AN INVESTIGATION INTO STRATEGIES FOR MOBILISING RESOURCES WITHIN THE ADULT EDUCATION DIRECTORATE IN OTJOZONDJUPA REGION

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

BY

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ABSTRACT

The Education for All Action Plan (2002), Millennium Development Goal Report (2008), National Development Plan 4 (2012) and the Ministry of Education Strategic Plan (2012) acknowledge the need for resource mobilisation strategies to help finance adult education. Studies on Namibia resource mobilisation highlight the lack of infrastructural, financial and human resources in adult education but the studies do not mention strategies to mobilise these resources. Fourteen regions exist in Namibia and most of them show some improvements in terms of availability of resources in adult education, except for the Otjozondjupa region that has reportedly experienced a lack of resources and a lack of effective resource mobilisation strategies (Aitchison, 2012). The aim of this study was to investigate strategies for resource mobilisation in the Otjozondjupa region.

The study employed a qualitative approach because it presents research about people's experiences, using techniques such as interviews and observations, and report findings mainly in words rather than statistics. The study followed a case study design as it helped to understand characteristics of a target population of 22 adult educationalists in the Directorate of Adult Education (DAE) in the Otjozondjupa region of Namibia. A purposeful sampling technique was used to draw the most experienced and knowledgeable staff, using an inventory to note the characteristics of respondents.

The findings of the study indicated that the DAE in the Otjozondjupa region has adhoc strategies in place for resource mobilisation. However, these strategies are not operative enough to bring about the required resources within the said region. The findings reveal that

the DAE does not have approaches to resource mobilisation, with regard to which a policy is lacking.

The study recommends that the DAE in the Otjozondjupa region of Namibia laid a support structure by formulating a resource mobilisation policy. It also recommends that the government build coalitions with intergovernmental organisations and international financial institutions. It is recommended that the DAE develop innovative financial mechanisms such as green lotteries, auctions and business/public partnerships and also develop a holistic budget planning approach. Moreover, the DAE needs to convene a conference to bring all stakeholders together to discuss the matter of mobilising resources.

Key words: Adult Education; Resources; Mobilisation; Strategies; Resource Mobilisation; Resource Mobilisation Strategies

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LIST OF ABBREVIATIONS AND ACRONYMS

AUPE   Adult Upper Primary Education

BYP   Bridging Year Programme

CIDA   Canadian International Development Agency

CSRC   Civil Society Centre

DAE   Directorate of Adult Education

EAC   East African Community

EFA   Education For All

EMIS   Education Management Information System

ETSIP   Education and Training Sector Improvement Programme

FAO   Food and Agricultural Organisation

FDC   Foundation for Community Development

GCA   Global Corporate Alliance

IFI   International Financial Institutions

IFM   Innovative Financial Mechanism

MCC   Millennium Challenge Corporation

MDB   Multilateral Development Bank

NDP   National Development Plan

NPC   National Planning Commission

PSM   Public Sector Management

RM   Resource Mobilisation

RMS   Resource Mobilisation Strategies

RMT   Resource Mobilisation Theory

SADC   Southern African Development Community

UNCHR   United Nations Commission on Human Rights

UNDP   United Nation Development Programme

UNESCO   United Nations Education Scientific and Cultural Organisation

UNICEF   United Nations International Children's Emergency Fund

USAID   United States Agency for International Development

YALE   Youth and Adult Learning and Education

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DECLARATION

I, Van-Roin Maswabi Mafwila, hereby declare that this study is a true reflection of my own research, and that this work, or part thereof, has not been submitted for a degree in any other institution of higher education.

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Van-Roin Maswabi Mafwila   June 2018

CHAPTER 1: INTRODUCTION

1.1 Introduction

The purpose of this chapter is to present an orientation to the proposed study. It sets out the statement of the problem and the research questions. The chapter also explains the significance as well as the limitations and delimitations of the study. Finally, a summary of the thesis is provided.

1.2 Orientation to the proposed study

The Dakar World Education Summit of 2000 acknowledged the need to ensure education for all (EFA) by developing countries' resources, with assessments and reports appealing to all states to develop strategies to mobilise resources by involving stakeholders (UNESCO, 2000). Here, 'resources' refer to all possessions, human and financial, that an organisation could use to render the service to the people (Rohlinger, 2002, p.478). It appears that adult education has multiple resources, yet these sources are not fully utilised, partly due to a lack of strategies for mobilising them (UNESCO, 2009; Aitchison, 2012). 'Mobilising' is a process of refining the organisational structures so as to be able to generate more funds and create alliances with those who have the power and means to support adult education (Soanes, Hawker & Eliiot, 2010). Analysis of the literature reveals that enacting strategies for mobilising resources is favoured internationally as they provide the financial support needed in effecting social change (Zhimin, Kipchumba & Chelagat, 2013).

The 2007 World Summit in Nairobi, Kenya on adult education highlighted the need for adult educators to understand strategies to mobilise resources if they were to achieve their goals (UNESCO, 2007). The 6th summit on adult education (Belẻm Framework for Action), held in Brazil in 2009, put in place Resolution 33C to expand existing strategies for mobilising resources in adult education (UNESCO, 2010). Ironically, since the Dakar World Education Forum in 2000 and the Belẻm Framework for Action in 2009, there has been less progress towards achieving strategies for mobilising resource in adult education (UNESCO, 2009). A study conducted on youth and adult learning and education (YALE) in Angola, Lesotho, Mozambique, Swaziland and Namibia, expressed the need to strengthen resources through development of strategies that could help adult education meet its goals (Aitchison, 2012; Shalyefu, 2012). According to Pongquan (2010, p.97), "The need to strengthen resources mobilisation strategies amid adult education has been an on-going debate for the last three decades in developing countries". These strategies are vital in adult education in order to find accurate information about the availability and distribution of financial resources (Desa, 2008; Di Biase & Ellis, 2012; Koirala, 2012; CIDA, 2013).

Namibia is united with other countries in acknowledging the need for resource mobilising strategies that can help them achieve their goals, as stated in the Education for All Action Plan of 2002, Millennium Development Goal Report of 2008 and National Development Plan 4 of 2012, Vision 2030 and the Ministry of Education Strategic Plan of 2012. Namibia has made some progress in financing education but the concern has been its mobilisation strategy for increased resources (National Planning Commission, 2013).

According to the United Nations Commission on Human Rights (2010); Uiseb and Mutenda (2011, 2013); Ministry of Education (2012, 2015), most regions in Namibia show some

improvements in terms of availability of resources in adult education. However, the Otjozondjupa region has reportedly experienced a lack of effective resource mobilisation strategies in adult education, scoring 6.8% lower in terms of availability of financial resources. A resource mobilisation strategy is vital for the development of the directorate of adult education (DAE) to be able to render an effective and meaningful service.

1.3 Statement of the problem

Strategies for mobilising resources in adult education have been encouraged since the Dakar World Education Forum of 2000 and Belẻm Framework for Action Summit, held in 2009 (UNESCO, 2000, 2009, 2010). In developing countries, the need to strengthen strategies for mobilising resources in education has been an on-going debate for the last three decades (Pongquan, 2010), yet has been less articulated and implemented in adult education (Holford, 2013).

In Namibia, several studies have been conducted by UNICEF (1999), Likando (2008), Aitchison (2012) and Shalyefu (2012). These studies highlight only the lack of infrastructural, financial and human resources in adult education and there is no mention of the strategies to mobilise the resources. In the Otjozondjupa region the concept of a resource mobilisation strategy seems to be struggling to be implemented (UNICEF, 2003; Uiseb and Mutenda (2011, 2013). No previous research has been conducted on resource mobilisation strategies in adult education in Namibia (Aitchison, 2012), and literature showed that there were no other studies conducted in 2013 to 2017, therefore, this study seeks to investigate strategies to mobilise resources in the Otjozondjupa region in order to strengthen the current strategies and develop new strategies in the absence of the resource mobilisation strategies.

**1.4	Research questions**

This study was guided by the following research questions:

1.4.1What resource mobilisation strategies are being used by the DAE in the Otjozondjupa region of Namibia?

1.4.2 What strategies are required to enhance resources within the DAE in the Otjozondjupa region?

1.4.3 What approaches can be implemented to enhance these resource mobilisations strategies in the Otjozondjupa region?

**1.5	Significance of the study**

The findings of the study will fill the gap in literature as no specific studies have been conducted in the Otjozondjupa region to address resource mobilisation strategies from the perspectives of adult educators. This study will also enlighten adult educators on the limitations of the respective resource mobilisation strategies and help them understand factors constraining the process in adult education programmes in the Otjozondjupa region. The results may encourage them to work on measures that can enhance the success of strategies in such a manner that adequate internal and external resources are attracted.

**1.6	Limitations of the study**

The limitations envisaged for this study include honesty of responses by the selected respondents. In order to minimize dishonesty, confidentiality and anonymity will be explained and emphasised during the signing of consent forms.

1.7   The delimitation of the study

The focus of this study is resource mobilisation strategies in the Otjozondjupa region of Namibia.

1.8   Description of chapters

The remainder of the thesis is organised as follows:

Chapter two presents the literature review relating to the concepts, theories and perspectives guiding resource mobilisation strategies in the Otjozondjupa region of Namibia. The chapter first presents the conceptual framework, scope and history perspectives of resource mobilisation strategies, the need for resource mobilisation strategies in any economy in general and adult education in particular; the pillars of resource mobilisation and the implementation of resource mobilisation strategies. Moreover, the chapter presents the review of related studies on resource mobilisation strategies in other countries.

Chapter 3 sets out the research design and methods used during the study. The chapter presents the population of the study, the sample and sampling procedures, method of data collection and data analysis procedures and the research instrument. Finally, the issue of reliability and validity in addition to ethical consideration is described and discussed.

Chapter 4 presents and interprets data obtained about the strategies for resource mobilization in the adult education programmes of the Otjozondjupa region of Namibia.

Chapter 5 discusses findings of the study by focusing on the benefits of the resource mobilisation strategies pursued by the DAE. The chapter highlights the challenges in implementing the strategies in the DAE of the Otjozondjupa region.

Chapter 6 presents the conclusion and the recommendations for the study. The chapter also presents the recommendations for further research within the DAE in the Otjozondjupa region of Namibia.

CHAPTER 2: THE THEORIES, CONCEPTS AND PERSPECTIVES GUIDING RESOURCE MOBILIZATION STRATEGIES IN NAMIBIA

2.1 Introduction

This chapter presents the literature review relating to the concepts, theories and perspectives guiding resource mobilisation strategies in Namibia. The chapter first presents the theoretical framework, followed by the conceptual framework. Next is the historical perspective guiding the development of resource mobilisation strategies in Namibia. This is followed by the types of resources and how they benefit local organizations in any economy and adult education in particular. The pillars of resource mobilisation strategies and the principles guiding the implementation of resource mobilisation strategies are outlined. The last section reviews related studies on resource mobilisation strategies in Mozambique.

2.2 Theoretical framework

This study was guided by the Resource Mobilisation Theory (RMT), first used by sociologists to explain the characters and outcomes of social movement activities. A social movement refers to a deliberate effort to organise individuals to act in order to achieve enough resources (Flynn, 2016). The RMT was used in this study because, firstly, adult education itself is a social movement; secondly, because it explains the cause and directions of social change; thirdly, the RMT holds the greatest appeal for community developers (Holford, 2013). The cause and direction of social change informed the study because these two elements became the advocacy perspective that shaped the types of questions asked during data collection by critically investigating how adult educators mobilises resources. The theory also informed the study in order to know how the data was collected and analysed and provided a call for change. The theory informed the study in order for the researcher to understand the unit of analysis. The theoretical framework section was analysed in four distinct parts: the origin,

main principles, and characteristics of RMT and, finally, the application of the RMT in this study.

The RMT originated in the 1960s in the United States of America (Norton, 1994) and the United Kingdom, as a social-psychological theory in order to help examine social movement factors, such as the availability of resources. The RMT was developed as a middle theory by John McCarthy, Mayer Zald, Charles Tily and Doug McAdam, drawing on sociological theories of Karl Max and Max Weber, (Zhimin, Kipchumba & Chelagat, 2013). These theorists largely abandoned all the social-psychological approaches that characterised other theories such as mass society theory, relative deprivation theory, and structural-strain theory, value-added theory, and new social movement theory, and concentrated on RMT (Flynn, 2016). The reason being that, these social-psychological theories focused mainly on identifying factors that attract individuals to community development activities, not necessarily to bring resources to various communities (McCarthy & Zald, 2009).

However, the RMT helped to examine community factors such as the availability of resources. In summary, features of the RMT are illustrated in Figure 1
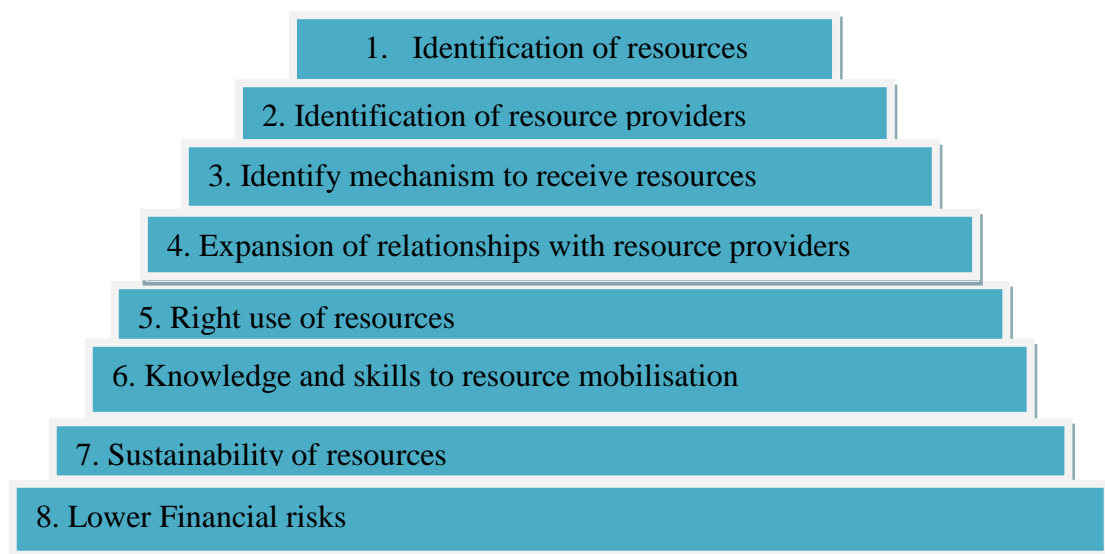
Figure 1: Features of resource mobilisation theory (Koiraila, 2008).

Several characteristic of the RMT could be found in literature. These characteristics, as set out by McCarthy and Zald (2009), are the following:

• Support Base: The RMT believes that organisations may or may not be based upon the grievances of the presumed beneficiaries. Individuals and organisation may provide a major source of support even though they have no commitment to the values that underlie a specific activity.

• Strategy: The RMT asserts that interaction between the social movement and authorities is accepted as a strategy, but it is also noted that social movement organisations like adult education has a number of strategic tasks, for instance, mobilising supporters to achieve change. Dilemma occurs in the choice of tactics since that which may achieve one aim may conflict with behaviour aimed at organisation cooperation.

• Relation to larger society: The RMT asserts that a social movement like adult education should have a relationship with the larger society, as society provides the infrastructure which social movement organisations utilise. The aspects utilised include communication media infrastructure, and buildings for learning purposes.

• Cultural values: The RMT is seen as an inclusive totality making up the sum of social life and the various fields making up culture, for instance knowledge, beliefs, arts, laws, morals, customs and any other capabilities. This notion has become an important framework for understanding how society interprets danger and builds trust or distrust in institutions, creating and regulating risk during the mobilisation of resources. This notion explains the social and cultural biases of policy actors and interest groups.

Based on Figure 1 and the characteristics of the RMT, this study adopted its approaches to look into strategies for mobilising resources within the DAE in the Otjozondjupa region.

These included the important need to develop a support base, and the issue of cultural attributes and strategy development within the larger society. Some factors outlined in Figure 1, such as the identification of resource providers, mechanisms to receive resources, the right use of resources and the knowledge and the skills required in resource mobilisation strategies, were used to guide the study.

2.3   Conceptual framework

The concepts that form the empirical part of this study are 'resource mobilisation' and 'strategy'. The Venture for Fund Raising (2010), believes that resource mobilisation is about the organisation acquiring the resources needed to be able to do the work it has planned. Batti (2014) adds that resource mobilisation pertains to expansion of relations with the resource providers, and the skills and knowledge required for the proper use of resources. In this study resource mobilisation can be conceptualised as the process of identifying resources from the resource providers, which is essential for the development, implementation and continuation of work to achieve the adult education's vision and mission.

The second concept that appears in the empirical part of the study is 'strategy'. According to Carron (2010), the word 'strategy' is derived from the Greek word 'strategos', which is a combination of 'stratos' referring to the army of, and 'agein', which means to conduct. A strategy is seen as the plan designed to achieve long-term aims and to bring about a desired future, such as achievement of a goal or solution to a problem (Soanes et al., 2010).

In light of the above, the concept of 'resource mobilisation strategy' is defined as the process of acquiring resources using a particular plan and/or strategy, which will help to maintain the focused, long-term vision of a particular organisation. Furthermore, the purpose of the plan is to ensure that the analysis and proposals of a particular organisation are accessible to its

members and others with whom the organisation works. Thus, in adult education, a plan also serves as a basis from which to develop an annual team work strategy and an annual budget against which to measure progress.

2.4 The historical perspectives guiding the development of resource mobilisation strategies in Namibia

In Namibia the need for resource mobilisation strategies can be traced to before independence because the colonial government seemed to have experienced a shortage of resources like funds and facilities as well as strategies to mobilise those resources (Sumana, 2008). The colonial government did not do much to improve the situation of resource shortages in Namibia because no particular strategies were developed to mobilise resources for adult education programmes (Aitchison, 2012; Shalyefu, 2012).

When Namibia gained independence in 1990, the country was characterised by high inequality and high rates of poverty (National Planning Commission, 2011). For this reason, the new Namibian government embarked on several reform systems in various sectors of the economy, including adult education. Iipinge and Likando (2012) maintain that the education system in particular was geared to achieve four major goals, namely access, equity, equality and democracy. These goals were supposed to be achieved through the mobilisation of resources; however, not much was done, especially in adult education (Likando, 2008) and more strategies to mobilise for resources were required (National Planning Commission (2015). This implies that there were no studies carried-out on adult education's resource mobilisation strategies in Namibia.

In 2004 the government of Namibia developed Vision 2030, which is a long-term strategy for national development. Vision 2030 stipulates that "there are still learning centres without

sufficient classrooms and other facilities, and some areas are not provided with adequate learning centres" (Namibia Office of the President, 2004). The education system remains weak by international standards, and requires substantial intervention in terms of resources (Nafukho, Amutabi & Otunga, 2005; Likando, 2008; UNESCO, 2009; Aitchison, 2012; Namibia. Ministry of Finance, 2011; National Planning Commission, 2012). Therefore, Vision 2030 calls upon unified education research on resource mobilisation strategies.

According to Kamupingene (2002), Education For All (EFA) was developed in 1993 in order to realise educational goals (access, equity, quality and democratic education).This was done in line with recommendations from the Jomtien Summit of 1990, the World Summit for Children 1990, and the World Conference on Special Needs, Access and Quality 1994, the Fifth Conference on Adult Education 1997, The African Renaissance 1999, and the World Education Forum of 2000. On the other hand, according to the Ministry of Education (2007) and the Millennium Development Report (2009), the Education and Training Sector Improvement Programme (ETSIP) were developed in 2005, in line with the aspiration of Vision 2030 and the Third National Development Plan's strategic objective. This implies that the resource mobilisation strategies are required in Namibia to improve adult education activities. Even though Vision 2030 and ETSIP call upon the strategies to widen and improve adult education in Namibia, there is a need for developing strategies to support adult education programmes. In the above-mentioned documents several roadblocks to developing the resource mobilisation strategies are mentioned. These are inability to provide adequate skilled human resources; unsustainable level of expenditure on education owing to slow economic growth and an increasing government budget deficit (Millennium Development Report, 2008). Thus, this study aims to redress the status quo by suggesting the

implementation of strategies to mobilise resources in Namibia in general and the Otjozondjupa region in particular.

2.5   The types of resources and the reasons for developing resource mobilisation strategies

Resources are basically classified into financial, human, infrastructure and organisational resources (USAID, 2013). Financial resources are voluntary financial contributions from government, international, national or no-governmental organisations, foundations, private companies or other sources of funding a specific activity within a particular organisation (Pise & Clemitson, 2015), while infrastructure resources are about physical environment status and existing material facilities (Civil Society Resource Centre, 2014). The organisational resources for instance refer to government and institutional commitment (Coronado, 2008). Human resources imply adult learners, promoters, education officers, the class literacy committee, community literacy committee and the regional literacy committee (Cuthbert, 2011). Human resources personnel are trained to support the mobilising of financial and other resources for the DAE.

The resource mobilisation strategies are valuable and important in any economy due to the following:

- Strategies help with the establishment of income-generating activities, viable investment projects and the use of local resources (Kiiru, 2011; Zhimin, Kipchumba,& Chelagat, 2013; Civic Society Resource Centre, 2014). However, "the strategies appear to be less articulated in adult education" (Aitchison, 2012, p.35).
- Strategies helps to enhance the dignity of a programme by diversifying and expanding resources, sustaining the programme and expanding deep relationships with

stakeholders (USAID, 2013; Civil Society Resource Centre, 2014; Desa, 2008; Di Biase & Ellis, 2012; Koirala, 2012; CIDA, 2013; Nafukho et al., 2005; Nakashole, Dengeinge, Miranda,& Shikongo, 2011).

- "Strategies for resource mobilisation can lead to creative efforts in using your own local assets to gain support for your organisation. Numerous sources of funding can increase your independence and flexibility to implement programmes" (Civil Society Resource Centre, 2014, p. 4).

- With increased competition for scarce grant resources, thinking of and creating options for new, diverse, and multiple funding streams will help any country's economy to manage its programmes or activities (Zhimin et al., 2013).

According to Koirala (2008), resource mobilisation strategies are important in any economy as per the elements below:

• Formulate an independent budget for a specific programme

• Decrease dependency on others

• Lessen the chance of becoming contractors of foreign donor agencies

• Sustain the organisation and its programmes

• Maximum use of domestic capital and skills

• Expand relations with the stakeholders and community

• Clean the image of the organisation and expand relations

• Fulfil responsibilities towards the community

• Disseminate the good practices of the organisation

• Develop new thinking and challenge the old tradition

• Enhance the dignity of an organisation

The above show that resource mobilisation strategies are important because they decrease the dependency of one organisation on others. It is therefore emphasised that resource mobilisation strategies help to develop creativity, which may lead to sustainability in an organisation, help to create social relationships, enhance the dignity of an organisation and develop new ways of handling the status quo.

2.6   The pillars of resource mobilisation strategies

The pillars of resource mobilisation refer to the basic institutions that could provide resources to support the provision of adult education in general. In this study, the pillars of resource mobilisation strategies rest on public and private funding streams. The next section explains these pillars.

2.6.1   Public sector

The public sector consists of the government and other public-controlled funded agencies and enterprises (World Bank, 2012). The sections below illustrate more fully the public sector institutions that could be used as pillars for resource mobilisation strategies.

2.6.1.1   Government and intergovernmental partners

Governments (the system by which a state or community is governed) emerged in the mid-17th century and since then have played a leading role in the world of politics (Soanes et al., 2010; Dube, 2011; Bezanson & Isenman, 2012). The government forms a pillar for resource mobilisation because strong engagement and sustainable dialogue with the government on the

issues that are critical in adult education may form the best basis for mobilising and leveraging resources.

Intergovernmental partners or organisations refer to an entity created by treaty, involving two or more nations to work together in good faith on issues of common interest (Sosyal & Dergisi, 2015). Intergovernmental partners are essential in strengthening the linkage between the spheres of government (Sosyal & Dergisi, 2015). Examples of intergovernmental partners include the United Nations and the African Union (Heider, Batra & Heltberg, n.d.).Intergovernmental partners have gained greater importance and have played key roles in the international system, especially after the 1990s.

2.6.1.2   Global partnership institutions

Global partnership institutions include bilateral and multilateral organisations and regional and international agencies such as UNICEF and UNESCO. Therefore, global partnership institutions are very crucial in resource mobilisation and social support in adult education, especially UNESCO that supports adult education programmes.

Namibia has developed global partnership institutions with, among others, UNICEF, UNESCO and USAID. However, the impact of these global partnership institutions is not felt at grassroots level in adult education (Millennium Development Report, 2008). According to the Millennium Development Report (2013), the Namibian government continues to engage vigorously in regional and international economic cooperation and groupings for mutual benefit and structural transformation. The report further states that currently the challenges to global partnership are (1) non-availability of adequate skilled labour; (2) non-accountability for improved public service delivery; and (3) inadequate access to financial resources.

2.6.1.3   Innovative financing mechanisms

Innovative financing mechanisms can mean different things to different people. For example, Soanes et al. (2010) state that innovative financing mechanisms are about original and creative thinking, featuring new ideas on financial matters. The World Bank Group defines innovative financing mechanisms as a financial approach that helps to generate additional development funds by tapping new funding sources (Sandor, Scott, & Benn, 2009). This means looking beyond conventional mechanisms such as budget outlays from established donors and bonds from traditional international financial institutions (Gutman & Davidson, 2007; Kates & Michaud, 2011). For instance, green lotteries have been proposed as an innovative financial mechanism in the United States of America and have been used successfully to raise money. Another example is auction or sale of carbon emission permits, new good will fundraising investment, businesses/ public partnership and the international green market.

In this study, innovative financing mechanisms are seen as a key component in resource mobilisation strategies and particularly important with regard to the attainment of the objectives set by major donors (Gargasson & Salome, 2010). Innovative financing mechanisms are important in adult education because at the moment Namibia does not have proper financial innovation mechanisms. However, the Namibian government recently approved a joint public-private partnership with many other financial innovation mechanisms (Namibia. Harambee Prosperity Plan, 2016.)

2.6.1.4   International financial institutions

International Financial Institutions (IFIs) refers to the International Monetary Fund (IMF), the World Bank and the five multilateral development banks (Bhargava, 2006), namely the

World Bank Group, the African Development Bank, the Asian Development Bank, the Inter-American Bank and the European Bank for Reconstruction and Development.

Leipziger (2012) and Berensmann and Wolf (2014) further state that IFIs and particularly the IMF and the World Bank have a mandate from their shareholders to provide effective financing to address global issues, such as providing resources to developing countries, this making them pillars of resource mobilisation strategies. Therefore, adult education institutions should work closely with IFIs such as the African Development Bank, to influence the IFIs' agenda globally and regionally and to leverage resources in areas that matter to adult education. Namibia is a member of the World Bank Group. However, their efforts have been hampered by concerns relating to IFIs' legitimacy, effectiveness, their use of conditionality and their financial capacity.

2.6.2   Private sector

The private sector is a critical component in addressing developmental challenges in resource mobilisation, through its contribution in many areas. The section below illustrates that private sector institutions could be used as pillars for resource mobilisation strategies. A critical reflection regarding the status of these resource mobilisation pillars in the Namibian DAE is also provided.

2.6.2.1   Pledge-giving

Pledge-giving is a solemn promise or undertaking and stands for regular monthly giving as a guarantee (Soanes et al., 2010). In addition, UNICEF (2016a) affirms that pledge donors are individual donors who provide funds on a regular basis throughout the year, for instance by giving monthly through a direct debit facility and through legacies.

"Pledge-giving is an effort to help address societies' most pressing problems by inviting the world's wealthiest individuals and families to commit to giving more than half of their wealth to philanthropy or charities, either during their lifetime or in their will" (Hickman, Shrade, Xu, & Lawson, 2015).

Therefore, pledges should be mobilised in adult education to support the system in order to improve the situation of inadequate resources. Pledge-giving can be used as a resource mobilisation strategy by inviting community members to pledge to create a community of great resources, in order to alleviate poverty (Di Mento & Lewis, 2014; Nieva, 2014). Although pledge-giving is one of the strategies that can be used to generate resources, the use of these strategies in adult education remains poor, especially in Namibia, as Namibia is not among the countries in the world such as United States of America, United Kingdom, Canada, Australia, Portugal, Germany, France and Spain, which tops the list when it comes to pledge-giving, therefore still needs to do more when it comes to pledge-giving.

2.6.2.2 Global corporate alliances

Global corporate alliances have been defined by scholars such as Porter in 1990; Dussauge & Garrette; Faulkner,Voshino & Rangan in 1995; Douma in 1997; Gulati in 1998, and Phan in 2000 (as cited in Wei, 2007). There are many types of global alliances (Isoraite, 2009). However, this study was interested in educational alliances pertaining to, among others, technology education, adopting a school, school construction or repair, and communication for education (Brady, 2009). Narula and Noya, (2014) believe that the most important benefit of global corporate alliances is that they involve sharing of knowledge and expertise between partners as well as the reduction of risk and costs, such as joint ventures.

2.6.2.3   Fundraising from major donors

Major donors include individuals and small private trusts that could give enough funds to enable programmes to function properly each year (Eisenstein, 2011; Socolovsky, 2015, Stauch, 2011; Klein, 2011; McKee & Rovner, 2014).). According to the Western Organisation of Resource Councils (2012), there are three types of major donor strategies, namely prospecting, renewing strategies and upgrading strategies. Prospecting means to get people who have not given to your organisation before to give for the first time. Renewing strategies seeks to get existing major donors to renew a second time, a third time and so on, and are sometimes referred to as habitual giving. Upgrading strategies aim to persuade donors to rank you higher in their giving priorities. Thus, here you ask donors to give a bigger gift regularly, and later to give through a bequest.

A key example of major donor benefits occurred in September 2011, when a group of top organisers from across United States of America met in Washington, D.C. to discuss how to raise more funds for community organisations (Western Organisation of Resource Councils, 2012). After two days, they concluded that a major donor programme is the significant way to raise funds because (1) a major donor programme asking individuals to give is the most straightforward path for groups of whatever size to bring in new resources; (2) major donor programmes are the quickest way to raise substantial amounts of money; (3) major donor programmes have an underserved reputation for not being approached due to lack of experience of those who ask for support. The example of major donors was important because the meeting strategy was used to share ideas on how to raise funds, and this strategy helps adult educators to know the significance of major donors in a particular programme and to know the types of major donor in order to get help from them.

2.6.2.4   Legacy-giving

Legacies are bequest funds or assets that individuals leave to a programme, in order to sustain it (Soanes et al., 2010). One of the advantages of a strong private sector fundraising track record is the presence of a large database of legacy supporters in many countries (UNICEF, 2016b). Combined with increasingly wealthy ageing populations, this creates a very high growth potential in the area of legacies (Zhiminet al, 2013).

Legacy-giving provides a high long-term return on investments and can be a significant source of regular resources (Kiiru, 2010). Bekker and Wiepkin (2010) identified eight mechanisms as the most important forces that drive legacy-giving: (1) awareness of need; (2) solicitation; (3) costs and benefits; (4) altruism; (5) reputation; (6) psychological benefits; (7) values; and (8) efficacy. Legacy-giving is very important in Namibia because it helps adult learning centres to acquire the necessary financial and non-financial resources; however, literature suggests that this is not common in developing countries like Namibia (Raddiffe & MacDonald, 2015).

2.6.2.5   Private foundations

Private foundations are typical privately funded and privately controlled by one or a small number of persons such as a family or corporation (UNICEF, 2016a). A private foundation is a non-governmental organisation, a trust or non-profit organisation or an organisation with its own funds – usually from a single source, an individual, a family or a corporation (Gesellschaft, 2008; Wall, 2010). According to Justice Connect, (2014), there are many types of foundations such as public ancillary funds, private ancillary funds and necessitous circumstances funds.

Partnering with private foundations offers potential for contribution growth and an opportunity to leverage expertise and convene power to advance adult education programmes (Internal Revenue Service, 2014). Partnering with foundations with an international reach offers adult education strong potential for income growth and an opportunity to leverage assets such as technical expertise and convening power to advance adult education.

Private foundations are very important because they help to fund crucial education projects. Moreover, in Namibia for instance, the Rossing Foundation has been working in partnership with the Ministry of Education, Arts and Culture since independence in 1990. However, their activities have focused mainly on strengthening the capacity of teachers and learners in order to improve their competencies, meanwhile leaving adult education behind (Rossing Foundation, 2015).

2.7 Principles guiding the implementation of resource mobilisation strategies

The following principles guiding resource mobilisation strategies are found in the literature. These principles could be important for adult education programmes in the Otjozondjupa region of Namibia.

2.7.1 Meet the education programme's needs

One of the principles guiding the implementation of the resource mobilisation strategies is the obligation to meet the education programme's needs. In order to do so, organisations need resources as these are the core value of an institution in general and play a crucial role in any programme's morale and development for self-sustainment and maturity (Zhimin et al., 2013). The resource mobilisation strategies need to define the areas where educational resources are needed (FAO, 2012) in order to find mechanisms and means to acquire and mobilise those resources from resource providers (SADC, 2012).

2.7.2 Promote efficiency and effectiveness

Effectiveness is the extent to which stated objectives are met while efficiency is all about resource allocation across alternative targets (Kumar & Gulati, 2010; Pincus, 2013), for instance, the effectiveness of a particular strategy used. There is a need to improve the effective and efficient use of available resources in a way that will lead to sustainable development (SADC, 2012).

2.7.3 Build national, regional and international cooperation

Resource mobilisation strategies should be managed in line with national policies and strategies and regional and international engagements. National engagements include public sector management reform, which is concerned with improving public sector results by changing how the government operates with other countries or changing how a particular country cooperates with other countries (World Bank, 2012). Regional engagements pertain to cooperation among regions for the common goal of developing resources. International engagements include sustainable development goals and EFA in supporting the common agenda of resource development. This also applies to the resource mobilisation strategies that need to be guided nationally, and regional policies as well as an international agenda for the development of education programmes.

2.7.4 Strengthen capacity

Capacity is defined as the ability of individuals or organisations to perform functions effectively, efficiently and sustainably (Goosby, 2012). Moreover, capacity- building means the ability to do something to bridge the gap between what is and what ought to be. Capacity-building empowers people by enabling them to have control of their lives and activities. It is a

holistic approach of developing their knowledge, attitude and skills through various activities that call for participation and involvement. In this study, capacity-building tries to match the present competencies of those in adult education with the ones they need, in terms of resource mobilisation strategies (Civil Society Resource Centre, 2014). It is very important to build capacity at both regional and local levels as a continuous objective to be supported in order to strengthen the skills required to generate and monitor funding mechanisms (UNESCO, 2013).

2.7.5 The principle of resource acquisition

Resource acquisition is a process whereby resources are acquired through mobilisation within delimited, regional, provincial, municipal and community levels (Coronado, 2008).Resources can only be acquired from external sources if they are based on the priorities of international partners or national policies and on available capacity to mobilise for those resources (Bhushan & Culpeper, 2008;North-South Institute, 2010). Increased resource acquisition makes huge sense in the current global economic context; enhanced resource acquisition in Sub-Saharan Africa is critical for state-building and government accountability (United Nations, 2014).

2.7.6 Planning, budgeting and management strategy

According to FAO (2012) and EAC (2012), planning is a situational analysis of the internal and external resource environment and the resource requirement of the programme. It involves setting goals, developing strategies, outlining implementation, and allocation of resources to achieve goals. The SADC (2012) further affirms that planning is crucial in that it reinforces organisations to strengthen, budget and put financial management systems in place to maximise the resource capacity and optimally utilise resources for its development programmes. According to Sera and Beaudry (2007), budgeting is a key management strategy

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for planning, monitoring and controlling the finances of a project. A budget helps to estimate the income and expenditure for a set period of time. On the whole, it is noted here that budgeting does not guarantee success, but it certainly helps to avoid failure (Walther & Skousen (2009). All in all, planning and budgeting are management strategies that are required to: (a) monitor the income and expenditure over a particular time frame; (b) help determine if adjustments need to be made in programme and goals; and (c) provide a basis for accountability.

2.7.7   The principle of monitoring, evaluation and reporting

Monitoring is defined as the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives (Hamilton, Mayne & Hobson, 2014). This means that monitoring links the performance indicators to your goals, so that you will see clearly if you are reaching your resource mobilisation goals. Evaluation is a rigorous and independent assessment of either completed or on-going activities to determine the extent to which they are achieving stated objectives and contributing to decision-making (UNDP, 2009). This means that evaluation makes a systematic judgement about the amount, number or value of the mobilisation campaigns. Reporting is a spoken or written account or statement describing in detail an event, situation or the like, usually as the result of observation or enquiry (Soanes et al., (2010).

2.8 Review of related studies on resource mobilisation strategies employed in

Mozambique

The purpose of this section is to present one case study from Mozambique that could inform the development of resource mobilisation strategies for Namibia in general and Otjozondjupa in particular.

At the beginning of 1990, Mozambique was the poorest country in the world, due to war and the consequent internal educational infrastructures having been severely damaged. The Foundation for Community Development (FDC) was established to facilitate self-reliant development in the country. The FDC was particularly concerned with rebuilding the capacity of civil society, including a sustainable charity. Therefore, the founders decided to initially raise funds locally. The efforts to reach local businesses paid off with over US$100,000 in endowments and other contributions. The FDC also decided to raise funds from foreign donors to strengthen local capacity for development and to foster the growth of local charities. The foundation pursued this strategy by launching its first programme and operating funds from the US Foundation, starting an endowment with contributions from Mozambique and participation in a debt swap, which is a strategy to transform loans into shares of stock. By 1998, the FDC had raised funding from roughly 15 foundations and international NGOs. Additionally, the FDC worked with United Nation's agencies, the World Bank and five major bilateral (joint) agencies. The FDC realised that communicating and responding to its donors in a timely and accountable manner required a proficient staff because it would result in an acceptable system. Since 1996 the FDC has been evaluating their fundraising strategies. The result of the evaluations showed an accumulation of fundraising options from the perspective of a donor and beneficiary.

Lessons can be learned from the above case study. The first lesson is the need to establish an institutional framework to support the resource mobilisation strategy. The establishment of the FDC played an important role in that regard. The second lesson is the need to formulate a resource mobilisation strategy. Mozambique has strategies in place to mobilise local and international resources. The third lesson is the monitoring, evaluation and reporting of results.

It can be observed that Mozambique monitors, evaluates and reports their recorded strategies at the end of each fundraising effort. This is very important in that donors are informed of the funds that were raised and also of the impact it had on the outcome of the developmental process. Therefore, there is a need to develop resource mobilisation strategies in adult education in order to acquire access to better quality education which is equal and democratic and which supports EFA goals, millennium development goals and Vision 2030 objectives.

2.9 Summary

This chapter presented the concepts, theories and perspectives that guide resource mobilisation strategies in Namibia. In so doing, the chapter presented the conceptual and theoretical framework. The chapter also presented the historical perspectives guiding the development of resource mobilisation strategies in Namibia and provides a reflection on the types of resources, how the resources benefit local organisations, the reasons for developing resource mobilisation strategies and the importance of developing strategies for resource mobilisation. The pillars of resource mobilisation is presented and this refers to the basic institutions that could provide resources to support adult education in general. The general message of the pillars is that there is a need to mobilise funds/and or resources from the public and private entities, in order to improve educational organisations, especially in developing countries.

The chapter also outlined the key principles guiding the implementation of resource mobilisation strategies, these being meeting educational needs through mobilising resources; promotion of efficiency and effectiveness in any given organisation; building on national, regional and international relations; capacity-building of those who work in any organisation

to acquire skills to mobilise for resources. Planning, budgeting, reporting, monitoring and evaluating are some of the key features. Finally, the case study from Mozambique was presented. The key lessons from the case study rest on the need to establish strategies to mobilise local and international resources; communication and responding to the donors in a timely and accountable manner and the need to evaluate strategies in time.

The next chapter concerns research methods and designs followed to investigate the strategies for mobilising resources within the DAE in the Otjozondjupa region of Namibia.

CHAPTER 3: RESEARCH DESIGN AND METHODS

3.1   Introduction

This chapter firstly explains the research design and methods of the study. This is followed by a discussion of the study population. The next section relates the sample and sampling procedures, as well as the research instruments. Next is the description of the pilot study, which outlines how it assisted the researcher in the reformulation of the questions. A section on data collection procedures is included and this is followed by the data analysis and ethical considerations.

3.2   Research methods and design

The qualitative research approach was employed in this study (Patton, 2002), whereby the researcher carries out research about people's experiences in a natural setting, using a variety of techniques such as interviews and observations, and report findings in words rather than statistics (Chilisa & Preece, 2005). Additionally, the qualitative approach attempts to understand the unique interaction in a particular context and the meaning brought by the participants (Patton, 2002), meaning this approach allows examining people's experience in detail by using a certain set of research methods. Furthermore, according to Creswell (2009), the qualitative approach is a way of exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The study used the case study design as this helps to understand the characteristics of a particular case in all its complexity and is useful in exploring topics for which little knowledge exists (Welman, Kruger & Mitchell, 2012). The case study design was used to understand participants' strategies and approaches to enhance the application of resource

mobilisation in structures of adult education in the Otjozondjupa region. Moreover, the case study was used in order to gather comprehensive, systematic and in-depth information about the strategies used within the directorate of adult education. The case study method was applied whereby adult educationalists within the directorate of adult education were studied as a unity of analysis. The specific case being studied was the way the adult educationalists mobilised resources within their community, in order to understand their strategies to mobilise resources, because there little knowledge that exist in this field.

3.3   Population

The total population for the study comprised 140 promoters, seven district education officers and two senior management education officers in the Otjozondjupa region of the DAE.

3.4   Sample and sampling technique

The study targeted 16 promoters, four district education officers and two senior management education officers, in total 22 participants were sampled. A purposeful (convenience) sampling technique was used to draw the most accessible experienced and knowledgeable staff in the adult education directorate in the region. An inventory sheet to note characteristics of respondents such as gender, region of origin, constituency of origin and highest qualification was compiled. The convenient sampling technique was employed with the assistance of the senior education officers so that files of staff could be accessed in the identification process.

3.5   Research instrument

The study collected primary qualitative data by making use of unstructured and focus group interviews. Unstructured interviews consisted of questions that were not prearranged. The intention of an unstructured interview is to expose the researcher to unanticipated themes and

to help him/her to develop a better understanding of the interviewees' social reality (Welmanet al., 2012). Focus group interviews are based on a selection of a small number of interviewees who are drawn together for the purpose of expressing opinions (Welmanet al., 2012). A focus group interview is a good way to assemble people from similar experiences to discuss a specific topic of interest. The unstructured interviews were used to explore the strategies required for mobilising resources among adult education programmes in the Otjozondjupa region. The focus group interviews used an interview guide which, according to Patton (2002), helps to discuss the views on strategies required and approach that can be adopted to enhance the application of identified strategies to the resource mobilisation process.

3.6   Pilot study

The researcher conducted a pilot study among 10 adult educationalists from the Okahandja district. These included one management member, one education officer and eight promoters. The pilot study proved to be an essential exercise because it helped in finding issues and barriers related to the recruitment of participants. It also helped the researcher to engage in a culturally appropriate way. The results of the pilot study indicated that the instruments were valid and consistent for the investigation and that most of the questions were understood by the respondents.

Despite the fact that most respondents understood most of the questions, the pilot study revealed the need to change some of the questions in the instrument. The changes were effected as follows:

• Instrument 1, 2 and 3: There were too many questions in the interview guide, both for the individual interviews and the focused group interviews.

• Some of the questions were about the resources available in adult learning centres, instead of focusing on the strategies to mobilise resources. For instance, Instrument 2, questions 2 and 3, now reads as follows: *What types of strategies does your district use to mobilise resources at present; what achievement was gained from mobilising different resources?*

After the pilot study exercise, repetitive and unnecessary questions were removed and replaced by those as indicated above. Some comments from the supervisors and colleagues, such as to make sure that the instrument used was valid and should be understood by all participants, were incorporated in the pilot study. Through the pilot study, the instrument was also shortened to focus more on the strategies used by the DAE to mobilise for resources.

3.7   Data collection procedure

The unstructured interviews were conducted in various districts within the Otjozondjupa region. Unstructured face-to-face interviews were conducted with the district education officers and the senior education officers, using a tape recorder. Each interview lasted for 30 minutes. The participants were asked random unstructured questions, which they answered. The unstructured interview sessions were conducted in separate private rooms, at the convenience of respondents in order to maintain confidentiality. The focus group interviews were conducted among two groups of promoters using an interview guide (Patton, 2002). Each group comprised eight participants. The focus interviews took place in rooms where it was convenient to group the participants.

3.8   Data analysis

Content analysis was used for both unstructured and focus group interviews (Welmanet al., 2012) through the preparation and transcription of interview notes, optically scanning

materials, typing up field notes, sorting and arranging the data. The researcher read through the data as the first step to obtain a general sense of the information and to reflect on its overall meaning, the general ideas of the participants and credibility. Furthermore, the researcher begins the detailed analysis with a coding process by arranging data into segments of text and clustering of topics. The researcher identified themes by reviewing the field notes and arranging data into themes, categories and labels. The analysed data were converted into labels depicting themes and were being displayed in tables to illustrate them.

3.9   Research ethics

The following ethical guidelines were observed: The researcher obtained official permission and ethical clearance from the University of Namibia's Ethics Committee (UREC), then requested permission by letter from the Permanent Secretary to access the region. Access to districts was obtained from the regional director. The researcher then presented a consent form that explained the purpose of the study and also stated issues of confidentiality and anonymity of participants, promising that no physical or psychological harm would be encountered as a result of participating. The details of the consent form were explained to the participants and contact numbers of the researcher availed for any clarification or inquiry. The participants signed consent forms to indicate their willingness to participate in the study. The analysed data will be kept for five to ten years (Creswell, 2009), then be discarded so that it does not fall into the hands of other researchers.

3.10   Summary

This chapter presented the research design and methods followed to explore strategies for mobilising resources within the adult education directorate in the Otjozondjupa region. It was emphasised that the case study research design was used as the qualitative research approach.

Other aspects outlined in the chapter were the population, sampling and sampling procedures. The sample of this study rested on targeted 16 promoters, four district education officers and two senior management education officers from the Otjozondjupa region. It was therefore outlined that purposeful sampling was used in order to select participants with specific characteristics. The chapter also presented the instruments and data collection procedures. A pilot study was part of the process to help the researcher in redirecting and reformulating the interview questions. The last two sections contained the data analysis and ethical considerations. The data was analysed using content analysis where views of respondents were transcribed in a word processing document. Ethical clearance was received from the UREC.

The next chapter concerns presentation and interpretation of data pertaining to strategies for mobilising resources within the AED in the Otjozondjupa region of Namibia.

CHAPTER 4: PRESENTATION AND INTERPRETATION OF DATA

4.1   Introduction

The resource mobilisation strategy is required in any organisation to ensure a clear, systematic, predictable and well-coordinated approach to soliciting, acquiring, utilisation, management, reporting, monitoring, and evaluating assistance from partners and for expanding resource mobilisation (SADC, 2012). The purpose of this chapter is to present and interpret the results of the study that were obtained from the interviews about the strategies for resource mobilisation in the adult education programmes of the Otjozondjupa region of Namibia. The data was presented by using qualitative narrative passages and these narratives were presented in a table format. The following research questions form the basis for the data presentation and interpretation (sees Chapter 1, section 1.3):

▪ What resource mobilisation strategies were being used by the DAE in the Otjozondjupa region of Namibia?

 ▪ What are the strategies required to improve resources mobilisation within the DAE in the Otjozondjupa region?

▪ What approaches could be used to enhance strategies for resource mobilisation in the Otjozondjupa region of Namibia?

4.2   The resource mobilisation strategies currently being used by the DAE

All participants were asked about the resource mobilisation strategies being used in adult education programmes of the Otjozondjupa region of Namibia. The question attracted responses pertaining to the financial, infrastructural and physical resources, and human and

social resources mobilisation strategies. The responses are presented in sub-sections 4.2.1 – 4.2.4.

4.2.1 Financial resource mobilisation strategies that were being used by the promoters in the Otjozondjupa region of Namibia

The participants' responses are presented in Table 1.

Table 1: The financial resource mobilisation strategies used within the DAE in the Otjozondjupa region of Namibia

Strategies	Response
Fundraising by promoters	*Response 1: Stationeries like pencils, we do buy for my adult learners.* *Response 2: I buy these resources at various shops, using my own salaries, and sometimes we have to travel from far place for 170 kilo meters to come and buy materials to use for adult learning.* *Response 3: Buying resources is the right thing to do in order for us to have more information, and to avoid struggle for resources in the class and to enhance the morale of adult learners.* *Response 4: Plus the communities are ignorant to support the adult education programme. Buying is not right because we are using our own salaries and this is a government programme.* *Response 5: It's difficult sometimes to wait from the government to provide financial resources to be used at adult learning centres, thus, as promoters we have to make copies of other learning materials like textbooks. Sometime we use our own money to make copies and this is not good at all.*

Table 1 show that the promoters do not actually have strategies to mobilise funds from other sources other than the use of their own money to make photocopies for adult learners and educational programmes. These results seem to suggest a lack of effort and awareness about the need to explore other sources of finances for adult education programmes in the Otjozondjupa region of Namibia.

4.2.2 The infrastructure and physical resources mobilisation strategies within the DAE in the Otjozondjupa region of Namibia.

The participants' responses are presented in Table 2.

Table 2: Infrastructure and physical goods resources mobilisation strategies in the Otjozondjupa region of Namibia

Strategies	Response
Self-made adult learning resources	*I do make materials such as the chalkboard and chairs under the tree if not provided by the government or the regional office; these materials are in most cases in February when the National Literacy Programme classes begin. I make use of corrugated iron sheets if there is no chalkboard. I just pick corrugated iron zinc and make it into a chalkboard, I do not change anything, I just clean the corrugated iron zinc and turn it into a chalkboard. I inform adult learners to sit on a log of a tree that I collected and turn into a chair. Sometimes adult learners sit on the big bag of sand. I collect empty big bags and fill them with sand so that adult learners can sit on them. I make use of old tires for adult learners to sit on. I normally use to collect old used tyres and bring them into the classroom, because I felt responsible to make these resources available for my adult learner as a facilitator in order to boost their morale.*
Ordering of materials	*Ordering is a government procedure whereby a request for something is made, supplied or served. Send requisition/order before the end of NLPN/AUPE Calendar. Do stock of what the district has and what I need. The order gets lost at the regional office during deliveries and before and one has to keep sending copies. If no follow up are done then no stock to be received... We order material resources from the government as a strategy to get the required resources for the adult learning centres. Materials are ordered from the regional office, but sometimes they don't provide them and if provided they are not enough. Furthermore, the ordering of material is done through assessment of the required materials within a particular district, whereby promoters are also involved to determine what is lacking and what is available. The process of ordering materials takes a long time; sometimes orders go missing and not enough due to the current budget cuts. Usually orders are not in order as per the needs of the education officers.*
Teaching under the tree	*We are teaching under the trees to make use of natural resources as a strategy, meaning that promoters who are operating under the trees have to remain teaching, while other promoters are on leave to compensate for the classes not conducted during the rainy season. The situation of teaching*

	under the tree is a long time situation, coming a long way. We asked the private organisation like those who have kinder gardens to provide us with a classroom. Those people refused to give us their place. We approached the schools, but sometimes schools are very far from where adult learners should meet. Sometimes principals do not have space due to the fact that their classes are fully utilised. Under the tree we do not have chairs, chalkboard and other resources, thus we allow: (a) Adult learners are allowed to sit on the ground if no chairs (b) We inform adult learners to bring their own chairs (c) I spoke to my husband to make for me a traditional chair so that adult learners can make use of it during lessons (d) under the tree there is no electricity, no internet, no toilets, no toilet papers, no water facilities.

Table 2 indicates that promoters utilise three strategies to mobilise infrastructure and physical goods. The first strategy is the use of self-made materials. This includes the use of corrugated iron sheets and old tyres, usually collected from the local environment. The second strategy is in regard to requesting infrastructure and physical resources from the government of Namibia. However, the participants express that this process usually takes long. The third strategy is the use of a tree as a classroom. When this happens, the adult learners are asked to bring their own chairs to create a classroom situation. These results seem to suggest a variety of strategies that promoters improvise to provide infrastructure resources, based on using the local environmental resources that are gathered to make the teaching of adult education programmes possible in the Otjozondjupa region of Namibia.

4.2.3 The strategies for mobilising human resources within the DAE in the Otjozondjupa region of Namibia.

The participants' responses are presented in Table 3

Table 3: Human resource mobilisation strategies for the adult education programmes in the

Otjozondjupa region of Namibia

Strategies	Response
Class Literacy Committee	*We have class literacy committees, however, no training is provided to the class literacy committee on resource mobilisation. No, some of us don't have class literacy committee. The class literacy committee have 5 people and all our classes have class literacy committees. The focus of the class literacy committee is the preparation of adult learner's week and retention of adult learners.*
Community Literacy Committee	*No training on resource mobilisation for CLC. We have no skills to write letters at the moment, thus capacity building for education officer in letter writing or proposal writing is crucial at the moment in order to mobilise for resources, because we are part of CLC.*
Regional Literacy Committee	*Yes, though not that functional, we have literacy committees in our centres and some not due to people not staying in one areas, calling meetings and people coming together is a challenge. The role of management in training Regional Literacy Committee is minimal due to financial constraints and we try to liaise with the Regional Councillors during their meetings in their constituencies or during the CDC meetings to look into the aspect of coming up with projects concerning adult education.*

Table 3 illustrates that the strategies to mobilise human resources are based on three sources, namely committees for class literacy, community literacy and regional literacy. However, these committees lack training about how to meet adult education resource mobilisation requirements. In most cases these committees are functional but usually their emphasis is not on resource mobilisation of adult education programmes but on mobilising adult learners to join the literacy classes.

4.2.4 Social resource mobilisation strategies within the DAE in the Otjozondjupa region of Namibia.

The social resource mobilisation strategy is a process whereby people in a particular community and/or organisation come together for a particular purpose (Soanest et al., 2010). Green and Haines (2012) state that social mobilisation refers to bringing people together who already know each other with a goal of strengthening the relationship that already exists. The strategies for mobilising social resources within the DAE in the Otjozondjupa region of Namibia are presented in Table 4.

Table 4: The social resource mobilisation strategies for the adult education programmes in the Otjozondjupa region of Namibia

Strategies	Response
Community meetings	*Community meetings are conducted in consulting influential people in the constituency to work together. The influential people are the Councillors, headmen, school principals, business communities and NGOs. Sometimes stakeholders do not come for meetings. Promoters has to identify resources they need in their respective districts, resources such as infrastructures are identified. Moreover, a letter should be written to specific resource providers such as school principals and/ or managers before a meeting is convened, to ask for permission to use their premises. After a letter process is concluded, then a meeting is convened to discuss the way forward, the terms and conditions of using the given resources. Meeting strategies I have been using for a long time now, since I started working in adult education programme.*
Borrowing of materials	*We borrow resources such as chairs, tables, and chalk boards from private centres in order to use during teaching and learning sessions. "I must pay for the broken item because it was the agreement between me and the owners". We use to borrow items from the formal education schools, for instance, textbooks and other materials like flip charts. We do not have the following materials in our centres at all, thus we have to borrow: Erasers, Syllabuses for the new curriculum, Textbooks, Copy machine, Fax machine, Toilet papers, Calculators, Computers, Fax machines, Curriculum guides, Syllabuses, Laptops, Staplers, Punch, Envelops, Instrument sets, Flip Charts, Calculators, Toilet papers, Computers, Fax machines, Curriculum guides, Laptops, Staplers, Punch, Instrument sets, Copy machine, chairs, and Tables.*
Private	*This year I managed to write letters to various private organisation for sponsorship of the district literacy celebration campaign. I wrote letters to*

sector appeal	*organisation such as Coca-Cola company, Cenored, Municipality, Pick N' Pay, First National Bank, Standard Bank, Bank Windhoek, and NED bank. I wrote a letter to Namibia Association of Norway (NAMAS) to fund the adult education activities. I believe letters are good for mobilising of resources like financial and material resources. I wrote a letter to Bank Windhoek to ask for assistance. Thus, bank Windhoek managed to provide with a box which contained 50 pens and exam pads for adult learners. This was a sponsorship for adult learner's week celebration. Even when it comes to infrastructure resources, letters can be used to mobilise for those resources.*

Table 4 reveals four strategies for social resource mobilisation. The first one is the use of community meetings. This strategy is about establishing contacts with influential people in the community to support adult education programmes. The second strategy rests on borrowing resources such as chairs, tables and chalk boards from the private centres that operate in their areas. The third way of mobilising resources is appealing to the private sector for sponsorship. The responses show a variety of strategies based on the use of key persons to establish partnership with the private sector, as some of the strategies may apply in the Otjozondjupa region of Namibia.

4.3   Strategies that could improve resource mobilisation within the DAE according to the perspective of the promoters

The promoters were asked to state their views about strategies that could improve the current resources mobilisation strategies within the DAE. Table 5 presents the responses of the participants.

Table 5: Strategies to improve resource mobilisation for the adult education programmes from the perspective of the promoters

P	Strategies	Response
	Stakeholder meeting	*A meeting can be arranged through the office of the education officer, whereby promoters can meet the Director of Literacy and the Minister of Education, Arts and Culture, and the councillors so that we can explain our situation to them. A meeting will work because they will be able to see*

		how we express our feelings. A meeting is required in order to explain our situation to them because they do not understand how we feel at the grassroots level. A meeting can be arranged during holidays when promoters are not working at all. The meeting can take place at the adult education office in Otjiwarongo or any town that can be selected by the regional office.
	Complain about resources	*We are going to complain to the director of literacy programme so that we can understand why there are no resources in adult learning centres. We will also complain to the Minister of Education, Arts and Culture and also our Councillor if possible. These people need to provide resources that can be used in adult education programme. We are going to write a letter to all these people as promoters so that we can hear from them. We are tired of working without proper resources; we are suffering in this programme. A letter will be delivered to the office of the Minister of Education, Arts and Culture, by the Education Officers. The Letter will be written in January when the years begin, in order to get a proper feedback during the course of the year.*
	Mobilise sponsors	*There are many business people, some have shops, and there also have service stations which are supported by the local people. The business people can be our sponsors if there are approached in order to support adult education programme. Promoters can even come together and write a letter to these people in order to support. With the assistance of education officers and other influential people in the community, this can be achieved without trouble. If a letter is not possible, we can even meet them in person so that we can explain to them our situation at hand.*
	Making use of local resources	*Local people can support us to improve the literacy centre and programmes. Local people can make contributions and make some donations towards literacy. The funds can be used to buy literacy materials and goods so that we can use in the class. We need the management support for us to approach local resources. The local community can be farmers, individuals, even our own adult learners who have interest to support. Some adult learners have better families; we can network with them for support. Schools also form part of the local resources, and can be asked for assistance if need be. Schools have better facilities than literacy programme. They have better chairs, chalkboards, better classrooms, also copy machines. Thus, we can ask from schools that are nearby, in case we want to make some copies. This can be done through meeting the school management to inform them about our plan. We want to make use of the local resources because it's easy for us to do*

		that than to approach people who are far away. We do not need transport for us to travel around, but just to walk around and meet the local people.
	Making use of various media	*Making use of the media like radio and television and newspaper will uplift the standard of adult education programme; because many people will hear and know about adult education programmes and they will be able to support the programme. Media is one important element because it is in many languages like Otjiherero, Oshiwambo, Damara-Nama, and Afrikaans, therefore, more people will be covered. For instance, the radio can be used to market adult education objectives and mission and vision so that people can listen, many people in rural areas use radio, and this is an advantage to use this media. Announcements over the radio are done sometimes for free or you pay a small amount of money which is cheap, compared to the newspapers. Promoters can also go to "Good morning Namibia" programme where they can market their programmes*
	Using the internet	*Internet is quick and fast. People can also easily access information using internet. Training on internet use is thus required for promoters. Many promoters do not have internet facilities in rural areas, only those promoters who in town and nearby schools can have access to internet. Sometimes it is difficult to access internet in town or school, due to payment of these facilities. Thus, the government should build internet facilities in communities so that promoters can have access to internet. This is very important because it will help us as promoters to improve in service delivery as we will have more resources to use. We need this urgently please.*
	Making use of the library	*Adult learning information can be accessed from the library. Books on adult learners can be accessed from the library. Copies can also be made at various libraries. Libraries have internet access also whereby promoters can download information. Not all promoters have access to the library though, only those who are in town and nearby schools. School libraries are small and contain school materials and sometimes no internet access. Printing of the information at libraries is payable in most cases. Promoters should be given time to go to the library if possible so that we can acquire as much information as possible.*

According to Table 5, participants believe in face to face meetings. These are very important so as to discuss issues pertaining to resources with the government and political office

bearers. The other strategies mentioned are writing letters on issues pertaining to resources to government and political office bearers. Table 5 also indicates that participants need to make use of local resources, mobilise sponsors, use various media like radio, use the internet to download information and make use of the library for more information for teaching and learning. The strategies mentioned recommend the establishment of coalitions for supporting resource mobilisation, developing skills for writing sponsorship letters and using local resources and various communication channels to inform potential sponsors about the need for resources in the Otjozondjupa region of Namibia.

4.4 Strategies that could improve resource mobilisation within the DAE according to the perspective of the education officers

The strategies are presented in Table 6.

Table 6: Strategies that could improve resource mobilisation within the DAE

	Strategies	Response
E	Budget-planning	**Response 1***: To date, not all the education officers are involved in budget planning. Budget planning is one very important element in adult education because it during these budget meeting people mobilise for financial resources.* **Response 2:** *Education officers should in fact have a prior meeting to discuss their budget before the regional budget meeting; this will help to incorporate everyone's ideas into the budgetary process even if not all the education officers will be involved.* **Response 3:** *Promoters can also be asked as to what they need before the budget is presented to the regional team. Promoters are the people who are working at the grass root level and know what is mostly needed and what is not needed.* **Response 4:** *The education officers for CLDC should also be part of the budgetary process in order to support CLDC activities. Education Officers should also have their budget for their activities because there are running a district and should also do training of promoters. Every programme to have its budget in order to be clear of what should be funded.*

	Standard proposal-writing	**Response 1:** *At the moment education officers are writing general letters for support in their districts, if that is the case in some districts. However, education officers have no particular skills to write good proposals. By good standard proposal I mean a full document of good quality that can be used to ask for donation from various local and international communities.* **Response 2:** *Capacity building in proposal writing is required urgently at the moment if we are to achieve resource mobilisation. Promoters, education officers, literacy committees and management staff members need proposal writing skills in order to achieve vision 2030.* **Response 3:** *Proposal writing will help us to achieve more resources locally and internationally. A workshop can be organised by Head Office or the regional office on proposal writing, whereby they can get a consultant to train us.*
	Community learning centres	**Response 1:** *Community learning centres are centres that can provide literacy, post literacy and other community development courses. Formation of community learning centres to provide functional adult education programme which is crucial now.* **Response 2:** *Community learning centres can be first developed in rural areas such as Tsumkwe and Farm Uitkoms where there are marginalised communities or big areas where there are a lot of people to support the initiative.* **Response 3:** *Community learning centres will help in sustainability of resources because many programmes can be provided which will bring more financial resources to sustain the programme such as computer courses and other community development courses.* **Response 4:** *Community learning centres will provide internet facilities not only to adult learners or community members, but even to school learners and teachers. These will also provide job creation to community members.*
	Donations	**Response 1:** *These donors can be the business people in the surrounding areas and other individuals who can benefit from adult education programmes. We have the following resource providers in Otjozondjupa region, however, there are not approached for support: Red Cross Society, Private Organisation, Individuals, Community members, Municipality, Community Learning Development Centre, Government Republic of Namibia, Non-Governmental Organisation, Cenored, Coco-cola, Namibian breweries, B2 Gold, Ohorongo cement factory, Okuruso*

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		mine, Rossing uranium, USAB Uranium, Namibian Dairies, Bank Windhoek, First National Bank, Standard bank, Ned Bank, MTC, Agri Bank, Farmers, Namib Mills Company. **Response 2:** *These organisations have to be approached immediately; our government does not have money to support all the programmes. Letters can be written to various donors in order for them to support the adult education programmes.* **Response 3:** *We also have banks that can be approached to support adult education programmes. Donors can be outside the country as well or outside the district. Thus, we need to approach these organisations as Education Officers or community members for support*
	Provision of allowances to literacy committee members	**Response 1:** *Literacy committees are made up of Principals, HODs, Superintendents, Councillors, Chiefs, Community Organizations, other line ministries. These people are used if not all of them; to get S+T from the government when they attend particular workshops, adult education must do the same.* **Response 2:** *These committees should be given a sitting allowance as a strategy to make them attend literacy meetings. At the moment the community literacy committee are not properly functional because members seem to be very busy and the turn up for meetings is not good.* **Response 3:** *If the government can give them a sitting allowance then it will encourage them to attend meetings and these meetings will influence the mobilisation of more resources to literacy centres. The allowance can be at least N$500-00 per person who attends a meeting or more if the meeting is longer than a day.*
	Fundraising	**Response 1:** *Fundraising is very important when you have crisis for funds, for instance now that we have budget cut within the government. Adult learners and promoters can be encouraged to do fundraising; this can be done by grouping them into groups so that they can contribute towards adult education programme. These funds can then be used to buy resources that should be used in adult learning centres.* **Response 2:** *Fundraising is good compared to buying resources as individuals because many people will bring contributions and funds will be enough to buy resources. This can be done per quarter where possible so that more money can be accumulated so that it can be enough to buy materials. Fundraising should begin as soon as possible so that we can*

		start budgeting for resources.
	Cover the gap between AUPE and NAMCOL through BYP	**Response 1:** *At the moment there is a huge gap between the Adult Upper Primary Education (AUPE) and NAMCOl; this gap can only be covered through implementation of the Bridging Year Programme (BYP). This programme will help to make sure that community members we will see adult education as a programme which will bring development to the community. Because the BYP will make sure that those who complete AUPE will proceed to attend grade 8 and grade 9 in one year.* **Response 2:** *This process will motivate community members to support adult education programme. Thus, this strategy is good to motivate the community members to attend adult education programmes and support it because they can see the benefits of the programme. We are tired of waiting for this programme.*
	Capacity-building	**Response 1:** *People working for adult education need to be trained so that they can have skills to mobilise for resources. If you do not have skills, how can you mobilise for resources at all? Training is very important in order to empower those in the field of adult education.* **Response 2:** *Capacity building in resource mobilisation is very crucial as a strategy at the moment because education officers are not trained in resource mobilisation or any financial skills that will help to support literacy centres or promoters.* **Response 3:** *Capacity building as a strategy is very crucial now that the government seems to have no funds to support projects.* **Response 4:** *Adult learners should be trained also to be productive in technical skills. They also need skills in mobilisation for resources because class literacy committees are made out of adult learners who need training so that they can also mobilise resources. Training of adult learners can be done by education officers together with the promoters. If education officers are trained in resource mobilisation, then it will be easy to train adult learners and literacy committees.*

Table 6 displays the views of education officers on strategies to improve resources within the DAE. The strategies include involvement of education officers in budget planning, training in resource mobilisation in general and/or training in standard proposal writing in particular. The

views in Table 6 also suggest that the formation of community learning centres, donations and fundraising within the DAE are very important strategies to enhance resources. Participants also mentioned the need to grant literacy committee members allowances and the need to cover the gap between Adult Upper Primary Education (AUPE) and NAMCOL through the Bridging Year Programme.

4.5 Strategies that could improve resource mobilisation within the DAE from the perspective of the management members

The perspective of the management members are presented in Table 7.

Table 7: Strategies that could improve resource mobilisation within the DAE from the perspective of management members

	Strategies	Response
M	Functional literacy	*Adult education should not only focus on literacy, however, functional literacy also is important in order to provide life skills like needle work, bricklaying skills, and other functional literacy programmes. This means that vocational subjects should be introduced in adult education or short courses that will improve skills for community members to get income. Subjects like cooking, hairdressing, welding, carpentry, computer classes. These subjects are good in order to achieve vision 2030. We can achieve functional literacy by involving organisation like Namco and COSDEC, these organisations promote community development programmes.* *Answer 3: Adult education can work with them as partners so that we can also provide those skills they are providing. It's also not clear how adult education is working with NAMCOL at the moment. NAMCOL can give some of its programmes to adult education so that we can assist them to register learners and even teach those learners.*
	Enabling environment.	*It's very important to enable the environment or make use of the non-financial strategies so that local and international community can see what we are doing. This can be done through coming up with resource mobilisation policies, whereby everyone is not left out of the programme. Enabling the environment involve the management of a conducive adult education programme and provision of a good learning and teaching materials. Promoters should work in a good environment in order for them to work properly; the good*

		environment will attract investors. Not only promoters but the entire adult education directorate should have a good working environment.
	Know and liaise with community gate-keepers	*Community gate keepers are important in our programme because they are the leaders in their various communities. These include traditional leaders, councillors, mayors, school principals, Heads of Departments (HODs), Hostel Superintendents, business people and politicians like ministers who members of various communities. These people can support the adult education programmes through giving resources and can mobilise for resources as well. Thus, promoters and education officers and the management should know them and connect with them for support. This should happen very soon because the struggle for resources comes a long way.*
	Know and understand international policies	*Knowing of the international policies is very important because you will set a standard on how to require resources from the international communities. These policies will help you to know who you should approach in the international community and who you should not approach, by looking at their policies. Promoters, education officers, and the management of adult education should be aware of the international policies in order for them to mobilise for the surrounding resources. Understanding policies will give you an advantage to compete with other sectors like formal education.*
	Know your own ability	*Those who should conduct resource mobilisation should know their own abilities to conduct resource mobilisation. This implies that resource mobilisation is a critical aspect that requires training and skills. Therefore, training as a strategy is required in order to know and acquire skills and knowledge in mobilising resources. Knowing own ability as a strategy is good so that one may know what they have and what they do not have in order to seek training. Promoters, Education Officers and community members who support adult education should know their own abilities in order to look for help in terms of skills development. An evaluation or assessment workshop can be called by the management in all the regions to assess the abilities of those who are working in the field of adult education.*
	Professional passion	*Having passion and love for what you are doing is a good strategy. This implies that before resource mobilisation is conducted, those in the discipline of adult education should have love and passion towards their work in order to mobilise for resources. Because if you do not have passion, then you will not feel like mobilising resources is a wasting of time. It seems like most of the people do not have*

		passion and love especially for adult education. This state has contributed for other not to like the discipline of adult education, if those if the field are not serious. The donors will not be interested if we are not interested. Thus, the interest should be there and motivation should be conducted. Those in the field of adult education should be given good salaries to motivate them. For instance, education officers in adult education are paid lower than those in formal education. This is not motivation, however, demotivation. This situation kills the passion and love for a profession.
	International/ local relationships	*Creation of international relations, local relations with other line ministries like the Ministry of Gender and Child Welfare, Ministry of Information and Ministry of International relations. This campaign should be done with the support of the head office in Windhoek and the regions to create relationships, through attending international conferences and also stakeholder meetings in the country or region. There are so many adult education conferences that are taking place world-wide, these should be attended, not only by the head office, however, the regions should form part of these conferences.*
	Write letters	*Letters should be written to various local and international organisation such as UNESCO and UNICE for support. These letters should be written by head office within the DAE in Windhoek to the international organisation in order to avoid duplication of information. Regions to coordinate with head office in order to avoid duplication of letters. Imagine how many letters UNESCO or UNICEF will receive from the 14 regions which are the same in mobilising for resources. Letters should be of good equality and standard with skills/and or knowledge in letter or proposal writing. The request should be based on what these organisations can be supported, not all programmes are supported by international organisation. Thus, we need to align our requests to what they can support at the moment. UNESCO at moment supports adult education programmes. Therefore, the management to take advantage of these situations and make sure that international organisation supports local programmes.*

Table 7 shows the views of management members on strategies to improve resource mobilisation for adult education programmes. The participants indicated that functional

literacy is very important because it will help the DAE to link with other organisations for support. The management members further expressed that the learning environment for adult education should be improved through the development of policies and the provision of enough teaching and learning materials. Moreover, it is expressed that those who work within the DAE should know their own abilities to have passion and a love for their careers. This is very important because they will be able to liaise with community gate-keepers and create international relationships. International relations will help them to understand international policies which are important in mobilising resources.

4.6 The approaches that could enhance resource mobilisation strategies within the DAE in the Otjozondjupa region of Namibia

The question regarding approaches that could enhance resource mobilisation strategies within the DAE elicited five categories of responses and related explanations. The responses from the corpus of participants follow.

4.6.1 The need for an open system of mobilising resources within the DAE

Response 1: *I am not sure if the DAE has an open system of mobilising resources, but what I think is it's a good strategy to enhance resources. If there is an open system in place for us to mobilise for resources, then things will be easy for us.*

Response 2: *Adult education can mobilise resources through the private sector or Non-Governmental Organizations or when UNESCO gives a certain amount of funds to buy materials for adult learners. Maybe also communities can mobilise through their community development centres (CDC) in their various constituencies.*

Response 3: *In my opinion the DAE is a government entity which is funded by government and government entities are not allowed to make profit, therefore, it is up to the communities to mobilise funds to upgrade their situation in terms of infrastructure.*

The participants explained that the need to have an open system of mobilising resources within the DAE in the Otjozondjupa region is important because it would assist the adult education officers to engage the private sector and non-governmental organisations. They also expressed the need to utilise community development centres. These responses imply that

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current strategies to mobilise resources are limited government efforts. It seems that many other important institutions are not being engaged to support adult education programmes because there is no open policy to mobilise for resources.

4.6.2 The need for a resource mobilisation policy within the DAE in the Otjozondjupa region

Response 1: *The DAE does not have a policy on resource mobilisation per se to acquire resources from other entities. The DAE have awareness campaigns just to make adults to register for adult classes. This procedure is called community mobilisation. The process of community mobilisation is whereby a particular community is made aware about the role and the need of adult education programme, especially the need for the NLPN.*

Response 2: *We need a policy to mobilise for resources in order for us to be free, as for now we are not sure what the policy says about mobilising for resources. It should be clear in black and white that we are allowed by the policy to mobilise for resources within the directorate of adult education.*

The narratives above seem to suggest the need for a policy on resource mobilisation as the lack thereof hampers the resource mobilisation mechanism. It would appear that the current efforts in the DAE are focused only on community mobilisation, which is the process of encouraging community members to enrol for adult education programmes. These results imply that policy guidelines need to be developed to direct the strategies for mobilising resources for adult education programmes in the Otjozondjupa region of Namibia.

4.6.3 Developing a resource mobilisation strategy plan and aligning it with the adult education vision and mission

Response 1: *The Ministry of Education, Arts and Culture has a vision and a mission. The vision statement is "to be the Ministry of Excellency in providing quality education and training for national development". The mission statement is "to provide accessible and equitable quality education and training for a skilled, productive and competitive nation".*

Response 2: *The mission statement defines the fundamental purpose of the Ministry of Education, Arts and Culture. The mission also describes why the Ministry of Education exists and what it has to do to achieve the vision.*

Response 3: *Resource mobilisation is not clearly defined within the vision and mission of the directorate of education. Thus, we need the resource mobilisation strategic plan first, and then we can see how we can incorporate it into the vision and mission of the Ministry of Education.*

The other approach suggested by the participants is that of developing a resource mobilisation strategy plan and aligning it with the vision and mission of adult education. The above narratives show that the Ministry of Education, Arts and Culture's strategy plan does not mention resource mobilisation processes and strategies. Narratives also show that there is a lack of a strategy plan for resource mobilisation in the DAE in the Otjozondjupa region of Namibia.

4.6.4 Resource mobilisation coordination mechanism

Response 1: *The management should coordinate the resource mobilisation process and procedure. This is important because it will help to set goals and work towards achieving your goals. Coordination will help to direct the programme.*

Response 2: *At the moment we do not coordinate resource mobilisation because we are not doing it or we are doing it without proper information. I believe that coordination should be done by a committee or a technical committee made up of different people from various organisation; in order to support resource mobilisation. Coordination is important because it will help us to know what to do when it comes to resource mobilisation and what not to do. At the moment coordination is not well done.*

The fourth approach to support resource mobilisation strategy is the coordination of resource mobilisation mechanisms. It seems that there is no resource mobilisation coordinating mechanism within the Ministry of Education, Arts and Culture, as is required. It is clear that the participants need a coordinating or technical committee for resource mobilisation consisting of various people from various organisations.

4.6.5 Summary

This chapter presented and interpreted the results pertaining to the strategies for resource mobilisation in the Otjozondjupa region of Namibia. Firstly, the chapter presented the RMS

being used by the DAE in the Otjozondjupa Region. These strategies can be summarised as financial, infrastructural, or physical goods, and human and social resource mobilisation strategies. It is clear that currently these strategies are very important in order to acquire resources for the DAE. Not all the strategies are effective enough to bring about the required resources. Thus, participants were requested to state other strategies that they think could enhance resource mobilisation apart from the current strategies. The chapter also presented the strategies that could enhance or/and improve resources mobilisation within the DAE in the Otjozondjupa region. It is clear that the promoters, education officers and the management members have methods or strategies to enhance or improve resources within the DAE in the near future. This was proved by the participants mentioning those strategies, even though these were just their opinions and up to the present there has been no implementation. This exercise was very important because current strategies are still lacking and not very effective in mobilising resources. Thus, additional strategies are required to enhance current resources. The participants mentioned approaches that could be used to support current and future resource mobilisation strategies. This was important in order to have a system that supports and improves strategic formulation and management within the DAE. Meaning that if this system of support is not in existence then there will be no formulation implementation and sustainment of resource mobilisation strategies.

The next chapter discusses the results of the study.

CHAPTER 5: DISCUSSION OF THE FINDINGS

5.1   Introduction

The purpose of this chapter is to discuss the results as indicated in the previous chapter by reflecting on the main research questions (see Chapter 1, Section 1.3) and in relation to the relevant literature. The first section discusses the resource mobilisation strategies used by the DAE in the Otjozondjupa region of Namibia. This is followed by a discussion of the strategies required to improve resources mobilisation within the DAE in the Otjozondjupa Region. The final section discusses the approaches that could be used to enhance strategies for resource mobilisation in the Otjozondjupa region of Namibia.

5.2   The resource mobilisation strategies used by the DAE in the Otjozondjupa region of Namibia

The resource mobilisation strategies used by the DAE in the Otjozondjupa region of Namibia rest on financial, infrastructural, physical resources, human and social resources. These are discussed in detail below.

5.2.1   Financial resource mobilisation strategies used by the promoters in the Otjozondjupa region of Namibia

The results of the study revealed that promoters use their own money to make photocopies for adult learners and educational programmes (Chapter 4, Table 1). It seems there is a lack of effort and awareness about the need to explore other sources of finances for adult education programmes. This strategy is virtuous, according to Onyenemezu (2012), because adult education is both a community and a government programme. The idea of self-contribution or the use of own finances is also confirmed by Koirala (2008), who states that it is an appropriate tradition to, before collecting resources from other organisations, start some work from self-contributions. In the absence of big source or skills, organisation should begin

programmes to mobilise the community to run small programmes and in this way raise awareness and practise advocacy.

5.2.2 The infrastructure and physical resources mobilisation strategies within the DAE in the Otjozondjupa region of Namibia

The results of the study revealed three strategies used to mobilise infrastructure and physical goods resources. These include the use of self-made materials such as corrugated iron sheets and old tyres, usually collected from the local environment. Infrastructure and physical resources can also be requested from the government of Namibia. Another strategy pertains to the use of trees to serve as classrooms (Chapter 4, Table 2). The idea of self-made materials is in line with a study by Hussain (2013), who asserts that adult education centres make use of self-made materials because the budgetary allocation to adult education in all levels of government is grossly inadequate, especially when compared to formal education. The idea of using a tree as a classroom due to a lack of infrastructure is confirmed by Olufunke (2013), who states that a teaching centre under a tree is another concern for adult education as desks and self-made benches which are not so comfortable for adults are mostly used. Olufunke maintains that these situations cannot encourage good teaching and learning.

5.2.3 The strategies for mobilising human resources within the DAE in the Otjozondjupa region of Namibia

The strategies to mobilise human resources are based on the formation of literacy committees such as class literacy, community literacy and regional literacy committees (Chapter 4, Table 3). The results indicate that the role of management in training the literacy committees in resource mobilisation is minimal due to financial constraints. For this reason they liaise with the regional councillors during community meetings in their constituencies to look into the aspect of coming up with ventures concerning adult education. The results also indicated that

adult learners, promoters, education officers and management members and all the literacy committee members are not trained in resource mobilisation strategies.

The lack of training among literacy committee members is a matter of concern for resource mobilisation strategies. The National Planning Commission (2013) argues that training is one of elements that should be taken into consideration because lack of training reduces potential investment. Koirala (2008) asserts that the enhancement of internal capacity or staff training is one of the most important strategies in resource mobilisation. As this is a continuous process, it would not be appropriate for any organisation to always depend on others to be responsible for it. Thus, for mobilisation, the organisation should enhance the capacity of its office-bearers. In this context, essential capacities like the skills to write a proposal, expand relations, formulate policies and regulations should be developed internally.

5.2.4 The social resource mobilisation strategies within the DAE in the Otjozondjupa region of Namibia

The results of the study revealed four strategies for social resource mobilisation, such as the use of community meetings, borrowing resources such as chairs, tables and chalk boards from the private centres that operate in their areas, and appealing to private sector sponsorship. (Chapter 4, Table 4). Padalinskaya (2013) affirms that community meetings, whether formal or informal, are carried out for different reasons: to share information, discuss issues, make presentations, collaborate, sell, strategize or make decisions that are very important to the community or organisation. The idea of asking for sponsorship from the local business community and other local organisations in writing is supported by Manager Guide (2008), which states that businesses can offer resources such as sponsorship and cash gifts, provision and service of materials, technical expertise, and space and facilities if letters are written to request such services.

5.3   The strategies required in improving resource mobilisation within the DAE in the Otjozondjupa region

The strategies required to improve resource mobilisation within the DAE in the Otjozondjupa region of Namibia are discussed from the perspective of promoters, education officers and management members.

5.3.1   Resource mobilisation strategies from the perspective of promoters within the DAE in the Otjozondjupa region of Namibia

Resource mobilisation strategies from the perspective of promoters are discussed below.

5.3.1.1 Complaints to the local authorities about the lack of resources

One of the strategies suggested by promoters is to complain to the local authorities about the lack of resources. To complain is to express dissatisfaction about something wrong, pain, uneasiness, resentment or grief. The complaints should be directed to the Minister of Education, Arts and Culture and also to various local authorities, if possible. The promoters believe that these people should provide the necessary resources that could be used in adult education programmes. However, it was not clear how these people should provide the required resources and what kind of resources are required. The process of complaining could be done in writing.

The literature supports the idea of complaining because it is important for clients, service providers and managers and to be heard (Liang, 2009). Matusitz and Green (2009) as well as Tronvoll (2008) explain that complaining influences service delivery as it gives an insight into common problems and service design and helps in strategic planning. Participants need to bring it to the attention of the director of literacy programmes that there are no resources in adult learning centres.

5.3.1.2 Mobilising and making use of local resources

Another strategy suggested by promoters is to mobilise and make use of local resources and sponsors (Chapter 4, Table 5), as the DAE has neglected mobilising resources at local level. The International Labour Organisation (2010) explains that local resources include local labour, locally produced materials and tools, local knowledge, skills and culture, local enterprises and local institutions. Bartlett (2012) maintains that it is imperative to mobilise local resources in a resource-constrained organisation because dependency on the external environment is not predictable, and the use of local resources promotes the sustainability of adult education programmes. Desa (2008) maintains that if an organisation can use local resources extensively, its relations at local level would be profound and transparent, as every organisation has to be community-based.

5.3.1.3 Making use of various media

The promoters also suggested employing various media, albeit this was not used much within the DAE, especially at grass roots level (Chapter 4, Table 5). A media network should be created and expanded because social media enables ordinary citizens to connect and organise themselves at minimum cost and in this way their voices can be heard (Lopes, 2014). Koirala (2008) affirms that the media cannot provide the required resources; however, they can for free publish the case studies, success stories, future plans, issues and reports of adult education to government, stakeholders and donor agencies.

5.3.1.4 Internet and library facilities as strategies to access more information for teaching and learning

Internet and library facilities as strategies were mentioned as crucial for the directorate to access more information for teaching and learning (Chapter 4, Table 5). Internet facilities were found to be one of the facilities not available in adult education, especially in adult learning centres in remote areas, but also in urban centres (Chapter 4, Table 5). According to

Hussain (2013), the internet is one of the most important strategies because it will facilitate access to more information and learning materials. The internet strategy would help promoters and education officers to communicate regularly and greatly expand the field of education through the adoption of new global technologies, which will provide opportunities for modern study and the adoption of modern teaching methods (Virtič, 2012).

The library strategy is very important because a library is where resources are found, such as books and other learning materials (Omeluzor, Bamidele, Ukangwa & Amadi, 2013). It was made clear that some of the adult learning centres are situated in remote areas where there are no schools and libraries (Chapter 4, Table 5). Thus, it is difficult for adult learners to access library information, even though these facilities are so important to the community members in meeting their information, educational, civic, and cultural needs (Shukla, Singh, & Mishra, 2013).

5.3.2   Resource mobilisation strategies from the perspective of education officers in the DAE in the Otjozondjupa region of Namibia

5.3.2.1 Budget-planning

It was very clear that not all education officers are involved in budget-planning as per the information provided by the participants (Chapter 4, Table 6). Budget-planning is defined by Savić, Vasilijević and Popović (2016) as a process of setting financial goals, forecasting future resources and needs, monitoring and controlling income and expenditures, and evaluating progress towards achieving financial goals. According to education officers they do not have prior meetings to discuss their budgets with their promoters; the reason being that the education officers are not involved in budgeting and therefore their ideas are not incorporated in the budgeting documents. Literature supports the idea of the education officers being involved in budget planning because it (a) helps defines goals of a particular

organisation; (b) helps funds to be used effectively and efficiently; (c) provides accurate information and a communication tool to analyse, adjust and evaluate programmes; (d) aids in decision- making; (e) provides a historical reference to be used for future planning (Ross, 2008).

5.3.2.2 Standard proposal-writing

It was also clear that education officers have no skills to write good quality proposals that can be accepted by donor agencies or resource providers (Chapter 4, Table 6). It was suggested that all those involved in the DAE should acquire skills in proposal-writing, especially learners, promoters and education officers who work directly with the community. Capacity-building workshops should be arranged by the DEA. The idea of capacity-building in proposal-writing is supported by Vision 2030 (Namibia. Office of the President, 2004) and the Harambee Prosperity Plan (Namibia, 2016) which state that Namibia needs knowledge, skills and the development of proposal skills for regional businesses.

5.3.2.3 Community Learning Centres (CLCs)

Community learning centres (CLCs) were defined as centres that can provide literacy, post-literacy and other community development courses which can be offered to various communities within the Otjozondjupa region (Chapter 4, Table 6). The National Institute for Lifelong Learning and UNESCO (2016) defines CLC as a local education institute outside the formal education system, for villages or urban areas. Community learning centres as suggested by the data, can be developed first in rural areas were people are marginalised, especially in the San communities of the farm Uitkoms and Tsumkwe. This means that the project of building community learning centres must first start where there is a strong need for development in terms of education and where people may support the initiative. It was established that there is a need to develop community learning centres in order to sustain adult

education programmes. It is also believed that community learning centres may provide internet facilities to the community, formal school learners and school teachers. The concept of community learning centres is supported by Vision 2030, which states that there is a need for a large number of multi-purpose learning centres to provide access to the internet as well as education and training (Namibia. Office of the President, 2004, p. 90).

5.3.2.4 Expansion of donations through donor agencies

The participants believed in the expansion of donations through donor agencies to provide support to adult education programmes (Chapter 4, Table 6). Data also indicated clearly that participants are aware of the donor agencies within the Otjozondjupa region, such as the Red Cross Society, private organisations, individuals, community members, the municipality, the Namibian government, Non-Governmental Organisations, Cenored, Coco-Cola, Namibian Breweries, B2 Gold, the Ohorongo cement factory, Okuruso mine, Rossing Uranium, USAB Uranium, Namibian Dairies, Bank Windhoek, First National Bank, Standard Bank, Nedbank, MTC, Agri Bank, farmers, and the Namib Mills Company. Data also revealed that only a few of these donor agencies were approached by participants (Chapter, 4 Table 4).

The Western Organisation of Resource Councils (2012) and Cheam (2011) support the idea of expansion of donations through donor agencies. The former states that donor fundraising is about building a strong and lasting relationship with individuals, in order to understand their strategies. Chiam believes that performing a web search for each of the donors in your country or region is easy these days, but the list takes time to compile. This should not be done with one donor, but as many diverse donors as possible; the reason being that resource mobilisation from various kinds of donors will decrease the financial risk. The organisations of least developed countries especially, which depend on external donor agencies, should

expand relations with a maximum number of donor agencies (Civil Society Resource Centre, 2014).

5.3.2.5 Provision of allowances to literacy committee members

The results of the study reveal that that the literacy committees are made up of several community members, such as principals, HODs, superintendents, councillors, traditional chiefs and other line ministries. It was suggested that the committee members be given a sitting allowance of N$500-00 as a strategy to make them attend literacy committee meetings. This was because at present community members are not attending committee meetings; usually only a few members turn up. The Ministry of Education - Literacy Promoters Training Manual (2015), supports the idea of allowances due to the fact that a literacy committee has a great many functions; these include mobilising adult learners, organising events, functions and projects to generate funds, and helping with the construction of classrooms. Thus, the literacy committee has a lot of work that justifies members receiving an allowance.

5.3.2.5 Fundraising through income-generating activities

The results of the study indicated that fundraising is one of the strategies that could enhance resources within the DAE (Chapter 4, Table 6). This is in line with Sera and Beaudry (2007), who assert the importance of focusing on or relating to local business. Generating resources from the selling of goods and services could be a type of fundraising business venture which is self-sustainable. This means that adult education can start a business venture to sell goods and services in order to acquire financial resources for the sustainability of the organisation. Sera and Beaudry (2007) believe that a common source of fees is to charge for training workshops or consultation in a technical field. Other ways could be to sell produce from a

vegetable garden or nursery. Furthermore, Koirala (2008) suggests a list of some of the possible fundraising activities, such as:

•*Raising membership fees*. Adult education can levy a membership fee which can help to run necessary programmes for the development of the organisation or formulate programmes for the development of the target community.

• *Contribution of employees.* Complying with the labour laws of the country, the organisation can, with the consensus of the employees, allocate a certain amount from their remuneration as a contribution. This amount can also be spent on the development of the organisation or of any target community. Moreover, at the end of the year (at the annual meeting) the income and expenditure of such account should be presented before all the employees, the community and stakeholders.

• *Technical support fee*. Some of the organisations may send their office-bearers or employees as resource persons to other organisations for technical support and may deposit a certain percentage of the remuneration they receive in the organisation development fund. Such technical support may include resourcing persons for training, facilitating during the formulation of policies, and providing special information and skills in other programmes.

• *Equipment/ machinery*: An organisation can make some income by renting out its photocopy machine, projector, phone, fax, internet, TV, camera, vehicle or other materials like chairs, tables and utensils.

• *Venues*: An organisation can generate income by renting out its hall, hostel or similar venues to other organisations. A certain percentage of such income should be allocated to renovation and maintenance expenses, while the remaining can be spent on the development of the

organisation. In the urban areas vacant land can be rented or the organisations own vacant land can be rented out for parking, a marketplace or any other purpose, thereby generating income from it. Similarly, some of the organisations can rent out their buildings to other organisations as office space.

5.3.2.6 Cover the gap between Adult Upper Primary Education and NAMCOL through the Bridging Year Programme

The results of the study revealed a huge gap between the Adult Upper Primary Education (AUPE) and Namibian College of Open Learning (NAMCOL), Grade 10 and Grade 12. Therefore, participants believed that this gap could only be covered through the implementation of the Bridging Year Programme (BYP). Participants asserted that the BYP programme could bring about community development because the programme will make sure that those who complete the AUPE will proceed to attend Grade 8 and Grade 9 in one year. This implies that at present the AUPE is equivalent to Grade 7 of the formal education system (Namibia. Ministry of Education, 2009), therefore adult learners in the AUPE who pass Grade 7 are forced to attend NAMCOL Grade 10 and Grade 12, thereby skipping Grade 8 and Grade 9 respectively. This strategy will motivate community members to attend adult education programmes and support it because they can see the benefits of the programme.

5.3.3 Resource mobilisation strategies from the perspective of management members within the DAE in the Otjozondjupa region of Namibia

5.3.3.1 Functional literacy

The results of the study indicated that adult education should not only focus on literacy per se but also on functional literacy because it provides life skills like needlework, bricklaying and other functional skills. Soanes et al., 2010) explains the word 'Functional' as a concept designed to be practical and useful, working or operating. The participants believed that subjects like cooking, hairdressing, welding, carpentry, computer classes etc. should be

introduced in adult education. Participants illustrated that presenting these subjects and/or courses will assist in achieving Vision 2030. This idea of functional literacy is in line with Vision 2030 (Namibia. Office of the President, 2004) and the Harambee Prosperity Plan (Namibia Government, 2016), which stipulates the need for a proactive approach to attract high quality investment projects within communities.

The results also show that functional literacy could be achieved by involving organisation like Namco and COSDEC because these are organisations that promote community development programmes. Data shows that adult education institutions can work with these organisations as partners to tap the skills they provide. Participants did not seem to understand how adult education is being supported by NAMCOL and how adult learners should register with NAMCOL upon completion of the AUPE. It was also suggested that NAMCOL present some of its programmes to adult education to assist them to register and even teach their learners. This implies that the relationship between adult education and NAMCOL should be revived in order to work together in community development programmes.

5.3.3.2 The creation of an enabling environment

The results of the study showed that it is very important to enable the environment or make use of non-financial strategies so that local and international communities can see what adult education programmes are doing. The International Labour Organisation, (2010) asserts that an enabling environment is a positively engineered situation in which community organisations of different sizes and experience can participate and develop financially and technically in the field of construction.

Participants believed that creating an enabling environment involves the management of a conducive adult education programme and provision of good learning and teaching materials.

This is in line with Hussain (2013), who states that sensitisation and mobilisation of all stakeholders are necessary in adult education for resource mobilisation support.

Participants believed that the creation of an enabling environment could be achieved by coming up with resource mobilisation policies, whereby everyone is not left out of the programme. According to UNESCO (2009), adult education policies are usually subsumed under general education policies and these policies are rarely mainstreamed within comprehensive development. UNESCO furthermore believes there are wide gaps between adult education policies and their implementation, coupled with a weak relationship between formal policy-making and practice, and these policies are applied in a vacuum, with little impact.

5.3.3.3 Knowing and understanding international donor policies

The results of the study revealed that knowing and understanding international donor policies are very important because it could set standards on how to require resources from international communities. The participants also alluded to the fact that international policies could help them to know which organisations to approach by looking at the requirements set in their policies. It is believed that promoters, education officers and the management of adult education should be aware of international policies to help mobilise for resources. Understanding policies would provide an advantage to compete with formal education sectors.

The literature reveals that international donors may have specific funding policies which do not fit with other organisations (Eisentein, 2011). Socolovsky (2015) also states that donors' policies have a strong influence in a particular organisation because most of the time their gift allows the organisation to move forward and grow. International donors have policies that are

different from those required in adult education. Therefore, it is incumbent upon the adult educationalists to know and understand international policies that are in line with adult education resources mobilisation strategies. Chiam (2011) asserts that one of the effective ways of understanding international donors' policies might be to participate in country specific donor roundtable discussions, where an organisation could learn about the donors' own current funding interests.

5.3.3.4 Knowing your own abilities

Participants alluded to the fact that knowing your own abilities is a good strategy. They also maintained that promoters, education officers and community members who support adult education should know their own abilities in order to look for help in terms of skills development. One of the ways of realising this goal is by evaluation or assessment workshops that could be called by the management in all the regions to assess the abilities of those who are working in the field of adult education. The idea of knowing someone's own ability is supported by UNESCO (2013) who states that training to know your own abilities is good for overall planning, management and quality control of adult education programmes.

5.3.3.5 Professional passion and love for own work

The results of the study illustrated the importance of professional passion for and pride in own work in adult education. The reason for this is that someone with a passion for and pride in own work would not consider mobilising resources to be a waste of time. In this regard, it was revealed that most of the people within the DAE do not have a passion for and pride in their work. Moreover, participants suggested that not having passion for work has contributed to other organisations having an aversion to adult education disciplines owing to the fact that adult educationalists do not take themselves seriously. Donors are therefore not willing to

believe and be interested in adult education if those in the field of adult education are not interested in their discipline.

Onyenemezu (2012) lists many factors that cause those in the field of adult education to lose passion for their work. These are firstly, the failure of government to recognise adult education as a key sector of basic education; secondly, inadequate funding and lack of resources; and thirdly, the lack of training in information and communication technology. Thus, these elements need to be tackled in order for those in adult education to have a passion for their work.

The participants suggested that motivation should be enhanced among adult educators. Over and above this, those who work in adult education should be given good salaries as a motivating factor. The participants alluded to the fact that education officers in adult education are paid less than those in formal education and they believed this is not motivation but de-motivation and this situation kills the passion and love for a profession.

The idea of financial motivation is supported by Burton (2012), who states that there are two main ways of motivating employees to have a passion for and pride in their work: financial motivation and non-financial motivation. Financial motivation means employers reward employees directly, for instance by way of cash bonuses or salary increments. Non-financial motivators are praise from managers, attention from leaders, and opportunities for employees to lead projects.

5.3.3.6 International and local relationships and networks
The results of the study show that international and local relationships and networks are established when the DAE has relations with line ministries like the Ministry of Gender and Child Welfare, Ministry of Information and Ministry of International relations and through

attending international conferences and local stakeholder meetings within a particular region. Results also show that these relations can only be achieved if they are coordinated by the adult education head office in Windhoek. However, regions should also be involved in planning and working together.

By building networks or relationships or becoming part of existing networks, organisations can make an impact on policy-making level and also run various types of resource mobilisation (McDonald, Scaife & Smyllie, 2011). Thus, in this context it is very crucial for any organisation to seek out relationships or networks, build new networks, activate the inactive networks and expand relations from the local to the international level.

5.3.4   The approaches that could be used to enhance strategies for resource mobilisation in the Otjozondjupa region of Namibia

Three approaches that could be used to enhance strategies for resource mobilisation in the Otjozondjupa region of Namibia are revealed in the empirical section of this report. These approaches are discussed below.

5.3.3.7 Open system resources and resource mobilisation policy

The results of the study suggest that the DAE does not have an open system of mobilising resources and a resource mobilisation policy (Chapter 4, Section 4.6). An open system for mobilising resources is important because it could provide direction to adult educators regarding the need to mobilise resources without restrictions. It also appears that the DAE does not have a resource mobilisation policy in place to support resource mobilisation strategies. The participants are under the impression that the DAE is an entity funded by government and government entities are not allowed to make profit and should therefore not mobilise for resources.

The results of the study also suggest that the DAE in the Otjozondjupa region only runs awareness campaigns to make adults register for adult learning classes (Chapter 4, Section 4.6). The findings furthermore suggest that there is no direction on resource mobilisation within the DAE, because some participants are mobilising resources using the strategies outlined above, while others believe the resource mobilisation strategy is not in line with the policies of the government of Namibia.

UNESCO (2013) maintains that the establishment of policies on resource mobilisation in adult education is the first step in recognising the need for and value of learning in adulthood and throughout life. The literature also reveals that the DAE has a National Policy on Adult Learning (2003), but this policy does not state clearly how resources can be mobilised and therefore it has no effect on resource mobilisation strategies in adult education.

5.3.3.8 Developing a resource mobilisation strategic plan and aligning it with the mission and vision

The results of the study seem to shows that the Ministry of Education, Arts and Culture (MEAC) has a vision and a mission which define the fundamental purpose of the Ministry, why it exists and what it has to do to achieve the vision and mission. However, there is no clear definition of resource mobilisation and a related strategy within the vision and mission of the Ministry of Education. For this reason, participants suggested the need for developing a resource mobilisation strategic plan and aligning it with the mission and vision in adult education Thus it was put forward that the lack of a resource mobilisation strategic plan makes it is difficult to incorporate resource mobilisation strategies into the vision and mission statement of the Ministry of Education, Arts and Culture.

5.3.3.9 Constitution of the resource mobilisation committee

The results of the study indicate lack of a resource mobilisation committee for an effective resource mobilisation mechanism in the Otjozondjupa region of Namibia (Chapter 4, Section 4.6). Therefore, the participants suggested that the directorate constitute such a committee for effective resource mobilisation. This entails that one way to involve respected individuals in any given organisation, is to establish a committee to supervise or provide advice on the implementation of a particular project, especially in the context of resource mobilisation strategies and the applicable training (Chapter 4, Table 6). If a resource mobilisation committee is constituted in adult education in the Otjozondjupa region of Namibia, it could play an effective role in resource mobilisation and establishing relevant strategies. The Manager Guide (2008) maintains that a local committee can play varied roles if constituted. These are, firstly, to help inform the community about the impact of an organisation and gain political support; secondly, to contribute their own resources or those of individuals who have connections to other sources of resources. Finally, to provide leadership and overseeing of the programme to maintain a programme's sustainability and continuity.

5.3.3.10   Summary

This chapter discussed the results of the study pertaining to the strategies for resource mobilisation among adult educators in the Otjozondjupa region of Namibia. The first section addressed the resource mobilisation strategies that were being used by the DAE, which rests on financial, infrastructural and physical resources, and human and social resources mobilisation strategies. It was shown that resource mobilisation strategies can create development in terms of acquiring resources needed for the development of the DAE. However, these strategies lack creativity and communication with other stakeholders because some participants employed them while others did not. The chapter also discussed the

strategies required to improve resources mobilisation within the DAE in the Otjozondjupa region from the perspective of promoters, education officers and management members. In general, the discussion of these results has shown that the DAE is rich in strategies to improve or enhance resource mobilisation, but currently these strategies are not being employed. Lastly, the chapter discussed approaches that could be used to enhance strategies for resource mobilisation in the Otjozondjupa region of Namibia. All in all, it is clear that the DAE in the Otjozondjupa region of Namibia does not have approaches that could be used to enhance strategies for resource mobilisation. Therefore, three approaches that could be used to enhance strategies for resource mobilisation in the Otjozondjupa region of Namibia were suggested in the empirical parts of the report: establishing an open system of mobilising resources and a resource mobilisation policy; developing a resource mobilisation strategy plan; and aligning with the mission, vision, and constitution of the resource mobilisation committee. These approaches are very important because they would eventually enhance the formulation, development and implementation of resource mobilisation strategies in the Otjozondjupa region of Namibia. Thus, there is a strong need to formulate and support approaches that could enhance resource mobilisation strategies.

CHAPTER 6: SUMMARY OF FINDINGS AND CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Introduction

The purpose of this chapter is to summarise the findings and make a conclusion. The last two sections of this chapter present recommendations and suggestions for further research. The recommendations are based on results of the study and aligned to the RMT theory (Chapter 2, Section 2.3).

6.2 Summary of findings and conclusions

The findings from the study reveal that the financial resource mobilisation strategies rest on promoters using their own money to buy teaching and learning materials. It seems that promoters sustain themselves by buying resources and due to lack of awareness communities do not support adult education programmes. For these reasons promoters have to pay for making photo copies at private institutions. With regard to infrastructure resource mobilisation, the method used within the DAE in the Otjozondjupa region is based on three strategies: the use of self-made materials; the ordering of materials; and teaching under the trees. The self-made materials include the use of corrugated iron sheets as writing boards, and old tires, big bags of sand and tree logs as seating. These resources are usually collected from the local environment. The other strategies include requesting resources from the government of Namibia. However, this strategy is not being met properly at the moment. The use of trees as classrooms comes a long way but it is not conducive to an adult learning environment.

The strategies for mobilising human resources within the DAE of the Otjozondjupa region of Namibia are based on three sources: the formation of literacy committees such as class literacy, community literacy and regional literacy committees. These committees lack training to deliver adult education resource mobilisation strategy requirements. Thus, capacity-

building for adult educators in terms of letter-writing and proposal-writing was mentioned as some of the strategies that need to be enhanced.

The social resource mobilisation strategies within the DAE in the Otjozondjupa region of Namibia include the use of community meetings. This strategy is concerned with establishing contacts with influential people in the community to support adult education programmes. The second strategy rests on borrowing resources such as chairs, tables and chalk boards from the private centres that operate in their areas. The participants believed that after borrowing materials, they have to be responsible to repair or pay for any broken borrowed goods. The third way of mobilising resources is appealing to private sector sponsorship. The responses show a variety of strategies based on the use of key persons to establish partnerships with the private sector to support the adult education programme in the Otjozondjupa region of Namibia.

Resource mobilisation strategies from the perspective of promoters within the DAE in the Otjozondjupa region of Namibia are firstly, face-to-face meetings. The other strategies mentioned are writing letters on issues pertaining to resources provided by government and political office bearers. These strategies seem to suggest the establishment of coalitions for supporting resource mobilisation, developing skills for writing sponsorship letters and the use of local resources and various communication channels to inform potential sponsors about the need for resources in the Otjozondjupa region of Namibia.

Resource mobilisation strategies from the perspective of education officers in the DAE in the Otjozondjupa region of Namibia include involvement of education officers in budget-planning; training in resource mobilisation in general and/or training in the standard proposal-writing in particular. The views also suggest that the formation of community learning centres, donations and fundraising within the DAE are very important to enhance resources.

Participants also mentioned the need to give allowances to literacy committee members and the need to cover the gap between Adult Upper Primary Education (AUPE) and NAMCOL through the Bridging Year Programme.

Resource mobilisation strategies from the perspective of management members within the DAE in the Otjozondjupa region of Namibia pertains to functional literacy, which is very important to help the DAE to be linked with other organisations for support and for literacy and post-literacy activities to ensue. Management members further expressed that the learning environment for adult education should be improved through the development of policies and the provision of enough teaching and learning materials. Equally important is being aware of personal abilities and having a passion for the work because participants will be able to liaise with community gate-keepers and create international relationships. The latter will help members to understand international policies which are important in mobilising resources, as international organisations have their own rules and regulations that govern their do's and don'ts.

The approaches that could be used to enhance strategies for resource mobilisation in the Otjozondjupa region of Namibia rest on the need to have an open system of mobilising resources within the DAE to help adult education officers to engage the private sector and non-governmental organisations. There is a need to utilise community learning centres and the need for a policy on resource mobilisation, as well as the development of a resource mobilisation strategy plan and aligning it with the vision and mission of the adult education programme. Moreover, there is a need for coordination of resource mobilisation mechanisms.

Based on the above results, it can be concluded that the participants' views on strategies for mobilising resources within the AED in the Otjozondjupa region of Namibia could lend themselves to RMT. This is true because they require the support base to be set up and

consideration of cultural attributes and strategy development with the larger society as important aspects in resource mobilisation. Moreover, participants' views lend themselves to RMT because they point to the identification of resource providers, developing mechanisms to receive resources, the right use of resources and the knowledge and the skills required for resource mobilisation strategies.

6.3   Recommendations

The following recommendations are made based on the results of this study and aligned to the RMT.

• The DAE of the Ministry of Education, Arts and Culture needs to take an active part and play an informed role in resource mobilisation. It is important that the directorate establish a support structure through the formulation of a resource mobilisation policy. The policy would then lay a foundation for an open system of mobilising resources in Namibia. There is a need to develop an action plan to support the policy implementation. The action plan needs to be free of ambiguity and to clearly specify the roles of various adult education stakeholders, including the communities at grassroots level.

• There is a strong need for DAE of the Ministry of Education, Arts and Culture to implement all the suggested new strategies on how to mobilise resources in order to bring about change. Strategies, such as working together with the local authorities, use of media to disseminate information and the use of internet and libraries to acquire more information. Other strategies mentioned are building of community learning centre, use of donor agencies and fundraising, etc. All these strategies are crucial in resource mobilisation.

• The governmental and intergovernmental partnership is one important pillar in the resource mobilisation strategy. Namibia is continuously developing, and new concepts such as e-

governance, inadequate financial resources, capacity constraints, dilapidated infrastructures and the impact of globalisation on local economies are emerging. The results show lack of partnership between government and intergovernmental organisations such as UNICEF, UNESCO, UNAIDS, Global Alliances, and major international donors. This scenario calls for strengthened relationships and alliances with international partners for the benefit of those at grassroots level, so that the promoters, educations officers and members of management in the DAE can understand the strategies to mobilise and acquire resources from these organisations.

• There is a need to develop mechanisms to support the DAE's work with international financial institutions such as the African Development Bank, World Bank, International Monetary Fund, the Asian Development Bank, the Inter-American Bank and the European Bank for Reconstruction and Development. A close relationship with international agencies may influence the IFI agenda regionally and leverage resources in areas that matter in adult education.

• There is a need for innovative financial mechanisms that can support resource mobilisation in the Otjozondjupa region through advanced new ideas on how to mobilise resources, which will then help the region to acquire more resources.

• Budget-planning as a management tool is required to monitor income and expenditure over a period of time. Budget-planning helps in determining if adjustments need to be made in a programme and goals, and to provide bases for accountability. It is therefore recommended that the promoters, education officers and management members, work together to develop a strong regional budget that caters for the needs of all adult educators, without exclusion of other parties. It is also recommended that education officers have their own budget in order to

run the activities, such as refresher workshops, training of literacy promoters and centre visits in their own districts.

• There is a need for the DAE to understand stages in developing a strategic plan in resource mobilisation in order to assess the internal and external resources needed and be able to incorporate them in the vision and mission of the DAE. The establishment of a resource mobilisation committee will support the formulation and implementation of resource mobilisation strategic plans at all levels.

• Functional literacy is one aspect not adequately practised within the DAE. Therefore, there is a need for the DAE to provide functional literacy and continuing education for the youth and adults in various communities who never had the advantage of attending formal education, in order to improve their educational skills. This can be done though the building of multi-purpose community learning centres, as proposed by Vision 2030 (Namibia. Office of the President, 2004).

• This study recommends that the DAE convene a conference that will bring all stakeholders together, (including promoters, education officers and management members) to clarify the needs of adult education and support adult education at all levels. They also need to understand the resource mobilisation policy and strategies as the integration of the cultural attributes of the local people and for the larger society. Some other matters that could be outlined in conferences and workshops are the identification of resources providers, developing mechanisms to receive resources, the right use of resources, the knowledge and the skills required in resource mobilisation strategies, as well as monitoring evaluation and reporting mechanisms for the resources mobilised.

6.4   Directions for further research

The researcher identified the need for further research in the following areas:

- Investigating the roles, values and factors that may influence the strategic policy on resource mobilisation in Namibia in general and the Otjozondjupa region in particular.

- The study focused on only one education region, namely that of Otjozondjupa. Therefore, a further study is necessary to understand the resources mobilisation strategies in other regions of Namibia so as to establish a holistic perspective.

6.5   Summary

This chapter summarised the findings and made conclusions. The chapter revealed that there are strategies currently being by the DAE but these need to be improved. The chapter summarised the strategies that could enhance resource mobilisation within adult education from the perspective of promoters, education officers and management members. The DAE needs to strengthen its strategies for resource mobilisation, among others by creating a resource mobilisation policy, establishing alliances with international and intergovernmental organisations as well as national stakeholders, and developing innovative financing mechanisms. The chapter provided recommendations based on the results of the study and aligned to the RMT. Finally, the chapter presented suggestions for further research, the need to examine strategic resource mobilisation policies, and to extend studies regarding resource mobilisation strategies to other regions.

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APPENDICES

Appendix A: Interview guide

1. INTERVIEW QUESTIONS FOR PROMOTERS
(a) What kind of resources are available at your adult education centre?
(b) What kind of resource mobilisation strategies are you using at present?
(c) What kind of strategies did you use in the past to mobilise for resources?
(d) What kind of strategies can enhance resources within adult education?

2. INTERVIEW QUESTIONS FOR EDUCATION OFFICERS
(a) What strategies are you using at present to mobilise for resources from resource providers?
(b) What kind of resource mobilisation strategies did you use in the past?
(c) What strategies can you use to enhance resources within the Otjozondjupa region?
(d) In your opinion is resource mobilisation training important in adult education?

3. INTERVIEWS QUESTIONS FOR MANAGEMENT MEMBERS
(a) What strategies is the management within the DAE in Otjozondjupa region using in mobilising for internal resources?
(b) What strategies is the management within the DAE in Otjozondjupa region using in mobilising for external resources?
(c) What challenges is the management facing when mobilising internal and external resources within the DAE in the Otjozondjupa region?
(d) What approaches can be used to change the current strategies of mobilising resources?
(e) What kind of resource mobilisation training is provided to employees?

Appendix B: Consent form

INFORMED CONSENT FORM FOR THE INTERVIEW ON RESOURCE MOBILISATION STRATEGIES IN ADULT EDUCATION

I hereby grant permission to Mr. V M Mafwila, a Master student at the University of Namibia, to document through audio and/or video recording and transcription oral interviews for the study on resource mobilisation strategies in adult education. I understand that the information I share with Mr. Mafwila will be used solely to address the study pertaining to resource mobilisation strategies in adult education.

I understand that participation in this study is voluntary and I state that Mr. Mafwila has explained this and the objectives of the study in a language I understand. All the information I provide will remain confidential and will I agree that the findings may be published but at no time will my name be cited directly. The views contained in the interview will not be given to non-project members except in cases where it is useful for promoting resource mobilisation strategies in adult education. When this material becomes available, it may be read, quoted, or cited and disseminated for educational purposes only.

I am at liberty to withdraw from the study at any time without prejudice. This consent form does not preclude use of recorded and transcribed information I may want.

I, _____ affirm that I have read and understood the contents of above statement and have had all my questions answered.

Date: _____

Signature: _____

Witness: _____

Date: _____

Signature of interviewer: _____

Witness: _____

Appendix C: University of Namibia Ethical Clearance Certificate

UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/153/2016   Date: 5 December, 2016

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: An Investigation into Strategies for Mobilising Resources Within Adult Education Directorate in Otjozondjupa Region

Nature/Level of Project: Masters

Researcher: V-R.M. Mafwila

Student Number: 200108506

Faculty: Faculty of Education
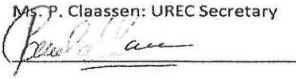
Supervisor: Dr. A. Kanyimba

Take note of the following:
(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
(d) The UREC retains the right to:
(i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
(ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. P. Odonkor: UREC Chairperson   Ms. P. Claassen: UREC Secretary

3.1.1 Appendix D: Permission letter from the student to conduct research

<div align="right">

P O Box 2585
Okahandja
Namibia
Friday, 10 February 2017
Contact no.0812265233
rmafwila@gmail.com

</div>

The Permanent Secretary
Ministry of Education, Arts and Culture
Private Bag 13186
Government Office Park
Luther Street
Windhoek, Namibia

Dear Madam

RE: REQUEST TO UNDERTAKE A RESEARCH STUDY IN THE OTJOZONDJUPA REGION

I am herewith requesting authorisation from your virtuous office, to carry out a research study in the afore-said regions from 01 January to 30 June 2017. To date, I am a registered student (200108506) at the University of Namibia (UNAM) pursuing a degree of Master in the Faculty of Education. The title of my dissertation is: *An Investigation into strategies for Mobilising Resources within Adult Education Directorate in the Otjozondjupa Region of Namibia.*

The main aim of the study is to catch on strategies that are used by the DAE at present in mobilising for resources; in order to empower community members for sustainability. This study is in line with the Sustainable Development Goals, in order to promote quality education in Namibia. Therefore, it's against this background I would like to request permission in order to undertake this important study within the Khomas and Otjozondjupa regions.

Counting on your continued support. Affixed is the Ethical Clearance Certificate from the University of Namibia.

Candidly yours

V M Mafwila   Date

Appendix E: Permission letter from the Permanent Secretary

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933200
Fax: +264 61- 2933922
Enquiries: C. Muchila/ G. Munene
Email: Cavin.Muchila@moe.gov.na/gm12munene

Luther Sweet, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Mr. Van-roin Maswabi Mafwila
P O Box 2585
Okahandja
Cell: +264 812265233
Email: rmafwila@gmail.com

Dear   Mr. Mafwila

SUBJECT: PERMISSION   TO   CONDUCT   RESEARCH   IN   OTJOZONDJUPA REGION

Kindly be informed that permission to conduct research for your Master's Degree in *"An Investigation into strategies for Mobilising Resources within Adult Education Directorate in the Otjozondjupa Region of Namibia"* in Otjozondjupa region is herewith granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr C. Muchila/ Mr. G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you soon.

Sincerely yours

SANET L. STEENKAMP
PERMANENT SECRETARY

Office of the Permanent Secretary
2017 -03- 10
Private Bag 13186
Windhoek, Namibia

Date

All official correspondences must be addressed to the Permanent Secretary

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3.1.2 **Appendix F: Permission letter from the Regional Director Otjozondjupa Region**.

REPUBLIC OF NAMIBIA
OTJOZONDJUPA REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

"Committed and Dedicated For Quality Education"

Tel no: 264 67 308000
Fax no: 264 67 304871
Enq: Ms. Flora | Hoës

Private Bag 2618
Erf. 280, Sonweg Street
Otjiwarongo
NAMIBA

To:Van-roin Maswabi Mafwila
P.O.Box 2485
Okahandja

PERMISSION TO CONDUCT RESEARCH IN OTJOZONDJUPA REGION

Your permission request from Head Office forwarded to our office on the 03 March 2017 bears reference and is hereby acknowledged.

Your request to conduct research in the Otjozondjupa Region is hereby granted, we believe that you will share your finding with the Regional Office.

Kindly ensure that normal Adult class programmes are not interrupted.

Your sincerely,

Mr. Simon Tsuseb
Director of Education, Arts and Culture