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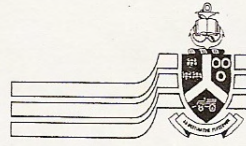
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BYLAAG 1

Toestemming om navorsing te doen en etiese klaring



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER : EP06/11/01

DEGREE AND PROJECT

PhD (Educational Psychology)

'n Fenomenografiese ondersoek na verhoudinge binne die bategebaseerde benadering

INVESTIGATOR(S)

Hermien Olivier - 8735174

DEPARTMENT

Educational Psychology

DATE CONSIDERED

19 January 2007

DECISION OF THE COMMITTEE

APPROVED

This ethical clearance is valid for 3 years from the date of consideration and may be renewed upon application

CHAIRPERSON OF ETHICS COMMITTEE

Dr S Human-Vogel

DATE

25 Mei 2007

CC

Dr Liesel Ebersohn (Supervisor)

Ms Kesh Mohangi (Departmental representative)

Mrs Jeannie Beukes (Student Administration)

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



MPUMALANGA PROVINCIAL GOVERNMENT

2 De Jager Street
ERMELO
2351
Republic of South
Africa



Private Bag X9025
ERMELO
2350
South Africa
TEL NO (017) 801 5022
FAX NO (017) 819 7603
Email LNkesi@erm.mpu.gov.za

DEPARTMENT OF EDUCATION

Gert Sibande Region

Litiko leTemfundvo Umnyango Wefundo Departement van Onderwys Umnyango Wezofundo Department of Education

ENQUIRIES : Dr. LH Mathunyane

TO : Tilda Loots
University of Pretoria

FROM : Regional Director:Gert Sibande Regional Office
Dr. LH Mathunyane

DATE : June 01, 2005

SUBJECT : RESEARCH PROJECT IN THE BADPLAAS CIRCUIT

1. Your letter dated 10 May 2005 with regard to the above subject has reference.
2. Permission is hereby granted that you conduct a research towards your Doctor's degree at Secondary School.



3. You are kindly requested to submit the following information to this office before you commence with your research.
 - A declaration that you will not force any person to participate in your research and that this will take place outside office hours/school contact (tuition) time.
4. The Department of Education wishes you good luck in your research project.

REGIONAL DIRECTOR
DR. LH MATHUNYANE
Lpn.dr.lhmathunyane01.06.2005

1/6/05
DATE



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	30 August 2005
Name of Researcher:	Olivier Hermien
Address of Researcher:	48 8 th Street
	Menlopark
	0081
Telephone Number:	(012) 4205509
Fax Number:	(012) 4205511
Research Topic:	Relationships in the Asset-Based Approach: School-Based Project supporting communities to cope with HIV/AIDS
Number and type of schools:	Primary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*



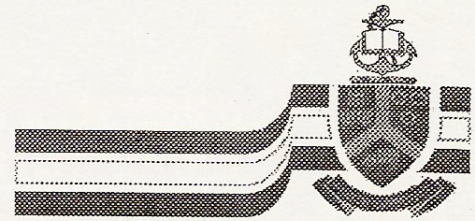
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

ALBERT CHANEE
ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	Aug 2005



University of Pretoria
Pretoria 0002 Republic of South Africa Tel: 012-4204111
Fax 012-362 5168 / 012-3625190 <http://www.up.ac.za>

Faculty of Education

15 March 2005

The Principal
Primary School
Soshanguve

Dear Sir

REQUEST TO CONDUCT RESEARCH AT

PRIMARY SCHOOL

I am a PhD student at the University of Pretoria and am currently conducting a research project on relationships in the Asset-based Approach. Part of my research is to conduct Asset-based workshops and interviews and your community has been selected as participant in the study. The study will commence in April 2005 and the findings will be used to inform other communities in future capacity building activities. I will be working together with Tilda Loots.

For the purpose of the study, I kindly request your permission to conduct workshops and discussions with some of the staff at your school. These discussions will later be followed up by individual interviews with some of the educators. Information will be treated confidentially and anonymously. Any person will also be free to withdraw from the project at any stage should he/she wish to do so.

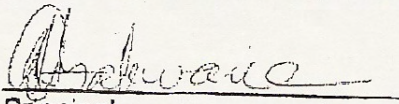
Kind regards

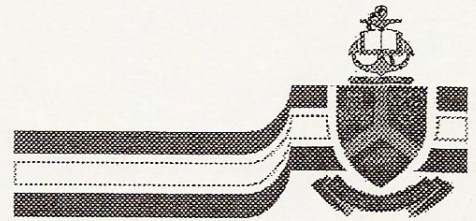
Hermien Olivier



Toestemming om navorsing te doen by Primary School

Having read the letter attached, I hereby grant/ ~~do not grant~~ you permission to do research at Primary School, by conducting workshops and facilitating discussions with some of the educators at my school.


Principal



University of Pretoria
Pretoria 0002 Republic of South Africa Tel: 012-4204111
Fax 012-362 5168 / 012-3625190 <http://www.up.ac.za>

Faculty of Education

1 August 2005

Dear Sir / Madam

REQUEST TO CONDUCT RESEARCH AT

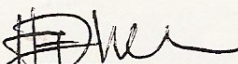
PRIMARY SCHOOL

I am a PhD student at the University of Pretoria and am currently conducting a research project on relationships in the Asset-based Approach. Part of my research is to conduct Asset-based workshops and interviews and your community has been selected as participant in the study. The study will commence in April 2005 and the findings will be used to inform other communities in future capacity building activities. I will be working together with Tilda Loots.

Data for the study will be collected through the process of workshops and Information will be treated confidentially and anonymously. Any person will also be free to withdraw from the project at any stage should he/she wish to do so.

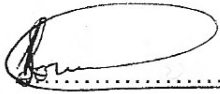
To participate in the above-mentioned discussions, please complete the declaration on the next page, to confirm your willingness.

Kind regards


Hermien Olivier



I understand the above and undertake to participate in the discussions that will be held during the next few months. I understand that all information will be treated as confidential and that I may withdraw from the study at any stage.

Signature: .....
Date: 04 . 08 . 05



BYLAAG 2

Opsomming van longitudinale navorsingsprojek en befondsing



**Opsomming van verskillende navorsingstudies wat deel vorm van 'n
longitudinale navorsingsprojek in bategebaseerde gemeenskaps-
intervensie**

Navorsingstitel	Navorser	Supervisors	Tydperk	Konteks
<i>Contemplating the relationship between coping with HIV/AIDS and the asset-based approach</i> , 2006. (Unpublished PhD thesis).	R. Ferreira	Prof L. Ebersöhn (Supervisor) Prof. K. Blankenship, Yale University (Co-Supervisor)	2003 – 2006	Oos Kaap, Port Elizabeth, Govan Mbeki
<i>'n Verkenning van opvoeders se mobilisering van bates ter ondersteuning van gemeenskapshantering van MIV/VIGS</i> , 2005. (Unpublished M Ed dissertation).	M.C Loots	Dr. R. Ferreira (Supervisor) Prof L. Ebersöhn (Co-Supervisor)	2004 - 2005	Oos Kaap, Port Elizabeth, Govan Mbeki
<i>Exploring enablement of teachers by raising awareness of asset-based trends in coping with HIV/AIDS</i> , 2006. (Unpublished M Ed dissertation).	V. Odendaal	Dr. R. Ferreira (Supervisor) Prof L. Ebersöhn (Co-Supervisor)	2004 - 2006	Oos Kaap, Port Elizabeth, Govan Mbeki
<i>Exploring the relationship between counselling skills and memory work with primary school children</i> , 2006. (Unpublished M Ed dissertation).	M. Mnguni	Prof L. Ebersöhn (Supervisor) Dr. R. Ferreira (Co-Supervisor)	2005 - 2006	Oos Kaap, Port Elizabeth, Govan Mbeki
<i>Die gebruik van liggaamsportrette (body maps) deur opvoeders in die vervulling van hulle pastorale rol</i> , 2007. (Ongepubliseerde M Ed skripsie).	M. McCallaghan	Dr. R. Ferreira (Supervisor) Prof L. Ebersöhn (Co-Supervisor)	2005 - 2007	Eastern Cape, Port Elizabeth, Govan Mbeki



<p><i>'n Fenomenografiese ondersoek na verhoudinge in die bategebaseerde benadering</i></p> <p>(PhD in proses).</p>	H. Olivier	Prof L. Ebersöhn (Supervisor) Dr. R. Ferreira (Co-Supervisor)	2005 – tans	Gauteng, Pretoria, Soshanguve; Gauteng, Pretoria, Eersterust; Mpumalanga, Badplaas
<p><i>A comparative case study on the implementation of the asset-based approach by teachers intended for psycho-social support</i></p> <p>(PhD in progress)</p>	T. Loots	Prof L. Ebersöhn (Supervisor) Dr. R. Ferreira Prof. I. Eloff (Co-Supervisors)	2005 – tans	Oos Kaap, Port Elizabeth, Govan Mbeki Gauteng, Pretoria, Soshanguve; Gauteng, Pretoria, Eersterust; Mpumalanga, Badplaas



Opsomming van longitudinale projekbefondsing

Oorsprong van befondsing	Titel van navorsingsprojek of program	Tydperk
Education Training and Development Programme SETA ¹	Psycho-social coping skills intervention for home based care volunteers	2003-2004
Education Training and Development Programme SETA ²	Psycho-social coping skills intervention in the context of HIV/ AIDS	2003-2004
ABSA Foundation funding ³	UP educational outreach programme: School-based HIV/AIDS care and support research and development project	2004
M&SST Trust ⁴	School-based HIV/AIDS research	2005
Toyota: Albert Wessels Trust	A school-based project supporting communities to cope with HIV/AIDS	2007-2008
Foshini Trust	A school-based project supporting child headed households cope with HIV/AIDS	2007-2009
UP Department of Community Engagement	A school-based project supporting child headed households to cope with HIV/AIDS	2008-2009
Centre for Study of AIDS	A comparative case study on the implementation of the asset-based approach by teachers intended for psycho-social support	2008-2009

¹ Projek leier: Prof L Ebersöhn; Lid: Dr. R. Ferreira; Nagraadse student: A. Swanepoel

² Projek leier: Prof L Ebersöhn; Lid: Dr. R. Ferreira; Nagraadse studente: T. Loots, J. Viljoen en V. Odendaal.

³ Projek leier: Prof L Ebersöhn; Lid: Dr. R. Ferreira; Nagraadse studente: T. Loots, H. Olivier en M. McCallaghan.

⁴ Projek leier: Prof L Ebersöhn; Lid: Dr. R. Ferreira; Nagraadse studente: H. Olivier, T. Loots, M. Mnguni en M. McCallaghan.

BYLAAG 3

*Voorbeeld van
fenomenografiese
onderhoudtranskrip-
sie en -analise*

Deelnemer 4

Facilitator: Interview with M. Okay M, maybe you can tell me what do you think relationship is all about?

Respondent: Relationship is broad though relationship involves people from **different cultures and their backgrounds**, where they come from, it involves **love**, sometimes in a relationship there can be **hatred**, it's not always love, it involves **care**, caring about someone, and then communication, how do you **communication** in the relationship, **understanding** and **accepting** one's ideas in a fruitful way, not **demeaning** the way people understands or take things. That is all what I can say about relationships

Kultuur en agtergrond

Liefde vs Haat Omgee

Kommunikasie; waarom, om te verstaan, te aanvaar/verwerp Aanvaar=Omgee

Facilitator: okay that is how you understand the word relationship?

Respondent: yes

Facilitator: Now if you think of the Asset based interventions, the workshops that we did at your school. What do you think was the role of relationships in that whole Asset Based intervention?

Respondent: In the **beginning** we had a good relationship because we didn't understand what we were going to do. So we were **interested** in knowing what it was all about. At a **later** stage we **understood** and then our relationship with you, H and T and M was getting more *better*, I mean we were getting closer to you, we got to know each other and **understood** what was taking place, what you wanted us to do with you and what you wanted us to do in our school, what you wanted us to help the community with, **to improve the quality** .., I mean to bridge the gap between us and the school itself, us the teachers and the environment

Verandering persoonlike nayheid na gemeenskap

Belangstelling Verstaan

Verbeter kwaliteit

Facilitator: okay you say that at the beginning we not that close but the relationship was good, and later on it became even better because we were close?

Respondent: yes

Facilitator: what caused that closeness , because did you also experience it between the group members?

Respondent: We experienced the **closeness** because we didn't ..., actually everybody was not certain what was expected of him/her to do, but we grew more closer because .., normally we were talking about the things we were doing in the group and **sharing ideas** and then that brought us more closer because we **understood** what we were talking about, what we were supposed to do, the children, the community and ourselves

Nabyheid:
verandering na
naby wees

Deel idees:
begrip, doel is
dieselfde

Facilitator: that closeness made you open up more in the group?

Respondent: exactly

Facilitator: and it brought you **closer** as colleagues?

Nader aan
kollegas

Respondent: to one another yes

Facilitator: what else was the effect of that closeness on the intervention and on the group, the positive effect because you said it was good, so what else, or negative if there was any negative?

Respondent: no it was positive because it was .., whatever you brought to our school was an **eye opener**, we never tend to take into cognisance the importance of what you wanted us to observe, so by coming in you

Kommunikasie
bewus word
Omgee-deel
probleme,
verstaan

Komunikasie
voertuig: vanaf
probleem na
oplossing.

brought us light. We could sit down and discuss these problems on a larger scale and with an understanding of what the problems or the things or the answers that were there, how we could use them and get them in our spectrum and understanding of the whole thing, the situation that we were in. So we are now close actually, we can even sit down during break and open up, and talk about anything that we see as something good or bad and then try to find a solution to it

Gebruik wat geleer het om te verstaan

Praat oor alles, verstaan mekaar
Omgee, oopmaak teenoor mekaar

Facilitator: so you are saying that it sort of opened your eyes to other things and you also formed sort of a group and experienced the closeness that the other colleagues who is not part of the group is not experiencing?

Respondent: ja we shared most of the things that we did with you when you visited our school. Like we would, the following day, because we knocked off late, so the following day we would like caucus over a cup of tea during a short or long break and talk about things that we gained or learnt from you. Like we knew they were .., we went to different places and took photos. But before we never understood that there were such places in our community, in the community of our school children or learners. But when you came over you opened our eyes that we should look at things not in a short span of time but we should broaden our eyes and look further, there are things that do happen, there are things that we ignored before, but now wherever we go we ...

Deel idees

Bewusword, bekendheid van omgewing, netwerk

Persoonlike beloning

Facilitator: and how did you personally M, experience the relationships? What did it mean to you because you said now what it meant for the group as well, but what did you get from the relationships in the group?

Respondent: I gained more friends, I learnt to understand people, my listening also improved because I can now sit down and listen to people when they talk with an understanding and like thinking over what they

Kommunikasie
Vriendskappe:
• Verstaan
• Luister
• Evalueer wat hoor

are talking about and then scrutinise whatever they are talking about. So the relationship therefor gave me more experience and more learning – I am learning a lot from the relationship that we have now.

Verandering:
geleer

Facilitator: if you think of different types of relationships, in the intervention, during the time that we had the intervention or the workshops with you. What would you say, was there different types of relationships and what were they?

Respondent: can you expanciate a bit more on your question?

Facilitator: you said earlier for example that we were sort of the outside people and at first you didn't know what we were going to do, and then later on we became almost a part, we were not the outside anymore, we became a part, so you had a relationship with us as facilitators initially and there was a relationship between the colleagues, what else was there? What about your other colleagues that was not part of the group, what different types of relationships were there?

Respondent: okay, your coming to our school brought more people to be closer to us, the people who were working with the group because they wanted to know what was happening. And if you can see the other group people fell off and then the others joined us, the new group joined us because they were more interested in knowing what was happening in the relationship that we were in

Netwerke skep,
nabyheid

Voorvereiste:
Belangstelling in
groep en in
groepslede

Facilitator: that's interesting because initially the people that was nominated to come to the group did not nominate themselves, is that correct?

Respondent: no they did nominate themselves, but because it was done after school hours they never wanted to take part

Hindernis:
Na ure werk
Opofferings

Facilitator: and then other people came on that was really committed – so what would you say what was the value that relationships added to this intervention programme or workshop?

Respondent: more **knowledge** I think, we learnt more from you as I said earlier on, we tend to **ignore some things before you came to us**, but immediately you came to us we would like sit and look at different things that are happening in our school and in the community and then we would look at it on a positive side not on the negative side. Like if children came with a problem of abuse we would address it as a team, give each other ideas before we could give an answer. We **wouldn't just jump into conclusion** and say let's call the police or let's do it, but we would say **"what can we do with this problem"**, what ideas can we bring in to solve this"

Facilitator: so it made you more aware?

Respondent: yes, aware

Facilitator: okay, just another way of putting almost the same question, what would you say is the purpose of relationships during the Asset based intervention?

Respondent: relationships is **assisting** one another or developing a person from an **emotionally, physically, psychologically** and like especially **emotionally** because people don't see things exactly the same. So if you are in a relationship, in a group, you **can discuss** problems and like maybe you didn't know this person had a problem of this sort, and then when another one discusses their problems, you say but I didn't know we **could solve this problem very easily**, it **brings ideas**

Kennis (kognitief), bewus-bewuswording, kyk verskillend na die gemeenskap en die skool

Groepsdoelwit: Deel groepsbesluite bespreking

Probleem-oplossing

Bystaan: op verskillende vlakke, probleemoplossing

Bespreek, idees deel en omgee

Bring verskille saam

from different people and thinking differently but you end up bringing the common answer to whatever

Facilitator: when we started you said, if you think of relationships, what comes to your mind, there were certain words. I remember correctly it was communication ..

Respondent: ja, love, caring ..

Liefde; omgee

Facilitator: if you can just .., what comes to your mind if you think of the workshops that we did and why maybe .., if you want these workshops to be successful, what would those words be that comes to mind. You said caring, ..?

Respondent: ja, loving one another, supporting each other in the different situations and understanding the different ideologies that people bring into that meeting and I mean support, supporting each other emotionally and otherwise.

Ondersteun;
aanvaarding;
emosionele
verstaan

Facilitator: just to come back to the different types of relationships, I am just thinking that people also play different roles in the group and you know I would just like you to maybe expand a little bit about that, they play different roles, that has also got to do with relationships – what did you think about that?

Respondent: I don't know when you talking about roles, maybe one was a striker, and then one was a leader?

Rolle:
Leier
Volgeling

Facilitator: yes, and how did the relationship in those areas, how did that work in the group?

Respondent: they worked lighter and easier to can do it because when one facilitates the whole thing, the other one writes the ideas, people get a chance to express whatever is in their mind. They can share their own way of thinking, it is written down, and I also think that no one in the end is wrong but when we discuss there will be a person who talks for the group, who reports for the group. We tend to add at a later stage. The other group listens and then maybe they can add some ideas that we are dealing as a group

Rolle:
Almal bydra
Niemand uitsluit

Luister, deel
gedagtes = groep
is ryker

Facilitator: okay where does relationship comes in, what role did relationship play then?

Respondent: learning to work in a group, and bringing our understanding into play like .., bringing the understanding of different people on one maybe topic in a different .., everybody brings their ideas or subject that is being discussed at the time

Groepwerk,
vaardighede =
verandering.

Facilitator: and accommodating each other

Respondent: yes, and tolerance

Akkomodeer
verskille

Facilitator: and what would you say, how did it happen. How did relationships happen in that group, was it like that, did people accommodate each other?

Respondent: we never used to accommodate each other. We would .., maybe if you felt a person was talking what you never thought was right, you would trust that person at moment and not give time as we did in the group, it developed our understanding of how should we treat each other, we should care and support each other

Akkomodeer
individuele
verskille

Tyd
Verstaan
Ondersteun

Facilitator: but why did you develop that understanding during the group, what happened?

Leer kognitief
kommunikasie
vaardighede =
verandering

Respondent: I mean maybe the way you taught us or showed us how things would be done or should be done. The discussion that we had with you, we learnt to understand that okay things are done this way, **we should talk** this way, **we should give each other a chance to talk, we should understand a person's view point** and not undermine them or intimidate that person when they talk. You brought us the whole

Verstaan en
akkomodeer
verskille

Facilitator: almost the way that you facilitate and the way that the course was structured?

Respondent: yes

Facilitator: okay, your expression also adds on to that. What do you think M, should be in place, if we had to repeat this workshop somewhere else, what do you think we should do differently, what should be in place for us to make sure that there's good relationships or effective relationships, what do you think should be in place?

Respondent: according to myself, for now I don't doubt the way you **communicated** to us, and I don't have an additional thing I can say you should add, for me it was excellent, **you taught us so many things, you made us learn and change our behaviour towards each other and you brought, we learnt to work in a group,** so I doubt anything that you can add something to your viewpoint, that was excellent.

Leer, gedrag
verander

Kommunikasie

Facilitator: okay, maybe let's just focus on the whole group now again and then ..., because sometimes even in the best groups, sometimes relationships at some stages are ineffective or are not working very well. Where did you experience that in the group work?

Hindernisse: Tyd
Werkslading
en verpligtinge
Moeg

Respondent: our problem was on the **time factor** because we had **lots and lots of work** from our school side and so when you will find that they **are tired and exhausted**, but we forced each other to form a group and be there for you. So I think it was a problem from our school side, because everyone had his/her own job to do. So when she thought of coming over to be with you, some would drag their feet because they are tired or because they still had work to do that was still outstanding, work that they were not able to cover in their classes. That was a problem

Facilitator: just comment on relationships – you know relationships maybe outside our group, that was ineffective, that was not working, what did you feel, why was it not working?

Respondent: outside our group?

Facilitator: ja, because you say inside the group relationships were effective and it was working, but now relationships between you and the school were not working, maybe you can just elaborate a little bit on the relationship part. You say you were tired, you were overloaded, if you think of relationships, what happened and why did it happen?

Respondent: maybe I can talk about the school management team. **They expected a lot from us.** They expected us to maybe attend maybe your workshop or facilitation group and at a later stage explain what happened in the group. **Time** was a problem, the time factor was a problem because we couldn't give feedback timeously because we were doing so many things at the time. I think our relationship was ..., not understanding why we couldn't give feedback on what we were doing

Min ondersteuning van skoolbestuur.
Werkslading en tyd

Facilitator: and you felt that they didn't accommodate you?

Respondent: ja, they tend to talk badly about us, saying things like “you think you’re better off because those people are there, you thinking you doing psychology”, those kinds of remarks

Slegte opmerkings

Facilitator: a sort of jealousy?

Jaloesie van buitestaanders

Respondent: ja, jealousy

Facilitator: Monica is there anything that you think of now that you want to say around relationships or anything?

Respondent: as we learnt that people should understand that a relationship is not like anything to develop, you need to have passion, you need to have love, you need to support people, you need to respect other people’s ideas in order to be in good relationship actually. I think people should learn that to have a relationship is not an easy task or an easy thing to do, it involves many things to be in a relationship

Passie, liefde, Ondersteuning, respek. Boublokke vir verhouding?

Verandering is moeilik om te doen- kompleks

Facilitator: and you think we addressed those things in the Asset Based workshops?

Respondent: exactly, you did exactly address those things, as I’m saying our relationship grew more closer than it was before, we were just not interested in what the other one was doing, you brought us together and we learnt more from each other, we understood more of other people’s ideas when they came with their ideas. So we understood that life is like this, it is not like .., you cannot be a single person, you need other people to support you, to believe them, to share with them whatever you have in your head

Verandering =nabyheid, verstaan mekaar en behoeftes

Saamwees Glo in mekaar Deel (kognitief)

Facilitator: so what you learnt regarding relationships inside the group you also did outside the group?

Respondent: yes, exactly

Facilitator: and you became friends?

Respondent: **we became friends** and our friendship is growing stronger actually.

Verandering:
vriendskappe

Facilitator: Okay, thank you M.

End

BYLAAG 4

Voorbeeld van observasies: visuele data



Voorbeeld van observasies: visuele data. Skool 1

Die skool en die gemeenskap





Bategebaserde intervensie





Onderwysers / Deelnemers



Psigososiale projekte



BYLAAG 5

Voorbeeld van observasies: veldnotas en refleksies



Veldnotas 2 Junie

Besoek aan Skool 3

Doel : Maak van Batekaarte

Tilda en Hermien

Onthou: Foto's, karton, penne, kamera, kos

Beplanning; Gesels in groep, maak batekaarte in 3 groepe, terugvoer en beplan volgende sessie.

- Deelnemers geniet dit baie om batekaarte te maak, veral omdat dit hul eie foto's was. Hulle gesels lekker in groepies. Self ingedeel in groepies
- Vergader in personeelkamer. Ander onderwysers kom in en lyk afgunstig oor wat ons doen en eet. Kan sien dis vir ons deelnemers lekker om "eksklusief" te behoort aan die groepie.
- Groepe se kaarte lyk verskillend.
- M nog steeds groepleier
- Een deelnemer noem dat sy nie eers bewus was van al die plekke in die omgewing nie. Sy is dankbaar dat ons die kaarte gedoen het, nou is sy meer bewus van die omgewing. Iemand maak 'n grappie oor onderwysers wat die taverne naby die skool besoek.
- Duidelik vir almal dat daar bates is wat hulle nie gebruik nie.
- Die gesprek gaan spontaan na HIV/VIGS en 'n bespreking van 'n spesifieke kind en hoe die skool haar kan help. (Dis soveel anders as by skool 1 waar niemand oor HIV wil gesels en die onderwysers nie juis bewus is daarvan by die skool nie?)
- Besef van behoeftes in omgewing sowel as bates definitief meer duidelik.
- Deelnemers meer gemaklik met mekaar in die groep, en duidelike gemaksgroepies nog teenwoordig.
- M steeds die leier wat als reël. Behalwe een is daar nuwe persone wat terugvoer gee. Nog rolle: in elke groep, skryf een en 'n ander help (ondersteun) die een wat terugvoer gee.
- Verhouding met ek en Tilda al baie spontaan. Ons kry drukke as ons daar kom. Onderwysers gesels graag oor persoonlike omstandighede met ons omdat hul weet ons is sielkundiges.
- 2 onderwysers nie by ons byeenkoms nie- van die ander kla oor werkslading en onderwysdepartement vergaderings



Refleksie 29 April 2008

Na onderhoud

Dit was 'n baie goeie onderhoud! Ek is verbaas en beïndruk deur die deelnemer se beantwoording van vrae. Haar taal is fantasties en sy het haarself baie goed uitgedruk. Sy het heeltemal op haar gemak voorgekom. Ek dink definities dit help as 'n mens die persoon voor die tyd leer ken. Sy het ook baie goed gefokus op die onderwerp en vrae!

Ek was nogal sensuiewagtig. Weet uit vorige onderhoud dat ek moet kophou om al my vrae gevra te kry omdat deelnemers spontaan begin gesels. Ek voel persoonlik ook sommer goed as ek in die onderhoud hoor hoe die deelnemers die BGI lof besing. Dit is lekker om te hoor dat ons harde werk van die laaste paar jaar vrugte afwerp. Ek hoop hierdie onderwysers gaan voort met hul projekte hierdie deelnemer met haar studies! Sy is so 'n fantastiese mens met soveel potensiaal en wil graag verder in sielkunde studeer.

Hierdie onderhoud (alhoewel - en eintlik relevant - die op 'verhoudinge' was) was eintlik 'n goeie afsluiting vir die BGI!



Refleksie 13 Mei 2008

Ek het nou al die inligting van my fenomeen = grafiese onderhoude. Alhoewel ek dink dat sekere onderhoude beter was as ander (agv frustrasies oor die toestand by hul skole) dink ek dat ek genoeg inligting sal hê. Ek wonder of ek nie nog meer deelnemers moes ingesluit het by my onderhoude nie.

Die onderhoude was makliker as wat ek gedink het. Ek het baie staatsgemaak op my sielkundige agtergrond en onderhoudsvaardighede. Dit was makliker omdat ek goeie verhoudinge met al die deelnemers gehad het. Ek het die doel van die onderhoud verduidelik. Deelnemers was nogal bietjie sensiewaardig toe ek vra/ê dat ek die bandopnemer gebruik maar ek kan hul gou gerusstel. Ek dink ook dit is omdat hierdie een-tot-een onderhoud soveel anders was as B&T tot nou toe.

Ek was verbaas oor hoeveel deelnemers kon onthou! Die B&T 1 is immers al 'n paar jaar aan die gang.

Ek is opgewonde oor die data analise proses en bly Tilda staan my by. Ek hoop ek kry kwaliteit (en kwantiteit!) antwoorde.



September 2008

Afspraak met Liesel en Honel in die leefkamer
Refleksie

Die laaste week was vir my een van die hoogtepunte tot dusver in my studies. Die data wat ek ingesamel het met die onderhoude was vir my oormeldigend, maar toe ek sit en analiseer het die tegkaart inmekaar begin pas. Dit was nogal moeilik om Tilda se analyses te kyk en te wonder of sy dieselfde as ek 'gesien' het, maar dit was wonderlik om te sien hoe ons analyses ooreenstem!

Vandag se vergadering/bespreking met my studie het fantasties afgeloop. Ek was sensuweelig oor wat hulle sal dink van al my papiere vol (baie kleurvol!) analyses en voorlopige uitkomst. Ek was trots op ek en Tilda se werk wat (vir my) 'n samevoeging was van al hierdie jaar se intervensie. Dit was wonderlik (en 'n verligting) toe die 2 studieleiers ook entoesiasies raak oor die "kategorieë" en raamwerk (wel met die meeste) van my analise. Nou moet ek verfyn en opskryf!!