

**School Management Teams' Conceptualisation of School Assets in Addressing the Needs of Children Orphaned and Made Vulnerable by HIV and AIDS: Evidence from South Africa**

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**ABSTRACT** This paper explores School Management Teams' understanding of school assets as a means to respond to the needs of orphans and other children made vulnerable by AIDS in the context of rural schools in South Africa. The study employed a qualitative approach of data collection, using an art-based method, that is, collage to identify the School Management Teams' responses to the needs of children orphaned and made vulnerable by AIDS in a rural school context, which included their identification of assets (resources) within and outside the school context, and concerns about the mobilization and mapping out of assets using a collage. The School Management Teams' understanding of assets included material things such as food and clothes. The findings also show that School Management Teams relied more on outside assets than assets within the school. However, with the use of the collage, as a means to chart their way forward, School Management Teams engaged in a discussion and looked at the extent to which learners, teachers, School Management Teams, School Governing Bodies and outside community assets such as faith-based organisations, businesses and parents could be mobilized and mapped in order to effectively respond to the needs of orphans and other children made vulnerable by AIDS in a rural context.