

**Retrospective experiences of a rural school partnership:
informing global citizenship as a higher education agenda**

Eugene Gabriel Machimana

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**Retrospective experiences of a rural school partnership:
informing global citizenship as a higher education agenda**

by

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PRETORIA

Dedication

I dedicate this thesis to Mrs Nondumiso Machimana, my loving wife, Mr Tomtenda Nkateko Machimana and Mr Minkateko Tatenda Machimana, our handsome sons. I truly thank you for the sacrifices you made to allow me the space to pursue my PhD studies. You have been so kind, supportive and patient with me throughout the journey. I will forever be indebted to you for your graciousness. I thank you from the bottom of my heart!

YES YOU CAN (Donnie McClurkin)

*Listen, gather 'round, I found something that you can use
And if you listen, well, I'm here to tell you, you cannot lose, oh
A simple song, simple melody, yea yea, to remind you that you can be
The greatest ever, defeated never, oh
Even though sometimes you may lose, oh my*

***Yes you can, you can do anything if you try, just try**
Yes you can, but you have to believe and rely on what you have
inside*

*You can make it through your trials, for your trials will just make you
strong*

You can do anything, yes you can, oh oh oh

***Teach your children well, it's time to tell them just who they are, oh
oh oh***

***Train them as they go to let them know that they can go far, oh**
Oh my brother why do you wait, now tomorrow just might be too late
For God gave the provision, made the decision, yea
You can do all things through your faith, c'mon you all say*

*Yes you can, you can do anything if you try, just try
Yes you can, but you have to believe and rely on what you have
inside*

*You can make it through your trials, for your trials will just make you
strong*

You can do anything, yes you can, oh oh oh

*Yes I can, I can do anything if I try, just try
Yes I can, but I have to believe and rely on what I have inside
I can make it through my trials, for my trials will just make me strong
I can do anything, yes I can, oh oh oh
I can, I can, I can, yes I can do anything
No matter what if you can just conceive it
If you believe it, then you can achieve it
No matter what if you can just conceive it
If you believe it, then you can achieve it*



Ebenezer!



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- ➡ A special thank you to Mrs Adrie van Dyk for exceptional technical editing.

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¹ My sister-in-law

² “Whatever your hand finds to do, do it with all your might, for in the grave, where you are going, there is neither working nor planning nor knowledge nor wisdom” (Ecclesiastes 9:10).

³ My brother-in-law

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Dyondzo a yi lumi. Lexi nga heriki xa hlola!




Certificate of Language Editing

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I did not have the opportunity to proofread the final draft of the thesis, therefore I cannot say whether Mr Machimana had complied with my editorial recommendations and/or the comprehensive editorial comments that had been furnished.



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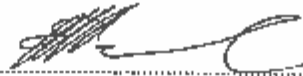
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*Retrospective experiences of a rural school partnership:
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is my own original work and that all sources and citations from literature have
been properly acknowledged and referenced in full.


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Abstract and Key Concepts

The purpose of this study was to inform global citizenship practice as a higher education (HE) agenda by comparing retrospective experiences of a range of community engagement (CE) partners, including the often silent voices of non-researcher partners. HE-CE aims to contribute to social justice as it constructs and transfers new knowledge from the perspectives of a wide range of CE-partners. This qualitative secondary analysis study was framed theoretically by the transformative-emancipatory paradigm and meta-theoretically by phenomenology. Existing case data, generated on retrospective experiences of CE-partners in a long-term CE-partnership, were conveniently sampled to analyse and compare a range of CE-experiences (*parents* of student-clients ($n = 12$: females 10, males 2), *teachers* from the partner rural school ($n = 18$: females 12, males 6), *student-educational psychology clients* ($n = 31$: females 14, males 17), *academic service learning (ASL) students* ($n = 20$: females 17, males 3), and *researchers* ($n = 12$: females 11, males 1)). Existing data sources included verbatim transcriptions of (i) audio-recorded Participatory Reflection and Action (PRA)-directed group sessions (parents, teachers, student-clients), (ii) telephonic interviews (ASL-students, researchers) and semi-structured interviews (ASL-students); as well as rural school context observation data documented textually (audio-visual recordings and photographs) and textually (field notes).

A significant insight from this study is that a range of CE-partners experience similar benefits and challenges when a university and rural school partner. Whereas all CE-partners experience HE-CE as beneficial for human capital development, they all experience that HE-CE is challenged by the structural disparity between a rural context and operational miscommunication. CE-partners with higher education levels experienced that the HE partner is an agent that facilitates knowledge generation. These CE-partners indicated that both academic researchers and non-researchers should be valued as equal knowledge co-generator partners. CE-partners within a rural school had expectations of material gain as part of their experience of participating in this CE-partnership. CE-partners involved in educational psychology (ASL) experienced connectedness and support as a result of participating in the FLY intervention. These CE-partners also experienced FLY relationships as a great platform for establishing bonds, whilst learning from peers.

I theorise the Progressive Global Citizenship conceptual framework as a guide that points towards boundless engagement in the era of globalisation. This suggests that HE-CE should focus on innovative interventions that have support structures aimed at establishing

connections across socio-economic, cultural, racial and academic backgrounds. Therefore, I propose that HE should make a concerted effort to enhance insight, awareness, reflection, exploration and develop critical consciousness among global citizens. In my view, this calls for innovation that moves away from traditional practices in global citizenship. HE should strive to partner with many role-players as an alternative way of broadening the scope towards understanding and enriching CE interventions.

List of Key Concepts

- Global citizenship
- Higher education
- Community engagement
- Higher education/university community engagement
- Social justice
- Transformative-emancipatory paradigm
- Teachers
- Parents
- Academic service learning
- Educational psychology clients
- Retrospective experiences
- Rural schools



List of Abbreviations and Acronyms

AAU	Association of African Universities
AIDS	Acquired Immunodeficiency Syndrome
ANC	African National Congress
ASL	Academic Service-Learning
AUCC	Association of Universities and Colleges of Canada
CBPR	Community-Based Participatory Research
CE	Community Engagement
CEDP	Centre for Education Development Policy
CGCER	Centre for Global Citizenship Education and Research
CHE	Council on Higher Education
CHESP	Community-Higher Education-Service Partnerships
CIES	Canada's International Education Strategy
DBE	Department of Basic Education
DOCKDA	Diocese of Oudtshoorn, Cape Town, Keimoes/Upington and De Aar
DoE	Department of Education
DRC	Democratic Republic of the Congo
DST	Department of Science and Technology
ECD	Early Childhood Development
EOF	Equal Opportunity Foundation
EU	European Union
FLY	Flourishing Learning Youth
HE	Higher Education
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
JET	JET Education Trust
MEd	Master in Educational Psychology
NPO	Non-profit Organisation
NRF	National Research Foundation

OFCOLACO ⁴	Officers Colonial Land Company
PGC	Progressive Global Citizenship
PhD	Doctor of Philosophy
PPSA	Planned Parenthood Association of South Africa
PRA	Participatory Reflection and Action
Qual	Qualitative
Quan	Quantitative
REAP	Rural Education Access Programme
RRA	Rapid Rural Appraisal
RSA	Republic of South Africa
SAHECEF	South African Higher Education Community Engagement Forum
SHAWCO	Students' Health and Welfare Centres Organisation
SNE	Special Needs Education
UK	United Kingdom
UP	University of Pretoria
UNDP	United Nations Development Programme
URAs	University regional associations
US	Stellenbosch University
USA	United States of America
USKOR	Stellenbosch University Clinics Organisation [Afrikaans acronym]



⁴ is a very small village (near Tzaneen) situated in the Limpopo province of South Africa that received its name as an acronym for the Officers Colonial Land Company and was established by some demobilised British army officers after World War I.

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