) indicates that the clerk was often unavailable to help him with other things on the computer. Samora was thus excited that he would be able to do certain things on the computer for himself.

It is evident from Samora's statements that the issue of occupying positions of power and influence, such as being the deputy principal, was not sufficient reason to attend computer training skills with cleaners, like Makgahliso. Samora appeared to have humbled himself and respected the staff members who were considered in other areas of operations as his 'subordinates'. However, he embraced the principle of equity by treating and regarding the computer training facilitator, who was a post level one teacher, as an equal partner in the process of formulating the strategic management framework for sharing of resources at the two schools.

Applicability of the framework for resource sharing was evident in the computer laboratory and computers and the facilitator of the computer training programme from Ikgapeleng Letlotlo being used and accessible to Sebokathuto. Furthermore, the empirical data provided conclusive evidence that the strategic management framework

for the sharing of resources at the schools had been successful. Firstly, the people who were affected by the problem of lack of resources and the absence of framework to enhance the sharing of resources participated in addressing their problem. Secondly, these affected people expressed their appreciation of the project and advised that it should be sustained. Thirdly, the participants in the computer training programme acquired the requisite computer skills that helped them address their personal needs as well as those of the school.

In the same vein, the teacher support initiative made a significant contribution to the teaching and learning of natural sciences during the first cycle of PAR as customised for use in this study. The Natural Science and Physical Science teachers from the two schools prepared a lesson on conductors and insulators for the Grade 7 learners, presented to the 40 learners by the NS teacher from Sebokathuto in the science laboratory at Ikgapeleng Letlotlo, and in the presence of other coordinating team members. After the lesson, the team that comprised the two teachers and the coordinating team member who attended the class met to discuss the extent to which it had been a success, as well as possible opportunities and challenges. That was to improve the next presentation of the next lesson and others to the same learners and those from other grades. In this regard a total of 6,000 person-hours were spent.

The evening classes were given a trial with the Grade 12 learners during the first cycle of PAR as put into operation in this study. There were 31 learners from Ikgapeleng Letlotlo who attended evening classes at Sebokathuto, supervised by six parents and three teachers. The three teachers also offered assistance with homework and provided extra tuition during evening classes, which ran from 17:00 to 19:00 for four days a week, Monday to Thursday (4.3.5.) There were indications of acceptance and appreciation of the evening classes to the extent that there was a request that the other grades should be included. This was expressed by Mahase, one of the educators during the end-of-the PAR cycle reflective session which reflected on the different activities of the study. Mahase said:

Ke nahana le hore re eketse grades ho tloha grade ten. Mae ajument ke hore wi weit anthil leit e be e le hona re reng re lokisa ditaba. Bana ba rona dei a not yusd

to stading ... (I think that we should also include grade 10. My argument is that we wait until late and then start to correct issues. Our children are not used to studying ...)

The phrase 'we wait until late and then start to correct issues' presupposes that Mahase and other teachers and parents (we) take the responsibility of the erroneous practice where learners are not encouraged to study on their own from early stages. Mahase thinks that this delay can be averted by including the grade ten learners in the evening classes programme. Mahase's thoughts are that if they wait until the learners are in grade twelve, then the problem shall have been entrenched and it would be difficult to root it out. He, Mahase, seem to suggest that the arrangement at hand, where parents and schools collaborate and share the use of their time and resources, was pivotal to support the re-engendering of the culture of studying.

With regard to the policy for sharing of resources (Annexure P2), the evidence is provided by the policy document that was developed and implemented during the course of the study, tracked through the plan for the strategic management framework for collaborative resource sharing between the two schools. The plan is attached as Annexure P1.

4.5 CONCLUSION

In this chapter I have presented, analysed and interpreted the data in respect of the five study objectives. I started with the data that attempted to justify and demonstrate the need for sharing of use of scarce education related resources and facilities. In this regard I addressed issues that related to and confirmed lack of coordination; lack of shared vision; no collaboration in areas of analysis of the context; and lack of joint planning. This laid the basis for identification of the solution to these challenges, in the form of components of the strategy. The areas identified as lacking were as a result considered as imperative and thus critical components of the strategy. These critical

components included the scope and practical implications of the strategic management framework, the identification of education related problem, preparation, co-designing the development of the strategic management framework, reflection and adjustment of the plans.

Equally critical as components and thus discussed here were the significance of establishment of institutional relationships; transparent practices; maintenance of continuity and regularity; acknowledgement of participants' contributions; reciprocity and belief in collaborative process. I furthermore analysed and interpreted data pertinent to the conditions conducive to the optimal utilisation of the strategy for successful resource and facility sharing. In this regard, the following received attention supporting the policy framework: prevalence of institutional relationships; continual analysis of conditions influencing collaborations; the extent to which the strategy would support and enhance reciprocity, transparency, continual communication and building of good working relations.

The risks and threats, namely budgetary constraints, facilities that may not be accessible as a result of distance, also received attention. These are discussed under reflective moments of the study. Based on the interpretations of the data in respect of each construct of the objective, findings are made to the extent that they lead to a conclusion. The conclusions that are thus drawn led to the recommendations made for each objective of the study. The next chapter presents the strategic management framework for collaborative resources sharing with justifications.

CHAPTER 5

THE STRATEGIC FRAMEWORK FOR COLLABORATIVE RESOURCES SHARING BETWEEN SCHOOLS

5.1 INTRODUCTION

This study is about the development and implementation of a framework for resource sharing between schools for sustainable learning environments. This chapter presents the strategic management framework for collaborative resources sharing between schools. The strategic management framework referred to is based on the discussion and analysis of data from chapter 4. The key aspects of the strategic management framework which are considered here are categorised and discussed under the headings: the scope and practical implications of the framework, identification of the education related problem, preparation, co-designing the development of the framework, reflection and adjustment of the plans.

The chapter presents a series of events and activities that unfolded in the process of designing a framework that would be sustainable. The continuum of the development of the framework was informed by the knowledge acquired from the study of similar frameworks or models. The design took cognisance of the challenges faced by these frameworks, which was necessary in order to create a build-in mechanism to eliminate the challenges as identified and/or reduce them to the minimum.

One of the challenges that stood out clearly in the implementation of other models studied was lack of sustainability mainly due to lack of ownership of the processes leading towards the development and implementation of the frameworks. In order to address this shortcoming the study built the envisaged framework through an interactive theoretical framework of CER as realised through PAR. The paradigm made it possible to engage the affected participants in the processes of conceptualisation, planning, implementation, evaluation and reflection. In order to ensure and facilitate active participation that was fair and equitable, a coordinating team was established consisting

of local residents of the study locality. This helped to give credibility to the study and in a sense encouraged more useful participation.

The coordinating team was very instrumental in helping participants make meaning out of discussions leading towards knowledge creation from various discussions and activities. Through its democratic leadership the coordinating team succeeded in streamlining the activities towards the realisation of the aim of the study of developing a framework for collaborative sharing of resources.

5.2 THE SCOPE AND PRACTICAL IMPLICATIONS OF THE FRAMEWORK

The framework for sharing of resources in this study was intended to contribute towards addressing the educational problem(s) that were associated with lack of resources. The implications and the impact of lack of teaching and learning resources on the quality of education was well recorded in the literature (D'Amant, 2012:53; Equal Education, 2010:3; Pillay & Saloojee, 2012:44 Van der Berg, 2008:2). This impact appeared to be earnest in the rural areas, such as in the case of this study (Ebersöhn & Ferreira, 2010:31; Goirdano, 2008:36; Hlalele, 2012a:67). The practical implication of the sharing of resources between these schools was that they had to establish a mutually beneficial institutional relationship that reciprocated contributions to addressing their common problem. In short, the two schools had to practically ensure that they created conditions that could enable them to collaborate (see chapter 4 paragraph 4.4).

It thus became imperative for the study to develop and implement a framework that would enable the affected participants from the two schools in this area to contribute towards addressing the challenge of quality of education (see chapter 4 paragraph 4.2.2). The intention was therefore not to generalize the solution but to address this problem in this specific community. In this community there were only two schools with a total learner population of 1070 and 40 teachers. For purposes of this study the affected learners were the 67 Grade 7 and the 31 Grade 12 learners and the 20 teachers from both schools. It was however necessary to include the learners from other grades like

Grade 11 who showed keen interest to participate in the programme. It furthermore became critical to consider all the learners in both schools for inclusion in the aspects of the study such as the computer classes. The determinant factors for these were *inter alia* the alignment of the schools' time tables with the respective priorities relating to extended learning opportunity (see 4.4.3.3).

5.3 IDENTIFICATION OF EDUCATION RELATED PROBLEM

The existence of an educational problem that also affects the society offered an opportunity for collaboration and the establishment of partnerships amongst those who were affected. The hindrances that may distract the affected people from addressing their challenges collaboratively are great and may include power relations realities. Thus, the identification of such an educational problem can be triggered by various circumstances, for example work-related issues, a media report, or motivation emanating from a formal or informal engagement with another party on something in one's field of expertise.

In this study the identified challenge was the absence of the sharing of resources between the two affected schools despite the prevalence of the need and the opportunities to do so in the area of study. The need to share the resources was evident in the other school, Sebokathuto, which did not have the resources it needed to enhance the quality of teaching and learning. The said resources were in the main the computer and science laboratories. In the same vein, there was an opportunity to share the use of these facilities and resources, namely the computer and science laboratories. This was because the computer laboratory was underutilised while the science laboratory and resources could be accessed during the afternoon and over the weekends (4.4.4.4).

Another challenge associated with sharing resources through school clusters or ERCs in which it occurred was that it was not sustainable. It was thus imperative to ensure that the development and operationalisation of the framework for sharing of resources in this study was sustainable. The lessons learned from the literature searched pointed to the significance of the contributions of the local people in the development of their own solutions. The diverse knowledge and experiences of the participants in the local

community are indicated as pivotal because they help create emancipatory knowledge which the participants readily associate with (Biesta, 2010:53; Mahlomaholo 2010:19; 53).

5.4 PREPARATION

The processes of the development and operationalisation of the framework for resource sharing between schools are very involved, therefore they require the participants to be thoroughly prepared. The preparation should permeate all stages and actions of the process, with the stages that should be given attention including *inter alia* the conceptual stage, advocacy, formalising collaborative arrangements, co-designing the framework, operationalising the framework (triallying), reflection and re-planning.

5.4.1 The conceptual phase

The conceptual phase entailed preparation through which the research leader became more knowledgeable about the topic or societal problem intended to be researched. The phase also entailed making arrangements to engage the target participants. In this phase, therefore, I, the study leader and coordinator assumed the role of the facilitator or initiator. I was engaged in a series of activities that enabled me to motivate other people to agree to engage in research. The preparatory activities were aimed at laying the foundation for the research by engaging possible participants in reflection on the current state of affairs. The reflection involved analysis, interpretation of issues as well as acquiring new knowledge on issues that could have been taken for granted or accepted as normal (Estacio & Marks, 2011:549; Lodico et al., 2006:294; Mahlomaholo & Netshandama, 2012:43). Such activities are addressed in the discussions that follow.

In order to develop a clearer conceptual basis for the development of the framework for sharing of resources between schools I conducted a literature search of related issues. The purpose was to learn more about the perceived problem. This study gave relevant

and broad information on what other people and countries did and what was done at home about a similar problem. This knowledge helped to identify good practices, to raise awareness of challenges they encountered and how they resolved or tried to resolve them. The research leader/coordinator took cognisance of the threats and risks that faced them and what impact they had on school clusters and ERCs (Chikoko, 2007:50; Nzimande & Stilwell, 2008:236; Solaux & Suchaut, 2006:41; West, 2010:101). The information obtained would be used as reference to mitigate the possible challenges as reflected in the literature as well as those that would arise during the research.

An analysis of all the information acquired helped to identify possible gaps that could be closed by the envisaged study. This motivated the development of a sustainable framework for collaborative resource sharing between schools. Next, a suitable research locality to initiate the study was identified, presupposing that members targeted to participate would be from the same locality. For proper PAR, people affected or to be affected had to be involved in the research (Eruera, 2010:1; Ledwith, 2007:599; Van Niekerk & Van Niekerk, 2009:134). Preparations were made for an advocacy campaign with the identified prospective participants.

5.4.2 Advocacy

It is imperative to clarify the perceived challenges with the respective participants and the schools. This can be done concurrently with the process of identification and recruitment of the participants. Reference was made in paragraph 3.4.1 that according to PAR the party that identified the concern or problem must take the initiative to approach the other (Dworski-Riggs & Langhout, 2011:218; Eruera, 2010:3, Moxham et al., 2010:1435). It was on the basis of this that the initiative came from the study coordinator or leader. In the case of this study, advocacy (Nzimande & Stilwell, 2008:239; Stein & Mankowski, 2004:23; Watters & Comeau, 2010:5) was done through a series of meetings in which the research leader interacted with possible participants in the study in their different capacities. By capacity in this context we refer to the different roles fulfilled by those involved in the school community.

The rationale behind advocacy meetings was two-fold. First, it was to engage the possible participants in the discussions about the perceived challenge/problem. Secondly, it was to request them to be part of the study, provided they were in agreement with the challenge discussed as presented by the research coordinator or leader and the team. By implication it means that advocacy should be well planned (David, 2013:130; Du Toit et al., 2010:181).

During the actual advocacy the paradigm that underpins the research was critical in directing the interactions or engagements. The success or failure of the engagements in meetings relied heavily on how the participants were treated in these meetings. They were approached with respect, humility, engendering trust, and a deliberate striving towards equity, thus creating hope for success (Mahlomaholo & Netshandama, 2012:35). Participants in meetings were from diverse backgrounds (Brydon-Miller et al., 2011:387; Levin & Greenwood, 2011:29; Mertens, 2010:250) and this had to be acknowledged as it was going to influence the deliberations. The implication here is that proper advocacy should precede any attempt to undertake research within an emancipatory paradigm with reference to collaborations.

Literature from the countries referred to in this study indicated that there were many problems that were caused by insufficient advocacy. Lessons learnt from insufficient advocacy indicate a number of perceptions and concerns. Members were not well informed about the vision behind clustering or clustering arrangements (Nzimande and Stilwell 2008:239 & 243). The deliberate top-down intervention by the education department led to perceptions that collaboration through clustering was some form of imposition (Evans et al., 2005:231; Kafakwami, 2003:280; Nzimande & Stilwell 2008:236; Strathdee, 2007:21). As a result the intended beneficiaries did not own the initiative and consequently did not support it, which led to minimal participation.

In this way power relations were not properly addressed and that gave the impression that collaboration was another form of oppression. The perceptions relating to insufficient advocacy impacted very negatively on the sustainability of models for school collaborations.

5.4.2.1 Advocacy with principals of schools

The research problem was located within education, and the relevant level in the education hierarchy that was to be targeted was that of schools. The main reason is that schools are the actual sites for education delivery (SASA, section 20 (1) & section 58B). In order to gain access into the schools, the principals of schools were contacted first. This action was appropriate as it was also in line with CER values of respect, humility and was geared towards entrenching mutual trust from the beginning of the study (Ledwith, 2007:608; Mahlomaholo & Netshadama, 2012:35; Strickland, 2006:233).

On the basis of these values it would not be proper to venture into conducting research without proper engagement. Principals needed to be consulted first so that they would give permission for the research or reject it. Agreeing to the research to proceed would only be possible if they felt that power relations were levelled from the start through proper consultation (Alvesson & Skoldberg, 2000:110; Gaventa & Cornwall, 2008:175; Keast & Mandel, 2009:2; Stienberg & Kincheloe, 2010:143). Many departmental strategies did not get the necessary support from schools because people at the delivery site felt they had not been properly consulted (Nzimande & Stilwell, 2008:239). The schools were headed by principals who had contractual obligations to the DoE. It becomes incumbent on principals to ensure that what happens on the school premises contributes to effective teaching and learning. The nature of the envisaged research called for their direct involvement in the study.

In terms of Free State Provincial notice 154 (2001: section 1), the principal is the accounting officer of the school he/she is heading. As the accounting officer he/she is obliged to ensure that effective teaching and learning takes place at his institution (SASA section 16A). To attain this he/she needs to ensure that all the material and human resources are used to produce quality education for the benefit of learners. He/she is accountable for everything that is happening or not happening in his/her school. The academic life of the school is the responsibility of the principal.

5.4.2.2 *Advocacy with the SGBs*

According to the SASA, the SGB has duties and responsibilities that it must perform. Consultation and advocacy with the SGB was critical as the SGB is one of the major role-players in the school set up. According to SASA (Act no. 84 of 1996, section 20.(1)), the SGB must perform the following duties: (a) “promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at school”; (e) “support the principal, educators and other staff of the school in the performance of their professional functions”; and (g) “administer and control the school’s property, and buildings and grounds occupied by the school.”

The framework targeted the maximum utilisation of resources and provision of quality education for learners. As indicated in (a) and (b) above, the SGB has a role to play in this regard. The framework also intended to be a support mechanism for educators in order to enhance their performance. It was a realistic expectation that if teachers had access to resources their teaching would improve and that would be reciprocated in quality learning (Hargreaves & Fink, 2003:3; McGonical, 2005:1; Sipos, Battisti & Grimm, 2007:81; Shwanke, 2009:2). The governance of resources is the territory of the SGB according to the act.

The SGB in its capacity as a juristic person (Mestry, 2004:127; SASA, section 15) could be useful if certain agreements were to be reduced to written contracts. Again, there would be increased movement of educators and learners from one school on the grounds of another. This is also the territory of the SGB. Since school finances would be involved in one way or the other the guardian of the school finances could not be left out under any circumstances. It was therefore critical to get the support of the SGB for the proposed framework. Advocacy with and consultation of the SGB could not be avoided under these conditions. It was necessary for them to understand why there was a need to conduct this study and also how it was going to benefit the two schools and the community of Mohokare.

The SGBs as the representatives of the community of Mohokare were in agreement that their role as the governors of schools’ material and financial resources was critical to the

study. The discussions also made them realise how important it was to carry out their legislative mandates as stipulated in SASA. The participants in this meeting, namely the parents, provisionally identified the possible resources from their respective schools that could be availed for sharing with the other school(s). The resources listed were the science laboratory, the computer centre, school hall, library, and the classrooms (4.2.1). The resources to be shared were presented to the board meeting which other stakeholders were present. This was in order to obtain further input and to make a final decision regarding their use having been considerate of factors such as availability, funds and the upkeep of resources.

One other issue which made the SGB critical was parental engagement. The SGB represent the interest of parents in the governance of the school. The study was going to rely on the SGB to facilitate the liaison between the coordinating team and the parents of the learners who were to participate in the study. Their experience of the community would become very useful in the study, and they were conversant with the social capital of the area (Jordan, 2003:193; Sanginga et al, 2008:696) and knew how best to tap into it. The SGB agreed to the idea of the study as outlined during the discussions. They also agreed to the notion that their positional power in terms of legislation was critical for the study (Metry, 2004:127; Prilleltensky. 2008:119; Silva, 2007:169; Van Dijk, 2008:88). It was on the basis of their understanding that they were requested to be part of the coordinating team. This team was going to be involved in further advocacy meetings.

5.4.2.3 *Advocacy with teachers*

The decision to do advocacy with teachers was motivated by a number of factors. Teachers are entrusted with the task of teaching learners, but to execute this task efficiently they need to explore and use a variety of resources. A variety of resources are critical for the creation of learning experiences and sustainable learning environments for their learners (Mahlomaholo, 2011:14; Svanstrom, Lozarno-Garcia & Rowe, 2008:349; Mapesela, Hlalele & Alexander, 2012:95). Quality of performance is to a large

extent influenced by the way teachers interact with learners in the teaching-learning situation. As initiators and facilitators of learning experience for learners teachers are the ones who are supposed to be conversant with the requirements of the curriculum. They need to interpret it for the benefit of the learners and due to absence or lack of self-directed learning in learners the teaching-learning situation cannot be realised without them.

Taking into account that the study was concerned with resources and quality teaching it was not essential for teachers to take part in it. After 1994 the DoE introduced a number of programmes and policy initiatives (Mahlomaholo, 2010:5-6), some of which have made teachers sceptical about new initiatives and/or innovations. This background had to be taken into account in our approach.

The coordinating team was transparent when engaging teachers on current discourses and dynamics in the resourcing of schools. The discussions went on to indicate how they impacted on teaching and learning (Equal Education, 2010:1&3; Financial and Fiscal Commission, 2009:11; Sedibe, 2011:130). An option that seemed to be viable to address the challenge of under-resourcing was exploring the possibility of sharing resources. The proposed strategy intended to enhance the work of teachers was not already in place, but its success relied heavily on their involvement in the study. The intention was to devise a strategy that would be designed and fine-tuned at grassroots level. The emphasis was on a bottom-up approach that would be trialed and tested for its effectiveness by them as foot soldiers.

The hierarchical setup of the DoE does not create ample opportunities for teachers to make input into policies and strategies before they are implemented (Jacobs, 2010:370; Kemmis, 2008:173-174; Nzimande & Stilwell, 2008:236; Strathdee, 2007:21), which creates serious tensions between theory and practice. The way clustering is structured at the moment does not bring relief on the issue of resources, therefore it was critical to motivate teachers to experiment with a modified form of clustering. As the framework unfolded they would be in position to decide from an informed position whether it had succeeded.

5.4.2.4 Advocacy with parents

Parents have to contribute to the education of their children (SASA, section 20 (1) (a) & (b)) and be informed about their children's academic progress as well as factors influencing the performance positively or negatively (SASA, section 16A). The development and implementation of a framework for resource sharing as a project has to be co-owned by all relevant participants and stakeholders, including parents, learners and teachers. The ownership of the framework in this manner tends to contribute towards its sustenance, therefore it is imperative that parents become co-designers and co-owners for sharing of resources. This requires that the parents be engaged throughout the processes of development and implementation, from the conceptual stage onwards.

The parents have a legal obligation to look after the welfare of their children, so they have to take charge of and support their children's education (RSA Constitution, section 29 (1) & (2)). There has to be an opportunity for them to air their views when new methods of teaching and learning are introduced, with the school being open and transparent with the parents in order to make it easy for them to become engaged effectively. This tends to encourage the parents to avail their skills and competencies to those learners and teachers who may need them (Fournier et al., 2007:10; Rahman et al., 2006:370; Thomson & Perry, 2006:28). It facilitates and enhances the processes of sharing the use of people skills that parents have. Also, it helps to ease the processes of granting permission to learners to be engaged in activities such as the one provided by this study (DePalma, 2010:220).

5.4.2.5 Advocacy with learners

Various sources indicate that learners in historically black schools do not perform as well as their counterparts in historically advantaged schools (Taylor, 2008:2; Van der Berg & Moses, 2011:1; Van der Berg, 2008:2; Vuk'uzenzele, 2012:1). The framework for collaborative resource sharing should aim at turning around this situation or perception.

In order to achieve this objective it is imperative that learners be involved in discourses on performance and resourcing of schools. It also calls for engaging learners in a number of activities, so it becomes possible to help with the process of knowledge creation (Boog, 2003:434; Hooley, 2005:67; Robertson, 2000:309). Knowledge cannot be created by making inferences about learners and their learning.

In order to authenticate knowledge creation through and with learners they need to be consulted and encouraged to participate, and aligned and integrated with their formal learning programmes as far as it is practicable (Keast & Mandel, 2009:2; Mierink et al., 2010:164). Learners need to be encouraged to report on the challenges by way of reflecting on the activities in which they are involved. Information obtained from these reflections should help the coordinating team in refining the framework.

Advocacy should also involve them to a large degree in all or most of the stages of the research process. For this reason learners have to be informed what their role was supposed to be, how the study might affect them during its implementation or, as it unfolds, how it might affect them on completion. It must enlist their dedication and support for the study. The first objective is to obtain their informed and free consent for participation (Christians, 2011:65; Hooley, 2005:77; Reza, 2007:31). Any perceptions of coercion have to be eliminated as they would work contrary to the principles and values of CER.

5.4.3 Formalising collaborative arrangements

This section discusses mechanism(s) of formalising the collaborative arrangements amongst the various participants and stakeholders. This is critical as it helps to sustain the development and operationalisation of the framework for sharing of resources between schools. This sustenance is achieved through proactive clarification of actions to be taken and the respective roles to be played by each participant. In this study, the following were attempted.

5.4.3.1 *Terms of reference for participation*

The rationale for participating in research needs to be outlined for all prospective participants. In this case they were engaged in discussions regarding possible factors that contributed negatively to the quality of education. The extent to which the problems related to lack of resources was highlighted for intense and critical consideration. The problem of under-resourcing of a certain category of schools was thus discussed in relation to their obligation to produce quality education. The discussion further considered how the perceived educational problems affected the community, and the rationale for the choice of a research framework and methodology had to be explained in order to reach a common understanding.

The realisation of a critical emancipatory theory through PAR calls for active participation of all involved, once they become part of the study (Eruera, 2010:1; Hertz-Lazarowitz et al., 2010:271; Mertens, 2010:237). The principles and values underlying PAR were to be observed during all the stages of the research. Because many people would be involved in the study, the likelihood of conflicts was high so they had to be informed of their freedom of choice to participate and their rights to withdraw from the study for any reason, without repercussions

Participants were informed of free and informed consent (Christians, 2011:65; Hooley, 2005:77; Reza, 2007:31) and given assurance that all the information gathered through the research would be used for research purposes only. This information would be treated with strict confidentiality and would be disclosed only with the consent of the participants, if the need arose. Such clarity on the implications of participation is critical to avoid deception and to create conditions in line with the Bill of Rights as contained in the Constitution.

5.4.3.2 *The coordinating team*

It was necessary for the study to deal with immanent personal bias to the extent that it had to be restricted to the minimum. The coordinating team was found to have a pivotal

role to play in this regard, so advocacy with the prospective members culminate in them agreeing to be recruited onto the team. Openness from the initiator is critical as it facilitates the opening of a communicative space (Jordan 2003:189; Kemmis, 2008:127; Strickland, 2006:234). The proposed study was presented as comprehensively and transparently as possible in order to reach a common understanding on why it was being conducted.

Once a common understanding was reached the recruitment followed, It is imperative that the recruitment should be from credible members of the local community so that this credibility also permeates the study. In this case the principals of schools, the SGB chairpersons, and two educators were engaged.

Members of the coordinating team who were local residents of the location of the study were invaluable to the study in a number of ways. They help to give credibility to the study since their presence is perceived as counteracting any perceptions of a hidden agenda in the research (Brydon-Miller, 2011:390; Fournier et al., 2007:7; Kemmis & McTaggart, 2007:312). As members of the concerned community they share and possess much valuable community cultural wealth (Taube, 2004:32; Yosso, 2005:76). In this way they are helpful in shedding light on certain issues that would be difficult to understand or would be taken for granted by the research leader (Wicks & Reason, 2009:252).

One cannot take for granted the psycho-political validity of issues when dealing with communities as it finds a political as well as a psychological side to every issue. According to Prilleltensky (2008:129), “to attain psycho-political validity, investigations and interventions would have to meet certain criteria. These criteria have to do with the extent to which research and action incorporate lessons about psychology and power”. A concern that could be pursued could be why there was no initiative taken by any of the two schools to collaboratively share resources. Were there instances where maybe power was used “to enable or inhibit access to resources, to promote social change, or to maintain the societal status quo through a variety of strategies”? (Prilleltensky, 2008:118); or was it that psychologically the primary school internalised and accepted

the notion of them not deserving more resources, thus leading to self-depreciating views about themselves? (Prilleltensky 2008:127).

For the study to address some of the concerns mentioned it was critical to constitute a team from members whose life was embedded in the community. These were the people who would add more value to the study because of the information they held. Furthermore, interactions with the participants as well as with other people interested in the study could take place on a formal and informal basis because of their being accessible. Urgent and sensitive issues could also be handled, even outside the normal scheduled meetings.

In order to ensure a common approach to the study and interactions with other participants it was necessary to train the team on the theoretical framework that underpinned the research as well as the methodology through which the research was conducted. Members were trained through discussions on CER with reference to its objectives, principles and rhetoric or language used (2.2.3-2.2.5). In this way, each member would be able to reflect on his/her conduct during interactions with other participants to determine the degree to which he/she was contributing the aim and objectives of the study. Members were also trained on PAR as the methodology through which the research was conducted. This training enlightened team members as to why it was necessary to do most of the activities as a collective or in a group context.

5.4.3.3 *Informed consent for participation*

The other issue that should be considered when developing and implementing the framework for resources sharing is soliciting of the participants' informed consent to participate. The participants included the parents and the learners. The importance of the informed consent should be mainly to ensure the buy-in and ultimate ownership of the framework by the people to who the framework is most relevant, namely the local community members. Notwithstanding the fact that parents have a legal obligation to

take care of the education of their learners, they also have the social responsibility to guard and ensure optimal utilisation of the education resources in public schools.

Furthermore, it was also imperative for the study to explore the possible mechanisms through which the skills and competencies of the parents and out-of-school youth could be accessed for purposes of enhancement of quality education through sharing of resources (SASA, sections 16 & 20). In the same vein, it became imperative for the coordinating team members to better understand the extent and nature of the learning barriers and problems that learners experienced. The coordinating team members held a firm view that quality education can be achieved through the engagement and use of the resources, skills, experiences and knowledge of the various stakeholders. The informed consent from parents and learners to participate in the development and implementation of the resources sharing framework was thus pivotal.

The processes of obtaining the participants' informed consent for participation in this study created an opportunity for dialogue amongst the participants and the coordinating team members. The facilitated dialogue in turn enhanced the establishment of relationship of mutual trust, respect and care. The building of relationships between the coordinating team members, parents and learners was eased by being open and transparent about all aspects of the study (see chapter 3, paragraph 3.4.1). Thus, this process also served as the initial stage of building of institutional relationships between the two schools and between the schools and the community. This initial stage of building of working relations amongst the participants should be consolidated and further enhanced by the process of co-designing of the framework for resources sharing between schools.

5.5 CO-DESIGNING THE DEVELOPMENT OF THE FRAMEWORK

Notwithstanding the preparations made by the study coordinator prior to the commencement of the study, it is imperative to ensure that the participants, namely, the parents, teachers and learners own up the processes and their outcomes and outputs.

The participants' ownership of the processes and outcomes can be achieved by *inter alia*, being transparent about the aim and objectives of the study. It may also be important to indicate how the data will be collected and processed to emphasize ethical issues that need to be considered. Furthermore, it would be imperative to work together from the basic information that the study coordinator provided, to map out a plan according to which the development and implementation processes of the framework would unfold.

The processes of co-designing are inevitably imbued with inherent conflicting views that may be traced from the participants' diverse ideological, cultural and educational backgrounds. It is thus imperative to devise means according to which the coordinating team would counteract the negative effects of the inherent conflicting aspirations. The devised means should simultaneously enable the coordinating team to derive optimum benefit from the contradictory space created from the diversity (Mahlomaholo & Netshandama, 2012: 37). The coordinating team members' efforts were thus kept focused by the adoption and operationalization of a set of principles and values that included hope, peace, equity, social justice and freedom. The coordinating team should give the participants hope and peace of mind that the outcome of the study is beneficial to them. The contributions and thoughts of the participants should be treated equitably in order to ascertain their respect and care.

Through this approach, the coordinating team members and the participants were able to go through the strategic planning processes. These processes entailed the development and implementation of the strategic plan for the strategic framework for sharing of resources between schools.

5.5.1 Strategic planning

It is imperative for the coordinating team and the other participants to set strategic goals and objectives and to develop broad plan(s) of action that are necessary to attain these goals and objectives. They should allocate resources for each goal and activity in

accordance with mutually agreed upon criteria. This is to ensure that the resources are suited for the activity and in the case of human resources that they will be motivated to execute the allocated duty. It could be difficult and therefore discouraging on the part of the resource person for instance to execute an activity that is outside his or her scope of work.

In order to develop a broad plan for the development of the strategic framework for sharing of resources between schools, it is necessary for the participants to agree on shared vision, mission and values. These will help determine the direction which the framework would take.

5.5.1.1 *Shared vision, mission and values*

The determination and confirmation of a shared vision should as far as practicable, flow from the deliberations that were engaged at the initial stages of the consultative process. This serves to summarise the informed consents that the participants gave and which compelled them to participate in the development and implementation of the framework for sharing of resources. It is as a result incumbent upon the study coordinator and the coordinating team members to critically reflect on the informed consents of the participants as well as on the nature and extent of the problem at hand (Frankham, 2006:669; Mokhele & Jita, 2012:584; Nzimande & Stilwell, 2008:243; Strathdee, 2007:22).

The synergy and the gaps that may arise from the critical reflective processes should then be reconciled with the need to formulate a strategic framework for resources sharing between schools. The purpose of the discussions in this regard should be geared toward a summary which can be expressed as a vision which all the participants would strive to attain. In the same vein and from the same discourses, the mission and the values are to be agreed upon. The mission and the values should be viewed as statements and expressions that have the potential to unite the participants and converge their thoughts toward the agreed upon vision (West, 2010:109; Wilson, 2012:5). The coordinating team and the participants should proceed by expressing the mission

into simpler, comprehensible and functional terms which can be simplified further and time framed as it is operationalized. It is thus imperative to ensure common understanding of the prevalent context and situation within which the development and implementation of the framework for sharing of resources will take place.

5.5.1.2 *Situational and contextual analysis*

It is critical to analyse the contextual and situational issues that may have an impact on the development and implementation of the framework for resources sharing. The reasons for this include but may not be limited to the fact that some of the solutions to the identified need(s) might be embedded in the contexts and situations around the school and the learners. It is important therefore, to consider aspects such as the strengths, weaknesses, opportunities and threats that are inherent in each aspect that is considered as potentially having an impact on the development and implementation of the framework (David, 2013:40-41; Du Toit et al, 2010:539; Ehlers & Lazenby, 2010:111).

The contextual and situational issues may include the physiological, physical and emotional aspects of learner development (Akiri & Ugborugbo, 2009:112; Illeris, 2003:398-399). In other words the issues that may be considered as very close to the learner in terms of her physiological and psychological development as well as those that may be related to his/her physical abilities. The other aspects may relate to the physical environment within which education takes place (Sanginga et al, 2008:696; Taube, 2004:32; Yosso 2005:76). These may include the physical environment at home, school and the community.

It is also critical to consider the developments that may not necessarily be taking place with the immediate local environments. The experiences and knowledge of the

participants from diverse backgrounds is of paramount in this regard. The trends and developments in the political, economic, social and technological aspects and fields are also worthy of consideration by the coordinating team and the participants during the situational and contextual analysis. This should seek to establish the connection and harmonise learning and therefore the framework such that it is also focused on the issues that take place at macro-levels of development.

The process of contextual and situational analysis affords the coordinating team members and the participants an opportunity to identify the skills, competencies and experiences that the coordinating team has. The team members can conduct an audit of skills and competencies. The coordinating team can also establish the type of information and data that is required as well as the persons who are better positioned to access such data and information. The resources to be shared between schools can also be identified and agreed upon during the situational and contextual analysis.

5.5.1.3 *Identification of resources to be shared (priorities)*

A critical aspect of the strategic framework for the sharing of resources between schools, is the resources that must be shared to address an identified education related need and a problem (Lincoln, 2011:20; Robertson, 2011:315). It is thus imperative to establish whether the required resources are available and accessible to the learners who need them. At times the resources may be available but not accessible to some learners. In such an event, the coordinating team and the participants should devise means that could enable the learners to access the resources. Failure to address the challenge of the affected learners might be construed as a perpetuation of their planned exclusion and marginalisation (see chapter 1 paragraph 1.4.3 and chapter 2 paragraph 2.2.2).

The other hurdle might be that the facilities are not well resourced. This may be the case for instance where the laboratory is available, that is the building is there and the

learners can access it but it does not have chemicals and apparatus to use for learning purposes. Similarly, the laboratory might be well resourced and well looked after and the sharing of its use might be perceived as a threat in that it might not be in the good condition it used to be before the sharing (Rahman *et al.*, 2006:371). These challenges might at the same time be more of power struggles between the participants. This means that the identification of resources is an involved process that must be approached critically. It thus requires the coordinating team to be thoroughly prepared and should plan for it accordingly in order to succeed in its mediation role in this regard (Biesta, 2010:44; Kellner, 2000:9; Mahlomaholo & Netshandama, 2012:37).

Furthermore, the coordinating team needs to consider a transparent discussion of the roles and responsibilities of each school toward the upkeep of the resources to be shared. It may also be important to outline the benefits that each participating school may derive from the encounter. Also the parties to the sharing of resources need to discuss the finer details regarding how the sharing will be achieved. This requires a high level of trust (Keast & Mandel, 2009:2) so that discussions can be open and transparent. This ensures that asymmetries of power that may be attached to possession of certain resources are leveled (Keast & Mandel, 2009:2; Mertens, 2009:200)

5.5.1.4 Policy for resources sharing

The purpose of policy should be to control and regulate the partners' actions, activities, operations and processes in a collaboration (Ehlers & Lazenby, 2010, 343; Salama & Adams, Jr., 2003:3). To achieve this, the policy needs to be clear on which resources form part of the collaborative sharing (Downes, 2007:30-31). Schools that agree to collaborate must take the responsibility and initiative to develop their own policy for the collaboration (Dukeshire & Thurlow, 2002:2). Since they are involved in the development of the policy there is no talk of a top-down approach.

The development of a policy should be a process that allows maximum participation by the affected stakeholders. The coordinating team needs to ensure that member schools

participate as equals in this process (Bently & Humphries, 2006:3; Biesta, 2010:51; Watters & Comeau, 2010:5). The team should further ensure that the formulation of a policy is not a rushed activity. Ample time should be allowed to debate items to be included in the policy by member schools so that none becomes prescriptive (Delpont & Makaye, 2009:103; West, 2010:101). In order to achieve this, ideal engagement in dialogue needs to be characterised by respect, trust and mutual support (Mahlangu, 2011:241; Mahlomaholo, 2009a:225; Mertens, 2009:60).

A policy developed in this way by the affected people reduces the possibility of conflicts to the minimum and increases the possibility of successful implementation (Poudel, 2009:60). In the final analysis, the collaborative resources sharing between schools should be underpinned by legislation as captured in the respective legislative imperatives. For instance, in the RSA, the Constitution, section 41 (1) encourages organs of state to co-operate in mutual trust and good faith by:

fostering friendly relations; assisting and supporting one another; informing one another of, and consulting one another on, matters of common interest coordinating their actions and legislation with one another; informing one another of, and consulting one another on, matters of common interest and avoid legal proceedings against one another.

Pursuant to this view, the two schools sought to implement this compelling public mandate. The coordinating team was of the view that it was also their obligation to help them realise the operationalisation of the legislative mandates. Thus, the coordinating team facilitated the process of development of a policy for resources sharing between the schools (see annexure P1). The development of this policy was preceded by an investigation and assessment of the documents that were available to determine the extent to which they, if they existed, addressed the problem at hand. This was also done in order to be economical, efficient and effective with time and human (participants') resources.

Furthermore, the process of searching for prevalent school policies on issues of sharing of resources reaffirmed the coordinating team's commitment to the principles and values

of respect, humility and peace (Mahlomaholo, 2009a:226). This process also assessed the conditions of use of existing resources and the physical conditions of them. It enabled the coordinating team members to spend more time with one another, which afforded them ample opportunity to engage and reflect on pertinent issues. The development of a policy for resource sharing required robust debate and discussions that could have been imbued with power struggles between and amongst the team members (Alvesson & Skoldberg:2000:110; Gaventa & Cornwall, 2008:175; Keast & Mandel, 2009:2; Stienberg & Kincheloe, 2010:143). These were averted through the use of the coordinating team that understood and implemented the principle of freedom of expression, and accommodation of diversity, and recognised the value of equity.

5.5.1.5 Risk planning

The risk planning process formed part of the overall observation, planning, implementation, evaluation and assessment processes, and thus also part of the strategic planning for the study (see paragraph 5.6.2). The risk planning process involved the identification of the risks and threats that could derail the sharing of resources between the schools (Ehlers & Lazenby, 2010:20; Flouris & Yilmaz, 2010:27; Ghoshal, 2005:75-76). The identified risks were also assigned persons who could manage them, in consultation with the prospective risk owner who was also a participant in the study. The frequencies of the risks as well as their impact on education were determined, then allotted ratings of low, medium and high in order to ease the process of prioritising them.

For instance, the risk considered as having a high occurrence frequency and a high impact was prioritised over the lower ones. A specific instance in this study refers to the level of motivation of teachers, which was rate high, that priory A₂, on both the impact and the occurrence frequency. The strategy that was agreed upon in respect of addressing this specific risk was that the school management teams (SMTs) were to support teachers by synergising teaching efforts (see Annexure P1). The mitigating strategies that the coordinating team suggested in the risk assessment plan also formed

part of the overall plan that ultimately served as an implementation as well as monitoring and evaluation of tool for the study.

5.5.2 Operational planning

The process of co-designing the operational plan involved the development of the activities that were pertinent to each priority. The priorities were in turn also related to and based on the five study objectives.

5.5.2.1 *Justifying the need for sharing of resources*

The participants had to take stock and analyse their situation earnestly in order to ascertain that the sharing of resources between schools is imperative. They also had to convince each other that the sharing of such resources would help address the issues pertaining to the enhancement of the quality of education in their area. Furthermore, they had to be sure that the sharing of resources was supported by the relevant legislation. The legislative imperatives are understood in this study, as representing a public mandate, for which public education is a critical aspect. In this study, the issues pertaining to the analysis, negotiations and communication amongst the diverse participants were initiated and mediated by the study coordinator and later by the coordinating team. The initiation and mediation processes which were engaged in this regard included the advocacies with the principals of schools, SGB members, teachers, parents and learners (3.3.2.1-3.3.2.6). These processes culminated in the establishment of a coordinating team, members of which were those persons who were available and who felt obliged to ensure that educational resources were optimally and equitably utilised for the education of all learners in this area.

The coordinating team members should essentially be in mutual agreement regarding the goal to which they have to work and reach. In this study such common goal and vision was the framework for the effective and efficient sharing of resources for the

enhancement of the quality of education (4.2.2). The existence of a coordinating team that shared a common vision, mission and values is thus paramount (Nienaber, 2010d, 125; Rootman, 2010:142; Williams, 2010:133). The vision should inevitably be consistent with the public mandates and the legislation that represent their wishes and aspirations. In this regard, the study focused on the interests of the downtrodden and the marginalised communities. Special consideration given to the aspirations of the learners whose voices were often excluded from the main education related discourses. The exclusion referred to here manifested itself in the inequitable provision of resources that resulted in the one school, Sebokathuto, being relatively under-resourced (2.2).

5.5.2.2 Determining the key aspects of the framework for resource sharing (components)

The key aspects of the framework for the sharing of resources between schools are fundamentally the solutions to the identified and justified need for resource sharing. In this study, for instance, it became imperative that the vision, mission and values which the coordinating team members developed and agreed to share were placed at the centre of the operational plan (see annexure P1 & Annexure P2). The priorities that were developed and decided upon by the participants were related to and stemmed from the vision, mission and values. Thus, the priorities became the entry point of the operational plan, of which the vision, mission, values and the priorities constituted the strategic view of the overall or comprehensive plan of the study.

The priorities and the activities constituted what could be referred to as critical components of the framework. This is the case because they were intended to address the vision which in turn formed the basis of the study. The priorities were considered to extend and expand the vision such that it could be operationalised (Nickols, 2008:5; Wynn, 2009:10). The other action to be undertaken by the coordinating team during operational planning would be to develop the activities for each priority. This action extends the vision even further to more specific, measurable, achievable, realistic and time-bound objectives. They render the vision comprehensible. For instance, in this

study, the following priorities were agreed upon: teacher support, learners' extended learning opportunities, exchange programmes for teachers, and recreational facilities.

The activities that were developed for these priorities included computer skills and peer tutoring for teacher support. For the priority on learners' extended learning opportunities the activities that were agreed upon were the evening classes, science classes (practicals) and computer skills. These activities were fundamentally geared towards the attainment of the respective priority (Nickols, 2011:6). For instance, the priority in respect of the learners' extended learning opportunities as it related to the sharing of resources had the activities of evening classes, sciences classes and computer skills. The activities were subsequently allocated resources that enhanced their successful attainment (Du Toit et al., 2010, 57; Ehlers & Lazenby, 2010:334; Hall, 2005:10). The evening classes were allocated classrooms at Sebokathuto, which were to have lights and heaters in order to make them conducive to the study and learning purposes. The coordinating team assumed the responsibility for ensuring this (4.3.3.3).

The computer skills were offered at the computer laboratory, in which 20 computers were used by 20 persons. The participants were predominantly from Sebokathuto, while the facilities and resources were from Ikgapeleng Letlotlo. In the same vein, the science laboratory was used by Grade 7 learners from Sebokathuto and the Grades 10-12 learners from Ikgapeleng Letlotlo during the science class. This required that the use of these laboratories should be well organised and communicated clearly between the affected participants. Thus, each activity was allocated a responsible person to ensure that the learners were attended to. The allocation of responsible persons for the activities enhanced an even distribution of work among the participants. It also encouraged the participants to have a sense of ownership of the project. The participants who were involved with a specific activity, decided on the timeframes during which their respective activity would be completed. The timeframes for the specific activities were in turn decided within the broader scope of the study.

5.5.2.3 *Assessing and mitigating the risks and threats*

The risks and threats to the study permeated all aspects of the framework, whether at the strategic or operational level, and included specific aspects such as the person responsible or even the timeframe. For instance, a participant may threaten the active participation of other participants by virtue of status or position of authority and power. This may happen when other participants feel threatened that their knowledge and experiences are relatively inferior (Biesta, 2010:53; Hickling-Hudson, 2006:9; Nkoane, 2012:7). Such perception can also prevail when the facilitator and/or the participant behaves in a manner that shows less respect for others' views and contributions. In this study the coordinator was a school management development official and a supervisor of the principals and teachers who also provided training to the SGB members on their roles and responsibilities (3.3.5.1). In order to minimise the effects of his apparent powerful position on the outcomes of the study, the study coordinator gave power to other participants by sharing responsibilities with them, also ensuring that most of the activities took place during absence, but with backup support provided.

The timeframe can also pose a threat and a risk to the study when there are possibilities of programmes taking place at the same time. For instance, the evening classes could be derailed by parents not permitting their children to attend in the evening. The reason for this may be that they often rely on their children to perform chores at home after school hours. Some of the learners in the area of this study were faced with serious social challenges associated with being orphans, or even of being parents of children themselves. A combination of these factors constitutes a noticeable threat and risk in that the learners would not always be available for their extended learning opportunities offered by the study.

It is critical for the coordinating team members to be vigilant about the issues relating to threats and risks of the framework because they may not necessarily be raised during the coordinating team study meetings. They may be raised by parents and other stakeholders during their engagements outside the study scheduled meetings. It is also imperative for coordinating team members to evoke the thoughts of the other participants relating to the various aspects of the framework for sharing of resources.

They should ask questions that seek to establish the extent of success of the framework and find out areas of improvement so that they can pick up critical issues pertaining to the risks and issues affecting the processes and practices during the study.

5.5.2.4 *Creating conditions conducive to the implementation of the framework*

The different aspects of the framework can serve as a basis for the determination of the conditions that are suitable for the development and implementation of the framework for the sharing of resources between schools. For instance, the presence of a coordinating team that can instil a sense of joint planning and mutual support towards addressing common problems and needs is a necessary precondition for the success of the framework. This is because the challenges that are identified affect the people at various levels differently. For instance, the underutilisation of computers is costly in that they and their installed programmes were purchased with public funds. In the same vein, the learners and teachers are expected to be computer literate in order that the quality of education can be improved. Thus the non-use of computers affects the education quality negatively and in the long run its negative impacts would spill over to the community and the society (Meier & Hartell, 2009:184; Modisaotsile, 2012:4; Ross, 2009:5).

The team should have a common goal, a necessary precondition of referring to a group of people as a team. It is for this reason that shared vision, mission and values become necessary to create a condition in which people work collaboratively with respect and mutual trust. The prevalence of the spirit of collaboration amongst team members in turn encourages the creation of an environment in which people's contributions are handled equitably. This in turn encourages them to participate freely in the discourses that relate to the sharing of resources between schools.

The coordinating team with a shared vision and values may be there, but if there are no resources to be shared between schools there can be no framework. In other words the prevalence of lack of resources in the neighbouring school while there are underutilised

and the unutilised resources in the other school creates a condition for the development and implementation of the framework for sharing of resources between schools. In the case of evening classes, the classrooms at Ikgapeleng Letlotlo were relatively inaccessible in the evenings because of the distance (i.e., three kilometres) away from the residential areas of the majority of the learners. Sebokathuto, on the other hand, was accessible to these learners in that it was within a distance of less than one kilometre from the residential area of the majority of the learners. The two schools agreed and committed themselves to the process of sharing the use of classroom. Sebokathuto did not use its classrooms in the evenings and hence opened them to the Ikgapeleng Letlotlo learners.

5.5.2.5 *Ensuring applicability of the framework for resources sharing (trialing)*

It is imperative that the participants ensure that the framework for sharing of resources is implemented during the process of its evolution. The priorities that are identified and their respective activities afford the participants ample opportunity to implement the aspects of the study. These activities are fundamentally an attempt to address the identified educational needs and problems emanating from lack of resources (D'Amant, 2012:53; Maistry, 2012:34; Moletsane, 2012:2). The efforts that are engaged in order to operationalise the framework in this manner are evidently consistent with the vision, mission and values of the study. Thus the processes contribute towards addressing the impact of lack of resources that emanate from the historic imbalances regarding the allocation of education resources (see chapter 1 paragraph 1.3).

Furthermore, the process of implementing the framework for sharing of resources during its development affords the participants and implementers an opportunity to identify and address the inherent challenges relating to the implementation. As a result, the participants and implementers of the framework should develop mechanisms that they can use to achieve this (see theory on interpretive, analytic and educative process). In this study, the enabling mechanisms for the implementation of the framework involved being imbued in the area of the research by working closely and collaboratively with the

affected persons. The participants and implementers shared a common goal and wanted to address common problems and need(s) (Mahlomaholo & Netshandama, 2012:46-48). Their efforts were thus focused on the goal they wanted to achieve.

The participants, who in this case also turned out to be the implementers of the framework, agreed that there would be evening classes for learners. They subsequently consulted and negotiated with the parents to permit learners to attend them, with teachers and other parents availing themselves for extra tuition and supervision of the classes (4.3.3.5). This culminated in the three key stakeholders, namely the learners, teachers and parents, being frequently found in the same space and having a common mission (Mahlomaholo & Netshandama, 2012, 38; Steinberg & Kincheloe, 2010:145). Most importantly, the participants and resources during these encounters were from both schools. Neither Sebokathuto nor Ikgapeleng Letlotlo put stringent pre-conditions on each other for the use of their resources. The participants and the learners attended freely and their hope that they would do well in the education was invigorated (4.2.4).

Furthermore, the engagement of stakeholders and participants through advocacy and co-designing can be regarded as the theoretical or conceptualisation part of the framework. During the two processes, that is co-designing and advocacy, discussions dominated the engagement. That was necessary as verbal communication creates a medium through which people can engage one another. It also lends itself to critical discourse analysis (CDA), which makes sense and meaning of utterances that might be taken for granted. Literature has indicated that many school clusters failed because they did not receive support from the targeted clientele. It also indicated that poor advocacy and lack of joint decision making contributed to the downfall. After the engagements through a series of meetings there was an indication that the participants were ready to put the framework to test by operationalising it.

The coordinating team should provide collective leadership and management to the processes of development and implementation of the framework for resource sharing, to prevent it from being derailed. The leader's main responsibility is to provide constant motivation to the implementers and the participants to exert and synergise their efforts towards the attainment of the development and implementation of the framework for

resource sharing. Thus, the coordinating team should give feedback on the extent to which it has attained its vision. This should be done through a process of critical reflection of issues (2.4.2.7, 4.3.4), so that the activities and processes that are engaged are continually and deliberately focused on the ultimate goal of the development and operationalising of the framework for sharing resources for sustainable learning.

The continual confirmation and feedback tends to give the participants hope that their framework is successful, thus the participants and implementers derive more confidence that what they want to do will address their challenges. It convinces them and tends to empower them to change their situations for the better (Bently & Humphries, 2006:4; Boog, 2003:428; Kemmis & McTaggart, 2007:284). It gives them hope for better and improved education (learning and teaching). It should also address the inherent challenge of conflict of interest as a result of power struggles if developers and implementers are different people (Nzimand & Stilwell, 2008:235; Strathdee, 2007:22; West, 2010:96).

5.6 REFLECTION

Reflection should be part and parcel of the development and implementation of the framework for sharing of resources. Through the processes of reflection the participants can critically assess the various aspects of the framework (2.4.1.4, 3.5.1.2). The participants are enabled by the reflective processes to determine the extent to which the priorities and activities have been achieved. Reflection also affords an opportunity to critique the role of each participant and stakeholder who was responsible for an activity or a priority (Freedman, 2006:88; Lincoln, 2011:20; Robertson, 2000:315).

For instance, in this study, the role played by the school management development official who was also the study coordinator was considered closely. The purpose was to ensure that the administrative power he wielded was sufficiently levelled off, which meant that the coordinating team was to ensure that the contributions of all participants were given equal and equitable consideration (Biesta, 2010:51; Reza, 2007:30; Watson

& Watson, 2011:68). This was achieved by subjecting each contribution to robust discussion, with the result that the logical and most convincing view was accepted and trialled out (3.3.2). Thus, the issues that pertain to the participants' power struggles relating to the extent to which they can influence the success or failure of the activity, priority or study need to be unearthed. The purpose of this is to ensure that proactive measures are developed to address them, thus the reflective sessions enhance the identification of risks and threats (5.6.2.3).

In this study, the coordinating team conducted its meetings utilising the principles of FAI in conjunction with the interpretive participatory action that sought to create emancipatory knowledge. The reflective sessions that preceded an activity towards developing a framework for resource sharing were aimed at helping the participants interpret their respective contexts and situations. This prepared the coordinating team members to anticipate challenges and to develop respective potential solutions. For instance, before using the science laboratory, the coordinating team, together with the affected teachers, visited it to acquaint themselves with safety measures that were in place (4.4.1.1).

The participants should subsequently brainstorm the safety options that would be at their disposal and decide on the best possible safety choice(s) that could be made. The coordinating team should thus devise mechanisms that could be put in place in order to operationalise the safety precautions for the science laboratories. In this case, the coordinating team together with the science teachers ensured that all chemicals and apparatus that were not used for the specific lesson were locked away. This minimised the chances of breaking such equipment as learners interacted with each other and with the learning content. The floors were free of loose cables and obstacles that could trip learners and cause them to fall, thus minimising the chance of accidents.

The coordinating team should also ensure that time is set aside to reflect on each priority, especially at the end of its implementation. This is to enable it and the participants to make decisions regarding the enhancement of the priority and its activities. Thus, the reflective sessions at the end of the priority and its activities should be aimed at determining the extent to which such a priority was well executed. The

participants should thus be respectfully asked to identify those issues and activities that worked well and those that did not, for each priority. They must also be asked to suggest mechanisms that could be introduced in order to improve the situation. In all instances, the participants should also indicate the manner in which the facilitators and role players influenced or could have influenced the outcomes of the activities.

In this study, for instance, the training of teachers in basic computer skills had to be revisited, based on the input made during the reflective session (4.4.5.4). The issues that were subsequently considered as enhancements to this activity included inclusion of learners, availability of subject-related programmes in Mathematics, Science and Geography for the learners, and supervision by subject teachers of learners during the computer classes. This was very helpful as it also informed the adjustments that had to be made to the plan, which had to be implemented during the second or even the third cycle of the implementation of the framework for sharing of resources.

5.7 ADJUSTMENT OF PLANS (RE-PLANNING)

It is imperative for the implementers of the framework for resource sharing to continually update their original plan. They should re-plan, as a process that involves effecting changes on the different aspects of the original. It should be done immediately during the coordinating team meetings and reflective sessions when changes are suggested and progress reported. The recording of adjustments to the plan in this manner helps with the keeping of a record of the actual activities and statements of the participants.

The use of the principles of the FAI technique of Meulenberg-Buskens in this regard is also critical in this regard (3.4.3). It requires *inter alia* that the inputs that are made should be summarised and the participants confirm the summary. This is critical because the information that is then recorded can be confirmed immediately as representing the views of the participants. The advantage of this is that any discrepancies that might be realised during later sessions are co-owned by all the participants. Thus, the issues relating to inconsistencies and possible use of information

for personal and selfish interests are curbed. This tends to consolidate the view that inconsistencies that may arise cannot be blamed on one person and as such minimises the chances of deliberate misrepresentation of facts and issues.

The adjustments that are made on the preceding versions of the plan tend to keep it alive. They represent the processes that the development and implementation of a framework for sharing of resources undertook. The adjusted plans can thus be utilised to track progress made by the coordinating team on each of the activities and priorities that the team members sought to achieve. It can thus be said that the process of re-planning and adjustments to the plan, as with reflection, should be made part of the processes of the development and implementation of the framework for sharing of resources.

5.8 CONCLUSION

This chapter has presented a framework for sharing of resources between schools such that they become sustainable learning environments. It justified the development and implementation of this framework by using an existing and real-life education related problem in the area of the study. It showed how the knowledge, experiences and power that persons who are directly affected by the problem can be utilised to address their own problems and thus change their situation for the better.

The chapter illustrated the importance of thorough preparation of the team of people who feel obliged to address their common problems in order to achieve their shared vision. To this end the chapter demonstrated the operationalisation of transparency and building of institutional relationships by emphasising the issues of ethical considerations and co-designing of the processes for the development and implementation of the framework for resource sharing between schools.

The chapter further illustrated the aspect of co-designing the framework by outlining both the strategic and operational realities of the framework. Furthermore, issues pertaining to risk planning received special attention in order to ensure that the

framework was sufficiently defended against factors that might derail its implementation and even its development.

The next chapter, chapter 6, discusses the findings, conclusions and recommendations in respect of the development and operationalisation of the framework for sharing of resources between schools.

CHAPTER 6

FINDINGS, CONCLUSION AND RECOMMENDATIONS FOR THE SHARING OF RESOURCES BETWEEN SCHOOLS

6.1 INTRODUCTION

This study on the development and implementation of a framework for sharing of resources between schools is fundamentally an attempt to contribute towards addressing the historic imbalances in allocation of resources to schools. It is also an effort to encourage and teach the participants to appreciate the value of collaborative work. This chapter presents the findings of the research and draws the conclusions from discussion of the findings. It also makes recommendations aimed at enhancing and guiding similar studies.

The aim of this study was to facilitate the development and implementation of a framework for sharing of educational resources between schools. The underlying purpose was to contribute to the improvement of the quality of teaching and learning in the area of this study. The study acknowledged the challenges still experienced by schools following the switch from apartheid to a new democratic dispensation. Thus, the framework is intended to determine and put in place the mechanisms that would enhance optimal utilisation of the underutilised, unutilised and limited school resources, as well as sustainable teaching and learning.

6.2 THE NEED FOR THE FRAMEWORK FOR SHARING OF RESOURCES

This section summarises relevant information on the need for sharing educational resources amongst historically disadvantaged black schools.

6.2.1 Findings

Interactions with the two schools confirmed that the budget allocated to schools is insufficient to cater for all their needs, indicating that they cannot acquire all the resources needed to ensure that quality teaching takes place, or that the infrastructure does not allow it. For instance, one of the two schools involved in the study did not have space for specialised rooms, notably a library, computer centre or science laboratory. The initial layout or construction plan did not make provision for these facilities, so the school cannot house the appropriate resources, for example books and equipment, even if could afford to do so.

Ikgapeleng Letlotlo did have a library, science laboratory and two computer centres, but due to lack of a specially trained educator in information technology (IT), the two centres were underutilised and generally inaccessible. Even teachers present at the particular school did not show enthusiasm to use them. To those who did not have skills the facility could thus be classified as 'inaccessible,' that is to those who did not consider using it because of lack of practical know-how. Meanwhile, Grade 12 learners from the secondary school could not access it in the evening for study purposes, because it was not safe for them to travel in the evening over such a long distance, especially without transport between the township and town. The socio-economic background of the area makes potential fundraising activities difficult as most of the parents would not be able to contribute financially towards them, and as a result schools have abandoned the idea.

Bringing the two schools together helped them to explore the facilities and ways of helping one another, in such a way that it did not create the impression that one school was 'carrying' the other. The meeting forced them to list the resources they had that they would be prepared to share. The categorisation of the resources indicated that one school needed to have access to the other in order to share either material or human resources. The final analysis concluded that the strengths and opportunities of the schools necessitated sharing of resources.

The geographical location did not attract investors, so the possibility of raising funds to acquire resources through donations or sponsorship was minimal to non-existent. The

allocation of quintile 3 to both schools emphasised that the community could not afford to contribute financially. Schools rely heavily on departmental allocation, and as indicated (2.4.1) there was no evidence that the DoE would be ready to meet the rising demand to equip schools maximally.

6.2.2 Conclusion

There was a need for the two schools to share resources for the mutual benefit of both. This would open up possibilities for learner and teacher development.

6.2.3 Recommendations

It is recommended that each school explore the possibility of maximally utilising the resources it does have, whether material or human. In the primary school two teachers were computer literate, one of whom helped to conduct computer training lessons for the combined group of primary and secondary school teachers. The primary school should make use of these two educators to sustain the interest of their colleagues in developing further computer skills. This can be achieved by requesting or buying a few computers to be used by teachers, thus enabling them to interact on a one-to-one basis. Once all the teachers have acquired the minimum basic skills in computer usage the programme can be modified to give teachers access to the main computer centre in the secondary school. This can be achieved by designating certain days of the week to be free days for use of the computers. In this case the presence of tutors would not be as important as individuals would decide which skills they needed to refine.

In due course the school would decide which part of the teaching administration should be done by teachers themselves, and which would be the responsibility of the administration staff. This would entail typing tests, tasks, assignment as well as the capturing of learner marks on the SA-SAMS system. The criteria for recognition of excellent work by teachers could also be extended or broadened to include the extent to

which teachers use available resources for personal development and improvement of skills.

The secondary school should engage its own teachers on the best strategies to motivate for the use of computers. The school has Internet facilities, so teachers could decide on the frequency of giving small tasks that could be completed through its use. In this way teachers would keep up to date in their subjects and also refine their skills.

Another possibility would be for use of the computer centre to be divided into weeks according to the departments in the school. Each could decide on the use of the centre by different grades, which would be crucial so that departmental meetings could report on their using available facilities maximally. In this way responsibility for sharing resources would be the delegated to the lowest level possible.

The DoE has also downloaded subject-specific programmes onto the computers, so part of subject meetings could be set aside to explore the relevant ones. In this way a database would be available for subject and grade, with this material available for enhancement of teaching and learning, and contributing to sustainable learning environments.

The use of primary school classrooms by Grade 12 learners can also be extended to the FET phase. The remarks by parents, as well as Grade 12 learners themselves, denote a feeling that Grades 11 and 10 learners are eager to be included in this arrangement therefore the two schools could engage parents as well as teachers to discuss the possibility of broadening the scope. The lessons learnt from the implementation on a small scale should inform these discussions.

6.3 THE BASIC COMPONENTS OF THE FRAMEWORK

The basic components of the framework are the critical elements without which it would not function properly. These were considered to be the constructs that would be used to evaluate what was derived from the literature and the study.

6.3.1 Shared vision

The shared vision was considered to be a uniting element in the partnership between the two schools, and one that underpinned the whole research study.

6.3.1.1 Findings

All schools have an obligation to produce quality education through good teaching and learning, and each one makes use of the material and human resources that it has to achieve this. The type of material resources that it has can be an enabling factor or a disabling factor in fulfilling its vision. In the case of the primary school, 'vision' is expressed through the phrase *strive towards excellence*, whilst in the secondary school it is *our school aims at providing quality education*. Due to lack of proper infrastructure the former felt it had not met its own vision, so its teachers had to improvise in certain lessons, thus impacting negatively. In the latter instance the infrastructure prevented it from meeting its obligation. The challenge was that some of the facilities, such as the computer centres, were underutilised by educators, and few learners were using the facilities because they were not academically challenged to do so. Educational programmes downloaded on the computers were not maximally used, and lack of enthusiasm from teachers translated into lack of enthusiasm by learners

The two schools were both concerned with the quality of education that their learners received, so they agreed on a shared vision, to jointly use or share the resources they did have for the development of their teachers and learners. This shared vision served as a uniting goal that would facilitate the maximisation of the use of available resources through collaborative sharing. My finding was that the shared vision did not contradict the values of either school for its own community.

6.3.1.2 Conclusion

It was easy for schools to have a shared vision for the collaboration, simplified by both being public schools under the same department. The vision of each was informed by that of the province and as such deviations would be minimal.

6.3.1.3 Recommendations

Each school should annually evaluate the extent to which it is realising its vision, which can be done by determining how the different plans had input into the vision. It is customary for schools to have plans that are intended to run for a period of one year, as a *year plan*, which lists or tabulates all the activities planned to take place in a particular year; a *school improvement plan*, which indicates all activities that are targeted to be improved to enhance the functionality of the school; or an *academic performance improvement plan*, that targets overall performance.

The areas related to the school's vision that the school itself cannot address can be referred to the collaboration. Through evaluation and reflection the collaboration can devise means of helping one another to address these areas or concerns. In this way it becomes possible for the two schools to broaden the scope of the shared vision. This will help the partnership not to stagnate but to be readily receptive to new challenges. New challenges that bring about modification of shared vision through reviews make the collaborative sharing of resources sustainable. The collaborative sharing of resources does not therefore become a convenient arrangement to address once-off challenges.

The shared vision should also be reviewed periodically, with a view to assess the extent to which the activities are addressing it. This also helps to determine whether the vision is achievable through the plans and programmes. Reviewing the vision sheds light on whether it is realistic or abstract. The shared vision should be reviewed because it can affect the involvement of participants or stakeholders. In voluntary participation or partnerships, members are free to withdraw if they feel that the initial reasons for the collaboration are no longer informing the whole endeavour. Failure to adhere to the

shared vision may lead to perceptions that it is serving the interest of a certain individual.

6.3.2 Resources to be shared

Certain material resources as well as human expertise were agreed upon by the two schools to be part of the study, as explained in the preceding chapters.

6.3.2.1 Findings

The two schools were willing to share their resources. Between them the infrastructure or material resources earmarked to be shared were the following: two classrooms for evening studies; a library for accessing books for reference and additional material; the computer centres for practicing computer skills by teachers and later by learners; the science laboratory for experiments; and the school hall for school functions, to avoid hiring the municipality hall. The schools were also prepared to share human expertise.

The two educators, one from each school, were prepared to conduct computer lessons free for their colleagues from both schools. Teacher expertise would also be utilised between teachers responsible for the library. The science laboratory teacher was willing to share with his colleague from the primary school, because the laboratory housed material that had to be handled with some degree of sensitivity. Some of the material could be extremely harmful in the hands of a lay person, and may not be easy to acquire or replace.

The finding was that the two schools released the resources to be shared genuinely and without reservation. It was stressed that each school must use and take care of shared resources as if they were its own. Before the start of the collaborative sharing activities, each member school had to ensure that its material resources were in good working condition. Facilities were ready to be used on the agreed date, hence people participated enthusiastically and ownership was induced from the onset of the research.

6.3.2.2 Conclusion

The two schools involved in the collaboration released and made resources available at all times for the success of the partnership.

6.3.2.3 Recommendation

Resources that form part of the agreement should be maximally used by those involved in the partnership. Even those teachers who are not participating in the collaborative activities could be invited to a reflection session, to learn about positive things that are reported by their colleagues. This should be done with the purpose of also attracting them to the collaboration.

Some educators were sceptical when the collaboration was being advocated and showed no interest in being part of the study. As the study started to produce results some expressed the opinion informally that they wished they had participated from its inception. By being part of a reflection session more opportunities could be created for them to be part of resource sharing. That their contributions in terms of evaluation could be neutral or objective needs to be acknowledged. As outsiders it is possible that they can make observations that involved participants would overlook or take for granted.

6.3.3 Policy on collaboration

The two schools drew up a policy to guide and regulate the sharing of resources, which became the policy for the partnership or the collaboration.

6.3.3.1 Findings

The two schools had policies on the use of some of their facilities but not on others. It was taken for granted in those instances in which policies were non-existent that their members knew how to handle certain issues. This was a risk as there were no

guidelines to handling damage or accidents. For example, computer hardware and software is easily damaged by dust, but there was no stipulation on use of vacuum cleaner, dust covers or cleaning liquids. Even where policies were available they were not comprehensive, with loopholes that could be detrimental for the resource and/or human beings. In some instances policies did not indicate how to safeguard equipment and material against misuse and abuse.

The combined policy for the collaboration had to be drawn up from scratch, because there had been no such policy before. These are the only two schools in this area, and the collaborative sharing of resources was a novel concept. The policy was therefore kept as simple as possible. With time, some components would be fine-tuned due to certain experiences, but it provided a firm base for the partnership. It was agreed that any new matters that arose and were not part of the policy would be factored into the policy as the partnership progressed. A complete policy review would be conducted during the general assessment session.

6.3.3.2 Conclusion

The policy on collaborative sharing of resources proved to be a valuable document for partnership. No incidents of disputes emerged through the implementation period.

6.3.3.3 Recommendations

It is recommended that schools have policies that regulate their own resources to make it possible for staff members to know the parameters within which they can be used. It also informs staff members of their duties and responsibilities in their use. Drawing up their own policies also helps to increase accountability on the side of those using the resources. Users will know to what extent they would carry responsibility for damages and repairs, and would know the extent to which schools will carry liability for unforeseen events such as injuries and minor accidents.

Schools should draw up policies to prevent misuse and abuse of resources. Staff should know limitations attached to the use of resources, but teachers should still fulfil their role as guide, facilitator and initiator of learning experiences. Misuse of, for example, the Internet by the teacher can lead to learners indulging in non-educational sites under the pretext that they are doing the work that they are supposed to. Internet bills can rise quickly if there are no mechanism to regulate its use. Viruses are a threat, and the use of memory sticks should be controlled and regulated seriously. The policy on computer centres therefore needs to be made explicit and strictly enforced.

Policy on the use of science laboratory should also be made explicit. Since some materials are expensive and/or hazardous they need to be handled with utmost care. Some are easy to hide and remove, so the roles and responsibilities of teachers and learners under such conditions become critical. Similarly, with books also being expensive, the policy must be clear on the use, care and maintenance of materials in the library.

Copies of these policies should be kept for easy access in the specialised rooms. It is important to ensure awareness of the policy and monitor its implementation .

6.4 CONDITIONS OF THE FRAMEWORK

Conditions of the framework are factors or basic issues that need to be taken into account in order for it to function effectively. Adherence to these by the partnership would contribute to the success of the collaboration, whereas overlooking them and/or neglect would be detrimental.

6.4.1 Reciprocity

It is understood each school in the partnership was expecting to benefit in some way from the collaboration, and were supposed to benefit directly from each other. The collaboration was thus intended to promote mutualism.

6.4.1.1 Findings

Through collaborative sharing of resources members from both schools benefited. Learners from the secondary school used classes in the primary school for evening classes, and so they were able to have extended time to devote to their studies. They were also able to engage one another in the form of discussions and/or helping one another with homework. The impact of this added time was evidenced by an improvement in their performance. The learners from the primary school also benefited from using facilities such as the science laboratory in the secondary school. In this way they were exposed to useful learning experiences that were not possible in their own school. In addition, this was already serving as a form of induction to the secondary school when they reached Grade 8.

The teachers also benefited from the arrangement as they were able to discuss subject or curriculum issues freely among themselves. The computer training classes were useful and teachers from both schools improved their skills. Rapport was established between the tutors, one was from the secondary and one from the primary. Relations were reinforced between members who attended training as they ultimately operated as a team.

Teachers who drew up the policy for collaboration learnt from one another, through reinforcing and explaining issues that some might have been struggling with. The various meetings also brought the teachers together to discuss work-related issues.

6.4.1.2 Conclusion

The two schools involved in this partnership benefitted from the partnership, academically and socially.

6.4.1.3 Recommendations

Schools that aim to form a partnership for collaborative sharing of resources should conduct a thorough feasibility study before embarking on the project. This should be determined through SWOT analysis as the four elements will provide valuable information for the envisaged partnership.

There needs to be a balance between the resources to be shared, achievable by deciding on an equal number of resources to be shared. It can also be determined by looking at the frequency of the use of the facilities of one school by the other. The frequency can be balanced through some form of compromise, to be reached by jointly drawing up a programme for their use. This will eliminate any perception that one school is over-utilising the facilities of another.

Once facilities have been identified they should be open for collaborative sharing, which helps strengthen reciprocity. Each school has access to the facilities and expertise of another and the exercise becomes reciprocal. Neither school should create the perception that it is being overprotective of its facilities, nor create the impression that it is hoarding resources for some reason.

Reciprocity should be maintained in terms of meetings designed for PAR cycles, and other activities on the implementation plan, as well as the programme agreed upon.

6.4.2 Clear structure

The collaboration was supposed to be managed jointly, so a management structure had to be in place.

6.4.2.1 Findings

The coordinating team served as a clear structure for management, helping to mobilise teachers from the two schools. If there were matters raised in its meetings those were

swiftly brought to the attention of members at both schools. The team member from a school served as a link or liaison between the team and teachers in that school. They also served to facilitate communication between all stakeholders in the schools. The team was responsible for distribution of information to its members, as well as other stakeholders when the situation dictated.

The structure was duly recognised by the participants in the study. In the meetings held with various stakeholders the atmosphere was relaxed and welcoming. People participated fully in terms of making contributions, asking clarifying questions and giving their genuine input to the matter under discussion. The structure was recognised to be well constituted and balanced in terms of its membership. The two schools had equal representation in terms of numbers as well as the positions held by different members. The presence of post level one educators in the composition of this structure was a bonus as it dispelled any perception of a top-down approach. In this way the power differentials between members in the research study were addressed.

The presence of the parent members in the coordinating team also helped to facilitate parental engagement and involvement in the research, as they felt fully represented due to the presence of the two SGB chairpersons in the composition. The research was not a matter of the educated always dictating to the parents what to do in matters that affected them and their children. The presence of parents in the structure even encouraged other parents to volunteer to supervise evening studies.

6.4.2.2 Conclusion

The activities of the collaboration were duly directed because of the presence of this structure. The structure provided capable leadership for members of the research team.

6.4.2.3 Recommendations

The management structure for an activity should be democratically constituted, so that participants and stakeholders readily accept its legitimacy. Additionally, participants have a sense that power differentials inherent in some structures are being addressed. A danger of imposing a management structure lies in it not receiving support from those who are supposed to support it. Lack of support may lead to conflicts which may undermine the very purpose for the establishment of a management structure.

The different members in the management structure should be clear on their main role, namely to execute management that helps to accomplish the overall purpose of the study or body. Members must be clear on the interactions expected within the team itself as well as with other stakeholders and participants. Primarily, members must represent the face of the project as a united front.

Members as individuals must represent the interest, ideas and aspirations of their constituencies fairly in the joint meetings of the team. This calls on each member to be accessible to members of the section he/she represents in the team. In this way valuable information that other members do not air in evaluations and reflections can be brought to the attention of the entire team. However, the team should advise on the extent to which individuals can interact informally with other participants. This should be done to guard against spreading rumours or divulging information in a manner that would bring the project, programme, activity or partnership into disrepute.

Members of the co-ordinating structure should be made to understand their involvement in the study. Firstly, they are participating in the study like anyone else. If it is research then they need to comply, for example, by giving their free and informed consent and exercising their democratic right to withdraw from the study. If it is a partnership they also need to abide by the code of conduct of all participants. When the situation dictates these members participate in the activities as do any other member without a portfolio.

The management structure should create opportunities for regular meetings, especially in the early stages of the project. This is critical as regular observations, monitoring, evaluation and reflection helps to pick up challenges quickly and to address them

timeously. Any project, even if following guidelines of the ones that came before it, is still run on a trial-and-error basis and should work itself upwards towards success.

6.4.3 Institutional relationships

Institutional relationships refer to joint leadership, which should be more effective than the individual institutions that comprise it.

6.4.3.1 Findings

The relationships between the two schools were found to be stronger than would be the case between members in their respective schools. This was because members from both schools were focusing on the wellbeing of the collaboration, and not concerned with their everyday issues at their own schools. It seemed that neither school wanted the downfall of the collaboration to come from their side, but rather all were concerned with making it a success. Members from the two schools recognised and accepted the leadership of the coordinating team, which might have been because both had equal representation in this management structure. Information that was required was submitted on time, and matters assigned to an individual school to attend at its own jurisdiction were dealt with. The schools took all reasonable measures to ensure that the collaboration was successful from their side. One member even remarked that relationships between teachers, the SGB, parents at their school seemed to have improved since they started with the collaboration. This was partly because communication between the different stakeholders was frequent. The school community was updated from time to time.

6.4.3.2 Conclusion

Participants from the two schools readily made use of the research co-ordinating team to advance the aims and objectives of the collaborative sharing of resources. Their support for the team and the project as a whole was palpable.

6.4.3.3 Recommendations

Any school that engages in a partnership of whatever kind with another should understand that it should not bring its own internal problems to the partnership. These distract members from focusing on the challenges of the partnership, so once engaged in it they should operate under a newly gained, positive, identity.

Under the 'new identity' the focus should be on making this new endeavour a success, which is why it becomes critical that the delegates who represent each school in the management structure be democratically elected. The management should be more effective than the individual schools that constitute it and the team should prioritise the goals and objectives of the partnership above those of individual schools. The main reason the partnership was formed was to achieve more than individual schools would when operating on their own.

Schools engaged in a partnership should be open with one another, especially during the SWOT analysis. In this way the issues that might be stumbling blocks in due course can be addressed, even before the start of project. Unresolved issues particular to a specific school can be identified and a decision taken not to include them in the joint venture. For example, if a school has problems with the internal utilisation of a certain resource then such a resource should not form part of the collaboration. Such a resource would be the cause of continuing problems for the collaboration.

Broad consultation and transparency should precede any agreement, so that each school is awarded ample opportunity to get support from within its ranks. The success of the partnership depends on the kind of support that each partner can solicit from its members. Members from the participating schools should feel that they have been

consulted sufficiently at local level, and that the identification of areas of co-operation was theirs. Members need to see the need for partnering and be convinced that their school will benefit. In this way support is ensured and the project is likely to be sustainable.

Joint leadership should open new avenues for development of members in the team as well as other participants in the study. The new institution should be different from its member institutions.

6.4.4 Transparency

All issues pertaining to a joint venture should be handled in an open and transparent way for all those affected or to be affected. Information should be accessible and none of it should be regarded as privileged.

6.4.4.1 Findings

Meetings were held between the coordinating team and other members participating in the research, the agendas of which were varied. In some meetings a new idea would be discussed with all members to hear their input. Such an item would be deliberated on thoroughly so that an informed decision could be made. In some meetings the purpose would be to reflect on the progress made with regard to an item on the action plan or programme. The reflection would focus on the success rate, the challenges that might hinder progress, and where and how to effect modification. This was in line with cyclic stages of PAR, that is planning (or re-planning) implementation, observation, reflection and implementation.

Meetings held with parents were also transparent. Parents were informed and involved when the research was to start. They were given all the information about the rationale behind the study, informed of their rights with regard to giving free and informed consent for their children to participate in the study, and of their rights to refuse permission.

During implementation they were also appraised on the progress and the challenges, and possible plans to overcome or address the challenges.

Learners were also appraised on the rationale behind the study and their rights. They were allowed to raise concerns and inputs as the study progressed. Mechanisms were created for them to give feedback into the study. They could engage their teachers, the management of their school, and members of the research coordinating team in person, or write down their inputs.

6.4.4.2 Conclusion

Throughout the research, participants were transparent with one another, as evidenced through interactions in meetings as well in discussions of particular and specific issues.

6.4.4.3 Recommendations

Using this research in particular it is recommended that those engaging in a project should be open with one another. During the advocacy to the study, the initiator of this study was open and transparent about why he wanted to engage the concerned communities. In all the meetings held with different stakeholders discussions were free so that people understood why they could be part of the study.

Transparency should permeate all the activities of a study. The different categories of participants were informed of their rights and no category was coerced into participating in the research. Because of clear explanations about objectives, the procedures to be followed, and the degree of engagement involved, people participated at their own free will.

Transparency should be exercised with the evaluative processes and procedures. The reflective sessions held with learners, teachers and parents were introduced through explanation of their purpose. As a result, the participants freely expressed their opinions, concerns and recommendations on a number of issues. As an example, in one

discussion session with learners they indicated their satisfaction with the study, but also suggested that it be opened to include the Grade 11 learners.

Transparency should be maintained with reference to the roles and responsibilities of the different structures and special delegations. In this study the team elected to compile a policy as well as a training programme for computer training. They were duly informed of their mandate as well as expected performance standards. In this way time was saved as there was no need to request additional meetings as those tasked with the responsibilities were no longer sure what was expected of them.

New developments related to the project should be brought speedily to the attention of the participants. This is critical as these developments may necessitate the modification of programmes and/or certain planned activities. Participants should feel that they have equal access to all the information pertaining to the project or research.

6.4.5 Continuity and regularity

The activities of the partnership should be executed in terms of the agreed or planned schedule and the regularity of some also needs to be observed.

6.4.5.1 Findings

As indicated, there was regular communication between members of the coordinating team through meetings. Channels were also created for them to communicate with one another even outside the meeting setup. The team members of a school would also meet with their members to discuss matters to be tabled in a broader meeting with the other school. Meetings were held with all the participants when the situation dictated it. Channels of communication were open for inputs from participants.

The programme of activities was designed to ensure continuity and regularity of events. The evening studies were scheduled to take place daily from Mondays to Thursdays, at an agreed time of 17h00 to 19h00. Observing these timeframes ensured that there was

continuity in the programme. During examination sessions administered quarterly the studies did not stop, thus making them and not interrupting them with examination timetables. During winter, when it was cold in the evening, learners were provided with heaters to ensure regular attendance. In this way continuity and regularity were guaranteed.

The attendance of Grade 7 learners in special classes such as those conducted for science were rescheduled for weekends. The rescheduling was intended to ensure that learners did not miss class, though during the week some did so through being involved in other school activities. Rescheduling made it possible for attendance to range between 90 and 100%. A programme for computer lessons for teachers was duly followed by teachers. Attendance was assessed as continuous and regular, with interest assured through the lesson content.

6.4.5.2 Conclusion

Participants in different activities and events planned through the research registered promising attendance and involvement figures. This encouraged continuity and regularity of activities and events.

6.4.5.3 Recommendation

The programmes and action plans for activities should be drawn up by all concerned, thus helping to ensure that activities will receive support by those supposed to take part in or execute them. Drawing up a programme together makes it possible to accommodate suggestions and concerns even before it starts. In this way the necessary changes and adjustment can be effected, thus preventing unnecessary adjustments that may interfere with the personal schedules of some participants.

Programmes should be sufficiently flexible to allow for adjustments during implementation. If the circumstances under which or for which the programme was

designed change the programme should be adjusted accordingly. It was indicated in paragraph 4.2.5.5 that the programme for Grade 7 learners had to be changed or adjusted to Saturdays, to give them more time to travel to town and enable them to be on time for learners.

Meetings should be scheduled regularly as they provide opportunities for face-to-face discussions and interactions. The agenda should also be varied to motivate and encourage those concerned to attend. Should they feel it is the same and that meetings are becoming monotonous they will not attend continuity of certain issues will be lost.

In those cases in which issues are handled within an emancipatory paradigm, members should rotate in chairing meetings, thus making it possible for other people to learn to do certain things and by so doing become empowered. It also encourages people to 'open up' in meetings. The human factor cannot be eliminated where more than one person is involved in an activity. The inclination or affinity toward other people, or the dislike for them cannot be ignored. Varying the leadership of meetings helps to address some of the issues referred to.

Resolutions from meetings and reflective sessions should be implemented in order to arouse interest in the activities of the collaboration. In this way participants will be motivated to be regular in the activities of the partnership or collaboration.

6.4.6 Acknowledgement of contributions

Members from the organisations contribute to the success of the collaboration in different ways. Any contribution, however small, needs to be acknowledged.

6.4.6.1 Findings

The two schools involved freely released material and resources to be part of the collaboration. One made classrooms available, whilst the other contributed a science laboratory, a library, computer centre and the school hall. These contributions were

acknowledged by members from different schools as they would make the collaboration a reality. Members also made contributions in different meetings, participated during discussions, raised issues of concern, gave possible solutions or resolutions, and made positive inputs on some issues.

Teacher participants in the collaboration made inputs on what they needed to be trained on with reference to computer skills. These were acknowledged and were used to draw up the training programme. The tutors classified the inputs into *Word* document, *Excel* spreadsheet and *PowerPoint* presentation. The tutors explained why the said sequence was preferred and also acknowledged the contribution that these teachers would bring to the collaboration. Once computer literate, they would help to give learners an incentive to acquire skills in the use of computers. Some members trained colleagues in computer skills free of charge, a contribution also acknowledged

Some members participated in the formulation of the policy for the collaboration, and this was duly acknowledged. Policy formulation was an involved activity, members had to refer to policies that they had at their respective schools, from which they took aspects that would be relevant to the new policy. In certain cases policies did not exist so members had to be innovative. Some teachers from the secondary school volunteered to supervise the evening studies from day one, to make the venture a success. This contribution was acknowledged by fellow teachers, learners and parents.

6.4.6.2 Conclusion

Contributions, whether by deed or word of mouth, were acknowledged. These contributions were intended to make the study a success so by acknowledging them the participants became motivated to do their best towards the success of the collaboration.

6.4.6.3 Recommendations

Schools that decide to embark upon collaboration, such as the sharing of resources, should be willing to contribute towards its success. Each should be actively involved and not rely on the largesse of the other. Each should decide which of its infrastructure or material resources will be contributed toward the study. This decision is critical as an item contributed will affect the study negatively should the school decide to withdraw it. Items released for the study should be acknowledged by the participants. Some items are fragile and/or expensive and should not be taken for granted.

People participate of their own free will. This involves sacrifice of personal schedule and time, which should be acknowledged by the study co-ordinator or leader as well as members of the coordinating team. People who volunteer to do specific jobs should be acknowledged. In this case there were participants who volunteered to compile a policy as well as those who volunteered to teach other teachers computer skills.

Should the collaboration involve parents, their contributions should be acknowledged. In this particular case parents gave their free and informed consent for their children to participate in this study. Parents also honoured invitations to meetings, called after working hours. The attendance was thus a sacrifice of personal time.

6.4.7 Continual consultation

The collaborative sharing of resources is a joint venture, in the case of this research by two schools. It was imperative for them to consult with each other, and for the management structure or the coordinating team to do the same.

6.4.7.1 Findings

There was continual consultation between participants in the research, particularly through meetings. In some of the meetings it was by members concerned with a particular issue, while in other it was a broader forum of members. Consultations also

took place at school between participants or members of that school for feedback or input into the broader forum.

Members of the study coordinating team had consultation with a four-member team designated to compile a draft policy for the collaboration. The purpose was to progress with the policy. This first consultation indicated that they were busy studying existing policies in order to extract relevant sections for the proposed new policy. This consultative meeting indicated that they were still on schedule to deliver the draft policy on the agreed date.

The research coordinating team held a meeting with parents of Grade 12 learners. This was a consultative meeting with a focus on hearing their views on the new setting. Issues of safety of learners were discussed to the satisfaction of all concerned. An added bonus from this meeting was that parents volunteered to help with the supervision of evening studies. This could not have happened had the team not consulted with parents.

Consultation between the coordinating team and teachers responsible for the supervision of evening studies brought up the challenges of infrastructure. It was found that a windowpane, two plugs and three bulbs were broken or had to be replaced. Because of the consultation these challenges were addressed.

6.4.7.2 Conclusion

Participants in the research study consulted as broadly as possible to ensure maximum participation of stakeholders in matters that affected them. This helped to ensure that participants 'owned' the research.

6.4.7.3 Recommendations

Opportunities should be created for consultation, especially if the study is conducted through PAR, since this calls for maximum participation and involvement of stakeholders

in all the phases or stages of research. Advocacy is a form of consultation that is very effective if carried out properly. It introduces the study to the concerned community.

Consultation that is regular is critical as it brings certain issues to light through observations, evaluation and reflection. Re-planning and implementation may follow if there is a need. Opportunities should be created for consultation to be two-way or bilateral. Participants in the study who do not hold any position, such as members of the coordinating team, should be able to raise their views on issues.

In the case of this research, the research coordinating team constituted a small fraction of all the participants, so other participants needed to have avenues for consulting with this management structure. It is significant that people participated in the research as equals, according to PAR. In paragraph 4.3.3.3 Grade 12 learners raised concerns about conditions under which they were studying with one of the co-ordinating team members.

Consultation should not be confined to participants in the study only. It should be open and extended to make provision to consult individuals or agencies that can enhance the quality of the study. Bodies that could help with funding and/or donation of equipment and materials for the collaborative sharing of resources could also be approached.

6.4.8 Belief in the collaborative process

Members involved in a partnership or collaboration should believe that it will succeed. This serves as motivation for them to tackle challenges.

6.4.8.1 Findings

It was clear from the initial or advocacy meeting held with various stakeholders that the participants believed in the collaboration, as evidenced by the release of the infrastructure and the giving of free and informed consent by the target participants. In the advocacy meetings held, a way was paved for the collaborative sharing of resources

to take pace, and members who volunteered to be part of small teams, such as the one which worked on the policy and the one which compiled a computer training programme, were a further indication of this belief.

The participation of the SGB, teachers, parents and learners in the activities of the research also indicated support, as did enthusiasm shown by participants during the research period. That some teachers started conducting lessons in the evening is an indication that they believed in the collaborative process. They did not ask for any stipend or compensation. Some learners started discussion and study groups on their own, further evidence of the belief.

6.4.8.2 Conclusion

It seems that all the different categories of participants involved in the research believed that the collaborative sharing of resources would work. This is evidenced by the support they gave to the process.

6.4.8.3 Recommendation

The problem to be addressed by a particular community should be a real societal problem which also affects them. This stimulates the interest in finding solutions and as a result they will do everything in the power to make a success of the research or project, whichever is applicable. The affected community should be involved from the early stages of the project and or strategy so that they become part of the initial planning. People normally believe in their own plans and if granted the opportunity will try by all means to make them attainable.

Mechanisms for feedback into the strategy should be created, so that those concerned can make inputs into the ways the strategy can be enhanced. The feedback into the strategy also helps sustain interest.

Mechanisms should also be created for people to show initiative, for example the evening studies for teaching at certain times. In this way the value of the studies for learners was enhanced. It was no longer only an evening study but a platform to engage with and interact with their colleagues and teachers after normal school hours.

Provision should be made for other members of the community to join the process as it unfolds. In the case of this study, parents joined teachers in the supervision of evening studies long after the studies were in progress. This action by the parents helped to improve the supervision capacity because of more people being involved in the process. In this way the strategy or project does not become a burden to a particular sector of the participants.

6.4.9 Monitoring and evaluation

Monitoring and evaluation are essential in assessing the extent to which aims and objectives are being met.

6.4.9.1 Findings

Monitoring and evaluation were carried out mostly through a series of meetings. The focus was on the progress made with reference to items and/or activities on the action plan or programme. During the stage of co-designing the research, a programme was set up for all the activities that were to take place, to ensure that there was progress with research. During the implementation leg through the PAR cycle, most of the monitoring and evaluation took place.

The PAR cycle makes provision for planning (re-planning), acting and implementing, observation, reflection, and re-planning. Most of the monitoring and evaluation was achieved through acting and implementing, observation and especially reflection. The reflection stage made it possible to discuss the activities globally, to assess the extent to which they were contributing to the framework.

The evening study programme for the Grade 12 learners was monitored closely. It was necessary to determine how many learners attended and to make a follow up with those who did not. Evaluation indicated that between 80 to 100% attended. This was regarded as good attendance.

Monitoring the programme for computer lessons for teachers indicated that it had to be adjusted. The spacing between the different skills, such as *Word*, *Excel* and *PowerPoint* was congested. If the programme was followed as designed it would mean rushing over the skills and leaving the teachers behind. This could be a factor detrimental to the success of the framework. After evaluation and consultation with the concerned teachers, it was agreed to spread the training over a longer period.

The attendance of primary school learners in the secondary school was also monitored. It was found that by the time classes started they were too tired to be actively involved. This was caused by their having to walk a distance of nearly three kilometres after school to the secondary school. Evaluation of the situation led to the alteration of the programme. The classes were moved to Saturdays so that they could attend in the morning whilst still fresh and energetic.

6.4.9.2 Conclusion

Monitoring and evaluation forms a critical part of assessing whether a process or strategy is achieving its aims and objectives. It provides valuable information that can be used to effect the necessary adjustment in the strategy to make it more effective.

6.4.9.3 Recommendation

In the initial stages of a project monitoring and evaluation should be regular and consistent. They should not be done on ad hoc basis, but be specifically provided for in the action plan. This enables those involved to address issues that may have a negative

impact timeously. Also, issues that contribute positively towards the success can also be reinforced.

Monitoring and evaluation should be done in such a way that they focus on the objectives of the project. Every project is undertaken for specific reasons, so the objectives should be the focal point at all times. Evaluating the activities against the background of objectives will bring objectivity to those involved. Activities that cloud the study or project should be eliminated or kept to a minimum. By so doing people remain focused and the possibility of another project developing within a planned one is minimised.

Monitoring and evaluation should provide a mechanism for everyone involved in a process, programme or strategy to provide feedback. This implies that as activities take place the people who are involved should also be encouraged to evaluate them. Evaluation should not be reserved towards the end, when something is completed or took place. At intervals reflection should be allowed to take place. In this way the entire process becomes integrated.

Monitoring and evaluation should aim at improving the quality of whatever is being done. Concerns and challenges that are picked up should be addressed as soon as it is practical to do so. This helps to keep focus. Participants feel that their concerns are being genuinely attended to, thus motivating them to strive for further success.

Feedback sessions should be arranged for smaller groups on particular issues. Broader sessions that target a number of smaller groups involved in similar activities should be arranged. In the case of this study there were sessions with learners, sessions with learners and teachers and, lastly, sessions with learners, teachers and parents. This helps to give a global evaluation of the matter up for discussion.

6.5 ESTABLISH POSSIBLE THREATS OR RISKS TO THE FRAMEWORK

There were conditions that posed a threat to the framework, some of which have done so in other countries. The following are examples, and need to be kept in mind during the implementation.

6.5.1 Funding

In this context we evaluate the extent to which departmental funding or school initiatives are impacting on the acquisition of resources.

6.5.1.1 Findings

The two schools involved in this study were both no-fee paying schools, and so prohibited by SASA from charging parents. To compensate for this arrangement both schools are placed in quintile 1. The quintile system makes provision for per learner allocation to decrease as the quintile gets higher. A school in quintile 1 receives more allocation per learner than one that is on a higher quintile.

The economy of the area is poor, consequently parents and learners have to contend with low socio-economic conditions and the two schools cannot embark on major fundraising. The budget allocation from the DoE therefore constitutes the main source of income for the schools, and this has to be managed very strictly for each school to meet all its financial obligations. As a result, neither of the two schools has surplus funds for special projects.

The acquisition or purchase of resources already has limitations because of the conditions cited in preceding discussions. Every year the schools budget for resources, with purchases carefully prioritised. Prioritisation implies that there will always be preference for some resources above others. Those resources that help to address the basic needs will feature prominently in the budget. In this way it will take time for schools to reach a state of equilibrium with reference to resources.

The secondary school has a better infrastructure than the primary school, a difference that may be attributed to the apartheid education system. Prior to 1994 the school in which the secondary is located belonged to a white education department and was situated in town. The school is not fully resourced because under the previous dispensation it was not a full-time school.

6.5.1.2 Conclusion

It was not possible for the primary school to address infrastructural backlogs on its own, but rather it had to collaborate with the secondary school for its children to benefit from using these facilities.

6.5.1.3 Recommendations

Schools that are situated in areas like those in the study should explore other means to securing funding. This can be done by approaching organisations that are willing to give donations and sponsor the school. Such schools can post their advertisements on the Internet for free perusal by parties that might be interested. Nongovernmental organisations (NGOs) as well as private businesses can be approached in this regard.

The budget allocation from the DoE could also be strategically used. This suggests that some resources can be accumulated over time and equipment acquired by ordering in phases until a complete set is obtained. It could be decided that those resources that are likely to impact more on learner performance be acquired first. Others could be ordered once those available are being used to maximise teaching and learning.

Parents could look for sponsors and donors as it might be possible that some parents know potential sponsors. If they are not aware that there is a need to try to equip the school with relevant resources they will not volunteer such valuable information.

The local chamber of commerce could also be approached for funding. The rationale is that the schools are doing business with local business and also that the community is

also doing business with local business. Indicated on the form for requesting contributions would be the purpose for such a request. It is possible that once businesses understood the rationale behind the request for sponsors and donations they would be willing to contribute.

Under-resourced schools could also approach relatively well-resourced ones to request donations for material which those schools do not utilise. It is possible that due to declining learner enrolments some well-resourced schools might be sitting on extra resources. It is also probable that the surplus will not be utilised again. Sometimes viable schools have an overflow of sponsors and donors so it may be possible for them to adopt struggling schools and help them accordingly with resources.

6.5.2 Long distance to the venue

The literature study indicated that the distance to be travelled to the nodal or focal schools as well as education resource centres was a concern for the schools. It was felt that in the majority of cases resources were housed in places that were not accessible because of the distance.

6.5.2.1 Findings

On average, the distance between the black residential area and town is three kilometres. The majority of the residents walk this distance daily when they go to work. There is no public transport operating between the two places, besides privately owned vehicles that belong mostly to government employees. A greater part of the community cannot own vehicles because they are unemployed. As a result this distance has become part of the daily routine. Children become acquainted with this distance from an early age, by accompanying elders to town.

The Grades 8 to 12 learners travel this distance twice a day during term because their school is in town. For the Grade 7 learners to walk this distance would not be a

challenge as they have been accustomed to do so from an early age. The main challenge that faced them was to be on time for classes. The activities of Grade 7 learners, that is, attending special classes in the secondary school, had to be rescheduled to take place on Saturdays. This was because their school finished at 14h30. The distance would make the lessons ineffective as they would have to walk to the venue immediately after finishing at their school.

The secondary school learners were faced with a different scenario with reference to the distance. They were used to walking this distance twice a day. If they were to attend evening studies at their school it meant walking this distance four times a day. That arrangement was bound to cause problems in terms of class attendance. Even if it were possible to do so, the main concern was the safety of learners in the evening. There were no street lights on the roads connecting the two places, and they were separated by a stretch of open land which adds to the danger. The primary school is situated in a more central place in the black residential area. The distance to the school did not pose any danger and attendance has been satisfactory to excellent.

6.5.2.2 Conclusion

The walking distance was a factor in so far as it impacted on the quality of teaching and learning for the primary school learners. For the secondary school learners it was a factor in so far as it would expose them to dangerous conditions.

6.5.2.3 Recommendation

The distance requires consideration. In the case of this study the community was used to walking between the township and town, but when the distance to be walked involves learners who are not doing it as a routine they should be supervised and accompanied by an adult.

Where the distance may be unsafe during certain times activities need to be planned in such a way that they take place during safe periods. The distance may ultimately make certain activities a routine, as when primary school learners attended in the afternoon. It was clear that they could not engage in effective learning because they were directly from their school into the other school. The distance had its toll on their being actively involved. In due course their attendance to secondary school facilities would have simply been a matter of compliance.

Schools could also explore the possibility of transportation of resources to other venues if it was feasible to do so. The safety of the equipment in transit would have to be considered. Activities could also be spread over larger intervals so that those who walked could recover.

Should the distance be a problem that is not easy to address, we recommend that the study or project be abandoned. It is better not to know whether it would be a success or failure. The cancellation of a project when it is already in progress does not reflect well on those who initiated it. This also discourages other studies that could be undertaken to emulate the one that was successful.

6.5.3 Lack of ownership of the collaboration

The literature study indicated that lack of ownership of school clusters and education resources centres was caused by two main factors. The first was lack of consultation during initial planning, as schools were not consulted when they were clustered around a nodal school or resource centre. The second was that the initiative to start with clustering was from the DoE and followed mainly a top-down approach. Consequently, the centre would be run according to the prescripts of the department of education.

6.5.3.1 Findings

The consultations and advocacy conducted before the commencement of the collaboration were essential. The approach by the research leader to share what was perceived to be a challenge produced results. Most of the stakeholders were engaged in useful discussions, and stakeholders who raised issues with reference to the problem were apparently satisfied that such a study was being undertaken. The roles and responsibilities of the targeted participants in the study were explained. It was further explained to them that they had a right to participate or refuse to participate in the study. It would seem that these consultations and advocacy addressed the concerns raised in similar studies.

The two schools in the study own the collaboration, evidenced by equal membership in the coordinating team. Each school had three members in the research coordinating team. It is important to note that the representatives were of equal status in terms of convenience weight that may be attached to them. From each school members were the principal, chairperson of the SGB and post level one educator. In the coordinating team these capacities did not feature. Members participated in the team as well in the study as equals. To ensure that the status quo is maintained, members resumed different roles as the situation dictated. An example was alternating in chairing different meetings.

Meetings of the co-coordinating team as well as those involving other participants were held alternatively between the two schools, and in this way the impression that one school or one partner was important than the other was reduced to a minimum. A training team for computers was composed of two members, one from each school. In this way it became possible for trainees to consult the trainer if there was a need to do so outside the training session. A four-member team which compiled the policy had equal representation from both schools. This was to ensure that the concerns of each school would be well represented by this team. Each school had complete access to the earmarked facilities of another as agreed. This complete access accommodated both teachers and learners. Participation in meetings and activities was the same, irrespective of the school that hosted that particular event.

6.5.3.2 Conclusion

The initial broad consultations made it possible for schools participating in the collaborative sharing of resources to own the process. This was achieved by discussing issues as comprehensively as possible before the commencement of the ownership.

6.5 3.3 Recommendations

Starting an initiative such as collaborative sharing of resources, or any form of partnership, should be preceded by broad consultation. Consultations create opportunities for interested parties to have a clear picture of what they want to achieve. Those interested are able to raise concerns and also ways and means of addressing them. Through consultation it would be possible to assess whether a challenge presented by the initiator of discussions are also viewed and valued as a challenge by others. If people are consulted and they support the start of the project, then they cannot distance themselves from it at a later stage.

Parties involved should agree on the management structure as well as the modus operandi of the structure. Once these are in place then it is highly likely that the management structure will be supported and recognised as legitimate. Local needs should feature prominently in whatever is done in the name of a partnership or collaboration.

Communication should be regular. Delegations should first be made by asking for volunteers. If there are enough of them the matter should be closed. As far as possible teams assigned special or specific duties should comprise members from both institutions. This eliminates any concern that one partner is regarded as being more important or better than the other.

A policy drawn up by a representative from those involved in the research/project is critical and It helps to address issues of power and the alienation that some may feel are not balanced.

Meetings should be held as often as possible. Meetings create opportunities for robust debate towards the success of the project. If not held minor issues could be blown out of proportion and cause the collapse of the collaboration or partnership. Holding meetings bring coherence to issues and ultimately promotes a sense of ownership.

6.5.4 Managerial issues

Managerial issues were to be put in place to ensure the smooth running of the research project. Projects and/or programmes do not run automatically but need human input in different ways. Sloppy management can actually defeat the very purpose of the endeavour. One of the main challenges that faced some collaborations was poor or lack of communication.

6.5.4.1 Findings

Communication has been excellent since the inception of the study. Co-coordinating team held meetings regularly as well as out of turn if the situation dictated. Several joint meetings were held with teachers, parents and learners. Some meetings were between team members from a particular school with their own constituency. For example, issues that concerned primary school learners and their teachers would be handled at that level.

At some stage a meeting was held in the primary school to discuss issues of discipline once they started using secondary school facilities. This was necessary to prepare them for a change in the environment. Learners were also cautioned about some of the facilities that needed extra care when used, for example the science equipment. It was also impressed on learners that the future of the collaborative sharing of resources depended on them as the pioneers. How they conducted themselves and used facilities could have positive results and/or a negative impact for the venture.

Meetings were held between members involved in a particular activity. Such meetings included those held by delegates for compiling a policy for collaboration, the two trainers who were compiling computer training programme for other teachers, meetings between primary school teachers with those heading specialised facilities such as the library, science laboratory and computer centre. The purpose of these meetings was to agree on basic processes and procedures. Another aim was to have a common understanding of what their engagement with one another entailed.

To date, the collaboration or cluster has been well managed. This is evidenced by regular communication. In addition, activities took place as scheduled. No incident was reported of an activity that could not take place because a facility was locked or inaccessible in any way. All the learners, teachers, SGB members who gave consent to study are still participating. None has exercised his/her right to withdraw from the study which indicates that the study is still on track, has not shifted from the initial purpose told to people at the beginning of the research.

6.5 4 2 Conclusion

The coordinating team succeeded in managing the research successfully. This was achieved by holding meetings regularly with all participants in the study. Representivity in this management structure eliminated most of the concerns that might arise.

6.5.4.3 Recommendation

Management should strive to be effective in the execution of its duties. The basic components functions of management such as planning, organising, loading and control should always be at the background of activities by the management team.

A schedule or programme of meetings should be drawn up jointly with all the participants as this allows communication between those involved and ensures that clashes and overlaps can be eliminated before they occur. This planning informs all

concerned about the important days that they have to diarise. It also makes room for participants to adjust their personal schedules accordingly where it is practical to do so.

The planned activities should then be organised in such a way that they address issues at the most relevant times. In the collaborative sharing of resources discussed, feedback sessions to parents were organised in such a way that they would be meaningful. It would be waste of time to give them to parents after every activity as that would be monotonous and boring. It could also demotivate parents from attending meetings organised after a few activities.

Certain activities need to be initiated and guided by management. The suggestion to have teams for compiling a policy as well as training on computer skills came from the research co-coordinating team. After this initiation, the process was allowed to run by itself. This gives a sense of responsibility to those delegated the task and facilities ownership of the product.

Mechanism for feedback to the management should be put in place. This is critical for participants, to raise concerns, frustrations and maybe make suggestions. In so doing participants become part of the problem-solving component and own the decisions taken.

A project run along the cyclical principles of PAR should try to incorporate the management function. A combination of the two would ensure that nothing was missed in the duration and existence of the project.

6.6 TO TRIAL AND MONITOR THE IMPLEMENTATION OF THE ENVISAGED FRAMEWORK

The envisaged framework had to be put into trial so that its capabilities could be addressed. With the assessment the purpose was to determine the extent to which it would address the research question and research aim. In paragraph 1.3.1 the research question was stated as “how can schools out of own initiative, collaborate to share the use of scarce resources for their mutual educational benefit?”

In paragraph 1.3.2 the research aim was stated as designing a strategic management framework for the collaborative sharing of resources between schools for sustainable learning environments. Putting the envisaged framework into trial meant that it had to be monitored as it was being implemented. The purpose with monitoring was to effect adjustments as the process unfolded. The implementation was done through the PAR cycle.

6.6.1 Planning

In paragraph 3.3.3.2 it was indicated that according to Van Niekerk and Van Niekerk (2009:136) planning has to be flexible to accommodate learning experiences and difficulties or challenges that might be encountered.

6.6.1.1 Findings

Planning for the roll-out of the framework was done jointly by the teacher participants and the research coordinating team. This was crucial since according to PAR all participants should be involved in all the stages of the research. Planning jointly helped to address issues of concern before the actual implementation took place. The focus was on how the different activities of the implementation were to unfold (Van Niekerk & Van Niekerk, 2009:136). The implementation is the actual testing mechanism and as such should be planned thoroughly.

Planning had to take into account the information that was obtained through the SWOT analysis. The identified strengths and opportunities had to be accentuated during implementation. They would serve as lubrication mechanism for the framework to operate smoothly. A little success serves as motivation to carry whatever process further and not to abandon it or despair during the initial stages. The threats and weaknesses should also be used into inform the build-in mechanisms that are necessary to counter them. It is easy to devise the relevant precautionary measures if one is aware of the dangers or challenges.

The use of identified resources had to be planned for. The normal routine of the two schools was going to be affected once the framework was being implemented. In order not to disrupt this routine activities had to be streamlined.

The use of primary school classrooms for evening studies would not cause much disruption, except for one or two issues. Provision had to be made for these classrooms to be available after normal school hours. The non-teaching staff members in the primary school finish at 16h00, so there had to be an arrangement for obtaining the key to the main gate, the toilet facilities as well as the classes for study purposes. It was agreed that the keys would be collected by the secondary school teacher from a designated person. Having locked up after study was over for the evening, the teacher would return the keys to the designated person. This procedure would take place weekly from Monday to Thursday.

The secondary school facilities were to be available for use by the primary school learners every two weeks because the targets were the library and science laboratory. The spacing was to ensure that lessons were enjoyable as the learners had to want to be in those specialised rooms. Another factor was to avoid clashes between use by visitors and legitimate owners of the property. The computer training for teachers was scheduled for Mondays to Wednesdays. This time suited both these teachers and others who would conduct the training sessions.

A programme for meetings between participants and the coordinating team were also planned, to take place once a month. Special meetings that did not follow this programme would be called as the need arose. Meeting with parents would also be called as the need arose.

6.6.1.2 Conclusion

Thorough planning is critical for any programme, project, or strategy to operate or function with minimum changes. It should involve all those who are going to be part of the implementation as this guarantees support.

6.6.1.3 Recommendations

Planning should be informed by the aims and objectives to be achieved. The challenge that led to the formulation of the aims and objectives should also be known. This avoids planning that is not directed at a particular objective or aim. It should also be ascertained whether the challenge can be addressed in short, medium or long time as these spans also affect planning. The aims and objectives should be known to everybody who will be involved in the activities that will follow immediately after planning.

Stakeholders and participants should form an integral part of the planning process as they are the ones who are going to drive the project forward and are entitled to have inputs from the beginning. Planning should not be done *for* them but *with* them. In this way support and commitment can be ensured.

The resources that are available or that are likely to be available should be known. The availability of resources impacts a great deal on planning. For arguments sake, if the project will depend largely on web serving, then Internet connectivity should be readily available. If certain human skills will be a requirement then it should be assessed whether such are available. The cost of importing such a skill into the project would have to be determined.

The policy to guide the implementation should be part of planning. This policy should be thoroughly worked on and should give clear guidelines on the basic issues of the framework. It should address the issue of the joint use of facilities, and make it clear how to acquire resources, how to replace them, what happens in case of negligence resulting in damage to property or harm to humans. During planning it should become clear how the policy will be compiled, who will do that, which resources will be necessary and what the submission date will be for the first draft policy.

The programme of activities that form part of implementation should be planned in such a way that it will be possible to implement with minimum deviations and alterations.

6.6.2 Implementation

According to Van Niekerk and Van Niekerk (2009:137), as stated in paragraph 3.3.4, implementation comprises putting planning into action, and controlling and monitoring these actions.

6.6.2.1 Findings

One of the items planned was for Grade 12 learners to use primary school classrooms for evening studies. This planned activity had to be operationalised. As part of the collaborative sharing of resources the two schools had already agreed on this issue, but it remained to involve the parents. A meeting was held with the parents in which it was explained why this activity had to take place and how the Grade 12 learners were to benefit from it. Teachers and parents helped with the supervision of learners as the activity had to be controlled. Evening studies ought to serve the purpose for which they were designed.

The planned computer training programme also had to be put into action. The three main skills planned were use of *Word*, *Excel* and *PowerPoint*. The implementation of the programme was divided into phases according to the three skills listed above. Once the participants were satisfied and confident with the acquired skills, training proceeded to next level. Mainly teachers from the primary school and the secondary attended these training sessions. Planning has also made provision for teachers to attend on their own to sharpen their skills at their own time and pace.

The planned programme for Grade 7 learners to use secondary school facilities such as the library and the science laboratory was also put into action or implemented. Opportunities were created for discussions and engagement between the primary school teachers and colleagues responsible for these specialised facilities. In this way the implementation has faced only minor challenges as the two colleagues have agreed on the upkeep of the facilities.

The planned discussion meetings between members of the coordinating team themselves, as well as between the team and other participants took place to discuss and reflect on issues.

6.6.2.2 Conclusion

Thorough planning is essential to ensure minimum challenges during the implementation period or stage. For planning to be successful it should be done jointly by all or most of the people to participate in the project, strategy or study, depending on where the emphasis is placed.

6.6.2.3 Recommendations

Planning should be done with a view to achieving the objectives of the applicable issue. As far as possible all those affected or likely to be affected should be involved in the planning session or sessions. Deviations from the planned activities should happen after all means to avoid it have failed. This is critical as a 'break' in a particular activity can demotivate participants from attending further planned activity. This becomes an issue if the recipient feel the deviation was not necessary or could have been avoided.

Planning should not be rushed. Careful consideration of all factors is critical to ensure success with the implementation. In the case of this study, factors such as available resources, different categories of participants, and feasibilities of certain issues, were taken into account during planning.

6.6.3 Observing

Observing comprises monitoring and evaluating the implementation of planned activities. It entails ascertaining the extent to which activities are contributing towards achieving the objectives of the study.

6.6.3.1 Findings

Learners from both schools were excited about using the additional facilities made available to them through the collaborative sharing of resources. They observed and abided by the rules and regulations given to them for the use of facilities belonging to another school. The attendance of learners during these special arrangements, ranging between 80% to 100%, with interactions with learners through group discussions indicated that they were happy with the new arrangements. They even claimed that their performance had improved.

Teachers attended computer lessons as planned and it was for them an uplifting experience. For the majority of it was the first time they had worked with or on computers. Attendance at lessons was very satisfactory to excellent. The trainees gave outstanding support to their colleague tutors. Their behaviour was that of professionals eager to learn the new skills. The practical part of training was conducted with great enthusiasm.

The interaction in parents meetings was also very good. They asked clarity-seeking question, contributed to issues and gave free and informed consent for their children to participate in the study. This support from the parents made the collaborative sharing or resources more valuable for their learners and teachers. The quality of support was such that the parents of Grade 12 learners volunteered to help with the supervision of evening studies.

Facilities earmarked for the collaboration were always available for the implementation phase.

6.6.3.2 Conclusion

It was evident that each of the participants supported the collaboration and did everything in his/her power to make it successful.

6.6.3.3 Recommendations

Observation should be open to anybody with an interest in what is being done. The recipients of an activity as well as those facilitating it, need to be informed or made aware that observations will be made, for example by the management structure. The participants themselves should also make observation as the endeavour unfolds. This is critical so that they may make inputs and ratify observations by others.

Observations could be planned to be formal as well as informal. Formal observations could be effected by a deliberate engagement of the participants through a discussion or any relevant mechanism. For example, in the case of this study, evening studies, computer lessons and science lessons were visited to observe what was happening. Informal observation can take place through an unplanned incident. A spontaneous discussion on the spur of the moment can shed valuable information on an activity or a series of activities. Through an unplanned discussion with one Grade 12 teacher I came to realise that some of them were providing extra lessons in the evening at the request of the learners.

Observations could also be made through planned or scheduled meetings. By allowing additional agenda items from those present, some valuable information can be volunteered. Meetings should not be just for their sake, but should also discern information of an observation type. In one meeting one participant remarked that the progress with computer lessons was slow. This observation was used to make a follow up on this issue with those attending lessons. From the discussions it became clear that they needed more time practicing a skill as they did not have computers at home to practice.

6.6.4 Reflecting

It was stated in paragraph 3.3.4.3 that during reflection, individuals try to make sense of experiences, and try to find links between events, actions and feelings. By reflecting,

members were also evaluating progress and the overall performance of the research project.

6.6.4.1 Findings

The resources were shared as agreed. Classrooms were made available for evening studies. The use of classrooms even initiated teaching in the evening by special request. Primary school learners had access to specialised facilities in the secondary school, where Teachers also attended computer lessons. Discussions took place between primary and secondary school teachers who were to share a common facility. The sharing of resources benefitted both learners and educators from the two schools involved in this collaboration.

The components of the framework have also been addressed successfully. The shared vision to develop both teachers and learners in order to improve the quality of education seems to have been the driving force behind the activities in the collaboration. The two groups have enthusiastically participated in the planned activities. The earmarked resources for the collaboration have also been available for use as agreed. They have made the implementation of the framework possible and enjoyable. The policy for the collaboration was simple but realistic. As a result it was relatively easy to implement and guide the activities and engagement for the collaboration.

The conditions for the implementation of the framework were found to be in agreement with those derived from the literature. These conditions served as guidelines during the implementation of the framework. As a result none of these conditions developed negatively. They were all applied positively. As a result they helped to keep the collaborative resources sharing on track with minimal challenges.

The threats for the framework identified in the literature study were considered during the implementation. Ownership of the collaboration was addressed by making sure that there was equal representativity on committees or special teams formed. Meetings became the platform for serious discussions on a broad spectrum of issues. Because of

planned meetings, many issues that could have developed into threats and risks were addressed amicably. The implementation of the policy for the collaboration also helped to reduce or eradicate possible threats.

6.6.4.2 Conclusion

Reflection on the issues and activities of the collaboration created mechanisms for jointly working on and addressing challenges that could have become serious threats if not attended to.

6.6.4.3 Recommendations

Reflection should be done during the other steps of the PAR cycle. It should not be regarded as bound to a particular sequence before it can take place. It is compatible with planning, implementation and observation. Reflection can be done with planning to assess whether the planned activities will help to achieve a particular objective. Reflecting on what is being observed helps to attach or derive correct meaning from what is being observed. Reflecting on the implementation can help to effect the necessary adjustment to the implementation process.

Reflections by individuals should be discussed with other members or participants so that clarity can be sought before a judgment or opinion is given. An example could be that a coordinating team member observed that 25% of educators attended computer training on a particular day. If while reflecting on this s/he decides that teachers are no more interested, he/she might be wrong. If this observation and conclusion made from his reflection is brought to the attention of others, he/she might be surprised to find out other teachers or participants attended a compulsory workshop for them somewhere.

Group reflections for participants should be organised at regular intervals. This gives them the opportunity to reflect on issues in a group setting. From the deliberations it can be agreed what the message behind activities is. If there is a need to change

approaches then such decisions will be owned by all. Group reflections speed issues as observations can be ratified on the spot. Reflections should lead to improvement of practice.

6.6.5 Re-planning

This stage is informed mainly by what transpires during the implementation phase. Observations through monitoring and evaluation, as well as a consolidation of observation through reflection, should lead to re-planning of activities.

6.6.5.1 Findings

There were some activities during the implementation of collaborative sharing of resources that required re-planning. The purpose with this was to accommodate changed circumstances. The evening study programme was made versatile to accommodate teaching during certain nights by arrangement between learners and teachers.

The supervision timetable for evening studies was adjusted to allow parents to help with the supervision. Instead of it comprising teachers only, it accommodated parents for the same purpose. The use of specialised facilities in the secondary school by primary school learners had to be moved from during the week to weekends, specifically Saturdays.

The computer training programme for teachers was also adjusted. It was found that the skills to be learnt were congested within a short time. Through discussions between trainers and trainees the programme was spread over a longer but more realistic period. This was to enable teachers to have more time to practice a skill before proceeding to the next one.

6.6.5.2 Conclusion

Planned activities should not be 'slavishly' followed, even when they disadvantage some participants.

6.6.5.3 Recommendations

Re-planning of activities should be informed by what transpires during implementation, observation and reflection. It should aim at bringing improvement to the targeted activity and should not be done as an isolated event but rather take place as other stages unfold. Re-planned activities should also be subjected to observation, monitoring, evaluation and reflection as they are implemented. This helps to assess whether a change from the initial planning was necessary and to assess the impact it has on the activities and or participants involved.

6.6.6 Summary of findings, conclusions and recommendations

The study has found that the use of the aim and objectives of the development and implementation of the strategic management framework as point of focus throughout its development and implementation processes as indispensable. It was also found out that local people were keen on being engaged meaningfully in addressing their perceived education related challenges. It could thus be concluded that the leaders and managers of schools needed to use their legislated and public mandates to engender a culture of public education discourse at local level. This would afford the schools and the community an opportunity to exchange views and share experiences that could benefit the enhancement of quality education through resources sharing among others.

It is on the bases of the above findings that it is recommended that advocacy, collaborative planning, joint implementation of programmes and project, reflective practices as well as assessment and re-planning are to be made part and parcel of the frequent local public education discourses. The local public education discourse should also consider and involve other social structures like the district and even the provincial education department. The processes should be owned by the local structures as far as practicable.

6.7 LIMITATIONS OF THE STUDY

A critical limiting factor for the development and implementation of a strategic management framework for resources sharing can be the use of power in such a manner that tended to undermine and disrespect the efforts made by the participants that is, the local people. The issue of top-down approach to addressing the problems that related to the sharing of resources for purposes of enhancing the quality of education can pose a serious threat to the sustainability of the project.

A further limiting factor can be the extent to which the participants tended to treat each other with fear and mistrust. To avert this practice this study spent more time on establishing and building sound working relations and institutional relations amongst the participants, the schools and the community. This process took much of the time of the initial stages of the study and had to be integrated in all aspects of the processes of development and implementation of the strategic management framework.

There had to be an overall coordinator for the development and implementation of the strategic management framework who would lead the project. In the absence of such a leader and a motivator, either the development processes or a combination of both the development and implementation processes could stagnate and be blurred. That could serve as a limiting factor for the attainment of the aim and objectives of the framework.

6.8 CONCLUSION

The findings discussed in line with the objectives of the study shed valuable light on the study as a whole. In most cases the findings confirmed what was learnt from the study of literature. They also showed that with innovation some challenges can be overcome. A clear finding was that a two-way communication is an enabling factor for meaningful interactions between members in an organisation.

The emancipatory paradigm made it possible for all participants in the research to be regarded as worthy human beings and also to have respect for one another. The repetitive elements of the PAR cycle make it possible for the trialing of the framework to be evaluated objectively. In this way it was possible to confirm whether the framework is implementable and whether it can be adapted to suit a similar situation with its unique challenges.

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STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS

P.O.BOX 569

MOHOKARE

9745

22 July 2011

The Principal/SGB Chairperson/Union member

Sebokathuto Primary/Ikgapeleng Letlotlo Secondary

Attention:

**REQUEST TO PARTICIPATE IN THE RESEARCH AS A MEMBER OF
COORDINATING TEAM**

I am doing an educational research through the University of Free State. The topic is: *designing a collaborative resources sharing model between schools for sustainable learning environments*. I request you to take part as a member of the study coordinating team that will facilitate the development of this model. There is no specific benefit on your side except exposure to human interactions in different situations. The study is a component of the bigger project viz. Sustainable Learning Environments lead by Professor Mahlomaholo.

The study seeks to enhance performance of primary school learners by exposing them to the use of facilities such as the Library, Computer centre and Science laboratory . Opportunities will also be created for secondary school learners to use primary school classrooms for study purposes since the distance to the secondary schools is a concern especially after school hours.

**STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS**

Your participation in the study will be voluntary and you may withdraw at any given moment if you feel that conditions for participation have changed or if you feel that for some or other reasons your participation exposes you to risks. The information obtained for this study through you and other participants will be treated confidentially and will be used for the purpose thereof only. It will also comply with the rules and regulations of conducting a research.

For more information please do not hesitate to contact me at the following: cell number 084 697 7739 or e-mail: lencoejs@vodamail.com

Please confirm your availability and free consent for participation in this study by completing your personal particulars below:

Thank you in advance.

_____	_____
Lencoe S. J	Date
Names	:
Contact details	:
Signature	:
Date	:

STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS

P.O.BOX 596

MOHOKARE

5947

01 August 2011

The Educator

Sebokathuto Primary/Ikgapeleng Letlotlo Secondary

Attention:

**REQUEST TO PARTICIPATE IN THE RESEARCH IN YOUR CAPACITY AS EDUCATOR
FOR A PARTICULAR LEARNING AREA/SUBJECT**

I am doing an educational research through the University of Free State. The topic is: *designing a collaborative resources sharing model between schools for sustainable learning environments*. I request you to take part as subject specialist to facilitate the development of this model. The study is a component of the bigger project viz. Sustainable Learning Environments lead by Professor Mahlomaholo.

The study seeks to enhance performance of primary school learners by exposing them to the use of facilities such as the Library, Computer centre and Science laboratory. It is envisaged that learner performance will improve and that a platform will be created for you to interact with colleagues from the other schools and share subject expertise. Opportunities will also be created for secondary school learners to use primary school classrooms for study purposes since the distance to the secondary schools is a concern especially after school hours.

STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS

Your participation in the study will be voluntary and you may withdraw at any given moment if you feel that conditions for participation have changed, or you feel that for some or other reason your participation exposes you to risks. The information obtained for this study through you and other participants will be treated confidentially and will be used for the purpose thereof only. It will also comply with the rules and regulations of conducting a research.

For more information please do not hesitate to contact me at the following: cell number 084 967 7793 or e-mail: lencoejs@vodamail.co.za

Please confirm your availability and free consent for participation in this research study by completing you personal particulars below:

Thank you in advance.

_____	_____
Lencoe S.J	Date
Names	:
Contact details	:
Signature	:
Date	:

STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS

P.O.BOX 596
MOHOKARE
5954

01 August 2011

The Principal

Sebokathuto Primary School/Ikgapeleng Letlotlo Secondary

MOHOKARE

Attention: Mr.

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

This serves to request permission to conduct educational research based at Hobhouse. The two schools to be involved in this study are Beisang Mabewana Primary and Itokisetseng Bokamoso Secondary in Motheo Education District. This study is done through the University of Free State. The topic is: designing a collaborative resources sharing model between schools for sustainable learning environments. This is inspired by the need to engender a culture of sharing resources between schools so as to complement each other for the achievement of educational goals.

The study will be coordinated by me, as the researcher and School Management Developer for the two schools to be involved in this study. A total of 23 educators from both schools as well as 63 primary school learners and 30 secondary school learners will also form part of this study. Resources to be shared include the Library, Laboratory, Computer center, School hall and educator expertise.

ANNEXURE C3

STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS

I am prepared to observe all ethical stipulations of conducting research such as among others the following: making prior arrangements to obtain consent from possible participants in the

study, informing participants that their participation in the study will be voluntary and that they may withdraw at any given moment if they feel that conditions for participation have changed and that all data collected will be treated confidentially and will be used for the purpose of this study only.

My contact details for more information in this regard are the following: cell 084 967 7793 and e-mail lencoesj@vodamail.co.za

Thanking you in advance.

Yours in education

Lencoe S.J.

Date

STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS

P.O. BOX 596

MOHOKARE

5497

01 August 2011

Parent/Guardian/Learner

MOHOKARE

5764

To : Parent / Guardian/Learner

**REQUEST FOR PERMISSION FOR YOUR CHILD TO PARTICIPATE IN A RESEARCH ON
COLLABORATIVE RESOURCES SHARING BETWEEN SCHOOLS**

I am currently doing research with the University of Free State on designing a collaborative resources sharing model between schools. The two schools involved in this research are Beisang Mabewana Primary and Itokisetseng Bokamoso Secondary which are both in Hobhouse.

I humbly request you to give permission for your child/learner to participate in this research. This research will not distract your child from his/her studies, but will expose your child to making use of the Library, Science laboratory, and Computer center to gain more knowledge and insight in his/her studies as well as to enhance his/her education. Learners will always be supervised by educators when using the said facilities to minimize unforeseen risks. Learners will also be expected to respect the programme compiled for the use of these facilities.

Participation in this research is voluntary and any learner (your child) can withdraw at any time if he/she feels that initial conditions for participation have changed. The research will be conducted along the guidelines and stipulations of all researches as well as those of the University. Any sensitive matters that may arise due to this study will be treated confidentially and solely for the purpose of this study. No participant will be embarrassed in any way.

For any additional information or clarification please contact me at 084 697 7793 or lencoe@vodamail.co.za. If you agree to the conditions stipulated in this letter and grant your child permission to participate in this research, please complete and sign the attached form.

Thank you in advance.

Lencoe S.J

Date

STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING BETWEEN
SCHOOLS FOR SUSTAINABLE LEARNING ENVIRONMENTS

CONCERNED FORM TO BE COMPLETED BY PARENT/GUARDIAN TO GIVE PERMISSION FOR CHILD/LEARNER TO PARTICIPATE IN COLLABORATIVE RESOURCES SHARING RESEARCH BETWEEN SCHOOLS./ LEARNERS MUST ALSO SIGN IF THEY AGREE TO PARTICIPATE IN THIS RESEARCH

This is to confirm that the parent/guardian and child/learner whose names and particulars are reflected here, have agreed for the child/learner to participate in this research under the conditions explained in the accompanying letter.

A. PARENT/GUARDIAN

Names :

Address :
.....

Tel/Cell :

Signature :

Date :

B. CHILD/LEARNER

Names :

Address :
.....

Grade :

Tel/Cell :

Signature :

Date :

ANNEXURE T1

ADVOCACY WITH PRINCIPALS AND MEMBERS OF THE SGBs

Lencoe (study coordinator): Bomme le bontate dumelang. Ke leboha haholo ha le adimane ka nako ya lona ho tla ba teng kopanong ena eo ke e kopileng ka mesuwe-hlooho ya dikolo tsa lona. Re ne re se re ile ra re hom hom le bona ka taba tse re kopantseng mona mme ra bona ho lokela ho tla bua le lona jwalokaha le le puso ya dikolo. Ke tla leka ho akaretsa ditaba tsa kopano eo e le hore di tle di be motheo wa dipuisano tsa kajeno. Ho na le stadies seo re se etsang mane UFS, ke sa sustainable learning envaerment . Sepheyo ke moo re lekang ho etsa jwang, ho lokisa thuto ya bana le hore dintho tse itseng tse ba tswelang molemo di tswelopele di seke tsa fella feela . Hantlente re leka ho etsa mawala a hore seo bana ba ithutang sona se be molemo mme e se ke ya e ba ntho e fellang feela. Ho hlokomehile hore ka nako tse ding bana ha ba kgone ho kgola molemo o felletseng thutong ka ha ka nako tse ding dikolo di haellwa ke dithusa thuto tse itseng tse etsang hore matitjhere a sebedise ditsela tse fapaneng tsa ho ruta, e le ho atolosa thahasello ya bana le ho le ho phahamisa boleng ba thuto. Ntate Monoane.

Monoane (secondary school principal): Ke batla ho tlatselletsisa moo. Batswadi, seo ntate a se boleleng ke nnete. Thuto morao tjena ha e tshwane le pele, le ditsela tsa ho ruta di fetohile. Ho batleha hore ho sebediswe dintho tse fapafapaneng ha ho rutwa sepheo e le hore bana ba kgeme le maemo a morao tjena a theknoloji. Hape le hopole hore le dintho tse ding ba di bona bo thelevesheneng mme sekolo le sona se lokela ho phahamisa dikausu ho leka ho ba tlosa mananehong a sa hlokahaleng a theleveshene. Hona re ka ho fihlela ha re etsa hore thuto e ba natefele le ho ba tshahantjha. Ha ke tsebe kapa ho na le dipotso ho fihlela mona. Ntate Motaung?

Motaung (primary school principal): Tjhe ntate ha ke botse potso. Ke ne ke lakatsa ho tlisa ditaba haufinyane. Ka bokgutshwanyane bomme le bontate, re ne re lakatsa hore re shebisaneng hore kolo tse pedi tsena di ka thusana jwang ho ntlafatsa boleng ba thuto mona sebakeng sa rona sa Mohokare. Le tla hopola hore taba ena re ile ra e ama hanyenyane dikolong tsa rona. Ke nahana hore re ka tsepamisa maikutlo hodima selelekela sane seo re neng re se re se entse dikolong tsa rona. Le tla hopola hore mohopolo ona o tswalwa ke dipuisano tseo re bileng le tsona pakeng tsa Ka, ntate Monoane le ntate Lencoe, moo re ileng ra re ho shebahala maemo le dithloko di re phephatsa hore re nahane ka tshebedisanommoho e tomanyana

ANNEXURE T1

ADVOCACY WITH PRINCIPALS AND MEMBERS OF THE SGBs

pakeng tsa kolo tsena tse pedi. Beisikali rene re dumellane in prinsepole hore re ka etsa jwang ho shera dirisose tseo re nang le tsona pakeng tsa dikolo tsena tse pedi.

Lencoe : Re a leboha ntate Motaung. Ke tshepa hore selelekela seo re se entseng ho fihlela e ne e le molemong wa ditho tse ebang di ne di le siyo dikopanong tsa dikolo tsa bona. Hape e ne e le ho leka hore re tle re be mohoplolo o le mong ha re ntse re tshohla ditaba. Batswadi taba ke tseo ha re utlweng. **Mohale** (SGB chairperson from the primary): Dumelang bomme le bontate. Nna ke thabile haholo ke ditaba tsena kaofela. Sebaka sena sa Mohokare ke sa rona le bana ba rona hammoho le mesuwe le mesuwetsana ya bana ba rona. Wa tseba kamora hoba Ikgapeleng Letlotlo e fetohle sekolo sa rona ba ha rantsho, re ile ra kgothala ra ba ra re jwale ke nako. Le ha ho le jwalo ho ne ho e na le nako tse ding tseo re ipotsang hore na ehlile ho fetohile. Ha e le hantlentle, batswadi esale ba ntse ba ngongorehile hore na ho ka etswa eng hore bana ba praemari ba be le mokgwa wa ho sebedisa thepa ya sekondari. Ha e le mona hona ho tla etsahala, rona ho hlaha ka praemari re thabile haholo. Ke a leboha. **Mathapelo** (parent member of SGB from secondary): Le rona ho hlaha ka sekondari re ananela ditaba tsena. Mohokare e nyenyane haholo. Bana bana ba tswa malapeng a le mang mme ho a utlwahala hore dikolo tsena le tsona ho tshwana le ha e ntse e le family. Ke nahana bohlo ba taba ena bo tla itshetleha haholo ho ho lona matitjhere hoba ke lona ba utlwisisang thuto ena ya lona ya morao tjena e moferefe. Rona re tla beha ditabe leihlo le ho phehisa mona le mane. Ke tshepa hore ha ke bue maikutlo a ka ke le mong empa ke bua a roneng. Maar he le ha ho le jwalo le re ho tlo sebetsehala jwang? Le hopole hore rona ba bang re bo domkopo kapa hana ho ne ho thwe ke mang, domjane? **Mohale** : E ne e le domjane a tsamaya le slimjane, empa o hopole hore e ne e le bana ba motho mme ho se na hore ba ka lahlana. O se o ile wa bolela hore kolo tsena tse pedi ho tshwana le ha e le famili. Famili e ya qala selemong sena. **Lencoe** : Ntho eo re neng re e nahanne ke hore re tlo kopanya dikolo tsena tse pedi, re shebe hore na ka secondary ka mona hona le eng mohlomong e haellang ka primary eo bana bana e ka batswelang molemo. E re ke tehe ka mohlala, haeba re sena library ka Sebokathuto mohlomong re ka ba thusa hore ba be le access ya library ya ka mona ka Ikgapeleng Letlotlo, ba e sebedise, haeba ba sena science laboratory bana bao

ANNEXURE T1

ADVOCACY WITH PRINCIPALS AND MEMBERS OF THE SGBs

ba ka sebedisa science laboratory ya ka mona haeba ho le jwang, haeba ho sena computer centre ba ka e sebedisa jwang, le hona le a tseba hore primary ha e na hall. Ha ke re re ntse re lla ka hall ya masepala hore e etsang jwang jwang, re ka dumellanang ka tshebediso ya hall ena e ka mona ntho tse ka reng tsona tseo. Ke yona he ha re bua ka collaborative sharing of resources, ke hore re arolelana mehlodi ka holeka lekana. Mang ha a patadise mang empa re le ka hore ntho ena e re tswele molemo kaofela. Ntho e nngwe hape mohlala oo re ka o etsang ke taba ya magrade 12 a ka mona hore ha sekolo setswa, ba tswa neng moo? 2h25. Batswa 2h25 ba dula dula mona mohlomong for an hour but ho etsahalang ka bona bosiu na ba kgone ho theohela ka mona hape batlo bala so mohlomong re ka buisana ka taba eo hore na empa sekolo ke sane se batla se le haufinyane. Ho boholo ba bona ho ka fihla Sebokathuto bosiu, ho ka etsuwa tumellano difeng he hore bana ba kgone ho se sebedisaba ho balla ka mane ka nako tseo re ka dumellanang ka tsona hore na di jwang le hore mohlomong taba tse ka reng taba tsa supervision. Ha ke tsebe kapa ho na le dipotso ho fihlele mona. **Mamosiuwa** (SGB parent member from primary): A ke le ntlhalosetseng hantle, rona re le SGB re ameha jwang tabeng ena e ntseng e bueha ka mona. Ke utlwa e ka ke ntse ke ferekana. **Monoane**: Mme Mamosiuwa, SGB e ameha ka tsela e latelang; ho ya ka molao wa dikolo e leng SASA, lona le le SGB e laola thepa ya sekolo, le etsa dipholisi tse tsamaisang tsohle tse etsahalang ka hara sekolo, le leihlo la batswadi le mmuso ho etsa bonnete ba hore mehlodi yohle ya sekolo e sebediswa molemomg wa thuto ya bana, esita le hore tse etsahalang sekolong ha di a fuparella bana kotsi efe kappa efe. Hape lona le lehokela le ka sehlohong pakeng tsa matitjhere le batsawdi. Ha le ananetse taba re a tseba hore ka hlakorang la batswadi le dumme. O a di hopola taba tsena kaofela tseo ke di boletseng? **Mamosiuwa** : Ee ke ya di hopola. Empa ha o so nkarabe. **Monoane**: Ke ne ke eso qete. Ho a utlwahala hore le le SGB le na le matla hodima tsohle tse etsahalang sekolong. Re ka se kgone ho etsa eng le eng ha le sa e tjhahelle monoana. Ke kahoo re le tsebisang ditaba tsena tjena. Re se re wa ka mangwele hore le be le rona le ho sebeta mmoho morerong ona. Le na le matla a ho hana hore tsena di etsahale, empa re kopa haeba le ka ba le mohopolo o jwalo, le tle le nahane ka hloko hore ke bomang ba tla swetswa ke qeto eo ya lona.

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Mamosiuwa : Tjhehe ntate ha re hane e bile re ya e sapota. Motho o ne o re e tle e re ha batswadi ba o botsa hore ho etsahalang o se ke wa nna wa itoma maleme, e be moo ba reng bo Mamosiuwa le rata dilo le le tjena. Dikarabo tsona dhoo.

Khothatso (SGB chairperson for the secondary): Baheso, ditaba ke ya di utlwa, empa ha ke utlwe le bua letho ka kabelo ya matitjhere tabeng ena. Na ha ba tlo tloha ba re re a ba rera? Re fonoka ditaba re le bang tseo qetellong di tla ba ama?.

Motaung : Ka mora mona re tlo bitsa meeting wa matitjhere kaofela, re tsebe ho lokisa dingongoreho tsebang diteng moo re tlo kopanya matitjhere ana a Grade 7 ka mane le a na a GET ka mona re bue taba ena hore ho etsahala jwang mme hona moo re leke ho sheba he hore na ntle le taba ena eo re buileng ka yona ke dife tseo ba ka tlang ka tsona e be moo re bonang hore di ka etswa jwang, ho ka sebetsiwa mmoho ho tsona. Mme moo ke nahanneng ke hore meeting oo he wa mohlang oo moo matitjhere a le teng kaofela ke moo re tlo buisanang hore na ntho ena re e etsetsa policy ya mokgwa ofeng, re ka se dumellane feela ka molomo hore ba bang ba tla tla ka mono lona le tla ya ka mane , re dule fatshe re leke ho e sheba hore re be le tumellano e ngotsweng fatshe hore ha bana ba tla ka mona ba tlatla le titjhere ya bona e ba rutang ba ke ke be ba tla ba le bang, bonyane e kaba matsatsinyaneng a feng, ba ka tla ha kae ka kgwedi kapa ka kotare jwalo jwalo ho tshwanetse hore ho be le tataiso e jwalo. Ke taba tseo tsa dipolicy. Re leke ho sheba hore ok mission and vision ya ka mona e reng le ya ka mane e reng ke ntho tse tshwanang tseo re disebedisang mmoho hore eer kopano ena ya rona jwale e tla sebetsa tjhena, re lekile ho nka di kateng tse ntle ka mane le tse ntle ka mona mme re leke ho etsa ntho e ntjha re bone hore e tla re tataisa Tsena ke mehopollo e tla thatiselletswa kopanong ya rona le matitjhere kapa ba di rahele thoko kwana haeba basa bone ditaba kamoo rona re di boning kateng. **Lencoe** : Haele mona e ka re a utlwana ke kopa ditho tse pedi ho tswa ho SGB tse ka ithaopang ho ba karolo ya team e tla tataisa diphuputso tsena. Ha ke sa hopola hore na re ile ra le tsebisa hore nna le mesuwehlooho e mmedi re se re ntse re le ditho tsa team ena. Lebaka la bona ho kenella teaming ena ke hobane ke bona baokamedi ba kolo tsena tse pedi. Ekasebe taba e hantle hore ban ne ba sebelwe se etsahalang dikolong tsa bona. Le molao wa dikolo o beile tsamaiso yohle ya dikolo mahetleng a bona. **Mapuleng**

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(SGB member): Nna ke kopa hore badula ditulo e be bona ba tla re emela kahara team ena e le hore ha ho tlameha ho nkuwa diqeto ba tsebe ho etsa jwalo, e be ba se bat la re fa ripoto. Le reng bahlomphehi ba ka? Ke ile ka tshepa hore le tla dumela. Lebitsong la SGB re a leboha. **Lencoe** : Ke kopa ho lefa mangolo ke ana a hlalolang se lebelletsweng ho ditho tsa team. Ke kopa le nke nako ho a bala mme re tla etsa kopano moo re tla tshohla dikateng tsa oona e le hore ha le tswela pele le be le utlwisisitse hantle se lebeletsweng ho lona. Ke a leboha. Haeba ho se ditaba tse ding re ka kwala. Bontate ba tla le tsebisa ka deiti ya kopano ha ba se dumellane le matitjhere ka hore kopano e ka tshwarwa neng.

ANNEXURE T2

ADVOCACY MEETING WITH TEACHERS

Motaung : Baheso dumelang. Re a le amohela kopanong ena ya kajeno. Re le team ena e entsweng ka nna Motaung, bontate Lencoe, Monoane, Mohale le Kgothatso re le leboha ho tswa botebong ba pelo haele moo le tlohetse mabaka a lona mme le tllile kgweheletsong ena. Ntle le ho senya nako ke tla kopa ntate Lencoe ho hlakisa sepheo sa kopano ena. Ntate Lencoe. **Lencoe** : Ho tjhena, ke ile ka kopana le bo ntate Monoane le ntate Mtaung le ditho tsa SGB moo ke neng ke ba hlaloesetsa hore ke ntse ke etsa study le University of the Free State PHD. Focus ya component eno ke sustainable learning envornments mme re shebile haholo dikolo tse rural schools kapa semi rural schools moo re le kang ho sheba maemo a teaching and learning bakeng tse kang tsona tseo. Now topic ya ka eo ke sebetsanang le yona ke ya shering of resources because ho ya ka letirature le ha re hlola re bala bala re hlokometse hore dikolo di batla di haellwa ke diresources especially ex DET schools. Lefapha le lekile mekgwa e mengata ya ho leka hore mmoho le government ho fana ka diresources empa kgaello e ntse e le teng. Now re tla hopola hore ho na le ditho tse kareng education resource centres tseo ho tsona ho groupuang number of schools, for example re a tseba hore ya rona e Bloemfontein ERC a ke re, now ha o sheba moo e teng le rona re leng teng rona mona Mohokarele le dikolo tse ding e batla e se accesable. Qetellong e batla e sa sebetse jwalokaha e tshwanetse ho sebetsa. Hona le nakong e nngwe kolong mafatsheng a mang moo re ho neng sebediswa nodal schools moo o tla fumana e lefapha la thuto kapa government e saplaya sebaka seno ka equiment e ngata empa o ka fumana hore moo e leng positioned e ha e accesable hape ho batho. Now stadising sa ka ke leka ho explora possibilities tsa hore dikolo moo di leng teng tsona ka botsona hore di ka etsa jwang ka the limited resources tseo banang le tsona ho dishera between or among themselves depending hore na ke kolo tse kae. Now ntho e kamora study sa ka le ya hopola hore re la le problem ya hore ha ho buwa ka ANA results ho thwe ha re sebetse hantle a kere. Ha ho buwa ho Grade 12 ka lehlohonolo Grade 12 ya rona ka mona e batla e sebetsa hantle empa dibakeng tse ngata focus e ne e le hodima Grade 12 tse sa sebetseng hantle. Hona jwale tjhena shifting e tjhintjhile. Lefapha la thuto le tlohile from dikolo tsa Grade 12 le ile ho intermediate le diprimary a ke re, that is where the focus at the moment is. Ba tlo sheba hore dikolo di sebetsa jwang

ANNEXURE T2

ADVOCACY MEETING WITH TEACHERS

le hore di tla thuswa jwang. Now karolo ya study sena saka e ne e le hore re tlo leka ho bona hore na ho na le mokgwa oo mohlomong rona mona re le Ikgapeleng Letlotlo le Sebokathuto re ka sebetsang ka ona ka ho shera di resources tse bang di teng, maetrial resources as well as human resources ho leka ho improva maemo a say bana ba hlahang ka mona ha ba ya ka mane hore transition ya bona e be smooth ho tloha ka mona ho ya ka kwana e se kare, a kere le tjho jwalo mona hle re utlwaneng baheso a ke re mare ho na le puo eo o tla utlwa ho ntse hotwe bana ba hlahang primary, bana ba hlahang primary, bana ba hlahang primary is all over a ke re. So re leke ho tlosa gepe eno e sale hona jwale tjhena hore bana ba rona ba be exposed dinthong tse ka mane le rona re le di colleagues re etse interact so that now di concern tse bang re na le tsona ka bana bana ba fihlang ka mona re kgone ho diraisa freely le motho ya rutang subject eo. Re e interacte right through the year ka di subject meeting le tse ding re bone hore re thusanang jwang that is the main thing eo ke tlileng ka yona. But now paradaeme e re e sebedisang mona ke e rebitsang participatory action research. Ha se mane moo re romellena di questionnaire dikolong hore le ditlatsuwe feela ke be ke fihla ke dula ke le mong ke disheba ke re ho shebahala e ka ho thwe. Participatory action research e reng? E re motho ya etsa research le batho bao e bang ba nka karolo stadising seo sa hao le tshwanetse le e tse jwang le sebetse as a team le sebetse as a group le bue dintho mmoho le experimente ka tsona le be le nako ya ho reflecta. Ha le reflecta le shebe na re ka lokisang mona re ka etsang jwang. Ntho eo ke batlang ho e hlakisa ho tloha qalong ke hore participation ya mona is voluntary ha e compulsory ka mantswa a mang ha hona motho ya qobellwang ho nka karolo mona ha eba o fila hore taba tse re dibuang mona ha di tsamamaelane le wena ha hona bothata ba letho empa ha e ba o batla ho ba karolo ya research le teng re tla o amohela empa he ke tla ntsha mangolo a hlalosang taba tsena hantle re be le nako ya ho buisana ka oona. Ke a leboha. Ekaba ho na le dipotso. Ha di le siyo hana jwale, o ka re emisa ha re ntse re tswela pele haeba a e le hona o bang le potso. Re tla e araba ka nako eo.

Khothatso: Bomme le Bontate, matitjhere a bana ba rona ao re a ratang haholo. Rona re le SGB tse pedi re ananatse ditaba tsena ha re ne re kopane hoba re utlwile eka di tla tswela bana molemo haholo Re bile re tshepisa ho sapota morero ona

ANNEXURE T2

ADVOCACY MEETING WITH TEACHERS

kahohle kamoo re ka kgonang ebang le lona le ka bona ditaba kamoo re di bonang kapa re di boneng ka oona. Empa jwalokaha ke ile ka bolela kopanong eo, re itse re se re tla bona moo moya o fokelang kopanong ena ya kajeno. Ke a leboha ke ne ke re ke lahlele lentswe e le hore bomme le bontate ba elellwe hore taba tsena le rona re ile ra di hlaloesetswa ra dumellana le tsona ka mailkutlo a rona ho sena kgahlapetso ya letho. Ke se ke lebohile. **Monoane:** Colleagues, Good afternoon, em ke a kgolwa hore nna part eo ke tla dilana ka yona ke ya facilities and resources. Em, ho na le di resources le difacilities colleagues tseo re dientseng identify for sharing. Em, ka mane ka Ikgapeleng Letlotlo re na le, ho na le chalk mo?. E re ke dingole. Rena le computer centre, library, laboratory, hall em eya colleagues ke a kgola hore ke tsena tse batlang dile teng tse tla ba teng or available for sharing molemong wa bana le matitjhere, molemong wa development ya bana le matitjhere empa ena e qalang ya computer, computer centre ke a kgolwa e ka ba available haholo tjhena molemong wa development training ya matitjhere because o kile wa bona for leha re soka re e sebedisa hahalo, empa ha hona le any training eo matitjhere ka mona a batlang ho e fumantshwa ya computer di facilities tsena di tlabana available immediately. For bana ke ye ke bone ekare ho na le ha ke tsebe Grade 7 ho na le diproject kapa rsearch ha ke shore (Grade 7 diteng) ke a kgolwa le boemong boo bo e re educator yena a kaya a lo sheba hore na computer tseo hore di tshwere eng for bana bano for subject mohlomong wa e etsa, cause nna ke bone e loudiwe haholo ka software ya science, maths le tse ding colleagues ho hona le program ena e ngotsweng gaqa entse ena le information e ngata so mona e ka batla titjhere yena ka boyena depending hore o batla ho etsang a tle a lo dula moo a shebe hore na keng mohlomong ke eng ya batlang ho e tsa le bana hobane o hloka ho ba teng for supervision le ho thusa hobane ha ba tsebe ho tlanyatsa mme ho tla hloka hore wena o ye o prepare hantle hore ha o tla le bona o tlo etsa ntho eo o seng o e shebile hore e ka sebetsa jwang so ke a kgola for bana dibasic le dintho tse ding ha rena kgona hobane le ba rona ha re soka re bafa tsona re ntse re sokolana le motho ya ka ba thusang ka taba tseno. Er, laboratory ya science le yona e teng colleagues ke batla ke re is well equipped ho filela hona jwale tjhena, le yona e ntse e batla titjhere hore a kopane le matitjhere a rona a science hore ba shebe

ANNEXURE T2

ADVOCACY MEETING WITH TEACHERS

hore ke camicals, equipment efe e teng for experiment tsa bana ba Grade 7 and then he ho ka etswa arrangement hore na ho ka sebetswa jwang between kolo tsena tse pedi. Library le yona feela jwalo colleagues, Mr Phoka o teng e ntse e tlo batla educator le tsona di ye ka mono re hopola hore re entse visitation ka makgetlo a mangata ka ho bona ka mane mohlomong re ka e etsa ka mona ha le na le nako ha ana le nako le yena hore ke nakong difeng moo a fumanehang re ka nna ra lo sheba hore dibuka tse, tse bang di ka mohlomong tsa tswela bana molemo and then ha etswa arrangement hape re tsebe (le sekolo) a tjhe ke nahana hore hall yona ke a kgolwa re ka e sebadisa mekgweng e mengata colleagues but is available as long e le activities tsa sekolo even though re tseba mona hangata re tla fumana bana le batswadi ba le lesisitheho hore ba tlohe motseng ba baye kwana for diactivities but e kaba available colleagues so re be re identify ka mona ka Sebokathuto di class, bakeng sa bana ba rona ba Grade 12 kapa FET for studies evening studies. Mohlomong tse ding tsa dieresources kapa difacilities tse teng tse bang mohlomong re sa disheba re ka kgonang mohlomong ho di sebedisa molemong wa bana colleagues. Ho ntshetsa bana pele le dithuto pele not only for this studies but ho ntshetsa setjhaba pele so basically colleagues ke tsona dieresources tse teng tse available tseo mohlomong ha re se re dumellane re ka dulang fatshe ra shebang hore na re etsa diprogram jwang hore re kgone ho disebedisa. ke a kgola e tla hlaha, e tla tsamaya mono ke eo ya policy, motho o tla tlameha ho ba le policy e tla regulator tshebediso ya disebediswa tseno, e tla draftuwa ke rona ho re na re dumellanang ka dinthla difeng tseo di regulator tshebediso ya dintho tseo jwang hore ho seke ha ba lebohlwaswa boo o tla fumana bo etsahala. Kapa di sa sebetse molemong wa bana re se re disebedisa molemong wa dintho se ding tse ka thoko hobanea ke re aim ke taba ya ho thusa bana le rona hore re develop ka ntho tsena hore di se ke tsa dula fela ka ofising. Ke batla ke hopola hore computer centre yane ya pele pele eo renang le yona ka mane ke a kgola ena e se e fetile dilemong, e se e fetile dilemo tse hlano kaofela e ntse e dutse feela e sa sebetse. E sebetsa hwane le hwane ha ke shore hore hona jwale ha ke lo tobetsa computer hore e ka laeta ke qetetse kgale ho kena ka mono. Ke difacilities tseo e leng hore di teng molemong wa hore di ka sebetsa ho isa ha o dutse fatshe o plenne hantle hore na re disebedisang

ANNEXURE T2

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jwang so ke nahana hore nthong ya policy re tla kena ka botebo ha ntate ha e le hore ka mohlomong re se re na le committee mohlomong tse ka sebetsang le yona. Ha ke tsebe haeba mohlomong hona le nthla e bang ke e tlotse maar mohlomong ke difeng dieresources colleagues tse bang mohlomong lona, a ke re motho emong le emong subjecteng hore a ka tseba challenges tse fapaneng le ntho e itseng re ne rentse re e batla ebang ha ba ekenya moo di hlahe kaofe mme re di delete kaofela re bone na ha re decide ho disebedisa ba ka disebedisa ka tsela e jwang. Ke fana ka sebaka sa dipotso kapa dithlahiso hodima seo ke se buileng. **Mokoena** (head of department at Sebokathuto): Ho ya kamoo ke utlwisisang kateng taba ena e kgothaletsa tshebedisanommoho. Ekare e mohopolong wa PWGs. Ke a kgola hore ntho e nngwe colleagues re ne re establish di PWG (Professional working groups) ha e sale re establisha feela colleagues ra ba le meeting o le mong ya ba ha ditswelle pele. Haeba re tswela pele ka tsona kgetlong lena ke kopa re be serious. Ke nahana hore mane moo reneng re bua ka dihuman resource ke mona mane moo mohlomong re ka kenang, ra fumana hore re ka ntshetsa pele this PWG pele ka hore re thusaneng ka disubject tse fapaneng ha o na le aspect mohlomong o batla motho e mong a tlatla a o thusa ka yona ka mane ka secondary a kaba available motho enwa a etse di arrangement a tlo thusa bana le ka mona feela jwalo ha hona le aspect ebang mohlomong a batla hore motho a tlo thusa bana ka yona ho ya ka kwana re etse jwalo colleagues re seke ra ikwalla ka ntho tsena, nna ke bone, ke bona ehlile tendency e teng mona dikolong tse ngata e bile batho ha ba batle ha o bua ka subject ya hae ha a batle ebile ba bua ore ke subject yaka ena, ke subject ya ka maar ha o sheba ntho tse ding le yena ha kgone ho dietsa so, maar ho ntse hona le batho ba teng ba moo sebakeng seo ba ka thusang a ke re ke hore bana ba pase a ke re colleagues re thuse bana ba sebetse motho a seke a ikwalla ka subject mona o ntse a bona part ena feela, aspect e itseng e a nthlola maar o utliwa hore ha nka bitsa mang mang kae ka eke tlabe ke itheotse, ha se ho itheola colleagues ke ho thusanang so le yona ke a kgola e ka re thusang re sebedise dihuman resource tsa rona hantle effectively so le tse ding tse ngata colleague tseo e leng hore di tla hlaha ho lona. **Hlalele** (teacher at Ikgapeleng Letlotlo): Nna ke hlahisa ha re se re buisane ka taba ena mme re batla re dumellana, sekolo ka seng se fuwe nako ya ho

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ya itsheba se le seng. Le hopole hore hangata ha re le bangata tjena batho ba bang ba tswafa ho bua. Ba bang ba itholele feela leha ba ntse ban a le taba tsa bohlokwa. Lebaka ke hoba ho na le batho ba siyo ka mona ba ka nnang ba ba le mehopolo e tlatseletsang kapa e hananang le tse ding tsa ditaba. Ke tshepa hore ha re se re ipuile re tla tseba ho phehisa hantle. Seo ehlileng ke se boleleng kehore sekolo ka seng se etse SWOT analysis ya sona ebe kamora moo re tla mmoho ho qetella taba ena. **Motaung** : Bomme le bontate e ya ka topic hantle ntle ke tlo bua ka SWOTanalysis empa pele ke wela ho yona ka ho otlooha ke ama ha nyenyana le ntho eo Ntate Mokoena a e buileng mme hape re hopotsana hana kwana ke project ya rona a ke re ha se project ya lefapha le structure se etswang ke lefapha ke project ya rona mme re structurizer ho ya kamoo rona re boneng e hlokahala ka teng le ho leka ho ntlafetsa. Mme ha ke atlooha re kena ho sort analysis ya rona. Ha re bua ka the word swort analysis, re bua ka the word swort ke tshepa hore jwale re sa hopola kaofela a ke re S re tlare e emetse strength O e emetse opportunity W weakness so hare bua ka swort re tlo bua ka the strength, the weaknesses, the opportunities. and the threat so ha re e tliša ho project ya rona re bua ka eng ke mane moo re tlo reng e ha re sheba distrength re kare di strength tsa rona re bua ka ka dioresces available at our schools or even the skill that we can share between the two schools so what are we have to identify the strength, we have to identify the resources. empa re se re bua ka the skills ke Ke kae moo re nang le dikgaello teng moo re lebeleletseng hore ka diideas tsane, ka diactivity re ka qetella re turne this equipment into strength. Then re be re tla hape re re the opportunity. By opportunities we mean what is it up there for a gap. Should we implement thee this this ideas altimatly to you what is the ideal, what is the goal, the direction where we want to get to al by the internal exercise. Altimatly then we come to the threat. The threat, what is lyingly into this position or what this indiver to attain our set goals from that goals for example ha ke tlile ka diproject tseo lefapha le tlileng ka tsona but we will never sustained so what delete from being sustained ke tsona tseo re reng ke dithreat tse ding. **Phoka** (teacher from secondary): Re lebohile haholo ka tlhalosetso eo ya hao. Ke tshepa hore e tla thusa haholo tabeng yane e neng e hlahiswa ke mme Hlalele. **Mamoleleki** (teacher from primary): Ke hlahisa hore re lokoloheng.

ANNEXURE T2

ADVOCACY MEETING WITH TEACHERS

Kopano ena e se e nkile nako e telele. Ke sajesta hore nako e tlang re leke ho sebeletsa nakong ya hora e le nngwe for mitings. Ke shebile hore letsatsi la rona le seke la be letelele haholo. **Lencoe** : Re a leboha mme. Ke tshepa hore miting ona o bile motelele kaha e ne e le wona o qalang. Ha dintho di se di le motjheng ho tla ba betere. Lebitsong la tim re kopa matitjhere a mabedi ho joina tim .Re kopa a le mong ho tswa Sebokathuto le a le mong ho tswa Ikgapeleng Letlotlo. Re leka ho tlisa teka-tekano kahara coordinating tim. Re ka thabela haholo baithaopi. Re a leboha ntate Lefa le wona mme Tau ka boithaopo ba lona ke bona hore le phutheho ena e ananetse mabitso a lona. Le tle le sale re boneng hore re ka kopanang neng kapele hoba mosebetsi o shebehala o qadile. Ke kopa hape ho qetella ka ho le fa e mong le e ya tlileng kopanong ena mangolo a hlalosang maemo ao tlasa ona le ka bang le kabelo stadising sena. Ke kopa le tle le a bale le iketlile e le hore le tle le nke qeto ka maikutlo a phodileng. Ke le leboha ka nako ya lona le diphehiso tseo le di entseng. Re tla kopana ha re tlo sheba SWOT mme re se re etsa le moralo wa studies sena rona mohla re etsang strategic plan.

ANNEXURE T 3

STRATEGIC PLANNING MEETING LEAD BY THE COORDINATING TEAM

Lefa: Dumelang baheso. Ke thabela haele mona kopano ya kajeno e tla tswela pele. Tumellano ya rona ya kopano e fetileng e bile hore re tla kopana ho etsa strategic planning re itshetlehile ka sephetho sa SWOT ho tswa dikolong tsa rona re kenyelletsa le tse ding tse tla hlahella. Ke kopa ntate Moeletsi ho tsamaisa dipuisano tsena. Re mo memme kwano hobane a na le boiphihlelo ho tsa strategic planning.

Motaung : Ho tswa ka Sebokathuto re ka re ke diopportunities tsebang di le teng haholo bakeng la Ikgapeleng Letlotlo re ka bua ka di classrooms bakeng la di studies tsa bana then ke hopola hore anytime ha re hopole ho kaba le bothata ba hore anytime re ka starter mme re ka dumellana ka time frame le di arrangement ya di facilities tsa hore ke di classrooms dife tse kabang available then le lonching safeguard ya equipment mme ha ke feta ho yona ke kene ka ho di needs tsa rona, er re le SEbokathuto ha re na Library mme hape ha rena le Computer Lab so bana ba rona re nahana hore the main challenge ke ya travelling especially the primary schools to travel from township ho ka tla teropong. ke nthla ya bobedi, ya ho qetela ke nahana ya Computer Lab, mohopolo e ne e le hore ha re ka starter ka matitjhere pele re ka sheba bana hobane most of the educator a computer illiterate and ha o se o thola o sheba ho SA-SAMSs e na le challenges tsa hore educator a complete ke eng di test tsa bana computing personally so e ka re ha re kaba le sort of computer classes for educators so ke nahana hore e ka thusa haholo ntlheng eo. Ke ne ke ena le mohopolo wa hore re bone hore masepala a ka se thuse ka meaho eo a sa e sebedising ho etsa ntho e kang library ya motse. **Rankotseng** (teacher participant in strategic planning): Nna ntho eo ke e utlwisang mohlomong haeba ke sa lahlehe ke hore re batla ho bua ka ho sheba di resources ho kwala gap between sekolo sa lekeisheneng le sa toropong so ha re bua ka masepala ke nahana hore it's a long term project moo re tshwanetseng ho tlo negotiator le bona. Ke kopa re se kenye batho ba ka thoko le pele re qala ka taba tsa rona esere ba re ntsha lekoteng. **Moeletsi** (expert on strategic planning): Ke dumellana le maikutlo a reng re faneng ka tlaleho ya hore SWOT analysis ya rona dikolong e hlahisitse dife mme hona jwale re buisaneng kahoo pele re ho qete. Kamora moo ke hona re ka tlatselletsang ka tse ding haeba re nahana hore re a haellwa mona le mane. Re fumane lehlakore le leng la Sebokathuto. Ke lakatsa hore re fumane lehlakore la Ikgapeleng Letlotlo. **Phoka :**

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focus ya rona ya Swot analysis re ile ra fumana hore e se ntse e le monyetla pakeng tsa rona re le babedi hobane they are available di resources ho ntshetsa thuto pele jwalo ka ha ke hlalositse hona jwale tjhena then weakness ya teng re fumantshe hore some where somehow we lack skills mohlomong a suitable person ya tla kgona ho dintshetsa dintho tseo pele, dintho tsa mofuta o jwalo tseo pele, jwalo ka bo Computer haholo jwalo jwalo then e be e ba taba hape ya bofokodi ya ba taba ya distance eo re se ntse re bua ka yona hona jwale tjhena hore bana ba hlaha kae ba tla ka mona mohlomong empa monyetla e ile ya eba taba ya hore ha re ka ra shera dintho tsena dikolong tsena tse pedi e tlo re thusa ka hore bana ba sekolong mona ba kgone hore ba tswelepele ba kgone hore ba be le knowledge mme ya bo third re ile ra fumana hore ha hona insufficient funds to maintain dintho tsena di resources, e nngwe ya ba taba ya hore supervision is require, using the very same Computer centre especially ha o ka fumana hore ke after school, matitjhere ba tla be ba le kae kapa ka di weekend jwalo jwalo kaofela, then e nngwe ya ba lack of proper servicing to prevent chemicals from entering the school premises ba batla ba se ntse ba kenella menyetla ena eo re nang le yona ba tliisa mekgwa ya bona e ditshila ke yona focus eo re neng re e shebile. **Moeletsi** : Na kolong tsena tse pedi ho na le dipholisi tse laolang tshebediso ya equipment kapa specialised facilities? **Khabele** (teacher): Ho ya kamoo ke utlwileng kateng ho shebahala ho se na policy tse hlileng di le maemong a lokelang, ehlile dina le bokowa. Le ha ho le jwalo nna ke kopa re nahaneng ka programme e ka etswang ho tsamaisa morero ona wa rona. Re ntse re hopola diresources tseo ho dumellanweng ka tsona . Re mpe re hlokomele hore re seke ra behella ditaba tsena tsa ho arolelana mehlodi morao ka ha re sena se re tataisang. Etswe thoto e tiyela tseleng. **Moeletsi** : Ke tlatsa mohopolo wa ntate Khabele. Tsona tseo tse bokowa ho na le ho hong hoo re ka ho sebedisang. Ho molemo hore re seke ra qala dipholisi fatshe. Re ka sheba tse teng tse laolang dirisose e be re qotsa mona le mane ho etsa policy e ntjha. Re lokela ho utlwisisa hore re etsetsa kolo tse pedi tse tlo sebetsa jwaloka eka ke sekolo se setjha. Ke nahana hore hona jwale re qale ka ho brain storma ho bontsha hore policy ya rona di content tsa yona ekaba defeng then ha re ba le sort of a guide ke eng guideline tse tla bontsha hore policy ya rona re lebeletse eng. Kamora moo re ka dumellana hore

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retla kopa batho ba bakae ho etsa draft policy. Then red ka ba le di team tse fapaneng tse etsang sharing of the resources tsa Library, ho be le sharing of resources ka laborator, ho be le sharing of resources ka classing kapa re etsa team e le nngwe ya batho ba ba kae e ka ba three to four ba tlo etsang obtain all this policies ba be ba dibala, ba tjheka hore na are they implementable, ba be ba tjheka hore na how do make it possibilities within the policy because kutlwisiso ya ka e mpha hape hore policy tse teng they are informed by legislation dina le melao eo ba e coutang hore ho ya ka occupational health and safety act laboratory must observe their regulations so ke ho minimize hore ho batla legislative dircectives. Ha ke tsebe hore ho nale maikutlo a mang? Re tla dumellana hore bat la di presenta neng moo re tla di discasa le ho etsa final inputs. **Mbena** (secondary school teacher): Ke kopa lwalokaha re re re tlo leka ho sebetsa dintho mmoho ho be jwalo. Ke hlahisa ke hona hore di teams tse tlo etsa dipholisi, di be le boemedi bo lekanang ho hlaha kolong tsena tse pedi. Sekolo ka seng se tsebise dicoliki tsa sona hore se ntse se etsang. Ke tshepa hore le qetellong batswadi ba kolo tsena tse pedi ba tla tsebiswa taba tsena kaofela. Kolo tsa mona di rata makunutu thumatjh. Le dintho tse sa hlokeheng ekare re etsa kompetishini ka tsona. Ekare re a patalwa. Le dintho tseo re ka di etsang mmoho ha re etse jwalo. Batswadi ba teneha ke op en af e sa feleng. Re ke re nahaneng le ka ho keteka matsatsi a botjhaba mmoho. **Mamothibeli** (Primary school teacher): Ke thabela mohopolo ona wa kopanelo. Ke tlatsa se builweng ke mme Mbena. Kopanelo ena e tla thusa haholo le ho discipline ya bana motseng mona ka kakaretso. Magrade seven a rona ha afihla secondary ka janawari, ha bas a re bona ka letho rona matitjher a primary. Ba etsa tse dihlong mahlong a rona. Le dumela haeyo. Ke utlwisisa hore ha ba re bona re le ntho e le nngwe nthong tse ngata, bat la utlwisia dintho tsohle re di etsa molemong wa bona le wa motes wa rona wa Mohokare. **Lefa** : Ke hlahisa re sa le mohopolong ona wa ho sebetsa mmoho re lekeng he ho etsa di priorities le ho di etsetsa action plan re shebe hore ke bomang ba ka re thusang ka taba tse itseng, re shebe le hore ke hokae moo re hlokang diresources le hore ke tsa mofuta ofe. Ho tea ka mohlala, evening studies e ka qala neng, kehore letsatsi lefe, matsing afe a veke, nako mang, reka sebetsa supervision jwang, ke bomang ba ka thusang jwalojwalo. Training ya di computer re

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tlo e etsa jwang, diclase tsa tsa magrade seven ka secondary tsona re tla di tsamaisa jwang jwalojwalo. Re kopa ntate Moeletsi a re etelle pele ho fihlela re qetile mokgahlelo ona.

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REFLECTION MEETING BETWEEN COORDINATING TEAM, TEACHERS, PARENTS AND GRADE 12 LEARNERS

Phoka : . Bomme le Bontate bara le baradi ke rata ho le leboha haholo sebaka senana seo le nthlompileng kapa le re hlomphileng hore le beteng kopanong ya tsatsi lena la kajeno. Mme ke rata hore re re re ya leboha haholo feela. E- e tsatsing la ka jeno ke batla re se ke ra nka nako e telele empa le teng re otle ditaba phahla ntjhotjho empa re tle re seke ke ra dilekola feela ke hona kapa ra di okola feela mafura ke hore re mpe re ditoboketse ka bobatsi ka mokgwa oo di leng ka teng. Jwalo ka ha re tseba hore hlooho tse pedi tsetharo ha di kopana dietsa hore taba e kgone ho utlwahala hantle. ke kopa mohlomong ke tle hlahise moifo oo ke tsamaya le ona o nsapotileng hlakoreng la ka monana le le tona ken a le ntate ke ntate Mahaseke a kgolwa batswadi ba bangata ha ba motsebe, babang ba ntse ba moutlwela feela kapa ba mmonafeela. Ntate Mahase ke mosuwe ka mane ka horona mme ke yena mookamedi wa lefapha lena le tsamaisanang le tsa dipuo mmoho le tsena tsa e-e-e Life Orientation, keyena ya nkileng sebaka sa ntate Tsotetsi ka mane ka sekolong sa rona ke ntate Lehasa batswadi le motsebe be ken a le ntate Lencoe, Ntate Lencoe le ya motseba haholo feela NtateLencoe ke kapuo yane ya rona ya kgale ke sepektere e ne e ntse e le spektere sa dikolo tsena tse pedi saka lkgapeleng Letlotlo le SEbokathuto mme ka puo ya hona jwale ese ele SMGD. Mme ke yena haholo holo ya rekopantse jwale ka ha re kopane ka tsela ena, mona ken a le Ntate Ralebakeng le a motseba ke be ke ba le Ntate Samora le ya motseba le yena, ke be ke ba le ntate Khabele ke yane. Taba tseo retlobua ka tsona mona hase tse amang rona feela re le batho bana ba teng mona re ntse re lebeletse hore mesuwe le mesuwetsana e meng e ka ba teng ho bana le rona tsatsing lena la kajeno, feela mohlomong ke a kgolwa ba ntse ba etla ba le tseleng. Hona le mehlodi eo re ka e arolelanang eo e leng hore sepheo sa teng hare e arolelana ke ho etsa hore thuto monana sekolong sa e-e-e sebakeng sa Mohokare e tle e be e phahameng. Hobane ha o ka shebisisa ha dintho di sa tsepama ka mokgwa o di batlahalang o fumane hore ba bang bana le dintho ba bang ha bana tsono hona ho etsa hore ho dule ho ntse hona le sekgeo pakeng tsa bana ba fumanahalang ka sekolong sena ka sekolong sena. Mme jwale re tlamehile re di tlise hore di be motjheng o le mong e le hore bana bahle bat le ba se ke ba sokola dintho tse

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batlamehile ho di tseba ho bathusa hore ba tle ba atlehe mosebetsing wa bohna hore mesuwe le mesuwetsana ha e rala dithuto tsa bona ba di rale e le hore habano ba re rentse re sokola ho etsa ntho e itseng ke ka hona re sa kgoneng ho ntho e itseng le e eitseng mohlala mohlomong ke titjhere e rutang science ka Sebokathuto ha a kgone ho ka etsa di experiment , kapo di experimente ke hore dintho tse supang hore ntho eo re buang ka yona efeela e le nnete re tle re e bone hore ea etsahala ka mokgwa wa teng. E hloka ditho tse ka reng laboratory ledintho tsohe tse ka hara fumanehang ka laborati hore ke tse etsa hore ho etsahalle e mong mohlomong mosuwe o batla ho fa bana tlhahiso leseding le itseng, mme o fumana hore dibuka tseo re nang le tsona ha dina ha re na tsona, mme re tse re na le laeaborari e ka re thusang kamanene ka sekolong sa Ikgapeleng Letlotlo, empa ha re ka ra fumana tlhahiso le lesedi eo ba le hlokang. Mme le bana be Ikgapeleng Letlotlo ha eba a batla ho studiya ho a totobala hore ba keke ba tloha bosiu le keke la badumella lona le le batswadi ba tlohe mona ka nako tsona tsena tsa bo six baye ba re baya ka mane ka tlase ba ilo bala teng . Mme ka nako tseo ba yang ka tsona o fumantshahala hore ha ho sa bolokehile tseleng hammoho le mmileng. Re utlwile eka ho na le batswadi ba reng ban a le dingongoreho ke taba tsena. Ke popa ke hona hore re buisaneng. **Lencoe** : Bomme le bontate, diphuputso tsena di etelletswe pele ke moifo ona oo le qetwang ho o tsebiswa. Mosebetsi wa oona ke ho hlokomela hore dintho tsa rona di tsamaya hantle. Hona re tla ho fihlela ka diphehiso tsa lona. Re tla boela re sebedisa lesedi le hlahellang diphuputsong tse kang ena ho ntlafatsa seo re hopotseng ho se fihlela. **Parent 1**: Nna ke re ke lebohile ha tjena tjena hoba ka nako engwe ke re ngwananyana enwa jwale o se a ntjhita ka ngwana enwa wa hae jwale, ke tla be ke ntse ke setse le ngwana a ntse a re o sekolong empa a sa ye sekolong, mare ha ehlahloseha tjenana ha ke na bothata, batswadi ba utlwa hore e hlakile. **Parent 2** : Ntlheng yona eo ntate lena ke ne ke ntse ke maketse horena re siiwa le bana. **Parent 3** : Ke batla ho tseba hore hantlentle nako ya studies ke mang? **Mahase** (supervising teacher): Di studies di qala ka hore ya botshelela oo ntshwarele - ka hora ya bohlanho thapama tjena di tla emisa ka hora ya bosupa mantsiboya. Potso le di thlakisetso mohlomong hape ho le moo re batla ke fahlilwe

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teng o ka tloha wa re fahlolla motswadi ha o so ntso o le teng monana. **Parent 4:** Haeba rona re le batswadi re batla ho phehisa tabeng ena re ka etsa jwang. Nna nka thusa ka supervision ya studies e le hore re seke ra imetsa matitjhere. **Tau :** Ke ya leboha batswadi dumelang ke kopa hore kenella tabeng ya ho thusa ka ho beha leihlo (supervision) hare re motswadi a tlo ruta bana bana ba rona mantsiboya, empa re batla feela hore ho be le motswadi ya tla ba teng ho hlokomela hore ha hoitswe five ke five mme batswa ka seven. Mme ha e ba batswadi ba le teng re na le bana ba RCI ke RCL hakere. Ba tla sebetsa ba bapile haholo le batswadi mohlomong ba tsebe ho re register ka noko e tla tsamaya le ho hlokomela hore batho ba teng mona ba teng, hobane qetellong hare batle he tlo ba taba ya ntate Lefa mane kapa ya Ntate Mahase kapa ntate Ralebakeng mona a le mong ha ke re e be taba ya rona ka kopanelo. Ka hoo batswadi kgoeletso ena ya rona e serase ha hona le motho ya utlwa hore o tla ba teng .ha se hangata o supervisor o ka nna fumana hore kgwedding ka ha nngwe feela kappa ha ngwee ka mora two weeks. Hoba re bala ho tloha mantaha ho isa labone feela re tlaetsa time table e tla bontsha hore o qadile neng ka mantswe a mang o tseba hore labone le itseng ke nna ya yang kapa laboraro ke nna kappa tsatsi leo e bang le a o suta re bolella lona he. Matitjhere a tla kena ho a na mang a sa o tsamayeng hantle kappa a sa dumellaneng le wena. Resetjhe re tlo e etsa mmoho, re tlameha re dule mmoho re shebe hore di khonsene ke dife re di lokise jwalo, ha re tshwanetse ho etsa repoto re e etse mmoho. Le a bona ke hona hore re hloka diphehiso tsa lona kahohle hohle. **Phoka :** Bat eng batswadi ba ithaopang ho supervaesa? **Parent 5:** Nna ke se ke amohetse ha ho letho leo ke le belaelang. **Monoane :** Mme ha ho na le batswadi ba batlang ho thusa le bona re a ba amohela, ba tlise mabitso a bona re tsebe hore re nne re tjhentjhisane. **Mahase :** Re a leboha ka batswadi bao ba seng ba ithopile Ke tshepa hore boteng ba bona bo tla thusa haholo le tabeng ya attendance ya stadisi sena sa mantsiboya. Baithuti ka nako tse ding o fumana ba le 30. Ka nako e nngwe ba le 22, 24, ba fella moo ha ba fihle ho 31. Ke sa tsebeng kapa ke bua le batho basele. Batswadi ba mona bana ba bona bay a tla. Mare ke kopa re ke re qholotseng hae mane, re nne re bolelle ba bang hore ban ne bat le mona. Molemo o

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kang ona o tla ba hlalsetsa dintho tsa bohlokwa. **Phoka** : Batswadi re a leboha. Jwalokaha ke ile ka bolele ha re qala, ke itse ha ke battle re ye lolololo. Heale mona re qetile re ka kwala ra ikela mahae. Ke tla kopa feela batswadi bane ba ingodisitseng ho sala re tlo leka ho rala time table ya supervision.

ANNEXURE T 5

REFLECTION MEETING BETWEEN COORDINATING TEAM AND SUPERVISING TEAM

Mohale : Dumelang bomme le bontate. Re tlo leka ho sheba hore taba ya study e ntse e tsamaya jwang haholoholo evening studies. Leha ho le jwalo hoo ha ho bolele re kwalla taba tse ding ka thoko. A re phutholoheng mme re tla tlatselletsa moo ebang ho hlokeha. Ekaba ho na le hoo re ka ho reptang ka grade 12? **Mahase** : E ke hore ba ntse bat la ntate re ntse re fumana attendance e kgotsofatsang le ha e le hore ha ba so fellejwale kaha rentse re buile. but more than half ya bona e a tla ba ntse baetla register tseo re di keeping di refa number tsa bo 20 to 24, so progress e teng couse le bona ha o sheba le mosebetsi wa bona o bona hore at list improvement e teng ka baka la thuso ya studies, lebona motho ha o ba botsa ba ntse ba bolela hore se ba tliseditse changenyana eo ba kgona ho bona dintho beterenyana hofeta pele ba eba le sona, Ke attendance e hantle ha ke re leperformance mone le mane e se entse bontsha ditaba tse ding tse itseng. **Mohale**: Ekaba ho na le ya batlang ho tshwela tabeng ee? **Lefa** : Ke tlatselletsa ho se buuwang ke ntate Mahase. Le nna ke hlokomatse taba tseo a di buwang. Ke se ke bile ke entse ditumellano le bona hore mona le mane ke tla nne ke tswelle pele le bona ka accounting ha ba kopile jwalo mme re entse dihlophiso ka nako. **Monoane** : Ke sa tsebeng horebonneteng ho na le babang ba ileng ba reisa issue, mare ke ne ntse ke itse ke tla kopana le Ntate tjhehe, er, maar e re ke hleke e reise mona hoba re tlile kopaong. na ba batla ba lla ka taba ya fenstere le light yane, ekare ho na le light e itseng ka mono, mare ke ne ke itse ke tla kopana le ntate Motaung. Le lefifi ekare ho lefifi ha batswa ka mono, jwale e ne e le issue tseo ke tla kopana le Ntate Motaung ka tsona tseno re ke re bue-bue ka tsona. **Lefa** : Fenstere e thubehile mme e bolaisa bana le rona serame kaha le mariha a kena. Light e ka ntle stupung ha e sebetse mme re ka nna ra tswa kotsi ha study se etswa hoba mahlo a nka nako ho tlwaela lefifi kamora ho sebeletsa kganyeng for thu awas. Ho feta moo ho na le clase eo mabone a yona a panyapanyang mme hoo ho a distepa. Otlala bona bana ba ntse ba penya mahlo. Ka baka la mariha ho boetse ho a bata ka diklaseng. **Mohale** : Pholisi ya rona kanthe e reng ka maintenance? **Motaung** : Ke kopa tshwarelo lebitsong la Sebokathuto. Cheque book ya rona ke hona e fihlang kajeno mme re tlo lokisa fenstere eo le delight kajeno jwalokaha e le boikarabello ba rona jwaloka

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housing school. Empa ke utlwile ntate Lencoe a re o se a tšile le galase mme ke tshepa hore re tla sebetsana le delight. Ke batla le ho hlahisa hore bana ba re ekare dibuka tsa bona ha di tshwarwe ha ntle ke babaholo. **Lencoe** : Ke kopa re latele pholisi ya rona mme taba tsena kaofela di tla rarolleha. Re dumellane kahore housing school e hlokomele hore facilities di maemong a lokelang pele e nehelana ka tsona. Ke utlwisisa hore bana ba sebedisang clase tseo motsheare ba lokela ho kwalla dibuka tsa bona ha sekolo se etswa kapa ba tsamaye le tsona. Ha re stikeng pholising ya rona ya collaboration mme challenges tsena di tla fela. **Motaung** : Tabeng ya ho hatsela teng re etsa jwang hoba ha ke hoplole e kheptjharwa pholising. **Monoane** : Re se re ipuile le Lencoe hore re tla doneita hitara tse pedi bakeng sa morero oo. Mohale ekaba ho na le ho hong? **Ralebakeng** : Ke kopa ho fana ka tlaleho mabapi le diklase tsa magrade seven tse tshwarelwang ka mane ka secondary. Haholoholo k eke tla buella science jwalokaha ke ikarabella ho yona. Barutwana ha ba attende hantle. Ha sekolo sa bona se etswa ba lokela ho fetela toropong ba ntse ba kgathetse. Ba teng le bona ha bana sehlahlo. Ekaka re ba nkgisa thuto. Mohomong re lokela ho fetola programme. Ha re ka e fetola mohlomong ba tla tla kaofela. Ho ruta klase e sa fellang ho tshwana le ha re ipapalla feela. Ke nahana hore mohlomong re nahane ka ho isa klase tsena ka sateretaha. **Mohale** : Taba tsa hao di a utlwahala, ke nahana hore re etse dihlophiso tsa ho kopana le batswadi re ba behele taba ena, ba tle ba seke ba re ha re fetola dintho h are sa ba tsebisa le ho ba rerisa. Le a tseba hore ba bang ka moqebelo ke hona ba hlokang bana haholo ho b aroma mona le mane. Re ka dumellanang ka letsatsi la kopano. Ha ditaba di fedile ke kopa re kwaleng.

ANNEXURE T 6

REFLECTION SESSION BETWEEN COORDINATING TEAM AND GRADE 12 LEARNERS

Kgothatso : Dumelang bana ba ka. Re le tshaketse tjena ho tla utlwa maikutlo a lona mabapi le stadisi sena sa lona sa mantsiboya seo le se tshwarelang ka Sebokathuto. Re kopa le phuthulohe mme le bue se maikutlong a lona jwalokaha se le jwalo. Ha hona maikutlo a fosahetseng kapa a nepahetseng. Sohle se buelang mona se tla re thusa ho ntlafatsa moo ho lokelang esita le ho lokisa moo ho hlokehang hore ho etswe jwalo. Ha re utlweng he.

Tshediso (learner): Er, eya ntate. Studies sena se setle for rona and se important for rona hore re kgone ho improve percentage ya sekolo and ke bona se le bohlokwa hobane nou tjhena di results tsa rona di bile hantle for rona, eya ntate.

Motaung: Hona le e mong ya shenang statement sa di results a boneng hona le di phetoho di results tsa hae , o teng? Ha re utlweng hore phehiso hao ya hao ke efe moo.

Modiehi (learner): . Nna ntate wa tseba ha e sale re tla studising e sale re ntse re utlwa accounting, mokgweng wa ka ke ne ke tswaetse ho failure accounting ka dinaleding ntate empa hona jwale tjhena ke fehlile level 2 ho bonahala hore diphetoho di ngata.

Motaung: Level 2? **Modiehi**: Eya ntate.

Motaung: Le ya rutwa le mantsibuya? **Class**: E ya ntate. **Lencoe** : . Ke lona le batlileng hore le rutwe kapa jwang? Ke bomme le bontate kapa how did it happen hore ho be le taba ya ho rutwa. **Class**: Ha re salletse morao. **Lencoe**: And then ho be ho etsahala jwang? **Teboho** (learner): Ka hobane accounting ho tloha ka January re ne re ntse re sokodisa dilemong tse fetileng ntate re ile ra kopa ntate a nke nako ya hae ya hore ha re ya studising ka mane a be le rona hore a tsebe ho re hlalose haholanyane ka yona hore re e tsebe. **Lencoe** : Mme le ntse le tswelapele ka yona ka mokgwa o jwalo? **Teboho**: Haholo ntate. **Lencoe**: Ok, ke accounting feela eo le e entseng? **Class**: . Le Maths. Business study. Geography, Life science. **Lencoe** : Batswadi bona ba ikutlwa jwang ka studies sena wa tseba re ile ra kopana hanyanyane feela ka taba ena. **Mantebaleng**: Batswadi ba ikutlwa hantle ebile ba a kgotsofala cause ba ne ba bona bothata boo re ne rena le bona sekolong dibukeng tsa rona so ha ho hlalose taba ena ya studies ba batla ba kgotsofala haholo tabeng ena ya di studies ba bona hore re na le ho nyolla performance. **Lencoe** : . Ho na le mohlomong he di ngongoreho tse bang teng ba keng la bomme le bontate, batho bao le tshabang ho ba le bona he nna le ka nna la bua le nna ha ke no re ke mang a

ANNEXURE T 6

REFLECTION SESSION BETWEEN COORDINATING TEAM AND GRADE 12 LEARNERS

tleng a re kae kae. Ho na le ho hong concern, ngongoreho eo e bang le na le yona ka taba ya studies kappa thlahiso feela. **Ntjantsho**: Nna ntate ke ngongorehela ka ho tloha Grade 11 e ya ntate hobane Grade 11 e tshwanetse hore e ka re ke first class ya Grade 12 so ke ne ke kopa hore le bona ba kenyeletswe studising eya ntate. **Tau** : But ke dumela hore ntho e ka etsahalang ke hore re bone pele hore na lona le itshwere jwang a ke re so ha lona le itshwere hantle e bontsha hore studies ha sena mathata a letho ke hona re tla shebisanang mohopolo wa ho se atolosa. But now that e batla e tsamaya hantle cause re tshwanetsehore re bue le bomme le bontate a ke re ke nahana hore ke ntho e kabatlang hore re etse jwang re be tjhebelopele ya hore e tswelepele ho Grade 11 a ke re kappa le baneng ba bang ha e ntse e ya hantle re tla qetella e fetetse ho FET kaofela a ke re mohlomong as from next year e qale teng cause at the end of the day e molemong wa lona a ke re cause e le fa chances tse ngata. Na ho na le ya batlang ho qetella? **Dirontsho** : . Nna ke re studies sena se ya nkgothatsa ka taba yah ore nako e nngwe ka classing ka mona o be o sa utlwisisi hore na titjhere e ntse e itseng jwale ha re kopana ka studies ka mane ken a le team ya ka re dula fatshe ra discuss ntho pele ke eno ba nthlalosetsa nna ke utlwisisa hore na mona ha ho bua ka ntho ba bolela eng ba nthlalosetsa hore ke kgone ho utlwisisa. E ke. Se nthusa haholo. Oh right. Plus hona le bana ba shy hore ba arabe ka classing maar ha ba kopane le bana ba bang ba kgona hore ba discuss le bana ba bang. **Kgothatso** : Bana ba ka re lebohila haholo ka lesedi leo re le fumaneng. Re tshepa hore le tla re thusa haholo holekola hore na ho na le moo re yang kapa tjhe.

ANNEXURE T 7

REFLECTION MEETING BETWEEN COORDINATING TEAM AND TEACHERS ATTENDING COMPUTER LESSONS

Lencoe : Bomme le bontate dumelang. Re aleboha ha le re kadimme nako ya lona hara ho patiswa ke mosebetsi. Jwalokaha re le tsebisitse re lakatsa hore mmoho re ke re lekoleng seo training ya rona e se fihletseng, dikgahello, diphepetso mmoho le seo re ka se lokisang. Ekaba le e bone jwang training? **Mamello** (teacher): Nna ke motho ya sa tsebeng letho ka computer hore ho na le eng ho etsahalang, ho etsa halang empa hona jwale tjhena nka o ngolla lengolo ka tla ke letshwere ka letsoho, le entswe hantle, ke le kentse le diborders ka thoko ka mona ke ya kgabisa, e molemo haholo ka nnete. **Khabele** (teacher): Nna ke le Khabele ke ntse ke sa attende kahobane programme tseo e leng hore matitjhere a qadile ka tsona ke programme tseo e leng hore ke di tseba haholo empa ka bokgutshwenyane nkare ke thabetse ntho hore project ena e bile teng e le hore di colleagues tsa rona di be computer literate hosane ho tlo etsahala hore mohlomong technology e be teng di classing ba iphumane ba le connected diclasseng tsa bona, technology wise ba kgone hore ha ba kopana le dintho tsena ba fihla baneng ba seke ba tshwana le bana a sena lesedi ka classing, ke nahana ke ntho e tlo re tswela molemo haholo kaofela ka ho tjho. Nako eo re phelang ho yona ke ya technology, cell phone tsa rona ke technology mme le tsona ha re sa disebedisetsa feela hore ke ho founa re bua tseo re dibuang kappa re qoqa empa hona le dintho tse ngata tseo re kgonang ho di etsa ka phone tsa rona tse ding ke ho sender email mmeke a kgola bomme le bontate ba tseba hore email ke the cheapest le ho feta ha o sender sms ya phone ke the cheapest. O ka sender email molaetsa o motelele o mo kana ka seven cent feela kappa less than seven cent ke tediing tsa dintho tse ding ke a kgola ha re ntse re tswelapele ka di programme tsena tse re ntseng re di etsa re tlo fahloloha haholo ka tsona re tlo tseba hore hosane re iphumanele mohlomong re exceler ho etsa di cell phone banking ka technology e le hore re tlo qetella re difuamne ka mane hobane hona le internet ka mono e kentse tsona di email tseno. Ke nahana hore project ena ke project e bohlokwa haholo mme ke thabela haholo ha e le mona colleagues tsa rona dina le sefutho le tjhantjhhello ya hore di nne di attende mono ka tshepo ya hore haufinyane le nna ke tla ba joiner mme re tla hahamalla pele. Colleagues, word, excel le power point ken a le setifikeiti sa tsona. Tswelang pele le

ANNEXURE T 7

REFLECTION MEETING BETWEEN COORDINATING TEAM AND TEACHERS ATTENDING COMPUTER LESSONS

ithute tsona, ke tla le joina ha le etsa eseisems. **Mamathibela** (teacher): Nna ke na le basic ka computer empa ntho eo ken eng ke sa e tsebe ene le le ya ho kenya di picture ha o ntse o typer tjhena empa hona tjhena ke se ke ithutile ho Kenya di picture le ha ke seta question paper ke bat la ho etsa..e bitswang, ke batla ho etssa case study ke fumana hore ke e sete ka computer e seng ke e ntshe kae ka eke e cute ke e paste. Ke ithutile tse ngata mona haholo it was an eye opener.

Makgahliso (cleaner): Nnete nna ken a le thahasello e kgolo hajolo jwang ke mme ya thusang ho hleka sekolo empa e ile ya re ha ho buwa ka taba yah ore ho ntse ho rutwa batho computer bas a tsebeng letho, ke ile ka bona ho lokela hore jwalo ka motho e motjha ho lokela ke ye le batho ba bang ho fumana hlabollo e itseng ka hlokomela hore ka nnete ke ntse ke ithusa hobananyaneng nnete e sale e le nna ke ne ke ssa tsebe letho ka computer empa hona jwale tjhena ke a kgona ho e bula mme eke a kgona ke tsebe dintho tseo e bang ke ne ke sa di tsebe ho tloha qalong mme ha ke bua jwalo ke re hona le lentse leo ntatea ntseng a re ruta lona le re undo and undo mme ke se ke tseba hore le fumaneha kae mme ke ya di view mme ke a tseba hore ke batlang di view mme ke ya table mme ke a tseba hore ke batlang table so ka mantse a mang ke utlwa ke le motlotlo haholo. Ee. Ke e thabetse haholo.

Samora (teacher): class tsena di thusitse haholo tsena hobane ka mane ka di officing hona le dintho tseo o tswanetseng o di etse mme o fumane hore clerk e besakga ka mono mme le nna ha ke ne ke fihla ka mona ke ne kena le jwalo ka BBT ya technology yane e otlwang ka menwana e ile yanna ya thusa hobane ke penya ka pelenyana mane empa tjhe lesedi le leholo e se e ka e kanna ya tswella hape ho ya pele baheso mme re leboha haholo ka program ena e tjena.

Malerato (teacher). Nna ke kopa ho tsebisa hore re kgona ho interacta le tutors tsa rona hantle. Ba approachable mme ban ka nako ho re hlaloseisa. Ho fihlela mona ditaba di tsamaya hantle. Ba bile ba utlwisisa ha re ne re ba kopa hore ba ke ba tsamaye butle ha ba ruta programmes tse fapaneng e le ho re fa nako e lekaneng ya ho practise.

Lencoe Re lebohle haholo ka nako ya lona. Diphehiso tsa lona di tla re tataisa ha re ntse re tswela pele.

ANNEXURE 8

REFLECTION: END OF PAR CYCLE

Lencoe: Ntho eo ke neng ke batla ho e utlwa feela ke hore assessment ya lona ka studies sane sa last year, hakere le ne le ntse le tjhuthara kappa le ruta, ho ruteng ha lona mohlomong dichallenges tseo di bileng teng kapa le bone se bile successful kapa anything, kehore assessment ya lona.**Makhethe:** Nna assessment ya ka ke bone se nthusitse haholo hobane bana ba last year bane ba le botswa haholo, but kamora hoba re introduce studies seo, kehore ho ile ha eba le a lot of improvement dimakseng tsa bona, o kile wa bona, ke ila ka bona se nthusitse haholo. Ba ile bam pa ba sokodisa ha winter e kena, kamora hoba o reke dihitara yaba hape attendance ya bona ea nyoloha. **Lencoe:** Mpolelle jwale nakong eo le ne g le ba titjha le ne le etsa jwang, le ne le ba separeita kapa ha ntlentle le ne le etsa jwang, hakere ekare le qetelletse le se ntse le ruta ka nako tse ding. Ho no diphenda ntate Lefa hakere ena o ne a nka maleben le mathwelf, so if a ne a le bisi ka maleben nna ke ne ke nka mathwelf, so if ele hore tsatsing le leng ke ne ke le siyo o ne a nke mathwelf, somethaems hape e ne e se ho titjha feela e ne le for studies , re ne re supervaesa studies if e le hore re ne re se bisi re titjha. Ntate **Lefa.** Le nna ka lehlakoreng laka, haholoholo jwalokaha mme a tjholo ha ke e sheba subjecting, mohlomong ke se ke sa e shebe pele jeneral, sekolong, ke bona e thusitse haholo taba ya stadisi, because ka nnete improvement le ha e se e kaalo empa e ile ya eba teng. Ka lebaka la ntho tseno tsa hore ka nnete re ne ntse re.. ba bontsha boitelo boo le bona batla ba attenda nna haholoholo ka hlakoreng la ka jwalokaha mme a tjho, ne ke kene ke hlile ke sebetsa le bona because accounting is all about practise nou en dan o kile wa bona because o ka sere bana batlo stadia accounting eya ntate. So ke bone ka nnete ba nna ka nnete se ntswetse molemo. Nka tjho ka re ke ne ke sa ele mahala Sebokathuto selemong se fetileng. **Makhethe:** Haholo jwang kahore pesenthe ya accounting thet ather year e ne e le ten phesent feela so nou tjena ke ha e inkrisa e ba thirty six phesent. **Lefa:** E kgonne hore e etse thirty six phesent. Ke imprufment e kgolo. So ka nnete ntate se ntswetse molemo hahaolo feela. **Lencoe:** Jwale maar ha le bona ke ntho eo re ka e buleleng dikreiti tse ding haholo FET kaofela ha bona kappa maikutlo a bona ke afe hoba e mong wa bona o kile a hinta ntho eo last mona maar e be kere pele re bona hore bona ha ba fane ka mathata, **Makhethe:** wa tseba re ne re e buletse other grades although re ne re sa o infoma, re ne e buletse makreit ten. Bat ba ile for a manth kamora moo ke ha basa ye, o kile wa bona spirit

ANNEXURE 8

REFLECTION: END OF PAR CYCLE

seo sa hore ba ne ba qala ho bala kreit ten. Ke bone nna ha ba ne ba qala ba ne ba le bangata but nengneng nengneng ke ha ho se ho eya a few, ya endapa e se e fedile tu. So ha ke tsebe kapa re ne re sa ba encareigi kapa problem e ne e le kae. Ba endapile ba se bas a ye kaofela ene bona well ntate Lefa o ne a ntse a ba ticha he makreit ten. **Lencoe:** Ntate Lefa , ba ne ba ena le dikonsen kapa tjhe? **Lefa:** Ntate Lencoe, wa tseba ho ile ha etsahalang, ho na le moo ban eng ba se tlasha le makreit twelf teng. Ka ntlha ya hore ke en ke habile hore bona mosebetsi wa bona re ne re batlile re o phusha haholo wa theme ho feta grade twelf. Jwale ka nako e nngwe bane ba bona eka ha ke ba fe attention e lekaneng hobane o ne o thola ha ke ile twelf, le bona ba ile ka nqena. Ke ne ke se ke tsamaya ka hore bona ba nenne ba ithuse. Ka mantswe a mang mothe eo eking o na le idea ho feta ka klaseng a eme chalkbotong ba thusane ha ke ba file bo diekthivithi ba di etse kaofela. Then etlare moo ba hlokang hore ke tlo kena mona le mane ke tla tlohell bana hanyenyane ke tlo attenda ka nqena. But eseng nako e telele so ke a bona hore ntho eo e ile ya endapa ese ba.... kehore ba boning hore ha kena nako ya bona. Nako ya ka e ngata ke e fa batho bane. **Lencoe:** ba twelf? **Lefa:** eya ntate. **Lencoe:** Ee hakere le hona jwale focus e hodima twelf not that re tshwanetse re iknora ba bang. **Makgethe:** But le bona ntate Lencoe they must be willing to study on their own. Leha eba re ne re ntse re foucasitse makreit twelfong. Nna ke ne ke nahana hore le bona be ne ba ntse ba tshwanetse ho tswela pele hobane re ne re ntse re eya. Kehore nna le ha ntate Lefa a ntse a titjha kehore hakere hona jwale ba mphile di accounting ke caretaker ya tsona feela hoba ha key a meijara ka tsona , so le ha a ntsa titjha bana bao ke ne ke le teng ke supervisa ke dula le bona ka klaseng ke batla ho bona hore problem ya bona na e kae, so ha a titjha le nna o a ntijhella. **Lencoe:** Jwale maar ha le bona , ke utlwa e ka le emisitse kapa le tlo emisa kapa ho tlo etsahala jwang. **Makgethe:** This year re ne re statile ntate Lefa o ne a ntse a ya hobane ka ista rona re ne re le siyo a ile training ya keps, jwale ha re kgutla re ile ra tlameha hore re mpe re kwale matsatsi ane a di ista holiday, so re ne re ntse re eya le ntate Lefa re ntse re ba titjha so hona jwale tjena nna ke batla ke le morao ka silabase ya four to five days so ke tlo qala hape le bona next week hape makreit twelf, because they will be writing common exam. Le ntate Lefa o ne a ntse a re o tlo ya, maar jwale ha re tsebe ntho e ileng ya re confuse batho bane ba WSE, ke bona ba batlileng bare ntsha hanyenyane diplaneng tsa rona hobane jwale ha ho thwe ka

ANNEXURE 8

REFLECTION: END OF PAR CYCLE

mona re a lokisa ha hothwe ka mona, jwale le bona ba be ba re ba bona re etsa di ekstra klasses tse ngata hobaneng re sa di tlohele. Ba itse ka nako e nngwe re ke re leke ho phusha mosebetsi during the cause of the day tjena, re leke ho sebedisa nako effectively re tle re bone hore na ntho ena ya di ekstra classes re ka se e fokotse hanyane na. **Lencoe:** Tjhe e re ke seke ka e kena hakalo, ke mokgwa oo ba boning dintho ka oona, but i don't think, hakere motho e mong le e mong o bona dintho kamoo a bonang kateng so ha o etsa recommendation yah ore, e re ke re ho tena ho eba le di ekstra klasses hobane nako ena ho ya ka rona e sa lekana hoba wena as subject teacher o fila hore ho na le moo ke ntseng ke haella. **Lefa:** Hobane mosebetsi o mongata nako yona e nyenyane. **Lencoe:** so ha ho na mokwa wa hore ntho tse ding o tla dikhonjesta kapa jwang. So but hee to sum it up maikutlo ke hore ntho ena e molemo e ka nna ya tswela pele, **Lefa & Makhethe:** Ee. **Makhethe:** nna ke tlo tswela pele next week ke a stata hape because o kgona ho ruta bana ka ntho tseo o leng morao ka tsona. Like hona jwale ke morao ka four to five days and tomorrow and Friday again ke tla be ke le siyo sekolong so it goes without saying ke tlabo kena le six days ke le morao, so key a e hloka hore ke kwale ke qete syllabus, **Lefa:** Ee jwaloka ke ne ketjho, the only thing eo ntate Monoane a kileng a e suggesta meeting wa batswadi e ne e le hore o tlo bua le nna le mme Makhethe hore re leke hore yane ya ka Sebokathuto re leke ho e thiba hanyane ka nako e nnwe ka baka la hore ho fifala ka pele ntho tseo tse jwalo o ne aitse o tlo kopa hore re kene stadising se tshwarwang hang ka mona ha sekolo se etswa bonyane ha re ka tshwara bana one to two hours ha sekolo se etswa. E le hore ha studiesi se etswa re be re se re ba lokollela ruri. **Lencoe:** Ntate Mahase wena assessment ya hao ke efe ka evenin studies. **Mahase:** Ke nahana hore e thusitse yona hoba le ha results tsa sekolo di dropile, had it not been of the studies, ke di ka be di dropile wess. So ke bona eka somewhere somehow bana bana they were able to pick up ka baka la studies seo, en motly ke bone se ba thusitse hobane some of the teachers had to attend and ba bile le bokgoni ba ho ba fumana moo because difasilities di le teng. So ke bona ha mmanete se bile le impact e rege e positive, **Lencoe:** Ho na le suggestions tseo o ka di etsang mabapi le improvement, **Mahase:** Nna ntho eo ke e boneng eo ke nahanang hore e tla batla ho lokiswa ke taba ya supervision ya Evening studies, ha re ka leka ho fumana batho ba bangatanyana e le hore interval ya supervision e be telelenyana, **Lencoe:** O bolelang ka interval? **Mahase** Ke bolela

ANNEXURE 8

REFLECTION: END OF PAR CYCLE

hore ha motho a ilea a supervaisa a nke nakonyana a phomotse pele e eba turn ya hae hape ya ho supervaisa, taba e nngwe key a hore ho ka eketswa dihitara ka klaseng mariha hore motjheso o anele. Ke nahana le hore re eketse grades ho tloha grade ten. My arguement ke hore we wait until late ebe e le hona re reng re lokisa ditaba. Bana ba rona they are not used to studying and to be pushed to their limit because we only start them at greit 12 instead re ka be re ba qadile grade 9 e le hore ba tlwaele taba ya evening studies, so that ha ba fihla grade 12 studies e be e se e le rotine e le ntho eo ba e tlwaetseng, empa ke nahana haeba ho thwe re leit, grade ten le eleven tsona jwang kapa jwang di lokele ho kenyelletswa. Ha o ka sheba bana bana ba fihla grade 12 ka dilevele tse fatshe tse kand bo level thu, bo level one. Skuurleke ha ba fihla grade 12 re lebeletse hore bana ba phefome dimirakls ho accounting, mets le fisikal saense empa re sa priphera ho tloha grading tse fatshe, ho lokisa taba ena re tla tlameha ho qala bana ba sa le grade 10.

ANNEXURE P 1: COMPREHENSIVE PLAN

PLAN

FOR THE IMPLEMENTATION OF

STRATEGIC MANAGEMENT FRAMEWORK

FOR COLLABORATIVE RESOURCES SHARING

BETWEEN

IKGAPELENG LETLOTLO AND SEBOKATHUTO PUBLIC SCHOOLS

FOR SUSTAINABLE LEARNING ENVIRONMENTS

ANNEXURE P 1: COMPREHENSIVE PLAN

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- 2 MISSION**

- 3 VALUES AND PRINCIPLES**

- 4 PRIORITIES**

- 5 OPERATIONAL PLAN**

- 6 RISK ASSESSMENT PLAN**

ANNEXURE P 1: COMPREHENSIVE PLAN

1. VISION

Strategic Collaborative Resources Sharing between Sebokathuto & Ikgapeleng Letlotlo Public Schools for enhancement of teaching and learning

2. MISSION

The mission of the strategic resources sharing is to:

- develop and implement an effective and efficient collaborative and strategic resources sharing strategy;
- address needs and problems associated with shortages and lack of learning and teaching related resources and facilities)

3. VALUES & PRINCIPLES

The values adopted for the attainment of the vision and mission statements are mutual respect & trust. The principles are collaboration and responsiveness to respond to those espoused in the RSA Constitution viz. Peace, Social Justice, Equity, Freedom and Hope

4. PRIORITIES

Pedagogical issues (curriculum delivery related matters):

4.1 Resources sharing policy

4.2 Teacher support

4.3 Learner support

ANNEXURE P 1: COMPREHENSIVE PLAN

5. OPERATIONAL PLAN

Priority Areas	Activities	Target	Responsibility	Resources required	Time Frame
Gain first hand practical knowledge about current state and condition of the resources and facilities	<ul style="list-style-type: none"> Conduct inspection in loco – Ikgapeleng Letlotlo in respect of Safety, condition of facilities, accessibility: 		CT		
	<ul style="list-style-type: none"> Science Laboratory 		Shapa		
	<ul style="list-style-type: none"> Computer Laboratory 		Phoka		
	<ul style="list-style-type: none"> Classroom for evening classes 		Tau		
	<ul style="list-style-type: none"> 				

ANNEXURE P 1: COMPREHENSIVE PLAN

Priority Areas	Activities	Target	Responsibility	Resources required	Time Frame
Resources sharing policy	Development of policy <ul style="list-style-type: none"> search and obtain prototypes arrange sessions for discussion of policies (technical) compile draft policy 	At least 2 prototypes 2 Sessions 2 Drafts	Task team (Phoka)	Prototypes; Technical Skills Venue	August 2012
	Adoption/acceptance of policy <ul style="list-style-type: none"> report back and discussion of draft with coordinating team arrange for adoption of policy with SGB's 	2 1	Coordinating team (SGB's)	Venue	March 2013
	Implementation of policy	On-going	Coordinating team	(Teachers, Parents and Learners)	October 2012 onwards
Priority Areas	Activities	Target	Responsibility	Resources required	Time Frame
Teacher support	Lesson design				

ANNEXURE P 1: COMPREHENSIVE PLAN

	<ul style="list-style-type: none"> designs and exchange lesson designs Team teaching & Lesson presentations 	2 per term			
	Basic computer skills <ul style="list-style-type: none"> Word, Excel & Power Point Subject related programmes: mathematics, physical sciences and geography 		Phoka (14 teachers and 100 learners)	Computer laboratory and 15 computers from IL	Saturdays (2 hours per session)
Learner Support	Evening studies <ul style="list-style-type: none"> Catch-up for learners at risk Revision classes 	20 learners 3 per week			
	Science Practical Demonstrations and experiments <ul style="list-style-type: none"> Develop worksheets for selected (identified) practical experiments for enhancement of comprehension of scientific principles Perform selected science experiments for teachers and learners 	3 3 per term	Teachers of P/Sciences and Natural Sciences	Respective sciences equipment and chemicals	
Priority Areas	Activities	Target	Responsibility	Resources required	Time Frame
Maintenance and care	<ul style="list-style-type: none"> Do minor repairs 	Immediately after use	Priority Area	Depends on incident	

ANNEXURE P 1: COMPREHENSIVE PLAN

of facilities / resources	<ul style="list-style-type: none"> Ensure that facilities are clean and in good working conditions 	/noticing the problem	Coordinators	Cleaning materials and resources	
School-family coordination	<ul style="list-style-type: none"> Hold reflective sessions with learners, parents and teachers Monitor and assess programmes relating to resources sharing Give feedback and acknowledge good performance/contributions of the participants 	1 per term	Priority Area Coordinators Principals & SGB Chairpersons	Venue Plan document Policy document Feedback of the priority area coordinators	
Risks as per the risk assessment plan	<ul style="list-style-type: none"> Address mitigations of risk 6.1 	1 per term	CT	Support from SGB, SMT, Teachers, Learners	
	<ul style="list-style-type: none"> Attend to mitigations of priority 6.2 	1 per term	CT	Support from SGB, SMT, Teachers, Learners	
	<ul style="list-style-type: none"> Attend to mitigation of priority 6.3 	1 per term	CT	Support from SGB, SMT, Teachers, Learners	
	<ul style="list-style-type: none"> Attend to mitigation of priority 6.4 	1 per term	CT	Support from SGB, SMT, Teachers, Learners	
	<ul style="list-style-type: none"> Attend to mitigations of priority 6.5 	1 per term	CT	Support from SGB, SMT, Teachers, Learners	

6. RISK ASSESSMENT PLAN

ANNEXURE P 1: COMPREHENSIVE PLAN

Risk No	Risk description	Responsibility	Risk impact			Risk occurrence Likelihood			Mitigation	Risk Priority
			High	Medium	Low	Low	Medium	High		
6.1	Lack of motivation / enthusiasm:	Coordinating Team (CT)	*				*		Own-plan:	A ₂
6.1.1	Teachers	CT (Lencoe)	√					√	SMT Support for teachers Synergize teaching efforts – block time	A ₂
6.1.2	Learners	CT (Teachers)	√				√		Enterprising thought provoking lessons	C ₃
6.1.3	Parents	CT (SGB)	√				√		Spread workloads involve as many parents as possible	C ₃
6.2	Partners' contributions are not acknowledged	CT	*			*			Own-plan	A ₃
6.2.1	Priority areas coordinators	CT (Lencoe)	√			√			Write letters to acknowledge and thank outstanding contribution	
6.2.2	Parents	CT (SMT & SGB)		√		√			Use appreciate contributions in meetings	
6.2.3	Teachers	CT (SMT & SGB)	√			√			Appreciate them during staff meetings	
Risk	Risk description	Responsibility	Risk impact			Risk occurrence Likelihood			Mitigation	Risk Priority

ANNEXURE P 1: COMPREHENSIVE PLAN

No			High	Medium	Low	Low	Medium	High		
6.3	Long walking distance between schools distract collaboration	CT	*				*		Own Plan:	A ₂
6.3.1	Learners	CT (Teachers)	√				√		Take lessons to learners	
6.3.2	Teachers	CT (SMT)	√				√		Use common transport Align work plans for synergy enhancement purposes	
6.4	Lack of interest in collaborative resources sharing by	CT	*					*	Own plan:	A ₁
6.4.1	School Governing Body (SGB)	CT (SGB)	√					√	One - on - one engagement sessions	A ₁
6.4.2	School Management Team (SMT)	CT (SMT)	√					√	Group engagement sessions for mutual support	A ₁
6.4.3	Teachers	CT (Teachers)	√					√	Advocacy – engagement sessions with group(s) and with individuals	A ₁

ANNEXURE P 1: COMPREHENSIVE PLAN

Risk No	Risk description	Responsibility	Risk impact			Risk occurrence Likelihood			Mitigation	Risk Priority
			High	Medium	Low	Low	Medium	High		
6.5	Prevalence of misconceptions amongst teachers about each other's knowledge of subject content (a case of subject knowledge power struggles)	CT (SMT)	*					*	Own plan:	A ₂
6.5.1	Primary school teachers lack knowledge of subject content	CT	√				√		Arrange teachers' information sharing sessions	A ₂
6.5.2	Teacher confidence / morale is low	CT	√				√		Open discussion about the subject	A ₂
6.6	Prevalence of conflicting and / or misaligned programmes	CT	*				*		Own plan:	A ₃
6.6.1	Official workload demands are excessive	CT (SMT)	√				√		Review plans per term and critically reflect on the progress made	A ₃
6.6.2	Work not aligned	CT (SMT)	√				√		Ensure alignment of plans	A ₃

ANNEXURE P 1: COMPREHENSIVE PLAN

Risk No	Risk description	Responsibility	Risk impact			Risk occurrence Likelihood			Mitigation	Risk Priority
			High	Medium	Low	Low	Medium	High		

Risk No	Risk description	Responsibility	Risk impact			Risk occurrence Likelihood			Mitigation	Risk Priority
			High	Medium	Low	Low	Medium	High		

POLICY

**STRATEGIC MANAGEMENT FRAMEWORK
FOR COLLABORATIVE RESOURCES SHARING**

BETWEEN

**IKGAPELENG LETLOTLO AND SEBOKATHUTO PUBLIC SCHOOLS
FOR SUSTAINABLE LEARNING ENVIRONMENTS**

ANNEXURE P2: POLICY

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ANNEXURE P2: POLICY

1. INTRODUCTION

There appears to be shortage of education related resources like libraries; science laboratories; computer centres and school halls at Mohokare. However, the schools in this area, like all schools in the Free State Province and the RSA, are obliged to produce quality education. The question that remains to be answered is thus: how can schools at Mohokare, namely Sebokathuto and IkgapelengLetlotlo, share the use of scarce resources for their mutual educational benefit? The sharing of resources in a balanced way is to help the institution that lacks the said resources to enhance, increase and better the performance of the learners and educators to utilise resources that maximise their educational benefit.

2. LEGISLATIVE IMPERATIVE

- 2.1 RSA Constitution Section 41 (1) (h): Collaborative effort between school is a constitutional obligation according to this section
- 2.2. Public Finance Management Act number 1 of 1999 section 38 (b) encourages the use of public facilities effectively, efficiently and economically. Thus underutilization may not be effective, efficient and economical
- 2.3 SASA empowers the public in terms of the constitution to take charge and use the public facilities sustainably ...
- 2.4 Occupational Health and Safety Act
- 2.5 Policies:

3. AIM

This policy is a culmination of the collaborative efforts of IkgapelengLetlotlo and Sebokathuto in respect of the design and implementation of a collaborative resources sharing framework between them (*i.e.* the two schools and their respective communities) for sustainable learning environments. Through the sharing of resources the policy seeks to enable participants to facilitate processes that would enhance the production of quality education in the area of these two schools.

ANNEXURE P2: POLICY

4. VISION

Strategic Collaborative Resources Sharing between Sebokathuto & Ikgapeleng Letlotlo Public Schools for enhancement of teaching and learning

5 MISSION

The mission of the strategic resources sharing is to:

- develop and implement an effective and efficient collaborative and strategic resources sharing strategy;
- address needs and problems associated with shortages and lack of learning and teaching related resources and facilities)

6. VALUES & PRINCIPLES

The values adopted for the attainment of the vision and mission statements are mutual respect & trust. The principles are collaboration and responsiveness to respond to those espoused in the RSA Constitution viz. Peace, Social Justice, Equity, Freedom and Hope

7. OBJECTIVES/PRIORITIES

In order to achieve the aim depicted in 3 above the two schools identified the following objectives which should be operationalized / implemented:

7.1 Teachers support

7.1.1 Computer skills

7.1.2 Peer tutoring

7.2 Learners' extended learning opportunities

7.2.1 Evening classes

7.2.2 Science classes

ANNEXURE P2: POLICY

7.2.3 Computer skills

(internet, e-mails, power point presentation; learning related programmes loaded on computers e.g. mathematics & sciences)

7.3 Exchange programmes for teachers

7.3.1 Sharing and exchange of teaching and material

7.3.2 Development of teaching and learning support material

7.4 Recreational facilities

7.4.1 Soccer ground

7.4.2 Netball ground

7.4.3 Volleyball ground

8. PROCESSES AND PROCEDURES

5.1 The efforts and actions of the affected schools should be characterized by collaborative planning, implementation and reflective engagements amongst the participants

5.2 The collaborative efforts should be participatory. They should accommodate diverse experiences, backgrounds and competencies of affected persons (participants)

5.3 ...

9. ACCOUNTABILITY AND RESPONSIBILITY

9.1 Sharing of resources is accountable to the affected schools within the provisions of their agreements and the law (legislative mandate)

9.2 The collaboration should thus be coordinated and led by a representative team. This team should in turn be led by a team leader chosen by the affected participants

ANNEXURE P2: POLICY

- 9.3 the team may delegate some of its duties and functions to a respective task-team in terms of capacity, access to resources, knowledge and skills.
- 9.4 the coordinating team remains accountable for the implementation of tasks as may be determined from time to time
- 9.5 in order for the coordinating team to achieve its mandate, it should determine and decide on participants' roles and responsibilities; timeframes; identification of activities to be executed; delegation of responsible persons; and persons to be targeted (beneficiaries).

10. MAINTENANCE OF SHARED RESOURCES

10.1 Maintenance

- 10.1.1 The host school should ensure that the facilities and resources are in good working conditions conducive and user friendly
- 10.1.2 The users of the facilities and resources should ensure that the working conditions are sustained as far as practicable
- 10.1.3 The facilities and resources should be used for purposes for which they were made
- 10.1.4 The resources and facilities shall be maintained in terms of manufacturer's / service provider's agreement/ contracts

10.2 Consumable material – the two schools should budget for consumable material like ink for printers; paper for printing; and some chemicals as may be agreed upon and decided accordingly

10.3 Replacement and repairs of resources

- 10.3.1 The mutually agreed upon standard processes and procedures in respect of stolen and damaged resources and facilities should be followed

ANNEXURE P2: POLICY

10.3.2 The mutually agreed upon standard processes and procedures should be in line with code of conduct as promulgated in the SASA and other instructive policy documents

10.4 Cleanliness

10.4.1 The facilities and resources should be cleaned in accordance with agreed upon programme and principles: the last user should leave the facility and resources clean and tidy

10.5 Specialized facilities: science laboratory; computer laboratory; school hall and library

10.5.1 The policies for specialized facilities should be considered as forming part of this policy

10.5.2 The specialized facilities should be used in strict observance of and respect for its rules and regulations

10.5.3 The regulations and rules for the use of these facilities should be communicated timely with the users.

10.5.4 The copies of the rules should be made available and be displayed in the centres / facilities

11. SAFETY & SECURITY FOR SHARED RESOURCES

11.1 The shared resources should be secured by the hosting institution against theft

11.2 All doors and windows should be locked and closed by the person in charge after use. This responsibility should not be left in the care of learners



education

Department of
Education
FREE STATE PROVINCEEnquiries: LV Alexander
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E-mail: research@edu.fs.gov.za

2011 – 07 – 28

MR J.S. KABI
588 Manyatseng
LADYBRAND
9745

Dear Mr Kabi

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **Developing a collaborative resources sharing model between schools for sustainable learning environments.**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:-
 - 4.1 Principals participate voluntarily in the project.
 - 4.2 The name of the school and participants involved remain confidential.
 - 4.3 The questionnaires are completed and the **interviews are conducted outside normal tuition time.**
 - 4.4 This letter is shown to all participating persons.
 - 4.5 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
 - 4.6 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

**The DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH, CNA Building,
Private Bag X20565, BLOEMFONTEIN, 9301**

We wish you every success with your research.

Yours sincerely


FR SELLO
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Directorate: Strategic Planning, Policy & Research – Private Bag X20565, Bloemfontein, 9300 – Room 301, Old CNA building,
Maitland Street, Bloemfontein 9300 – Tel: 051 404 9283 / Fax: 051 447 7318 E-mail: research@edu.fs.gov.za



education

Department of
Education
FREE STATE PROVINCEEnquiries: LV Alexander
Reference no. : 16/4/1/22 - 2011Tel: 051 404 9283
Fax: 051 404 9274**2011-07- 28**Mr M.J. Mothebe
Director: Motheo Education District
Room413
9570

Dear Mr Mothebe

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT

Please find attached copy of the letter giving **Mr Kabi** permission to conduct research in sampled schools in the Motheo Education District. Mr Kabi is the SMGD at Motheo District: Ladybrand Satellite Office and is studying for PhD with the University of Free State.

Yours sincerely



FR SELLO
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH