

Addendum A1: Summary of concluded research within STAR.

Research title	Researcher	Supervisors	Duration	Context / Case
<i>The relationship between coping with HIV and 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 , 2006 (Unpublished PhD thesis).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	Eastern Cape, 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 , 2005 (Unpublished M Ed dissertation).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	Eastern Cape, 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 , 2006 (Unpublished M Ed dissertation).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	Eastern Cape, 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 , 2006 (Unpublished M Ed dissertation).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	Eastern Cape, Port Elizabeth, Govan Mbeki
<i>Die gebruik van liggaamsporette (body maps) deur opvoeders in die vervulling van hulle pastorale rol</i> . 2007 (Unpublished M Ed dissertation).	M. McCallaghan	Dr. R. Ferreira (Supervisor); Prof L. Ebersöhn (Co-Supervisor)	2005 – 2007	Eastern Cape, Port Elizabeth, Govan Mbeki
<i>'n Fenomenografiese ondersoek na verhoudinge in die bate-gebaseerde benadering</i> (Unpublished PhD thesis).	H. Olivier	Prof L. Ebersöhn (Supervisor); Dr. R. Ferreira (Co-Supervisor)	2005 – 2009	Gauteng, Pretoria, Soshanguve; Gauteng, Pretoria, Eersterust; Mpumalanga, Steynsdorp

Addendum A2: Summary of STAR’s funded research projects and the duration thereof.

Origin of research funds	Title of research project or programme	Duration
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	Teachers’ implementation of an asset-based approach intervention for school-based psychosocial support.	2008-2009
UP Research Development Fund ⁵	Sustainability of an activist intervention approach to research.	2007-2009

¹ Project leader: Prof. L Ebersöhn; Team member: Dr. R. Ferreira; Postgraduate student: A. Swanepoel.

² Project leader: Dr. R. Ferreira; Team member: Prof. L Ebersöhn; Postgraduate students: T. Loots, J. Viljoen and V. Odendaal.

³ Project leader: Prof. L Ebersöhn; Team member: Dr. R. Ferreira; Postgraduate students: T. Loots, H. Olivier and M. McCallaghan.

Other interdisciplinary and interfaculty partners: UP Faculty of Engineering, Department of Civil Engineering, *Teacher Mentorship Project*; UP Faculty of Humanities, Department of Audiology, *Kommunika Project*.

⁴ Project leader: Prof. L Ebersöhn; Team member: Dr. R. Ferreira; Postgraduate students: H. Olivier, T. Loots, M. Mnguni and M. McCallaghan.

⁵ Project leader: Dr. R. Ferreira; Team member: Prof. L Ebersöhn.

Addendum A3: Schedule of workshop / intervention sessions conducted at the four schools.

Session	School 1	School 2	School 3	School 4
Session 1: Mapping the community as well as the resources within the community	24 January 2004	22 April 2005	21 April 2005	19 May 2005
Session 2: Identifying assets/resources, potential assets/resources as well as challenges in their community	23 February 2004	18 May 2005	12 May 2005	2 June 2005
Session 3: Identifying needs and potential ways of addressing them	7 June 2004	15 June 2005	1 June 2005	14 June 2005
Session 4: Initiating school-based initiatives	7 June 2004	27 July 2005	9 June 2005	4 August 2005
Session 5: Developing an action plan in terms of the identified projects and initiatives	8 June 2004	10 August 2005	17 August 2005	15 August 2005
Session 6: Monitoring the progress of the projects and planning the way forward	19 August 2004	21 September 2005	14 September 2005	5 September 2005
Session 7: Final reflection and application in future	30 October 2004	2 November 2005	15 November 2005	22 November 2005

Addendum A4: Summary of the particulars of participating teachers in each case.

Case	Participating teachers	Gender	Age	Home language	Qualifications	Grade and learning area of teaching
School 1	1	Female	42	Xhosa	Junior Primary Teacher's Diploma; Remedial and Special Education	Grade 2: Literacy, Numeracy, Lifeskills
	2	Female	48	Xhosa	Junior Primary Teacher's Diploma; Remedial and Special Education	Grade 1: Literacy, Numeracy, Lifeskills
	3	Female	43	Xhosa	Junior Primary Teacher's Diploma; Remedial and Special Education	Grade 3: Literacy, Numeracy, Lifeskills
	4	Female	41	Xhosa	Junior Primary Teacher's Diploma; BTech Degree	Grade 2: Literacy, Numeracy, Lifeskills
	5	Female	40	Xhosa	Junior Primary Teacher's Diploma; BCom Degree	Grade 3: Literacy, Numeracy, Lifeskills
	6	Female	50	Xhosa	Junior Primary Teacher's Diploma	Grade 2: Literacy, Numeracy, Lifeskills
	7	Female	46	Xhosa	Senior Primary Teacher's Diploma; BEd	Grade 5 and 7: Nature Study, Arts and Culture, Life Orientation
	8	Female	48	Xhosa	PTC II; NPTD; ACE Management and Administration	Grade 7: Mathematics, Arts and Culture
School 2	1	Male	37	SiSwati	Standard Teacher's Diploma; BA Higher Education Specialist	Grade 11-12: Mathematics, Biology
	2	Female	31	SiSwati	Standard Teacher Diploma, BA	Geography
	3	Male	32	SiSwati	Standard Teacher Diploma, BEd	Agriculture
	4	Male	40	SiSwati	Standard Teacher Diploma	Life Orientation
	5	Female	35	SiSwati	FDE	Physics and Technology

Case	Participating teachers	Gender	Age	Home language	Qualifications	Grade and learning area of teaching
	6	Female	34	SiSwati	BA Degree	Life Orientation
	7	Female	54	SiSwati	Standard Teacher Diploma, BEd	Business Sciences
	8	Female	38	SiSwati	Standard Teacher Diploma	Business Economics, Typing
	9	Female	40	SiSwati	Standard Teacher Diploma	English
School 3	1	Female	52	Northern Sotho	Junior Primary Teacher's Certificate; Secondary Education Diploma; NCS Economic and Management Science; OBE Technology; ACE Special Needs	Grade 4-6: English, Economics, Management Science
	2	Female	45	Northern Sotho	Junior Primary Teacher's Diploma; FDE in Sexuality Education; BEd Hons in Learning Support	Grade 4 and 7: Life Orientation; Grade 6: Mathematics, Natural Science
	3	Female	40	Northern Sotho	Junior Primary Teacher's Diploma; ACE Special Needs; BEd Hons	Grade 2: Literacy, Numeracy, Lifeskills
	4	Female	44	Northern Sotho	Senior Primary Teacher's Diploma; ACE Application Technology	Grade 4-5: Natural Science, Technology; Economic and Management Science
	5	Male	43	Northern Sotho	Diploma in Secondary Education; End User Computing (NQF Level 3)	Grade 6: Social Science, Life Orientation; Grade 7: English
	6	Female	34	Northern Sotho	Diploma in Secondary Education	Grade 4: Social Science; Grade 5-6: Life Orientation, Arts and Culture
	7	Female	40	Northern Sotho	Senior Primary Teacher's Diploma	Grade 6-7: Mathematics, Technology; Economic and Management Science

Case	Participating teachers	Gender	Age	Home language	Qualifications	Grade and learning area of teaching
	8	Female	38	Northern Sotho	BA Ed Degree; BEd Educational Psychology	Grade 3: Literacy, Numeracy, Lifeskills
School 4	1	Female	43	Afrikaans	JP III, HED, BA	Grade 5: Afrikaans
	2	Female	32	Afrikaans	HED	Grade 2: Literacy, Numeracy, Lifeskills
	3	Female	54	Afrikaans	HED	Grade 1: Literacy; Numeracy; Lifeskills
	4	Female	45	Afrikaans	JP III, BA	Grade 3: Literacy; Numeracy; Lifeskills
	5	Female	42	Northern Sotho	JPTD, ACE, Hons AAC	Learning Support
	6	Female	43	Afrikaans	JP III, ACE	Grade 2: Literacy; Numeracy; Lifeskills
	7	Female	39	Afrikaans	HED IVSP	Grade 6: Mathematics
	8	Female	41	Afrikaans	HED	Grade 6: Mathematics and Life Orientation

Addendum A5: Summary of the selection and number of participants in each case.

Case	Context	Initial number of participants in the group (2005)	Manner in which the participants were selected	Number of participants in the group at the end of 2008	Reasons for participants leaving the group
School 1	Informal settlement primary school: Eastern Cape, Port Elizabeth, Govan Mbeki	Nine female and one male teacher	The principal selected teachers who were according to his knowledge appropriate for the purposes of the study.	Eight female teachers	One female and one male teacher left due to lack of motivation and dedication to the group; One female teacher joined the group due to initial curiosity and dedication to being part of the group.
School 2	Rural secondary school: Mpumalanga, Steynsdorp	Three male and six female teachers	The principal selected teachers who were according to his knowledge appropriate for the purpose of the study.	One male and three female teachers	One male teacher passed away; one male and one female teacher accepted positions at other schools; one female teacher left the group due to time constraints; and one female teacher left due to expectations not met.
School 3	Urban primary school: Gauteng, Pretoria, Soshanguve	One male and nine female teachers	The principal selected teachers who were according to his knowledge appropriate for the purpose of the study.	One male and seven female teachers	One female teacher left the specific school for better career opportunities; and one female teacher left the group due to time constraints.
School 4	Urban primary school: Gauteng, Pretoria, Eersterust	Ten female teachers	The principal selected teachers who were according to his knowledge appropriate for the purpose of the study.	Eight female teachers	Two female teachers left due to lack of motivation and time constraints.

Addendum A6: Focus Group schedules.

Baseline information focus group

Question: *Construct a community map (in writing and/or by means of pictures) in order to visually show what does your community “look” like and which assets and potential assets are present in your community?*

Follow-up focus group

We spent approximately eight seven sessions together in workshops and focus groups. I will focus on three ideas or questions. You can participate in this focus group just as you wish. There is no right or wrong answers.

Question 1: *Tell me about the outcomes or results because of these workshops?*

Question 2: *How did you get to these outcomes? / Why do you think this happened?*

Question 3: *How do you think differently or do things differently (if any) after the workshops? Or is it still the same?*

Follow-up questions:

- 3.1 What did you like about participating in this project?*
- 3.2 What did you dislike about participating in this project?*
- 3.3 What do you feel proud of?*
- 3.4 What would you have done differently?*

612 and then we went outside and spoke to the lady. She disclosed everything and
613 said to me that it's only the child that has not yet been tested, but that she has
614 been in and out of hospital and she has been diagnosed as having TB and she
615 is on TB treatment. And then there was another lady also living in the same
616 house, but they are not sisters, they are just friends, they have adopted this
617 lady after she lost her parents. **She is also infected.** After speaking to this
618 lady, I went inside and spoke to the grandmother, the mother of the one that I
619 had spoken to. I tried to speak to them, tried to be open to them so that they
620 can come to us and share whatever, or whatever secret they have. And then
621 they said to me they are not hiding whatever they have, **they know that they**
622 **are infected** and they were so pleased, **they were so grateful to us for the**
623 **visiting them.** Then what I asked them to do, I asked the, if they know of
624 anybody around there, in their neighbourhood, who is also infected or affected
625 must come willingly to school, ask whether Mrs X or myself and confide to
626 me then I will give whatever I can do. **I explained to them** that it is painful
627 when somebody dies, you know you can do something to help, you can help
628 that person, that person died without **getting help or knowledge from you and**
629 **you knew a lot about this thing.** They were so pleased. I also told them about
630 this **lady we are talking about, X, who's working at Hospice.** I told them
631 about that because X, the day she was here, she said to me she wants to work
632 with us. She is also **working with information there at Hospice.** She said she
633 **wants to work hand in hand with us.** Then the following day at school I
634 phoned X and gave her the address of the home so that X can visit that home
635 and give ..., those two should be under Hospice, and then **Hospice is going to**
636 **send a person who is going to be their care giver there and help them.** Then X
637 did go there. She did go there and had a chat with the lady and she found out
638 that the lady is on the right track because she is part of the support group, the
639 support group of that area. But now Tilda what we have not yet done is
640 meeting with the community, but **here at school we are sharing, like I have**
641 **said, my colleague came to me and asked for information that I have, that I**
642 **share the information and the other lady this morning**

HIV/AIDS as socio-economic barrier

Providing care and support

Sharing knowledge

Confidence in own competencies

Networking skills

Building partnerships
Mobilising human resources through networking

Monitoring goals,
Future planning

643

644 F: Now you've got to remember (*both talking at the same time*)

645

646 R4: The other lady from my group, my group also came to me this morning,
647 telling me that there is a parent who came this morning and disclosed about
648 her grandchild but she said she wants this to be kept secret, not tell everybody.

649 We are intending to visit the home and tell them more about the relevant
650 things that they can do. The things that we have not yet done is to meet with
651 the entire community. But I have spoken to Mr X of ATTIC, he is still busy
652 with a workshop in X at the moment, but he said to me I must write a letter to
653 ATTIC inviting him to come here to the school with the community, to sort of
654 workshop them

655

656 F: Okay, but you are on your way ..?

657

658 R3: Yes, we are on our way, that is so far with us. Otherwise we are all
659 working with the same groups.

660

661 F: But I think it's very nice *..(unclear)* hope to people not *..(unclear)*

662

663 R3: Yes

664

665 F: You have all the knowledge and the *..(unclear)* you've got the knowledge
666 *..(unclear)* and he can help them, and I also see that the support group and the
667 *..(unclear)* are working

668

669 R3: Are working

670

671 F: You are helping people and you are *..(unclear)*

672

HIV stigma and disclosure

Support
Knowledge sharing

Monitoring goals and plans

Networking skills
Building relationships

92 R11: ...and I think what X has said that we initially had more **constant**
 93 **meetings** ..., it **changed much if we sat down and focused again**, like
 94 **the garden has already started, maybe let's involve our learners more**,
 95 even though it would be subject related but **in the end we raised some**
 96 **funds for the school in the process, focusing on what we have started**.

97

98 F: So what would you have done differently?

99

100 R11: I think what we would have done differently was to involve,
 101 instead of focusing .., because our main focus as my colleague has
 102 indicated, we focused on the community and forgot that **even our**
 103 **learners are part of the community**. So what would have made it better
 104 was **to involve our learners more** than the community and **the**
 105 **community members were just going to be brought on board in the**
 106 **process, seeing that the garden was prospering**.

107

108 F: ..(unclear) the learners are here and they would have had other
 109 ..(unclear) to become part of it and ..(unclear) ja. What did you learn
 110 out of this project?

111

112 R11: **What we have learnt indirectly or directly is that it is possible to**
 113 **move on in life if you are in a group than as an individual. It's**
 114 **possible in life that your ideas can be shaped in a group than saying**
 115 **you can shape it yourself as an individual and thirdly I have learnt that**
 116 **it is also possible to form relationships with people you have never**
 117 **seen in your life because of the idea that you have and you start**
 118 **relating with people** you have never seen – we never saw you in our
 119 lives, and we never thought that we will ever meet you **but in the**
 120 **process because of the ideas, and the ideas you had as a support base, I**
 121 **saw that you can form a lot of relationships – with a little idea you**
 122 **have and you start communicating with other people**, it becomes more

Meeting constantly-
 teamwork, planning skills
 Managing asset-based
 initiatives
 Plan of actions
 Planning way forward
 Staying focused
 Revising strategies
 Sense of accomplishment

Monitoring, planning, future
 strategies
 Identifying children as
 potential assets
 Mobilising individual assets
 of community members
 Greater awareness and
 broader perception of the
 community
 Mobilising children's
 involvement
 Community-school
 networks

Group / teamwork
 Sharing and shaping ideas
 Relationship building
 Networking
 Support base
 Communication skills

123 and more shaped and you can move on with life. **One other thing I've**
124 **learnt is that as educators is that it is possible that we can go an extra**
125 **mile helping other people out there as long as we have ideas and as**
126 **long as we communicate and as long as we form groups, working as**
127 **individuals.**

128

129 F: So through work and support it's quite a big thing if I can
130 summarise that, because of the networking and working together with
131 specific goals.

132

133 R9: **also this project brought the parents together** – you know
134 sometimes it's difficult for them just to come to the school but with
135 this project we saw them coming when we started (*there's a lot of*
136 *background noise*).

137

138 F: So you think they got more involved in the school?

139

140 R9: Yes – some of them **they used to come to the school and want to**
141 **find out what is everything all about.** I still remember after that
142 because we wanted to expand this ..(unclear) **involving other** .. there
143 were other people who wanted to come and ..(unclear) so as we
144 allowed the information to the learners, they came and ..(unclear) – so
145 what I have learned here is that if a project is started ..(unclear) it
146 **makes a lot of people to get involved**

147

148 F: to get involved. I remember that day you had the **parents evening**
149 **or parent's day,** remember and you called all the parents together to
150 find out where they wanted to become involved. ...and you said where
151 do they want to get involved and everyone and everyone said I want to
152 part of this, I want to be part of that and what do you think, how did

Self-insight: they have the potential and skills to assist – believe in own skills and capabilities

Pastoral role – self efficacy

Working together towards a common goal

Mobilising parent involvement

Build partnerships btw school and parents and community

Networking

Mobilising parent involvement

Build partnerships btw school and parents

Networking skills
Facilitating involvement
Motivate parents to get involved

Mobilising parent involvement

Build partnerships btw school and parents

124 F: Okay, so it's also about knowledge sharing, sharing knowledge.
125 Great. Any other networking that you did? You mentioned the **social**
126 **workers, the parents in the community the pastor.** What other
127 networking did you do for the garden perhaps network with anyone in
128 the community to establish the garden?

129

130 R12: Not yet, I've just started, hence I'm saying we are **having a**
131 **problem with water and as a result of that we are just waiting for the**
132 **connections to the garden and after receiving the taps** I think we will.

133

134 F: Who did you speak to for the connection pipes?

135

136 R12: **We are thinking of doing it ourselves as a school,** just to...

137

138 F: So you're networking within the school?

139

140 R12: Yes it's in the school, we have not gone outside of the school
141 **because of the problem that we are having at the moment,** but as soon
142 as we are okay with water and **we can start inviting the community –**
143 **we wanted initially just to involve them in the process, especially**
144 **during the weekends, there is no one who can water the gardens but if**
145 **we can involve the neighboring communities they will definitely**
146 **assist.**

147

148 F: So that's one of your plans?

149

150 R12: **Ja, very soon.** I think by next week the principal has promised
151 that we will have a tap inside the school.

152

153 F: So things are moving forward.

154

Utilising assets and resources within to school to overcome barriers

Lack of sufficient resources - Barrier experienced

Ability to generate alternatives in order to overcome barriers
Taking ownership, self-motivation

Generation of future possibilities and plans
Mobilising human resources to overcome barriers
Networking skills, Utilising community resources

Future planning and strategies

155 R13: And the issue of moral support and whatever, we do have a
156 policeman here, we adopted a cop. So whenever we have maybe let's
157 say a sexual problem, maybe sexual abuse of some sort, the policeman
158 is then called in to come and solve the problem.

159

160 F: So you liaise with the local police?

161

162 R13: Yes, so they try and solve our problems so much that we no
163 longer have serious problems occurring during school hours after
164 school.

165

166 F: I heard you also have this awareness programme of the police
167 coming here on the 13th..?

168

169 R13: Yes we do have the awareness and the HIV and AIDS awareness
170 Day will be organised very soon, maybe the 1st of September 2008 or
171 maybe the week of the 1st of September, we will be calling people in to
172 come and highlight or give us more knowledge about HIV and AIDS
173 and the police will be coming soon, they've been invited to the school
174 to come and address the learners about safety, how to take care of
175 themselves during school hours and after schools now that there's a lot
176 of bullying in schools. Things are happening randomly anytime, any
177 minute.

178

179 F: I think that links with the parent involvement, of involving parents
180 maybe .., involving parents ..(unclear). M (R13) just spoke about
181 networking, networking with the pastor, networking with other
182 community members, social workers and I think that also goes with
183 communicating with parents and involving parents. Did you manage
184 to establish anything like that, working with parents or involving them
185 in the community – involving the parents in the school with this

Mobilising community resources -
Reduced crime;
Liaising with local police
Prevention of crime
Child abuse as barrier

Networking skills
Building partnerships
Mobilised community resources to address barriers

Future planning
Mobilising human resources, addressing HIV/AIDS as barrier

Networking skills

Commitment to making a difference
Pastoral role

63

64 F: Okay, so you established networks in your community?

65

66 R16: Exactly. Circle of Life is an NGO so we make use of the
67 community, you see the asset-based thing that we making use of, that
68 is an NGO, local institution that we're making use of.

69

70 F: Great. Any other asset that you using for this specific remedial
71 teaching project..(unclear) ...is the teacher .

72

73 R16: It's a community centre, it's a remedial teacher as well.

74

75 R17: Our school ..(unclear), it's a committee, we all part of the
76 committee, where you sit and brainstorm problems.

77

78 R16: And we give ideas to remedy the problem. So the school as such
79 is also an asset in the child because it is on the school premises that
80 we're doing that as well. So there's actually a lot of .., and you know
81 what like the peer groups are also there as an asset because they are
82 working together in the classroom. And the classroom as well,
83 because that is also an asset.

84

85 F: And you actually manage to mobilise that?

86

87 R16: Yes.

88

89 R17: And we're maintaining it.

90

91 F: Tell me more about your second project, the Green Team?

92

Asset-based thinking,
Identification and
mobilising assets,
Building community
networks

Mobilising community
assets

Sharing ideas and
knowledge; problem-
solving, teamwork

Problem solving within a
group

Asset-based thinking
Identifying /focusing on
assets

Taking ownership

93 R18: You must go and see, Mrs X doesn't even have to comment, you
94 must go and see. The greens from the garden, I'm talking now
95 because she's busy eating, the greens from the garden, we use to
96 prepare food for our needy learners, we've got a feeding scheme at
97 school, the spinach, the cabbage and tomatoes we get from the garden
98 and we cook it for them.

99

100 F: That's stunning.

101

102 R18: But you must go and look at the garden.

103

104 R18: And anyone from the community can feel free if they need any
105 vegetables. That was our goal to support the many needy families.

106

107 F: Anyone?

108

109 R18: Anyone.

110

111 F: Are they not taking advantage of that?

112

113 R18: No, we monitor that, because they don't just come in, they come
114 to the office and they ask and if there's any we will provide them with
115 whatever is available. You don't just come in and pick here, you
116 come, you ask, you first see the principal, we like to follow
117 procedures. Go to the principal, he will appoint somebody who is
118 responsible.

119

120 R17: And the children are actually encouraged to have their own
121 vegetable gardens at home. Our community has very rich soil.

122

123 F: So you took it further to their homes?

Pride, sense of accomplishment

Feeding scheme for needy children,
Building school-community partnerships

Asset-based initiative

Benefit to needy community households

Taking ownership.
Monitoring skills
Managing asset-based initiatives
Building partnerships with school and home,
Assisting needy community households

Partnership btw school and community.
Mobilising assets

94 new school, we are working with new teachers who started ..., almost
95 all the teachers in the school started in 1995 when the school was just
96 established. So the mammoth task, there's a lot that we will need to do
97 in order to ..(unclear) and to make a point that we capacitate our
98 teachers. It was like this place here, there was nothing in the garden
99 and we were grouped. "X, X, X, we are going to give you the garden",
100 "X, X and X will go with the support group", "X, X and X were going
101 to be in the information group". We don't know what to do, just
102 imagine a place where there is nothing. So and then we said what are
103 we going to do. You know when you are doing something, there are
104 challenges, there are problems, you have no funds – fortunately at our
105 school we were also engaged with a project called X – so we went
106 together with the active educators, like Mrs X was active with them
107 and then she was dealing with parents through ..(unclear). So we said
108 okay Mrs ..(unclear), let's start it together and then we did it. When
109 there was nothing happening so far, the soil was just ..(unclear) the
110 principal said that there's nothing that you're doing with this project,
111 this is Attic school, and we said this is also... Well we now decided
112 that we must give our project a name, we can't just drop, let's call it
113 Masizakheni, that name also came from the staff, from all of us
114 because I said we are working as a team. Then we named our project
115 Masizakheni. With the three projects together we managed to get a
116 computer, in terms of sharing the knowledge. You know our motto
117 here at school is ..(unclear) at this, that means no age is ..(unclear). So
118 we shared the computer, we shared information about the various ...
119 remember our motto therefore is knowledge is power. We managed to
120 support families, socially, emotionally and as well as the support
121 group. All of them they used to go to visit homes, to give a prayer, to
122 give emotional support and this project was new to us and we wanted
123 results. We worked together, involving others, because it was
124 ..(unclear). There were sad moments. It was early in 2005 when

Positive change
Asset-based initiatives

Challenges: lack of funds,
but overcame the challenge

Team work and
collaboration, group
cohesion

Knowledge sharing

Mobilising assets,
networking, collaboration

310 R21: (School 3): Also we had snakes in our area, so we did kill some
311 of the snakes, we have a patrolling van in the morning when we come
312 in to the ..(unclear) the very severe passage in our area. Also
313 ..(unclear) the Shebeen which is closer to our school is starting to open
314 his business at 3 in the afternoon, he also donated paint to our school,
315 so we're communicating with him so that there mustn't be noise
316 because our learners were starting to go to the shebeen or doing
317 something there ..(unclear) so that has stopped. We called our
318 Councillor Mr X, we talked to him, he is the one who approached Mr
319 X (the shebeen owner about his shebeen). So we managed so much.
320 Okay we also have 11 learners and then we have 7 parents who
321 disclosed their HIV status, so that is it from me.

322

323 R22: I would like to add something on this, which is very small. Our
324 community is very poor, we managed to go to some houses and then
325 took some parents, I think we've got three parents per week that are
326 coming to our school to clean our classes and then each teacher every
327 day must give R5-00 on top of his/her table if he/she wants her class to
328 be swept by the parents. We take that money and then at the end of
329 the week we buy food, we're not giving them the money, we are
330 buying food for them so that they can put on the table for their kids.
331 We buy some groceries on Friday for those parents that manage to
332 sweep the classrooms for the week. So now we're driving the parents
333 because they are now coming in numbers that is what I wanted to
334 contribute.

335

336 R23: Hi everyone, I'm just giving the background in which myself, X,
337 X and X are working in. Our school is situated in the informal
338 settlement, whereby most of the families are so disadvantaged, most
339 parents are not working, there is a lot of poverty and crime, and our
340 youth is more involved in alcohol and drug abuse so the community

Addressing barriers through
focusing on the positives
Taking ownership

Networking skills
Mobilising community
resources

Taking initiative
Sense of accomplishment

HIV/AIDS as barrier, but
people disclosed

Barriers: poverty,
HIV/AIDS; crime; alcohol
and drug abuse

Mobilising assets to
overcome barriers

Socio-economic barriers

495 And then in 2002/3 I think in the Maths class, I was teaching Maths by
496 then, and I asked the learners what is the chance that we will all die of
497 HIV. They did not answer that question, then I asked them, “what is
498 the chance that when you finish Grade 20, you will die of HIV”, I was
499 asking that question because I saw many things happening outside and
500 I was trying to jack myself so that I can teach them because I came
501 with that mind, I normally read newspapers, all the time I read a
502 newspaper, especially The Star, there are new discoveries, scientific
503 discoveries that are made in relation to HIV and AIDS and you know
504 all the time I asked myself “do people read these things, does it make
505 sense to them, when I teach do I make sense to the learners”. Then I
506 will leave that story because I never got answers from my learners. I
507 also asked teachers sometimes that “what is the chance that we will be
508 HIV positive in the whole school” there was X on my side, he is not
509 here unfortunately, he left our school, so we always talked about these
510 things, because he was teaching Agricultural Science. So we talked
511 more about this up until such time I went to the University of Pretoria,
512 I think it was in 2003, I was frequenting the University most of the
513 time, in the Science department where I met ..., Schutte, can't
514 remember he is teaching biology at the university there. So I met him,
515 we were just chatting you know, it was during lunch, then I asked him,
516 you know I've got this in my mind, I want to..., you know the
517 government has tried its best to make people aware of HIV and AIDS
518 but seemingly somewhere it is failing, coming to the ground you
519 know, maybe on top there the vision is good but at the ground level it
520 is not. Then we talked and talked, I then asked “at the university here
521 which section can I approach to get help so that they come down and
522 help us”. He said to me there is Liesel. He was saying it, Liesel
523 Ebersohn, he wrote it down for me. I asked him where can we find
524 her. He then said she is on leave.
525

Taking initiative to address
barriers
Building networks and
partnerships

612 and then we went outside and spoke to the lady. She disclosed everything and
613 said to me that it's only the child that has not yet been tested, but that she has
614 been in and out of hospital and she has been diagnosed as having TB and she
615 is on TB treatment. And then there was another lady also living in the same
616 house, but they are not sisters, they are just friends, they have adopted this
617 lady after she lost her parents. She is also infected. After speaking to this
618 lady, I went inside and spoke to the grandmother, the mother of the one that I
619 had spoken to. I tried to speak to them, tried to be open to them so that they
620 can come to us and share whatever, or whatever secret they have. And then
621 they said to me they are not hiding whatever they have, they know that they
622 are infected and they were so pleased, they were so grateful to us for the
623 visiting them. Then what I asked them to do, I asked the, if they know of
624 anybody around there, in their neighbourhood, who is also infected or affected
625 must come willingly to school, ask whether Mrs X or myself and confide to
626 me then I will give whatever I can do. I explained to them that it is painful
627 when somebody dies, you know you can do something to help, you can help
628 that person, that person died without getting help or knowledge from you and
629 you knew a lot about this thing. They were so pleased. I also told them about
630 this lady we are talking about, X, who's working at Hospice. I told them
631 about that because X, the day she was here, she said to me she wants to work
632 with us. She is also working with information there at Hospice. She said she
633 wants to work hand in hand with us. Then the following day at school I
634 phoned X and gave her the address of the home so that X can visit that home
635 and give ..., those two should be under Hospice, and then Hospice is going to
636 send a person who is going to be their care giver there and help them. Then X
637 did go there. She did go there and had a chat with the lady and she found out
638 that the lady is on the right track because she is part of the support group, the
639 support group of that area. But now Tilda what we have not yet done is
640 meeting with the community, but here at school we are sharing, like I have
641 said, my colleague came to me and asked for information that I have, that I
642 share the information and the other lady this morning

HIV

HIV
CARE + APPRECIATION

HIV

ACTION

APPRECIATION

CARE + INFO

INFO

CARE + RESOURCES

ANGWER
NETWORKING

CARE FOR EACH
OTHER

SHARE + INFO

643

644 F: Now you've got to remember (*both talking at the same time*)

645

646 R4: The other lady from my group, my group also came to me this morning,
647 telling me that there is a parent who came this morning and disclosed about
648 her grandchild but she said she wants this to be kept secret, not tell everybody.

649 We are intending to visit the home and tell them more about the relevant
650 things that they can do. The things that we have not yet done is to meet with
651 the entire community. But I have spoken to Mr X of ATTIC, he is still busy
652 with a workshop in X at the moment, but he said to me I must write a letter to
653 ATTIC inviting him to come here to the school with the community, to sort of
654 workshop them

655

656 F: Okay, but you are on your way ..?

657

658 R3: Yes, we are on our way, that is so far with us. Otherwise we are all
659 working with the same groups.

660

661 F: But I think it's very nice *..(unclear)* hope to people not *..(unclear)*

662

663 R3: Yes

664

665 F: You have all the knowledge and the *..(unclear)* you've got the knowledge
666 *..(unclear)* and he can help them, and I also see that the support group and the
667 *..(unclear)* are working

668

669 R3: Are working

670

671 F: You are helping people and you are *..(unclear)*

672

HIV
CONFIDENTIALITY
STIGMA
CARE +
INFO
NETWORKING
NETWORKING

92 R11: ...and I think what X has said that we initially had more constant
93 meetings ..., it changed much if we sat down and focused again, like
94 the garden has already started, maybe let's involve our learners more,
95 even though it would be subject related but in the end we raised some
96 funds for the school in the process, focusing on what we have started.

97

98 F: So what would you have done differently?

99

100 R11: I think what we would have done differently was to involve,
101 instead of focusing ..., because our main focus as my colleague has
102 indicated, we focused on the community and forgot that even our
103 learners are part of the community. So what would have made it better
104 was to involve our learners more than the community and the
105 community members were just going to be brought on board in the
106 process, seeing that the garden was prospering.

107

108 F: ..(unclear) the learners are here and they would have had other
109 ..(unclear) to become part of it and ..(unclear) ja. What did you learn
110 out of this project?

111

112 R11: What we have learnt indirectly or directly is that it is possible to
113 move on in life if you are in a group than as an individual. It's
114 possible in life that your ideas can be shaped in a group than saying
115 you can shape it yourself as an individual and thirdly I have learnt that
116 it is also possible to form relationships with people you have never
117 seen in your life because of the idea that you have and you start
118 relating with people you have never seen – we never saw you in our
119 lives, and we never thought that we will ever meet you but in the
120 process because of the ideas, and the ideas you had as a support base, I
121 saw that you can form a lot of relationships – with a little idea you
122 have and you start communicating with other people, it becomes more

RETHINK: FOCUS

PROJECT + ACTION:
PLANNING

GOALS + ACHIEVEMENTS

NETWORK
ASSET MOBILIZING

ASSETS @ SYSTEMS

GROUP WORK:
BENEFITS

COLLABORATION

COMMON GOALS

COMMUNICATION

123 and more shaped and you can move on with life. One other thing I've
124 learnt is that as educators is that it is possible that we can go an extra
125 mile helping other people out there as long as we have ideas and as
126 long as we communicate and as long as we form groups, working as
127 individuals.

128

129 F: So through work and support it's quite a big thing if I can
130 summarise that, because of the networking and working together with
131 specific goals.

132

133 R9: also this project brought the parents together – you know
134 sometimes it's difficult for them just to come to the school but with
135 this project we saw them coming when we started (*there's a lot of*
136 *background noise*).

137

138 F: So you think they got more involved in the school?

139

140 R9: Yes – some of them they used to come to the school and want to
141 find out what is everything all about. I still remember after that
142 because we wanted to expand this ..(unclear) involving other .. there
143 were other people who wanted to come and ..(unclear) so as we
144 allowed the information to the learners, they came and ..(unclear) – so
145 what I have learned here is that if a project is started ..(unclear) it
146 makes a lot of people to get involved

147

148 F: to get involved. I remember that day you had the parents evening
149 or parent's day, remember and you called all the parents together to
150 find out where they wanted to become involved. ...and you said where
151 do they want to get involved and everyone and everyone said I want to
152 part of this, I want to be part of that and what do you think, how did

helping + CARE
teamwork/GROUP

NETWORK WITH
PARENTS
= PARTNERSHIPS.

PARTNERSHIP - ACTION
/ TEACHERS
PARENTS COMMUNITY

124 F: Okay, so it's also about knowledge sharing, sharing knowledge.
125 Great. Any other networking that you did? You mentioned the social
126 workers, the parents in the community the pastor. What other
127 networking did you do for the garden perhaps network with anyone in
128 the community to establish the garden?
129

130 R12: Not yet, I've just started, hence I'm saying we are having a
131 problem with water and as a result of that we are just waiting for the
132 connections to the garden and after receiving the taps I think we will.
133

134 F: Who did you speak to for the connection pipes?
135

136 R12: We are thinking of doing it ourselves as a school, just to...
137

138 F: So you're networking within the school?
139

140 R12: Yes it's in the school, we have not gone outside of the school
141 because of the problem that we are having at the moment, but as soon
142 as we are okay with water and we can start inviting the community –
143 we wanted initially just to involve them in the process, especially
144 during the weekends, there is no one who can water the gardens but if
145 we can involve the neighboring communities they will definitely
146 assist.
147

148 F: So that's one of your plans?
149

150 R12: Ja, very soon. I think by next week the principal has promised
151 that we will have a tap inside the school.
152

153 F: So things are moving forward.
154

ASSETS / GROUP

NETWORKING

↓ Using systems

Barrier - water

↑ addressing

EMPOWERING SELF/
OWNERSHIP

NETWORK: INVOLVE
COMMUNITY

↓
PLAN:

155 R13: And the issue of moral support and whatever, we do have a
156 policeman here, we adopted a cop. So whenever we have maybe let's
157 say a sexual problem, maybe sexual abuse of some sort, the policeman
158 is then called in to come and solve the problem.

159

160 F: So you liaise with the local police?

161

162 R13: Yes, so they try and solve our problems so much that we no
163 longer have serious problems occurring during school hours after
164 school.

165

166 F: I heard you also have this awareness programme of the police
167 coming here on the 13th..?

168

169 R13: Yes we do have the awareness and the HIV and AIDS awareness
170 Day will be organised very soon, maybe the 1st of September 2008 or
171 maybe the week of the 1st of September, we will be calling people in to
172 come and highlight or give us more knowledge about HIV and AIDS
173 and the police will be coming soon, they've been invited to the school
174 to come and address the learners about safety, how to take care of
175 themselves during school hours and after schools now that there's a lot
176 of bullying in schools. Things are happening randomly anytime, any
177 minute.

178

179 F: I think that links with the parent involvement, of involving parents
180 maybe ..., involving parents ..(unclear). M (R13) just spoke about
181 networking, networking with the pastor, networking with other
182 community members, social workers and I think that also goes with
183 communicating with parents and involving parents. Did you manage
184 to establish anything like that, working with parents or involving them
185 in the community – involving the parents in the school with this

SUPPORT & CARE
NETWORK

BARRIER

↓
OVERCOME/SOLUTION

TEAMWORK:
ADDRESSING BARRIERS

ASSET

USE NETWORK/
RESOURCES TO
ADDRESS BARRIERS

63

64 F: Okay, so you established networks in your community?

65

66 R16: Exactly. Circle of Life is an NGO so we make use of the
67 community, you see the asset-based thing that we making use of, that
68 is an NGO, local institution that we're making use of.

69

70 F: Great. Any other asset that you using for this specific remedial
71 teaching project..(unclear) ...is the teacher .

72

73 R16: It's a community centre, it's a remedial teacher as well.

74

75 R17: Our school ..(unclear), it's a committee, we all part of the
76 committee, where you sit and brainstorm problems.

77

78 R16: And we give ideas to remedy the problem. So the school as such
79 is also an asset in the child because it is on the school premises that
80 we're doing that as well. So there's actually a lot of ..., and you know
81 what like the peer groups are also there as an asset because they are
82 working together in the classroom. And the classroom as well,
83 because that is also an asset.

84

85 F: And you actually manage to mobilise that?

86

87 R16: Yes.

88

89 R17: And we're maintaining it.

90

91 F: Tell me more about your second project, the Green Team?

92

Systems - using
assets + networks.

MORE OF ABOVE

TEAMWORK -
GOALS

GROUPS (PEERS) =
PART OF ASSETS

↓
Planning + working
TOGETHER

SUSTAINING
GROUPS

93 R18: You must go and see, Mrs X doesn't even have to comment, you
94 must go and see. The greens from the garden, I'm talking now
95 because she's busy eating, the greens from the garden, we use to
96 prepare food for our needy learners, we've got a feeding scheme at
97 school, the spinach, the cabbage and tomatoes we get from the garden
98 and we cook it for them.

99

100 F: That's stunning.

101

102 R18: But you must go and look at the garden.

103

104 R18: And anyone from the community can feel free if they need any
105 vegetables. That was our goal to support the many needy families.

106

107 F: Anyone?

108

109 R18: Anyone.

110

111 F: Are they not taking advantage of that?

112

113 R18: No, we monitor that, because they don't just come in, they come
114 to the office and they ask and if there's any we will provide them with
115 whatever is available. You don't just come in and pick here, you
116 come, you ask, you first see the principal, we like to follow
117 procedures. Go to the principal, he will appoint somebody who is
118 responsible.

119

120 R17: And the children are actually encouraged to have their own
121 vegetable gardens at home. Our community has very rich soil.

122

123 F: So you took it further to their homes?

PARTNERSHIP @ SCHOOL

CARE: OWN LEARNERS

GARDEN = PRODUCT OF
SCHOOL INITIATIVE

CARE: COMMUNITY

TEAMWORK:
PROCESS TO ENSURE
SMOOTH RUNNING
+ PARTNERSHIPS

RESULT:
NETWORK: COLLABO-
RATION: WORKING
TOGETHER

94 new school, we are working with new teachers who started ..., almost
95 all the teachers in the school started in 1995 when the school was just
96 established. So the mammoth task, there's a lot that we will need to do
97 in order to ..(unclear) and to make a point that we capacitate our
98 teachers. It was like this place here, there was nothing in the garden
99 and we were grouped. "X, X, X, we are going to give you the garden",
100 "X, X and X will go with the support group", "X, X and X were going
101 to be in the information group". We don't know what to do, just
102 imagine a place where there is nothing. So and then we said what are
103 we going to do. You know when you are doing something, there are
104 challenges, there are problems, you have no funds – fortunately at our
105 school we were also engaged with a project called X – so we went
106 together with the active educators, like Mrs X was active with them
107 and then she was dealing with parents through ..(unclear). So we said
108 okay Mrs ..(unclear), let's start it together and then we did it. When
109 there was nothing happening so far, the soil was just ..(unclear) the
110 principal said that there's nothing that you're doing with this project,
111 this is Attic school, and we said this is also....Well we now decided
112 that we must give our project a name, we can't just drop, let's call it
113 Masizakheni, that name also came from the staff, from all of us
114 because I said we are working as a team. Then we named our project
115 Masizakheni. With the three projects together we managed to get a
116 computer, in terms of sharing the knowledge. You know our motto
117 here at school is ..(unclear) at this, that means no age is ..(unclear). So
118 we shared the computer, we shared information about the various ..,
119 remember our motto therefore is knowledge is power. We managed to
120 support families, socially, emotionally and as well as the support
121 group. All of them they used to go to visit homes, to give a prayer, to
122 give emotional support and this project was new to us and we wanted
123 results. We worked together, involving others, because it was
124 ..(unclear). There were sad moments. It was early in 2005 when

MAKING A
DECISION :
ASSET IDENTIFI-
CATION +
STARTING TO
MOBILIZE.

CHALLENGES :
BARRIERS

ACTION = OVERCOME
BARRIERS
= TEAMWORK

OWNERSHIP =
GROUPWORK/
DECISIONS.

CARE AND
SUPPORT THROUGH
SHARING +
GROUPWORK

310 R21: (School 3): Also we had snakes in our area, so we did kill some
311 of the snakes, we have a patrolling van in the morning when we come
312 in to the ..(unclear) the very severe passage in our area. Also
313 ..(unclear) the Shebeen which is closer to our school is starting to open
314 his business at 3 in the afternoon, he also donated paint to our school,
315 so we're communicating with him so that there mustn't be noise
316 because our learners were starting to go to the shebeen or doing
317 something there ..(unclear) so that has stopped. We called our
318 Councillor Mr X, we talked to him, he is the one who approached Mr
319 X (the shebeen owner about his shebeen). So we managed so much.
320 Okay we also have 11 learners and then we have 7 parents who
321 disclosed their HIV status, so that is it from me.

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325 took some parents, I think we've got three parents per week that are
326 coming to our school to clean our classes and then each teacher every
327 day must give R5-00 on top of his/her table if he/she wants her class to
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330 buying food for them so that they can put on the table for their kids.
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332 sweep the classrooms for the week. So now we're driving the parents
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338 settlement, whereby most of the families are so disadvantaged, most
339 parents are not working, there is a lot of poverty and crime, and our
340 youth is more involved in alcohol and drug abuse so the community

BARRIERS + ASSETS TO
OVERCOME BARRIERS

USING COMMUNITY
ASSETS FOR SCHOOL

USING NETWORK TO
ADDRESS BARRIERS

HIV

BARRIER

CARE + SUPPORT:
PARENTS

PARENTS = ASSET

= OVERCOME BARRIER
THROUGH WORKING
TOGETHER

MORE

BARRIERS

- SOCIO-ECONOMIC

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497 HIV. They did not answer that question, then I asked them, “what is
498 the chance that when you finish Grade 20, you will die of HIV”, I was
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522 help us”. He said to me there is Liesel. He was saying it, Liesel
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524 her. He then said she is on leave.
525

HIV + lack of info
as barriers

NETWORK WITH UP

HOW TO ACCESS
ASSETS - ASKING FOR
HELP = NETWORK

Blad

0! Similarities when implementing

A

Implementation of the ABA / Process followed.

↳ (after awareness)

- overcoming barriers through assets
- discovering + identifying assets + resources
- mobilising " "
- networking with external resources
- focusing on potential + future possibilities
- willingness + commitment
- common goal

9.2 Differences

* Biografiese besonderhede v participants.

Hfst 4

- verduidelike cases.
- proses in verst gevalle
- hoe het dit gebeur met strukture uit dagboek
- 14 konkrede deel van temas.

Hfst 5

- Nauw verband
- Teorie te bal
- ↳ hfst 6 te
- wat was dies en hoe kom (aand verby ten nou)

Hfst 6

- Reconn
- vir nau
- opla
- praktijk
- Contributions
- Limitasies

eko-sistemes

B

"Undiscovered gifts + treasures in the community" (Kietzmann + McKnight, 1993)

Analysis of asset maps + focus groups + photos

Asset / Resources	(Pilot → PE) School	Ngilandi School 1	Sashanguve School 2	Eersterust School 3
Educational	pre-primary primary secondary univ campus - VISTA	pre-primary primary secondary	✓ ✓ ✓ ✓ - TUT	✓ ✓ ✓ ✓ - close to UP
Religion / Faith-based	churches trad. healers	✓ ✓	✓ ✓	✓
Medical	Hospital Clinic Hospice Trad healers	Clinic Pr ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Transport	Bus + taxi close to PE cars - com. members	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
Infrastructures	Electricity Water cellphone networks - come later Tarmacked roads	No tarmacked roads	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Psycho-social	Social worker ACVV Support systems Hospice	✓	✓	✓
Economical	Spaza shops	✓	✓	More shopping centres
Communication Networks	Post office Internet Library Computers		PO Internet Library Computer labs	
E-governance	ANC office Grants	✓ ✓	✓ ✓	✓ ✓
Other	Sport grounds open fields	Agricultural centre		

Plenk

⊕ - lastest w/ st contribution of study.

C Asset based Thinking / skills + insights demonstrated / competencies (skills + thoughts + values)

E+E
31.4.2022, 60

Self-regulation skills (Interpersonal)

Self-regulation skills (Intrapersonal)

- Shared responsibility
- Reliability
- Tolerance
- Patience
- Independence
- Insight into coping with conflict, anger, feelings frustration
- flexibility
- confidence
- Relationship building

- Believing in own skills + capabilities
- Self understanding
- Self worth (making a difference)
- Self confidence (pride)
- Pos attitude
- Self insight into strengths + dev. areas
- Ind. capacity building
- Enablement
- Self determination
- Realise own skills

(cluster meet now)

Group effectiveness skills

Influential skills

- Group cohesion
- Closer relations
- collaboration
- Sense of unity
- Relationship building
- listening skills
- Interpersonal skills
- social relations
- ability to improve group relations
- Negotiation skills
- cooperation skills
- Participation skills
- debating skills
- Groupwork
- Roles + team responsibilities
- concern for others, care, support
- Shared responsibility + ownership
- Building a caring environment

- organisation and effectiveness
- Entrepreneurial skills
- Initiative
- assertiveness
- ability to inspire trust
- Planning skills
- leadership
- Problem solving
- Generating alternatives
- Future possibilities / vision
- Building partnerships / networks / relationships
- delegate

Practical outcomes / initiatives / projects

(S) / (N/S)

EMPOWERMENT ON 3 LEVELS

- individual
- school
- community

100%

① PILOT STUDY (PE)
empowerment of individuals

School
Comm.

veg. garden (S)

INFO centre (S)

(S)

Care + Support (S)

② Ngqilaneli

Ind.
School

veg. garden (S)
status dev.

academic / subject related knowledge
- parent involvement
- learner involvement

Beadwork (N/S)

(N/S)

career centre (N/S)

job opp. skills dev. + transfer knowledge sharing
School-comm networks
parent involvement
comm involvement
unemployment addressed

③ Soshanguye

Ind.
School

veg. garden (S)

PICTs support + care (S)

orphans benefit from fresh vegies
school comm networks
child-headed homes awareness programmes

④ Eerskerust

Ind.

veg. garden (S)

Remedial teaching (S)

After care (S)

progress of learners sense of accomplishment
job opportunity

Reduce abuse
parent involvement

School
Comm.

comm-school networks
home-school networks
needy children
food scheme

E

CHANGE

PERNS

① Asset-based orientation

Needs-based orientation

- focusing on assets ← focussing on needs

- seeking external help / assistance



believing in own skills / capabilities



problem solving skills

② ACTIVE

passive

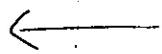
greater awareness ← ignoring problems

③ Role of educators

facilitator, change agent, supporter, community agent, pastoral role

Teacher role of teaching

④ Partnerships



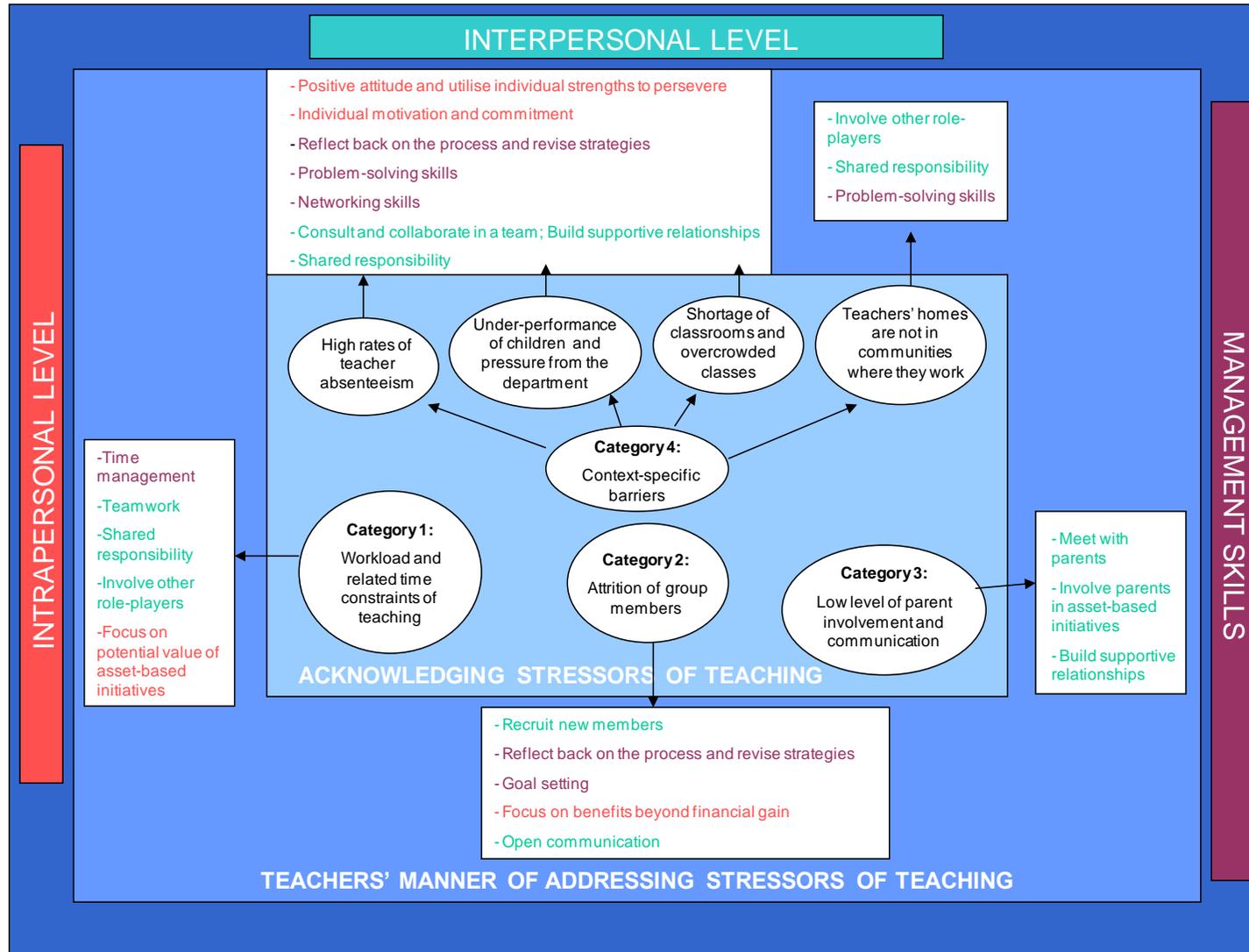
Individuals

Teamwork
networks
partnerships
teamwork
empowered members
Shared responsibility + action
school-comm partnerships

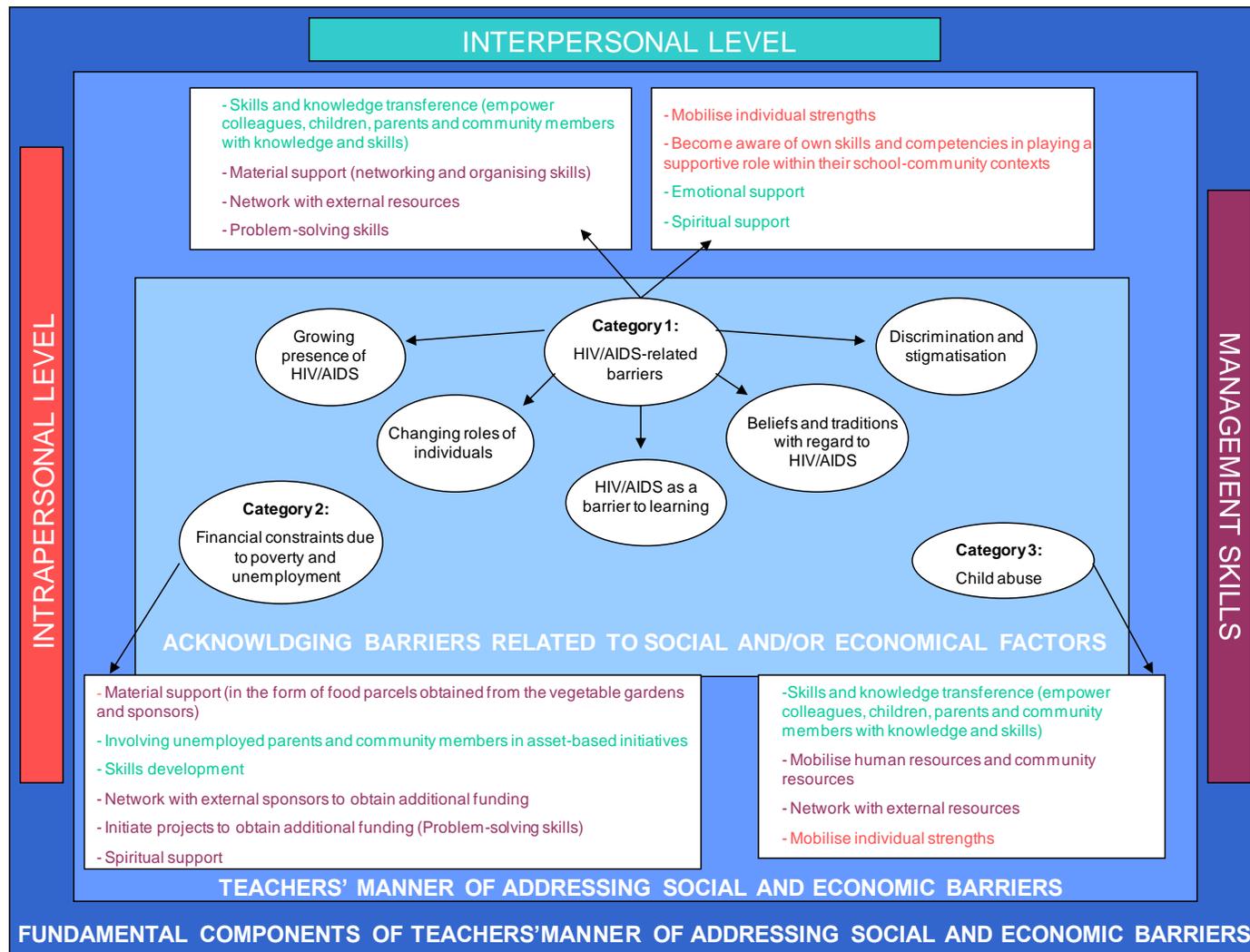


Addendum B4: The meaning making process that was followed in order to present insight in the way teachers addressed barriers resourcefully, as presented in Theme 2

My meaning-making process regarding the way teachers address stressors of teaching.



My meaning making process regarding the way teachers address social and economic barriers.

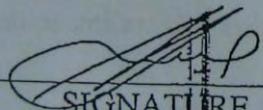


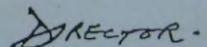
PERMISSION TO CONDUCT RESEARCH AT XXXXXXXX PRIMARY SCHOOL

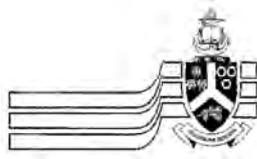
Dear Ms Ronel Ferreira

Having read the letter attached, the Department of Education, Province of the Eastern Cape, hereby grants you permission to do research at XXXXXX Primary School, by conducting workshops and facilitating discussions with selected staff members at the school, and requesting their assistance in arranging meetings with other community members.

A pre-condition is that your research is not to disrupt the planned programmes of the school and that you shall respect the authority of the principal at all times.


SIGNATURE


POSITION



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EP06/11/01

PhD: Educational Psychology

Teachers' implementation of an asset-based approach intervention for school-based psychosocial support

Tilda Loots

Department of Educational Psychology

19 July 2010

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE Dr S Bester (Acting Chairperson)

DATE

19 July 2010

CC

Prof L Ebersohn
Ms Jeannie Beukes

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.



University of Pretoria

Department of Educational Psychology
Faculty of Education
22 April 2005

Dear Sir / Madam

I am a PhD student at the University of Pretoria and am currently conducting a comparative research study on facilitating educators to empower the community to mobilise assets and resources, in support of their ability to cope with HIV/AIDS. The overall goal of this research initiative is to assist communities by means of school-based support to relieve the HIV/AIDS related stressors, as well as to build support structures that will enhance the communities' ability to cope with HIV/AIDS. The fieldwork for the study will take place during April 2005 to November 2005.

Data for the study will be collected through the process of focus groups, interviews, discussions and observation. I herewith, kindly request you to assist me with this project, by participating in the discussions that will take place during the next few months. The identities of participants and the information obtained during the project will be dealt with confidentiality and anonymously. Participants are also free to withdraw from the study at any time.

To participate in the above mentioned discussions, please complete the declaration at the bottom of this page, to confirm your willingness.

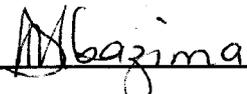
Thank you,



Tilda Loots

☎ 082 8765 27

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.

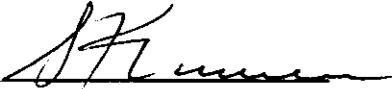
Signature: 

Date: 22/04/2005

PERMISSION TO CONDUCT RESEARCH AT XXX XXX SCHOOL

Dear Ms Tilda Loots

Having read the attached letter, I hereby grant / ~~do not grant you~~ permission to do research at XXX XXX School, by facilitating educators to empower the community to mobilise assets and resources, in support of their ability to cope with HIV/AIDS.

Signature: 

Date: 22 / 04 / 2005

MPUMALANGA PROVINCIAL GOVERNMENT

2 De Jager Street
ERMELO
2351
Republic of South
Africa



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

DEPARTMENT OF EDUCATION

Gert Sibande Region

Litilo leTefundvo 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 Ngilandi Secondary School.

2/..



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 8th 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.*

Office of the Senior Manager – Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0488 Fax: (011) 355-0286

PERMISSION TO CONDUCT RESEARCH AT XXX XXX SCHOOL

Dear Ms Tilda Loots

Having read the attached letter, I hereby grant / do not grant you permission to do research at XXX XXX School, by facilitating educators to empower the community to mobilise assets and resources, in support of their ability to cope with HIV/AIDS.

Signature:



Date:

22 / 04 / 2005

'Mama Garden' plants a field of hope

LABOUR OF LOVE: A Port Elizabeth primary school teacher's dream is now feeding her pupils – and their parents

Balisa Ntloko

WEEKEND POST CORRESPONDENT

AFTER a rocky start four years ago, a Port Elizabeth township school is enjoying the veggies – as opposed to the fruits – of its labours as it watches its special pet project flourish and provide nutrition for pupils and residents alike.

The school's "baby" – a vegetable gardening programme – was initiated by the deputy principal of Cebelihle Primary in Govan Mbeki township, Noncedo Jobela, and now involves pupils, parents, teachers and residents.

"Whenever I see our garden flourish, I feel proud," said Jobela, who is also the co-ordinator of the programme.

"I love it and live it. It has become our baby. I make time

for it even during weekends, whether I'm in gumboots or stilettos.

"My colleagues often tease me about it – they call me Mama Garden. That doesn't bother me, though."

Jobela initiated the project after her school participated in "Active Schools", a programme formed by seven schools in the Bay which ran gardening activities.

"After engaging in that programme, I knew our school could have its own garden, too, on the plot of unused land in the school's grounds, which would be helpful to learners who come from impoverished backgrounds and those who are orphaned and vulnerable."

The nature-loving teacher said the garden was started in May 2004 with the only assis-

I love it and live it. It is our baby. I make time for it even on weekends, whether I'm in gumboots or stilettos. My colleagues call me Mama Garden.

tance coming from a few pupils and two other teachers.

"The community offered a helping hand when we started. However, after the first harvest, they just vanished."

Fortunately, the garden now has 18 community volunteers – some of who have children attending Cebelihle Primary – in addition to the initial group who tended it.

With assistance from Absa bank, the garden has fencing around it to protect it from domestic animals.

Jobela said they used to sell their produce to the community in the beginning so that they could buy seedlings.

"And at times our garden didn't produce, but all that has come to pass.

"As of this year, the department of education intervened by providing seedlings and gardening tools."

It is now harvest time and the fresh cabbages, carrots, potatoes, spinach and broccoli that the garden produces come in handy for the school's feeding programme.

Sylvia Nyembezi, 31, an HIV/Aids counsellor at the school's Masizakheni Resource Centre, who joined the

gardening team in May, said her decision to do so was triggered by realising that most of the people coming to and from the centre were hungry.

Ntombomzi Duma, 35, said: "I've been working in this garden for six months and I'm quite thankful, because I sometimes get vegetables to take home."

Grade 7 pupil Siphosethu Siyazi, 16, and Grade 5 pupil Sibulele Mqawu, 12, both said the gardening programme had been of great help to them as they sometimes came to school with empty stomachs.

"If the garden was not here, some pupils would have dropped out already," said Sibulele.

The project won a certificate from the provincial education department last month.



PHOTOGRAPH: FREDLIN ADRIANN

TURF TEAM: Govan Mbeki township residents and pupils who tend to the Cebelihle Primary School vegetable garden include (from left) Siphosethu Siyazi, 16; HIV/Aids counsellor Sylvia Nyembezi, 31; Sibulele Mqawu, 12, and Ntombomzi Duma, 35.

Teachers build together against Aids

ZELDRÉ STRAUSS

CEBELIHLE Primary School in Missionvale launched their HIV/AIDS Support and Information Centre with big celebrations last week.

The school's information centre was started in 2003, when 10 female educators decided to form a support team that can do something about the pandemic in the surrounding community. They set up a task team to do research in the community to find out how HIV/AIDS-infected people are coping with the disease.

The support programme entails providing information about the disease and lending a hand to the infected parents and learners of the school, as well as those learners orphaned by the disease. The support team, known as

Masizakheni (meaning "we build together") also pay house visits to infected parents of learners, pray for them, provide them with food parcels and clothing received from sponsors.

The Masizakheni ladies also started a very successful vegetable garden at the school, which is being looked after by the learners. The vegetables are also donated to those infected and affected by HIV/AIDS.

The programme was institutionalised in co-operation with the University of Pretoria. Ronel Ferreira and two colleagues from the Faculty of Education at the University of Pretoria have been supporting and visiting the school once a year since the formation of the support team.

"These educators believe in themselves, with the solid support of their principal, Siphso Matyolo. They work

very hard, and are really making a difference with the learners, as well as the community," Ferreira says.

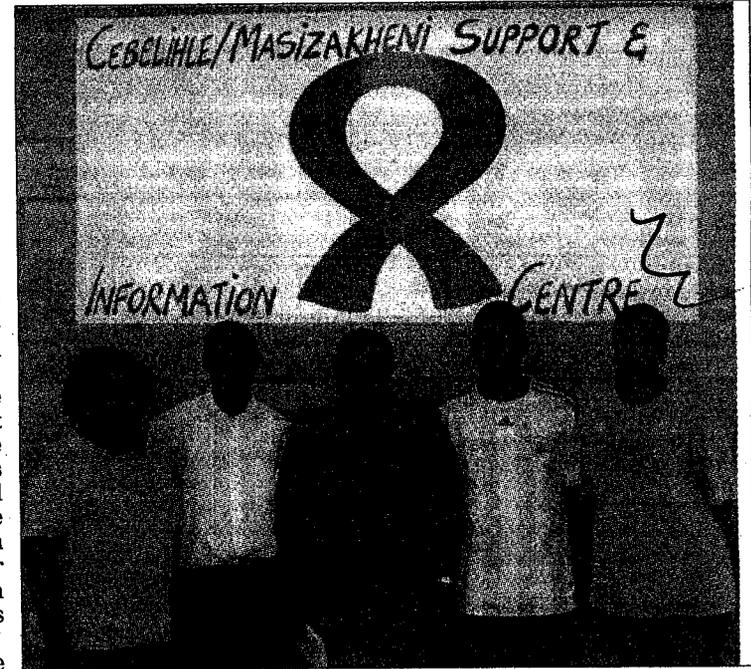
The Masizakheni team came up with the idea of utilising a building as a resource centre, where members of the community can get information about HIV and Aids. The school's sickroom was therefore converted into the Cebelihle/Masizakheni Support and Information Centre in November last year.

Says Deputy Principal Glanrose Jobeca, "We currently have eight parents and 10 learners who are infected, as well as 16 Aids orphans that we support with the food parcels and other donations." She explained that the Information Centre is open to the broader community and there they can receive information as well as emotional support.

Jobeca says that last year the school lost a parent and child to the illness. The school's Media Centre is named after one of the learners who passed away due to the illness, Lerato Basie.

Cebelihle Primary School intends to extend the programme to neighbouring schools in the near future.

Cebelihle Primary School Grade R learners performed at the opening of the centre.



Some of the people involved with the HIV/AIDS Support and Information Centre are, from left, Glanrose Jobeca, Co-ordinator of the vegetable garden, Lizo Mzini, Chairperson of the School Governing Body, Ethel Dyasi, Co-ordinator of the support groups, Kenneth Ngoma, Peace Educator and Nosiphiwe Ndoni, Information Co-ordinator.
 Photo: Zeldré Strauss

Triomf's USA trip postponed

ZELDRÉ STRAUSS

Market Day. The winner of the raffle of a television was Mr. R.M. Stowman of Cleary