

**PERCEPTIONS OF STAKEHOLDERS REGARDING EDUCATION RELATED  
CORPORATE SOCIAL INVESTMENT PROJECTS WITHIN A HUMAN RIGHTS  
BASED APPROACH: A CASE STUDY OF AN EASTERN CAPE EDUCATION  
DISTRICT PROJECT**

**BY**

**HLENGIWE NONDUMISO LUNGILE ZULU**

**A MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE**

**MSW SOCIAL DEVELOPMENT AND POLICY**

**IN THE DEPARTMENT OF SOCIAL WORK AND CRIMINOLOGY**

**AT THE**

**UNIVERSITY OF PRETORIA**

**FACULTY OF HUMANITIES**

**SUPERVISOR: PROF. Dr. A. LOMBARD**

**MAY 2018**

## DECLARATION

UNIVERSITY OF PRETORIA
FACULTY OF HUMANITIES
RESEARCH PROPOSAL & ETHICS COMMITTEE

Full name: Hlengiwe Nondumiso Lungile Zulu

Student Number: 15249213

Degree: MSW Social Policy and Development

Title of mini-dissertation: Perceptions of stakeholders regarding Education related Corporate Social Investment projects within a Human Rights-based approach: A case study of an Eastern Cape Education District Project

I declare that this mini-dissertation is my own original work. Where secondary material is used, this has been carefully acknowledged and referenced in accordance with university requirements.

I understand what plagiarism is and am aware of university policy and implications in this regard.

---

Signature

---

Date

## **ACKNOWLEDGEMENTS**

Completion of this study has taken longer than expected and has been a largely developmental experience. I would like to acknowledge the following for contributing towards making this study possible:

- Jesus Christ, for granting me endless favour and grace.
- My friends Morongoa Manaka and Tebogo Hlatshwayo for their unfailing comradery.
- My mother, Dr. SP Zulu whose academic walk fuels my passion for academia.
- My husband, Neo Phiri for being my cheerleader throughout this journey.
- My supervisor, Professor A. Lombard for her continued faith in me. It was my greatest honour to have been under her wing.

## **ABSTRACT**

### **PERCEPTIONS OF STAKEHOLDERS REGARDING EDUCATION RELATED CORPORATE SOCIAL INVESTMENT PROJECTS WITHIN A HUMAN RIGHTS-BASED APPROACH: A CASE STUDY OF AN EASTERN CAPE EDUCATION DISTRICT PROJECT**

**STUDENT : HLENGIWE NONDUMISO LUNGILE ZULU**  
**SUPERVISOR : PROF. Dr. A. LOMBARD**  
**DEPARTMENT : SOCIAL WORK AND CRIMINOLOGY**  
**DEGREE : MSW SOCIAL DEVELOPMENT AND POLICY**

---

The South African business codes of Broad Based Black Economic Empowerment (BBB-EE) encourage businesses to be actively involved in closing the socio-economic divide. Through a variety of levels of involvement, businesses intervene within chosen communities to address societal challenges. A case study of one such business in the Eastern Cape was explored in this study.

The goal of the study was to explore and describe the perceptions of stakeholders regarding education related corporate social investment (CSI) projects within a human rights-based approach in an Eastern Cape Education District Project.

The study embraced a qualitative research approach. The purpose of the research was exploratory and descriptive, and the design used was that of a case study. The sample for the study was selected purposively and included nine participants made up of five teachers, one principal, one vice-principal, and two education district officials. The data was derived through semi-structured one-on-one interviews and was analysed by thematic analysis, as outlined by Creswell (2014:197).

The findings showed that CSI is creating an opportunity for bridging educational gaps in the current South African system. Departments, teachers, and learners alike are benefiting from the funding and skills that are being concerted by companies – contributing to empowerment and the preservations of human rights.

The study concludes that a lack of knowledge around human rights, shortage of skills and the sparsity of opportunities that allow for continual professional development amongst teachers as well as ineffective communication within multiple service providers hinder the full extent of the preservation of human rights within the education sector.

Recommendations include the need for a stronger emphasis on human rights and their practical application within rural schools, the need for continuous training for teachers, and platforms for effective communication within the educational system. Furthermore, CSI projects also need to be intentional regarding operating within systems and networks of multiple service providers and stakeholders.

**Keywords:** human rights; social justice; social impact; Corporate Social Investment (CSI); Eastern Cape Education District Project; Infundo Consulting

## TABLE OF CONTENTS

DECLARATION .....	i
ACKNOWLEDGEMENTS .....	ii
ABSTRACT .....	iii
LIST OF TABLES .....	viii
LIST OF CHARTS.....	viii
CHAPTER ONE .....	1
GENERAL INTRODUCTION AND ORIENTATION TO THE STUDY .....	1
1.1 Introduction .....	1
1.2 Theoretical framework.....	5
1.3 Rationale and problem statement .....	6
1.4 Goal and objectives of the study .....	8
1.4.1 Research Goal.....	8
1.4.2 Objectives.....	8
1.5 Research methodology .....	8
1.6 Division of the research report .....	9
CHAPTER TWO.....	11
LITERATURE REVIEW .....	11
2.1 Introduction .....	11
2.2 History of CSI in South Africa.....	12
2.3 Developmental social work .....	15

2.4 Theoretical framework.....	16
2.5 Policy frameworks for development, education, and CSI .....	19
2.6 Education context .....	23
2.7 Social justice .....	29
2.8 Summary.....	32
CHAPTER 3.....	33
RESEARCH METHODOLOGY AND EMPIRICAL STUDY .....	33
3.1 Introduction .....	33
3.2 Research approach.....	33
3.3 Research type .....	34
3.4 Research design .....	35
3.5 Research methodology .....	36
3.5.1 Study Population .....	36
3.5.2 Sampling and sampling techniques.....	37
3.5.3 Data collection .....	38
3.5.4 Data analysis.....	39
3.6 Trustworthiness of collected data.....	41
3.6.1 Credibility .....	41
3.6.2 Transferability .....	42
3.6.3 Auditability .....	42
3.6.4 Confirmability.....	43
3.7 Pilot study.....	43
3.8. Ethical considerations.....	44
3.8.1 Voluntary participation and informed consent .....	44

3.8.2 Deception of respondents.....	44
3.8.3 Violation of privacy and confidentiality .....	45
3.8.4 Publication of findings .....	45
3.8.5 Competency of the researcher .....	45
3.9 Limitations of the study.....	46
3.10 Empirical findings .....	46
3.10.1 Biographical details of research participants .....	46
3.10.2 Distribution of participants by age group.....	47
3.10.3 Distribution of participants by qualification.....	47
3.11 Key themes and sub-themes .....	48
3.12 Summary.....	89
CHAPTER FOUR.....	90
KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....	90
4.1 Introduction.....	90
4.2 Goal and objectives .....	90
4.3 Key findings and conclusions .....	93
4.4 Recommendations .....	97
REFERENCES.....	100
APPENDICES	
APPENDIX A .....	120
APPENDIX B .....	121
APPENDIX C .....	124
APPENDIX D .....	126



**APPENDIX E ..... 127**

**LIST OF TABLES**

Table 3. 1: Themes and sub-themes..... 48

**LIST OF CHARTS**

Chart 3 1:Distribution of participants by age..... 47

Chart 3 2:Distribution of participants by qualification..... 48

## CHAPTER ONE

### GENERAL INTRODUCTION AND ORIENTATION TO THE STUDY

#### 1.1 Introduction

Corporate Social Investment (CSI) can refer to a variety of activities that are executed outside of the standard business activities of a corporation and that are not outrightly aimed at heightened business profits (*CSI Solutions, 2015*). According to Rossouw (2015a:para.1), one of South Africa's leading CSI consultants, CSI also refers to the involvement of a company in ventures of a social nature so as to address the needs of communities that they function within. Furthermore, Rossouw (2015a:para.1) states that CSI affords business the opportunity to convey responsible behaviour towards the communities within which they receive revenue as well as provide them with the opportunity to have a positive impact within their society.

CSI, however, needs to happen within a particular framework in order for it to be impactful. According to the National Association for Social Work (NASW) (2014:para.2), social justice refers to a distinct opinion that all people ought to have the same economic, political and social rights, and opportunities. The NASW (2014:para.4) further states that issues around involvement and empowerment are central in the social justice discourse because social justice is a broad and widely used topic in various professions. In this study social justice will be used in line with its commitment to social empowerment and the promotion of human dignity, which is in line with a developmental approach to social work.

Different companies have different incentives in rendering CSI ventures. These can vary from moral obligation, sincere desire to see change, externally received funding prescriptions, or legal obligation through Social Economic Development (SED) and Black Economic Empowerment (BEE) Codes (Appasamy & Crichton, 2015:37). CSI is not actively regulated by official bodies and can be executed by any individual who has been delegated with this responsibility within a company. It therefore becomes evident that the presence of CSI in a company would not necessarily result in a real felt impact within the

societies that these projects may be implemented. It is for this reason that individuals rendering CSI services should be aware of social impacts and how they can be achieved through a lens of social justice.

Social development can be seen as the process through which social justice and human rights are achieved (Lombard, 2005:212). Furthermore, social justice is also the promotion of equality in the political, social, and economic spheres (Banerjee, 2005:9), as well as a core value of social work. Social justice in the context of this study is therefore what the CSI programme ought to achieve. In other words, although social justice may be seen as an expected outcome, it is also a process and a way of implementing change in the political, social, and economic spheres.

The study intended to explore the extent to which Human Rights can be upheld through Education related CSI ventures within an Eastern Cape Education District Project, a CSI project of a client of Infundo Consulting. Infundo Consulting works with a client that utilises natural resources as part of their business enterprise. Their main site lies within a rural district of the Eastern Cape community, and when they are not actively rendering social services to the community within which their site is situated, they would receive threats from members of the community wanting to harm the site - which would be a severe loss of capital for the company. This project has aided to ensure that members are not only appeased, but also that the company is contributing to the educational needs within the community. Community members are thus benefiting from the ongoing developments being brought about by this project. Developments include improved educational standard and performance of their children, siblings, and relatives. The study intended to explore and describe the extent to which Education CSI projects can serve as a means to uphold human rights by using a case from an Eastern Cape Education District Project.

The concepts relevant to the study are as follows:

### **Social justice**

Banerjee (2005:9) observes that although people can approach social justice by promoting equality in the political and economic spheres, it can also be achieved through advocating for equality as well as provision of fair access to opportunities that ultimately allows people to accomplish their own ambitions of social justice. There is no social justice without upholding human rights. Human rights are basic rights which are essential to live as human beings; basic standards without which people cannot survive and develop in dignity (UNICEF, 2016:para.2). Basic rights, as enshrined in the Bill of Rights in the Constitution of the Republic of South Africa (1996), include the right to an education, to life, healthcare, food, water, and shelter. These rights are central to effective social justice and need to be evident in CSI projects. For purposes of this study, social justice includes socio-economic rights with an emphasis on the right to education and empowerment through participation and human dignity. A CSI project ought to seek to uphold social justice by the manner through which it is implemented.

### **Social impact**

Within the context of this study, social impact refers to the manner and measure to which a company's operations affect social dimensions within education (McKinsey, 2015:para.2). More specifically, social impact refers to the positive benefits that have been brought to the community that can be attributed to the implementation of the project. It may also be seen as, "the total benefit from any activity" (McKinsey, 2015:para.2). This includes benefits directly to the person or firm conducting the activity, as well as external benefits outside the price system accruing to other people or firms (*Oxford Dictionary of Economics*, 2014:377). The impact on social change is linked to social and economic progress in areas such as economic growth, health services, nutrition, educational opportunities and community-based social development initiatives, and social policies (Midgley, 2017:31-33). Social impact specifically in this study means the change brought about by the implementation of the Eastern Cape Education District Project, promoting

human dignity and observing socio-economic rights of the individuals, thereby contributing to the upholding of social justice.

### **Corporate Social Investment**

CSI refers to the contributions of companies. These contributions may be in the form of money (material) or the staff's time and expertise (non-material) which benefit communities outside of the central business activities of the company (CSI Solutions, 2015:para:2). Although CSI and Corporate Social Responsibility (CSR) are often used interchangeably, CSI forms a part of CSR, which serves a much broader function within a company (Cragg, Schwartz & Weitzner, 2009:4).

Education related CSI encompasses those CSI functions related to contributing towards the education of the communities concerned. Education contributes to social empowerment because it enables the powerless to gain more power concerning their general needs (Ife, 2012:230). Empowering people includes protecting and realising their human rights (Ife, 2012:230). In this study, special attention was given to efforts made by the Eastern Cape Education District to enable recipients to create an environment that is conducive to improved wellbeing, with particular regard toward issues pertaining to children's right to education.

### **Eastern Cape Education District Project**

The Eastern Cape Education District Project is a CSI project that started in 2009 and was geared at servicing 4800 school learners in what was initially three schools, which later became four schools (SABC Education, 2015:para.1). The project currently reaches 16 000 learners in 22 different schools (SABC Education, 2015:para.1). The client contributes financially every year towards this project and has contributed towards building classrooms and toilets, providing textbooks, helping with the strategic planning of school management teams as well as in providing leadership training that is accredited (SABC Education, 2015:para.2).

A defining aspect of this project has been the holistic, systematic manner in which the district has been mobilised towards addressing the various inter-dependent challenges within the existing system (SABC Education, 2015:para.6). From the onset, the community was engaged so as to take ownership of the project and lead the outcomes through finding their own solutions. The project works on the premise that in order to change the educational outcomes of the district, it is necessary to attend to the various interdependent systems which include schools, churches, businesses as well as other systems (SABC Education, 2015:para.8). The specific focus of the present study was on four schools, identified by Infundo Consulting, that are part of the project.

### **Infundo Consulting**

Infundo Consulting's expertise lies in facilitating change through strategic and focused work with teams and leaders to improve leverage of skills and talents, performance, and delivery to targets. They have managed the CSI project of the client at hand and have been hands-on at working with the Eastern Cape Education District in achieving its desired results.

### **1.2 Theoretical framework**

The study made use of an ethical approach as the overarching framework and the lens through which the project was approached. Within CSI, ethical approaches are of the notion that businesses are liable to society (Garriga & Mele, 2004:61). The theoretical framework that informed this study was the Universal Human Rights Declaration (UN, 1948).

Human rights are intended to act as a global compass for all sectors of society. It would therefore be important to see that they are upheld through the course of CSI projects. According to Heard (1997:34), they are intended to hold a golden standard across numerous different societies and are a means through which social justice can be reached (Wronka, 2016:5). As the African continent has a history of Human Rights violations, it was important to ascertain if CSI projects that are geared toward helping

communities are consistent within human rights concepts. A more detailed discussion of the theoretical framework will be engaged upon in Chapter Two (see sub-section 2.6).

### **1.3 Rationale and problem statement**

The study was of personal interest to the researcher due to her experience in working in the CSI field and seeing how little regard is given to the social aspects of development projects. Furthermore, as a student in a master's programme on Social Development and Policy, it was of interest to the researcher to see how the principles of social development are executed within CSI. This is of paramount concern as society has a myriad of problems, whilst inequality and poverty prevail. As social and economic development are intrinsically related, CSI plays a critical link in bridging them, thereby contributing towards social justice. The Minister of Basic Education in South Africa, Angie Motshekga expressed immense dissatisfaction in the matric results of 2015, sharing that this was evidence of the work that still needed to be done in the Department of Education (Mail & Guardian, 2016a:para.4). The massive traction that the 2015 *#FeesMustFall* movement gained within higher institutions of learning is also testament to the intervention needed within the education space and the need for truly and positively impacting programmes. The role of the corporate sector in supporting impactful and meaningful contributions towards education is hence emphasised.

Paschal, Pereira, Henning, Malele, Paine, Manchidi, Maserumule, Singh, and Ball (2016:6) remark that in building the nation of South Africa, business will need to transform their thinking beyond merely meeting requirements set out by law and to rather aim for working with the community and increasing the implementation of basic services, thereby aiding the economy's performance. Findings from a recent study by the Bureau for Economic Research [BER] indicate that CSI is of more importance than a mere compliance exercise and that a strong economic rationale exists for both the existence and expansion of CSI (BER, 2016:3). Henning (2016:37) comments that companies that have notable social impact are those that consider their CSI programmes to be an important aspect of their businesses.

Social investment ventures are usually and easily assumed to arise from a point of goodwill. In other words, CSI are social projects often seen to be rendered out of a sense of wanting to give back to the community, through recognising a sense of responsibility in contributing to positive change in society (Aguinis & Glavas, 2012:955). However, this is not always the case when it comes to businesses whose primary focus is on ensuring a healthy business financial turnover and not as much on social upliftment projects (Roussouw, 2013:para.8).

There is currently little evidence on the social impact of education projects, as well as the upholding of human rights in the space of education related CSI programmes. The Eastern Cape Education District Project was fashioned as a way of contributing towards the social development of a community within which the client functions. Many of their staff and their families live within these areas and are affected by the educational standards within the district. The study served as an investigation into the extent to which the Eastern Cape Education District Project aids in upholding social justice. This allowed for a more holistic view of whether the project is being implemented in a manner that is impactful in terms of upholding principles of human rights. The study contributed to ascertaining the implications of CSI projects at a policy and practice level. These implications include the value for social workers to work in schools, the importance of working with multiple stakeholders so has to different services to leverage off, and the benefits of having central and ongoing communication structures within CSI projects.

Against the above background, the research question for the study reads as follows:

What are the perceptions of stakeholders regarding the upholding of human rights in an Eastern Cape Education District CSI Project?

The following sub-questions informed the research question:

- How are human rights and human dignity promoted in an Eastern Cape Education District Project?



- How can human rights and human dignity be promoted in education CSI projects to uphold human rights?

## **1.4 Goal and objectives of the study**

### **1.4.1 Research Goal**

The research goal of the study was to explore and describe the perceptions of stakeholders regarding the upholding of human rights in an Eastern Cape Education District Project.

### **1.4.2 Objectives**

The objectives of the study were the following:

- To contextualise and conceptualise education related CSI projects within a human rights-based approach.
- To explore and describe how human rights and human dignity are promoted in an Eastern Cape Education District project.
- To propose guidelines on how social justice can be upheld in education related CSI projects.

## **1.5 Research methodology**

This section is a brief overview of the research methodology used in the study. A more comprehensive account is presented in Chapter Three, sub-sections 3.2 – 3.7. In the execution of this research study, the researcher made use of a qualitative research approach. Furthermore, the study had an exploratory purpose.

A qualitative study serves well in instances where one endeavours to obtain a holistic and in-depth understanding of a social problem (Grinnell & Unrau, 2005:82). Through gaining insights on the stakeholders' experiences within the school and project, it was possible to

develop an understanding on their views on human rights within the CSI project. This was a critical element to conceptualising CSI within the lens of a human rights-based approach.

The value of a case study lies primarily in its prospects of emphasising what can be deduced from a particular case (Fouché & Schurink, 2011:320). Interviewing the stakeholders from the different schools assisted in exploring and describing the perspectives of the stakeholders of an Eastern Cape Education District project and therefore helped the researcher to attain rich information. Although the schools are under the same project and have many similarities, they are in different contextual environments and therefore many lessons could be learnt from the different interactions (Baxter & Jack, 2008:550).

The population for the study was comprised of principals, teachers, and district directors. From this population, the researcher purposively selected a sample that could best contribute to the subject matter. Individual one-on-one interviews formed the primary data collection method. Data analysis was explored through a standard qualitative data analysis process (Creswell, 2014:196-200). Lastly, the ethical considerations that were applicable to the study are elaborated in Chapter Three, section 3.8.

## **1.6 Division of the research report**

The research report consists of four chapters.

Chapter One: In this introductory chapter, the study was contextualised, the problem statement was presented, the research questions and sub-questions were provided, and the research goal and objectives of the study were formulated. The theoretical framework of the study was outlined, as well as an overview of the research methodology employed. Key concepts of the study were also explained.

- Chapter Two: This chapter consists of a literature review detailing the history of CSI, as well as what the ongoing challenges within the education sector are. The chapter further discusses the theoretical framework of the study and human rights and how an education related CSI can contribute towards upholding human rights within the South African context.
- Chapter Three: This chapter presents the research methodology used in the study. Furthermore, it presents the findings of the empirical study, alongside an analysis and interpretation.
- Chapter Four: This final chapter offers conclusions and recommendations based on the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

According to Trialogue (2017:para.10), the education sector has continued to be apportioned the highest amount of aid the most support, with the latest research showing that 90% of the top 100 surveyed companies aiding this particular sector through their CSI. The share of CSI spending going towards the education sector rose from 33% in 2006, to 48% in 2016, with the next highest supported sector being community development – at only 17% of industry focus (Triologue, 2017:para.10). This shows a marked commitment towards the growing need in the education sector, as well as the sense of urgency in the eradication of this societal problem. The growing spending in this phenomenon, however, calls for the need to be able to account for the true impact that this sizeable support is achieving.

This chapter presents literature around CSI; specifically in the education space and to what extent these programmes are aiding in effectively upholding human rights and achieving desired outcomes. This will be done by providing an overview of the history of CSI in South Africa and where it currently finds itself. Developmental social work will be next explored, and its contextures within the human rights dialogue will be discussed. A discussion on the theoretical framework will be explored, further contextualising the study within a focus of human rights. This will be followed by an overview of the various policies underpinning development, education and CSI. There will then be an overview of the current education crisis in South Africa, emphasising the importance of a corporate presence in the resolution of these challenges. Additionally, social justice will be explored, with a particular emphasis on its relationship with social work and further providing context for the study. Finally, a summary of how the literature contextualises the importance of the study will be given.

## **2.2 History of CSI in South Africa**

Rossouw (2015b:para.4) asserts that CSI in South Africa has its roots in being a diversion from the central focus of a business and was typically managed by those that were less experienced in the business mission. Furthermore, not all who function within CSI are experienced to drive social developmental change (Rossouw, 2015b:para.4). The reporting of these projects was left to public relations as well as marketing departments, which convey the message that CSI is linked to a business's brand and seen as an effort to make a business "look good" (Rossouw, 2015b:para.3). These are contributors to the general negative outlook that some may hold pertaining to CSI in believing that it achieves little or no real felt impact.

If CSI was left in the hands of people who are not informed about how social change can be achieved, it is no surprise that businesses would firstly look at CSI as an isolated diversion from their business tasks, and secondly that CSI would encapsulate a culture of not achieving any measurable social change or impact. Aguinis and Glavas (2012:953) observe that there appears to be insufficient comprehension of the fundamental instruments that link corporate social responsibility with its outcomes. This is a gap in previous and current research that therefore needs to be further explored. This study intends doing precisely that.

Cunningham and Cunningham (2012:40) write on Marxist ideology pertaining specifically to capitalism, stating that capitalism is the foundational result of economic and social ills. Furthermore, they believe that a capitalist system is founded on greed, exploitation and a drive to make a profit (Cunningham & Cunningham, 2012:40). It is easy to understand how South African businesses can become fixated around the generation of revenue at the exclusion of meaningful contributions to the communities within which they operate.

According to Kiesewette and Manthey (2017:816), numerous countries have now placed regulatory laws around Corporate Social Responsibility (CSR). Within the South African context, companies are obligated to participate in CSR ventures that relate to corporate governance as well as transformation, amongst various other elements (BER, 2016:16).

The BER (2016:16) further states that CSI endeavours in South Africa have been a direct outcome of regulations and codes such as the FTSE/JSE Responsible Investment Index (initially known as the Socially Responsible Investment Index), Broad-Based Black Economic Empowerment (BBBEE) policies, the Companies Act, as well as the revised King III Report on Governance for South Africa. There is also additional pressure from the South African government towards supporting local economic development activities as well as industry-specific requirements such as Integrated Development Programmes (IDP's), Social and Labour Plans (SLP's), and the Mining Charter (Bureau for Economic Research, 2016:16).

In line with fulfilling BBBEE legislation, numerous companies are legally required to participate in CSR initiatives. Companies that are South African based and that empower groups that are previously disadvantaged to take part in the economy, have a higher likelihood of being issued tenders upon applying for them (BER, 2016:16). At present, companies that are considered as large are obligated to spend 1% of their net profit after tax on social investments that are associated with socio-economic development to gain points on the BBBEE scorecard (BER, 2016:16). The thinking behind this legislation is an attempt to bridge the inequalities that exist in South African communities resulting from the apartheid regime. These introductions by the government have placed pressure on various companies to address equity issues upon employment of staff. In instances where this is not possible due to a shortage in skills, companies have been initiating projects around skills development. Despite the controversies around these policies, as well as troublesome implementation, transformation and economic empowerment are crucial for the development of the country as a whole. BBBEE initiatives can be hugely positive CSR activities if handled correctly and if the main objective is to empower local communities or support previously disadvantaged groups.

According to Manchidi (2016:14), there are eight main reasons as to why South African corporates engage in CSI projects. Some of the main ideas suggested around this include a compliance issue as it is expected within the BBBEE codes, which need to be upheld if a company is to do any work with the Government. Another suggested reason is that of

competitiveness as numerous corporates are currently vocal about their social development efforts, thereby pressuring other corporates to participate in such ventures for fear of being seen as companies that are not concerned with the needs of their clients or consumers (Manchidi, 201:14). Manchidi (2016:15) further suggests that at the bottom of the list for many corporates lies a deep conviction that it needs to be done to bring tangible change within the environments in which they operate. It is quite clear that the reasons behind why corporates engage in CSI are varied and that the motives behind their efforts of social investment could have a bearing on the conceptualisation and implementation of whatever project is engaged in.

More recently, the purpose of South African businesses has been conceived to be one that makes use of its resources as a means to supplement the development of the country through engaging with the community with which it interacts (De Jongh, 2009:36). According to De Jongh (2009:36) this has not always been the case. However, more recently, for a large number of companies, South Africa's involvement in corporate citizenship involvement such as CSI has developed and continued to be shaped by the different emerging political and social needs of the general public (De Jongh, 2009:36).

Zappala and Lyons (2009:3) reveal that the increase of CSI has resulted in greater attention being given to assessing the impact that businesses have through their rendered projects and services. There seems to be an inconsistency with regard to the extent of intentional detail that businesses engage in when reporting on their finances, as compared to when they report on their CSI projects (Global Reporting Initiative, 2008).

The lack of emphasis on the use of thorough reporting within CSI has contributed to the current mismatch that exists in how businesses have come to understand CSI as well as how they typically approach their CSI projects. This calls for a repositioning of the true importance of CSI as well as revised methods pertaining to their reporting and management. Zappala and Lyons (2009:6) state that the interest to measure impact is not new but that this notion got lost in translation through the difficulty of implementing

such a practice. Furthermore, the time and resources that are required in executing some of these tools were taxing on companies (Zappala & Lyons, 2009:6).

Zappala and Lyons (2009:6), however, see a possible solution to the lack of reporting within CSI by suggesting that organisations develop their own measuring tools based on universalised ones as this could allow for more flexibility in adapting to contextual frames, making it easier to implement and measure impact. The implementation of social justice in this process will be critical in gauging whether the practice of the planning, implementation, and assessment are ethical as well as observing the human rights of the communities that they serve (Zappala & Lyons, 2009:6).

It is hereby clear that human rights and issues pertinent to social justice ought to be realised in CSI. Hence indicating the study's focus on understanding the perceptions of stakeholders on whether human rights are upheld through the implementation of the Eastern Cape Education District Project. In addition, the notion that social investment in individuals, is fundamental to developmental social work and underpins the framework within which the social work profession is administered (Midgley, 2010:13).

### **2.3 Developmental social work**

Developmental social work calls for an increased awareness and consciousness for social workers to take upon themselves a reformist purpose (Lombard, 2014: 43). This also means that social workers need to understand the global context within which development places itself as well as adapt these implications within the levels in which they render their services with their clients. In so doing, the contextures of social justice, human rights, and freedoms need to be understood as the basis upon which developmental social work can be understood (Lombard, 2014: 44). As much as social workers inherently execute services that are aimed at helping their clients, a perspective that is developmental calls for a modification in the approaches used as well as intervention methods, strategies, and a decision to obligate themselves towards encouraging social change and development, social harmony and the liberation of the people (Lombard, 2014:44).



Midgley (2010:5) share recognition of the fact that although there may not ever be one concise definition for developmental social work, there are certainly themes that are common in defining what developmental social work could be. These include having a core focus on social change and development through the strengths, empowerment, building of capacity, the use of self-determination, continued commitment to client participation, and a commitment to equality and social justice (Midgley, 2010:6).

Social injustices oppose human rights as these injustices impede on the effective and liberated functioning of citizens (Ife, 2012). The link between developmental social work and human rights therefore becomes quite apparent. Sen (1999:10) identifies five rights, namely: political freedom, economic facilities, social opportunities, transparency guarantee, and protective security. Developmental social work is therefore a human rights approach as Sen's recognition of the different rights are an extension of human rights embedded within the South African Constitution (1996).

Developmental social work can hereby be seen as a vehicle through which development can be achieved through the purposed observation of rights and the contextualisation of these within the client environment and the broader spectrum. South Africa is a developing country that is characterised by many social ills, including a weakened economy, poor access to quality health services as well as a high degree of unemployment (The Millennium Development Goals Report, 2014). Fortunately, there are policies and frameworks that are developed to attempt to deal with these ills. A brief overview of these different policy frameworks and their link within developmental social work will be next explored.

#### **2.4 Theoretical framework**

The researcher used an ethical approach as the overarching framework and lens for the study. Ethical approaches towards CSI are typified by moral underpinnings that businesses have a responsibility towards societies (Garriga & Mele, 2004:61). The specific ethical approach that was utilised was 'universal human rights'.

According to Wronka (2016:5), human rights can aid in making a society socially more just. Furthermore, human rights are the foundation upon which social justice can be achieved (Wronka, 2016:5). Human rights provide individuals with the opportunity to be protected from volatile, unstable, and authoritarian governments through providing guidelines towards the recognition of a few listed supreme moral limits (Heard, 1997:34). Human rights not only serve as a guide for government however, but also for individuals, communities as well as businesses. Ife (2012:217) shares that human rights allow for concrete parameters around the moral thinking around social justice and therefore act as a practical guide through which social justice can be derived. Human rights are in effect, regardless of specific societies, hereby lending towards the opportunity of setting universal standards that judge any society within any given time (Heard, 1997:34). In almost all governments nowadays, human rights are seen as a basic and fundamental aspect to one's existence and therefore supersede all other considerations (Maise, 2014:para.3).

Despite this recognition of the importance of human rights, there are many continued examples of violations of the rights of individuals. Such examples include Zimbabwe and Ethiopia, where people are abused or even killed if they protest (Human Rights Watch, 2016:para.1), as well as mining corporates who do not stay within the mining charters and cause extensive damage to the communities within which they operate (Kolver, 2015:para.1).

According to the Centre for Human Rights at the University of Pretoria, the Ethiopian government was the first in Africa to obtain freedom from the colonial past and would hence have been expected to be leading the practice of protecting the human rights of its citizens (Viljoen, 2016:para.3). Despite this, however, the Ethiopian government has shown continued disregard for the rights of its citizens and their primary freedoms, which include violations against the rights to life, demonstrating peacefully, and their freedom of expression (Viljoen, 2016:para.3). What is happening in Ethiopia, highlights the responsibility of government, individuals, communities, and businesses alike in upholding

the rights of every individual. Boateng (2014:1) notes that societies, more recently, are more hesitant to outrightly go against human rights as they are nowadays of more prominence in political debate. This is a testament to the rising awareness and overall cognisance of human rights.

The Universal Declaration of Human Rights (UN, 1948) was a response to keeping governments, as duty bearers, accountable for the abuses of human rights. Human rights supersede all other rights and therefore should be the basis upon which all acts of goodwill should be understood and measured against (Wronka, 2016:9). This definition denotes that universal human rights therefore should be upheld within CSI. Government and other institutions in society ought to allow for the provision of basic necessities, which ensure an existence that is worthy of human dignity (Wronka, 2016:18). A CSI project should aim to preserve one human right or the other through the very principle of its existence, but there is little outright intent and evidence of this in practice (Rossouw, 2015b:para.3).

It is not evident, however, how human rights are adhered to through CSI. This emphasises the research gap and the importance of such a study. In more recent years, a more deliberate attempt for the use of some approaches that are human rights based for corporate responsibility has been suggested (Garriga & Mele, 2004:61), although not adhered to on a large enough scale. One of these attempts includes the UN Global Compact that goes about in identifying nine principles in the areas of human rights, labour, and the environment (Garriga & Mele, 2004:61). The first introduction of this was by the then Secretary of the United Nations, General Kofi Annan in his report to The World Economic Forum in 1999 (Garriga & Mele, 2004:61).

Ife (2012:241) notes that human rights are central to any needs and that these rights need to be openly discussed. Acknowledgment of these rights helps empower individuals as they are involved in the process of the definition of their needs, thus embarking on a journey of the effective upholding of social justice (Ife, 2012:241). Garriga and Mele (2004:61) argue that although many different approaches now exist in CSI, they are all

underpinned by the Universal Declaration of Human Rights (1948) as well as many other international declarations concerning human rights, labour rights, and environmental protection. However, it cannot be assumed that human rights are automatically upheld in the execution of daily tasks in CSI projects. Practitioners should intentionally be made aware of the link of CSIs and human rights as well as the importance of upholding these rights through the implementation of projects. Paschal, et al. (2016:13) affirm that a number of corporates have since adopted an approach consistent with human rights, but are not confident in its implementation, also emphasising the lack of available studies in this regard.

The study intended to explore and describe to what extent social justice is upheld or not in CSI projects. Consequently, a theoretical approach embedded in human rights was relevant to inform the study in exploring and describing the effective realisation of social justice in an Eastern Cape Education District Project.

## **2.5 Policy frameworks for development, education, and CSI**

The National Development Plan (NDP) (RSA, 2012), informed by the Diagnostic Overview (RSA, 2011), is a policy framework that have a reflective and forward-looking attempt at bridging the failures of the past, propelling the nation forward within a more equal framework.

The Diagnostic Overview (RSA, 2011:7) articulates that South Africa has high levels of unemployment, inequality, poor educational outcomes, unequal access to public services, as well as a highly resource intensive economy. It goes on to further explain how each of these elements are inhibitors of developmental progress and therefore need to be strategically and intentionally attended to.

The NDP (RSA, 2012:17) approaches the resolution of these problems by the view of having improved capabilities by making use of active citizenry. In simple words, this refers to the recognition of political freedoms and human rights, drawing on the provision of security nets, which include the distribution of social security, adhering to the notion of

open and transparent society that is fuelled with accountability, the educational needs of all citizens, and the realisation of honing in on the inherent capabilities of people being the custodians of improving their own lives (RSA, 2012:17).

It is paramount that the NDP makes note of the importance of the use of people's own abilities in the improvement and betterment of society as this allows individuals to play an active role and build future leaders that are equipped to deal with adverse circumstances. Furthermore, it also aids toward sustainability as individuals are being equipped to become active agents within their process of intervention. This is a key principle within social work as it is highly encouraged that people act as managers of their own intervention processes.

The NDP's stance in the outlined aims of growing the economy through the creation of jobs, broadening the resource base through improved infrastructure, and improving education shows a commitment to laying a foundation for ongoing development. This development is long-term as structures are being put in place to eradicate the underlying causes of the experienced injustices. However, a commitment to continued social protection goes further than this, it includes recognising the vulnerability of certain groups in society and the government's commitment to preserving their rights. This is consistent to social work principles of functioning and lays the appropriate context within which CSI can be executed, playing a critical role in developing individuals, families, groups, and communities.

Civil Society Organisations (CSOs) play an important role in developing countries as they help address the needs of vulnerable communities and groups in instances where the government cannot (Department of Social Development, 2015:6). The Department of Social Development (DSD) shares that these organisations vary in size, disposition, and in goals typically around political, economic as well as social fractions of society, which helps in addressing more focused and widespread efforts of alleviation across the nation (2015:5). Due to the unique and critical role of CSOs, the government tries to create an enabling environment that can aid and inspire towards the formation of such entities. This

is done to such an extent that international and national studies alike have acknowledged the legislative framework in South Africa on Non-Profit Organisations (NPOs) as one of the most progressive internationally and that it matches international stipulations on what constitutes good practice in the creation of enabling environments for civil society (Department of Social Development, 2015:8).

In the financial year of April 2014 – March 2015, the Department received 29 430 applications from organisations that wanted to register as NPOs. This totals an average of 2 452 applications per month or 122 applications per day. Of the 29 430 applications that had been received, 35% came from Gauteng, 16% from KwaZulu-Natal, 11.6% from the Western Cape, 11% from the Eastern Cape, and less than 2% from the Northern Cape (Department of Social Development, 2015:9). Of these 29 430 applications, only 72% were registered as 28% of the applications did not meet the requirements of sections 12-13 of the NPO Act dealing with registrations (Department of Social Development, 2015:9). Only 16 421 (55.7%) met the requirements to be registered as NPOs, which shows the low success rate of being able to be recognised and registered as an NPO. According to Lombard and Wairire (2010:107), the only way that developmental social work will be successful is through effective governance and NPO partnerships. Lombard (2008:125) shares that the excitement held by the NGO sector around the end of apartheid – marking the start of a new equal era – has ceased due the frustration in the interactions with government. This number of NGOs still being formed, however, highlights the insufficiency of government to address all social inadequacies. Yet, this also emphasises the importance of supporting government through NPOs and CSI initiatives.

As South Africa is a developing country, it simply cannot afford to fund the budgets required to implement extensive strategies that adequately address the needs of their populations. In a developing state such as South Africa, it thus becomes clear why financial intervention outside of state-funded attempts at bridging the education divide would become necessary. Educational CSI supplements a big need that the government seeks to address.

Mubangizi (2005:497) avers that a democratic state is one where adult residents take part in decision-making through electing representatives, residents treat each other with equality and in a manner that does not discriminate, and is a government that supports, makes space for, and defends the rights of its residents. Through having BBBEE codes that form the basis through which companies engage with civil society through CSI, it is evident that the government is creating an enabling environment for the upholding of the rights of its citizens.

In a case study of Botswana's success in Lewin (2011:85), the country's success is attributed to a hands-on role of the state, sound leadership, positive governance traditions that involve consultation and broad consensus, as well as good use of technical assistance. The importance here of the state's active hand in not only driving their country out of poverty, but also in involving them, as well as many others in this process, is seen as a crucial element to the successful realisation of their plight.

The African National Congress (ANC) committed itself to the Reconstruction and Development Programme (RDP) throughout its advocacy for the end of apartheid – this programme was a social-democratic welfare policy (African National Congress, 1994). The process of the formalisation of the RDP, led to the realisation of the *White Paper for Social Welfare* in 1997 which now serves as the foundational document for South African welfare policy (RSA, 1997). Since developmental social work recognises that social change is a process that serves to uphold the welfare of individuals through various interrelated spheres, in conjunction with their economic development (Midgley, 2010:6), it is clear that the advancement of people would not happen in silos, but within a framework of other interrelated services.

The governmental shift towards a developmental approach can be regarded as a means through which a meaningful response towards the impoverished state of South African citizens after the apartheid regime, which neglected the majority of the population, was being employed (Hölscher, 2008:118). Lombard and Wairire (2010:100) further attest to

the structural inequalities that exist in South Africa as a result of its colonial and apartheid past, sharing that policy shifts are important in attempting to bridge the deepening divide.

## **2.6 Education context**

The years 2015, 2016 and ongoing in 2017, was flooded with mass social action regarding a variety of social injustices in South Africa. One of the most contemporary of these was in education.

Recent school disruptions are varied but include the protest at Joe Slovo High School against a school principal who fines learners who arrive late for school (Eye Witness News [EWN], 2016:para.3); Pretoria Girls' High School learners who protested against the hair rules for black learners which they felt discouraged them from being in their natural state (Mail & Guardian, 2016b:para.2); Sans Souci Girls' High learners who were protesting against being punished for speaking Xhosa within the school property (Mail & Guardian, 2016c:para.2); and the burning of schools in Limpopo (Mail & Guardian, 2016a:para.4) in protest against politicised geographical demarcations, which led to learners not being able to attend school for many weeks.

The social inequalities within education in South Africa, however, are not just experienced at the basic education levels. Since 2015 universities that are generally more well-resourced – the University of Stellenbosch, the University of Cape Town, and the University of Pretoria – have received ongoing attention concerning various challenges faced by students as well as the general dissatisfaction of the students. Some of these challenges include issues around transformation, primary language of tuition, and institutional culture, to name a few (Hodes, 2015:para.2). Students of universities around the country have stood together in solidarity against not only the negative experiences in their relevant institutions, but also to the rising costs of obtaining their degrees, as well as suffering social exclusion (Hodes, 2015:para.3). The social inequalities emphasised in South Africa's tertiary education system also exist in the country's basic education system.



There are many historical arguments pertaining to the disparities in the current education system. Some issues include the establishment of the apartheid regime, which implemented the Bantu Education Act of 1953, aimed at ensuring that black learners (and other minority groups) received an education that would limit their potential, ensuring that they would remain at the bottom of the working class (Department of Education, 2012:4).

The school curriculum used during apartheid was also used as a further instrument through which division would be imprinted as white learners were afforded opportunities to have diverse curriculums that included a strong emphasis on Mathematics and Science while black learners had emphasis placed on Biblical Studies as well as second-rate Agricultural subjects (Department of Education, 2012:4). Additionally, black learners were only permitted to commence school once they were seven years old, while white learners started their schooling two years earlier. Bantu Education included Gardening as a subject in the curriculum as testament to ensuring that black learners would only be exposed to certain medial posts as opposed to their white peers (Mail & Guardian, 2013:para.4). White learners had compulsory schooling from ages 7-16, coloureds and Asians from ages 7-15, and black learners from ages 7-13 (Department of Education, 2012:4). This underscores the emphasis that was placed on the education of white children, while it communicates that education was not as important for black learners.

The lessened years of compulsory schooling also meant that since the black learners would leave school earlier and would be less educated, they were exposed to fewer opportunities that would provide for secure and stable wealth generating options. This educational discrepancy was also evident in the funding that was appropriated towards black schools; since the Bantu Education Act of 1953 separated schools by race, more money was appropriated to white schools than black schools (Department of Education, 2012:4). The limited opportunities also attest further to gross human right violations that need to be rectified.

The Bantu Education Act of 1953 created further divisions as the white schools that were given more money could have better facilities, resources as well as better qualified

teachers (Department of Education, 2012:4). According to Graeme Bloch, who serves on the UCT council, the government of 1975/76 spent ZAR644 per annum on every white learner, ZAR189 on Indian learners, and ZAR139 on coloured learners, with only ZAR42 being spent on the black learners (Independent Online [IOL], 2016:para.3). With a mere 6.5% of the amount spent on white learners being spent on black learners, this cemented a clear disregard for the effective foundations of a fair and dignified education. It is also evident that a vast majority of teachers in the black schools were not certified to teach or were completely overqualified for the teaching posts that they occupied (News24, 2012:para.5). This not only created a culture that is skewed in educational opportunities, but also left a legacy of schools that were not up-to-standard (Department of Education, 2012:4), within the formalised democratic South Africa. Bantu Education intended to teach the black learners how to become “servants and manual labourers”, says Annette Lovemore, the Western Cape MP on basic education (Mail & Guardian, 2013:para.12). Tertiary institutions were also then divided and with few black people affording the fees required and banks not giving loans to them, it was difficult for them to continue with their studies (Department of Education, 2012:5).

According to Wilkenson (2015:para.4), only a small percentage of schools within South Africa can be considered as ‘functional’, while the Minister of Education claimed that a recent survey had showed that up to 80% of South African schools were considered to be dysfunctional (Department of Education, 2012:5). Furthermore, Dirks (2013:para.1) reports that the South African education system was ranked at number 133 out of 142 countries that were assessed by the World Economic Forum. According to the Discussion Document on the Transformation of the Schooling System in Kwa-Zulu Natal (Department of Education, 2012:6), despite South Africa being the economic heart of the African continent, it is in the bottom quintile with respect to outcomes in both literacy and numeracy.

This is a definite concern and points towards the depth and extent to which the quality of education in South Africa needs to be addressed. This contextualises the transformation that is needed in the education system from the primary levels so as to groom an

environment for fair and equal education articulated in the Millennium Development Goals (UN, 2015:4). The Agenda for Sustainable Development also articulates a committed interest towards upholding and recognising the rights of all citizens (UN, 2015:para.1). Goal Four of the Sustainable Development Goals (SDG) outlines the importance of having quality education that is inclusive and fair, as well as encouraging lifelong learning opportunities (UN, 2015:para.4). Greenstone and Looney state that education is key to not only obtaining jobs, but also in obtaining security in the job market (2012:para.3). With the current issues in the education sector in South Africa, its inclusion in the SDG and emphasis of the importance of an education for the securing of employment, it would be of particular interest to ascertain CSI's impact within the education discourse.

In 2014, the government of South Africa was said to have spent 20% of its budget on (both basic and tertiary) education, or 6.4% of its gross domestic product (GDP) (RSA, National Treasury, 2015:35). This is considerably higher than many other emerging market economies, and yet the country still performs dismally in international education comparisons (Holborn, 2013:para.5). The amount in the National Treasury report (RSA, 2015:35) is predicted to decrease annually to 6.2% of the GDP, which is interesting due to the current poor performance in education, as well as the immense need that still exists in this sector. The importance of the corporate sector in supporting impactful and meaningful contributions towards education is hence emphasised.

Those most affected by the problem of this education deficit are those from rural schools as well as those schools that were formerly known as 'black schools'. Children in these areas often walk long distances to get to school and therefore spend a long time commuting to and from their schools (Department of Education, 2012:8). These schools have been most hard hit as they do not have existing academic excellence and also have insufficient resources and infrastructure. Furthermore, retention of teachers in these schools is very difficult and this contributes to the minimal progress that the schools have in comparison to the schools.

Due to the lack of quality education in the poorer black township schools, the learners who can afford to attend the former Model C schools do so at the expense of their local schools, which in turn contributes to the township schools' non-viability and subsequently the closure of some schools (Radebe, 2015:9). It therefore becomes clear that the population group most affected are the impoverished. Poverty makes these individuals vulnerable to poor educational outcomes, which would need a redress that could be attained through strategic CSI.

The severity of the educational challenges, and the social impact thereof, calls for the engagement of the broader society. Business leaders are said to be changing their outlook on philanthropy as not just being an issue of compliance, but rather as an important responsibility of businesses to contribute toward building a sustainable economy and contributing positively to the social diaspora (Paschal, et al., 2016:6). CSI is an element of a corporate's social responsibility to improve the quality of life and general aspects of communities (Henning & Pereira, 2016:9). In Trialogue's report on CSI in South Africa, 89% of social investment was apportioned to education in 2013 (2017:para.2). This shows that corporates are already aligned with recognising education as a core issue in society that needs to be addressed.

According to Banerjee (2005:14), social, economic, and political institutions need to spend extra resources on the education of economically-deprived children. In support of the argument as to why it is important to support learners, not only do graduates join corporates upon completion of their education, but the employees also have children who will go through a variety of different channels in obtaining an education. The education discourse is therefore central, both within the company as well as within the communities in which the corporate functions. Furthermore, it would be important to establish the impact that these investments are making since education is not only the most frequently reported expenditure within CSIs in South Africa, but also to assess whether or not these investments are yielding the anticipated change and serving to uphold the human rights of those concerned.

From the above outline, the social injustices are startling, urging a call to unite efforts for a socially just society. The discussed Eastern Cape Education District Project is a response to this context. To correct the wrongs of the Bantu Education Act 1953, the democratic South Africa has to begin with correcting the ongoing structural discrepancies of this Act. A single curriculum would need to be implemented for all South African learners to allow for equality in the education space. However, due to the existing structural challenges, it was seen that the best way to achieve this would be through having access to Early Childhood Development (ECD) programmes, transforming the restricted curriculum, having no fees schools for those who could not afford to pay for an education, upgrading of the qualifications of teachers that were underqualified or not qualified, eradicating mud schools, providing support material for all learners, and providing conducive learning spaces through having libraries and laboratories (Department of Education, 2012:5). However, the quality of education remains low and with regard to gender, single-headed households remain the poorest; women continue to earn less than men; and decades of racial discrimination in the workplace have led to a social stratification based on skin colour Unless people are protected from poverty and other hardships, they struggle to exercise their freedoms to pursue their goals (Lombard & Twikirize, 2014:315).

These were all implications of the previous education system that had left varying gaps in the schooling environments of the different schools based on the former racial segregation. The recent burning down of over 20 schools during a strike in the Limpopo Vuwani district (Mail & Guardian, 2016a:para.4) is a major concern as it speaks of an immense dissatisfaction in the government, but also a disrespect for the education system and future of the affected learners and teachers. Education Minister Angie Motshega shared that it would cost the government “hundreds of millions of rand” to initiate the process of the rebuilding of the schools, as well as to repair the damage that was caused (Independent Online [IOL], 2016:para.2). This is a major setback for the educational progress of this province as certain schools will be closed permanently while others will be absorbed into other schools (Independent Online [IOL]:2016,para.3). Furthermore, the

burning of the schools is a gross violation of the right to basic education and is therefore a human rights issue (News24, 2016:para.5).

Having continued education on this inherited model, as well as the continued turbulence in communities and their perception of education, this would undoubtedly have a negative effect on the education system in South Africa. Twenty-four years into democracy, South Africa is still faced with the consequences of these injustices, hence it is important to look at what progress has been made by government and other initiatives such as in the Eastern Cape Education District Project. As highlighted above, education is a basic human right and the access to this right is a matter of social justice for every individual. The following segment will look into defining social justice and how it relates to the education context.

## **2.7 Social justice**

Social justice is deeply rooted in social work; the definition of social work states: "Principles of social justice, human rights, collective responsibility are fundamental to social work" (International Federation of Social Workers, 2014:para.3). CSI initiatives should therefore also be underpinned by principles of social justice as their intention is to bring about social change.

Birkenmaier (2003:45) suggests that there is very little evidence in literature pertaining to how social workers go about upholding social justice in both personal and professional situations. Added to this, in a study conducted by Birkenmaier (2003) it was found that most social workers in fact do not act according to the National Association of Social Workers' (NASW) code on social injustice. The main reasons offered are that there were insufficient funds, lack of time, and a lack of support in doing so (Birkenmaier, 2003:45). There was a higher reported frequency of active social justice upholding amongst those workers from marginalised and deprived communities (Birkenmaier, 2003:45). There is therefore an admission and a notable gap in literature regarding the lack of support and knowledge for workers to intentionally incorporate the upholding of social justice in the professional environment.

Despite the fact that there is no overall consensus amongst social workers pertaining to one concrete meaning of social justice as well as how they can go about achieving it (IFSW, 2012:para.1), there are particular themes and ideas that can be used in understanding this notion (Banerjee, 2005:9). Such ideas include improved living conditions and life statuses of the “poor, vulnerable, oppressed as well as the marginalised” (Banerjee, 2005:9). Furthermore, Banerjee (2005:9) states that while some people can approach social justice through the promotion of equality in the political, social, and economic spheres, it can also be achieved through the promotion of equality as well as fair access to opportunities that will enable individuals to achieve their own goals of social justice. This aspect of achieving social justice through the promotion of equality was the very notion upon which impact in this study was construed from.

The improvement of education within schools in social development is crucial as education is what aligns individuals with better opportunities, thereby allowing them a higher likelihood of escaping the cycle of poverty. Empowerment toward positive assertion (Lombard, Kemp, Viljoen-Toet & Booyzen, 2012:186) ensures that should people be faced with other circumstances that require a degree of resilience, they are able to successfully transition the learned skills from the previous experience. This is crucial as it breaks the cycle of individuals being dependent on interventions and rather graduates them to be active managers of their own destinies. In a nation where there is high dependency on social services and insufficient resources to sustain these services, it is important that individuals are empowered to be in control of their destinies through being sufficiently skilled. According to (Lombard, et al., 2012:187), promoting personal status and dignity is a direct encapsulation of the Bill of Rights and the emphasis lies upon the respect for values, recognition, and professional conduct that is to be utilised in all relations with the individuals involved. The vulnerable should also be protected as it is not possible to promote economic development without the preservation of the very basic rights of all individuals as all of these elements work hand in hand with one another.

According to Bozalek (2012:147), a social arrangement can only be considered if it takes into regard the possibility for people to equally take part in every aspect of social life. With this definition in mind, any instance becomes unjust if it limits any individual from participation (Hölsher, 2012:147). Fraser (2008:47) further elaborates on this notion by sharing that obstacles to social justice exist and that these are usually related to unequal economic opportunities, models of positions in society as well as the phenomenon of power and how these relations discriminate against certain groupings of people while advantaging others. A common theme amongst Fraser's reasoning pertaining to social justice is that inequalities relating to participation are at the root of injustice (Fraser, 2008:49).

Although social justice is a broad and widely used topic in various professions, in this study it was used in line with its commitment to social empowerment and promotion of human dignity. These elements bridge social justice and human rights. Human rights are embedded in social justice, thus creating the framework within which social workers as well as other practitioners can execute morally and ethically sound practice (Ife, 2012:217). Human rights are therefore an inherent part of the effective execution of social services and this enables practitioners to uphold social justice. Human rights therefore play a critical part in this discussion.

Lastly, human dignity attests to whether human rights are being upheld throughout the implementation of the given projects (Ife, 2012:220) or not. This emphasises that the morally 'proper' distribution of benefits to society is intrinsically interwoven to social justice (Hölscher, 2008:45).

The literature review with respect to the history of CSI in South Africa, the context of education in CSI, and social justice provided the context and foundation upon which the study was conducted. The study was based on an ethical approach which will be detailed below.



## **2.8 Summary**

This chapter discussed the unique history of CSI in South Africa, positioning it as a response of a concern for humanity, and later legislated through business codes. An overview of the current education crisis in South Africa, with emphasis on the importance of a corporate presence in the resolution of these challenges was then provided. There is a notable gap in literature regarding the explicit relationship between human rights and CSI, showing the importance for such studies that aim to explore how the upholding of human rights within CSI projects can be achieved. This is of particular importance as the above review encapsulated how the injustices within the current South African education system are deeply embedded through the history of the country. The following chapter (Chapter Three), will be comprised of the research methodology and empirical findings.

## CHAPTER 3

### RESEARCH METHODOLOGY AND EMPIRICAL STUDY

#### 3.1 Introduction

This chapter presents the research methodology of the study as well as the empirical study and findings. The research question for the study was: *What are the perceptions of stakeholders regarding education related CSI projects within a human rights-based approach: A case study of an Eastern Cape Education District Project?* The research question was informed by the following sub-questions:

- How are human rights and human dignity promoted in an Eastern Cape Education District Project?
- How can human rights and human dignity be promoted in education CSI projects to uphold social justice?

The chapter starts with a discussion of the research approach, research type, and the research design employed. The discussion will focus on the population and sampling, the data collection method, the data analyses, and how the trustworthiness of the data was maintained. The next section presents the ethical aspects that the researcher was directed by in the conduct of the study, followed by the limitations to the study. The empirical findings will then be presented and discussed. Finally, the chapter will be concluded with a brief summary.

#### 3.2 Research approach

The study used a qualitative approach with both exploratory and descriptive purposes. A qualitative study is effective when seeking to gain a more holistic and in depth understanding of a social problem (Grinnell & Unrau, 2005:82). Additionally, a qualitative approach allows for close reflection of subjective thoughts, feelings, and the experiences of the participants of the study (Lietz, Langer & Furman, 2006:444). Understanding the experiences of teachers, principals, and education directors assisted in understanding

whether the individuals responsible for executing the project objectives could experience different elements of human rights through the implementation of this CSI project. This focus aligns with the researcher's intention to gain insight on how Education Corporate Social Investment upholds human rights.

In instances where the researcher expects obtaining increased understanding regarding a given situation, occurrence, community, or that of an individual, exploratory research is undertaken (Fouché & De Vos, 2011:95). Because an exploratory study seeks to answer 'what' questions (Fouché & De Vos, 2011:95), it allowed for insight to be generated through seeking clarity on what was being investigated.

As stated by Dudovskiy (2016:para.3), an exploratory study is employed when insufficient information is held concerning the research topic. It therefore became obvious that such an approach would suit the study well, as a gap exists in literature concerning studies on the upholding of human rights within the CSI field. The current research study therefore intended to cultivate information regarding how CSI projects could be used as a means in education related CSI ventures to uphold human rights.

By having an exploratory research purpose, the researcher fostered a platform towards the discovery of new knowledge, contributed knowledge in this field and cultivated depth in descriptively understanding the current extent of how human rights are upheld in an Eastern Cape Education District Project.

### **3.3 Research type**

Business environments call for strict financial control over the management of business funding. Spending on CSI projects, although cheaper for some businesses, can be very taxing on companies that typically do not have much funding left to spare. The issue of social impact becomes increasingly important to ensure that the apportioned CSI funds are used in a manner that brings forth an impact and real felt social change. The study was conducted as applied research (Leedy & Ormrod, 2010:44) because it aimed at harvesting information that could be deduced from an Eastern Cape Education District

Project by immersing as much focus as possible on the meaning that the research participants attributed to their experiences within the programme (Fouché & Schurink, 2011:320). The intended outcome of the study was to help inform CSI practitioners regarding how to uphold human rights in education related CSI projects.

### **3.4 Research design**

According to Welman, Kruger, and Mitchell (2010:52), the research design is the plan through which the researcher intends to acquire research participants, as well as obtain data from them to arrive at conclusions concerning the research problem. Furthermore, a research design indicates how the researcher intends to execute the research and includes a specification of how the researcher intends to accomplish the research goal (Bak, 2004:25).

In this study, the researcher made use of an exploratory case study. Since an exploratory case study is employed when insufficient information is held concerning the research topic at hand (Dudovskiy, 2016:para.3), it was fitting to utilise this type of case study as it afforded the researcher to harvest new information that can contribute to the lacking discourse on the research topic. The descriptions of the stakeholder's experiences within an Eastern Cape Education District Project were critical to understanding how the learners have been impacted in terms of upholding human rights (Bless, Higson-Smit & Kagee, 2006:43).

Yin (2003:24) observes that a case study design can be deliberated when the aim of the study is intended towards answering the questions 'How?' and 'Why?', when the researcher cannot manipulate the behaviour of those involved in the study, or when the researcher needs to attest to conditions that are contextual because they are believed to be relevant to the phenomenon under study.

The value of a case study lies primarily in its prospects of emphasising what can be deduced from a particular case (Fouché & Schurink, 2011:320). This design assisted in exploring the perspectives of the stakeholders of an Eastern Cape Education District

Project, thereby helping the researcher to ascertain rich information. By identifying a particular case study, namely an Eastern Cape Education District Project, with the different cases of the four schools under investigation, it was possible to look into this specific education related CSI project to seek to understand how it upholds human rights.

### **3.5 Research methodology**

A thorough description of the precise methods employed in this study will be explored in this section. This description includes the population of the study, the criteria utilised in sampling, methods utilised in both data collection and data analysis methods, and subsequently, an account of how the trustworthiness of the study was maintained. Lastly the limitations of the study, ethical considerations, as well as how the pilot study was approached will be addressed.

#### **3.5.1 Study Population**

A study population includes the people in the field of study who have specific characteristics (O'Dywer & Bernauer, 2014:71). Since it is not possible to conduct the study with the whole available population, a sample needs to be selected for the study (Babbie & Mouton, 2010:164). The study population in this study included teachers, principals, and education directors within four schools. These stakeholders are individuals who have been empowered to carry out the goals of the project. A sample is referred to as a subset of the population in which the researcher may be interested in (Strydom 2011a:223). There are 22 schools in the entire Eastern Cape Education District Project. Four schools were selected based on being the most accessible to Infundo Consulting, and their willingness to participate in the study.

According to Marshall (1996:523), qualitative researchers understand that some informants are “more informed than others and that those individuals who better represent what is being investigated, have a higher likelihood towards providing insight and understanding with respect to the study at hand”. The study made use of purposive sampling. According to Terre-Blanche, Durrheim, and Painter (2011:392), purposive sampling does not merely rely on availability and willingness of research participants to

take part in the study, but rather on finding those that most accurately characterise the population being investigated. Purposive sampling is a non-probability sampling method which is aligned with the qualitative method that was employed for the study (Strydom, 2011a:231).

Infundo Consulting, who coordinates the Eastern Cape Education District Project, managed the process of obtaining permission from the schools as well as the directors and facilitators of the project. The researcher obtained a letter from Infundo Consulting stipulating that permission has been obtained from these role players to conduct the study (see Appendix A). The Department of Education also provided permission for interviews to be conducted with the employees of the district. The names of the schools are withheld for confidentiality purposes. The informed consent letter (see Appendix B) was signed by the participants, specifying that participation was voluntary and that the identity of the participating schools and participants will be protected.

### **3.5.2 Sampling and sampling techniques**

The researcher obtained a list from Infundo Consulting detailing the categories of stakeholders who have been involved in the execution of the Eastern Cape Education District Project in the four schools. These stakeholders included teachers, principals, and education directors.

As stated by Ellsberg and Heise (2005, in Leedy & Ormron, 2010:147), qualitative research encompasses the analysis of a somewhat small number of cases that allow for the most information concerning the topic. The researcher used a list from Infundo Consulting that included participants that purposively met the below criteria. The researcher then contacted the participants randomly and met with those that were available whilst the researcher was in the Eastern Cape.

Participants who were willing to participate in the study had to:

- Be part of the four schools who are a part of the Eastern Cape Education District Project,

- fall within the jurisdiction of the Eastern Cape Education District,
- be on the programme for at least a year, and
- be proficient in English, isiZulu, Xhosa and/or Afrikaans as the researcher did not have access to a translator so as to understand any other language.

In total, the study included nine participants: one principal; one vice-principal, five teachers, and two district directors. Each of the four schools under investigation had two participants representing them. However, if data was found not to be saturated, the researcher intended to recruit more teachers to be interviewed. This was not necessary as no new themes emerged during the final interview (Strydom, 2011a:234).

### **3.5.3 Data collection**

Because the research was aimed towards understanding the views of the stakeholders, one-on-one interviews were utilised (Greeff, 2011:351). A semi-structured interview schedule was used with open-ended questions (see Appendix C). The open-ended questions therefore meant that there was a pointed schedule towards the topics to be covered. There was also a large degree of openness upon which the research participants could feel free to elaborate and express themselves freely, allowing for the exploration of detailed insights (Greeff, 2011:327). Semi-structured interviews were helpful for the study as they allowed for the researcher to probe for additional answers where the interviewee provided new information that could be helpful towards the study (Welman, Kruger & Michell, 2010:167). However, a distinct disadvantage was that this led to longer interviews (Greeff, 2011:353). It was important that the researcher remained aware of the time which was agreed with the participants beforehand, and be able to manage this in a meticulous manner.

The interviews were executed by the researcher in person. Greeff (2011:348) states that such interviews are advantageous in that they allow the researcher to explore the understanding of the research participants, limiting any restrictions that could occur. However, a balance needed to be maintained between both being flexible, as well as uniformity in the data that was being generated (Greeff, 2011:348). Extra caution

therefore was considered to ensure that the disadvantages of such a method were minimised. The researcher works in an environment where she feels comfortable with carrying out interviews, which aided the data collection process. The sessions were recorded with participants' permission and later transcribed. The consultants, Infundo Consulting, that were assisting the client with the execution of this project provided the researcher with the names of the participants, and after the researcher selected a random sample that would ensure equal representation amongst the four schools, Infundo Consulting then assisted in scheduling 45 minute sessions so as to establish the times when the interviews could be conducted with the participants at a time that was the most convenient to them.

#### **3.5.4 Data analysis**

Thematic analysis, as outlined by Creswell (2014:197), was utilised to analyse the data. These steps, which according to Creswell (2014:196) are not essentially linear, can also be interconnected as the stages are somewhat interrelated. This is discussed below.

##### **3.5.4.1 Organising and preparing data for analysis**

Because the interviews were recorded, there was a vast amount of electronic data. The researcher then organised and prepared the data for comprehensive analysis through transcription of the audio, typing out the field notes, and sifting through the data (Creswell, 2014:197). The researcher was then able to organise the notes from the interviews into different categories before interpreting the data. The process of organising data logically and sequentially was critical before delving into the contents in preparation for interpretation (Creswell, 2014: 247).

##### **3.5.4.2 Reading through the data**

The second step towards interpreting the data was studying it to identify the general themes as well as the significance of the data in terms of overall themes. Having written out and organised the data, it was then possible to read through it and gain further understanding and insight (Creswell 2014:197). This also included the manner through which participants were relaying these general themes, the complexity in which these



themes or ideas were being presented, and the trustworthiness of the information (Creswell, 2014:247). General observations were thoroughly documented throughout the course of the interviews and added upon throughout listening to and reading the data.

#### **3.5.4.3 Start coding the data**

Coding requires classifying and arranging data in a manner that symbolises data in different forms (Clarke & Braun, 2006:95). This was an opportunity for thorough investigation of the data into different thematic groupings. The data derived from the study was then colour-coded to allow for ease of reference when attending to the themes in the empirical study. Thematically grouping the data assisted the researcher to distinguish the themes in a simpler manner (Ellsberg & Heise, 2005:204).

#### **3.5.4.4 Identify themes and categories for analysis**

After developing, classifying, and organising codes, the words, themes, and data provided an explanation and insight into the conclusion that the researcher was reaching after evaluating the evidence that supported the existence of these themes (Creswell, 2014: 249). Furthermore, the explanation of themes includes a thorough account of information pertaining to the participants or events within a particular setting (Creswell, 2014:199). Through the process of coding, it was then possible to produce an account on the participants' experience, descriptions as well as generate relevant themes from their encounters.

#### **3.5.4.5 Decide on how themes will be presented**

In this phase, the findings were depicted through narrative passages (Clarke & Braun, 2006: 97). This required that the researcher presents detailed discussions of the themes and sub-themes that were discovered throughout the study, as well as anonymous quotations from the interviews. Visuals such as tables were also used in conveying these themes (Clarke & Braun, 2006:97).

#### **3.5.4.6 Interpreting the meaning of the themes**

Interpreting the data means understanding exactly what the evidence is revealing, as well as what insights the researcher should deduce from their own individual collective analysis (Creswell, 2014:249). This step therefore included linking personal, social, and empirical understanding or evidence displayed with literature and other studies, allowing the researcher to investigate the research topic exhaustively (Creswell, 2014: 249). These themes formed the very crux of the generation of insights into this study.

### **3.6 Trustworthiness of collected data**

Qualitative studies place emphasis on the trustworthiness of data. According to Elo, Kaariainen, Kanste, Polkki, Utriainen, and Kyngas (2014:2) trustworthiness refers to when the research findings reflect as closely as possible, what the research participants intended to say. This therefore speaks directly to the honesty of the research, as well as the researcher's sensitivity to not adding things beyond that of the intentions of the research participants.

Lincoln and Guba (1985 in Lietz et al., 2006:191) refer to four notions that are central to trustworthiness within a qualitative study namely: credibility, transferability, auditability, and confirmability.

#### **3.6.1 Credibility**

Credibility speaks to the extent that the findings of a study reflect the denotations of the participants of the study (Elo, et al., 2014:4). The researcher needed to always be aware of how she conducted herself throughout the interviews with the research participants and purposefully did not lead them in the acquisition of the data (Elo, et al., 2014:4). The researcher practiced reflexivity by acknowledging that her own actions may have an impact on the derived understanding of the experiences of the participants of the Eastern Cape Education District Project. The researcher therefore acknowledged that participants had their own way of viewing the project and did not impose her own thoughts on what was deemed 'good' regarding the services that were being rendered to them. This was achieved through keeping a diary and taking notes as accurately as possible about what

the participants were saying, without attributing any perceptions to the expressions of the participants (Elo, et al., 2014:4). Additionally, credibility was achieved through member checking so as to gain feedback from the participants on the accuracy of the findings (Ellsberg & Heise, 2005:214). By allowing a few of the participants to read their transcribed interviews it was possible to ascertain that the researcher remained consistent in recording the information offered by the participants. In this manner, the credibility of the accuracy of the data and representation of the study was maintained (Ellsberg & Heise, 2005:214).

### **3.6.2 Transferability**

According to Elo, et al. (2014:6), transferability signifies the manner by which the findings from the study can lend themselves as helpful towards theory practice as well as towards future research. Since a qualitative study seeks to derive as much rich information from a much smaller and controlled population, the transferability of the findings within other similar contexts becomes increasingly important (Thomas & Magilvy, 2011:151). Although this study does not lead to the generalisation of findings, it is a stepping stone for the other schools within the district as well as for any further studies into upholding human rights through CSI projects within other education projects. These efforts are to help understand how human rights can be effectively upheld. This was only achieved through reliable and credible processes and recording of findings.

### **3.6.3 Auditability**

Auditability is the extent to which the procedures of the research are tracked and written so that a researcher outside of the project could follow and evaluate the process of the research study (Thyer, 2010:360). Although there is broad room for changes throughout the processes of a quantitative study, these should be tracked and easily understandable as well as be consistent to a qualitative study. Thyer (2010:356) states that these can be revised at early points in the study - particularly where the interviewing tools of collecting information do not allow for the discovery of quality information, thereby requiring an audit trial. In the piloting of this project through the first two interviews, the researcher ensured that the process was documented, ensuring that if there was a need to revise or verify the

data collection tool, a clear trail would be evident. The entire research process was frequently checked by and discussed with the supervisor, who is well experienced in research as well as in the social development field. This peer debriefing further speaks to how auditability was maintained (Leedy & Ormrod, 2010:101).

### **3.6.4 Confirmability**

Confirmability relates to other researchers being able to confirm the findings within the research study (Thyer, 2010:356). This is a further step toward ensuring that the views expressed within the research findings closely reflect those of the research participants and not those of the researcher. A way of ensuring this can include negative case analysis which is used by the researcher by purposefully seeking for conflicting views that may not be in agreement with the other expressed views within the study (Padgett, 2008, in Lietz, et al., 2006:197). The evidence of opposing views in the study reflects the holistic expression and representation of views within the given community within the study (Drisko, 1997, in Lietz, et al, 2006:197). Through the study, however, it was clear that there were areas of agreement as well as opposing views regarding the effectiveness of the project. This meant that there was no reason to discuss a default case.

### **3.7 Pilot study**

The study was piloted to be able to ascertain what changes might need to be made to the research process. The pilot study was conducted during the first two interviews of the study which included participants from two different categories of the sampling framework. According to Fouché and Delport (2011:74), it is not unfamiliar in a qualitative study to make use of the first interview as a pilot towards refinement of the interviewing schedule. After conducting the pilot interviews, it was apparent that the questions and interview process was clearly understood by the participants. This allowed for a seamless transition into the remainder of the interviews. This helped the researcher in knowing whether the participants will hesitate in answering, ask for clarification, suggested a different word, while also serving in establishing the amount of time that was required to complete the interview (Leedy & Ormrod, 2010:111). Once the interviews were

completed, the researcher then analysed the data making use of Creswell's (2014) steps as indicated in sub-section 3.5.4 above.

### **3.8. Ethical considerations**

Ethics refer to moral values that are normalised and applied with regard to setting up selected guidelines about how respondents and experimental subjects are to be approached throughout the research process (Strydom, 2011b:114). It was therefore important that the researcher was aware of and prepared for the different ethical aspects relevant in research to allow for an ethically sound study. As already indicated, the researcher requested Infundo Consulting and the Eastern Cape Department of Education for written permission to interview potential respondents (see Appendixes C and D). After having done this, the researcher then submitted the permission letters and research proposal to the Ethical Committee at the University of Pretoria to gain the consent to conduct the study (see Appendix E). The research adhered to the following ethical aspects as outlined by Strydom (2011b:114-124).

#### **3.8.1 Voluntary participation and informed consent**

Participants were not forced into participation but were rather given the opportunity to either accept or decline the opportunity to participate (Bell, 2010:45). Although permission had already been granted by Infundo Consulting, the researcher also still gave the research participants an opportunity to sign a consent letter. This was signed by them and will be stored with the other research documents for 15 years in the Department of Social Work and Criminology, as indicated in the informed consent letter. The informed consent letter specified that participation was voluntary and that the identity of the participating schools and participants would be protected. The consent form also indicated that participants will not be remunerated for their participation (Strydom, 2011b:121).

#### **3.8.2 Deception of respondents**

The researcher ensured that she did not deliberately deceive the participants in this research process by not using their participation in a manner that is contrary to that which

they were told (Strydom, 2011b:118-119). The information that they provided was used on the basis that was clearly explained to them prior to participating in the interviews.

### **3.8.3 Violation of privacy and confidentiality**

The participants were protected in terms of confidentiality by not stating their names or presenting any information which would link a particular view directly to them (Strydom, 2011b:119). The schools were also not named in this study. Furthermore, the schools or the relevant districts where the participants came from, were not referred to. According to Henn, Weinstein, and Foard (2009:94), 'confidentiality' refers to how the researcher holds the data in confidence and keeps it from public consumption while 'anonymity' refers to the precautions taken to protect the identity of the subjects. The participants are not anonymous to the researcher, however, pseudo-names or codes were given to participants to ensure that their identities are protected.

### **3.8.4 Publication of findings**

According to Bell (2010:54), findings of the research must be introduced to the public in written form. The research is presented to the presiding university in the form of this research report. Furthermore, the study's findings will be submitted to a scientific journal for publication and used for conference purposes. This is captured in the informed consent form, which the participants signed. For the larger public, the research report must be articulated clearly and simply (O'Dywer & Bernauer, 2014:14). The researcher will write summative briefs of the research report to present to Infundo Consulting, the participants, and other media platforms.

### **3.8.5 Competency of the researcher**

According to Strydom (2011b:124), the researcher is responsible for ensuring that they are competent and have the required skills to conduct the investigation. In line with this, the researcher passed a Master's module in research methodology and also works within the CSI field as a CSI specialist where many interviews are conducted with businesses, NPOs, and individuals alike. The researcher was also supervised by a seasoned

researcher within the social development field who provided feedback and guidance, ensuring the quality of the research remained consistent.

### **3.9 Limitations of the study**

The following limitations should be considered when deriving meaning from the research findings. First, as the study was carried out within only four of the 22 schools that are a part of the project, the views shared are not of the project in its entirety, but rather a small sample of the population. Furthermore, as the study was conducted by collating subjective information on the participants' experiences, it is possible that biased information was given to project a positive view to Infundo Consulting as a means to have continued support regarding the CSI project. To limit the negative effects that this could have on the study, participants were informed that the interviews would be anonymous and therefore not traceable back to them. Findings also indicated that participants have listed both negative and positive aspects regarding the project, showing that balanced views were given.

### **3.10 Empirical findings**

The empirical findings of the study will be presented in this section. Firstly, the biographical information of the research participants will be presented. The following section will focus on the main themes and respective sub-themes that emerged from the research data. The presentation of the findings will be supported by narratives of the participants' voices and substantiated by literature where applicable.

#### **3.10.1 Biographical details of research participants**

To remain consistent with the study criteria, all participants have a qualification in education, although specialisations and job descriptions varied. The other biographical details that will next be discussed are participants job titles; their highest tertiary qualification, their sex, and their age group.

### 3.10.2 Distribution of participants by age group

Three of the participants were in the oldest age category of 60+. The age groups of 55-59 and 50-54 both had two participants respectively. The 40-44 age group had two participants. There was only one participant in the 45-49 age group. Chart 3.1 below gives a visual presentation of the age categories of the participants.

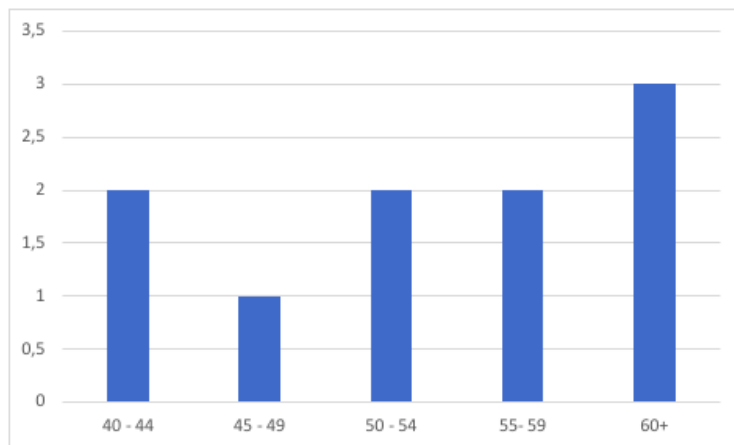


Chart 3 1: Distribution of participants by age

The sample does not represent the broader working population profile as, according to Stats South Africa, the lowest representation in the South African workforce are those above 40 years of age (StatsSA, 2015:3). The older individuals represented in the selected sample could be representative of the seniority of the roles that the project participants hold within their jobs. Their senior age is, however, concerning as these individuals are nearing retirement. This will likely lead to loss of skills and critical knowledge that has been gained in this project. It will be important to diversify this age group to allow for continuity for the sustainability of the aims of the project.

### 3.10.3 Distribution of participants by qualification

Most of the participants have a B.Ed Honors, followed by a higher diploma in education, as is shown by Chart 3.2 below:



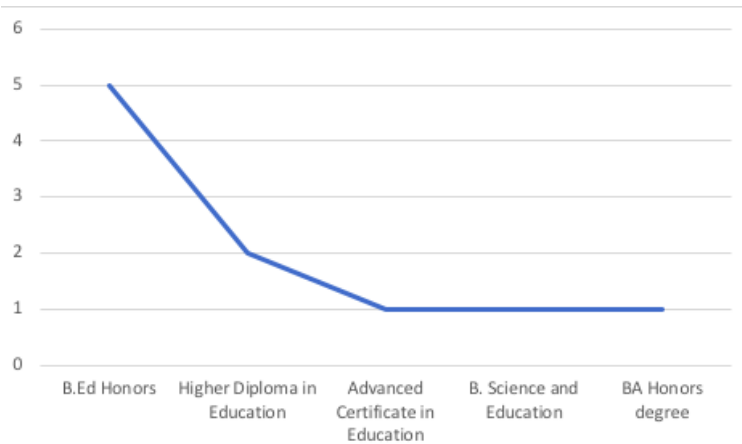


Chart 3 2: Distribution of participants by qualification

It is encouraging that most of the participants have a B.Ed Honors, showing that they have more than just the core foundation Education modules that are critical in effectively carrying out their daily duties.

### 3.11 Key themes and sub-themes

The six themes and respective sub-themes that emerged from the study will be next discussed. The findings will be supported through using direct quotations from the research participants and corroborated with other studies from literature. The researcher is to abide by strict confidentiality regarding the district and the project under study and therefore the participants will not be distinguished in relation to their job descriptions, but rather referred to as: P1, P2, P3, P4, P5, P6, P7, P8, and P9.

Table 3. 1: Themes and sub-themes

Theme	Sub-themes
1. Conceptualisation of human rights	1.1 Perception on what human rights are 1.2 Importance of rights of female children 1.3 Rights go alongside responsibilities 1.4 Discrimination within schools and lack of honesty between parents and caregivers

	1.5 Fair access to quality education
2. Understanding of CSI project intentions	2.1 Educational value for the learners 2.2 Personal value for the participants 2.3 Working closer together as a district
3. Multiple levels of consideration within projects	3.1 Working in a network 3.2 Integrated Economic Community Development 3.3 Different school contexts
4. Communication amongst project stakeholders	4.1 Communication of project aims by Infundo Consulting and the company 4.2 Communication within all parties in the project 4.3 Communication between other service providers and the schools
5. Factors that contribute to the success of CSI project	5.1 Involvement of participants in designing the project 5.2 Workshops designed to help teachers and learners 5.3 Networking (having other parties to leverage off) 5.4 Commitment and passion of the project implementers
6. Challenges that limit the effectiveness of the CSI project	6.1. The timing and content of the workshops 6.2. Teaching skills and methods 6.3. Intentionally directing tangible outcomes to the learner 6.4. Not having offices in the area

	<p>6.5.Limited knowledge of project aims</p> <p>6.6.The district education space</p>
--	--

**Theme 1: Conceptualisation of human rights**

The findings indicate that participants are aware of human rights and have different passions that resonate with them regarding various human rights. There is an overall uncertainty, however, with regard to how these rights could be intentionally upheld and promoted within the classroom. There is a gap in literature regarding the topic of human rights within South African rural schools in particular, despite ongoing policy developments around the ongoing educational discourse. The South African Human Rights Commission (SAHRC) (2012:7) notes that from the available policy documents from the United Nations and the Southern African Development Community (SADC), there is a critical link between a right to education and sustainable social and educational development. The right to education, as well as issues around sustainable social and economic development are all human rights issues. It is therefore important to be able to have clear ways in which human rights can be intentionally furthered and protected within South African schools. Five sub-themes emerged from this theme, namely the perception on what human rights are, the importance of the rights of the female child, the notion that rights and responsibilities go hand-in-hand, discrimination within schools and lack of honesty between parents and caregivers, and the need for fair access to quality education.

**Sub-theme 1.1: Perception on what human rights are**

Findings revealed that participants were aware of human rights, showing that they could conceptualise and refer to human rights. The Bill of Rights enshrined in the Constitution of the Republic of South Africa (1996), serves as the foundation of the South African democracy. Herein lies a clear stipulation of the rights of all individuals, emphasising principles around equality, freedom, and human dignity. In addition to having these rights as human beings, the Bill of Rights stipulates additional rights pertaining specifically to children in section 28 of the South African constitution (Constitution,1996). Schools are

one of the primary drivers through which the state can ensure the upholding of fundamental rights pertaining to children (Serfontein, 2015:2271). It is therefore important that individuals within the education sector are well informed in terms of children's rights as they are in key positions to fulfill them.

Participants recognised the rights of children in alignment with the Constitution as indicated below:

P5: *"...when you talk of human rights you talk about basic things in life. One, a person is entitled to be respected, to be treated with dignity..."*

P8: *"It basically deals with not infringing on anybody's rights as a person or infringing on their humanity"*

P4: *"My immediate understanding is that we've got so many human rights. It's proper that we treat each other equally. It's proper that we know that everyone has got his or her own privacy. It's proper that we know that a person has a right to safety and security"*

Human rights play a critical role in facilitating the transition from the previous dispensation of inequality to a more equal society (Roux, 2017:para.6). The conscious recognition of human rights is hereby central in fostering an environment for human dignity, equality, and social justice for all learners in South Africa.

### **Sub-theme 1.2: Importance of rights of female children**

A particular research participant passionately showed an appreciation of the importance of upholding the rights of female children. There is a recognition that although boys and girls both have rights, there is a need to place emphasis on the needs of female children. The participant contextualises this distinction due to the environment within which he has seen history disregard the value of the girl child. This sentiment is captured in the following quote:

P2: *“Both boys and girls have rights, but the most important part of the rights of the people is the understanding of the ability of the females. That’s what I’ve noticed that since now we are coming from that era where we always thought that it will be men who can make a difference but presently through my observation I’ve noticed that females are so powerful and they always stick to what they are saying.”*

The above remark, made in the context of a rural education district, is highly encouraging. Goal 3 of the Sustainable Development Goals (SDGs) clearly outlines gender inequality at all levels of education, as well as female empowerment (UN, 2015:para.7). Because rural areas have been known to be patriarchal in nature, it is promising to note that a male research participant would recognise the ability of the female child; speaking of the importance of upholding their right is a positive stride.

### **Sub-theme 1.3: Rights go alongside responsibilities**

Findings pointed to the responsibility that both the parent and child have in contributing effectively towards ensuring that their rights are realised. This is in agreement with the SAHRC (2012:10), which elaborates that its charter aims to serve as a tool for parents and caregivers alike in informing them of the role that they are to play in ensuring that children are able to enjoy their right to basic education. The below quote from one participant, however, attests that parents are not in a position to fulfill the duties of effectively creating enabling environments towards the upholding of the rights of learners:

P4: *“When it comes to children, I wish the parent can understand that learners cannot be forced. We need to protect them from child labor, point one, and we need to give them their chance to show what is it that they really want, but we as black people do not do that. Black parents forget that the children have the right to be well fed, well educated, given the correct type of medication, given time to talk.”*

Participants articulated the link between rights and responsibilities as follows:

P3: *“Rights go hand in hand with responsibilities – particularly in education. We have a right to education, right to life, health, shelter.”*

P4: *“The children forget that they have responsibilities. Our problem is that, people forget that rights go hand in hand with responsibilities. This term in Life Orientation we are doing the Constitution. During this session, I was telling the learners that their rights go hand in hand with responsibilities; they jokingly say they are young. But I think the most important aspect of the whole thing was catering for everybody. The human rights catered for everybody is a way that we stopped discriminating.”*

Studies abroad have shown that when children are educated on both their rights and responsibilities, they have a greater understanding of how they can go about in being agents of upholding their rights (Roberts, 2009:para.1). Through educating the learners on both rights and responsibilities, the study found that bullying incidences were eradicated, greater tolerance amongst all learners was experienced, school attendance improved, and classroom behavior was drastically and positively influenced (Roberts, 2009:para.5). It is therefore important to have an ethos within the school environment that adequately informs and educates the learners on their rights.

#### **Sub-theme 1.4: Discrimination within schools and lack of honesty between parents and caregivers**

P4 alluded to the issues that prevail in the classroom around discrimination. In this particular case, the participant talks of discrimination against learners with HIV and Aids. Swearer and Hymel (2015:505) claim that issues around bullying and discrimination based on individual differences are not new in schools but have perpetuated for many years. Their research, however, indicates that not only have bullying and intolerance in schools shown negative school performance, poor motivation, and school disunity, but they also purport that the most successful interventions in schools have been those that intentionally educate around the phenomenon of bullying and offer campaigns on unity,

tolerance, and the importance of being kind to one another (Swearer & Hymel, 2015:505). Learners need to be sensitised towards one another – making learners who are suffering various health ailments not feel labeled and ostracised, but rather loved and appreciated. P4 elaborates on the concern around discrimination within the school:

P4: *“The only thing that has not stopped is labeling people and discriminating [against] them according to their wellness. For example, a person on stage 4 of HIV and Aids, the symptoms are already outside, the body is rusting, remarks like “yoh shame” are made...”*

The participant notes that these learners are ostracised within the school for being sick, which is a direct contravention of their right to be treated equally and fairly. In further comments, the participant adds on the notion that the parents of learners are also not informing the children’s caregivers of their HIV status, which leaves the caregivers at risk. According to Chen (2017:282), due to the lack of jobs in rural areas there is a constant migration of parents to the cities in search of employment. This often leads to a phenomenon where parents leave their children behind to be raised by grandparents and other family members (Chen, 2017:282). Van Niekerk and Ismail (2013:74) state that in the South African context, caregivers often have competing priorities; these are poverty and survival issues. The caregivers usually do not have a choice in looking after the children and are often not adequately equipped to truly take care of the emotional and developmental needs of children (Van Niekerk & Ismail, 2013:477). It is therefore important that schools in rural areas are able to support the learners in such contexts to ensure that they are not prejudiced. The following participant articulates the importance of having clear communication lines that allow for honesty and support for the learners:

P4: *“For instance, in winter, they are prone to flu and everything, the grandparent is blank [uninformed] up until you get a hold of the biological parent, who is not around, staying somewhere, but it’s good because we’ve got a health advisor within the community of the school that is advising [...] It’s not easy to just tell the*

*grandparent about the situation, first, the biological mother has to be informed, for she can inform the grand parent, so she can protect herself.”*

From the elaboration of P4 above, it is clear that no open and honest communication exists between the parent and the caregiver, which further disadvantages the possibility of adequate supervision and intervention between the child and caregiver from taking place.

### **Sub-theme 1.5: Fair access to quality education**

Another element to the conceptualisation of human rights within the classroom was that of an issue regarding the inaccessibility to quality education for the majority of learners in South Africa. With the rising fee of education, there is a rise in exclusivity towards accessing opportunities towards obtaining education, specifically amongst the poor. Quality education continues to be a privilege for a few, acting as a barrier to effectively upholding quality education. Mlambo (2016:para.3) outlines the challenges in the widespread debate around free education in South Africa. A few papers have been written over the past years on the plausibility of having free education in a developing country. Such includes a paper titled *Ascertaining Funding Higher Education - New Challenges, Opportunities and Prospects*, which concluded in stating that free education in Africa would continue to be a myth as there are simply too many needs that are competing for limited resources (Mlambo, 2016: para.8). This, however, is contradicted by propositions by the ANC Youth League at the 2018 policy gatherings to table a movement for free education (Gallens, 2017:para.1). Added to this, albeit with vagueness and lack of clarity available, the announcement made by former president Jacob Zuma on approving free education for the poor at the ANC's 54<sup>th</sup> elective conference in 2017 gives a certain sense of hope for the possibility of access to education in South Africa (Areff & Spies, 2017:para.7).

The different views and available information on free education as well as how such a policy could be executed highlights a continued debate within the nation. This is a critical engagement of a right towards quality education, deeply imbedded with a number of



different complexities. P5 had the following to add in terms of the human right to access of education:

P5: *“Everybody must be educated. How? Even the poorest of the poorest, the government must create funds for everybody to get education. So actually, we are supposed to have free education in all levels even at the university but it mustn't be free for all at least certain bracket of parents who cannot afford but those who can afford must pay because at the end of the day we need lecturers who are more qualified and those people are expensive. So if you say everybody must get free education, even the son of Motsepe, what are we saying, because lecturers will leave this country and look for greener pastures overseas.”*

The view of providing the poor and rich alike with educational opportunities is in accordance with Serfontein (2015:2280) in recognising that education is fundamental in empowering individuals to obtain a dignified manner of living. He further alludes that even though education in itself does not provide one with the basic needs required to survive, quality education instills the knowledge that forms the basis upon which one can access and participate within other rights (Serfontein, 2015:2280).

Helping the teachers to have a clearer way of tangibly upholding human rights within the classroom will go a long way in transitioning from the ‘head-knowledge’ of what human rights, and by extension, what the rights of learners are, to a practical application of how these are implemented in the classroom.

## **Theme 2: Understanding of CSI project intentions**

The following section provides an overview of the different views that the participants had regarding what they perceived to be the intentions of the CSI project. Participants shared that they understood the project to be there to help equip them to deliver higher quality work in order to improve the educational outcomes of learners. They indicated that this also included their personal well-being as there is a lack of support within their family systems. Furthermore, findings revealed that the project also assists them with working

closer together with other schools within their district. Three sub-themes emerged from this theme, namely the educational value towards the learners, personal value towards the participants, as well as working closer together as a district. These themes will be discussed below.

### **Sub-theme 2.1: Educational value for the learners**

The research participants noted that the observations regarding the aims of the project were to help the teachers to have a greater impact while educating the learners. The below insights of participants show that there is a clear mission to equip and assist the teachers to deliver quality educational outputs in respect to the learners.

P1: *“To help and improve the education system, as well as to motivate stakeholders such as us teachers and even learners to do more in whatever we do in terms of teaching.”*

P2: *“The main aim of this project is to develop the young ones to add value to the production of the country so that the teachers can be able to assist those learners.”*

The above insights show that there is a clear mission to equip and assist the teachers so as to deliver quality educational outputs in respect to the learners that they teach. A more specific remark was made by P3 regarding the core subjects that need improving within the Eastern Cape in helping to address gaps in Mathematics, Languages, and Science.

P3: *“We are struggling with Mathematics and language but more so with Mathematics and Science, particularly in the high schools in the area, so Infundo, with the department and [the company], they came together to help to develop, to help to improve the results of the learners in the Eastern Cape, in particular with Mathematics and Science.”*

According to Shezi (2017:para.12), the Eastern Cape matriculants scored the lowest out of all the provinces in both Science and Mathematics in 2016. Within this context, it is

important to note that the participants of this study believe that the project is addressing some of the core issues of concern within the provincial educational needs. It is also important to note from the above remark that the participant explains that the project is a collaboration of many different parties, including the Department of Education, in attempt to address the Mathematics and Science deficiencies within the schooling system. This view is in support of what Berryhill and Vennum (2015:352) argue on the need for avoiding the historical fragmentation of school interventions, focusing rather on the importance of moving towards a more integrated service delivery model within schools in achieving desirable outcomes for learners.

In addition to improving skills in Mathematics and Science, one participant indicated that there is a pressing need to equip learners with essential and fundamental skills that they should be learning from the home environment, but due to a number of different reasons, do not learn. These skills are referred to as 'basic skills' as the following statement shows:

P6: *“Well, it’s to uplift the children, especially in the poorer communities. The children that come from there, they don’t know the basics, they are not given the basics and I think every human has a right to the basics and they don’t have them. We have to teach them the basics.”*

This is consistent with the statement of Van Niekerk and Ismail (2013:476) about the inability to focus on adequate raising of children due to competing needs, as well as often not having learned the very skills that the caregivers are required to teach the children under their care. According to Gladwell (2018:95) one of the critical elements to success is a child’s upbringing; rich parents are said to be likely to instill certain characteristics within their children such as confidence, questioning, and assertiveness. The strong sense of responsibility that emanates from this participant shows the growing desire to inform and equip the learners, not just on an educational side but also the softer skills that strengthen the individual in a more holistic manner.

## **Sub-theme 2.2: Personal value for the participants**

Many of the participants shared on how they were benefiting immensely from the project through being supported and guided personally in order to be the best possible individuals, outside of just being effective within the confines of the classroom. The below comment of one participant attests to the value that they are finding by being seen as individuals within the project.

P1: *“Mostly they also help us in terms of attitude because with our department there are times you feel demotivated as a teacher. You feel not acknowledged, but when they come and talk to us and we voice our challenges that we are facing because nobody listens, it’s as if nobody understands what we go through as teachers. So at least we have that ear from them.”*

Through the above participant’s view, it can be concluded that the teachers are appreciative of the input that they get from the project as it is seen to be fulfilling a critical gap of the need of debriefing and sharing on the challenges that are faced in the education space. The participants feel heard and value the safe space that the project offers them in this regard.

In research conducted by Heineke (2013:424-425) on the support of teachers, the author notes that teachers who received regular coaching sessions where they may share their experiences and also ask questions in an open and non-threatening environment performed better in the long-term. This is consistent with the findings of Taggart and Pillay (2011:236), who share that teachers felt neglected by the Department of Education and believed that more support was needed from the Department in order to be more effective in their work. Findings further showed that the psychological wellbeing of teachers was critical to their success in the classroom and it would therefore be valuable for teachers to obtain support. The participants not only feel listened to through the project, but they also experienced that the challenges that are raised are met with seriousness and solutions from industry experts. The debriefing and support sessions are therefore seen as constructive as shown in the following statement:

P1: *“It helps us to debrief, because we are taking a lot of things. We take it as a debriefing session and they come up with experts that really help with those problems.”*

According to Sayed (2016:para.16), continued teacher development is needed in order to allow teachers to feel supported and valued within this complex profession. It is also seen through the current study that such efforts are valued and contribute positively towards not only allowing human rights to be upheld within the classroom toward learners, but also toward the teachers and research participants. Below are practical examples of what teacher support created space for:

P1: *“This programme has also helped me to know that I’m a care giver, so it helps educators to know themselves. They were doing a module on Emotional Intelligence and Personal Mastering. I was wondering why I care for someone more than myself, I realised after the programme that I’m naturally a care giver. It develops an individual. It equips you to work with people.”*

P7: *“This project capacitates the teachers to be the best person and thereby you can tell your story and you can be a better teacher in relationship to the learner.”*

Although the above kind of debriefing sessions and professional and emotional support projects may be common within corporate environments due to having learning and development departments, they are truly few and far between in the education space. This kind of support for the teachers goes a long way in contributing towards appreciation of teachers, developing them, and allowing for more effective interactions between teachers and learners within the classroom.

### **Sub-theme 2.3: Working closer together as a district**

Although the schools that are a part of this project are within the same district, the participants alluded to a variety of issues that are experienced within their schools. Most

of the participants shared that many of them face similar challenges and it is therefore beneficial for them to learn from one another's struggles. On the other hand, one participant shared that although they experience many similar challenges to the other schools, their school also face different issues which cannot always be grouped together with the other schools that are in the project. These include being seen as better off as Model C school as well as not having poverty or behavioral issues within their schooling system. These findings are evident in the following quotes:

P6: *"There is a perception-sometimes rightly so - sometimes not, that because we're an ex Model C school, that we have everything, which is not the case, because our learners come from the same area, from the same background as the learners who attend schools in the township. The infrastructure that we have, the things that we have, we've inherited from the previous system. So, Infundo along with [the company] has been helping to bridge that gap where possible and also by working together, we get to see, the reality of what's happening around us."*

P8: *"Sometimes people think that, poverty, drug abuse, teenage pregnancy and those kinds of things are limited to your poorer schools, it happens everywhere. So they make you talk to other people, then you see that, your problems are not unique, there's a massive problem, in all the education systems, that all schools we have to deal with."*

On the other hand, findings show that the schools have very similar issues when it comes to serving the learners and hence have a lot to offer towards one another through meeting to discuss their various challenges. The challenge is therefore to join efforts in identifying mutual points of struggle and being united in finding resolutions that will advance the educational outcomes of the district. One participant voiced the similar issues as follows:

P8: *"The most important thing is getting the participating schools closer together so that we can interact more with one another, help each other in that respect, if we've*

*got problems and queries, we can contact the other schools but to also get the school and the community more involved with one another.”*

The findings of this theme indicate that although more affluent schools have resources and infrastructure inherited from the previous political dispensation, there are many similar challenges that are faced by schools of different quintiles due to being from the same geographical environment. Although perceptions from lower performing schools are that the experiences are different, there is value in managing the relationship between schools of the same district effectively. This is done to manage any issues that could arise that could make the poorer schools feel inadequate and inferior.

### **Theme 3: Multiple levels of consideration within projects**

In any project, different parties are needed in order to make it a success. The following section presents the findings that show that there are various parties that contribute towards making the project successful. The findings emphasise that in areas where there are minimal resources, it is imperative to be able to function within a broader network of resources to effectively optimise the possible impact. It was also apparent that more affluent areas have a way of accessing greater opportunities as well as how this should be resolved to allow for fair and equal development. The three sub-themes that came forth from this theme include working in a network, Integrated Economic Community Development, as well as the different school contexts. They are discussed below.

#### **Sub-theme 3.1: Working in a network**

Rural areas often have little access to opportunities that are more easily obtainable in urban areas. It is therefore of increasing importance to be able to make use of the available networks in an effective manner as well as to enlarge the networks for increased impact. In his classic text, Payne (1991) refers to a systems theory that suggests that a number of different elements come together to form a functioning network. A few of these different units include the change agent system, the client system, the action system, the professional system, the problem identification system, and the target system (Payne,

1991:135). These different units can all come together to make an open system that is structured in such a way that allows for optimal impact.

A participant shared that an action system of a few companies has been a part of the project to produce facilities that the schools would otherwise have never had access to. Through Infundo Consultant's interconnectedness, a company was approached to assist in the building of brick classrooms and toilets. An excerpt below articulates the thoughts of one of the participants on the value of the extended infrastructure:

P7: *“Look, the learners enjoy the new classrooms because when it was starting raining, the water ran in the classroom. You know they are bigger children - just when it rain the water is in front of the door- you can't get into the classroom. So it was an improvement for them, as well as for the teachers. And because of that then you feel I want to go to class, I want to go and teach.”*

Building classrooms is a greatly dignifying element of the project; the school is a full-service school that is in a temporary prefabricated structure that is in a dilapidated state. According to the Department of Basic Education (DBE) (2018:para.10), of the 187 inappropriate schooling structures that still need to be replaced, 139 of these are in the Eastern Cape (2018:para.10). The addition of this facility has improved the morale of the learners and teachers, making them excited to teach or learn. Furthermore, by working together with the Department of Education, it was possible to build toilets on the property, but these toilets could not be used due to lengthy processes that exist within the Department regarding the handover of facilities. The project was able to source a supplier for alternative toilets to be built so that there is a dignified arrangement for learners to have access to safe toilets while the school awaits the handover of the keys to the department toilets. The Accelerated Schools Infrastructure Delivery Initiative of the DBE recognizes that 171 schools in the Eastern Cape are also still in need of sanitation (Department of Basic Education, 2018:para.10). This shows the extent of work that still needs to be done in the province to allow for adequate facilities for effective education to be able to take place. The toilets contribute to upholding the rights of the learners as they



are offered the opportunity to have a dignified manner of alleviating themselves. There was a long-drop system before, which was largely unsafe for the children. More recently a 5-year-old child from an Eastern Cape School fell into a pit toilet and died; it can thus be understood that conditions such as these are stifling to an environment of the upholding of human rights (Bega, 2018:para.2).The introduction of these toilets allows for safety and hygienic practices amongst the learners. A participant added their frustration around the department process, and appreciation for the projects agility in resolving this problem:

P7: *“We were very excited for the toilets because the ones built by the department cannot be used for the past 2 years as the Department is not sure who must hand over the key. So the learners cannot use these toilets and they are sitting there – locked.”*

Another participant alluded to the value of the exposure received through having Kevin Smith, the author of their Mathematics text books, come to the schools to conduct a workshop for learners and teachers on Mathematics. Through having Smith host classes, they felt more equipped and particularly honored to have someone who is considered to be an expert.

P2: *“Even teachers of the district were so keen because he [Kevin Smith] was just giving them some skills of how to approach certain topics.”*

Linking with other professionals who can be of assistance to the education staff is invaluable as it serves to further equip them and empower them with first-hand knowledge from fellow teachers within their field.

A participant mentioned an experience where staff were helped with sport techniques that they could then take to their schools and implement. Meeting the needs for continued development of teachers' knowledge is critical to seeing improved quality within both teaching and learning within South Africa (Department of Basic Education and Higher

Education and Training, 2011:73). As shared by P9, this training afforded them a practical way of translating what they were taught, to be of value within their schools:

P9: *“You know there was a practical session with some of the teachers at [name of school]. You know showing them if you do sport, how do you do the warm ups correctly, how do you do the breathing... you know so you understand coming as a teacher you can do this and this new methods in your class. So you don’t go sit and you write and just listen on the board and you do - there’s the case study, listen to the case study. It’s physically there.”*

Adopting a more strategic approach towards the networks available to the schooling district as well as those available to Infundo Consultants has shown to be of aid in furthering the educational outcomes of the schools involved in the project. It will therefore be important to continue growing along this trajectory.

### **Sub-theme 3.2: Integrated Economic Community Development**

Kretzman and McKnight (1993:277) write in their seminal book on how *communities* can go about rebuilding their economy. This suggestion goes beyond just the schooling network; it is a request to further open up the network to allow for more interactions that could benefit the direct community as the learners come from within the very same community that is heavily burdened with poverty and unemployment. Since the company behind this project is the only corporate operating within the area, a participant highlights that the company should upskill and hire employees from within the community in order to empower the community with the necessary skills to obtain employment.

P5: *“One, they are coming with their employees, they don’t employ people here, ja because they say a person must meet a certain criteria to work there but it’s their responsibility if there are no people around here to work there, to create some short courses for the people who are around that place.”*

The above quoted participant further indicated how the local economy could further be enhanced by the company:

P5: *You know if these people, because they have got cars, when their cars are broken they are supposed to take them to the local mechanic so that they boost the economy and also the filling stations. I understand that they do not fill there, they have got their own petrol garage somewhere you know. Of which if they were using the local petrol garage, the economy here would be at least boosted.”*

Kretzman and McKnight (1993:277) state how libraries could buy its supplies from local vendors; hospitals could seek to employ its own community members; schools could encourage micro-enterprise ventures from the learners; and churches could foster grants that support community projects. This kind of approach requires definite purposed targeting and would entail the conscious application of a variety of facets. These would include improving the health of its citizens as many poor people are subject to poor sanitation and dirty water whereas access to sound health services is a basic human right (Lombard, et al., 2012:182).

Improvement of education in economic development is crucial as education is what aligns individuals with better opportunities, thereby allowing them a higher likelihood of escaping the cycle of poverty. McGregor (2016:325) adds that there is a positive relationship between education and development, and that the relationship between these two concepts should be explored. This is a positive remark on the educational gains that the project is having within the community, yet it shows that there is also a greater intentionality needed in ensuring that the educational outcomes also tie in towards economically developmental outcomes.

### **Sub-theme 3.3: Different school contexts**

It was made clear through the interviews that although participants from different schools are all a part of the project, there were different needs that each school experienced. These differences are important and should be given a certain measure of attention within

the project as a supplement to the overall project aims. The below remark of one participant shows that although the wealthier schools within the district have access to more resources, they face several similar challenges that the poorer schools are facing. Because the more affluent schools have learners from the same poor communities as well as more affluent ones, they are faced with the unique challenge of having children that come from divided and different backgrounds. This places a responsibility upon the teachers to create an environment that is not discriminatory, but rather equal and fair, as voiced in the following quote:

P8: *“But I think it [is] still sometimes difficult, for people to look past the fact that we are an ex Model C school, but we get the same from the department, they look at us and say no, but you’re Model C, quintile 4 school. It’s like ja, but please take a look at how many of our learners are not paying their fees, how many of our learners are needy, how many of our learners are poor. How many of our kids come to school without food. So we’ve got the same problems, we may maybe be able to deal with them in a slightly different way. We’ve got different coping mechanisms for it.”*

As previously referred to in sub-theme 2.3, the issue around the relationship between more affluent schools and poorer schools in the project comes up once more. In this instance, it is revealed that the more affluent school has a way of contacting the company outside of the route that the poorer schools have. This access to opportunity is typical of affluence; Southall (2016:para.13) states that learners from former Model C schools have a higher chance of accessing greater opportunities. Murray (2016:2) writes that learners who attend quintile 5 schools have a much higher likelihood of educational success at university level. The following view of P5 illustrates this notion clearly:

P5: *“We also have one of the teachers at school, her husband works at [the company], and she is our way of communication between the school and [the company].”*

This view is consistent with what was noted by Weber (1922): an individual's life chances are largely reliant on one's education and qualifications. The access that this school has to the company outside of the project helps the school to have further impact that the other schools do not have. This allows them access to greater funding outside of that which the other poorer schools get from the project. It would be important to ensure that such disparities – although helpful to the above school – are minimised or better managed to allow for equal access to opportunity.

This theme recognised that in order for the project to achieve its desired intention, it will be important to work effectively within a system of different role-players. Participants also highlighted that the intervention of the company should go beyond just the educational context, and address other community needs pertaining to employment and its economy. Lastly, it was evident that there is a continued disparity regarding Model C schools and their increased access to opportunities.

#### **Theme 4: Communication amongst project stakeholders**

The issue around communication came up numerous times and shows that ongoing effort needs to be placed on continuous communication throughout all stages of the project. In research conducted on social work case management, Meeks (2016:446) shares his findings that when different stakeholders and professionals are interacting within a subsystem, positive outcomes can only truly be realised when there is effective communication. The more projects begin to grow and develop with varying intersects of involvement, there is an increased need for continued communication among all the systems involved (Meeks, 2016:446). Effective management of the communication among these parties will allow for the optimal and effective use of each party, thereby furthering the needs of the project. Findings of this research revealed that communication could be enhanced between Infundo Consultants and the company. This is inclusive of all parties that are a part of the project as well as all external service providers who are contracted to render a particular service within the project. The three sub-themes will be elucidated in the following discussion.

#### **Sub-theme 4.1: Communication of project aims by Infundo Consultants and the company**

It was apparent from the findings that the aims of the project as well as the history behind its inception is not fully understood by all the research participants and this could be due to a breakdown in communication. As people have joined the project over the years, some elements regarding the project have been lost. P2 alludes to the fact that the participants who were involved from the conception of the project seem to have a deepened commitment to the project – sharing that these individuals understand that the teaching vocation is an everyday calling, throughout the year. The lack of background knowledge on the project is evident in the following statements:

P2: *“I don’t know really the aims and objectives because I was not there before. You know when you join something whilst it’s on track, maybe you don’t know the aim of it. They come you know during the holidays where teachers do not want to sacrifice their time.”*

P1: *“The people who do not have background on the project tend to say that they cannot go to the workshop during [their] holidays.”*

According to Engelbrecht (1999:41), communication is an essential skill in social work, as well as human interactions at large. Social work skills are replicable in all social settings as they are geared towards enhanced human interactions and would hereby be applicable in the education context, too. Communication throughout the course of the project needs to be both continuous, circular, and dynamic (Engelbrecht, 1999:45-46). This means that although mass communication of the project may happen during the formalisation of a project, the statement shared by P1 that they are not aware of the origins of the project attests to the notion that communication needs to be more consistent. This statement further emphasises that all individuals should have full and complete knowledge of the project, extending to as and when the project continues to garner more participants. This will also solve the issue that arises when people place unrealistic and unfounded expectations on the project as a whole.

Another issue pertaining to communication was that the demarcation of responsibility between the funding company and Infundo Consultants are not well understood. It is therefore not clear how well the teachers and project participants accredit the work that Infundo Consultants is doing, as the work of the company. This is a critical aspect as it is imperative that all parties perceive the work of Infundo Consultants to be as mandated by the company while fully grasping the roles of both parties within the project as the company is also involved in its own capacity within the schools outside of this particular project. A clear demarcation of these subtleties will contribute towards eliminating the ambiguity. P1 summarises the lack of clarity between the responsibilities of the two companies:

P1: *“What I know is that, [the company] and Infundo, there is a link, how big or small the link is, I don’t know.”*

The findings of this sub-theme confirm Bylund, Peterson, and Cameron’s (2012:262) views of communication having three core outcomes: goals, an outcome, and an action. In this regard, communication allows for the realisation of the goal of ensuring understanding amongst participants, the outcome of effectiveness of the project, and the action of enhanced collaboration amongst the company and Infundo Consultants. Such an approach to communication also ensures that encounters with each part are meaningful and serve the optimal needs of the learners.

#### **Sub-theme 4.2: Communication within all parties in the project**

Communicating within the schools when the district needs to share a message is sometimes difficult and takes a long time as current communication channels are through the principals of the schools. P9 suggests that having committees within the schools that convey information would help communication to be efficient, therefore allowing for prompt action to be taken within the projects, without suffering any severe time lags:

P9: *“If the schools can have a committee who can focus on learner development. If there is a committee in the school, and communication can go just direct to those schools, those committees just report to the principal because sometimes principals are too slow to relay the information.”*

This view is similar to what Maponya (2015:31) proposes in stating the need for school leadership to establish communication channels and systems in schools, that are effective. Having such communication channels would serve to enhance the efficiency of not only the project, but departmental needs for communication within the schools. P7 particularly commended the approachability of Infundo Consultants , sharing that the manner in which they carry themselves lends for more open and honest conversations regarding the project and activities within the schools:

P7: *“You know sometimes I will tell [person x], I don’t know this and this. You know? And they don’t turn and hold that against me or against the school. They just say “let’s improve this”, “how can we make this better?”.”*

The response of P7 above in line with the approachability and open communication of the programme implementors is consistent with Liu, Hui, Lee, and Chen’s (2013:1022) findings that having significant relationships with seniors will have a positive impact on the work ethic of staff. Such relationships can only be based on genuineness, acceptance, and person-centeredness as exemplified by the two implementers (Pollard, 2002:115). These types of interactions and well communicated intentions are what assist the teachers to find it easier to contribute to achieving the outcomes of the project as they are shown that they are valued and appreciated.

#### **Sub-theme 4.3: Communication between other service providers and the schools**

The following sub-section highlights that ongoing communication should occur when collaborating with other service providers and that the Department of Education, as a stakeholder, has a key role to play in realising the project aims. P7 shares their experience of inadequate communication as follows:



P7: *“I mean [company x] came and they just built the classrooms. So the whole project... so there is no okay listen “what’s going on now, can we help, can’t we maintain it”. There’s no follow up as they just come, they build and then there they go again. I don’t know how they work in their corporate world- how they go on.”*

According to Malele (2016:20), CSI is only effective when it is ongoing, as once off involvements have not shown to have optimal impact. Increased social impact requires collaborative efforts among a number of funders as different companies have different strengths to offer within projects (Malele, 2016:21). Although collaborating with other funders is good, it can be frustrating to beneficiaries when there is no ongoing communication and involvement; it should be a priority to communicate frequently with beneficiaries and collaborating funders alike (Paine, 2016:65). From the above expression, it is evident that although the participant appreciated the gesture of the built classroom, it would be critical in moving forward to have open communication lines with other service providers who are brought in to provide assistance within the project. Considerations around post-project matters should be agreed prior to the commencement of building projects (Nation Builder, 2015:9).

P1 states below that they would like to see enhanced communication between the project and the Department of Education, allowing for the Department to actively take responsibility in this particular project so as to further its reach and impact:

P1: *“I think another thing would be, if the department of education would partner with [the company]. If it came with 40% and [the company] 60%, that way, it is met halfway, instead of expecting [the company] to take care of all the costs.”*

Paschal, et al. (2016:68) notes that when collaborating, all parties coming together should consider what the main intention behind the partnership is. In this instance, sufficient communication amongst all the collaborators will allow for clear definitions to be set, as well as for time-lines and accountability to be maintained at all junctures of the project.

## **Theme 5: Factors that contribute to the success of CSI project**

Findings indicate the different factors that participants attribute to the success of the project. These factors are tailored into the following four sub-themes, namely the involvement of participants in designing the project, the effectiveness attributed to the workshops designed to help teachers and learners, the value of utilising a network of different service providers within the project, as well as the commitment and passion of the project implementers. The next sub-themes highlight these views.

### **Sub-theme 5.1: Involvement of participants in designing the project**

In designing the project, staff members from different levels of seniority were involved and this translated in real felt support, contributing to ownership of the project. In an environment where complex governmental structures exist and decision making is often felt far removed from the actual realities from the individuals tasked to implement them, the individuals expressed themselves to have been greatly impacted and valued through being a part of conversations around the initial structuring of the project.

P2: *“The signing of memorandum of understanding, it was between the senior management of the district and the senior management of [the company] - You know when you are a junior you are used to draft. We draft the MOU, we take it to the senior management and they say rectify this and this, this was super.”*

Being part of the individuals that drafted the Memorandum of Understanding (MOU) was not only empowering, but it also shows the vital importance of working together as different individuals, and seniority in shaping the project. This is consistent to the recommendations of Paschal, et al. (2016:40) for initiating CSI projects where the author states that upon beginning a project it is important that all stakeholders of the project meet openly to clarify all expectations and to have this documented prior to the start of a programme. Moon (2014:28) confirms that any organisation that is on an upward trajectory is one that ensures that all members, regardless of seniority, is afforded the opportunity to both lead and follow. Through the respondent’s note on how empowering it was for them to not only be able to draft the MOU, but also sign on it, affirms that they

formed a valuable role in the coordination of this process. The value of this partnership towards development is visible and is a characteristic of the capabilities theory, a theory that recognises issues concerning social justice and inequality, through recognising what individuals are capable of achieving (Nussbaum, 2011:18). By harnessing the capabilities of junior and senior individuals, it is evident that the working relations are enhanced and further capacity is built through upskilling and affirming the staff of their abilities. The participant further elaborates on how this process was experienced by them:

P2: *“The way we were planning to work together, it was super.”*

This process was therefore seen as a collaborative one rather than an autocratic one. By making use of such an approach, principles of mutual aid are applied in that participants of the drafting of the MOU have enhanced opportunities for mutual support and ownership of the project (Sweifach, 2015:281).

### **Sub-theme 5.2: Workshops designed to help teachers and learners**

In conducting the interviews, the value of different workshops that were hosted in attempt to equip and empower individuals with direct skills pertaining to the educational facets of the curriculum were highlighted to have had a positive contribution. One participant referred to one of the sessions where an expert in the Mathematics field, Kevin Smith, the author of the textbooks that the learners were utilising, came to the district to conduct a workshop (see sub-theme 3.1). Below are a few excerpts from the research participants:

P9: *“It was very powerful. It was one of the [most] powerful experience because when you rate that guy, he was one of the experts in Mathematics.”*

P1: *“There was this guy who also came. He came here and knows a lot about sport. You know he had a practical session with some of the teachers. You know showing them if you do sport, how do you do the warm ups correctly, how do you do the breathing.”*

P8: *“We’ve been using quite a lot of the things we’ve been getting from Infundo, their person mastery, stress management course provided to the teachers, many of the things we are still using, the skills we were taught, when we have our staff meetings, we try and incorporate some of the things again, into the staff meeting.”*

Cross and Ndofirepi (2013:107) note that a distinguishing factor amongst teachers in rural areas who excel in their profession as teachers and those who do not, is that those who excel typically receive valuable training and opportunities for further learning for their class interactions. These workshops and training sessions enhanced the capabilities of both the learners and teachers as well as furthered the success of both parties in understanding the work at hand. This shows an appreciation for the value brought by the project in affording both teachers and learners alike with the unique opportunity to have an expert within reach. This kind of access to opportunity would never have been afforded to them outside of the project and serves as a clear example through which human dignity is upheld. Empowerment towards positive assertion (Lombard, et al., 2012:186) ensures that should people be faced with other circumstances that require a degree of resilience, they are able to successfully transition the learned skills from the previous experience. Promoting personal status and dignity (Lombard, et al., 2012:187) is a direct encapsulation of the Bill of Rights in the Constitution (1996) and the emphasis lies upon the respect for values, recognition, and professional conduct that is to be utilised in all relations with the participants and learners.

### **Sub-theme 5.3: Networking (having other parties to leverage off)**

In communities that have limited resources, it is vital to use leverage off all possible institutions that could be in assistance towards providing relief. Below, a participant emotionally shares of a desire that was held in the district for learners who perform well in their matric year to be able to study further and obtain employment. This, however, was not the case in this poverty-stricken area as opportunities to study and further their overall impact were few and far between. Through effective partnering with other organisations, the participant shares what was able to take place:

P2: *“We managed to organise 20 kids in a project called [XYZ] kids. In that project, we organised 20 learners and we deployed them in needy schools where they teach Mathematics and Physical Sciences. And there was a stipend that was organised by the project to give those learners to survive.”*

In addition to this, the learners were then equipped with skills to help them to teach effectively within the communities closest to them, thus allowing them to generate an innovative solution regarding the shortage of teachers within the schools:

P9: *“In fact we were having development courses with these learners because we took them to a workshop where we were workshopping them on how to survive, how to deal with the situations and they were empowered in fact by giving them some strategies and skills to deal with learners as well as their futures.”*

These learners would most likely have stayed at home and had limited future trajectories, but by providing informal training, the school learners that they were teaching were afforded a unique opportunity towards role-models, allowing them to see that if they were to also work hard, they would be able to one day be in a position of instruction.

P2: *“But this project of [project name b], I was really passionate about it because really we add value for some poor homes”.*

Not only was the collaboration one that empowered the learners with skills, but it also added dignity to the homes that they were coming from. These households would not have had any other source of income.

Another research participant shares:

P3: *Through this project we've got one kid who studied medicine in Cuba, we've had one kid who was the Star in whole of Eastern Cape, currently studying now at UCT. I also got fortunate, in 2012, I went to one of the private schools in Gauteng, with*

*Infundo, and came with all that information that I was gathering. The information I got there was valuable because sometimes you deal with these things in class and you aren't aware what's happening. So I came back with all this information and we've benefited from this."*

By making effective use of the entire system as well as enlarging the network in use, allows for a more integrated functioning of the individuals as this expands further opportunities that were not being made use of. The system's theory asserts that all different systems that have an influence on the functioning of the individuals functioning should be noted, and also strengthened (Engard, 2017:para.14). Effective use of such a network is in agreement with Sanders and Lewis (2005:1) who elucidate that there is a higher likelihood of school achievement where schools are able to facilitate external partnerships. It is through the use of Infundo Consultants that has allowed for the facilitation of a number of further connections within this rural district through other relationships that Infundo Consultants has access to. This goes a long way in effecting the desired change, bearing in mind the limited resources and access within the existing system.

#### **Sub-theme 5.4: Commitment and passion of the project implementers**

Earning trust within any intervention is critical to the realisation of positive change. The participants noted that they felt that the project management, in terms of the company as well as Infundo Consulting, were seen to be trustworthy and that their commitment towards the project was encouraging and acted as an enabling factor towards their participation.

P2: *"They are so committed to stick to what they said they are going to do because that is the only way that they can service the community."*

P7: *"[Person x] and [person y] they are always open. And you know they are there. If you can tell them that we need this, they accept that. They are not funny."*

The interactions between participants and implementers is a very interesting factor as oftentimes power dynamics affect the relationship in an adverse manner. It has been visible, however, that the research participants in this project feel supported and are encouraged to deliver better results within their teaching endeavors so as to be of optimal impact on the learners, allowing them to offer a quality education.

The commitment of the implementers is reflected in the following statement:

P3: *“There has been some promotion of teachers, who have attended those programmes. One went to become a principal of a school, one went to become a deputy principal of the school and some have gone on to become HODs. Last year, the pass rate at [the school], took a jump, it was 67%, which was a huge jump from 52%. So it is through this project that the kids are actually performing and benefit.”*

This behavior is in accordance to Sáez and Sánchez (2016:603), who state that trust is the outcome of trustworthiness. Furthermore, the authors share that trust is harbored by continuous relationship and engagement and is essential for productive outcomes in any intervention (Sáez & Sánchez, 2016:604). The positive sentiments raised by the participants can therefore be attributed to the passionate work of Infundo Consulting, showing not only hope and belief in the research participants, but also providing adequate knowledge and skills that are setting the teachers apart, thus fast-tracking them to increased levels of impact.

### **Theme 6: Challenges that limit the effectiveness of the CSI project**

Although the participants had plenty of positive remarks to offer regarding the effectiveness of the project, they also had a few suggestions that could assist in ensuring that the project is even more impactful, achieving heightened results of uplifting the learners. Participants shared that the timing, nature, and content of the workshops could be amended to allow for optimal attendance and impact, that teaching skills can be taught to allow for greater adaptation within the classrooms, and that workshops and interventions could be reconfigured to intentionally direct tangible outcomes to the

learner. It was also explained that not having a direct contact for the project within the Eastern Cape limits the effectiveness of the project and that having limited knowledge regarding the project aims stifles the progress of the project. Finally, the effects within the school district that inhibit the success of the project were pointed out. These findings are underpinned in six sub-themes which will next be discussed.

### **Sub-theme 6.1: The timing, nature, and content of the workshops**

Research participants shared that attending the projects during the school holidays was inclined to be a challenge due to various reasons. Participants suggest that to ensure that the teachers are attending workshops, it will be important to consider finding an alternative time slot that will work for them. If the model of workshops is to continue, it would be of value to reconsider when the best time would be to present them. Additionally, it may be plausible to have separate sessions to ensure that all teachers cover the content at a time that is suitable for them and this might not be over a single session. Below are a few excerpts from various participants:

P2: *“People tend to say that they cannot go to the workshop during their holidays.”*

P1: *“I would say here at school, about 45 of teachers are attending, but there’s 20 missing or 20 that is not attending during holidays.”*

P7: *“But it’s in the holidays, so it’s now a problem. Because not all teachers are from here. Some go away over the holidays so they are never going to be able to attend those workshops and others just got other things they are planning to do during that time.”*

With regard to repeating the sessions for everyone when certain teachers have not been in attendance, it has been articulated that this is frustrating as it leads in going over material already covered in previous sessions. A participant shared that some of the other teachers are not in favour of this model and it would be a worthwhile consideration to not expect teachers to repeat the workshop once the content has been covered:



P7: *“You know so some of them they say ‘no we don’t want to do this again’. Some of them have attended the workshop but they want to know what is happening. They still do the same workshops because all the teachers in our school have not attended all the workshops.”*

One participant noted that a further challenge that limits the effectiveness of the project is that the workshops that are conducted for the teachers are not registered with the South African Council for Education (SACE).

P7: *“The one thing that can assist the teachers also to attend the workshops, are [to ensure that] they [are] CPD compliant, [that they] are registered with SACE. Because it’s one of the things that would make them attend a workshop.”*

SACE places a strong emphasis on the need for teachers to constantly be at the forefront of the teaching profession as a way of showing dedication to the development of the learners, thereby upholding the rights of all students (SACE, 2016:4). Amongst many other duties, SACE manages professional development, allowing for continued training and recognition to continue within the profession through the attainment of a certain number of points acquired from attending a variety of these courses. Registration of these workshops with SACE would encourage the participants to attend as there is a clear and more direct relationship with the teaching profession and allows for accredited further training that is recognised and is helpful towards teachers’ professional development.

### **Sub-theme 6.2: Teaching skills and methods**

The participants also discussed a strong desire to learn new skills on how to best do their jobs within the classroom. Herein lies recognition for the value of continued learning to allow them to be continually equipped to further their impact in the classrooms and in doing so, further ensuring the upholding of the human rights of the learners. The participants share as follows on this notion:

P7: *“There’s no new things coming - new methods”.*

P9: *“You must equip the teachers to be better teachers. To improve their interactions with the learners. Technology is changing, now you must fill in the thing for them and then you get a certificate. That’s fine but now you go for technology - technology is there. But we still use books. I don’t know how far you are with the University but you know, a person must start moving on because things change - generations change. Text books are going out very soon. I’m sure they will leave. Especially with the bigger schools.”*

P7: *“Yes and you see what’s coming in now- look there’s a programme rolling in now. Foundation phase teachers are getting laptops. Some teachers in this area have already received their laptops. So, the foundation phase, obviously foundation phase intermediate phase, senior phase - if you got a laptop then you must start training teachers how to use technology. Not only how to use technology to do research about your masters, but teach us rather how to use technology in our classroom. How to use a projector in your classroom. How to get information from the Internet - Youtube videos, you know to go online and get videos on your screen, interactive whiteboards. You know, that’s where it’s going to when you ask about the bigger picture. Yes you have to have your teaching strategies but we must not let technology get too far ahead and we are not keeping up with it.”*

Harris-Hart (2015:114) divulge that the theoretical knowledge that universities afford teachers is not sufficient in adequately transitioning teachers into their relevant roles in schools. The author therefore identifies with the need for ongoing skills that go beyond theoretical knowledge to ongoing learning that better equips educators to perform best in their roles (Harris-Hart, 2015:114). Herein lies a unique opportunity to equip teachers to embrace the technological advancements that are taking place within the education space. According to Rice (2012:para.3), failure to incorporate technological advancements within South African classrooms is grossly disserving the youth from being a part of the global markets in the long term. A study revealed that teaching Information

Technology apart from practical integration from other aspects of the educational syllabus is redundant and does not serve valuably towards integrated learning (Rice, 2012:para.9). Furthermore, mobile learning decreases the gap between the haves and have-nots through allowing equal access to information, which is a critical factor towards upholding social justice (Nxumalo, 2017:9). Maponya (2015:24) recognises that school leadership take the responsibility of ensuring that educators are informed about new strategies and technologies around education that further effectiveness within the classroom upon themselves.

The teachers would also like to be able to learn from other professionals and be able to learn practical lessons that they can implement within their classrooms. The participants expressed a strong desire to have not only theoretical knowledge of how they may excel within the classrooms, but expressed that they would love to be able to have a professional show them how they would conduct a lesson within the classroom environment:

P7: *“And you know like I say, its easy to sit and talk... take Russel or bring Peter for example and then you talk in front of the class. What’s going on now outside- let them go bring order for us out there. It’s a different thing to talk and it’s a different thing to do. So sometimes the teachers they hear, but come and do it, come and show me. If you say whole brain teaching, come and spend the day with me in my classroom and show me how to do whole brain teaching. I’m just using whole brain teaching as an example. I don’t know even these other types of things.”*

P7: *“You know and this works. I’ve tried it, I’ve gone onto the Internet and you try. It’s quite interesting. You know I can go to that one lady’s class now and they making a hell of a noise. You can just say “class, class” - yes maam yes maam. And they are quiet. And you can talk to them. Even this group here I study with them. I didn’t go in depth with them. And I say class class – yes maam yes maam. And they are quiet. Then you have got their attention. But [at the moment] you go in class [and say] “hey keep quiet, keep quiet”, you know they shout louder than you do so ya.”*

The project is clearly encouraging the participants to think more closely and critically regard their educational responsibilities towards the learners. This shows that the project is encouraging increased levels of excellence within the education space, helping participants to assert ways of upholding the human rights of the learners in a valuable manner. By being more intentional regarding teaching methods, the use of available technologies, and providing for opportunities where participants can be taught tangible methods of being more effective within the classrooms, the participants would feel more equipped to effectively contribute towards the upholding of human rights. According to Niyazi (2009:440), educators with poor content knowledge, outdated teaching practices, and low expectations are in dire need of focused professional development. When the educators improve their content knowledge and their knowledge of the best practices planned to increase the learners' involvement and performance, they develop higher expectations of their own and, by extension, their learners' educational outcomes.

### **Sub-theme 6.3: Intentionally directing tangible outcomes to the learner**

The current roll-out of the project is seen to have limited ways in which the learner is impacted. Participants note that it would be important that in as much as the project aims to empower the teachers to be more impactful in the classroom, that the project intentionally draws parallels where participants can feel confident to deliver when it comes to the learners. With South Africa having what is said to be the most unequal schooling system in the world, according to a study by the University of Stellenbosch (The Economist, 2017:para.3), it will be critical that participants feel adequate enough to address the core issues with the learners in their classrooms. The following participants expand on this view:

P5: *“To me I don’t see really this project working directly to the main client; that is the child. So the main challenge I cannot tell because I don’t see really the impact.”*

P7: *“Impact on the learners is very small. No very small. As I said our learners don’t attend anything but impact that they change... few. I would say few, not so many on that side.”*

According to Spaul (2012:111), socio-economic status is the biggest factor when it comes to the performance of learners within the South African context. With the project at hand being based in a rural environment, it is of great importance that such efforts are directly benefitting the learners to allow them to perform at their best, despite the (possible) odds against them. The view expressed of having more direct outcomes for the learners is consistent with the views of Sebastian and Allensworth (2012:5); that although external attributes assists learners, the greatest consideration for learner improvement lies in bettering the quality of instruction received within the classroom environment. For the project to have its desired impact, more direct ways of how the learner can be influenced will need to be devised.

#### **Sub-theme 6.4: Not having offices in the area**

The participants added that a further challenge is the fact that Infundo Consulting is based in Johannesburg and therefore has a very limited ongoing reach in the community. This makes it difficult to communicate as and when things are happening on the ground. This also leads to less accountability throughout the project as the touch points are infrequent. Two participants share their views on this notion:

P8: *“We need them closer. I think that is the biggest problem, seeing them basically once or twice a year for the learners, is sometimes not enough face time.”*

P4: *“Infundo is not having any of us in the Eastern Cape. If it could have someone who is already here, to motivate the teachers in person and not in paper. In person, visiting schools, asking about their general problems and organising people to really come and help the teachers.”*

Paschal, et al. (2016:52) notes that CSI relationships need continuous communication of various types, whether these be telephonic, electronic, or face-to-face. For relationships between CSIs and participants to be impactful, time should be invested in regularly touching base as well as having concrete touch-points throughout the year (Paschal, et al., 2016:52). A study done on the benefits of social media revealed that virtual methods of contact should not be used to replace face-to-face contact as these methods both have their different values (Cincotta, 2015:para.9). It would therefore be worthwhile to explore options that would allow for expansion of the Infundo Consulting offices in the Eastern Cape, or delegating more frequent face-to-face interaction to a trustworthy representative of the company.

#### **Sub-theme 6.5: Limited knowledge of project aims**

It was also identified that throughout the years as more and more participants have been added, the true essence of the project is becoming diluted and is subject to people's opinions. It was highlighted that this creates ambiguities as people have different expectations of what the project aims to achieve and can lead to feelings of frustration. Below are the views of two participants:

P1: *"It would be helpful if the people who wrote the MOU from the Departments side and [the company's] side, all the teachers and everyone who is now involved were put in one room and the project was re-explained so that everyone who joined afterwards can understand."*

P5: *"You know if they can again maybe, I am sure when they started this programme they invited maybe the stakeholders to present to the group. Maybe if they can do that again so that even the newly joined people can know the aims and objectives of the programme and then the progress as from the date it was started until up to now because to join something you don't know the substance, you know."*

Sokhela (2007:3) shares that contracting within the profession of social work is vital to the key success of the project and relationship. Contracting allows for the sharing and

understanding of the aims of the intervention, allowing for any questions and misunderstandings to be ironed out before they form a barrier to effective outcomes (Botha, 2000:308). Through Infundo Consulting clarifying the goals of the intervention during the contractual phase of onboarding participants, this will ensure that no uninformed expectations are projected upon the project.

### **Sub-theme 6.6: The district education space**

Participants noted several issues that exist within their district education space. These included a high turnover in terms of the teachers, drug use amongst learners, parents who are not present due to working far from the rural town, and a high drop-out percentage of learners from the schooling system.

P1 expresses that the loss of teachers leads to a lack of consistency as teachers are being equipped but also leave and new teachers need to be trained in accordance to the needs of the school. The below excerpt conveys this sentiment:

P1: *“Mathematics, the problem we think is with teachers now because they come and go. I think the environment is not appealing and some they get better positions, green pastures...and there’s also a scarcity of Maths and Science teachers.”*

According to Savides (2017:para.7), there is still a large number of unqualified teachers, most of which are in the rural areas. This often contributes to the poor quality of educational outcomes from these areas. Circumstances in the rural areas are often challenging and, because teachers have little support, they are often overwhelmed and flee from these areas. With the vast issues that are already prevalent within the education system within rural contexts, it remains frustrating to have continued experiences of the loss of educators to deliver quality education to the learners (Centre for Education, Policy and Development [CEPD], 2008:9). Despres (2007:97) states that stability in staff within the schools is a critical element towards quality education and the level of achievement amongst learners. It would therefore be important to ensure that issues surrounding the loss of teachers are practically and effectively addressed.

Another shared issue within the education space is that of substance abuse. This is a critical challenge within the schools and has a direct impact in the educational success of the learners. The below participants articulate this further:

P9: *“The kids are very challenging. They are engaged in drugs so you have to be tough in the classroom because the child, when you try and discipline the child or tell the child not to do something they will resist whatever you are trying to do.”*

P1: *“... their brothers and sisters who have not passed are in the township, they are just on drugs.”*

The high drug issue experienced within the district is in contrast to the findings of Tshitangano and Tosin (2016) of their study in rural Limpopo, where they found that drug prevalence in rural areas in secondary schools was relatively low. Within the district under study, the participants note that a large number of learners are being affected within the school and within their communities where high drug use is prevalent. This is alarming and could be revealing of developing circumstances that lead to access of substances, but could equally be indicative of less strong community ties and the forsaking of traditional African values (Tshitangano & Tosin, 2016:5). Wormington, Anderson, Tomlinson, and Brown (2013:613) further attest that teachers in schools are at a highly influential position to influence behavioral and belief patterns of learners. Ensuring that teachers are adequately equipped to deal with the drug use phenomenon within the schools will therefore be critical in experiencing any progress with the eradication of drug use.

Another rising issue that was highlighted was that of parents not being present due to working in the cities.

P1: *“Many parents are working in Cape Town so they when these kids in those cities become a problem they send them to the relatives so there is no that, there is no*



*involvement of parents. You will find that the person who you will try to contact when the child is a problem at school is an aunt and not the real parent because they are running away from their problems.”*

Since the time apartheid policy was initiated, rural communities have suffered gravely as they were excluded from most economic activities. This is still largely prevalent, leading to parents going to live in cities where they can earn an income for their families, often leading to broken family structures (Bennett, Hosegood, Newell, & Mcgrath, 2014:311). Parents moving from the rural areas and living apart from their children is viewed by Lu and Treiman (2007:9) to be a barrier towards the education of a learner. Urban-rural migrations, however, are contributing positively in terms of finances, in cases of extreme poverty and are most likely a barrier that will continue to exist and therefore grounds for effective navigation around this phenomena will be important for the effective education of rural learners (Lu & Treiman, 2007:11).

A further issue within the education space is that there are numerous learners dropping out of the education system which is contributing to an uneducated society. This is contrary to the aims and goals of achieving universal primary education. The progression of learners was also highlighted as a problem within the schools. P1 further illustrates on the high drop-outs and progression of learners.

P1: *“We have so many drop outs. Even the government system where by learners are progressed, many of those learners don’t pass.”*

The Department of Basic Education (2012:9) shares in their policy pertaining to the programme and promotion requirements of the national curriculum statement, that learners who do not qualify for the following grade can be “progressed” to the following grade to ensure that no learner is within the foundation phase for more than four years. This is seen to be problematic for teachers who are progressing learners but experiencing further challenges in the grades that the learners have progressed to. Of the 1.1 million students who enrolled for grade 1 in 2002, only 550 000 enrolled for matric 12 years later

(eNews Channel Africa [ENCA], 2015:para.3). This is a national issue that, if unresolved, will continue to see fewer individuals being properly educated. This a definite violation of the right to free and fair education. Secondary to the issue of grade progression, is the issue of having a large number of learners in a class. P5 elaborates further on the large classes, sometimes reaching 120 learners in a single class:

P5: *“Like really our school is under staffed. Each class is having about sixty-something but it’s better than when I was starting because it was ninety-six (96), hundred and twenty (120) each class”.*

Many studies have been made on the relationship between class size and learner success. Spaul (2012:27) identifies that classes of more than 30 impedes on the reading skills and potential of learners, while Finn (2002:554) had identified many years prior to this study, that smaller classrooms are of the most benefit to learners, especially those from social and economic disadvantaged backgrounds.

### **3.12 Summary**

Chapter Three presented an overview of the research methodology that was made use of in this study. An outline of the ethical principles that guided the study was also provided. Findings indicate that teachers participating in the project are sufficiently qualified and have experience in the field. It is clear, however, that teachers do not feel adequately prepared for the transforming needs of their learners, nor do they feel sufficiently equipped regarding more current teaching methods. The themes discussed indicate that there is a need for ongoing emotional support for teachers, designated communication bodies within schools, as well as a need for clarification of the project needs upon onboarding of new participants. The successes of the project are made clear and the importance of education related CSI projects in rural areas are articulated by the research participants. The final chapter will consist of a presentation of the key findings of the study, concluding remarks, and recommendations.

## **CHAPTER FOUR**

### **KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **4.1 Introduction**

This chapter concludes the research study. It commences with an outline of how the research goal and objectives were achieved. Thereafter, the key findings and conclusions of the study will be presented. Finally, recommendations will be made, and further areas of research will be identified.

#### **4.2 Goal and objectives**

The goal of the study was to explore and describe the perceptions of stakeholders regarding education related CSI projects within a human rights-based approach.

The goal in discussion was accomplished through the following objectives:

##### **Objective 1**

- To contextualise and conceptualise education related CSI projects within a human rights-based approach.

This objective was achieved in Chapter Two (see sub-section 2.2) where there was an articulation of the history around CSI, explaining that the origins of CSI are from a response to the ills brought about by the capitalist system, which further isolates the rich from the poor (Cunningham & Cunningham, 2012:40). A further discussion explained the history behind education in the South African context, indicating the apartheid regime's implementation of policies such as the Bantu Education Act of 1953, which left deep inequalities in the South African education system (Department of Education, 2012:4). The outcries of the #FeesMustFall movement were clarified in line with the desperation of South African youth in their quest for accessing quality education (Hodes, 2015:para.2). The researcher also outlined that CSIs within the education space plays a critical role in bridging the divides of the past through providing additional resources and expertise within the educational space. Empirical findings affirmed that CSIs within rural schools

were not only assisting teachers to deliver better educational support to their learners, but also assisting the community in having improved access to opportunity through improved educational quality.

## **Objective 2**

- To explore and describe how human rights and human dignity are promoted in the Eastern Cape Education District Project.

This objective was addressed in Chapter Three where there was a critical analysis of the project that is implemented within the schools as well as how the project can be viewed through the lens of human rights. Theme 1 in particular held a critical engagement on how schools are seen as fundamental institutions to implement the rights that pertain to children. An analysis of what the research participants perceived to be human rights and how these rights are upheld within the classroom were discussed, showing that there was an intent awareness surrounding human rights as well as their importance in the schooling environment. A critique of the specific examples of rights that were addressed through the project showed that there was a distinct recognition of the rights of the female child (sub-theme 1.2), and that there was a need to communicate the inter-relatedness between rights and responsibilities (sub-theme 1.3). Findings further suggested that there was a need for addressing discrimination within the schools (sub-theme 1.4), and highlighted the need for addressing issues pertaining to free access to education (sub-theme 1.5). Furthermore, throughout other sub-sections in Chapter Three (see 3.11, sub-themes 1.1-6.6), there were continued references to how human rights were being promoted through the Eastern Cape Education District Project. Examples of how the project promotes human rights include the involvement of participants in designing the project, the various workshops designed to help teachers and learners, the positive effects brought about by having multiple stakeholders that bring different value to the project, as well as the commitment and passion of the project implementers.

### **Objective 3**

- To propose guidelines on how human rights can be upheld in education related CSI projects.

This objective was achieved in this Chapter three, where there was a critical analysis of the factors that contribute to the success of CSI project (Theme 5). In this particular theme, areas where the project is being successful in upholding human rights were addressed, supported by literature which contextualised the value and importance of the continuation of particular aspects of the project. These areas included the importance of the involvement of participants in designing the project (sub-theme 5.1), the value of having workshops that are designed to help both teachers and learners (sub-theme 5.2), the positive effects that are harnessed through having a network of multiple parties to leverage off within projects (sub-theme 5.3), as well as the commitment and passion of project implementors (sub-theme 5.4). Further to this, in theme 6 there was an analysis of challenges that limit the effectiveness of the project which provides clarity on the areas that should be discontinued within the project as they impede on the upholding of human rights. The challenges were outlined within a framework of literature that suggested how the adverse outcomes of the project could be rectified in a manner that they ultimately aid in the upholding of human rights. This included the guidelines of addressing the timing and content of the workshops (sub-theme 6.1), addressing the teaching skills and methods (sub-them 6.2), and the need for intentionally directing tangible outcomes to the learner (sub-theme 6.3). Additionally, the importance of addressing the aspect of the consultancy having a contactable individual from within the area (sub-them 6.4), that limited knowledge from the participants regarding the project aims needs to be addressed (sub-them 6.5), and lastly, that there are particular aspects that the education district needs to attend to in order to successfully contribute towards the upholding of human rights.

### 4.3 Key findings and conclusions

The key findings and conclusions that emerged from the study are as follows:

- Both the literature review and the empirical findings indicate limited knowledge around the relationship between human rights and CSIs. Furthermore, teachers' lack knowledge about human rights and how these can be practically upheld within the classroom.
- It can be concluded that CSIs need to understand how the projects that they fund impact on human rights in order to determine the contribution they make to society. Teachers cannot assist children to understand their human rights if they themselves lack knowledge about human rights and how to uphold these rights within the classroom environment.
  
- Findings indicate that although learners are knowledgeable regarding their rights, they do not necessarily know or understand the responsibilities that accompany their human rights.
- This shows that learners may demand their rights as an obligation, but lack taking responsibility to commit to and engage in developing the required capabilities to achieve their rights. The right to quality education serves as an example that learners should use the opportunity presented in the school environment to learn and develop their knowledge and capabilities.
  
- The findings illuminate that in instances where parents live apart from their children, there is a lack of openness and honesty between the caregivers of children and their parents regarding the HIV/AIDS status of the children. Furthermore, learners are insensitive toward peers who have HIV/AIDS.
- The researcher concludes that the stigma attached to HIV/AIDS and the fear of social exclusion continue to impact on society and learners. Non-disclosure may put learners at risk for not adhering to their treatment, which in turn can affect their wellbeing and future development. It also shows that the school environment is not sufficiently used as a platform to facilitate a better understanding of learners' right

to better health and to teach learners about treating people with dignity, irrespective of who they are and their circumstances. Furthermore, it is evident that the lack of honesty around the HIV/AIDS status of the learners affects the educational experience of learners, indicating the inter-relatedness of school and home environments of children to ensure their overall wellbeing.

- The study revealed that learners do not take the opportunity of obtaining primary education seriously and that there is an inaccessibility towards tertiary education in rural areas. This was emphasised through the high rates of children who do not attend school and particularly do not go on to pursue tertiary education. This was also apparent in the poor marks obtained within the education district prior to the intervention of the CSI project.
- The researcher concludes that while education is one of the rights of learners, they do not seem to understand the importance of it. The lack of recognition of importance to obtaining an education could also be an indication of other distracting factors that inhibit learners from rural areas from being serious about their educational rights. These could include structural issues around poverty and transport, drug and substance abuse, as well as learners/caregivers/parents not seeing the value of going to school in terms of securing a better future.
- The findings showed that there is a distinction between project participants that are involved with the project from its inception, and those who join later on. Findings indicated that the involvement of teachers and district officials in designing education CSI projects is crucial as it promotes taking ownership and responsibility which, in turn, results in project champions being committed to the envisaged outcomes of the projects.
- It can be concluded that CSI projects benefit greatly from involving participants at all levels of a project as this contributes to ownership, sustainability, and empowerment of the participants. In addition to this, it can be concluded that when project participants have not been involved at the onset of a project, they are prone to placing unrealistic and unfounded expectations on the outcomes of the project.

- Findings reveal that there are both pros and cons regarding putting schools of different quintiles in the same education district. One of the main advantages of grouping the schools together is that the schools can learn from one another as they service learners from the same geographic areas who also experience similar challenges. The former Model C schools do not enjoy being taught the more basic competencies by the Department of Education in which they are already knowledgeable about. They also do not appreciate being seen as having limitless resources by the lower quintile schools as it is still insufficient in meeting their needs.
  - The researcher concludes that there is value in grouping together schools of all quintiles within an education district, but the relationship needs to be managed carefully so as to not further inequality. Furthermore, the different competencies of the individual schools should be appreciated as a means by which to not approach all schools with a 'one size fits all' manner.
  
- The findings reveal that one of the main contributors to the success of the project is the manner through which it has managed to draw upon a variety of different stakeholders in order to make the project a success. The findings also reveal that there is a need for increased effective communication between schools and the Education district as communication channels are currently fragmented, which leads to delays in communication and overall inefficiency.
  - It can be concluded that CSI projects are made more effective when a group of different stakeholders are involved, thereby increasing the impact of the project at hand. It is also important that these parties have continued communication with one another as well as with the participants, and that the project participants need communication platforms amongst themselves.
  
- Findings reveal that schools within rural areas are in dire need of basic services. These include classrooms, computer facilities, teaching infrastructure, toilets, and continued learning opportunities for teachers. These aspects contribute towards



creating the environment for quality education for learners. Additionally, findings also reveal that CSI projects in rural areas need to also address the socio-economic realities as these form part of the holistic environment that children are a part of.

- The researcher concludes that Education CSI projects afford rural schools with skills and opportunities that they otherwise would not have received from the government. CSIs therefore play a critical role in bridging the educational equality gap in rural areas. They further have a role in addressing the socio-economic realities that exist in rural areas where economic opportunities are scarce. Integrated Economic Community Development projects in rural areas will afford companies the opportunity to address the needs of a community in a more holistic and sustainable manner.
- Findings reveal that there is lack of continual professional development of teachers in rural areas and that the various events that are directed toward their upskilling contributes positively towards improved educational outcomes of learners. The findings further demonstrate that teachers in rural areas lack emotional support in executing their duties.
- The researcher concludes that quality education can only be promoted when teachers have continuous further learning opportunities to improve their knowledge and build their capabilities to teach effectively and create opportunities for learners to learn better. These need to be planned annually and should be both practical as well as theoretical. It can be concluded that teachers from rural areas require additional emotional and psychological support. Introducing social workers and other social service professionals within the system of such projects could offer the teachers with more holistic, and practical support.
- Findings revealed that CSI projects being rendered by consultants on behalf of a client can delimit the association of the corporate's involvement in the project by the project participants. Additionally, the findings indicated that positive relational

engagement of CSI practitioners is needed within projects and the various stakeholders because it contributes towards realising the project aims.

- The researcher concludes that when CSI projects are executed by consultants on behalf of companies, the projects can present the community with the opportunity to receive optimal attention, which the company is not able to give them. Furthermore, the use of consultancies ensure that beneficiaries have experts' knowledge to guide interventions in their circumstances. However, the downside to using consultancies is that the community may not associate the project with the company that enabled the project. This therefore needs to be dealt with in such a manner that is conducive to both the company involved, the schools, and the broader community. Additionally, positive relational engagement, commitment, and passion of CSI practitioners is important in winning the trust of project participants and beneficiaries, and contributes towards successful projects.

#### **4.4 Recommendations**

Based on the key findings of the study, the researcher makes the following recommendations:

- **Emphasis on human rights within schools**

The researcher recommends a stronger emphasis on human rights within schools for both teachers and learners. For human rights to be upheld, a conscious effort and specified commitment are required towards doing so effectively. By ensuring that project participants and Infundo Consulting dedicate time on how they will go about in addressing human rights within the school environment will allow them to find practical ways of intentionally contributing to the dignity of all learners. In doing so, learners will also need to be informed of their rights, as well as be educated on the responsibility that comes with their rights. The initiating of awareness campaigns as well as support groups for learners and parents could be a practical way in which issues around dignity and human rights can be furthered. These can be executed with the assistance of social workers placed within schools. Social workers are well equipped to deal with the social developmental

aspects of the learners' lives. It will also be important for the Department of Education to show a dedicated mission to observe the rights of learners in rural areas.

- **Systemic mapping of key stakeholders for CSI interventions in rural areas**

It is critical to recognise that if Education CSI projects are to make significant impact, they cannot act in isolation from other networks such as other businesses, NPOs, and service professionals. The role of social workers in furthering the rights of learners and contributing towards quality education, is made apparent as social workers have the required skillsets to deal with certain elements that will allow teachers to focus more specifically on their teaching responsibilities. Although a lot has been done in the area of diversifying the network of professionals involved, the company will need to be more intentional regarding its available networks and how they can be systematically integrated within a more holistic project. Ongoing communication when structures or tangible assets are provided will be important in ensuring that a non-transactional relationship is being entered into, but that the relationships are meaningful and ongoing as well as founded on mutual respect. This can be addressed through initiating committees within schools where all parties can send communication, minimising the delay in waiting for principals to articulate to schools and revert with answers. This will potentially also centralise communication in such a manner that will allow for accountability and responsibility between schools, the district, and other parties involved.

- **Continual professional assistance and capacity building of teachers**

Teachers should be afforded increased opportunities for improving their teaching skills and be supported emotionally. This means that a concerted effort should be put towards allowing for innovative teaching methods, teacher support, and teacher development so that teachers are adequately prepared for the classroom realities that they face. This will not only allow for excellence in school results, but also contribute to the sustainability of the project. Through providing more opportunities of teacher exchange programmes with other schools, workshops, and other formats of teacher intervention, the Department of Education, together with Infundo Consulting could work more closely together to ensure that teachers are better equipped.

- **Increased support and involvement of Department of Education in education related CSI projects**

Due to the fact that the Department of Education holds the mandate for implementing educational outcomes within public schools, it will be important that they are aware of CSI projects, and together with CSI companies, plan together for optimal impact. Having the Department of Education increasingly involved will allow for lobbying of ineffective policies to be in effect, as well as contribute to the sustainability of projects. In so doing, efforts can also be more streamlined. This will contribute to more coordinated services that ultimately protect the educational right of learners. Furthermore, as new staff enter the district, it will be important that they are effectively orientated regarding the project, ensuring that no unrealistic and unfounded expectations of the project are generated.

- **Recommendations for further research**

As the study was both exploratory and descriptive, it can be used as a point of departure for further research on CSI and human rights in rural areas. Further research could focus on the impacts of social investment strategies implemented by the companies themselves as well as those that utilise consultancies to be the implementers on the ground. Further research could also look at the different views of the observing of human rights in both rural and urban areas. This could also possibly be the grounds for doctoral study where the different methods and contexts of intervention are analysed. Additionally, further studies can explore the effects of continued development of teachers, exploring the specific competencies in need for further developing in order to ensure optimal performance of the learners in rural schools.

## REFERENCES

African National Congress. 1994. *The Reconstruction and Development Programme: A Policy Framework*. Johannesburg, Umanyano Press.

Aguinis, H., & Glavas, A. 2012. What We Know and Don't Know About Corporate Social Responsibility: A Review and Research Agenda. *Journal of Management*, 38(4): 932-968.

Appasamy, J., & Crichton, C. 2015. *BEE Simplified*. 1st ed. South Africa: Creative Simplicity (Pty) Ltd.

Arref, A., & Spies, D. 2017. BREAKING: Zuma announces free higher education for poor and working class students. Available:  
<https://www.news24.com/SouthAfrica/News/zuma-announces-free-higher-education-for-poor-and-working-class-students-20171216> (Accessed: 13 February 2018).

Babbie, E., & Mouton, J. 2010. *The practice of social research*. Southern Africa: Oxford University Press.

Bak, N. 2004. *Completing your thesis: A practical guide*. Pretoria: Van Schaik.

Banerjee, M. M. 2005. Social work, Rawlsian Social Justice, and Social Development. *Social Development Issues*, 27(1):7-14.

Baxter, P., & Jack, S. 2008. Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. Available:  
<http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf> (Accessed: 18 July 2016).

Bega, S. 2018. Furore over child's death in pit toilet. Available:  
<https://www.iol.co.za/saturday-star/news/furore-over-childs-death-in-pit-toilet-13871430>  
(Accessed: 29 March 2018).

Bell, J. 2010. *Doing your research Project: A guide for first-time researchers in education health and social science*. 5th ed. England: Open University Press.

Bennett, R., Hosegood, V., Newell, M., & McGrath, N. 2014. Understanding Family Migration in Rural South Africa: Exploring Children's Inclusion in the Destination Households of Migrant Parents. *Population, space and place*. Available: <http://onlinelibrary.wiley.com/store/10.1002/psp.1842/asset/psp1842.pdf;jsessionid=6A2E6020D30E5D482E4EF0C64DF7E234.f04t02?v=1&t=ja7dfhl2&s=b9b906c0e3f63c566964fc9b9dd22789a9dd200b> (Accessed: 13 November 2017).

Bureau of Economic Research. 2016. *The Case for Corporate Social Investment in South Africa*. Stellenbosch: University of Stellenbosch.

Berryhill, M., & Vennum, A. 2015. 'Joining Forces: Bringing Parents and Schools Together', *Contemporary Family Therapy: An International Journal*, 37(4): 351-363 (Accessed: 14 February 2018).

Bless, C., Higson-Smith, C., & Kagee, A. 2006. *Fundamentals of social research methods*. 4th edition. An African perspective. Cape Town: Juta.

Birkenmaier, J. 2003. On becoming a social justice practitioner, *Social Thought*, 22(2):41-54.

Boateng, R. 2014. *The theoretical framework of the universal declaration of human rights*. Available: [https://www.academia.edu/9736150/THE\\_THEORETICAL\\_FRAMEWORK\\_OF\\_THE\\_UNIVERSAL\\_DECLARATION\\_OF\\_HUMAN\\_RIGHTS\\_By\\_RHONIE\\_BOATENG\\_Supervisor](https://www.academia.edu/9736150/THE_THEORETICAL_FRAMEWORK_OF_THE_UNIVERSAL_DECLARATION_OF_HUMAN_RIGHTS_By_RHONIE_BOATENG_Supervisor) (Accessed: 24 February 2016).

Botha, N. J. 2000. *Supervision and Consultation in Social Work*. Bloemfontein: Drufooma.

Bozalek, V. 2012. Interview with Nancy Fraser. *The Social Work Practitioner-Researcher*, 24(1): 136-151.

Bylund, C. L., Peterson, E. B., & Cameron, K. A. 2012. A Practitioner's Guide to Interpersonal Communication Theory: An Overview and Exploration of Selected Theories, *Patient Education and Counseling*, 87(3): 261–267. doi: 10.1016/j.pec.2011.10.006.

Centre for Education Policy Development (CEPD). 2008. *Education in rural areas*. Johannesburg: Mad Cow Studio.

Chen, X. 2017. "Parental Migration, Caretaking Arrangement, and Children's Delinquent Behavior in Rural China," *Asian Journal of Criminology*, 12(4): 281–302. doi: 10.1007/s11417-017-9250-0.

Cincotta, K. 2015. *Social media or face to face: Is one better than the other?* Available: <https://www.smh.com.au/technology/social-media-or-face-to-face-is-one-better-than-the-other-20150827-gj8uwu.html> (Accessed: 2 March 2018).

Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2): 77-101. ISSN 1478-0887 Available from: <http://eprints.uwe.ac.uk/11735> (Accessed: 16 July 2018).

Constitution of the Republic of South Africa, Act 108 of 1996.

Cragg, W., Schwartz, M., & Weitzner, D. 2009. *Corporate social responsibility* (The library of corporate responsibilities). Farnham, England: Ashgate.

Creswell, J. W. 2014. *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th ed. Los Angeles: SAGE.

Cross, M. & Ndofirepi, E. 2013. On becoming and remaining a teacher: rethinking strategies for developing teacher professional identity in South Africa, *Research Papers in Education*, 30(1): 95-113, doi: 10.1080/02671522.2013.851729

CSI Solutions. 2015. *The what and why of CSI*. Available: <http://www.csisolutions.co.za/why-csi.php> (Accessed: 22 March 2015).

Cunningham, J., & Cunningham, S. 2012. *Social policy and social work: an introduction*. London: Learning Matters (Transforming social work practice).

De Jongh, D. (2009) "Corporate Citizenship Around the World : What Happens in South Africa?," *Management today*, 25(4): 36–40.

Department of Basic Education. 2018. *Accelerated Schools Infrastructure Delivery Initiative*. Available: <https://www.education.gov.za/Programmes/ASIDI.aspx> (Accessed: 14 February 2018).

Department of Basic Education and Higher Education and Training. 2011. *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa*. Available: <http://www.dhet.gov.za/Teacher%20Education/Technical%20Report%20-%20Intergrated%20Strategic%20Planning%20Framework%20for%20Teacher%20Education%20and%20Development%20In%20SA,%2012%20Apr%202011.pdf> (Accessed: 9 February 2018).

Department of Basic Education. 2012. *National Policy Pertaining To The Programme And Promotion Requirements Of The National Curriculum Statement Grades R-12*. Available: <https://www.education.gov.za/Portals/0/Documents/Policies/PolicyProgPromReqNCS.pdf?ver=2015-02-03-154857-397> (Accessed: 21 February 2018).



Department of Education. 2012. *Draft Discussion Document on the Transformation of the Schooling System in Kwa-Zulu Natal*. Available:

[https://www.kzneducation.gov.za/LinkClick.aspx?fileticket=M\\_Lte9q6ug4%3d&tabid=193&mid=511](https://www.kzneducation.gov.za/LinkClick.aspx?fileticket=M_Lte9q6ug4%3d&tabid=193&mid=511) (Accessed: 11 September 2016).

Department of Social Development. 2015. State of South African Registered Non-Profit Organisations issued in terms of the Non-Profit Organisations Act 71 of 1997. Available:

[http://www.dsd.gov.za/npo/index2.php?option=com\\_docman&task=doc\\_view&gid=183&Itemid=116](http://www.dsd.gov.za/npo/index2.php?option=com_docman&task=doc_view&gid=183&Itemid=116) (Accessed: 10 August 2016).

Després, B. 2007. *Systems Thinkers in Action: A Field Guide for Effective Change Leadership in Education*. The Rowman & Littlefield Publishing Group Inc.

Dirks, N. 2013. *The challenges of South Africa's education system*. Available:

<https://www.dreamstoreality.co.za/the-challenges-of-south-africas-education-system/> (Accessed: 20 June 2016).

Dudovskiy, J. 2016. *Exploratory research*. Available:

<https://research-methodology.net/research-methodology/research-design/exploratory-research/> (Accessed: 16 July 2016).

Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. 2014. *Qualitative Content Analysis: A Focus on Trustworthiness*. SAGE Publications.

Ellsberg, M., & Heise, L. 2005. *Researching Violence against Women: A Practical Guide for Researchers and Activists*. Washington D.C.: World Health Organization, PATH.

eNews Channel Africa [ENCA]. 2015. *High dropout rate in SA's school system*. Available:

<https://www.enca.com/south-africa/high-dropout-rate-sas-school-system> (Accessed: 14 November 2017).

Engard, B. 2017. *5 Social Work Theories That Inform Practice*. Available: <https://www.socialworkhelper.com/2017/01/27/5-social-work-theories-that-inform-practice/> (Accessed: 13 October 2017)

Engelbrecht, K. 1999. *Introduction to Social Work*. Goodwood: Lanzo.

Eye Witness News [EWN]. 2016. *Joe Slovo High School Learners Vow To Continue Protest*. Available: <http://ewn.co.za/2016/09/09/Joe-Slovo-High-School-learners-vow-to-continue-protest> (Accessed: 12 August 2016).

Finn, J. D. 2002. Small classes in American schools: Research, practice, and politics. *Phi Delta Kappan*, 83(7):551-560.

Fouché, C. B., & De Vos, A. 2011. *Formal formulations*. In De Vos, A.S. (Ed), Strydom, H., Fouché, C. B., & Delpport, C.S.L. *Research at grass roots for the social sciences and human science professions*. 4th ed. Pretoria: Van Schaik Publishers.

Fouché, C.B. & Delpport, C.S.L. 2011. *Writing the research proposal*. In De Vos, A.S. (Ed), Strydom,H., Fouché, C. B., & Delpport, C.S.L. *Research at grass roots for the social sciences and human science professions*. 4th ed. Pretoria: Van Schaik Publishers.

Fouché, C. B., & Schurink, W. 2011. *Qualitative research designs*. In De Vos, A.S. (Ed), Strydom,H., Fouché, C. B., & Delpport, C.S.L. *Research at grass roots for the social sciences and human science professions*. 4th ed. Pretoria: Van Schaik Publishers.

Fraser, N. 2008. *Scales of Justice: Reimagining Political Space in a Globalising World*. Cambridge: Polity Press.

Gallens, M. 2017. *ANC wants free tertiary education for poor students in 2018*. Available: <https://www.news24.com/SouthAfrica/News/anc-wants-free-tertiary-education-for-poor-students-in-2018-20170731> (Accessed: 17 October 2017)

Garriga, E., & Mele, D. 2004. Corporate Social Responsibility Theories: Mapping the Territory. *Journal of Business Ethics*, 53: 51–71.

Gladwell, M. 2018. *Outliers*. UK: Penguin Books.

Global Reporting Initiative. 2008. Reporting on Community Impacts: A survey conducted by the Global Reporting Initiative, the University of Hong Kong and CSR Asia.

Greeff, M. 2011. Information collection: Interviewing. In De Vos, A.S., Strydom, H., Fouché, C.B., & Delpport, C.S.L. (Eds). *Research at grassroots for the social sciences and the human services professions*. 4th ed. Pretoria: Van Schaik.

Greenstone, M. & Looney, A. 2012. *Regardless of the cost, college still matters*. Available: [http://www.hamiltonproject.org/assets/legacy/files/downloads\\_and\\_links/September\\_2012\\_Jobs\\_Report\\_FINAL.pdf](http://www.hamiltonproject.org/assets/legacy/files/downloads_and_links/September_2012_Jobs_Report_FINAL.pdf) (Accessed: 11 April 2017).

Grinnell, R.M. & Unrau, Y. 2005. *Social Work Research and Evaluation: Quantitative and Qualitative Approaches*. New York: Cengage learning.

Harris-Hart, C. 2015. “Performing Curriculum: Exploring the Role of Teachers and Teacher Educators,” *Curriculum Inquiry*, 39(1): 111–123. doi: 10.1111/j.1467-873X.2008.01440.x.

Heard, M. 1997. *Human Rights: Chimeras in Sheep's Clothing?* Available: <http://www.sfu.ca/~aheard/intro.html> (Accessed: 1 August 2016).

Heineke, S. 2013. Coaching Discourse: Supporting Teachers' Professional Learning. *The Elementary School Journal*, 113(3): 409-433. doi:10.1086/668767

Henn, H. Weinstein, M., & Foard, N. 2009. *A critical introduction to social research*. 2nd ed. Los Angeles: SAGE Publication.

Henning, L. 2016. *Resourcing and your CSI budget*. In Paschal, K., Pereira, P., Henning, L., Malele, L., Paine, S., Manchidi, S., Maserumule, M., Singh, A., & Ball, S. 2016. *The Good Giving Guide for business*. Cape Town: Muthobi Foundation.

Henning, L. and Pereira, P. 2016. *Project Selection*. In Paschal, K., Pereira, P., Henning, L., Malele, L., Paine, S., Manchidi, S., Maserumule, M., Singh, A., & Ball, S. 2016. *The Good Giving Guide for business*. Cape Town: Muthobi Foundation

Hodes, R. 2015. *How Rhodes Must Fall squandered public sympathy*. Daily Maverick. Available: <http://www.dailymaverick.co.za/article/2015-08-20-op-ed-how-rhodes-must-fall-squandered-public-sympathy/#.ViflqNlrKM8> (Accessed: 10 September 2015).

Holborn, L. 2013. *Education in South Africa: Where did it go wrong?* Available: <http://www.ngopulse.org/article/education-south-africa-where-did-it-go-wrong> (Accessed: 11 September 2016)

Hölscher, D. 2008. The Emperor's new clothes: South Africa's attempted transition to developmental social welfare and social work. *International Journal of Social Welfare*, 17: 114–123.

Human Rights Watch. 2016. Zimbabwe. Available: <https://www.hrw.org/africa/zimbabwe> (Accessed: 1 November 2016).

Ife, J. 2012. *Human Rights and Social Work: Towards Rights-Based Practice*. 1st ed. Cambridge University Press.

International Federation of Social Workers (IFSW). 2014. *Global Definition of Social Work*. Available: <https://www.ifsw.org/policies/definition-of-social-work/> (Accessed 1 May 2016).

Independent Online (IOL). 2016. *Burning down of schools 'national disaster'*. Available: <https://www.iol.co.za/capetimes/news/burning-down-of-schools-national-disaster-2020091> (Accessed: 11 September 2017).

Kiesewetter, D., & Manthey, J. 2017. Tax avoidance, value creation and CSR – a European perspective. *Corporate Governance: The International Journal of Business in Society*, 17(5): 803-821. doi:10.1108/CG-08-2016-0166

Kolver, L. 2015. *Charter noncompliance impacts on living conditions*. Available: <https://www.miningweekly.com/article/mining-charter-noncompliance-impacts-negatively-on-miners-living-conditions-2015-08-28> (Accessed 1 November 2016).

Kretzmann, J. P., & McKnight, J. 1993. *Building communities from the inside out: a path toward finding and mobilizing a community's assets*. Evanston, Ill.: Asset-Based Community Development Institute, School of Education and Social Policy, Northwestern University.

Leedy, P.D., & Ormrod, J.E. 2010. *Practical research: planning and design*. Boston: Pearson.

Lewin, M. 2011. *Botswana's Success: Good Governance, Good Policies, and Good Luck*. In Chuhan-Pole, P. and Angwafo, M. 2011. *Yes Africa can: success stories from a dynamic continent*. Washington, D.C.: World Bank.

Lietz, C. A., Langer, C., & Furman, R. 2006. Establishing trustworthiness in social work research: Implications from a study regarding spirituality. *Qualitative Social Work*, 5(4): 441-458.

Liu, J. Hui, C. Lee, C., & Chen, Z. X. 2013. Why Do I Feel Valued and Why Do I Contribute? A Relational Approach to Employee's Organization-Based Self-Esteem and Job Performance, *Journal of Management Studies*, 50(6): 1018–1040. doi: 10.1111/joms.12037.

Lombard, A. 2005. Impact of social services on human, social and economic development and the promotion of human rights in South Africa. *Social Work/Maatskaplike Werk*, 41(3): 209-228

Lombard, A. 2008. The impact of social transformation on the non-government welfare sector and the social work profession. *International Journal of Social Welfare*, 17: 124-131.

Lombard, A., Kemp, M., Viljoen-Toet N., & Booyzen, M. 2012. An Integrated Developmental Model for Poverty Reduction in South Africa: An NGO's Perspective. Special issue on Social Development and Social Work: Learning from Africa *Journal of Community Practise*, 20 (issue 1-2).

Lombard, A. 2014. A Developmental Perspective in Social Work Theory and Practice. In Spitzer, H., Twikirize, J.M. and Wairire, G.G. *Professional Social Work in East Africa: Towards Social Development, Poverty Reduction and Gender Equality*. Kampala: Fountain Publishers.

Lombard, A. and Wairire, G. 2010. Developmental Social Work in South Africa and Kenya: Some lessons for Africa. Developmental Social Work in South Africa and Kenya: Some Lessons for Africa, *The Social Work Practitioner-Researcher*, Special Issue, April 2010: 98 – 111.

Lombard, A., & Twikirize, J.M. 2014. Promoting Social and Economic Equality: Social Workers' Contribution to Social Justice and Social Development in South Africa and Uganda, *International Social Work*, 57(4): 313–325. doi: 10.1177/0020872814525813.

Lu, Y., & Treiman, D. 2007. *The effect of Labor Migration and Remittances on Children's Education among Blacks in South Africa*. California Centre for Population Research: Los Angeles.

Mail & Guardian. 2013. *Bantu Education Cannot Continue to Haunt Us*. Available: <https://mg.co.za/article/2013-10-24-bantu-education-cannot-continue-to-haunt-us> (Accessed: 13 August 2017).

Mail & Guardian. 2016a. *Limpopo: Another school burnt*. Available: <https://mg.co.za/article/2016-05-24-limpopo-another-school-burnt> (Accessed: 3 August 2016).

Mail & Guardian. 2016b. *Pretoria Girls High School pupil: I was instructed to fix myself as if I was broken*. Available: <https://mg.co.za/article/2016-08-29-pretoria-girls-high-school-pupil-i-was-instructed-to-fix-myself-as-if-i-was-broken> (Accessed: 3 August 2016).

Mail & Guardian. 2016c. *Sans Souci Girls' High School pupils protest against 'discriminatory' code of conduct*. Available: <https://mg.co.za/article/2016-09-01-sans-souci-girls-high-school-pupils-protest-against-discriminatory-code-of-conduct> (Accessed: 13 August 2016).

Maise, M. 2014. *What are human rights?* Available: <https://www.beyondintractability.org/essay/human-rights-protect> (Accessed: 10 September 2016).

Malele, L. 2016. *Strategy*. In Paschal, K., Pereira, P., Henning, L., Malele, L., Paine, S., Manchidi, S., Maserumule, M., Singh, A., & Ball, S. 2016. *The Good Giving Guide for business*. Cape Town: Muthobi Foundation.

Manchidi, S. 2016. *Purpose*. In Paschal, K., Pereira, P., Henning, L., Malele, L., Paine, S., Manchidi, S., Maserumule, M., Singh, A., & Ball, S. 2016. *The Good Giving Guide for business*. Cape Town: Muthobi Foundation.

Maponya, S. H. 2015. *The role of the principal as instructional leader in improving learners achievement in South African primary schools*, Doctorate in Education, UNISA, Pretoria.

Marshall, M. N. 1996. *Sampling for qualitative research*. London: Oxford University Press

McGregor, G. 2016. Democratic Education As a Curricular Problem: Historical Consciousness and the Moralizing Limits of the Present (Routledge Cultural Studies in Knowledge, Curriculum, and Education), *Discourse*, 37(2): 324–326.

McKinsey, 2015. *What is social impact assessment?* Available: <https://mckinseysociety.com/social-impact-assessment/what-is-social-impact-assessment/> (Accessed: 3 November 2016).

Meeks, J. B. 2016. *A Social Work Case Management Experience in a Managed Care Setting: The Need for Effective Communication*. Home Health Care Management & Practice, 13(6): 444–451. doi: 10.1177/108482230101300605.

Midgley, J. 2017. *Social Welfare for a Global Era: International Perspectives on Policy and Practice*. California: SAGE

Midgley, J. 2010. The theory and practice of developmental social work. In Midgley J, Conley A (eds) *Social work and social development, theories and skills for developmental social work*. Oxford University Press, New York.



Mlambo, S. 2016. *SA cannot afford free education*. Available: <https://www.iol.co.za/news/politics/sa-cannot-afford-free-education-2071183> (Accessed: 1 November 2017).

Moon, T. S. 2014. Mentoring the next generation for innovation in today's organisation. *Journal of Strategic Leadership* 5(1): 23–35.

Mubangizi, J, 2005. *The Protection of Human Rights in South Africa*. Lansdowne: Juta Legal and Academic Publishers.

Murray, M. 2016. Does Poor Quality Schooling and/or Teacher Quality Hurt Black South African Students Enrolling for a Degree at the University of KwaZulu-Natal? *Plus ONE*, 11(4): 1-11. doi:10.1371/journal.pone.0153091

National Association of Social Work. 2014. *Social Justice*. Available: <https://www.socialworkers.org/pressroom/features/issue/peace.asp> (Accessed: 22 June 2016).

Nation Builder. 2015. *The Good Giving Guide – Per Sector*. Cape Town.

News24. 2012. *“Bantu” education through my eyes*. Available: <http://www.news24.com/MyNews24/Bantu-education-through-my-eyes-20120817> (Accessed: 11 September 2017).

News24. 2016. *Burning schools undermines right to basic education – SAHRC*. Available: <http://www.news24.com/SouthAfrica/News/burning-schools-undermines-right-to-basic-education-sahrc-20160505> (Accessed: 11 September 2017).

Niyazi, C. 2009. *The leadership behaviours of educators in primary schools in Turkey*. Turkey: Erciyes University.

Nussbaum, M. C. 2011. *Creating capabilities: the human development approach*. Cambridge, Massachusetts: Belknap Press of Harvard University Press.

Nxumalo, L. 2017. *South African Schools Need To Introduce Technology In The Classrooms*. Available: [http://www.huffingtonpost.co.za/lethabo-nxumalo/south-african-schools-need-to-introduce-technology-in-the-classr\\_a\\_23002195/](http://www.huffingtonpost.co.za/lethabo-nxumalo/south-african-schools-need-to-introduce-technology-in-the-classr_a_23002195/)

(Accessed: 12 November 2017).

O'Dwyer, L. M., & Bernauer, J. A. 2014. *Quantitative Research for the Qualitative Researcher*. Thousand Oaks, California: Sage Publications.

*Oxford Dictionary of Economics*. 2014. 4th Edition. London: Oxford University Press

Paine, S. 2016. *Communication*. In Paschal, K., Pereira, P., Henning, L., Malele, L., Paine, S., Manchidi, S., Maserumule, M., Singh, A., & Ball, S. 2016. *The Good Giving Guide for business*. Cape Town: Muthobi Foundation.

Paschal, K., Pereira, P., Henning, L., Malele, L., Paine, S., Manchidi, S., Maserumule, M., Singh, A., & Ball, S. 2016. *The Good Giving Guide for business*. Cape Town: Muthobi Foundation.

Payne, P. A. 1991. *Concise encyclopedia of biological & biomedical measurement systems*. Oxford England: Pergamon Press.

Pollard, A. 2002. *Reflective teaching: Effective and evidence-informed professional practice*. New York: British Library.

Radebe, M. 2015. Learner integration in former Model C schools in Johannesburg, Master of Management in Public and Development Management, University of the Witwatersrand, Johannesburg.

Republic of South Africa (RSA). Ministry of Social Welfare. 1997. *White Paper for Social Welfare*. Available: <http://www.gov.za/whitepaper/1997> (Accessed: 17 March 2017).

Republic of South Africa (RSA). 2011. *The Presidency*. National Planning Commission. Diagnostic Overview. Available: <http://www.nationalplanningcommission.org.za/Downloads/diagnostic-overview.pdf> (Accessed: 05 March 2015).

Republic of South Africa (RSA). 2012. National Planning Commission. *National Development Plan 2030: Our future – make it work*. Pretoria, SA: The Presidency. Available: <https://www.gov.za/issues/national-development-plan-2030> (Accessed: 08 March 2015).

Republic of South Africa (RSA). 2015, National Treasury Budget Speech. Available: <http://www.treasury.gov.za/documents/national%20budget/2015/speech/speech.pdf> (Accessed: 12 February 2017).

Rice, M. 2012. *Schools can't ignore technology*. Available: <https://mq.co.za/article/2012-07-27-schools-cant-ignore-technology> (Accessed: 15 November 2017).

Roberts, G. 2009. *Rights and responsibilities: a child's view*. Available: <https://www.theguardian.com/humanrightsandwrongs/rights-responsibilities> (Accessed: 11 February 2018).

Rossouw, R. 2015a. *Corporate Social Investment – What's new?* Available: <https://www.nextgeneration.co.za/corporate-social-investment-whats-new/> (Accessed: 5 May 2015).

Rossouw, R. 2015b. *Best practice in measuring CSI social impact*. Available: <https://www.nextgeneration.co.za/best-practice-in-measuring-csi-social-impact/>

(Accessed: 5 May 2015).

Roux, M. 2017. *Education and human rights in 2017 South Africa – oxymoron or tautology?* Available: <https://www.dailymaverick.co.za/article/2017-10-25-op-ed-education-and-human-rights-in-2017-south-africa-oxymoron-or-tautology/#.WoYBzxJ95E4> (Accessed: 15 February 2018).

SABC education. 2015. *Innovative education programme delivers transformational results.* Available: <https://www.sabceducation.co.za/media-office/2658-innovative-education-programme-delivers-transformational-results> (Accessed: 28 October 2016).

Sáez, J., & Sánchez, M. 2016. *Trust and professionalism in social professions.* *Current Sociology*, 54(4), 595-606. doi:10.1177/0011392106065091

Sanders, M.G., & Lewis, K.C. 2005. Building bridges toward excellence: Community involvement in high schools. *High school journal* 88(3): 1-9.

Savides, M. 2017. *South African schools have 5,139 teachers who are unqualified or under-qualified.* Available: <https://www.timeslive.co.za/news/south-africa/2017-06-06-south-african-schools-have-5139-teachers-who-are-unqualified-or-under-qualified/> (Accessed: 18 November 2017).

Sayed, Y. 2016. Teachers have a crucial role to play in building social cohesion. Available: <https://mg.co.za/article/2016-08-29-teachers-have-a-crucial-role-to-play-in-building-social-cohesion> (Accessed: 23 July 2017).

Sebastian, J., & Allensworth, E. 2012. The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly*, 20(10):1-8.

Sen, A. 1999. *Commodities and capabilities.* Delhi: Oxford University Press.

Serfontein, E. M. 2015. The nexus between the rights to life and to basic education in South Africa. *Potchefstroom Electronic Law Journal*, 18, 6: 2263-2298, Academic Search Complete, EBSCOhost

Shezi, L. 2017. #MatricResults2016: National maths and science pass rate up in 2016. Available: <http://www.htxt.co.za/2017/01/05/2016-matric-maths-science-pass-rate/> (Accessed: 2 November 2017).

Sokhela, D, M. 2008. *Contracting in Social Work Supervision*. MSD, University of Pretoria.

South African Council for Education (SACE). 2016. *The CPTD Management System Handbook*. Available: [http://sace.org.za/assets/documents/uploads/sace\\_30373-2016-08-31-CPTD%20Handbook.pdf](http://sace.org.za/assets/documents/uploads/sace_30373-2016-08-31-CPTD%20Handbook.pdf) (Accessed: 1 November 2017).

Southall, R. 2016. *Race and class still define our schools*. Available: <https://mg.co.za/article/2016-03-11-race-and-class-still-define-our-schools> (Accessed: 2 March 2018).

South African Human Rights Commission (SAHRC). 2012. *Charter of Children's Basic Education Rights*. Available: [https://www.sahrc.org.za/home/21/files/SAHRC%20Education%20Rights%20Charter\\_Part1.pdf](https://www.sahrc.org.za/home/21/files/SAHRC%20Education%20Rights%20Charter_Part1.pdf) (Accessed: 13 February 2018).

Spaull, N. 2012. *Equity and efficiency in South African primary schools*. Unpublished Dissertation. Stellenbosch: University of Stellenbosch.

StatSA, 2015: *National and provincial labour market: Youth*. Available: <https://www.statssa.gov.za/publications/P02114.2/P02114.22015.pdf> (Accessed: 23 October 2017).

Strydom, H. 2011a. Sampling in the quantitative paradigm. In De Vos, A.S. (Ed), Strydom,H., Fouche,C.B.& Delpont, C.S.L. *Research at grass roots for the social sciences and human science professions*. 4th ed. Pretoria: Van Schaik Publishers.

Strydom, H. 2011b. Ethical aspects of research in the social sciences and human service professions. In De Vos, A.S. (Ed), Strydom, H., Fouché, C.B.& Delpont, C.S.L. *Research at grass roots for the social sciences and human science professions*. 4th ed. Pretoria: Van Schaik Publishers.

Swearer, S., & Hymel, S. 2015. Bullying and Discrimination in Schools: Exploring Variations Across Student Subgroups. *School Psychology Review*, 44(4): 504-509.

Sweifach, J. S. 2015. Has Group Work Education Lost Its Social Group Work Essence? A Content Analysis of MSW Course Syllabi in Search of Mutual Aid and Group Conflict Content, *Journal of Teaching in Social Work*, 35(3): 279-295, DOI: 10.1080/08841233.2015.1031928

Taggart, N., & Pillay, J. 2011. The educational and psychological support of educators to include learners from child-headed homes in urban classrooms. *South African Journal of Childhood Education*. 1(2): 228-249

Terre-Blanche, M., Durrheim, K., & Painter, D. 2011. *Research in Practice: Applied Methods for the Social Sciences*. Cape Town: UCT Press.

The Economist. 2017. *South Africa has one of the world's worst education systems*. Available: <https://www.economist.com/middle-east-and-africa/2017/01/07/south-africa-has-one-of-the-worlds-worst-education-systems> (Accessed: 13 November 2017).

*The Millennium Development Goals Report*. 2014. 1st ed. [ebook] United Nation. Available at:

<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf> (Accessed 19 June 2017).

Thomas, E., & Magilvy, J. K. 2011. *Qualitative rigour or research validity in qualitative research*. *Journal for Specialists in Pediatric Nursing*, 16(2), 151-155.

Thyer, B. 2010. *The handbook of social work research methods*. Los Angeles: SAGE.

Triologue, 2017. *Can CSI Influence education outcomes?* Available: <http://trialogue.co.za/can-csi-influence-education-outcomes/> (Accessed: 2016/07/03).

Tshitangano, T., & Tosin, O. 2016. Substance use amongst secondary school students in a rural setting in South Africa: Prevalence and possible contributing factors. *African Journal of Primary Health Care & Family Medicine*. Available: <http://www.phcfm.org/index.php/phcfm/article/view/934> (Accessed: 20 November 2017).

UNICEF. 2016. *Human rights approach*. Available: [http://www.unicef.org/crc/index\\_framwork.html](http://www.unicef.org/crc/index_framwork.html) (Accessed: 13 May 2016).

United Nations (UN). 2015. *The Millennium Development Goals Report 2015*. Available: [https://www.un.org/millenniumgoals/2015\\_MDG\\_Report/pdf/MDG%202015%20rev%20\(July%201\).pdfs](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdfs) (Accessed: 11 May 2015).

United Nations (UN). 1948. *Universal Declaration of Human Rights*. Available: <http://www.un.org/en/universal-declaration-human-rights/> (Accessed: 13 September 2016).

Van Niekerk, A., & Ismail, G. 2013. Barriers to Caregiver Involvement in a Child Safety Intervention in South Africa. *South African Journal of Psychology*, 43(4): 470–481. doi: 10.1177/0081246313508348.

Viljoen, F. 2016. Press Statement: Centre for Human Rights concerned about ongoing human rights violations in Ethiopia following the Amhara and Oromo anti-government protests. Available: [https://www.up.ac.za/en/faculty-of-law/news/post\\_2336022--press-statement-centre-for-human-rights-concerned-about-ongoing-human-rights-violations-in-ethiopia-following-the-amhara-and-oromo-anti-government-protests](https://www.up.ac.za/en/faculty-of-law/news/post_2336022--press-statement-centre-for-human-rights-concerned-about-ongoing-human-rights-violations-in-ethiopia-following-the-amhara-and-oromo-anti-government-protests) (Accessed: 07 July 2017)

Weber, M. 1922. *Economy and Society*. University of California Press.

Welman, C., Kruger, F., & Mitchell, B. 2010. *Research methodology*. 3rd ed. Cape Town: Oxford.

Wormington, S. V., Anderson, K. G., Tomlinson, K. L., & Brown, S. A. 2013. Alcohol and Other Drug Use in Middle School: The Interplay of Gender, Peer Victimization, and Supportive Social Relationships. *The Journal of early adolescence*, 33(5): 610–634.

Wilkenson, K. 2015. *Checked: 80% of South African schools indeed 'dysfunctional'*. Available: <https://mg.co.za/article/2015-03-25-are-80-of-south-african-schools-dysfunctional> (Accessed: 18 September 2015).

Wronka, J. 2016. *Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions*. 2nd ed. SAGE Publications, Inc.

Yin, R. 2003. *Case study research design and methods*. London: SAGE Publications.

Zappala, G., & Lyons, M. 2009. *Recent approaches to measuring social impact in the Third sector: An overview*. CSI Background Paper, 6:1-24.



## APPENDIX A

### Infundo Consulting Permission Letter



24<sup>th</sup> January 2017

TO WHOM IT MAY CONCERN

**Regarding: Research Proposal for Hlengiwe Zulu**

This is to confirm that we have agreed and do confirm that the above student may conduct her research project at one of our clients, where the CSI budget is being utilised for community, social and educational development. There are a number of clients that can be likely options for this research.

The research will be introduced to the participants via a letter of orientation and or follow up call from Infundo. Participation will be voluntary.

Supporting documentation will be provided as is necessary.

This permission is given on the proviso that all client information will be kept strictly confidential, and will be for the purpose of the researcher's understanding only, and not for discussion, publication or dissemination to any party or in any way what so ever. The researcher would need to sign a Non-Disclosure agreement with Infundo which covers the protection of certain information as is required by Infundo or the client.

Research can begin during January, depending on availability of the above participants. Otherwise February would also be convenient.

Each participant would be requested to provide their individual consent, and all individual data would be treated in the strictest confidence. We as Infundo, will decide in conjunction with the client, as well as the District officials whether permission can be granted for any company or institutional related details, to be published in the final research findings, or in any subsequent articles, presentations or similar.

Regards

A handwritten signature in blue ink, appearing to read "Gail Wrogemann".

Gail Wrogemann  
Director: Infundo Consulting (Pty) Ltd

## APPENDIX B

### Informed Consent Form



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Humanities

Department of Social Work and Criminology

Researcher: Ms Hlengiwe Nondumiso Lungile Zulu

Tel: 0714346647

E-mail: hlengiwe7@gmail.com

### LETTER OF INFORMED CONSENT

Dear participant,

You have been selected to take part in this study which has been approved by the University of Pretoria. Please note that your participation is entirely voluntary.

**Title of the study:** Perceptions of stakeholders regarding the upholding of social justice through education related corporate investments: A case study of an Eastern Cape Education District project.

**Purpose of the study:** The purpose of the study is to explore and describe the perceptions of stakeholders regarding the upholding of social justice in an Eastern Cape Education District project.

**Procedures:** You will be invited to participate in a face to face interview with the researcher at a time that is convenient for you. The date and time of the interview will be

arranged with you by the researcher. You will be asked specific questions, however you will be allowed to elaborate and express yourself freely, allowing for the exploration of detailed insights. These interviews will be approximately 45min in duration. The interviews will be recorded with your permission and transcribed.

**Risks:** There are no foreseen risks and discomfort involved in participating in the study.

**Benefits:** This is a voluntary exercise and there will be no financial or any other gain in participating in the study.

**Participant' rights:** Participants will not be forced into participation, but rather will be given the opportunity to either accept or decline the opportunity to participate. The rights of every participant will be upheld throughout the course of the interviews and participants may withdraw from the process at any point without suffering any negative consequences.

**Confidentiality:** The participants will be protected in terms of confidentiality by not stating their names or present any information which will link a particular view directly to them. The schools will not be named and the participants coming from the schools or the Mt Fletcher Education District will not be referred to. The participants will not be anonymous to the researcher, however, she will allocate pseudo names or codes to them to ensure that their identity is protected.

**Dissemination of research results:** The findings of the study will be used for the research report that will be submitted to the University of Pretoria. Furthermore, research findings will be used for conferences, publications in scientific journals, and further research.

**Rights of access to the researcher:** Participants can contact the researcher in relation to any aspect related to the study at 021 816 1105 or send an e-mail to: hlengiwe7@gmail.com.

By signing this letter of consent, I confirm that I have read and clearly understood its contents. I understand that I do not give up any legal right by signing this letter of informed consent.

.....  
Participant (Print name)                      Participant's Signature                      Date

.....  
Researcher (Print name)                      Researcher's Signature                      Date

## APPENDX C

### Interview Schedule

#### Semi-structured interview schedule

**Goal of the study:** The goal of the study is to explore and describe the perceptions of stakeholders regarding the upholding of human rights in the Eastern Cape Education District Project.

#### SECTION A: Biographical information:

1. What is your job title?
2. What is your highest tertiary qualification?
3. How long have you been involved in the project?
4. In what age group do you fall?

22-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60+
-------	-------	-------	-------	-------	-------	-------	-------	-----

#### SECTION B: Questions

1. What is your understanding of social justice?
2. What do you see as the aim of this project?
3. How successful do you think this project has been in achieving its aim?
4. In your opinion, to what extent has this project been properly designed and implemented in order for it to uphold social justice for your learners?

5. What changes have you observed in the learners learning and performance as a result of the project?
6. What challenges do you experience with this project?
7. What recommendations do you have concerning how this project can be more effective in achieving social justice?
8. Is there anything that I have not asked that you would like to share with me about the project?

## APPENDIX D

### Department of Education Permission Letter

From:

10:0865588483

03/04/2017 15:55

#625 P.001



Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

Resource Centre Education Building \* Hospital Road \* Private Bag X1133 \* MT FLETCHER \* 4770\* REPUBLIC OF SOUTH AFRICA  
\* Tel: +27 (0)039 2570960 Fax: 039 2570956 \* Website: ecprov.gov.za \* Enquiries : NNN Mkuzo

04 April 2017

To whom it may concern,

On behalf of the Mt Fletcher Education District, I am writing to formally indicate our awareness of the research proposed by Hlengiwe Zulu, a Masters student at the University of Pretoria. We are aware that Hlengiwe Zulu intends to conduct her research by administering face-to-face interviews with our employees at 2 of the schools involved in the project with Infundo Consulting.

As Acting District Director of the Mt Fletcher Education District, I am responsible for employee relations. I grant Hlengiwe Zulu permission to conduct her research at the schools within our district. This permission is granted under the condition that the District is not specified and strict confidentiality is upheld at all times.

Together with Infundo Consulting, they will arrange meeting times with the teachers, directors and principals. The researcher will also then be expected to provide the department with the findings of the research.

If you have any questions or concerns, please feel free to contact my office a  
039 257 0024

Sincerely,

NNN Mkuzo  
Acting District Director  
Mt Fletcher Education District

## APPENDIX E

### Research and Ethics Committee



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Humanities  
Research Ethics Committee

10 April 2017

Dear Ms Zulu

**Project:** Perceptions of stakeholders regarding education related CSI projects within a human rights-based approach: A case study of an Eastern Cape Education District project

**Researcher:** HNL Zulu

**Supervisor:** Prof A Lombard

**Department:** Social Work and Criminology

**Reference number:** 15249213 (GW20170211HS)

Thank you for the response to the Committee's correspondence.

I have pleasure in informing you that the Research Ethics Committee formally **approved** the above study at an *ad hoc* meeting held on 10 April 2017. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should your actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

**Prof Maxi Schoeman**  
**Deputy Dean: Postgraduate and Research Ethics**  
**Faculty of Humanities**  
**UNIVERSITY OF PRETORIA**  
**e-mail: tracey.andrew@up.ac.za**

cc: Supervisor: Prof A Lombard

Research Ethics Committee Members: Prof MME Schoeman (Deputy Dean); Prof KL Harris; Dr L Blokland; Ms A dos Santos; Dr R Fasselt; Ms KT Govinder; Dr E Johnson; Dr C Panebianco; Dr C Puttergill; Dr D Reyburn; Dr M Taub; Prof GM Spies; Prof E Taljard; Ms B Tsebe; Dr E van der Klashorst; Dr G Wolmarans; Mr V Sithole