

**Retrospective experiences of a rural school partnership:
informing global citizenship as a higher education agenda**

Eugene Gabriel Machimana

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**Retrospective experiences of a rural school partnership:
informing global citizenship as a higher education agenda**

by

**Eugene Gabriel Machimana
(044734460)**

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SUPERVISOR:
Dr Maximus Monaheng Sefotho

CO-SUPERVISOR:
Prof Liesel Ebersöhn

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PRETORIA



Dedication

I dedicate this thesis to Mrs Nondumiso Machimana, my loving wife, Mr Tomtenda Nkateko Machimana and Mr Minkateko Tatenda Machimana, our handsome sons. I truly thank you for the sacrifices you made to allow me the space to pursue my PhD studies. You have been so kind, supportive and patient with me throughout the journey. I will forever be indebted to you for your graciousness. I thank you from the bottom of my heart!

YES YOU CAN (Donnie Mcclurkin)

*Listen, gather 'round, I found something that you can use
And if you listen, well, I'm here to tell you, you cannot lose, oh
A simple song, simple melody, yea yea, to remind you that you can be
The greatest ever, defeated never, oh
Even though sometimes you may lose, oh my*

***Yes you can, you can do anything if you try, just try
Yes you can, but you have to believe and rely on what you have
inside***

*You can make it through your trials, for your trials will just make you
strong*

You can do anything, yes you can, oh oh oh

***Teach your children well, it's time to tell them just who they are, oh
oh oh***

***Train them as they go to let them know that they can go far, oh
Oh my brother why do you wait, now tomorrow just might be too late
For God gave the provision, made the decision, yea
You can do all things through your faith, c'mon you all say***

*Yes you can, you can do anything if you try, just try
Yes you can, but you have to believe and rely on what you have
inside*

*You can make it through your trials, for your trials will just make you
strong*

You can do anything, yes you can, oh oh oh

*Yes I can, I can do anything if I try, just try
Yes I can, but I have to believe and rely on what I have inside
I can make it through my trials, for my trials will just make me strong
I can do anything, yes I can, oh oh oh*

*I can, I can, I can, yes I can do anything
No matter what if you can just conceive it
If you believe it, then you can achieve it
No matter what if you can just conceive it
If you believe it, then you can achieve it*



Ebenezer!



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“*On our way to Badplaas, A Forever Resort, Dr Maximus Monaheng Sefotho said one has to develop a thick skin when studying towards a PhD. These words echoed what Mrs Nondumiso Machimana said on 23 May 2014*” (Research journal, 26 May 2014).

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- ➔ A special thank you to Mrs Adrie van Dyk for exceptional technical editing.
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¹ My sister-in-law

² “Whatever your hand finds to do, do it with all your might, for in the grave, where you are going, there is neither working nor planning nor knowledge nor wisdom” (Ecclesiastes 9:10).

³ My brother-in-law

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Dyondzo a yi lumi. Lexi nga heriki xa hlola!





Certificate of Language Editing

DECLARATION OF LANGUAGE EDITOR

I, Wilna Swart, hereby declare that I language-edited the PhD thesis of Mr Eugene Gabriel Machimana entitled *RETROSPECTIVE EXPERIENCES OF A RURAL SCHOOL PARTNERSHIP: INFORMING GLOBAL CITIZENSHIP AS A HIGHER EDUCATION AGENDA*, completing the final version in August 2016.

I did not have the opportunity to proofread the final draft of the thesis, therefore I cannot say whether Mr Machimana had complied with my editorial recommendations and/or the comprehensive editorial comments that had been furnished.

Wilna Swart



Wilna Swart
Associate Member

Membership number: SWA010
Membership year: March 2016 to February 2017

083 333 6810
wilnaswart7@gmail.com

www.editors.org.za

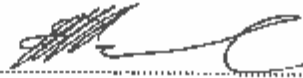


Declaration of Originality


I, Eugene Gabriel Machumana, declare that

*Retrospective experiences of a rural school partnership:
Informing global citizenship as a higher education agenda*
is my own original work and that all sources and citations from literature have
been properly acknowledged and referenced in full.


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Abstract and Key Concepts

The purpose of this study was to inform global citizenship practice as a higher education (HE) agenda by comparing retrospective experiences of a range of community engagement (CE) partners, including the often silent voices of non-researcher partners. HE-CE aims to contribute to social justice as it constructs and transfers new knowledge from the perspectives of a wide range of CE-partners. This qualitative secondary analysis study was framed theoretically by the transformative-emancipatory paradigm and meta-theoretically by phenomenology. Existing case data, generated on retrospective experiences of CE-partners in a long-term CE-partnership, were conveniently sampled to analyse and compare a range of CE-experiences (*parents* of student-clients ($n = 12$: females 10, males 2), *teachers* from the partner rural school ($n = 18$: females 12, males 6), *student-educational psychology clients* ($n = 31$: females 14, males 17), *academic service learning (ASL) students* ($n = 20$: females 17, males 3), and *researchers* ($n = 12$: females 11, males 1)). Existing data sources included verbatim transcriptions of (i) audio-recorded Participatory Reflection and Action (PRA)-directed group sessions (parents, teachers, student-clients), (ii) telephonic interviews (ASL-students, researchers) and semi-structured interviews (ASL-students); as well as rural school context observation data documented textually (audio-visual recordings and photographs) and textually (field notes).

A significant insight from this study is that a range of CE-partners experience similar benefits and challenges when a university and rural school partner. Whereas all CE-partners experience HE-CE as beneficial for human capital development, they all experience that HE-CE is challenged by the structural disparity between a rural context and operational miscommunication. CE-partners with higher education levels experienced that the HE partner is an agent that facilitates knowledge generation. These CE-partners indicated that both academic researchers and non-researchers should be valued as equal knowledge co-generator partners. CE-partners within a rural school had expectations of material gain as part of their experience of participating in this CE-partnership. CE-partners involved in educational psychology (ASL) experienced connectedness and support as a result of participating in the FLY intervention. These CE-partners also experienced FLY relationships as a great platform for establishing bonds, whilst learning from peers.

I theorise the Progressive Global Citizenship conceptual framework as a guide that points towards boundless engagement in the era of globalisation. This suggests that HE-CE should focus on innovative interventions that have support structures aimed at establishing

connections across socio-economic, cultural, racial and academic backgrounds. Therefore, I propose that HE should make a concerted effort to enhance insight, awareness, reflection, exploration and develop critical consciousness among global citizens. In my view, this calls for innovation that moves away from traditional practices in global citizenship. HE should strive to partner with many role-players as an alternative way of broadening the scope towards understanding and enriching CE interventions.

List of Key Concepts

- ➡ Global citizenship
- ➡ Higher education
- ➡ Community engagement
- ➡ Higher education/university community engagement
- ➡ Social justice
- ➡ Transformative-emancipatory paradigm
- ➡ Teachers
- ➡ Parents
- ➡ Academic service learning
- ➡ Educational psychology clients
- ➡ Retrospective experiences
- ➡ Rural schools



List of Abbreviations and Acronyms

| | |
|--------|---|
| AAU | Association of African Universities |
| AIDS | Acquired Immunodeficiency Syndrome |
| ANC | African National Congress |
| ASL | Academic Service-Learning |
| AUCC | Association of Universities and Colleges of Canada |
| CBPR | Community-Based Participatory Research |
| CE | Community Engagement |
| CEDP | Centre for Education Development Policy |
| CGCER | Centre for Global Citizenship Education and Research |
| CHE | Council on Higher Education |
| CHESP | Community-Higher Education-Service Partnerships |
| CIES | Canada's International Education Strategy |
| DBE | Department of Basic Education |
| DOCKDA | Diocese of Oudtshoorn, Cape Town, Keimoes/Upington and De Aar |
| DoE | Department of Education |
| DRC | Democratic Republic of the Congo |
| DST | Department of Science and Technology |
| ECD | Early Childhood Development |
| EOF | Equal Opportunity Foundation |
| EU | European Union |
| FLY | Flourishing Learning Youth |
| HE | Higher Education |
| HEI | Higher Education Institution |
| HEQC | Higher Education Quality Committee |
| HIV | Human Immunodeficiency Virus |
| ICT | Information and Communications Technology |
| JET | JET Education Trust |
| MEd | Master in Educational Psychology |
| NPO | Non-profit Organisation |
| NRF | National Research Foundation |

| | |
|-----------------------|--|
| OFCOLACO ⁴ | Officers Colonial Land Company |
| PGC | Progressive Global Citizenship |
| PhD | Doctor of Philosophy |
| PPSA | Planned Parenthood Association of South Africa |
| PRA | Participatory Reflection and Action |
| Qual | Qualitative |
| Quan | Quantitative |
| REAP | Rural Education Access Programme |
| RRA | Rapid Rural Appraisal |
| RSA | Republic of South Africa |
| SAHECEF | South African Higher Education Community Engagement Forum |
| SHAWCO | Students' Health and Welfare Centres Organisation |
| SNE | Special Needs Education |
| UK | United Kingdom |
| UP | University of Pretoria |
| UNDP | United Nations Development Programme |
| URAs | University regional associations |
| US | Stellenbosch University |
| USA | United States of America |
| USKOR | Stellenbosch University Clinics Organisation [Afrikaans acronym] |



⁴ is a very small village (near Tzaneen) situated in the Limpopo province of South Africa that received its name as an acronym for the Officers Colonial Land Company and was established by some demobilised British army officers after World War I.

Table of Contents

| | Page |
|------------------------------------|-------|
| Dedication | i |
| Acknowledgement | ii |
| Certificate of Language Editing | v |
| Declaration of Originality | vi |
| Ethics Clearance Certificate | vii |
| Abstract | viii |
| Key Concepts | ix |
| List of Abbreviations and Acronyms | x |
| Table of Contents | xii |
| List of Figures | xxi |
| List of Tables | xxiii |
| List of Photographs | xxv |
| List of Appendices | xxvii |

Chapter One The journey commences

| | Page |
|--|------|
| 1.1 Introduction and background | 1 |
| 1.2 Contextual background to the current study | 3 |
| 1.2.1 Socio-economic conditions that frame the current study | 7 |
| 1.3 Rationale of the study on global citizenship in the South African Context | 11 |
| 1.3.1 Reflexivity | 16 |
| 1.4 My paradigmatic lenses | 17 |
| 1.4.1 My philosophy: Idealistic ontological argument | 17 |
| 1.4.2 Meta-theory: Phenomenology | 19 |
| 1.4.3 Research methodology: Qualitative research | 21 |
| 1.4.4 Paradigm: Transformative-emancipatory paradigm | 22 |
| 1.5 Purpose and research questions | 24 |
| 1.5.1 Research purpose | 24 |
| 1.5.2 Research questions | 24 |
| 1.6 Conceptualisation | 25 |
| 1.6.1 Global citizenship | 25 |
| 1.6.2 Higher education community engagement | 25 |
| 1.6.3 Partnership and partners | 26 |

| | Page |
|--|-----------|
| 1.6.4 Retrospective experiences | 27 |
| 1.6.5 Rural schools | 27 |
| 1.7 Quality criteria of the study | 28 |
| 1.7.1 Introduction | 28 |
| 1.7.2 Credibility | 28 |
| 1.7.3 Dependability | 30 |
| 1.7.4 Transferability | 30 |
| 1.7.5 Confirmability | 31 |
| 1.7.6 Authenticity | 32 |
| 1.8 Ethical considerations | 33 |
| 1.8.1 Introduction | 33 |
| 1.8.2 Qualitative secondary data and ethics | 34 |
| 1.8.3 Institutional approval and ethics clearance | 35 |
| 1.8.4 Privacy, confidentiality and anonymity | 36 |
| 1.8.5 Copyright | 37 |
| 1.8.6 Maximizing potential benefit and avoiding bias | 37 |
| 1.8.7 Publishing | 37 |
| 1.9 Overview of the research methodology | 38 |
| 1.10 Limitations and delimitations | 40 |
| 1.11 Outline of chapters | 41 |
| 1.12 Conclusion | 43 |



Chapter Two

Previous research on global citizenship

| | Page |
|--|------|
| 2.1 Introduction | 44 |
| 2.2 Overview of Chapter Two | 45 |
| 2.3 Conceptualising and exploring global citizenship | 49 |
| 2.3.1 Global North's conceptualisation of global citizenship | 49 |
| 2.3.2 Global South's conceptualisation of global citizenship | 50 |
| 2.3.3 Internationalisation and globalisation of global citizenship education | 52 |
| 2.3.4 Global citizenship in the context of globalisation | 54 |
| 2.3.4.1 Neoliberal approach | 55 |
| 2.3.4.2 Radical approach | 56 |
| 2.3.4.3 Transformational approach | 57 |
| 2.4 The role of HE in decolonising global citizenship: post-colonial landscape | 59 |
| 2.4.1 Introductory to the HE agenda | 59 |
| 2.4.2 Advocating decolonisation of global citizenship | 61 |
| 2.4.3 HE agenda in the Global South: Indigenisation of global citizenship | 62 |
| 2.4.4 Integrating CE in the HE agenda | 69 |
| 2.5 Social justice and cognitive justice in the HE landscape | 72 |
| 2.5.1 Social and cognitive justice in the HE agenda | 72 |
| 2.5.2 Manifestation of social and cognitive justice in HE-CE | 75 |
| 2.5.3 Power in relation to prominent and marginalised voices in HE-CE | 77 |
| 2.6 Transforming HE agenda through CE-partnerships | 80 |
| 2.6.1 CE-partnerships | 80 |
| 2.6.2 Principles for effective and sustainable CE-partnerships | 82 |
| 2.6.2.1 Collaborative effort and collective leadership | 82 |
| 2.6.2.2 Communication channels | 83 |
| 2.6.2.3 Complexity of power dynamics in CE-partnerships | 85 |
| 2.6.3 Benefits and challenges of CE-partnerships | 86 |
| 2.6.3.1 Benefits of CE-partnerships | 86 |
| 2.6.3.2 Challenges in CE-partnerships | 88 |
| 2.7 Conceptual framework for progressive global citizenship and working assumptions of this study | 90 |
| 2.8 Conclusion | 93 |



Chapter Three Research methodology

| | Page |
|---|------|
| 3.1 Introduction | 94 |
| 3.2 Research design: Secondary data analysis (comparative and qualitative) | 95 |
| 3.2.1 Advantages and disadvantages of secondary data analysis | 98 |
| 3.2.1.1 Advantages of secondary data analysis | 98 |
| 3.2.1.2 Disadvantages of secondary data analysis | 99 |
| 3.3 Data generation processes and roles in the retrospective study | 100 |
| 3.3.1 Overview of the retrospective study phases and roles | 100 |
| 3.3.2 Discussion of the cohort studies in FLY | 105 |
| 3.3.2.1 Cohort demographic characteristics | 108 |
| 3.3.3 My role as a researcher in the FLY intervention | 112 |
| 3.4 Qualitative retrospective data generation | 121 |
| 3.4.1 Introduction | 121 |
| 3.4.2 PRA-directed group discussions | 123 |
| 3.4.3 Face-to-face interviews | 129 |
| 3.4.4 Qualitative questionnaires | 130 |
| 3.5 Sampling existing qualitative data for secondary analysis and comparison | 132 |
| 3.5.1 Sampling of existing qualitative data for secondary analysis and comparison | 132 |
| 3.5.2 Limitations and delimitations of convenience sampling | 134 |
| 3.6 Inductive thematic analysis for cross-case comparison | 135 |
| 3.6.1 Data analysis and interpretation | 135 |
| 3.6.2 Phase 1: In-case analysis | 135 |
| 3.6.2.1 Coding and categorising | 136 |
| 3.6.3 Phase 2: Cross-case analysis | 141 |
| 3.7 Conclusion | 142 |



Chapter Four
Theme One and Theme Two:
HE-CE provides support to a marginalised community

| | Page |
|--|------|
| 4.1 Introduction | 143 |
| 4.3 Thematic results | 144 |
| 4.4 Theme One: HE-CE provides human capital support to a marginalised community | 146 |
| 4.4.1 Subtheme 1.1: Career guidance and support in a high-risk school | 147 |
| 4.4.1.1 Category 1.1.1: HE supports students in career guidance and choice | 148 |
| 4.4.1.2 Category 1.1.1: Motivating students in their studies | 149 |
| 4.4.1.3 Category 1.1.3: HE advises students | 151 |
| 4.4.2 Subtheme 1.2: Teachers' development | 151 |
| 4.4.2.1 Category 1.2.1: HE supports teachers in career development | 152 |
| 4.5 Literature control: Summary of findings of theme one | 153 |
| 4.5.1 Introduction | 153 |
| 4.5.2 Confirmation in data of existing knowledge | 154 |
| 4.5.3 Silences related to HE-CE's provision of human capital support to a marginalised community | 154 |
| 4.5.4 Contradictions between data and existing knowledge | 155 |
| 4.5.5 Contributions to new knowledge | 156 |
| 4.6 Theme Two: Barriers in the HE-CE partnership | 157 |
| 4.6.1 Subtheme 2.1: Socio-economic challenges | 159 |
| 4.6.1.1 Category 2.1.1: Financial challenges | 159 |
| 4.6.1.2 Category 2.1.2: Geographical challenges | 160 |
| 4.6.1.3 Category 2.1.3: Social challenges | 161 |
| 4.6.2 Subtheme 2.2: Operational challenges affecting HE-CE partnership | 161 |
| 4.6.2.1 Category 2.2.1: Communication barriers | 161 |
| 4.6.2.2 Category 2.2.2: Time constraints | 163 |
| 4.6.2.3 Category 2.2.3: Workload and unclear scope | 164 |
| 4.6.2.4 Category 2.2.4: Inconsistent feedback | 165 |
| 4.6.2.5 Category 2.2.5: Conflicting expectations | 166 |
| 4.7 Literature control: summary of findings of theme two | 166 |
| 4.7.1 Introduction | 166 |
| 4.7.2 Confirmation in data of existing knowledge | 167 |
| 4.7.2.1 Global North literature | 167 |
| 4.7.2.2 Global South literature | 168 |
| 4.7.3 Silences related to barriers in the HE-CE partnership | 169 |
| 4.7.4 Contradictions between data and existing knowledge | 170 |
| 4.7.5 Contributions to new knowledge | 171 |
| 4.8 Conclusion | 171 |

Chapter Five

Theme Three and Theme Four: Views of CE-partners with HE qualifications

| | Page |
|---|------|
| 5.1 Introduction | 173 |
| 5.2 Theme Three: HE uses CE-partnership as research space to build knowledge | 175 |
| 5.2.1 Subtheme 3.1: Intervention to enable the marginalised community | 176 |
| 5.2.1.1 Category 3.1.1: Mobilisation of local resources | 176 |
| 5.2.1.2 Category 3.1.4: Enablement in a rural setting | 178 |
| 5.2.1.3 Category 3.1.3: Social justice approach | 179 |
| 5.3 Literature control: Summary of findings of Theme Three | 180 |
| 5.3.1 Introduction | 180 |
| 5.3.2 Confirmation in data of existing knowledge | 181 |
| 5.3.2.1 Global North literature | 181 |
| 5.3.2.2 Global South literature | 182 |
| 5.3.3 Silences related to HE's use of CE-partnership as research space to build knowledge | 182 |
| 5.3.4 Contradictions between data and existing knowledge | 183 |
| 5.3.5 Contributions to new knowledge | 184 |
| 5.4 Theme Four: HE-CE partnership promotes social connectedness | 184 |
| 5.4.1 Subtheme 4.1: Social connectedness through CE-partnership | 185 |
| 5.4.1.1 Category 4.1.1: Connectedness and support between ASL students and supervisors | 186 |
| 5.4.1.2 Category 4.1.2: Connectedness and support among ASL student peers | 188 |
| 5.4.1.3 Category 4.1.3: Connectedness and support between students and ASL students | 189 |
| 5.4.1.4 Category 4.1.4: Connectedness and support between the teachers and academic staff | 190 |
| 5.4.1.5 Category 4.1.5: Connectedness and support between parents and academic staff | 192 |
| 5.5 Literature control: Summary of findings of Theme Four | 193 |
| 5.5.1 Introduction | 193 |
| 5.5.2 Confirmation in data of existing knowledge | 193 |
| 5.5.3 Silences related to HE-CE partnership promoting social connectedness | 194 |
| 5.5.4 Contradictions between data and existing knowledge | 194 |
| 5.6 Conclusion | 195 |



Chapter Six

Clustered groupings of subthemes on power dynamics and global connectedness

| | Page |
|---|------|
| 6.1 Introduction | 197 |
| 6.2 Subtheme 4.2: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership | 199 |
| 6.2.1 Category 4.2.1: Roles perceived as unequal power relations | 200 |
| 6.2.2 Category 4.2.2: Unrealistic expectations of benefits | 200 |
| 6.3 Subtheme 4.3: Expectations of material gain from the HE-CE partnership | 201 |
| 6.3.1 Category 4.3.1: Sharing visual data | 203 |
| 6.3.2 Category 4.3.2: Expectations of support | 203 |
| 6.3.3 Category 4.3.3: Laboratory equipment expected | 203 |
| 6.4 Subtheme 4.4: Student development of academic and social skills | 204 |
| 6.4.1 Category 4.4.1: Respect for humanity | 205 |
| 6.4.2 Category 4.4.2: Study skills | 206 |
| 6.5 Subtheme 4.5: Connectedness to education institutions at national and international levels | 206 |
| 6.5.1 Category 4.5.1: Awareness of connectedness at national and global levels | 208 |
| 6.5.2 Category 4.5.2: Future expectations of connectedness to other education Institutions | 209 |
| 6.6 Literature control: Summary of findings of subthemes | 210 |
| 6.6.1 Introduction | 210 |
| 6.6.2 Confirmation in data of existing knowledge | 210 |
| 6.6.3 Silences related to power dynamics and global connectedness in CE partnership | 211 |
| 6.6.4 Contradictions between data and existing knowledge | 213 |
| 6.6.5 Contributions to new knowledge | 213 |
| 6.7 Conclusion | 214 |



Chapter Seven

Theme Five and outlier subthemes: Mobilisation of HE's resources for social development

| | Page |
|---|------|
| 7.1 Introduction | 216 |
| 7.2 Theme Five: positive social development of students as a result of CE-partnership | 219 |
| 7.2.1 Subtheme 5.1: Building future leaders | 219 |
| 7.2.1.1 Category 5.1.1: Sharing information and knowledge to develop moral values in students | 219 |
| 7.2.1.2 Category 5.1.2: Students' responsibility to their local community | 220 |
| 7.2.1.3 Category 5.1.3: Develop future leaders | 221 |
| 7.3 Subtheme 5.2: Language development in a cross-cultural setting | 222 |
| 7.3.1 Category 5.2.1: Language development of students | 223 |
| 7.3.2 Category 5.2.2: Cross-cultural interaction between students and outside world | 223 |
| 7.3.3 Category 5.2.3: Local ideas and knowledge are acknowledged | 224 |
| 7.4 Subtheme 5.3: Mobilisation of HE'S resources towards achieving sustainable CE-partnership | 225 |
| 7.4.1 Category 5.3.1: HE provides localised support to address psychosocial problems | 226 |
| 7.4.2 Category 5.3.2: HE uses human resources to build a sustainable collaborative CE-partnership | 227 |
| 7.4.3 Category 5.3.3: Mutuality of goals and outcomes | 227 |
| 7.5 Literature control: summary of findings of Theme Five | 228 |
| 7.5.1 Introduction | 228 |
| 7.5.2 Confirmation in data of existing knowledge | 228 |
| 7.5.2.1 Global North literature | 228 |
| 7.5.2.2 Global South literature | 230 |
| 7.5.3 Silences related to mobilisation of HE's resources towards achieving sustainable social development | 230 |
| 7.5.4 Contradictions between data and existing knowledge | 232 |
| 7.5.5 Contributions to new knowledge | 232 |
| 7.6 Conclusion | 232 |



Chapter Eight

Concluding the journey and identifying the corridor for the future

| | Page |
|---|------|
| 8.1 Introduction | 234 |
| 8.2 Answering research questions | 235 |
| 8.2.1 Secondary question 1 | 235 |
| 8.2.1.1 Understanding of HE-CE partnership by HE-rural school partners | 235 |
| 8.2.1.2 Benefits of HE-CE partnership through the multiple lenses of HE-rural school partners | 236 |
| 8.2.1.3 Barriers in HE-CE partnership based on multiple perspectives | 238 |
| 8.2.1.4 Expectations of development by HE-rural school partners | 240 |
| 8.2.2 Secondary research question 2 | 241 |
| 8.2.3 Secondary research question 3 | 244 |
| 8.3 Revisiting the theoretical conceptual framework and working assumptions to position the results of the study | 246 |
| 8.4 Corridor for future research | 249 |
| 8.4.1 Recommendations for future research | 249 |
| 8.4.2 Recommendations for practice, future training and development | 250 |
| 8.5 Conclusions | 252 |
| 8.5.1 Final reflection | 253 |
| List of References | 256 |
| Appendices | 292 |



List of Figures

| | Page |
|--|------|
| Chapter One | |
| Figure 1.1: Overview of Chapter One | 3 |
| Figure 1.2: A map of South Africa that reflects Mpumalanga province | 4 |
| Figure 1.3: The rural school is located in Mpumalanga, on the Swaziland border | 6 |
| Chapter Two | |
| Figure 2.1: Overview of the literature reviewed in Chapter Two | 45 |
| Figure 2.2: Conceptual framework that highlights globalisation approaches | 55 |
| Figure 2.3: Key elements for global citizenship Adapted from (Oxfam, 2006) | 65 |
| Figure 2.4: Engagement of Faculty Work in and with the Community | 68 |
| Figure 2.5: Illustrates interrelationship between teaching, learning and research | 80 |
| Figure 2.6: Summary of principles of sustainable CE-partnerships | 86 |
| Figure 2.7: Conceptual framework | 91 |
| Chapter Three | |
| Figure 3.1: Continuum of observer status in the FLY intervention | 113 |
| Figure 3.2: Visual representation of data coding process | 136 |
| Chapter Four | |
| Figure 4.1: Summary of themes, subthemes and categories - similarities and differences five cross-cases | 144 |
| Figure 4.2: Theme One with subthemes and categories | 145 |
| Figure 4.3: Theme Two with subthemes and categories | 146 |
| Figure 4.4: Theme One with subthemes and categories | 147 |
| Figure 4.5: Theme Two with subthemes and categories | 158 |
| Chapter Five | |
| Figure 5.1: Summary of themes, subthemes and categories – similarities between views of CE-partners with HE qualifications | 174 |
| Figure 5.2: Theme Three with subtheme and categories h subthemes and categories | 175 |
| Figure 5.3: Theme Four with subtheme and categories | 185 |
| Chapter Six | |
| Figure 6.1: Summary of Four Subthemes with categories that are similar in four cases | 198 |
| Figure 6.2: Subtheme 4.2 with categories | 199 |
| Figure 6.3: Subtheme 4.3 with categories | 202 |
| Figure 6.4: Subtheme 4.4 with categories | 204 |
| Figure 6.5: Subtheme 4.5 with categories | 207 |

| | Page |
|---|------|
| Chapter Seven | |
| Figure 7.1: Summary of Theme Five, lone voice of parents, with two unique subthemes and categories | 217 |
| Figure 7.2: Theme Five with subtheme and categories | 218 |
| Figure 7.3: Unique subtheme with categories | 222 |
| Figure 7.4: Unique subtheme with categories | 225 |
| Chapter Eight | |
| Figure 8.1: Summary of new insights into global citizenship | 235 |
| Figure 8.2: Visual representation of global citizenship evident in the current comparative case study | 242 |
| Figure 8.3: Conceptual Framework for Progressive Global Citizenship | 247 |



List of Tables

| | Page |
|--|------|
| Chapter One | |
| Table 1.1: Summary of research process..... | 5 |
| Table 1.2: Biographical information and intellectual curiosity in the current study..... | 11 |
| Table 1.3: Paradigmatic lenses and research methodology employed in this study..... | 38 |
| Table 1.4: Outline of chapters | 41 |
| Chapter Two | |
| Table 2.1: Prevailing gaps identified in literature..... | 47 |
| Table 2.2: Traditional Learning versus Academic Service-Learning..... | 67 |
| Chapter Three | |
| Table 3.1: Overview of the five datasets..... | 95 |
| Table 3.2: Research schedule and summary of research process | 103 |
| Table 3.3: Cohort details | 107 |
| Table 3.4: Demographic characteristics of parents..... | 108 |
| Table 3.5: Demographic characteristics of teachers..... | 109 |
| Table 3.6: Demographic characteristics of student-clients..... | 110 |
| Table 3.7: Demographic characteristics of ASL students..... | 111 |
| Table 3.8: Demographic characteristics of researchers..... | 112 |
| Table 3.9: Research questions asked by the co-researchers..... | 121 |
| Table 3.10: Qualitative secondary data sources..... | 133 |
| Table 3.11: Overarching inclusion and exclusion criteria..... | 139 |
| Chapter Four | |
| Table 4.1: Theme One with subthemes and categories..... | 147 |
| Table 4.2: Inclusion and exclusion criteria for subtheme 1.1: Career guidance and support in a high-risk school..... | 148 |
| Table 4.3: Inclusion and exclusion criteria for subtheme 1.2: Teachers’ development..... | 151 |
| Table 4.4: Theme Two with subthemes and categories..... | 158 |
| Table 4.5: Inclusion and exclusion criteria for subtheme 2.1: Socio-economic challenges..... | 159 |
| Table 4.6: Inclusion and exclusion criteria for subtheme 2.2: Operational challenges affecting HE-CE partnership..... | 161 |
| Chapter Five | |
| Table 5.1: Summary of Theme Three with subtheme and categories..... | 175 |
| Table 5.2: Inclusion and exclusion criteria for subtheme 3.1: Intervention to enable the marginalised community..... | 176 |

| | Page |
|---|------|
| Table 5.3: Summary of Theme Four with subtheme and categories | 185 |
| Table 5.4: Inclusion and exclusion criteria for subtheme 4.1: Social connectedness through CE-partnership | 186 |

Chapter Six

| | |
|--|-----|
| Table 6.1: Summary of Subtheme 4.2 with categories | 199 |
| Table 6.2: Inclusion and exclusion criteria for subtheme 4.2: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE partnership | 200 |
| Table 6.3: Summary of Subtheme 4.3 with categories | 202 |
| Table 6.4: Inclusion and exclusion criteria for Subtheme 4.3: Expectations of Material gain from the HE-CE partnership | 202 |
| Table 6.5: Summary of Subtheme 4.4 with categories | 205 |
| Table 6.6: Inclusion and exclusion criteria for subtheme 4.4: Student development of academic and social skills | 205 |
| Table 6.7: Summary of Subtheme 4.5 with categories | 207 |
| Table 6.8: Inclusion and exclusion criteria for Subtheme 4.5 | 208 |

Chapter Seven

| | |
|---|-----|
| Table 7.1: Summary of Theme Five with unique subtheme and categories | 218 |
| Table 7.2: Inclusion and exclusion criteria for subtheme 5.1: Building future leaders | 219 |
| Table 7.3: Summary of unique subtheme with categories Table 7.3: Summary of unique subtheme with categories | 222 |
| Table 7.4: Inclusion and exclusion criteria for subtheme 5.2 Language development in a cross-cultural setting | 223 |
| Table 7.5: Summary of unique subtheme with categories | 225 |
| Table 7.6: Inclusion and exclusion criteria for Subtheme 5.3: Mobilisation of HE's resources towards achieving sustainable CE-partnership | 226 |



List of Photographs

| | Page |
|---|------|
| Chapter One | |
| Photograph 1.1: Rural school – outside kitchen, 18 April 2013 | 8 |
| Photograph 1.2: Parent cooking for student-clients, 18 April 2013 | 8 |
| Photograph 1.3: Student-clients receiving food, 26 May 2014 | 9 |
| Photograph 1.4: Student-clients having lunch, 26 May 2014 | 9 |
| Photograph 1.5: Teachers signing informed consent forms, 22 June 2013 | 34 |
| Photograph 1.6: Student-clients signing informed consent forms, | 34 |
| 2 September 2014 | |
| Chapter Three | |
| Photograph 3.1: Cohort partners-2013 student-clients, 18 April 2013 | 106 |
| Photograph 3.2: Cohort partners-2006 student-clients, 2 September 2014 | 106 |
| Photograph 3.3: Cohort partners-2013 parents, 11 September 2013 | 107 |
| Photograph 3.4: ASL students and researcher, 5 September 2014 | 107 |
| Photograph 3.5: Mrs Marli Edwards facilitating teachers’ workshop, 22 June 2013 | 115 |
| Photograph 3.6: Mr Eugene Machimana capturing field notes during teachers’ | 115 |
| workshop, 22 June 2013 | |
| Photograph 3.7: Far left – co-researcher, 27 May 2014 | 116 |
| Photograph 3.8: Far left – partner school-teacher, 27 May 2014 | 116 |
| Photograph 3.9: Teachers participating in PRA-directed group session, | 116 |
| 22 June 2013 | |
| Photograph 3.10: Student-clients participating in PRA-directed group session, | 116 |
| 2 September 2014 | |
| Photograph 3.11: Old, neglected school vegetable garden, 29 May 2014 | 117 |
| Photograph 3.12: Typical houses in the community, 29 May 2014 | 117 |
| Photograph 3.13: Vegetable garden to supplement school feeding scheme, | 118 |
| 4 September 2014 | |
| Photograph 3.14: Vegetable garden to supplement school feeding scheme, | 118 |
| 4 September 2014 | |
| Photograph 3.15: Poster created by parents during PRA session, | 119 |
| 13 March 2013 | |
| Photograph 3.16: Teachers presenting their poster during PRA session, | 119 |
| 22 June 2013 | |
| Photograph 3.17: Student-clients presenting their poster, 3 September 2014 | 119 |
| Photograph 3.18: Poster created by parents during PRA-directed group session, | 121 |
| 3 March 2013 | |
| Photograph 3.19: Poster created by teachers during PRA-directed group session, | 122 |
| 22 June 2013 | |

| | Page |
|--|------|
| Photograph 3.20: Poster created by student-clients during PRA-directed group session, 2 September 2014 | 122 |
| Photograph 3.21: The principal investigator and parents participating in PRA directed group session, 13 March 2013 | 127 |
| Photograph 3.22: Poster created by parents during PRA-directed group session, 13 March 2013 | 127 |
| Photograph 3.23: Teachers' drawing, portraying the partnership as the sun that brings hope, 22 June 2013 | 128 |
| Photograph 3.24: Teachers presenting their poster during PRA-directed group session 22 June 2013 | 128 |
| Photograph 3.25: Student-clients creating their poster during PRA-directed group session, 2 September 2014 | 128 |
| Photograph 3.26: Student-clients presenting their poster during PRA-directed group session, 2 September 2014 | 129 |
| Photograph 3.27: Initial manual coding (Data analysis) | 138 |
| Photograph 3.28: Initial manual coding (Data analysis) | 138 |
| Chapter Four | |
| Photograph 4.1: Mrs Marli Edwards facilitating Motivation Talk Students, 2 May 2014 | 150 |
| Photograph 4.2: Mr Eugene Machimana facilitating Motivation Talk Students, 2 May 2014 | 150 |
| Photograph 4.3: Benefits of CE-partnership - Poster created by teachers, 22 June 2013 | 153 |
| Photograph 4.4: Cook fetches water, 13 March 2013 | 160 |
| Photograph 4.5: Outside kitchen, 18 April 2013 | 160 |
| Photograph 4.6: Visual depiction of the effects of communication barriers, 22 June 2013 | 163 |
| Photograph 4.7: Visual depiction of communication barriers, 22 June 2013 | 163 |
| Chapter Five | |
| Photograph 5.1: Ms Lidalize Grobler preparing for member check | 188 |
| Photograph 5.2: ASL students supervision at rural school | 188 |
| Photograph 5.3: PhD students supervision at the rural school | 188 |
| Photograph 5.4: PhD students supervision at a rural school | 188 |
| Photograph 5.5: Interaction at the rural school | 191 |
| Photograph 5.6: Dancing at the rural school | 191 |
| Photograph 5.7: Walking together in CE-partnership | 192 |
| Chapter Seven | |
| Photograph 7.1: Art-environmental enrichment, 18 April 2013 | 221 |
| Photograph 7.2: Art-environmental enrichment, 5 September 2014 | 221 |

| | Page |
|---|------|
| Photograph 7.3: Cross-cultural interaction, 18 April 2013 | 224 |
| Photograph 7.4: Cross-cultural interaction, 29 May 2014 | 224 |
| Chapter Eight | |
| Photograph 8.1: At CGCER International Conference, 6 November 2015 | 253 |
| Photograph 8.2: University of Alberta scholars, 7 November 2016 | 253 |
| Photograph 8.3: Meeting with doctoral students, 8 November 2015 | 253 |
| Photograph 8.4: At University of Alberta, 10 November 2016 | 253 |
| Photograph 8.5: Mr Eugene Machimana at University of Alberta library, 11 November 2015 | 254 |



List of Appendices

Refer to the flash disc for appendices.

| | |
|-------------|---|
| APPENDIX A: | Department of Basic Education: Mpumalanga Province |
| APPENDIX B: | Example of informed consent form |
| APPENDIX C: | Example of demographic questionnaire |
| APPENDIX D: | Research journal |
| APPENDIX E: | Field notes |
| APPENDIX F: | PhD support sessions |
| APPENDIX G: | Minutes of teachers' meeting |
| APPENDIX H: | Themes and categories |
| APPENDIX I: | In-case analysis |
| APPENDIX J: | Examples of initial analysis |
| APPENDIX K: | Visual data in photographs |
| APPENDIX L: | Videos: students participating in PRA-directed group sessions |
| APPENDIX M: | Videos: teachers participating in PRA-directed group sessions |



Chapter One

The journey commences

1.1 Introduction and background

The purpose of this study was to compare the retrospective experiences of higher education-rural school partners, including the often silent voices of non-researcher partners¹, in community engagement in order to inform global citizenship practice as a higher education agenda. Higher education (HE) aims to contribute to social justice through community engagement (CE) partnerships as it constructs and transfers new knowledge and develops responsible global citizens (Jorgenson, & Shultz, 2012; Shultz, 2007; Webber, & Jones, 2011; Hayden, 2013). The discourse in global citizenship is becoming the focal point in HE's curriculum agenda and practice (Shultz, 2007; Keating, Ortloff, & Philippou, 2009; Slamati, 2010; Osler, 2011). I propose that it is no longer enough to view society by means of the traditional role and voice of "the expert"² without engaging non-researcher partners (Trahair, 2013; Nestel et al., 2014).

The effort also to engage non-researcher partners in the current study enhanced community input into the global citizenship education agenda (Frey, & Whitehead, 2009; Trahair, 2013; Nestel et al., 2014). Like others (Shultz, 2007; Frey, & Whitehead, 2009; Osler, 2011), I view global citizenship as understanding the common humanity and problems of injustice and inequality across national boundaries. CE-partnership has become an integral part of HE's mandate of teaching, learning and research (Bender, 2008; Gonzalez-Perez, 2010; Bowen, 2013). Engagement with non-researcher partners allows us to better understand the broader range of partnership relationships (Shields, & Evans, 2012).

In comparison with countries such as Brazil and China, South Africa is among the most unequal countries in the world (Santos, 1998; Nattrass, & Seekings 2001; Gardiner, 2008; The World Bank, 2012; Tregema, & Tsela, 2012; Oxfam, 2013; United Nations, 2013) which exacerbates the exposure of rural teachers, schools, students and their families to high-risk factors that threaten their well-being (Ebersöhn, 2014; De Villiers, & Van den Berg, 2012). The sociopolitically unequal conditions in South Africa has its roots in 300 years of historical colonialism, which has been entrenched by 40 years of apartheid policies and 20 years of unequal conditions in the democratic era (Gelb, 2003; Angeles, 2005; Whitehead, Kriel, & Richter, 2005; Engelbrecht, Oswal, & Forlin, 2006; Seekings, 2007; Rohleder, Swartz,

¹ Parents/caregivers, teachers and student-clients (non-researcher partners) ASL students and researchers (researchers)

² Academic scientist (Trahair, 2013, p. 101)

Carolissen, Bozalek, & Leibowitz, 2008; The World Bank, 2012), stripped the African majority in South Africa of their assets and distorted social institutions through racial discrimination (May, 1998).

Although apartheid policies were abolished in 1994 (May, 1998), high-risk rural communities still experience unequal education hurdles due to resource inequality, which is common in the South African education landscape (Lemon, 2004; Engelbrecht et al., 2006; Leibowitz, 2010; Mapesela, Hlalele, & Alexander, 2012; The World Bank, 2012). Researchers concur that students in rural communities are still grappling with the legacy of social inequality and marginalisation, which renders them vulnerable to social risks such as a substandard education, unemployment, teenage pregnancy and drug abuse (Camino, 2000; Jenson, & Saint-Martin, 2003; Dass-Brailsford, 2005; Chipkin, & Ngqulunga, 2008). Some compounding socio-economic risk factors affecting rural students include poverty, illiteracy, a high crime rate, violence, HIV and AIDS and orphanhood (Fasko, & Fasko, 1999; Ebersöhn, & Maree, 2006; Mathee et al., 2009; Cherrington, 2010; Mampane, & Bouwer, 2011; De Lange, Mitchell, & Bhana, 2012; Machimana, 2012; The World Bank, 2012).

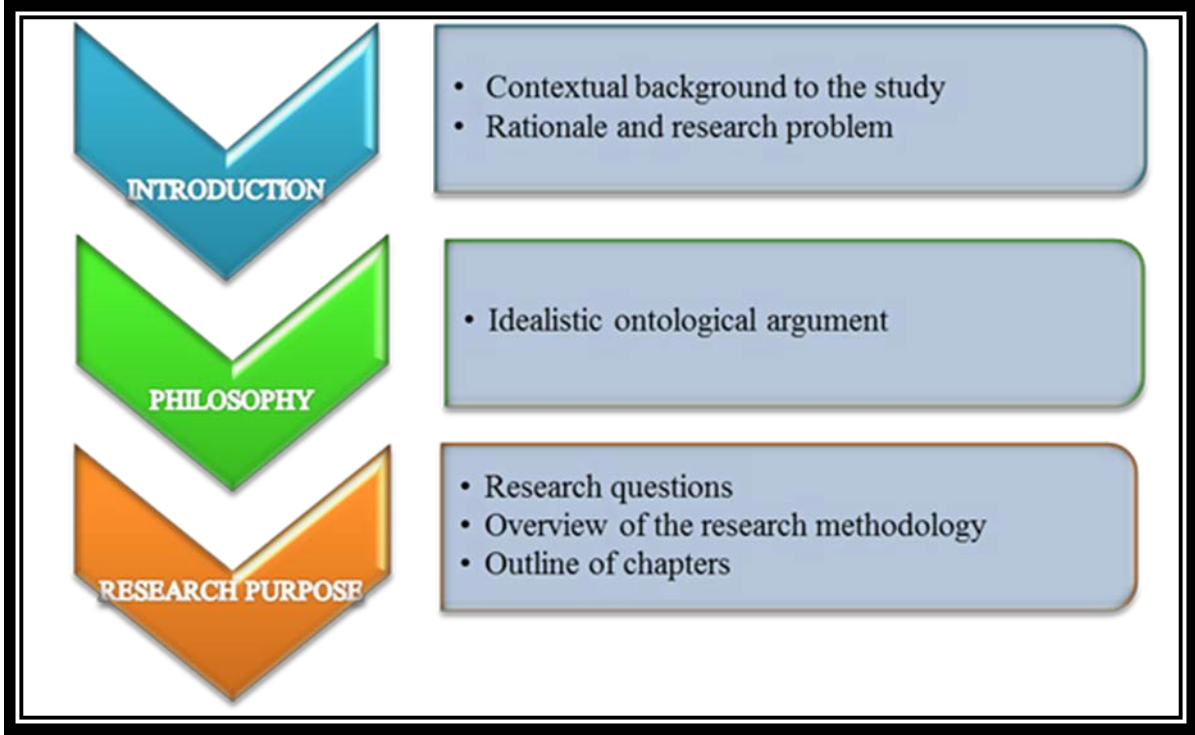
Although HE-CE partnerships are important in the global knowledge economy (Gonzalez-Perez, 2010; Shultz, 2010; Maistry, & Thakrar, 2012), in emerging-economy countries such as South Africa, CE operates in an unequal educational landscape (Ebersöhn, 2014; Ebersöhn, Loots, Eloff, & Ferreira, 2014). Ernest Boyer, amongst other scholars, calls on HE to invest resources in social, civic and ethical problems in the community (Bringle, & Hatcher, 2002; Bender, 2008; Osman, & Petersen, 2010; Kruss, Visser, Aphane, & Haupt, 2012; Ebersöhn et al., 2014). HE-CE partnerships could be used as a vehicle to redress some of the injustices of the post-colonial and apartheid system that are aimed at excluding some from economic power (Maistry, & Thakrar, 2012).

However, some partnerships undermine the weaker partner and marginalise the community in decision-making (Carlisle, 2010). Such display of unequal power in CE, through marginalising the weaker partner, defeats the purpose of a partnership (Cairney, 2000; Carlisle, 2010; Cossa, 2013). As part of this study, I have compared barriers that may hinder HE-rural school partners in achieving their collective goals. I took cognisance that this CE-partnership is in a remote South African setting, where people face extreme poverty and inequality of education (Department of Education, 1997; Whitehead et al., 2005; The World Bank, 2012; Oxfam, 2013).

In Figure 1.1 below, I present an overview of Chapter One. The quotes highlight some of my assumptions about the role of HE in global citizenship and the significance of timing.

Figure 1.1: Overview of Chapter One

“The university should contribute to the conscience of society. It should have a strong historical and ethical base” (Ashcroft, & Rayner, 2011, p. 51).
 “The best time to plant a tree is twenty years ago... The next best time is now” (An African proverb) (Van Dyk, 2001, p. iii).



1.2 Contextual background to the current study

My study of global citizenship took place in the context of the Flourishing Learning Youth (FLY) CE-partnership. FLY is an intervention that builds on a collaborative CE-partnership, and was established in 2005 between the University of Pretoria (Centre for the Study of Resilience) and a remote South African secondary school located in the Ehlanzeni District Municipality in Mpumalanga province (Ebersöhn, 2010a). Figure 1.2 below shows a map of South Africa, including Mpumalanga province in the Northeast.

Figure 1.2: A map of South Africa that reflects Mpumalanga province



The main research purpose of FLY is to build knowledge of risk and resilience in rural schools by leveraging on HE and school partnership. Mr Henry Fakude, former Deputy Principal of the partner school, initiated first contact by inviting Prof Liesel Ebersöhn to partner with a rural school as a way to address educational needs. An initial intervention study focused on teachers’ role in promoting resilience in a high-risk school (Ebersöhn, 2010b; Loots, 2011; Mbongwe, 2012). Prof Ebersöhn thereafter initiated a parallel intervention study, which includes Academic Service-Learning (ASL) to address the educational psychological needs of the participating rural school (Malekane, 2009; Cherrington, 2010; Ebersöhn, Bender, & Carvalho-Malekane, 2010; Malan, 2011).

Additional intervention research with teachers in this rural secondary school and neighbouring primary schools focuses on teaching reading (Ebersöhn, Joubert, Prinsloo, & Kriegler, 2014; Joubert, Ebersöhn, Ferreira, Du Plessis, & Moen, 2014). In the current National Research Foundation (NRF)-funded³ FLY phase, a HE-CE partnership with a rural school was investigated retrospectively. Several postgraduate students⁴ each focused on a particular theme. Table 1.1 gives an outline of the FLY processes.

³ Grant number: 82620 CEC12091412827

| Name of students | Supervisors | Titles |
|---------------------|--|--|
| Ms Lidalize Grobler | Dr Ruth Mampane Prof Liesel Ebersöhn | Parent and caregiver experiences of a higher education-school partnership providing educational psychology services |
| Mrs Marli Edwards | Prof Liesel Ebersöhn | A higher education association as pathway to teacher resilience in high-risk rural schools |
| Ms Seago Seobi | Dr Funke Omidire Prof Liesel Ebersöhn | The voices of youth in a rural school on higher education community engagement partnership |
| Ms Ina-Mari du Toit | Dr Ruth Mampane Prof Liesel Ebersöhn | Educational psychology students’ experiences of academic service learning in a higher education partnership with rural schools |
| Ms Alicia Adams | Prof Liesel Ebersöhn | Researchers’ experiences of rural school community |



Table 1.1: Summary of research process

| TIME FRAME | PARTNER COHORTS | DATA GENERATION TECHNIQUES | DATA DOCUMENTATION TECHNIQUES | STUDENT | MY ROLE |
|------------|-----------------|---|---|---|--|
| 2013 | Parents | PRA-directed group sessions | <ul style="list-style-type: none"> - Audio-visual recordings - Visual data (photographs) - Field notes - Research journal | Ms Lidalize Grobler MEd Educational Psychology | <ul style="list-style-type: none"> - Assist co-researcher with member checking - Disclosed participant observer and keep research journal |
| 2013-2014 | Teachers | PRA-directed group sessions | <ul style="list-style-type: none"> - Audio-visual recordings - Visual data (photographs) - Field notes - Research journal | Mrs Marli Edwards PhD Educational Psychology | <ul style="list-style-type: none"> - Co-generator of knowledge - Assist with facilitating PRA-directed group sessions - Document field notes - Transcribe audio-visual recordings - Observe member checking and keep research journal |
| 2014-2015 | Student-clients | PRA-directed group sessions | <ul style="list-style-type: none"> - Verbatim transcriptions of focus groups - Audio-visual recordings - Visual data (photographs) - Research journal | Ms Seago Seobi MEd Educational Psychology | <ul style="list-style-type: none"> - Assist co-researcher with PRA-directed group sessions - Document field data, e.g. visual recording |
| 2014-2015 | ASL students | Survey: <ul style="list-style-type: none"> - Face-to-face interviews - Post - Online - Telephonic | <ul style="list-style-type: none"> - Audio-visual recordings - Respective reflective journals of ASL students | Ms Ina-Mari du Toit MEd Educational Psychology | - Collaborate as co-researcher |
| 2014-2015 | Researchers | Survey: <ul style="list-style-type: none"> - Face-to-face interviews - Post, online and telephonic | <ul style="list-style-type: none"> - Visual data (photographs) - Audio-visual recordings - Respective journals of researchers | Ms Alicia Adams MEd Educational Psychology | - Collaborate as co-researcher |

Studies that include the perspective of a range of CE-partners, as well as non-researcher partners, are limited (Taylor, 2009; Shields, & Evans, 2012; Trahair, 2013). The following studies report on CE from the perspective of diverse **community partners** (Minkler, 2005; Camino, 2000; O'Brien, 2009; Carlisle, 2010; Vargas, 2012), **teachers** (Rubio-Cortés, 2010; Du Plessis, 2012; Loots, 2012; Mbongwe, 2012; Coetzee, Ebersöhn, Ferreira, & Moen, 2015), **students** (Burnett, Hamel, & Long, 2004; Krause, 2005; Rohleder, et al., 2008; Ebersöhn et al., 2010; Osman, & Petersen, 2010; Maistry, & Thakrar, 2012; Falk, 2013), **students** and **community** (Simons, & Cleary, 2005), and **researchers** (Cairney, 2000; Brown et al., 2003; Bond, & Paterson, 2005; Power et al., 2005; Moseley, 2007; Bender, 2008). I collaborated in the data generation of each of the above-mentioned Participatory Reflection and Action (PRA)

and qualitative survey studies. In my study I compared these secondary datasets as a means to understand varied partner-cases regarding HE-CE.

The five HE-rural school partners, in the current study, specifically refer to (a) the parents/caregivers of the student-clients, (b) teachers from the partner school, (c) student-clients who are doing Grade 9, (d) ASL students in HE and (e) researchers in HE. Some of the forms of CE activities employed in global citizenship education include distance education, community-based research, participatory action research, professional community service and ASL (Bender, Daniels, Lazarus, Naude, & Sattar, 2006). In the FLY partnership, CE also includes research and ASL. Figure 1.3 below shows that the rural school is located in Mpumalanga, on the border between South Africa and Swaziland.

Figure 1.3: The rural school is located in Mpumalanga, on the Swaziland border



Often higher education institutions (HEIs) are criticised for imposing their own agendas on the community and labelling such activities “community engagement” (Hall, 2010). Saltmarsh, Giles, Ward and Buglione (2009, p. 27) point out that Boyer’s assertion of “scholarship of application” is criticised as it suggests experts coming from outside to impose their ideas on the community. In contrast, CE based on mutual reciprocal partnership principles is commended in HE (O’Brien, 2009), especially when it is aligned with strength-based⁵ principles (Ebersöhn, 2013). Hall (2010) further highlights that in some instances South African HEIs would initiate activities and recruit foreign students to volunteer their services in the guise of CE. The FLY intervention meets the educational psychological needs of Grade 9 student-clients (Ebersöhn et al., 2010; Malan, 2011) and enables postgraduate students to conduct research in order to

⁵ The strength-based approach is described as an alternative approach to development whereby the community solves its current problems and minimise future problems by identifying and mobilising local, existing skills and resources (Kretzmann, & Mcknight, 1993; Eloff, & Ebersöhn, 2001; Ebersöhn, & Mbetse, 2003; Mathie, & Cunningham, 2003; Buckley, & Epstein, 2004).

enrich their academic experience (Berberet, 2002) and broaden HE-CE knowledge base (Boyer, 1996). The research intervention builds knowledge on risk and resilience in rural schools in collaboration with community partners (Malekane, 2009; Cherrington, 2010; Ebersöhn et al., 2010; Malan, 2011).

1.2.1 Socio-economic conditions that frame the current study

The FLY partner rural school referred to in this study is in Mpumalanga province in South Africa, a country whose total population is estimated at 54 000 000 (Statistics South Africa, 2014a). The estimated population of Mpumalanga province is 4 229 300 and females (2 151 350) are in the majority in relation to a male minority (2 077 973). Rural schools are far from metropolitan areas (The Departments of Basic Education and Higher Education and Training, 2011; Cuervo, 2012), but are often a major link between the community and the wider world (Seal & Harmon, 1995). In this study, the rural school that is partnering with the university is classified under ordinary public schools in contrast to independent schools (Department of Basic Education, 2014a).

Mpumalanga has 1 867 ordinary public schools, thus counting amongst the top 5 provinces with the highest number of public schools (Department of Basic Education, 2014b). The statistics are based on data collected via the 2012 SNAP Survey for Ordinary Schools and Special Needs Education (SNE), which includes both independent and public ordinary schools and the 2012 Annual Survey for Early Childhood Development (ECD) (Department of Basic Education, 2014a). In 2012, the average national student-teacher ratio was 29.2:1, while Mpumalanga recorded 30.4:1 (Department of Basic Education, 2014a). The disproportionately high number of students, namely 1 057 788, in relation to teachers, who number a mere 35 000 in Mpumalanga, negatively affects the quality of education, particularly in rural schools (Department of Basic Education, 2014b).

Rural schools are more influenced by the economic and cultural outlook of their communities than other schools (Seal & Harmon, 1995). In 2006 to 2011 Statistics South Africa (2014b) conducted a household expenditure survey using diary and recall methodology. Though the diary and recall method was suitable for expenditure data collection, the methodology burdened the respondents as they were required to keep weekly diaries for the period of a month (Statistics South Africa, 2014b). In South Africa, the urban household income of R127 576 per annum is more than two and a half times that of a rural household income of R47 847 per annum in 2011 (Statistics South Africa, 2014b). In 2011 Mpumalanga

(38.3%) was one of the four⁶ of nine provinces in South Africa in which people were living below the upper-bound poverty line (Statistics South Africa, 2014b). Another poverty indicator is the lack of flush toilets in rural households, 87% not having this facility, in sharp contrast to 11% of households in urban areas (Statistics South Africa, 2014b) that do have it. The majority (55.1%) of South African households are not using electricity for cooking, lighting or heating, as reported by Statistics South Africa (2012). Mpumalanga province is listed amongst the top three provinces that are facing these challenges owing to the lack of basic services.

The low levels of education infrastructure and lack of basic services have adverse effects on daily living in rural communities, including the teaching and learning environment (Statistics South Africa, 2012; Ebersöhn, 2014; Shisana et al., 2014). The study conducted by Statistics South Africa (2012) reveals that the majority of rural schools do not have libraries and/or science laboratories, 28.3% and 16.5% respectively.

In addition, only 59.7% of the poor population attending school reported that there was a feeding scheme at the school, with the black poor reporting the lowest at 58.9% (Statistics South Africa, 2012). Another study (Ebersöhn & Ferreira, 2011) on promoting resilience in rural schools report that a FLY partner school established a vegetable garden in order to use the produce⁷ to supplement the Department of Education’s feeding scheme (Ebersöhn & Ferreira, 2011). Both the students and their parents (or caregivers) are actively involved in cultivating the vegetable garden as this benefits the school by providing nutritional supplements (Ebersöhn & Ferreira, 2011). This school-based vegetable garden was initiated by the teachers and it is still operational. Refer to Chapter Three, section 3.3.3 for photographs (3.13 and 3.14) of the existing vegetable garden at the school. Photographs 1.1 to 1.4 below illustrate students at the partner school receiving food from the school feeding scheme.

Preparing food for feeding scheme at a rural school



Photograph 1.1: *Rural school – outside kitchen,*
18 April 2013



Photograph 1.2: *Parent cooking for student-clients,*
18 April 2013

⁶ Followed by Limpopo 50.9%, Eastern Cape 47.5% and KwaZulu-Natal 42.0%

⁷ Spinach, cabbage and tomatoes

Students benefiting from feeding scheme at a rural school



Photograph 1.3: *Student-clients receiving food,*
26 May 2014



Photograph 1.4: *Student-clients having lunch,*
26 May 2014

Moreover, a high proportion of the population living within the food poverty parameters tend to suffer from chronic illnesses such as TB, AIDS and cancer (Statistics South Africa, 2012). A study by Shisana et al. (2014) used a survey designed to collect data in South African households and hostels. The survey was conducted in 2012 and people of all ages were eligible to participate. The surveillance study of HIV infection and behaviour in South Africa (Shisana et al., 2014) found that 12.2% of the population (6.4 million people) were HIV positive in 2012. These statistics show an increase of 1.2 million when compared to the survey conducted in 2008⁸. Rural areas have a higher prevalence of HIV, in contrast with urban areas. Mpumalanga is the second most affected province in South Africa, with a 14.1% HIV prevalence (Shisana et al., 2014). Young men and women between the ages of 0-34 recorded the high HIV prevalence of 25.6% and 36.0% respectively (Shisana et al., 2014). These are youths, some of whom are still at school, while others are part of the economically active population of this country.

Nationally there are about 30.4% of people who are prevented from participating in gainful work due to chronic illness, with Mpumalanga recording 28.2% of such cases (Statistics South Africa, 2012). In 2014, the official national unemployment rate reached a high of 25.2% and women (27%) are most affected compared to their male counterparts (23.7%) (Statistics South Africa, 2014c). The increase in the unemployment rate between 2013 and 2014 is very high in Mpumalanga, which was recorded as 3.2%, second only to the Northern Cape (4.1%) (Statistics South Africa, 2014c). The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa and CEDP describe rural schools as characterised by a shortage of qualified secondary schoolteachers, particularly mathematics, science and language teachers (Gardiner, 2008; The Departments of Basic Education and

⁸ Ten percent (5.2 million) of South Africans were living with HIV in 2008

Higher Education and Training, 2011), consequently placing them at a disadvantage in comparison with urban schools (Cuervo, 2012).

Another factor contributing to the attrition of teachers in rural areas are AIDS-related deaths (The Departments of Basic Education and Higher Education and Training, 2011). It is difficult for rural areas to attract qualified teachers, especially given the prevalence of AIDS and lack of health facilities (Mulkeen, 2006). After testing over 17 000 teachers for HIV, statistics revealed that 12.7% of the teachers were HIV positive, while the prevalence rates were higher among rural teachers and younger, more inexperienced teachers in South Africa (Mulkeen, 2006).

The daily lives of people in rural communities are complicated by the poor economic conditions, lack of health services and low levels of education infrastructure. Although teachers play a key role in eliminating illiteracy, the scenario portrayed above gives rural students little hope (The Departments of Basic Education and Higher Education and Training, 2011). The lack of teachers works against the government's goal of eradicating illiteracy, which stood at 17.9% in 2001 (Aitchison & Harley, 2006). In the same year there were 27.5% of the adult⁹ population in Mpumalanga without any formal schooling (Aitchison & Harley, 2006). The implication of a lack of teachers and high level of illiteracy has a direct bearing on the failure of rural schools to shape the economic and social stratification of their communities (Seal & Harmon, 1995).

The inequalities experienced by rural schools place the concept of social justice at the centre of the current study (Cuervo, 2012). I propose robust engagement about socio-economic and socio-psychological disparities as well as inequalities experienced by students in rural schools (Department of Education, 1997; David & Clegg, 2008; Carlisle, 2010; Ebersöhn et al., 2010) with the hope of informing HE practice for global citizenship (Forrest & Kearns, 2001; Beard & Dasgupta, 2006; Jorgenson & Shultz, 2012; Hall, 2010; Green, 2011). Jenson and Saint-Martin (2003) explicate that children growing up in poverty experience learning difficulties, drop out of school, abuse drugs, commit crime, suffer teenage pregnancy and perpetuate poverty into the next generation.

In my view, it is important to address the needs of marginalised communities in line with social justice principles to prevent the further marginalisation and social exclusion of rural communities (Forrest & Kearns, 2001; Jenson & Saint-Martin, 2003). I am also of the view HE-CE can serve as a way to break people out of the poverty trap through investment in human capital (Miller, 2001; Jeannotte, 2003) as poverty perpetuates social exclusion (Jenson & Saint-

⁹ People who are 20 years and older

Martin, 2003; Beard & Dasgupta, 2006). From the background of Mpumalanga's rural schools, I move on to discuss the role of HE in decolonising global citizenship.

1.3 Rationale of the study on global citizenship in the South African context

Table 1.2: Biographical information and intellectual curiosity in the current study

I am Eugene Gabriel Machimana, a South African male, born in OFCOLACO¹ village in Limpopo province. I am married to Nondumiso and we are blessed with two sons, named Tomtenda and Minkateko. De Vos et al. (2011) allude to researchers being motivated by various factors to conduct a study. Personal interest and intellectual curiosity are two such factors that cannot be ruled out in research (De Vos et al., 2011). Therefore, my background, as discussed below, influenced my frame of reference as a qualitative researcher.

My educational qualifications include a Higher Diploma in Education from Giyani College of Education, a BA (Psychology major) from Stellenbosch University, while I also completed Honours and Masters degrees in Social Behaviour Studies in HIV/AIDS through the University of South Africa. I joined the Faculty of Veterinary Science of the University of Pretoria's (UP) in August 2010 as Community Engagement Coordinator.

I worked in the non-profit organisation sector, in which I had various positions that are related to community development, for just over a decade. I worked with the Planned Parenthood Association of South Africa (PPASA) and loveLife. I also held the position of Student Development Advisor with the Rural Education Access Programme (REAP), where I was responsible for selecting, counselling, mentoring and training students from rural areas who were studying at various universities in South Africa. Before joining the UP, I was a Project Coordinator with the Equal Opportunity Foundation (EOF), where my responsibilities included facilitating funding for, and supporting grassroots projects connected to Early Childhood Development, HIV/AIDS and Income Generation. For almost a decade (2007-2016) I have served as a Board Member of the Diocese of Oudtshoorn, Cape Town, Keimoes/Upington and De Aar (DOCKDA) Rural Development Agency, which builds capacity as regards the organisational development of small rural organisations.

In February 2013 I was invited to conduct my doctoral work within an NRF articulation of the FLY intervention. Prior this I had an indirect relationship with FLY as staff member of the university and part of the CE Forum. I attended a meeting where Prof Ebersöhn introduced the collaborative research opportunity. In this way FLY presented me with an opportunity to engage with a topic that relates to my current work at the research level. Dr Henry Annandale, the Director of Onderstepoort Veterinary Academic Hospital (OVAH), challenged me in 2010 to pursue doctoral studies in CE when I joined the Faculty of Veterinary Science. At the time I was working on my Master's degree and had a plan to pursuing doctoral studies.

Having grown up in a village, I have first-hand experience of the poverty, crime and violence that are often linked to situations of inequality (Mathee et al., 2009; Mampane, & Bouwer, 2011; De Lange, et al., 2012), which are accompanied by poor education in South Africa's rural communities (Mapesela et al., 2012). I aspire to make a contribution to the body of scientific knowledge in global citizenship as manifested in HE-CE, given its role to contribute to the local, national and global economy (David, & Clegg; 2008; Bruyere, Roybal, & Thomas, 2013), the development of a democratic society (Levine, 2007; Mooij, Smeets, & De Wit, 2011) and creating responsible global citizens (Osler, 2011). I am motivated and feel privileged to be part of the FLY research team as the current study will also contribute to my future career trajectory.

The literature that I reviewed shows that global citizenship partnership is a dominant theme in education and practice. However, global citizenship is still under-researched (Bringle, &

Hatcher, 2007; Bender, 2008; Dhillon, 2009; Ebersöhn et al., 2010; Mahoney, Levine, & Hinga, 2010). Ironically global citizenship education is a key element in restructuring post-colonial conditions (Lemon, 2004; Lemon, & Battersby-Lennard, 2009; Gonzalez-Perez, 2010; Maistry, & Thakrar, 2012) in the interest of achieving a just society (Wade, 2001; Kilpatrick, 2009; Rubio-Cortés, 2010; Andrews, 2011; Turnbull, 2014). In South Africa, African students received an inferior education in inadequately resourced settings (Lemon, & Battersby-Lennard, 2009; Leibowitz, 2010). According to Edgar Brookes, a prominent white South African liberal, apartheid education was designed to deprive the majority of African students in the national economy, limiting them to manual and subservient tasks (Lemon, 2004), consequently excluding them from competing in the global marketplace (Nair, 2003; Benneworth, & Sanderson, 2009).

Engaged scholarship of teaching, learning and research, also known as CE, can be used as a vehicle to respond to local, regional and global injustices and inequalities (Department of Education, 1997; Nair, 2003; Frey, & Whitehead, 2009; Keating et al., 2009; Leibowitz, 2010). I agree that working in partnership with a rural community (Frabutt, 2010) could enhance critical research and provide support for the researchers (Leibowitz, 2010). In this study, it would be interesting to observe how social capital (Dhillon, 2009) developed through encouraging CE could contribute to a “cure for social inequality and lack of social trust associated with ethnic diversity” (Cheong, 2006, p. 369) in the South African context.

CE is prominent in the United States of America (USA) and has also been adopted in Australia and South Africa (Boyer, 1996; Jeannotte, 2003; Bringle, & Hatcher, 2007; Butin, 2012; Bowen, 2013; Erasmus, 2014). Following this statement, I present what is known and some gaps that I identified in each of the above-mentioned countries. It is known that CE is a major innovation in HE and it is well established in America (Jeannotte, 2003; Bringle, & Hatcher, 2007; Butin, 2012). Besides entrenching CE, the American scholars are reviewing progress made in CE in the past 20 years (O’Meara, Sandmann, Saltmarsh, & Giles, 2011; Pike, Kuh, McCormick, 2011). Researchers are critically examining core components that would allow HE to realise Ernest Boyer’s vision of connecting universities’ resources to real-world social, civic and economic needs of society (Libler, n.d.; Boyer, 1996; Colbeck, & Michael, 2006; Bringle, & Hatcher, 2009; Pike et al., 2011).

Empirical evidence reflects that many faculties utilise CE for teaching, learning and research purposes (Berberet, 2002; Abes, Jackson, & Jones, 2002; O’Meara, 2008; Bednarz, Chalkley, Fletcher, Hay, Le Heron, Mohan, & Trafford, 2008). Epistemology, or how faculty approaches knowledge creation, is also an important factor in CE (Vogelgesang, Denson, & Jayakumar, 2010). The studies that examine progress are mainly conducted by scholars on

campus and between university and communities (Jeannotte, 2003; Bringle, & Hatcher, 2007; O'Meara et al., 2011; Pike, et al., 2011; Butin, 2012). Some of the studies are reviewing the gaps between the work done in America and other countries, including rural communities in South Africa (Moseley, 2007; Greene, Marti, & McClenney, 2008; Thomson, Smith-Tolken, Naidoo, & Bringle, 2011). Moseley (2007) notes that rural communities are often taken for granted in the research process, yet they are also important partners. The review of CE would help universities institutionalise CE practices and improve policies for the mutual benefit of all partners involved regardless of their setting (Moseley, 2007; Furco, & Miller, 2009).

CE-partnership between HEIs and communities are complex (Strier, 2011) since there are differences in cultural experiences and gaps in understanding between the partners (Bringle, & Hatcher, 2002). Hart, Northmore, Gerhardt and Rodriguez (2009) affirm that it is difficult to establish CE-partnerships between partners from diverse backgrounds and cultures who have diverse needs. For example, HEIs and the community have several approaches to knowledge generation and problem-solving (Bringle, & Hatcher, 2002). Notwithstanding the partnership problems, the rural school and community can be drawn closer together to establish "cohesive learning" (Rubio-Cortés, 2010, p. 4) and cohesive community (Wilkinson, 1997; Andrews, 2011; Cheong, 2006). My study sheds light on understanding CE-partnerships (Bringle, & Hatcher, 2002) that expose students to diverse cultural groups (Burnett et al., 2004).

In addition, there is a need for studies, frameworks and methods that overlap in investigating different sectors of faculty work and the theories of diverse sciences (O'Meara et al., 2011). It is also important to research the way the new generation of faculty members can transform institutional values by integrating CE into their daily practices, priorities and commitments (O'Meara, 2008). Ethnographic studies should be conducted to establish what faculty members are learning in the field as opposed to only doing what they do (O'Meara et al., 2011). Little seems to be known about the extent to which participation in CE enhances students' learning of discipline knowledge and nurtures attitudes and actions towards active participation in a global democratic society (Colbeck, & Michael, 2006). My study would also contribute knowledge pertaining to students' attitude to and participation in global citizenship. This is done against the background of a growing interest in incorporating youth¹⁰ perspectives in research and policy-making (Hohenemser, & Marshall, 2002; Foster, Gieck, & Dienst, 2005; Taylor, 2009). However, as a co-researcher I was aware that engaging students in research could present challenges as they frequently move, change phone numbers and may be skeptical about the value and purpose of the research (Petrie, Fiorelli, & O'Donnell, 2006; Taylor,

¹⁰ Known as non-researcher partner (students) in the current study

2009). In Chapter Three I report about the challenges that my co-researcher experienced with her student participants.

Australian universities are responding to government's HE policy by committing to social justice through CE (Webber, & Jones, 2011). In Australia it is argued that "third stream activities," also as known as CE, should supplement teaching, learning and research in the HE agenda (Smith, O'Brien, & Jerrim, 2008; Webber, & Jones, 2011). Community service-learning, particularly partnering with marginalised communities, is becoming increasingly vital for teacher-education students (Butcher et al., 2003). National and international literature on teacher education was reviewed in order to inform CE-partnerships (Butcher et al., 2003; Krause, 2005; Smith et al., 2008; Kilpatrick, 2009). Existing literature shows that working in partnership with schools equips students to work in a diverse, difficult and challenging context (Butcher et al., 2003; Smith et al., 2008). The aim of partnership is to develop individuals who are tolerant, compassionate, socially trusting and responsible, engaged global citizens (Shultz, 2007; Frey, & Whitehead, 2009).

Moreover, universities are taking in their position as repositories of existing knowledge and as centres for the generation and dissemination of new knowledge (Webber, & Jones, 2011). HE is committed to working for and with communities as a major contributor to local, national and international economies for social justice and equity (Australian Catholic University, 1998; Smith et al., 2008).

HE adopted the community development approach to CE with the aim of empowering marginalised communities (Kilpatrick, 2009). Australian universities focus on empowering rural communities, health services and other community organisations with skills for developing effective partnerships (Kilpatrick, 2009). The increased popularity of empowerment discourse encourages the building of social capital and capacitating communities in decision-making processes (Nathan, Harris, Kemp, & Harris-Roxas, 2006). The study by Nathan et al. (2006) was conducted in a rural setting with the aim of understanding the community in order to align health programmes with community resources. It is known that rural communities can be conservative and suspicious of change (Johns, Kilpatrick, & Whelan, 2007); however, effective partnerships can produce a sense of community ownership of development programmes (Farmer, Dawson, Martin, & Tucker, 2007).

While it is clear that HE should engage the local community (Krause, 2005) little is known about whether communities are satisfied when they are involved in the planning and development of their own development programmes (Kilpatrick, 2009). It is equally important for academics and students to be involved in the learning community on the campus and form a

link between the university and the community (Krause, 2005). Personal factors that motivate and sustain CE are under-researched (Butcher et al., 2003; Wright et al., 2011). The scope of this study focused on these identified gaps, more specifically on understanding the benefits, barriers in HE-CE partnership and the expectations of community partners.

Scholars note that globalisation has brought structural changes to education, although there is uncertainty about the effects on the curriculum and practice (Frey, & Whitehead, 2009). In South Africa, the effect of globalisation has influenced the promotion of CE-partnership as a core theme in the HE agenda (O'Brien, 2009; Kruss, 2012). CE is promoted within the social justice frameworks, as in the Australian context (Osman, & Petersen, 2010). Partnership is used as a currency of engagement between the university and community (Bender, 2008). South African HE has the mandate to use CE-partnerships to develop responsible human capital (Bender, 2008), including developing social and economic sectors of local communities (Maistry, & Thakrar, 2012).

HE is not only viewed as a hub for knowledge, but also one for receiving knowledge from the community partners (O'Brien, 2009). From the perspective of academics, the local community members and service-providers with whom there was engagement in service-learning, it was established that inequitable power relationships and erratic participation by community partners seriously challenge the effectiveness and sustainability of CE initiatives (O'Brien, 2009). To address these challenges, mutual partnership and equity is pivotal in South African HE-CE, especially against the background of inequality (Miller, 2001; Andrews, 2011; Maistry, & Thakrar, 2012; The World Bank, 2012; Oxfam, 2013).

At a practical level, HE should make CE-partnership central to its mission and move away from outreach and service that are unidirectional and paternalistic in nature (Bowen, 2013). Partnership principles that enhance sustainability include commitment, equity, capacity-building and respect for existing networks (O'Brien, 2009). Moreover, CE should be characterised by mutual reciprocal collaboration and rooted in candid partnership between HE and the community (Berberet, 2002; Mariage, & Garmon, 2003; Moseley, 2007; Bednarz, et al., 2008; Bowen, 2013).

It seems that little research has been conducted into the factors of CE in South Africa (Bringle, & Hatcher, 2002) that hinder progress in the implementation of effective and sustainable CE-partnerships (Burnett et al., 2004; O'Brien, 2009). Furthermore, this hampers the development of a conceptual and theoretical framework for curricular CE (Bringle, & Hatcher, 2002; Mariage, & Garmon, 2003; Bringle, & Hatcher 2007; Bender, 2008; Hall, 2010). Despite the lack of conceptual clarity in CE (Hall, 2010; Osman, & Petersen, 2010; Kruss, 2012), South African HE is developing and growing in HE-CE field for the benefit of

poor and marginalised communities (Bringle, & Hatcher, 2007; Chipkin, & Ngqulunga, 2008; Rohleder, et al., 2008; Bowen, 2013). As in Australia, the process of developing practice and policies on CE is ongoing and hopefully it would clarify the “confusion both in literature and among academics” about the concepts of “community engagement”, “community service” and “community outreach” (Webber, & Jones, 2011, p. 24).

There is a need for researchers to include community partners in knowledge generation, which is currently exclusive to HE, the state and business (O’Brien, 2009; Trahair, 2013). It is also important to learn from students about how South Africans talk about their differences and how they experience CE-partnerships (Leibowitz, 2010). Emmett (2000) emphasises that there is a widening gap between rhetoric and real-life implementation of community participation. More can still be done as regards South African studies and publications of good practice on CE from a social justice framework’s perspective (Osman, & Petersen, 2010). Given how little seems to be known of the experiences of a range of community partners, my study sought to influence HE on good practices in global citizenship (Butcher et al., 2003). I strived to acknowledge the local knowledges and knowers as I believe in the promotion of cognitive justice through research and practice (Santos, 2007; Visvanathan, 2009; Veintie, 2013).

Despite a remarkable dearth of research regarding longitudinal case studies (Flick, 2004a; Hays, 2004; Caputo, 2005; Fogel, & Cook, 2006) that analyse HE-rural school CE-partnerships there remains limited research for purposes of understanding CE-partnerships, including a range of perspectives (Groenewald, 2004; Dhillon, 2009; Turnbull, 2014). My study is unique, given that I have compared retrospective qualitative data collected from the perspective of a wide range of partners, including three non-researcher partners who are knowers of and contributors to local knowledges in the global world (Ward, & Wolf-Wendel, 2000; Burnett et al., 2004; Van der Velden, 2006; Veintie, 2013). As such, the current study aimed to add insight to literature (Simons, & Cleary, 2005; Ivankova, Creswell, & Clark, 2007) regarding HE-CE in the context of global citizenship education for social justice (Wade, 2001; Frey, & Whitehead, 2009) with specific focus on the identified gaps discussed above. Given the aforementioned rationale and my background in development work, I was eager to make a contribution to the HE agenda to inform practice for global citizenship.

1.3.1 Reflexivity

As discussed in detail in Chapter Three, section 3.3.3, throughout the study I reflected on my role as a co-researcher and how my personal background shaped the interpretations of the data (Creswell, 2014). I saw reflexivity as being about repeatedly engaging in internal conversation about this study (Berg, 2009). In relation to undertaking a qualitative study, it is about

accounting for my role in shaping the study (Altheide, & Johnson, 2011). During the entire process of the study I was aware that culture, and the experience of having lived in a rural community had the potential to shape the meaning I ascribe to the data (Creswell, 2014).

Although individual FLY co-researchers kept research journals and field notes, I also kept my own research journal and field notes to record systematic qualitative observations (Etherington, 2004; Berg, 2009; Lodico et al., 2010). This record provides systematic and detailed descriptions of my observations in the field (Luttrell, 2010; Neuman, 2014). In this study, I wanted to “position” myself in writing this thesis as it is “no longer acceptable to be the omniscient, distanced qualitative writer” (Creswell, 2013, p. 214 & 216).

In addition, James Clifford (as cited in Lankshear & Knobel, 2004, p. 229) states that good field notes are reflected in a quality written account, showing that “you are there”, systematically observing real-life interactions. Quinn (2010) affirms that field notes capture the overall conversation and parts of the speech. I attempted to use a research journal and field notes to capture both descriptions and reflections (Lodico et al., 2010) (refer to Appendixes D and E). Although there is an element of subjectivity in this qualitative study, it was critical for me to describe the behaviour of the partners in a non-judgemental manner (Lankshear & Knobel, 2004).

The research journal was a means of recording my feelings, emotional experience and the main decisions throughout the research process (Neuman, 1997; Etherington, 2004). According to Neuman (1997, p. 366), the research journal is part of the personal reflective data, which “...provide an outlet for a researcher and a way to cope with stress...”. The research journal helped me to evaluate direct observations (Hays, 2004) or inference notes during the data analysis phase. Quinn (2010) warns that notes taken in the field might miss some key information that may have been, communicated, hence I also used audiovisual recordings provided by co-researchers.

1.4 My paradigmatic lenses

1.4.1 My philosophy: Idealistic ontological argument

I situate my ontological argument in idealism, which propagates “...that all that exists is in some manner dependent on cognition...” (Parker, 1994, p. 51). In the view of Peirce’s (n.d.) cited in Parker (1994), idealism is a metaphysical principle conflicting with materialism or physicalism. I am in agreement with Denzin and Lincoln (2011a, p. 12), who claim that qualitative researchers are philosophers because they “...are guided by highly abstract principles” (Bateson, 1972, p. 320). I argue that philosophers exploit ideas to study ideas and

this informs their ontological perspective (Mander, 2012). In essence, philosophy cannot isolate its knowing from what it knows (Mander, 2012). According to Sefotho (2015) qualitative doctoral studies are grounded in and motivated by a particular philosophical ontology that guides the researcher. Phenomenon is a vital element “of a being to be studied”, yet it is not tangible (Sefotho, 2015, p. 29). Researchers (Offer, 2003; Padui, 2013; Sefotho, 2013) concur that the purpose of philosophy in qualitative research is to inform the understanding of the inquiry.

The father of modern idealism is Immanuel Kant (Mander, 2012, p. 994), who believed that one cannot “pass from a mere concept of something... to its actual existence”. This is one of the distinctive-features differentiating idealism from realism. Hegel disagrees with Kant as he advances the idealistic ontological argument (Mander, 2012). Hegel argues that there is no gap between knowledge and reality (Mander, 2012). Harrelson (2012) confirms that the human mind cannot be utterly detached from reality, for example, something that is constructed and known by the research participants and the researcher is a reality on its own. Having said this, note that, “we cannot pass from just any concept to its actual instantiation” (Mander, 2012, p. 995). I accept that idealistic ontological arguments are crucial (Harrelson, 2012) for understanding the human social world (Padui, 2013).

Padui (2013) remarks that modern philosophy makes a distinction between the human social world and the natural world. The different ontological viewpoints have imperative repercussions as they influence researchers towards qualitative or quantitative studies. Parker (1994) expounds this by insisting that there is a distinction between subjective and objective research. I conceptualised the Participatory Rural Appraisal (also known as Participatory Reflection and Action) (Chambers, 1994a; Ferreira, 2006; Ebersöhn, 2013) study within the interpretive qualitative methodology, which acknowledges the subjectivity of the researcher (Lather, 2004; Grix, 2010; De Vos et al., 2011). As a researcher, I was curious about the narrative that I would hear from the voices usually absent in global citizenship studies, because this is the basis of philosophy and it has links with phenomenology (DeMarrais, 2004; Bogdan, & Biklen, 2010; Harrelson, 2012; Trahair, 2013; Nestel et al., 2014).

I stand in agreement with the idealistic philosophical view (Parker, 1994) that advocates the appropriate “full understanding” of the phenomenon being studied (Offer, 2003, p. 228). My philosophical view correlates with phenomenology (Creswell, 2003; Bogdan, & Biklen, 2010) and is influenced by Hegel, who is a “pluralist” (Padui, 2013, p. 126). In essence I reason that phenomena exist in many different forms (Padui, 2013) and some researchers call this multiple realities (Creswell, 2003; Adams, Collair, Oswald, & Perold, 2004; Charmaz, 2011; Neuman, 2014; Sefotho, 2015). The idealist’s emphasis on the full understanding of a

phenomenon correlates with my interpretive qualitative research methodology (Babbie, & Mouton, 2001; Adams et. al., 2004; Angrosino, & Rosenberg, 2011; Babbie, 2013). Guided by the idealist ontological perspective (Mander, 2012), I sought to understand the experiences of the FLY partners as they engage in CE-partnership within their social context (Neuman, 1997; Neuman, 2014).

The current longitudinal case study was conducted in the natural setting of the partners (De Vos et al., 2011). The working assumption of the study was therefore that the results of the current study would benefit the HE-rural school CE-partners, and personally and intellectually enrich me. I have been involved in development work for almost two decades and I believe that it is about time to make a philosophical contribution to academia. The following section presents the meta-theory (Phenomenology) of the current study.

1.4.2 Meta-theory: Phenomenology

Phenomenology is preferred as a meta-theory in the current study. The phenomenological perspective resonates with the current qualitative study that utilised comparative qualitative secondary analysis as research design. German philosopher Edmund Husserl (1859-1938) is regarded as the founder of phenomenology in the twentieth century (Groenewald, 2004; Denzin, & Lincoln, 2011a). Cohen, Manion and Morrison (2000, p. 23) broadly define phenomenology as “a theoretical point of view that advocates the study of direct experience taken at face value, and one which sees behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality”. I framed the current study within the perspective of phenomenology with the aim of gaining a deeper understanding of the experiences (DeMarrais, 2004; Brink, Van der Walt, & Van Rensburg, 2012) of the partners in their own context (Bogdan, & Biklen, 2010; Neuman, 2014), namely that of HE-CE partnership. I made every effort not to assume meaning about the existing HE-CE-partnership, but to begin the study with “silence” (Bogdan, & Biklen, 2010, p. 33). In my view, “silence” means that I attempted to make meaning of the partners’ experiences from their perception of the conceptual world of CE-partnership.

Lodico et al. (2010) note that phenomenology is associated with the social constructivist approach. The theoretical assumption underlying phenomenological research is that knowledge is socially constructed and the world constitutes multiple realities (Cohen et al., 2000; Creswell, 2003; Bogdan, & Biklen, 2010). The phenomenological meta-theory echoes the researcher’s philosophical standpoint of idealism, which advocates pluralism or multiple realities (Adams, et al., 2004; Padui, 2013; Sefotho, 2015). The researcher used phenomenology to support the argument that FLY partnership should be described with

precision (Lodico et al., 2000; Groenewald, 2004) and according to the lived experience (DeMarrais, 2004; Finlay, 2012) of the partners. After describing reality in the words of the partners (Lodico et al., 2010; Neuman, 2014), I compared the retrospective experiences during data analysis phase to establish the unique individual realities of the partners and their communalities (Lodico et al., 2010).

Cohen et al. (2000) propose that knowledge of a phenomenon is informed by people who experience the phenomenon in a natural social interaction. DeMarrais (2004, p. 57) agrees that the goal of phenomenologists is to learn about the “essence” or nature of lived experience in a particular context. The partners reflected retrospectively on their experiences to make meaning of the FLY CE-partnership. Edmund Husserl coined the catch phrase “back to the things!” (Cohen et al., 2000, p. 24) referring to retrospective reflections for making meaning of social reality. In light of meaning-making, it was crucial to free myself from preconceptions of the world and personal bias to be able to view the social world as constructed by the FLY partners (Cohen et al., 2000; Lodico et al., 2010). The phenomenological perspective cautions against the researcher’s bias in entering the unique conceptual world of the research participants (Groenewald, 2004; Bogdan, & Biklen, 2010). However, Cohen et al. (2000) affirm that the phenomenological perspective emphasises that the researcher should attempt to move into participants’ settings, perceptions and attitudes to affirm the authenticity of the study. I attempted to give meaning through reflexivity (Cohen et al., 2000) and I also examine my own subjectivity (Lodico et al., 2010) throughout the qualitative secondary data analysis process.

As a researcher utilising phenomenology, I attempted to get as close to the partners’ lived experience as possible (Giorgi, 1992; DeMarrais, 2004; Finlay, 2012; Neuman, 2014). It is difficult to achieve this unequivocally and it limits the current study. For example, I was unable directly to observe the parents when they participated in PRA-directed group sessions during the data collection process. In addition, I was unable directly to observe the cohort partners¹¹ who participated in qualitative survey studies. However, I observed the parents during member checking. My biased perception of the phenomenon under study may obscure the research process (Cohen et al., 2000; Robson, 2002; Lodico et al., 2010). Moreover, a qualitative researcher using the phenomenological approach may easily be absorbed in the data collection process and neglect to reflect on the experience (Groenewald, 2004). It was important for me to guard against this by maintaining the reflexivity attitude throughout this study (Robson, 2002; Etherington, 2004; Hays, 2004; Quinn, 2010). I agree with Nieuwenhuis (2007a, p. 79) that my role as “research instrument” during context observation and co-generation of data makes it difficult to be completely objective in the current study.

¹¹ ASL students and researchers

1.4.3 Research methodology: Qualitative research

In the current study, I utilised the qualitative research methodology. According to Lankshear and Knobel (2004) qualitative research is the multifaceted collection of perspectives and methods that have developed from different theories and disciplines. Lankshear and Knobel (2004, p. 68) further note that the ontology of qualitative study originates from “interpretive sociology”. The utilisation of the qualitative methodology was appropriate in the current study as I was interested in gaining in-depth insight into the understanding (phenomenology) of partners of HE-rural school CE-partnership (Babbie, & Mouton, 2001; Creswell, 2003; Ivankova et al., 2007; De Vos et al., 2011; Neuman, 2014). Nieuwenhuis (2007a) argues that qualitative research emphasises studying human actions within their natural environment. I did not manipulate the phenomenon under study in order to get a real-world perspective of HE-rural school CE-partnership.

Glesne (2006) indicates that the qualitative methodology allows the researcher to contextualise and interpret the complexity of experiences, feelings and thoughts from the participants’ perspective rather than from the researcher’s viewpoint. Babbie and Mouton (2001, p. 270) state that studying human action from their perspective is called the “emic” or “insider” approach and this echoes the phenomenological meta-theory (Cohen et al., 2000; Bogdan, & Biklen, 2010). The emic approach aided my understanding of the phenomenon in a natural environment (Chambers, 1994) and De Vos et al. (2011, p. 331) propose that I “become an insider while remaining an outsider”. Henning, Van Rensburg and Smit (2004) concur that the choice of qualitative methodology allows the researcher to look deeper into the phenomenon, rather than just finding the statistical effects, as is the case in quantitative studies.

The qualitative study is criticised for its subjectivity and unreliability (De Vos et al., 2011). I agree with Nieuwenhuis (2007a, p. 79) that my role as “research instrument” during context observation and the co-generation of data made it difficult to be completely objective in the current study. Through context observation, it was critical that I got involved and immersed in the changing environment in order to absorb (Neuman, 1997; Ivankova et al., 2007; Neuman, 2014) information from the real-life context. I endeavoured to put myself in the shoes of the partners being observed in order to understand their actions, decisions, behaviour and practice from their standpoint (Babbie, & Mouton, 2001; Brink et al., 2012).

The primary goal of qualitative research is to describe and understand a phenomenon in real life (Babbie, & Mouton 2001; Babbie, 2013). I was intrigued about details and this is in line with my purpose of conducting research into HE-rural school CE-partnership (Neuman, 1997). I was interested in understanding the retrospective experiences of partners within their natural setting. For the purposes of this study and in attempting to understand global

citizenship partnership, I discuss hereafter the transformative-emancipatory framework that underpins this study.

1.4.4 Paradigm: Transformative-emancipatory paradigm

In the current study the Transformative-emancipatory paradigm is used for reasoning, reflecting and exploring ways of fostering the emancipation of marginalised groups (Jansen, 2004; Jansen, 2007; Gall, Gall, & Borg, 2010; De Vos et al., 2011; Lapum et al., 2012). I chose to use the Transformative-emancipatory paradigm in the context of globalisation (Jorgenson, & Shultz, 2012; Canadian Council for International Cooperation [CCIC], 1996; Shultz, 2007) and renewed research into social justice for addressing inequalities in society (Mertens, 2004; Mertens, 2005; Denzin, & Lincoln, 2011c; De Vos et al., 2011; Lapum et al., 2012). According to the transformationalist global citizen perspective, globalisation is not a new form of imperialism or the route to a single global market (Shultz, 2007). However, globalisation has created a complex and dynamic set of local, national and international relationships that resulted in new forms of inclusion and exclusion (Shultz, 2007). Consequently there is a need to establish new approaches to negotiating between local and global actions to resolve conflict and achieve acting in solidarity (Shultz, 2007).

I argue for the Transformative-emancipatory paradigm, drawing from renowned education philosopher Paulo Freire's theory of the Pedagogy of the Oppressed (Freire, 1972; Freire, 1992; Irwin, 2012). Freire is a Brazilian, one of the greatest thinkers on education and politics of liberation (McLaren, & Leonard, 1993). Well known for his literacy campaigns and seminar work, Pedagogy of the Oppressed, his thinking challenged the status quo of social, economic and political domination of the poor (Freire, & Macedo, 1987; McLaren, & Leonard, 1993). Like Freire, I argue that human beings are active beings, capable of reflection on the condition and themselves (Freire, 1972; Freire, 1973; Freire, 1992; Freire, 1993). Through this critical reflection process, people are able to separate themselves from the world "in order to find their place in it and with it" (Freire, 1973, p. 105). The domination of the marginalised, either ideologically or physically, is the greatest tragedy of modern society. However, the marginalised are able to bring about transformation as they engage actively in reality with a critical and flexible spirit (Freire, 1972; Freire, 1973; Freire, 1992; Irwin, 2012).

Transformative-emancipatory strategies should be developed for sustainable human development and global citizenship (CCIC, 1996; Tilbury, 2011). Another dimension of the transformational paradigm relates to establishing relationship between donors and global issues that enhance the transformative perspective of development (CCIC, 1996). Donors who advocate this framework provide major funding for transformative research, which provides

the potential for practical change in the community (Wagner, & Alexander, 2013). In the environment where the poor are marginalised, transformative researchers view their role as agents to advance social justice and democratic society (Levine, 2007; Mooij et al., 2011; Mertens, 2012; Wagner, & Alexander, 2013). In addition, transformationalist global citizens understand their responsibility, that of building relationships through embracing diversity and finding common humanity across national boundaries (Shultz, 2007; Frey, & Whitehead, 2009). It is imperative to pursue transformational solutions to local, national and global social and economic problems for the emancipation of marginalised and disempowered communities (David, & Clegg, 2008; Bruyere et al., 2013; Wagner, & Alexander, 2013).

The transformational lens used in this qualitative study informed the type of questions asked, the way that data were collected and analysed, and provides a call for action or transformation (CCIC, 1996; Creswell, 2011). The theoretical lens provides an overall orienting lens for the study of HE-CE partnership with a marginalised rural school in the hope of increasing social justice (Creswell, 2011; Mertens, 2012). Consistent with the Transformative paradigm, I investigated the retrospective experiences of HE partners within their social context and focused on strengths that reside in the community (Mertens, 2012). The assumption associated with this paradigm is that change should not be expected to be implemented by an individual partner, but it should, however, be a collaborative effort by community partners (CCIC, 1996).

The goal of this study was to view transformation as a collaborative effort of all the partners that are involved (Freire, 1972; Freire, 1992). However, the power dynamics and cultural complexity that exist between the researchers and the community may hinder the process during interaction (Mertens, 2004; Mertens, 2005). By virtue of being associated with the university, we may be perceived to be holding a position of greater power, one which excludes the community from decision-making (Mertens, 2004; Mertens, 2005). I am also aware that my cultural background is different from that of the community members; hence I applied reflexivity to address potential challenges such as bias and exclusion (Etherington, 2004; Quinn, 2010).

My paradigmatic lenses, and the qualitative phenomenological approach, required me to engage with the community during the data collection process. Throughout my involvement¹² with the community, I adopted the view of being an agent for advancing social justice working in collaboration with all the partners involved. In the next section I discuss the purpose and research questions.

¹² As a disclosed participant-observer

1.5 Purpose and research questions

1.5.1 Research purpose

The purpose of this study was to compare cases of cohort perspectives in one CE-partnership in order to build knowledge of global citizenship. I attempted to understand how the retrospective experiences of silenced voices in studies of global citizenship compare regarding the following aspects: (i) their understanding of higher education community engagement partnership, (ii) benefits of higher education community engagement partnership, (iii) barriers in higher education community engagement partnership and (iv) expectations for development.

FLY partners provided real-life narratives to the co-researchers as they had been involved in the partnership since 2005. Given the growing interest in HE-CE partnership and social justice (Bringle, & Hatcher, 2002; Jeannotte, 2003; Carlisle, 2010; Strier, 2011), it was critical for the researcher to understand the phenomenon with the hope of making a contribution to building knowledge of how to establish and sustain HE-CE partnership (Hart et al., 2009; Mahoney et al., 2010) from the partners' perspective. I anticipated that the unique HE-rural school partnership would provide valuable data for understanding the operations and sustainability of the HE-CE partnership. Therefore, this could possibly lead to the development of a new theoretical framework for understanding global citizenship in practice. The comparative case study research that I conducted systematically answered the research question and sub-questions outlined below in section 1.5.2.

1.5.2 Research questions

The **primary research question** that the current study aimed to explore is: **How can insight into the retrospective partner experiences of a long-term rural school partnership inform global citizenship practice as a higher education agenda?**

The following secondary research questions were addressed in order to answer the primary question:

1. How do the experiences of partners (parents, teachers, student-clients, ASL students and researchers) compare regarding:
 - i. Their understanding of HE-CE partnership
 - ii. Benefits of HE-CE partnership
 - iii. Barriers in HE-CE partnership
 - iv. Expectations for development
2. To what extent is global citizenship evident in the comparative case study data on HE-CE?

3. How can comparative knowledge from a range of CE-partners inform global citizenship practice in HE-CE?

1.6 Conceptualisation

The current study defines the key concepts based on the literature in order to guide the reader. This section clarifies the key concepts used in order to prevent misunderstandings (Grix, 2010) in the current study. The key concepts that are used throughout the study are as follows:

1.6.1 Global citizenship

I regard global citizenship as the understanding that an individual is intricately connected to people and issues globally and they have a role in addressing global injustice and inequalities (Shultz, 2007; Keating et al., 2009; Osler, 2011). In this study, global citizenship is manifested as CE-partnership between HE and a rural school. In my view, it is crucial to recognise common humanity before specific injustices can be addressed locally, nationally and globally (Shultz, 2007; Osler, 2011). Osler (2011) argues that it is vital for global citizens first of all to defend the rights of marginalised local communities, although global citizenship focuses on addressing injustice across geographical national boundaries. The global citizenship perspective emphasises the understanding that global citizens are connected to people and issues through common humanity, a shared environment and shared interests as they create sustainable societies that are just and democratic (Shultz, 2007; Keating et al., 2009; Glover, Jones, Claricoates, Morgan, & Peters, 2013).

1.6.2 Higher education community engagement

Levine (2007, p. 3) proposes that civic engagement, referred to as CE in this study, "...includes any activity, individual or collective, devoted to influence the collective life of the polity". The term "engaged" suggests that the partners involved are affecting each other. Levine (2007, p. 3) further clarifies that the "collective life of the polity" cannot be anything. I argue that the above definition of CE should be understood in the context of collaborative effort to address the community's needs for social justice.

The South African Higher Education Quality Committee (HEQC) defines HE-CE as the "combination and integration of teaching and learning, (e.g. [academic] service-learning), professional community service by academic staff and participatory action research applied simultaneously to identified community development priorities" (Bender et al., 2006, p. 11). The above definition acknowledges that HE-CE should be for mutual benefit and inclusive

partnership between the HE and community partners (Berberet, 2002; Burnett et al., 2004; Bender, 2008). In addition service and learning are equally important in HE-CE (Jacoby, 1996).

CE in this study refers to the partnership between the University of Pretoria and a rural school. Therefore I focus on the University of Pretoria's definition of CE to practically conceptualise the partnership. The University of Pretoria defines the concept of CE as: "...the planned purposeful application of resources and expertise in teaching, learning and research in the University's interaction with external community to achieve mutually beneficial outcomes in ways that are consistent with the institution's vision and mission" (University of Pretoria, 2013, p. 5). The University of Pretoria promotes and implements CE in various faculties and within a wide range of academic modules.

1.6.3 Partnership and partners

Partnership varies vastly in structure (Dhillon, 2009), focus, purpose and duration (Beere, 2009). According to Beere (2009) healthy partnership is built on the foundation of mutuality between individuals, groups or organisations with a commitment to common long-term goals. I support the view that reciprocity and the expectations of the partners determine the nature and stability of the partnership (Butcher et al., 2003; Carlisle, 2010).

The following definition of partnership draws on the work of the Carnegie Foundation: Partnership is a "collaborative interaction with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity-building, economic development, etc)" (Beere, 2009, p. 56). Informed by the above definition, I suggest that the FLY partnership is conjoint. There is no exploitation of either of the partners. FLY partnership is founded on the basis of the mutual exchange and sharing of information and resources for social justice.

In this study, partners refer to five cohort partners comprising parents, teachers, student-clients, ASL students and researchers. The partners from a rural school in Mpumalanga have been participating in the FLY intervention since 2005. Primary researchers utilised non-probability sampling to select the partner cohorts, who participated in the same HE-CE partnership (Maree, & Pietersen, 2007; Adler, & Clark, 2008). I used convenience sampling to select existing data generated by the partners (Cohen et al., 2000; Welman, Kruger, & Mitchell, 2005; Maree, & Pietersen, 2007; Henry, 2009; Babbie, 2013; McMillan, & Schumacher, 2014).

1.6.4 Retrospective experiences

The term retrospective experience in my study refers to “the action of looking back especially into the past” (Allen, 1990, p. 1030). The current qualitative secondary study specifically focused on past experience of the long-term partners involved in the FLY partnership since 2005 (Cohen et al., 2000; Ebersöhn, 2013). Although the FLY partnership is on-going, the cohort partners have reached some defined state in the partnership; hence I attempted to conduct a retrospective study (Cohen et al., 2000).

1.6.5 Rural schools

According to the South African Centre for Education Development Policy (CEDP), the problem of defining “rural” is not new, but there is still no consensus about what constitutes urban and rural areas (Gardiner, 2008). The term rural and urban could be emotive, particularly in South Africa, given the historical injustice of apartheid (Gardiner, 2008). Nevertheless, it is important to define rural in order to conceptualise rural schools. Rural is defined as a less densely populated area (Fasko, & Fasko, 1999) in which people farm or depend on natural resources, including villages and small towns that are dispersed throughout these areas (Rural Development Task Team, & the Department of Land Affairs, 2007).

For the purpose of my study, the concept of rural schools is drawn from the definition by Statistics South Africa (2012, p. 66), namely that rural schools exist in “farms and traditional areas characterised by low population densities, low levels of economic activity and levels of infrastructure”. The rural school that is partnering with HE-Centre for the Study of Resilience in a long-term CE is located in the Enhlanzeni District Municipality, in Mpumalanga province. The following are some of the traits of rural schools and I discussed them in detail in Chapter One, section 1.2.1:

- Rural schools are more influenced by the economic and cultural outlooks of their communities than other schools (Seal, & Harmon, 1995).
- Rural schools reflect and shape the economic and social stratification of their communities.
- Rural schools are used for cultural and social activities, beside the primary purpose of teaching and learning.

1.7 Quality criteria of the study

1.7.1 Introduction

The use of and importance lent to the concepts of validity and reliability distinguish quantitative and qualitative research (Kumar, 2011). There is an ongoing debate on whether these two concepts should or should not be applied in qualitative research as they often seem to be used in quantitative studies (Kumar, 2011). Validity refers to the ability of a research instrument to show that the results are, in fact, what it was designed to detect (Lipsey, & Hurley, 2009; Kumar, 2011). On the other hand, reliability refers to consistency in the results when a particular technique is applied repeatedly in research (Kumar, 2011; Babbie, 2013).

As in the current study, answers to qualitative research questions were explored through multiple methods and procedures that are both flexible and evolving (Kumar, 2011). Kumar (2011) attests that it is therefore imperative to ensure standardisation of research tools and processes. You may wonder how this study applied the concepts of validity and reliability as defined in quantitative research. In this qualitative study, trustworthiness is determined by four indicators, which are credibility, dependability, transferability and confirmability (Kumar, 2011; Lincoln, 2011). Thus, these four indicators are discussed in my study as they reflect validity and reliability in qualitative research. In addition, I discuss authenticity, which played a pivotal role in the rigour of this study.

1.7.2 Credibility

Babbie and Mouton (2001) assert that credibility refers to the link between the interpretation of the results and reality as perceived by the research participants. The credibility of the current qualitative secondary study was increased, because the primary studies involved prolonged engagement, persistent observation, triangulation, referential adequacy, peer debriefing and member checks (Babbie, 2013; Creswell, 2014). The co-researchers conducted field research through prolonged engagement to ensure that they built trust and a rapport with the participants, so that they could provide in-depth information (Creswell, 2003). In Neuman's (1997) view, prolonged engagement assists with producing a good qualitative report that gives the reader an understanding of the participants' culture and concrete social setting.

Research field work for the PRA and survey studies began in 2013, which allowed for constant and tentative analysis of the data. This gave the co-researchers ample time to reflect on and interpret the data in different ways. Analysing data at the early stage of data collection is a major feature of qualitative study at a theoretical level (Cohen, Manion, & Morrison, 2011). This allowed the co-researchers to generate theory much earlier. The co-researchers left

the research field when theoretical saturation had been reached (Nieuwenhuis, 2001). Saturation is a point where researchers feel that new additional data are not bringing insight to their studies. The researchers then stopped their data collection (Carlsen, & Glenton, 2011). Bazeley (2013) affirms that if the co-researchers were to continue collecting data at this point, they would be adding redundant information.

Researchers define triangulation as the use of multiple methods (Neuman, 1997; Lapan, 2004; Babbie, 2013) of data collection to study aspects of human behaviour (Cohen et al., 2000). Research methods have strengths and weaknesses and triangulation overcomes the deficiencies of using one method (Flick, 2004b). Cohen et al. (2000) argue that the results of the study based on various methods build the confidence of the researcher. The co-researchers used triangulation to collect data from more than one source (Babbie, 2013; Bazeley, 2013). Different types of method were used for data collection in order to increase the credibility of their PRA and qualitative survey case studies, for example, focus groups, semi-structured interviews, audiovisual recordings, field notes and research journals (Flick, 2004b; Ercikan, 2006; Toma, 2006). The results of the current study are credible, because of overlapping evidence from various perspectives (Lapan, 2004). Measures were taken to avoid bias on the part of the researchers by embarking on the convergence of multiple perspectives, as described above.

As a team of co-researchers, we utilised audiotapes, videotapes and notebooks to document the data. Babbie and Mouton (2001) refer to the materials used to document the results as referential adequacy. For peer debriefing, colleagues who are familiar with the phenomenon under study (Harding, 2013; Creswell, 2014) reviewed the perceptions, insight and analyses (Lodico et al., 2010). Colleagues critically reviewed the current study from outsiders' point of view (Steinke, 2004). This process of peer debriefing enhanced the credibility of the study (Creswell, 2014). The co-researchers gave the participants an opportunity to review the data and the interpretation (Lodico et al., 2010) to ascertain whether they were satisfied with the results (Harding, 2013). Lapan (2004) notes that member checking allows the participants to criticise the results or request clarification. Rasmussen, Ostergaard and Beckmann (2006) affirm that openness and transparency are critical elements in qualitative research. These elements were applied to all features of the research process. Member checking was another measure of rigour and increased credibility (Toma, 2006) by ascertaining that the data are correct as perceived by the FLY participants, as opposed to reflecting bias on the part of co-researchers (Lodico et al., 2010). Moreover, the participants provided additional information during the process. In the next section I discuss the criteria of dependability, which is closely linked to the concept of confirmability.

1.7.3 Dependability

Dependability in qualitative study is construed as reliability in quantitative research (Cohen et al., 2011). Qualitative study cannot be replicated, because human behaviour is dynamic, and is constantly under construction (Toma, 2006). However, it is critical for a qualitative study to show evidence that it would produce similar results if another researcher conducted a study in a similar setting with similar research participants (Cohen et al., 2011). I therefore attempted to present a logical, well-documented and audited report to assure the readers of the dependability of the results (De Vos et al., 2011). Babbie and Mouton (2001) argue that credibility measures are adequate to demonstrate the dependability of a study, as discussed above.

In the current study I used inquiry audit to support the dependability of the results. Inquiry audit means that an auditor can examine the documents, field notes and audiovisual recordings that I provided (Babbie, & Mouton, 2001; Cohen et al., 2011) (refer to Appendix G). I endeavoured to produce a logical and comprehensive report detailing the decisions made about the research process, methods, techniques and strategies employed in this comparative qualitative study. Thus I suggest that another qualitative researcher may find the same observations and interpretations if similar research is conducted at a different time, using the same theoretical framework (Cohen et al., 2011). In the next section I discuss the criteria of transferability.

1.7.4 Transferability

Transferability in qualitative research refers to the extent to which results of a study can be transferred to another context or other research participants (Babbie, & Mouton, 2001). In qualitative research, transferability criteria compare to external validity in quantitative research, which deals with generalisability (Cohen et al., 2011). As mentioned previously, the research methodology of the current comparative qualitative study was not interested in statistical analysis or generalisation of the results (Cohen et al., 2000), hence the significance of understanding the context of the reported results (Neuman, 2014). De Vos et al. (2011) maintain that the researcher has a responsibility to assess how results of a particular study can be applied to another setting or other research participants. The results of the current study are contextualised within a broad scope of literature in order to establish transferability (Barbour, 2008). I agree with De Vos et al. (2011) that the value of transferability is dependent on proper scientific reporting.

FLY co-researchers utilised thick descriptions as a strategy to ensure transferability (Creswell, 2014). Co-researchers provided thick description or symbolic representation of the setting and research participants in line with the ideographic approach (Neuman, 1997; Cohen

et al., 2011; Flyvbjerg, 2011; Griffin, & May, 2012; Creswell, 2014). The co-researchers provided sufficient and detailed contextualised data to enable other researchers to judge the transferability of the studies (Toma, 2006; Neuman, 2014). Babbie and Mouton (2001) propose that similarities between sending and receiving settings determine the transferability of qualitative research.

Likewise, I provided thick description in the current study to enable other researchers, practitioners and policy-makers to translate the results in other settings (Toma, 2006; Creswell, 2014). This comparative qualitative study presents ideographic report (Welman et al., 2005). By applying the ideographic approach, I was able to carefully study FLY partnership. In Chapter One, section 1.2, I provide thick description of the research site. In line with a case study approach, thick descriptions enabled me to give enough details for readers and fellow researchers to determine the extent to which the findings may be applied to other contexts (Cohen et al., 2011; Flyvbjerg, 2011). In the next section I discuss the criteria of confirmability.

1.7.5 Confirmability

Babbie and Mouton (2001) point out that confirmability is the extent to which the results are a reflection of the investigation, and not bias. In the current study, I undertook to produce a sound scientific report as opposed to one reflecting my bias. Confirmability was traditionally known as “objectivity”, which is not completely achievable in qualitative study (De Vos et al., 2011, p. 421). It was essential for the co-researchers to be critically subjective, given that they were immersed in the world of the research participants as they endeavour to understand their narratives in context (Neuman, 1997; Ivankova et al., 2007; Neuman, 2014).

Having highlighted the critical subjectivity of qualitative study, it is crucial to report results that could be confirmed by other researchers, as articulated by Toma (2006). I used an audit trail to proliferate the confirmability of this study. The audit trail record was systematically created together with the co-researchers. Decisions on coding of the data involved the principal investigator and the co-researchers, thus increased confirmability. The audit trail would allow the co-researchers to trace the decisions made during the research process and the analysis of the data (Babbie, 2013). I kept a wide range of documents, such as verbatim transcripts, field notes and a research journal to allow an independent auditor to scrutinise whether the conclusions, analyses and recommendations could be traced back to the sources (Babbie, & Mouton, 2001).

I employed the following strategies to enrich confirmability of the current study. I included raw data such as field notes, a research journal and photographs in the thesis report

(refer to Appendixes F and G). The field notes and research journal enhance the confirmability of the current study as part of data reduction and analysis products. The researcher used qualitative secondary data to deduce emerging themes, write the results, recommendations, conclusions, thesis report and journal articles (Babbie, & Mouton, 2001), as part of data reconstruction and synthesis products. Finally, the systematic methodological notes, trustworthiness notes and audit trail notes enable auditors to determine the confirmability (Babbie, & Mouton, 2001) of my study.

1.7.6 Authenticity

Authenticity within qualitative research is compared to internal validity in a quantitative study that seeks to prove that the subject is correctly identified and described (Cohen et al., 2011). In FLY qualitative research the interest was in accurately linking the community partners' understanding of CE-partnership with the co-researchers' reconstruction and representation of them (De Vos et al., 2011). Authenticity is a critical benchmark in a rigorously constructive qualitative study that seeks to be fair in representing the views of the participants (Cohen et al., 2011; Creswell, 2014).

The participatory methods employed in FLY collaborative studies enabled the co-researchers fairly to report the "...views, perspectives, values, claims, concerns and voices" (Lincoln et al., 2011, p. 122) of the partners. By virtue of treating the voices of the participants as equals the co-researchers prevented bias on their part and upheld HE-CE partnership's equity principle (Bringle, & Hatcher, 2002). The co-researchers tried to be consistent in valuing the inputs of the partners, thus preventing unforeseen challenges during member checking. Given the consistency, the community participants felt represented when they reviewed the results during member checking.

The balanced reporting of the qualitative data is in line with my ontological stand as I believe that a phenomenon can be understood through the perspective of the participants in their natural setting (De Vos et al., 2011). Tobin (2012) states that ontological authenticity compels the community partners to change their ontologies as the study progresses. The ontological authenticity reflected in the change of stories of the partners as the current comparative qualitative study progressed. I agree that in a well-executed participatory study all community partners may benefit, thus enriching their experiences (Camino, 2000; Mahoney, et al., 2010; Tobin, 2012). This relates to tactical authenticity as I envisaged that all community partners may benefit from CE-partnership (Cohen et al., 2000; Lincoln, et al., 2011; Tobin, 2012). Tactical authenticity also enhanced the authenticity of the study (Cohen et al., 2011).

The Positivist/Post-positivist paradigm criticises qualitative studies for being subjective and not complying with natural science research methods (Charmaz, 2011; De Vos et al., 2011). I support Lincoln et al. (2011, p. 122), who admit that objectivity in a qualitative research “...is a chimera: a mythological creature that never existed, save in the imagination of those who believe that knowing can be separated from the knower”. Existing literature (Grix, 2010; De Vos et al., 2011) affirm that qualitative researchers and postmodernists are increasingly becoming vocal against the suggestions of assessing qualitative studies based on positivism.

1.8 Ethical considerations

1.8.1 Introduction

I argue that the underlying principles of research should be “mutual trust, acceptance, cooperation, promises and well-accepted conventions and expectations” (De Vos et al., 2011, p. 113) between the FLY partners involved in this research project. On this basis, ethical behaviour is important in PRA and qualitative survey research particularly because it involves human participants (Welman et al., 2005). As a junior researcher, I espoused the principles of ethical research processes (Welman et al., 2005). I argue that it is crucial to abide by a professional code of ethics in social research in order to protect the research, the participants and co-researchers (Babbie, & Mouton, 2001). Throughout this study, I adhered to the ethical guidelines stipulated by the University of Pretoria’s Ethics Committee.

As a disclosed participant-observer in the PRA studies of FLY, I decided to be morally and practically open about my role both to the co-researchers and the participants in the field (Silverman, 2005). I believe that obtaining data, including through observation, is not a neutral activity (Bazeley, 2013). In my view, as I was observing the FLY partners interact in their natural setting, I unintentionally changed the dynamics of the situation (Bazeley, 2013). Thus, my presence on site had implications for the partners involved and consequently for the data that I had to analyse. However, the FLY partners permitted me to record my observations through audiovisual instruments, including keeping field notes and a research journal. Notwithstanding the effect of my presence on site, I abided by the ethical guidelines such as obtaining institutional research approval and secondary data access (copyright) as I wanted to maintain a good reputation with both the university and the community (Babbie, & Mouton, 2001; Barbour, 2008; Department of Education, 2009).

Furthermore, I only used the data that was collected from the participants who gave voluntary informed consent to the co-researchers prior to conducting PRA and qualitative

survey studies (Lawrence, & Gabriella, 2004; Bickman, & Rog, 2009; De Vos et al., 2011). I observed both the teachers and student-clients when they signed the consent forms. The participants signed the consent forms after they were thoroughly and truthfully informed about the purpose of the FLY research project (Bouma, & Ling, 2004; Lawrence, & Gabriella, 2004; Welman et al., 2005). Photographs 1.5 and 1.6 show teachers and student-clients signing their informed consent forms.

Teachers and student-clients signing informed consent forms



Photograph 1.5: *Teachers signing informed consent forms, 22 June 2013*



Photograph 1.6: *Student-clients signing informed consent forms, 2 September 2014*

I strictly followed the ethical guidelines prior to collecting qualitative secondary data in order to protect the research participants, the integrity of the co-researchers and the long-term relationship that had been established by the principal investigator (Jones, & Coffey, 2012; Jackson et al., 2013). In order to protect the FLY partners from harm, I followed the agreed¹³ procedures when handling and using qualitative secondary data. This is because I supported the idea of protecting the welfare of the partners relating to privacy, confidentiality and anonymity (Bickman, & Rog, 2009; Maxwell, 2013) as well as not using deception in PRA and qualitative survey studies (Marshall, & Rossman, 1999). In this study, the above-mentioned ethical considerations are adapted from the “Ethical Code of Professional Conduct (The Professional Board for Psychology, Health Professions Council of South Africa 18/5/B) 26/03/2000” (Babbie, & Mouton, 2001, p. 528). Below I discuss the aforementioned ethical principles.

1.8.2 Qualitative secondary data and ethics

Researchers report on the significant development in archiving and sharing qualitative data for reuse and secondary analysis (Bishop, 2005; Irwin, 2013; Jones, & Coffey, 2012; Jackson et al., 2013). The development of archiving and sharing qualitative data evokes critical discussion about several ethics concerns such as the ethics of data protection, reuse of data, secondary analysis, epistemological issues, anonymity of participants and researchers (Bishop, 2005,

¹³ The signed agreement between the co-researchers and their research participants

Irwin, 2013). I followed the ethics procedures of the university to obtain qualitative secondary data, as discussed in section 1.8.3 (Bickman, & Rog, 2009; Jones, & Coffey, 2012; Jackson et al., 2013).

As in the FLY intervention, qualitative data are generated through interaction between the researcher and the participants (Irwin, 2013). Critics of qualitative secondary data analysis highlight the risk for the participants as they had given their informed consent for the data to be used, entrusting it to the co-researchers (Irwin, 2013). Although the participants in the FLY project have given informed consent for their data to be used for research and teaching purposes, the question of how the confidentiality of the records would be protected (Bouma, & Ling, 2004; Bickman, & Rog, 2009) still required an answer by the secondary analyst. The PRA and qualitative survey transcripts were anonymised by the co-researchers although I have access to participant's names (Jones, & Coffey, 2012). I attempted to abide by the agreement between co-researchers and the partners with regard to sensitive information that is to be kept confidential.

Moreover, I read the datasets closely, so that I could remove sensitive and identifying information through the coding process (Jackson et al., 2013). The coding process is for maintaining the confidentiality of the participants and co-researchers (Bishop, 2005; Jackson et al., 2013). However, some partners and co-researchers waived anonymity, thus allowing me to include their photographs in the thesis report and journal articles. Having participated in PRA data generation gave me the advantage of addressing the ethical epistemological issues relating to effective analysing and comparing of the data (Irwin, 2013). My participation in the data generation process immersed me in the data, meaning and context which were critical for qualitative data analysis (Ivankova et al., 2007; Irwin, 2013; Neuman, 2014).

As a co-generator of some of the data, I was aware that the co-researchers had given informed consent for their archived data to be used for qualitative secondary analysis. "The culture of data-sharing is becoming recognized throughout the world as researchers move into an era of collaboration across disciplines, institutions and countries" (Bishop, 2005, p. 335). I support the idea of archiving and sharing qualitative data as it gives full return to the NRF, which invested funds in the FLY intervention. The archived data should only be used for worthy scholarships that adhere to the legal and ethical obligations to the co-researchers and the participants (Bishop, 2005).

1.8.3 Institutional approval and ethics clearance

Prior to commencing with field research, FLY co-researchers had to obtain approval from the University of Pretoria, the Faculty of Education's Ethics Committee. Like other universities

(Welman et al., 2005), the University of Pretoria has codes of ethics enforced by the Ethics Committee. This Committee is also responsible for approving research projects that involve human participants. The FLY project was granted ethics clearance (FLY 13-007) after undergoing rigorous ethics scrutiny (Ebersöhn, 2013).

I provided detailed information about the proposed research for the Ethics Committee to consider (Neuman, 2014). As a co-researcher in FLY, I was also granted ethics clearance by the University of Pretoria, the Faculty of Education's Ethics Committee (Reference EP 07/02/04) (refer to page vii). The qualitative secondary data collection and analysis were conducted in accordance with the approved research proposal (Bickman, & Rog, 2009; Fraenkel, Wallen, & Hyun, 2012). Having discussed institutional ethical considerations, it is important to elaborate on issues of privacy, confidentiality and anonymity.

1.8.4 Privacy, confidentiality and anonymity

Privacy, confidentiality and anonymity were used interchangeably in the current study. Confidentiality underpins ethical participatory research (Barbour, 2008). It was imperative for me to keep private the secondary data, which were provided in confidence by co-researchers and not intended for public scrutiny (De Vos et al., 2011). I concur that research participants have the right to decide how much of the information they wanted to share and what aspects should be kept private (Blaxter et al., 2010; Maxwell, 2013). The research participants discussed the details of what was to be kept confidential with the co-researchers. As stated in section 1.8.2 above, the FLY participants decided to waive anonymity, as has been the case in other PRA studies (Olivier, 2009; Ebersöhn et al., 2010; Loots, 2011; Malan, 2011; Mbongwe, 2012). Participants often waive anonymity by allowing researchers to use their photographs and audiovisual recordings (Denzin, 2004; Harper, 2004) for triangulation (Babbie, & Mouton, 2001; Ercikan, 2006; Toma, 2006; Quinn, 2010) and publishing FLY studies. Private information entrusted to me by co-researchers was kept confidential throughout my research. I upheld this ethical principle to avoid damaging the partners and their relationship (Maxwell, 2013)

Barbour (2008) warns that maintaining confidentiality is not a simple matter in qualitative research. In practice confidentiality implies that the co-researchers kept the names of the research participants secret from the public (Neuman, 1997). The co-researchers used coding techniques to ensure the privacy of the names, contact numbers and addresses of research participants (Cohen, & Manion, 1994; Babbie, & Mouton, 2001; Adler, & Clark, 2008). Although I know the full names of the research participants they are anonymous to the public, who only see coded numbers. I kept back-up data linking the names to the coded

numbers in a locked, safe place. The identification data was useful for member checking as well. Neuman (1997) confirms that it is of the essence to protect the identity of the research participants when doing field research. Equally important was the protection of the data provided in secrecy by the research participants. The qualitative secondary data that I received was subjected to the strict ethical measures of the university. The public only see and read what was agreed between the research participants and the co-researchers.

1.8.5 Copyright

Copyright allows the generator of the original data the exclusive right to use and distribute. In the FLY intervention all researchers signed an agreement to share data in order to maximize the benefit of collaborative research. The FLY database was created thus allowing some researchers to conduct secondary data analysis. However, each co-researcher should give appropriate credit to the Principal Investigator and colleagues (Leedy, & Ormrod, 2005).

As a secondary analyst, I acknowledged the sources of the secondary data in this study (Jackson, 1999). The materials that I received from the co-researchers were acknowledged, including some visual data in the form of photographs (Leedy, & Ormrod, 2005). If I were to present the co-researchers' data as if it were my own it would have resulted in committing an act of plagiarism (Mitchell, & Jolley, 2007).

1.8.6 Maximizing potential benefit and avoiding bias

Another ethical aspect I had to consider is the beneficitation of humanity based on the research questions (Mitchell, & Jolley, 2007). Like any other research, no one cannot determine the value of the research before it is conducted. Research may be paradoxical in that one might find the study very important and the other not (Mitchell, & Jolley, 2007). My assumption was that the study would benefit humanity, although I did not know what this study would discover (Mitchell, & Jolley, 2007). I was aware of potential bias, thus I attempted to report results fairly (Jackson, 1999). I conducted secondary data analysis with care and strived for the best outcome (Jackson, 1999). I reported literature accurately and acknowledged sources (Jackson, 1999). Where ethical issues arose I sought advice from the supervisors. Closely linked to the issue of potential benefit is the idea of publishing secondary research findings.

1.8.7 Publishing

The politics of reporting negative results are also a critical facet for the secondary data analyst (Carmody, 2001). Depending on the results of the study, sometimes a researcher cannot avoid the risk of negative reactions and conflict (Hopf, 2004). In the light of this, it was crucial not to

fabricate data to support a particular conclusion (Leedy, & Ormrod, 2005; Mitchell, & Jolley, 2007). I strived to achieve complete and honest reporting of the results without misrepresenting the secondary data (Leedy, & Ormrod, 2005). The results of this study are presented fairly to the public in the form of a thesis and journal articles (De Vaus, 2002).



The description and function of a participant can create partial anonymity (Hopf, 2004). For example, mentioning the fact that there is a principal from the partner school makes it easy for the public to link the name, although the secondary data is anonymous (Hopf, 2004). Publishing such information may harm the participants by employing inadequate anonymity safeguarding measures (Hopf, 2004). Coincidentally, this was not an issue in this study as the participants waived their anonymity.




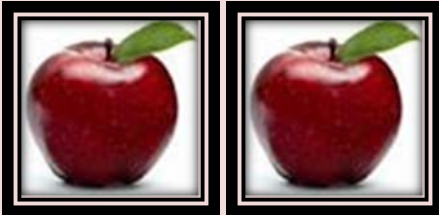

Moreover, there was no deception about the sponsorship of the FLY intervention (Jackson, 1999). The NFR is mentioned as a sponsor in the research consent forms and publications (Bryman, & Teevan, 2005). I aligned the current study with the ethical considerations mentioned above as they are in line with the standard upheld by the University of Pretoria. I only used qualitative secondary data that were obtained ethically.

1.9 Overview of the research methodology

Table 1.3 below presents an overview of the research methodology used in the current study.

Table 1.3: Paradigmatic lenses and research methodology employed in this study

| APPROACH | DESCRIPTION |
|---|--|
|  <p style="text-align: center;">Meta-theory</p> | <p>The qualitative phenomenological approach was preferred as a meta-theory in the current study. I framed the current study within the qualitative phenomenological perspective with the aim of gaining a deeper understanding of experiences (DeMarrais, 2004) of the FLY partners in their own context (Bogdan, & Biklen, 2010; Neuman, 2014) of HE-CE partnership.</p> |
|  <p style="text-align: center;">Research design</p> | <p style="text-align: center;">Comparative qualitative secondary data analysis</p> <p>I conveniently chose a comparative case study method as I aimed to produce in-depth descriptions and interpretations of the retrospective experiences of the FLY partners for the purpose of illumination and understanding (Creswell, 2003; Hays, 2004; Lodico et al., 2010; De Vos et al., 2011).</p> |

| | |
|---|---|
|  <p>Sampling of qualitative secondary data</p> | <p>I used non-probability, convenience sampling to select qualitative secondary data from PRA case studies (Welman et al., 2005; Maree, & Pietersen, 2007; Henry, 2009; Babbie, 2013; McMillan, & Schumacher, 2014). I collected the qualitative secondary data from five co-researchers, who were conducting their studies with the individual partners.</p> |
|  <p>Data collection technique</p> | <p>I collected data from the co-researchers. The data sources were audio-visual recordings, visual data (photographs), verbatim transcriptions of PRA-directed group sessions, individual interviews and qualitative survey data.</p> |
|  <p>Data documentation</p> | <p>I used audio-visual recordings, visual data (photographs), field notes, research journal and verbatim transcriptions for data documentation purposes.</p> |
|  <p>Inductive thematic analysis and comparison</p> | <p>I utilised inductive thematic analysis to analyse and compare qualitative secondary data (Neuman, 1997; Eisenhart, & Jurow, 2011; Ellingson, 2011; Harding, 2013). Firstly, I analysed the qualitative secondary data of the partner cohorts separately to establish the emerging themes. When analysing the data obtained from the co-researchers, I used words and phrases for coding (Harding, 2013). Thereafter, major categories and subcategories were clustered together as themes (De Vos et al., 2011). After completing the first phase of inductive thematic analysis, I compared the results of the cohort partners to examine commonality, differences and relationships (Harding, 2013). I used relating themes to propose theories (Cohen et al., 2000; De Vos et al., 2011).</p> |
|  <p>Quality criteria and ethical considerations</p> | <p>I conducted Chapter One in a professional manner to ensure rigour by considering and implementing the following quality criteria elements: Credibility, dependability, transferability, confirmability and authenticity (Robson, 2002; Toma, 2006; Lodico et al., 2010; Creswell, 2013). Throughout the research field and within the study itself, I abided by the ethical guidelines stipulated by the University of Pretoria's, Faculty of Education. The ethical principles that I considered and followed are ethics for secondary data and institutional approval and ethical clearance. I also strived to address issues of privacy, confidentiality, anonymity, copyright, potential benefit and publishing (Barbour, 2008; Department of Education, 2009; Bickman, & Rog, 2009; Fraenkel et al., 2012).</p> |

1.10 Limitations and delimitations

In this section I present the limitations and delimitations of the research design, the research methodology and the sampling method. I also discuss the limitations that relate to the use of retrospective cohort data, phenomenology as a meta-theory as well as the method of data analysis and interpretation.

The retrospective nature of this study limits it to the experiences of the cohort partners only (Cohen et al., 2000; Arolker, & Seale, 2012; Rutterford, 2012). Given that this study was conducted over a longitudinal period, the social conditions and context of human relations changed (Hays, 2004; Fogel, & Cook, 2006). For example, it was difficult to track some cohort partners who had left the rural school over the years. I am aware that some of the student-clients could not be tracked, thus limiting the secondary data that I used. In addition, not all the partners who attended interviews or PRA-directed group sessions were available for member checking. Although the partners who did not attend member checking were in the minority, I believe that their views are nevertheless important. The inclusion criteria, explicated above, delimit generalisation of the results of the study to (a) a remote geographical region (b) parents of school-going students (c) teachers in rural schools and (d) students in rural schools.

The paradigmatic lenses used in this study were cautiously chosen as they correlate with the purpose of the study. I intentionally chose the qualitative research methodology as opposed to the quantitative as I am interested in gaining an in-depth understanding of the phenomenon (Adler, & Clark, 2008; Creswell, 2003) and I am aware that PRA and qualitative survey case studies also used this approach. The quantitative paradigm would not resonate with the purpose of the current study as it relates to statistical analysis (Babbie, & Mouton, 2001; De Vos et al., 2011). Nevertheless, qualitative secondary data are limited in terms of generalisation of the results. I did not aspire to generalising the findings of this study as the sample is not representative.

De Vos et al. (2011) argue that one fundamental limitation of qualitative secondary data analysis is that the results cannot be generalised, because the documents are not representative. I agree that the results of a qualitative study cannot be generalised as they must be understood in context (Babbie, & Mouton, 2001). De Vos et al. (2011) believe that as a researcher I have the duty to demonstrate the applicability of the current results in another context rather than generalising. My report informs the readers of the setting (Neuman, 1997), a rural school in Mpumalanga province, where the research was conducted. Lincoln and Guba (1985) coined the term “transferability” as an alternative to generalisation (Bazeley, 2013, p. 410). The rich data that I provided in this study may enable other researchers to contextualise or transfer the results



to similar settings. This is referred to as the case-to-case transfer of knowledge (Bazeley, 2013).

Another limitation was my using phenomenology as the meta-theory to understand the experiences of the cohort partners. Phenomenology delimits the study to only the cohort partners who experienced the HE-rural school CE-partnership (Lodico et al., 2000; Groenewald, 2004). Although this was a limitation, phenomenology echoes my interest in understanding the phenomenon in the social context (Neuman, 2014).

Although I chose inductive thematic analysis as a suitable method for this study, it has inherent limitations. For example, the researcher may lose touch with the context of what is said in the process of coding data (Bryman, 2001). In addition, coding results in the fragmentation of data, therefore interfering with the flow of the narrative of the partners (Bryman, 2001). I attached a copy of my thematic analysis so that the reader would be able to understand the context from the perspective of non-fragmented data (Babbie, & Mouton, 2001; Bryman, 2001). Refer to Appendix H for a copy of the thematic analysis. The process of thematic analysis and interpretation is very demanding. I had to read and reread the data and searched to uncover the meaning constructed by the partners and then to attach it to my study (Nieuwenhuis, 2007b). However, I equally enjoyed the process of engaging with the data at a deeper level as this is the hallmark of good qualitative research (Nieuwenhuis, 2007b).

1.11 Outline of chapters

Table 1.4 outlines the chapters of the thesis.

| Table 1.4: Outline of chapters |
|--|
| CHAPTER ONE : Introduction and background |
| Chapter One provides a prelude to the thesis and explains the origins of the idea of the current study. I discuss background to the study, rationale and research problem, my philosophical approach to the study, followed by the research purpose and research questions. I discuss concepts used in the study and provide an overview of the selected paradigm, research design, methodological choices, quality criteria and ethical guidelines I considered. I conclude this chapter with the discussion of the limitations and delimitations of the study. |
|  |
| CHAPTER TWO: Previous research on global citizenship |
| In Chapter Two I provide pertinent review of empirical studies that informed and focused this study. I conclude the chapter with a conceptual framework of the study. |
|  |



CHAPTER THREE: Research methodology

Chapter Three elucidates the research methodology and strategies that I used in this study to answer the research question. I first justify my choice of comparative qualitative secondary data analysis research design in terms of the selection of data sources and analysis. I also discuss a retrospective cohort study in which a team of researchers generated data. I explain what retrospective qualitative data refers to in FLY. I elaborate on my role as secondary analyst. This chapter presents sampling procedure for qualitative secondary data, data collection techniques and inductive thematic data analysis.



CHAPTER FOUR: Results and literature control of the study: Theme One and Theme Two

Chapter Four comprises the results and discussion of the data that I analysed. In this chapter I discuss the first two themes which emerged from the five datasets of the retrospective experiences of rural school partnership. The first two themes partly answer three secondary research questions, namely how the experiences of partners (parents, teachers, student-clients, ASL students and researchers) compare regarding: (a) benefits of HE-CE partnership, (b) barriers in HE-CE partnership and (c) expectations for development. The results are authenticated and enriched by means of extracts from PRA discussions, interviews, visual data, field notes and my research journal.



CHAPTER FIVE: Results and literature control of the study: Theme Three and Theme Four

In this chapter, I discuss Theme Three (HE uses research to build knowledge of CE-partnership) and Theme Four (HE-CE partnership promotes social connectedness). These themes relate to similarities that emerged from the three cases (teachers, ASL students and researchers) that I analysed. In line with Chapter Four, I authenticate and enrich the results by including verbatim extracts from PRA discussions, interviews, visual data, field notes and my research journal.



CHAPTER SIX: Results and literature control of the study: Similarities in four Subthemes

The aim of this chapter is to present the results of four subthemes which are similar between four cases. This section includes categories with inclusion and exclusion criteria that support the subthemes. As I account for the experiences of FLY partners, I made use of verbatim extracts from PRA-directed group discussions, interviews and my research journal to enrich and authenticate the results. In addition, this chapter partly answered the following secondary research questions: How the experiences of partners compare regarding (a) their understanding of HE-CE partnership, (b) benefits of HE-CE partnership, (c), expectations for development and (d) to what extent is global citizenship evident in the comparative case study data on HE-CE?



CHAPTER SEVEN: Results and literature control of the study: Theme Five and two unique subthemes

In this chapter, I present the results of Theme Five, which is unique to parents as well as two subthemes that are unique to parents and researchers respectively. I present Theme Five with its subthemes and categories. This includes inclusion and exclusion criteria for this Theme as well as the two other subthemes which are unique for parents and researchers. I made use of verbatim extracts from PRA-directed discussions, interviews, visual data, field notes and my research journal to authenticate and enrich the results.



CHAPTER EIGHT: Conclusions and recommendations

In Chapter Eight I summarise the study and answer the key question of my study. I reflect on my study in terms of the challenges I faced and highlight the implications of the study for the HE agenda. I conclude by making recommendations for future research and practice.



CHAPTER NINE: Appendices

In Chapter Nine I include pertinent documents used during the research process such as the ethics clearance certificate, permission to conduct research, consent forms, field notes and research journal.

1.12 Conclusion

In the first chapter I presented an introduction and gave the contextual background to the study in order to give an overview of the thesis. I discussed the rationale and pragmatic lenses used in the current study. Additionally, I presented the purpose of this research, the research questions and defined the key concepts used throughout the thesis. Furthermore, I discussed the quality criteria and ethical guidelines I considered. In conclusion, I provided a brief outline of my choice of research design and research methodology. These aspects are discussed in detail in Chapter Three.

The literature review and conceptual framework discussed in the chapter that follows, Chapter Two, serve as a background to this empirical study. The existing literature that I reviewed in the following chapter guided me in interpreting the findings in Chapters Four to Seven.



Chapter Two

Previous research on global citizenship

2.1 Introduction

The basic function of global citizenship education is to create a just and sustainable society by building skills, knowledge and values. Therefore, I argue that conceptualising global citizenship education within a political framework opens up spaces of critical inquiry and engagement with diverse theoretical approaches, epistemologies and pedagogies, and facilitates decolonising of global citizenship. My contention is that CE-partnership is an appropriate strategy to pursue global citizenship in the African context. An African university is one which addresses African aspirations and concerns, displays a sense of social responsibility and incorporates different views.

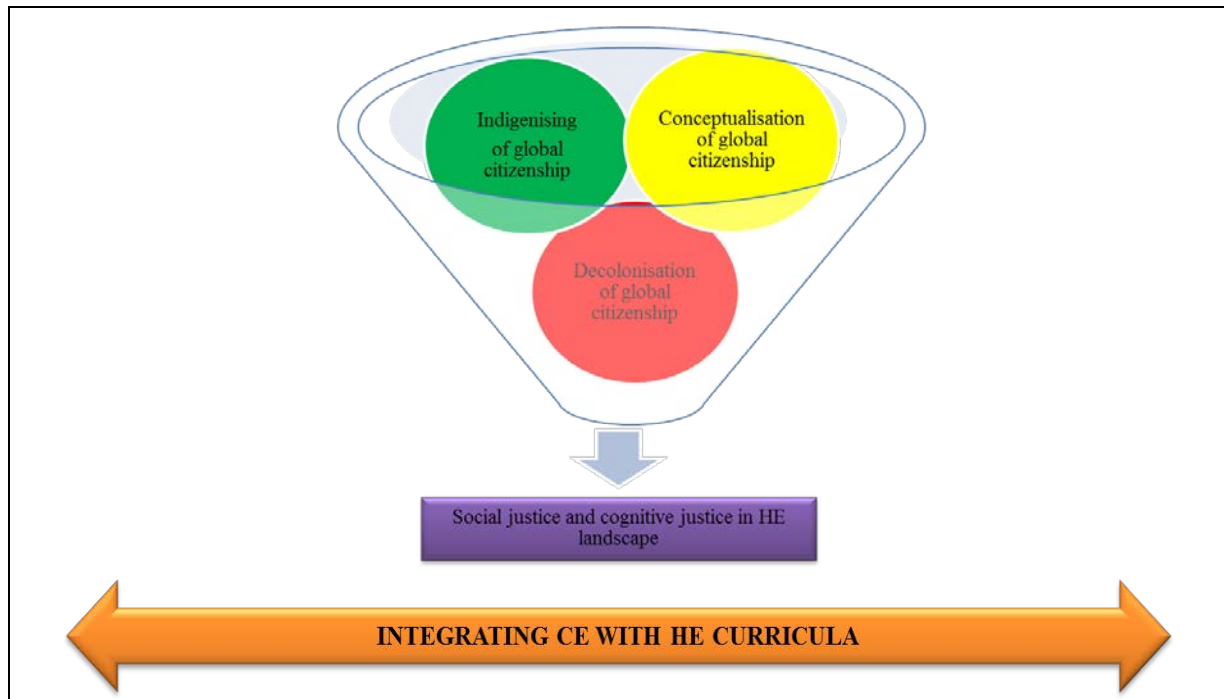
Eurocentric views were elevated in global thinking and analysis to the detriment of multiple epistemologies. I argue that decolonisation could give space to the previously colonised to design their own HE agenda. All nations should participate in dialogue on an equal footing in the process of designing education that is intended for global citizenship. It is against this background that I argue that African knowledge and values should be promoted through global citizenship education that values African epistemology. The community can influence HE practice, and its curriculum, by partnering with HE in CE. I am of the view that those who participate actively in CE-partnerships have great influence on the curriculum.

Many researchers working in global citizenship studies found that the voices of scholars and students are fairly represented in literature. However, we seldom hear about often silent voices of non-researcher partners (parents, teachers and student-clients) in shaping the HE agenda within the social justice framework. In cases where non-researcher partners are represented in literature their voices are often isolated. To address this gap, my study involved a wide range of partners (five) including three non-researcher partners. Based on the paradigmatic lenses that I selected for this study, it would be crucial to hear the multiple perspectives in the process of generating new knowledge in HE agenda. Informed by idealism, I believe that the world constitutes multiple realities. Therefore, the voices of non-researcher partners are equally significant as those of researcher partners in the construction and dissemination of knowledge.

2.2 Overview of Chapter Two

Figure 2.1 below shows the chapter's content.

Figure 2.1: Overview of the literature reviewed in Chapter Two



Literature on global citizenship is abundant in global North countries such as the USA (Boyer, 1996; Bringle, & Hatcher, 2009; Furco, & Miller, 2009; Gonzalez-Perez, 2010; O'Meara et al., 2011; Bruyere et al., 2013; Falk, 2013); Canada (Savan 2004; Abdi, 2015; Chovane, Gordon, Underwood, Butt, & Diaz, 2015; Shultz, 2015); Europe (Németh, 2010; Andrews, 2011; Vergolini, 2011; Regan, 2012; Swanson, 2015) and Australia (Butcher et al., 2003; Bednarz et al., 2008; Webber, & Jones, 2011; Burge, 2012). South Africa is one post-colonial country that is making a significant contribution in discourses on global citizenship (Bender, 2008; Chipkin, & Ngqulunga, 2008; Rohleder et al., 2008; Hall, 2010; Osman, & Petersen, 2010; Kruss, 2012; Odora-Hoppers, 2013; Masemula, 2015). While global citizenship may seem integrated in social studies curricula, in practice this is not always the case (Gallavan, 2008). For this reason I argue that the current study could contribute to in-depth and critical discourse on the HE agenda¹⁴.

The International Social Science Council reports that social science research and publication are still highly concentrated in global North universities (United States and Europe producing 75% output) (Ashcroft, & Rayner, 2011). Although social science adds value to socio-economic, intercultural relations and good governance, Africa lags far behind in

¹⁴ Also known as curriculum in this study

producing research (Ashcroft, & Rayner, 2011). The following are examples of literature on HE from the Northern countries: USA is dominating in HE knowledge production (Hartnagel 1979; Griggs, & Stewart, 1996; Cortese, 2003; Jeannotte 2003; Nair, 2003; Cheong, 2006; Creighton, Beere, 2009; Gonzalez-Perez, 2010; Creighton, Sweeney, & Cauley, 2010; Edwardh et al., 2011; Stephenson, 2011; Bowen, 2013; Bruyere et al., 2013; Markham, 2013). Other developed countries also dominating in HE publications include Europe (Wilkinson 1997; Forrest, & Kearns, 2001; Taylor, Sharland, & Whiting, 2008; Dhillon, 2009; Németh, 2010, Andrews, 2011; Green 2011; Vergolini, 2011; Regan, 2012), Australia (Cairney, 2000; Butcher et al., 2003; Kilpatrick, 2009; Butcher, Bezzina, & Moran, 2011; Webber, & Jones, 2011), Spain (Lozano, Borge-Holthoefer, & Arens, 2012; Ortega-Colomer, 2013) and Russia (Ladykowska 2012). In developing countries South Africa is making a significant contribution to HE literature: (Emmett, 2000; Chipkin, & Ngqulunga, 2008; Hall, 2010; Odora-Hoppers, 2013; Albertyn, & Erasmus, 2014; Cloete 2014; Erasmus, 2014; Kaars, & Kaars, 2014; Pitso, 2014; Van Rensburg, 2014). In addition, other developing countries making contribution in literature in HE includes: Lesotho, Mali, Mozambique, Saudi Arabia and Zimbabwe (Moseley, 2007; Al-Zuaibir, 2011; Cossa 2013).

In addition, global citizenship education should not be incorporated exclusively in social studies (Gallavan, 2008) nor should it necessarily take the Western format just because it originated there (Boyer, 1996; Jeannotte, 2003; Bringle, & Hatcher, 2007; Thomson, Smith-Tolken, Naidoo, Bringle, 2011; Butin, 2012; Bowen, 2013). Historically the global North is portrayed as the contributor to and the global South as the receiver of global citizenship education (Cossa, 2013; Odora-Hoppers, 2013; Masemula, 2015). However, trends show a shift towards decolonising (from the global North) and indigenising (in the global South) global citizenship (Chovane et al., 2015; Swanson, 2015). I suggest that South Africa and other post-colonial countries can make a contribution to the discourse on and practice of global citizenship education as opposed to being a receiver from global North countries. The current study would add to the limited literature on global citizenship with specific reference to the social justice framework (Petersen, 2007). Table 2.1 below illustrates some of the significant gaps in literature. Therefore, the current study is an effort to make a contribution to the body of scientific knowledge:



Table 2.1: Prevailing gaps identified in literature

| AUTHOR | CURRENT CONTRIBUTION | CONTEXT/METHOD | PREVAILING GAPS |
|-----------------------------|--|---|---|
| Bednarz et al. (2008) | Interpretations of CE | Australia, New Zealand, UK and USA Case studies | Other countries must develop and share their CE practice. |
| Gonzalez-Perez (2010) | Community-university partnership | USA | Go beyond social responsibility of teaching and research, to address local, regional, national and global problems. |
| Osman, & Petersen (2010) | It is important for students to view themselves as learners together with the partners they engage regardless of their social status (Social cohesion) | South Africa Portfolio analysis | South African publications on service learning within the social justice framework. |
| Edwardh et al. (2011) | Community-based participatory research approach is effective in gaining access to wide range of voices from marginalised community. | USA Survey | Research conducted in a short timeframe and some communities were not ready to participate. |
| Thomson et al. (2011) | Global citizenship and transformative agenda | USA South Africa Democratic Republic of the Congo (DRC) | How is global citizenship construed in the non-Western context? |
| Cossa (2013) | Transformative HE agenda advocated by Association of African Universities (AAU) | Mozambique | Approach global citizenship with both suspicion and hope. |
| Falk (2013) | Raising awareness of social justice issues through community service-learning | USA | Further research to understand how to best prepare students for active citizenship |
| Odora-Hoppers (2013) | Advocating basic rights, security, opportunities, obligations and social benefits for global citizens (Existence of indigenous knowledge systems) | South Africa | Unprecedented evacuation of millions of Africa's population (mostly rural) from the space of knowledge production. On what terms and conditions can they be fully integrated in the knowledge production process? |
| Albertyn, & Erasmus, (2014) | Radical shift in attitude and practice when academics partner with communities | South Africa Literature review | Still huge gaps in CE research and little is known of the contributions of civil society. There is a need for closer and deeper engagement of civil society in South Africa. |
| Erasmus (2014) | It is important to understand the world together with the communities that are negatively affected by inequalities and power imbalances | South Africa Literature review | Transformation – no progress, as expected, after two decades. To what extent is CE driving HE transformation into inclusive, responsive and democratic institution? |
| Abdi (2015) | Educational research project should have some theoretically discernible and eventually practically implementable connection with the social well-being of the community. | Canada | Be willing to hear and heed the voices and citizenship as perceived by local communities. |

I bring the methodology to the forefront because it is critical to understand the methods that the researchers used to derive their study results. I believe that understanding the strengths and limitations of different research designs would enable the reader to appreciate both the depth and richness of contribution by scholars reviewed in the current study. However, I must add that this is not an exhaustive discussion of the strengths and limitations of the various research designs. In Chapter Three, I discussed in detail some of the methodologies used in global citizenship studies.

Extensive literature review shows that global citizenship has been studied mostly through surveys (McNall, Reed, Brown, & Allen, 2009; Webber, & Jones, 2011; Hennes, Nam, Stern, & Jost 2012; Bruyere et al., 2013; Falk, 2013), case studies (Yankelovich, & Furth, 2006; Dhillon, 2009; Butcher et al., 2011; Burge, 2012; Vargas et al., 2012; Bowen, 2013; Ortega-Colomer, 2013); PRA (Minkler, 2005; Power, Blom-Hoffman, Clarke, Riley-Tillman, Kelleher, & Manz, 2005; Ferreira, 2006; Loots, 2011; Mbongwe, 2012; Vargas et al., 2012; Ebersöhn et al., 2015), individual interviews (Burnett et al., 2004; Bond, & Paterson, 2005; Cheong, 2006; Strier, 2011); discourse analysis and policy review (Ward, & Wolf-Wendel, 2000; Taylor et al., 2008; Al-Zuaibir, 2011; Regan, 2012; Abdi, 2015; Chovane et al., 2015; Larkin, 2015a; Masemula, 2015; Shultz, 2015; Swanson, 2015). Many of the studies conducted in the global North were done in urban communities (Libler, n.d.; Savan 2004; Minkler, 2005; Power et al., 2005; Simons, & Cleary 2005; Hart et al., 2009; Rubio-Cortés, 2010) in contrast to the rural studies, that were conducted in the global South (Beard, & Dasgupta, 2006; Moseley, 2007; Ferreira, 2006; Ebersöhn et al., 2010; Loots, 2011; Maistry, & Thakrar, 2012; Mbongwe, 2012).

Quantitative surveys provide important data on the demographics of respondents (O'Meara et al., 2011). The large number of respondents allow for generalisation of quantitative studies. Pike et al. (2011) used significantly large number of datasets collected through quantitative surveys. Pike et al. (2011) used the quantitative data collected with first-year students ($n = 39, 546$) and senior students ($n = 37, 041$). The data were collected in the USA by the National Survey of Student Engagement (NSSE). The results of this study can be generalised, although it nevertheless cannot provide a rich description of the actual work nor of the rich personal history or culture around it (O'Meara et al., 2011).

Individual interviews are inclined to have small samples, thus limiting its generalisability (Cohen et al., 2000; McMillan, & Schumacher, 2014). One of the major strengths of individual or multi-campus case studies is that it provides rich, descriptive portraits of the relevant history and social context (Bassegy, 1999; Cohen et al., 2000; Blaxter, 2010). The following are examples of case studies that provided rich descriptions of the results (South Africa and UK

respectively). Maistry and Thakrar (2012) conducted an exploratory case study with 43 students studying at the South African rural-based University of Fort Hare. The study was about preparing students for CE to prevent harm to the community. Similarly case study was conducted in the UK to establish how capacity was built and whether university regional associations (URAs) assisted universities to develop regional capacity in the context of global commercialisation of universities (Benneworth, & Sanderson, 2009).

Mixed methods (Quan data – Qual data) and secondary data analysis are underutilised in global citizenship studies (Lankshear, & Knobel, 2004; O’Meara et al., 2011; Irwin, 2013). My study would make a contribution in respect of the gap in qualitative secondary data analysis (comparative case study). I conveniently selected qualitative secondary data that were generated through a range of strategies (prolonged engagement) such as PRA-directed group sessions, qualitative surveys, including individual interviews and visual data (photographs). It was crucial for me to be careful with the research design I chose to study the FLY intervention in order to understand the context and cultural background of the participants (Babbie, 2013; McMillan, & Schumacher, 2014; Abdi, 2015). My study also fills a gap where there is a dearth of longitudinal global citizenship studies. I echo Caputo’s (2005) voice, namely that the longitudinal research model is recommended for CE study. Longitudinal research may help in gaining an understanding of faculty practices, ideologies and epistemological beliefs and learning (O’Meara et al., 2011). Below I present an extensive literature review on global citizenship.

2.3 Conceptualising and exploring global citizenship

2.3.1 Global North’s conceptualisation of global citizenship

An extensive literature review on global citizenship reveals that the civic role of HE is clearly defined in the global North (Thomson et al., 2011; Bruyere et al., 2013). In the context of the current study global citizenship education refers to the “type of learning that helps people to both conceptually and concretely ascertain and appreciate their citizenship rights and responsibilities in a given national context” (Abdi, 2015, p. 13). In practice global citizenship would relate to the daily lives we lead and the way we interact with our social, economic and political connections, as well as with our physical environment (Abdi, 2015). Thomson et al. (2011) conducted a comparative study of the models of global citizenship in the USA, South Africa and the DRC. The results of this study show that HE is undergoing rapid and dynamic changes as societies endeavour to align local context to national priorities and global pressures. Secondly, CE links students to communities with specific educational and civic goals. In

addition, the civic role of HE in the USA is discretionary and open to self-definition by institutions within the context of their individual mission statements (Thomson et al., 2011).

Similarly Bruyere et al. (2013) used mixed methods to conduct research with 508 faculty members on five campuses and 54 practitioners in informal settings. Bruyere et al. (2013) also suggest that CE is a powerful tool that provides the space to learn in an informal setting, thus advancing educational goals and meeting the developmental needs of communities. While there is general agreement about the institutional development of global citizenship, there are conflicting reports regarding students' awareness of global citizenship. Hartman and Kiely (2004) also used the mixed method design to study students' attitudes and conduct towards global citizenship. According to the results of this study in the USA, a conceptual framework for global citizenship is almost non-existent among the students (Hartman, & Kiely, 2004). This is a rather interesting finding given that the global North is generally advanced in conceptualisation and implementation of global citizenship. I anticipate how the results of the current study would compare with existing literature as regards students' understanding of global citizenship.

Another UK-based research study states that when roles of students and lectures are not clearly defined in CE, students become disengaged from the process of learning (Regan, 2012). Regan (2012) further warns that if HE views students as paying customers it hinders the development of mutual relationship. Students and lecturers have a moral obligation to one another in global citizenship education. The research results conclude that lecturers and students are supposed to embark on a collaborative learning process in which both partners are engaged (Regan, 2012).

2.3.2 Global South's conceptualisation of global citizenship

Many researchers report that historically service was voluntary in South Africa, while HE continued with their core focus of teaching and undertaking research (Ngema, 1993; Jacoby (1996; Bringle, & Hatcher, 2007; Thomson et al., 2011; Webber, & Jones, 2011). Stellenbosch University (US) Clinics Organisation (USKOR [Afrikaans acronym]) at the US and the Students' Health and Welfare Centres Organisation (SHAWCO) at the University of Cape Town are typical examples of how universities ran voluntary services (Thomson et al., 2011). A link between service and academic work emerged when the African National Congress (ANC) government instituted HE transformation plan with the aim of transforming racially divided institutions into non-racial universities (Thomson et al., 2011). The dawn of democracy in South Africa in 1994 also marked a change in the role of HE. During this era South African HE started to reflect on global trends and national imperatives, which demand of HE to be a

crucial site for knowledge production and technological innovation (Kruss, 2012). This meant HE should redress inequalities by being more responsive to the social and economic needs of society (Thomson et al., 2011; Kruss, 2012). According to Kruss (2012) HE research literature started focusing on universities' responsiveness to issues of social justice and on promoting these interests for the greater public good.

Against this background South Africa has seen a distinct shift from peripheral volunteer activities to curriculum-based CE guided by transformational legislation for HE and the subsequent response by institutions (Thomson et al., 2011). The 1997 White Paper on HE further entrenched the call for HE to accept democratic social responsibility and commit to the common good (Department of Education, 1997; Thomson et al., 2011). In comparison with the DRC, South Africa has clear policy guidelines for making a contribution to the development agenda and producing global-minded citizens (Thomson et al., 2011). However, the Department of Education (DoE) did not provide material means to achieve these goals. In the DRC the role of HE in civic society remains largely undefined with small, but limited attempts to strengthen university-society relationships (Thomson et al., 2011).

While many researchers agree on the widespread formal promotion of CE in South Africa, the debate on, and contestation of the conceptualisation of CE and its definition is still raging (Bringle, & Hatcher, 2007; Bender, 2008; Hall, 2010; Muller, 2010; Nongxa, 2010; Osman, & Petersen, 2010; Slamet, 2010; Kruss, 2012). HE literature provides key conceptual insights in terms of commitment to public good, social justice and social development. However, there is little guidance in HE or innovation literature as to what this entails (Kruss, 2012). As alluded above, there is general consensus on the shift towards the institutionalisation of CE as integral to academic scholarship. This is supported by the Department of Science and Technology (DST), the Council on Higher Education (CHE) and the NRF through research and intervention programmes to strengthen CE in universities (Kruss, 2012). This paradigm shift creates an opportunity to build a comprehensive, holistic and developmental vision of universities.

However, there are two questions that emerged as gaps in literature in relation to the conceptualisation of CE. To what extent will South African scholars adapt the US-based model of global citizenship to the South African context? Will CE largely remain the US-based model (Thomson et al., 2011)? Abdi (2015) argues that global citizenship may be conceptualised and pragmatized as unequal power relations that favours high towers in HE that have the greater capacity to define prevailing and produce new knowledge systems on dominant linguistic platforms, and marginalise the legitimate understanding of national and global citizenship by the majority of the non-Western global populations. I believe that the current study would

answer the above-mentioned questions, as guided by the research questions of this study. My contention is that CE cannot be applied locally as in the USA, as it needs to adapt to the local cultural context (Mignolo, 2000). I propose that it is crucial to recognise local context and acknowledge differences in order to advance relevant and effective global citizenship agenda (Larkin, 2015a).

2.3.3 Internationalisation and globalisation of global citizenship education

In recent literature, internationalisation and globalisation in education policy illustrates that histories and legacies of colonialism still influence policies (Shultz, 2015). This is supported by neoliberal capitalism, which is primarily interested in gaining individual access to global market and trade (Association of Universities and Colleges of Canada - AUCC, 2010; Kunin et al., 2012; AUCC, 2013; Shultz, 2015). Shultz (2015) used process-based analysis of policy (Canada's International Education Strategy - CIES) to elucidate that universities recruit international students, under the banner of global citizenship education, for economic benefits or to sell research to industry. This study also reveals that Canadians are enjoying significant economic benefit generated through international students in Canada. The 2012 data shows that 265, 400 international students brought in \$8.4 billion sustaining 86, 570 Canadian jobs (Shultz, 2015). More studies of global citizenship as an action are needed in order to understand the CIES (Shultz, 2015). My study would fill a gap in terms of further studies on global citizenship. This may lead to an understanding of the implications of internationalisation and globalisation for emerging economies.

Although I alluded to the commercialisation of global citizenship, global citizenship education is arguably a worthy instrument for achieving global justice (Chovane et al., 2015). I agree with Chovane et al. (2015) that global citizenship education with its ethical commonalities of rights, responsibilities and actions has provided many social justice tools to challenge a rapidly globalising and unjust world. In the global world, where there are extreme social inequalities, globalisation may create pressure and present a challenge to global North and global South to relate in terms of patriarchy (Forrest, & Kearns, 2001). Patriarchal relations perpetuate injustice and the global South is at the receiving end.

Similarly, in the context of globalisation research activities compel academics to establish international networks of correspondence and collaboration (Bond, & Paterson, 2005). According to Bond and Paterson (2005) academics have a common understanding of the value of being relevant and useful to the international community. This claim is substantiated by a UK-based survey questionnaire (postal) and interviews conducted with academics. The criticism against unjust forms of internationalisation and globalisation does not

undermine the value of HE in preparing students for engaged global citizenship (Hartman, & Kiely, 2004; Chovane et al., 2015; Shultz, 2015). Literature trends are consistent in showing that HE plays a pivotal role as a source of knowledge production, and complement economic activities (Stephenson, 2011; Kruss, 2012; Bowen, 2013; Odora-Hoppers, 2013; Larkin, 2015a).

Partnership has been identified as a significant policy trend in global citizenship education. Hence, one finds the internationalisation of Canadian HE by forming partnerships between Northern institutions and global South communities (AUCC, 2010; Larkin, 2015a). I comprehensively discussed partnership in section 2.6. However, partnership as economic opportunities driven by the neoliberal approach de-emphasises local cultural intricacies (Mignolo, 2000; Nair, 2003; Frey, & Whitehead, 2009; Larkin, 2015a). I observed in literature that North-South partnership is often not about collaborative relationship between institutions, but that the focus, however, is on research production by the North and its application within the South (Cross, Mhlanga, & Ojo, 2011; Cossa, 2013; Odora-Hoppers, 2013; Larkin, 2015a). In some cases the global South, particularly Africa, is used as a field for volunteering services disguised as partnership. A case study conducted in Australia among rural students living in residence revealed that some students seek recognition for global citizenship by visiting communities to build a chicken coop or volunteer in an orphanage (Burge, 2012). I argue that such practices demean the value and the integrity of global citizenship education driven through partnerships.

What is not known in the literature that I reviewed is whether partnership makes a researcher more acceptable and participants more responsive to the intervention (Power et al., 2005). There is also limited information on how and by what organisational means partnerships are established and sustained (Hart et al., 2009). The current study would add knowledge to the existing literature based on the relationship between partners in the FLY intervention. The FLY partnership has been sustained for over a decade, thus the knowledge generated may bring new insights in filling the gaps identified here.

In-depth analysis of global South literature indicates that in the late 1990s HE discourse was dominated by concern about the negative impact of globalisation and the spread of the neoliberal framework (Cross et al., 2011; Kruss, 2012). This was compounded by power dynamics in negotiations over HE policy as Africa was pursuing development through partnerships (Cossa, 2013). It became evident that globalisation was influencing HE as Africa was negotiating equitable representation of the less powerful (Cossa, 2013). The prevailing debates were favouring Western, universal concepts of internationalisation (Cross et al., 2011).

Michael Foucault's (1980) study (as cited in Cossa, 2013) used the analogy of a spider's web to describe the complexity of power relations between global North and South.

Cossa (2013) cautions researchers to continue studying global citizenship education with both suspicion and hope. There is hope for redressing the injustices of colonialism as knowledge paradigms are integrating those excluded (global South) epistemologically, and those who are disenfranchised (Mignolo, 2002; Engelbrecht et al., 2006; Seekings, 2007; Odora-Hoppers, 2013). In essence there is a move towards a new synthesis of knowledge (Odora-Hoppers, 2013). In the current study this gap means hope for change for the better, but being vigilant regarding the agenda driven by global citizenship. Thus global citizenship should emphasise equality leading to an equal footing in negotiating partnership (Odora-Hoppers, 2013). I argue that colonialist practices repacked as "global citizenship" are equally unjust and dehumanising. Therefore, it is crucial to change ideology in order to transform institutions (Odora-Hoppers, 2013), one being a shift from inward movement of staff and students to be balanced by the outward movement of staff and students for fair exposure to and to gain experience of the global world (Cross et al., 2011).

2.3.4 Global citizenship in the context of globalisation

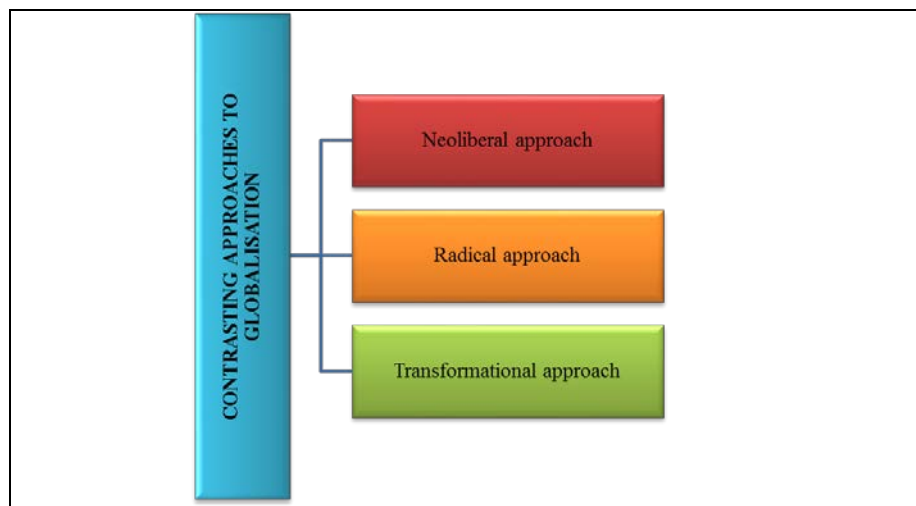
Extensive literature on global citizenship education reveals that the goal of education is to develop global citizenship (Shultz, 2007; Frey, & Whitehead, 2009) for sustainable socio-economic and political development (David, & Clegg, 2008; Carlisle, 2010; Glover et al., 2013). ASL, used as a vehicle for CE in this study, is grounded in social and political imperatives that seek to inculcate these responsibilities in university students (Schneider, 2004; Schamber, & Mahoney, 2008). We are at the final stage of the United Nations' Decade of Education for Sustainable Development (2005-2014), a programme that promotes sustainable development in education and development projects (Tilbury, 2011; Glover et al., 2013). Coincidentally, the current study is conducted in the context of a partnership that is over a decade old (2005-2016) (Ebersöhn, 2013; Ebersöhn, 2014). It would be interesting to see what this South African study may contribute to the body of knowledge and literature in the context of education for sustainable development (Tilbury, 2011). It is important to document the results of global citizenship, manifested as CE, for the purpose of generating new knowledge (Bringle, & Hatcher, 2009).

The role of HE in developing global citizenship has been prominent in academic discourse during the past two decades and in the public and private sectors, while civil society is also adopting the language of citizenship (Krause, 2005; Shultz, 2007; Ortega-Colomer, 2013; Abdi, 2015). Globalisation has interwoven the world's elite, the middle class and the

poor across national boundaries (Shultz, 2007). I believe that in this era of Education for Sustainable Development, global citizens should understand that they are connected to people and issues across national and international boundaries (Shultz, 2007; Tilbury, 2011; Glover et al., 2013). This intrinsic connection with others, through common humanity, a shared environment and activities, drives global citizens to create local, national and global communities that are just, democratic and sustainable (Morton, & Enos, n.d.; Shultz, 2007; Frey, & Whitehead, 2009; Creighton et al., 2010; Tilbury, 2011). In the current study, I will consider how the concept of engaged global citizens would influence curriculum policy in South Africa as the European Union (EU) curriculum has already been shaped by the concepts of global citizenship and global citizenship education (Oxfam, 2006; Frey, & Whitehead, 2009; Shultz, 2012).

There are three major approaches to understanding globalisation. Figure 2.2 below highlights the three contrasting approaches to globalisation, which are the neoliberal approach, the radical approach and the transformative approach (Petersen, 2007; Shultz, 2007; Shultz, 2010; Cross et al. 2011; Vargas et al., 2012). In this study, I briefly discuss the three contrasting approaches in the order mentioned below in Figure 2.2, though the third approach is the appropriate one within the context of my study.

Figure 2.2: Conceptual framework that highlights globalisation approaches



2.3.4.1 Neoliberal approach

The Neoliberal approach asserts that the individual as entrepreneur has the privilege to access the global market and engage in liberal, transnational trade (Nair, 2003; Shultz, 2007; Benneworth, & Sanderson, 2009; Frey, & Whitehead, 2009). In terms of the neoliberal perspective a successful global citizen is a “participant in a liberal economy driven by capitalism and technology” (Shultz, 2007, 249). Like many authors, I argue that global

neoliberal education policies perpetuate social inequality, political instability and undemocratic processes (Shultz, 2007; Cross et al. 2011; Abdi, 2015; Chovane et al. 2015; Larkin, 2015a). Therefore, the neoliberal approach does not correlate with the Transformative-emancipatory paradigm that underpins my study, because that approach opposes the social change agendas of radical and transformational global citizenship (Shultz, 2007). In addition, when this ideology was entrenched in the 1980s people around the world were made to believe that there was no alternative but the neoliberal approach to social issues (Jenson, & Saint-Martin, 2003; Shultz, 2010). My views differ from these claims, hence I present two alternative approaches in subsequent sections.

Chovane et al. (2015) argue that if global citizenship education advances neoliberal agendas, then it relinquishes the intention to promote social justice. I am of the opinion that positioning global citizenship education within a singular, universalised framework covertly entrenches the practices and values of the neoliberal knowledge economy and continues with the “colonialities of power” (Chovane et al., 2015, p. 157). In other words, Western-constructed global citizenship education that excludes the developing world or African countries reflects a neo-colonial or recolonialising character that perpetuates the tragedies of colonialism (Abdi, 2015). Thus, Larkin (2015a) posits that there is a gap in the global citizenship education policy that is endorsed along neoliberal (Western-constructed) lines as it creates greater inequalities and interferes with local development. The voices of citizens do not influence public policy in the neoliberalist space (Shultz, 2013). I believe that the current study would contribute to filling this gap by adopting the transformative-emancipatory paradigm. In relation to the primary research question, the voices of HE-rural school partners may influence the HE agenda as it relates to global citizenship.

In addition, neoliberal public policy promotes knowledge production for profit and for export to the consumer of the South. Similarly, the market influences policy by providing funding, and the North partners receive returns on their investment (AUCC, 2010; Kunin et al., 2012; AUCC, 2013; Shultz, 2013). In my analysis, global citizenship education, with its subcategories of teaching, learning and research, is about improving communities as opposed to driving the neoliberal agenda through the promise of research grants by the corporates (Shultz, 2013). The profit-oriented approach has major implications for HE (Larkin, 2015a). The current study is not under pressure by any corporate agenda as it is funded by the NRF for academic research purposes. It is against this background that I would like to see whether the participants in this study responded to the secondary research questions from the individual perspective (neoliberal) or the collective, in line with *ubuntu* (*ubuntu* - refer to section 2.4.3).

2.3.4.2 Radical approach

The Radical approach posits that globalisation is a mode of Western imperialism to use economic power for domination (Shultz, 2007). Citizenship has been abused by imperialist and colonialist forces for exclusion and discrimination as it was constructed in spaces of power and domination (Chovane et al., 2015). Significant authors agree that knowledge construction is dominated by the Western discourse (Petersen, 2007; Shultz, 2013; Chovane et al., 2015; Masemula, 2015; Swanson, 2015). Limited knowledge is constructed in the non-Western context (Petersen, 2007). My study adds a voice to the forces that endorse the recognition of plural views as opposed to those who believe in the Westernisation of knowledge (Shultz, 2013).

From the perspective of the radical approach, a global citizen understands that this domination system creates poverty and oppresses the majority of the populations in the world (Shultz, 2007). The global citizen therefore has the social responsibility to engage state and corporate structures that perpetuate the marginalisation of the global South (Shultz, 2007). Global citizens must understand the connection between the economic activities of political and economic institutions and socio-economic oppression (Nair, 2003; Shultz, 2007).

Recent literature indicates that there is a need for radical departure from dominant socio-economic and political structures that are built upon the historical foundations of colonialism (Chovane et al., 2015). In partially answering the primary research question, I investigated how HE partners engage in a manner that explores new ways of conducting partnerships for change and avoid shifting exploitation from one group to another, as warned about by the radical approach (Shultz, 2007). I am of the view that CE and participation are intertwined with notions of democracy and are therefore socio-politically radical, especially in developing nations (Kilpatrick, 2009). In an endeavour to conceptualise global citizenship, I believe that it is important for HE to create discursive spaces, where claims and criticisms can be made (Shultz, 2007). Having discussed the first two contrasting approaches to globalisation, it is important also to present the third approach, which is the transformational approach, which corresponds with my conceptual framework (refer to section 2.7).

2.3.4.3 Transformational approach

From the perspective of the Transformational approach, globalisation is “understood as cultural, social, environmental, and political as well as economic, resulting in new patterns of inclusion and exclusion, as well as the erosion of North-South hierarchies” (Shultz, 2007, p. 249). While the focus of the radical approach is to fight against the dominant powers, transformative literature promotes rethinking of the role of HE in society (Nair, 2003; Shultz,

2010). This kind of rethinking is in line with the PRA method employed in this study, which addresses issues of power relations, inequality and social justice (Chambers, 1994b; Wilmsen, 2005; Maalim, 2006). I am of the view that in transformation, spaces of learning should create ways of understanding and interpreting knowledge in way that enhance transformed citizens and their world views (Meyer & Land, 2005; Shultz, 2010). Informed by the methodological choices and conceptual framework of this study, such irreversible transformation should appreciate plurality of knowledges and their knowers as opposed to social exclusion (Babbie, & Mouton, 2001; Shultz, 2010; McMillan, & Schumacher, 2014).

To mitigate social exclusion, as one of the advocates of transformational approach, I am concerned about mutual knowledge generation and transmission (between the global North and South) to transform social and political relationships (CCIC, 2003; Shultz, 2007; Frey, & Whitehead, 2009; Vargas et al., 2012). Social change is imperative in the transformational framework and new forms of inclusion are created with a view to achieve global stability (Shultz, 2007). Within the transformational framework, global citizens understand their community responsibility of building partnerships through embracing diversity and common purpose across national boundaries (Shultz, 2007). While knowledge generation is fundamental for globalisation, the latter has not had a full, profound impact on the transmission of knowledge (Carnoy, & Rhoten, 2002; Frey, & Whitehead; 2009). The FLY partnership presents an opportunity to generate and transmit knowledge influenced by deep rural culture (Frey, & Whitehead; 2009; Ebersöhn, 2013; Ebersöhn, 2014).

I reason that it is imperative to understand the complexity of the rights of the marginalised and transform power relations to achieve the justice agenda of the radical global citizen (Shultz, 2007). An extension of common experiences of poverty and marginalisation beyond national boundaries is brought about by the new approach to global citizenship in HE (Forrest, & Kearns, 2001; Shultz, 2007; Osman, & Petersen, 2010). In the current study, I would attempt to gain an understanding of CE-partnership as a global citizen in a way that is transformative and emancipatory in order to prevent shifting exploitation from one group to another (CCIC, 1996; Shultz, 2007; Creswell, 2011; Mertens, 2012; Wagner, & Alexander, 2013). The current study adopts the approach of transformational global citizenship as I am interested in contributing to social justice through research and informing policy-makers about the experiences of HE-CE partners. The focus of my study centres specifically on the Transformative-emancipatory paradigm (as discussed in Chapter One, section 1.4.4) within the context of HE-CE partnership. Closely linked to transformation is the debate around decolonising global citizenship.

In the next section I discuss decolonising and indigenisation of global citizenship in HE.

2.4 The role of HE in decolonising global citizenship: post-colonial landscape

2.4.1 Introductory to the HE agenda

For the purpose of this chapter I intend to frame the HE agenda in the context of linking universities with the national development plans (Németh, 2010). I argue that HE should be about understanding the world with the aim of bringing about positive change (Erasmus, 2014). In the South African context global citizenship and cognitive justice (refer to section 2.5) have a strong presence in the HE agenda as they are reinforced by the Education White Paper 3 (Republic of South Africa (RSA) DoE 1997) (Thomson et al., 2010; Erasmus, 2014; Kaars, & Kaars, 2014). It is acknowledged that HE's agenda includes serving the community and economy through education, research and innovation (Doyle, 2010; Németh, 2010; Albertyn, & Erasmus, 2014). Knowledge creation is critical for supporting regional economic, cultural and social development (Doyle, 2010).

Owing to the HE agenda, universities act as a partner in society to address local needs through an exchange of ideas and sharing responsibilities (Németh, 2010). I agree with Németh (2010) that HE is a key partner in the creation and dissemination of regional knowledge (research and innovation) aimed at building human and social capital (Németh, 2010). Doyle (2010) further emphasises that the expertise and resourcefulness of HE distinguish it as a key partner in pursuing economic development and social justice. Thus, universities are challenged to recognise their intellectual assets and strengths and make them accessible to communities (Doyle, 2010).

One of the major trends emerging from literature on the HE agenda is the role of HE in developing global citizens. HE plays a role in society by equipping individuals with the knowledge and skills to become global citizens, who participate in democracy (Bringle, & Hatcher, 2007; Al-Zuaibir, 2011; Morton, & Enos, n.d.). Society is increasingly relying on technology, hence the need for HE to play a crucial role in the development of students, who could join the workforce later (Taylor et al., 2008; Al-Zuaibir, 2011). In a recent study related to this issue, Taylor et al. (2008) found that there is a gap in HE engaging and sustaining partnerships that are aimed at developing students to actively participate in socio-economic issues. This study was conducted in the UK through policy review and telephonic interviews with 47 HE community members (Taylor et al., 2008).

In continuing with the discussion concerning the HE agenda, Ashcroft, & Rayner (2011) name three categories as the purpose of HE, namely: (a) questioning, and so the protection of democracy (b) insight generation and transfer of new knowledge and practice and (c) producing today's and tomorrow's ideas of professionalism. For the purpose of my line of

reasoning in this chapter I use Ashcroft and Rayner's (2011) views to argue that the purpose of HE in the global South is to generate contextual knowledge aimed at addressing social and economic challenges. Refer to section 2.4.2 for a detailed discussion of decolonisation. Literature suggests that HE ensures development at grassroots level, thus contributing to poverty alleviation (Ashcroft, & Rayner, 2011; Pitso, 2014). Although it is about two decades since the new South African government drafted the Education White Paper 3 (RSA DoE 1997) to guide the process (Erasmus, 2014), the role of HE in society is still a subject of debate (Erasmus, 2014).

Another argument that presents the HE agenda as transformational is that, universities may use non-traditional methods, such as CE-partnerships, in engaging with communities in knowledge creation and economic transformation (Doyle, 2010). Literature suggests that when HE partner with communities there is a radical shift of attitude and practice in CE (Bringle, & Hatcher, 2007; Thomson et al., 2010; Albertyn, & Erasmus, 2014). Referring to South Africa, Albertyn and Erasmus (2014) argue that there are still huge gaps in collaborative CE. This conclusion is based on literature review highlighting a gap in collaborative research relating to knowledge generation among the following partners: local communities, organised civil society, HE, the public and private sectors. Albertyn and Erasmus (2014) further emphasise that little is known of the contributions by civil society, and that therefore a closer and deeper engagement of civil society is necessary in South Africa. Linked to the idea of knowledge is the complexity of related power which I discussed in section 2.5.3. Within this context, I argue that knowledge enablement between partners is crucial in HE-CE landscape (Albertyn, & Erasmus, 2014). It is reasoned that when HE-community partners focus on the common mission of all partners involved this results in positive energy (the knowledge spillovers) (Albertyn, & Erasmus, 2014).

Manifestations of global citizenship and social justice in South Africa HE is undergoing rapid and dynamic change to align contextual environment as it relates to national priorities and global pressure (Thomson et al., 2011; Erasmus, 2014, p. 106). Scholars provide useful insight about CE being a core function of HE along with teaching, learning and research. In the South African case CE serves social justice, equity and transformation purposes (Petersen, 2007; Albertyn, & Erasmus, 2014). However, the majority of South African citizens are still experiencing the harsh realities of inequality, yet contradictions and contestations about the idea of CE is ragging. As alluded, this is an interesting phenomenon given that CE is enforced by policy directives for HE transformation drafted in the Education White Paper 3 (RSA DoE 1997) (Thomson et al., 2010). I infer that this relates to what Erasmus (2014, p. 104) refers to as "offering a service as socially symbolic acts aimed at disguising social contradictions by

offering imaginary resolutions for repressed contradictions without actually affecting any real social change”.

Part of the tension that hinders manifestation of CE in the HE agenda of teaching, learning and research is lack of funding. In South Africa there is a discrepancy between ideological stance and practical support offered by DoE (Albertyn, & Erasmus, 2014; Pitso, 2014). In addition I noted that NRF has acknowledged the need to promote the research agenda through funding, as is the case in the current study.

2.4.2 Advocating decolonisation of global citizenship

The basic function of global citizenship education is to create a just and sustainable society by providing information, knowledge and skills (Cortese, 2003). This calls for a paradigm shift toward collaboration and cooperation between the partners of the North and South (Cortese, 2003; Sporre, 2012). Therefore, I argue that conceptualising critical global citizenship education within a political framework opens up spaces of critical inquiry and engagement with diverse theoretical approaches, epistemologies and pedagogies, and also facilitates decolonising of global citizenship (Sporre, 2012; Chovane et al. 2015). CE brings a paradigm shift within the geopolitical relations and allows students and communities to construct knowledge in the global space (Mignolo, 2000; Mignolo, 2002; Bringle, & Hatcher, 2007; Sporre, 2012; Chovane et al., 2015).

Recent developments in academic discourse align with the idea that imposing Eurocentric realities of global citizenship education to the South should be challenged (Mignolo, 2000; Mignolo, 2002; Sporre, 2012; Odora-Hoppers, 2013; Abdi, 2015; Chovane et al., 2015; Masemula, 2015). Global citizenship that perpetuates inequality through hidden agendas only serves the interest of minority groups that want to maintain dominance (Swanson, 2015). Abdi (2015, p. 15) critiques Kant (2007) for his “negative global citizenship education” of attempting to teach his European compatriots about Africans, about whom he knows little. According to Abdi (2015, p. 15) Kant is called “philosopher of colonialism”, because of his philosophy of presuming that non-Europeans, people with darker pigmentation, were inferior in brain capacity. His colonial philosophy, which prevailed globally over hundreds of years, had the “unintended” consequence of the decitizenisation of Africans. As a result, delinking from colonial systems and structures opens up space for the grammar of decoloniality (Mignolo, 2000; Chovane et al., 2015). This refers to the notion of the global North engaging with previously silenced voices from the global South.

I postulate that Eurocentric views were elevated in global thinking and analysis to the detriment of multiple epistemologies (Mignolo, 2000; Mignolo, 2002; Sporre, 2012; Abdi,

2015). The Southern voice was particularly suppressed in the construction and dissemination of knowledge. J. Ernst Renan is another philosopher who erroneously equates knowledge construction with Europeans (Abdi, 2015). He claimed that African and Asian natives had limited brain capacity, which meant that they were only good for manual labour (Abdi, 2015). Such a view created a gap in literature, consequently there are few authentic attempts to alleviate global injustices which are built upon the historical foundations of colonialism (Chovane et al. 2015). Renan's views were echoed in South Africa by Hendrik Verwoerd, who is quoted as saying, "There is no place for the Bantu in the European community above the level of certain forms of labour..." (Youth Group Fact Sheet, 2011). It is against this background that I argue that African knowledge and values should be promoted through global citizenship education that values African epistemology (Masemula, 2015). This leads to the next section, where scholars argue for global citizenship designed by Africans. Such global citizenship could bring transformative change by connecting the head, heart and hand (Cortese, 2003).

2.4.3 HE agenda in the Global South: Indigenisation of global citizenship

The review of literature on indigenisation revealed that both the Northern and Southern global countries are advocating HE agenda designed by Africans for the global South (Odora-Hoppers, 2004; Leibowitz, 2010; Cossa, 2013; Masemula, 2015; Swanson, 2015). It is inadequate to decolonise global citizenship, hence the need for HE systems designed by Africans (Cossa, 2013). In a UK-based study, Swanson (2015) identified a gap in literature whereby global citizenship can be indigenised through creating spaces for previously silenced voices from the non-Western world to effect democratic change. Swanson (2015) observes in literature that the contributions entailing African indigenous thought to social ecological wellbeing of rural communities are ignored. The current study would potentially make a contribution to scientific knowledge by re-voicing the often silenced voices. Unilateral foreign funding arrangements render Africa as recipient prone to all kinds of influences, including African educational policies (Cossa, 2013). I argue that decolonisation should give space to the previously colonised to design their own HE agenda. All nations should participate in dialogue on an equal footing in the process of designing education that is intended for global citizenship (AUCC, 2010; AUCC, 2013; Pitso, 2014; Masemula, 2015).

The transformation of the HE agenda, towards achieving indigenous education, as advocated by the Association of African Universities (AAU) is not a new phenomenon (Ansu-Kyeremeh, 1987; Cossa, 2013). Ansu-Kyeremeh (1987) conducted a study in a rural Ghanaian village and subsequently recommended the revival of African community education. Fanon,

(1968); Nyerere, (1968); Rodney, (1982); Achebe, (2009 [1958], 2000) and wa Thion'go (1986, 2009) (as cited in Abdi, 2015) are some of the scholars who are recognised for being involved in creating anti-colonial citizenship education programmes. Erasmus (2014, p. 111) also agrees with this claim by specifically citing Julius Nyerere as one among many African philosophers who influenced “student education for responsible citizenship”. Their work was not only about historical cultural freedom, but as much for epistemic liberation by critically responding to de-citizenship status quo literature (Abdi, 2015).

Indigenisation of global citizenship is understood from the perspective of the essentially South African world view of *ubuntu*, although this concept is not discussed extensively in this thesis. *Ubuntu* is the South African way of expressing a way of living that is universal (Dolamo, 2013). *Ubuntu* denotes humanness (Dolamo, 2013). This concept is enshrined in the maxim, “*umuntu ngumuntu ngabantu*” which means a person is a person through other persons (Dolamo, 2013, p.2). Informed by this world view, South Africans’ understanding of citizenship draws mainly on two elements, namely the anti-apartheid struggle and the new Constitution (Enslin, 2003). The anti-apartheid struggle forged a highly participatory notion of democratic citizenship, which is in line with “humanness” in collective dignity (everyone – you, I and them) (Schoeman, 2006; Enslin, 2003; Muropa, Kusure, Makwere, Kasowe & Muropa, 2013). On the other hand, the Constitution is healing the divisions of the past by enabling citizenship education, which promotes democracy, justice, rights and responsibilities, identities and diversities (Enslin, 2003; Muropa et al., 2013).

Citizenship education is a social process aligned with a specific social ideal, and this is collective dignity (*ubuntu*) in the South African context (Kubow & Min, n.d.; Dolamo, 2013; Muropa et al., 2013; Masemula, 2015). Before the superimposition of colonialism, African education concerned societal affairs, thus addressing real, core problems of human existence such as human personalities, thoughts and will (Ansu-Kyeremeh, 1987; Dolamo, 2013; Masemula, 2015). Masemula (2015) explains that adults were viewed as holders of knowledge and had the responsibility to teach the young. Indigenous education was about formal observances and lived daily experiences (Odora-Hoppers, 2004; Masemula, 2015). During this study I was cognisant of the potential contributions of non-researcher partners to global citizenship education based on their lived daily experiences. In this thesis I espouse Ansu-Kyeremeh’s (1987) model of the indigenisation of global citizenship education, which is reflects the unity of education and work and community participation in shaping the HE agenda process and practice.

I believe that that African education should free itself from mental and social slavery (Masemula, 2015). In this study, it is important to learn from student-clients and ASL students

about what South Africans say about CE and how they experience it (Leibowitz, 2010). Colonialism disoriented African life by teaching students in a language they did not understand, and sometimes content irrelevant to their daily lives. Thus, little attention was given to African social issues (Masemula, 2015). The agenda then was largely inculcating the myth of European superiority and African inferiority through the transmission of European ideologies (Ansu-Kyeremeh, 1987; Odora-Hoppers, 2013; Abdi, 2015; Masemula, 2015).

Like Swanson (2015), I believe that it is short-sighted to ignore African knowledge and culture in global citizenship education. Global citizens have the same basic rights, security, opportunities, obligations and social benefits (Odora-Hoppers, 2013 Masemula, 2015). My contention is that CE-partnership is an appropriate strategy in pursuing global citizenship in the African context. An African university is one which addresses African aspirations and concerns, displays a sense of social responsibility and incorporates different views in the curriculum (O'Brien, 2009).

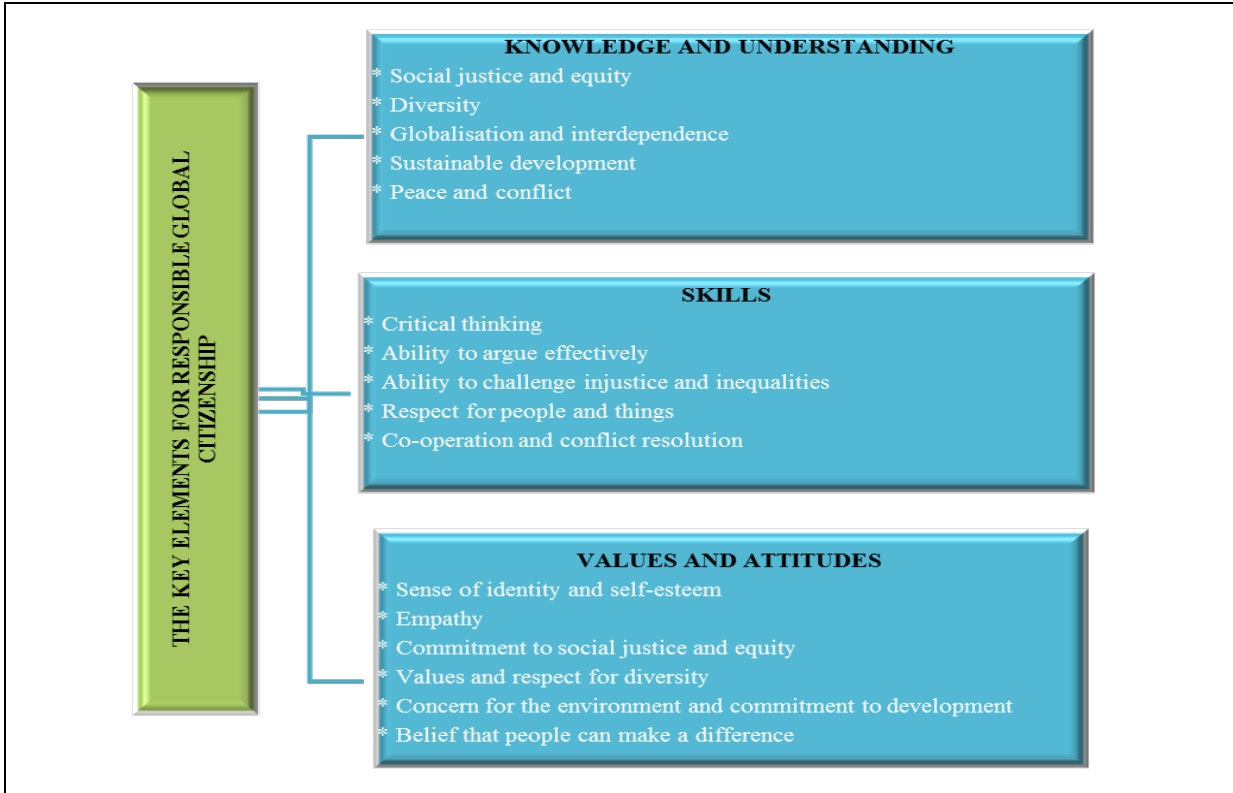
HE curriculum development should be responsive to societal needs both nationally and internationally. Bowen (2013) posits that the HE curriculum should reflect the connection of all university systems to achieve a just and sustainable society. I agree that it is imperative to integrate CE in the curriculum to develop students' sense of civic responsibility for a cohesive society (Bowen, 2013). CE modules are essentially collaborative, therefore the curriculum should integrate economic and social justice and political aspects that address the needs of marginalised poor communities (Jenson, & Saint-Martin, 2003; Petersen, 2007; Malm, Rademacher, Dunbar, Harris, McLaughlin, & Nielsen, 2013).

Both developing countries and Euro-Western countries have a concentration of wealth and power, with the concomitant challenges relating to increasing poverty on the part of the rest (Shultz, 2007). The problem of poverty gives rise to the need to review policies in order to establish HE partnerships that are based on solidarity, equity and social justice (CCIC, 2003; Shultz, 2007; Bringle, & Hatcher, 2009). In relation to HE policy, the agenda of global citizenship education could contribute significantly to ensuring that just action is achieved through CE-partnership driven by global citizens (Shultz, 2007; Shultz, 2010; Chovane et al., 2015). This calls for transformational space that can be integrated into the existing curriculum and classroom pedagogy (Chovane et al., 2015).

In my study, I attempted to influence policy-makers not to view global citizenship education as learning about differences only, but also as emphasising the common responsibility in environmental, political, social justice and cognitive justice for the marginalised (Mooij et al., 2011; Frey, & Whitehead, 2009). Global citizenship education is prompted in this study given that we are living in a global world. Moreover, this approach to

education involves students fully in learning, and uses a wide range of active and participatory learning methods (Oxfam, 2006). Thus the HE curriculum should integrate the key categories for responsible global citizenship, as illustrated below in Figure 2.3 (Oxfam, 2006).

Figure 2.3: Key elements for global citizenship Adapted from (Oxfam, 2006)



Frey and Whitehead (2009) note that the public school curriculum is mainly standardised at national level, while there is an increasing interest in internationalising the curriculum. Compared to the developing African region, American universities are advanced as they have established academic service-learning in their curriculums (Bringle, & Hatcher, 2007). South Africa is developing and growing in the process of generating knowledge in CE for the purpose of developing its curriculums (Bringle, & Hatcher, 2007; Bowen, 2013). Some scholars are of the view that CE is poorly theorised and conceptualised in South African universities and their curriculums (Bringle, & Hatcher, 2007; Bender, 2008; Hall, 2010).

Community partnerships are complex (Butcher et al., 2003), yet they are critical for assisting with realigning the curriculum and making it cohesive for teaching, learning and research (Mariage, & Garmon, 2003; Strier, 2011; Webber, & Jones, 2011). HE and community partners should have equal voices in planning and implementing academic service-learning (Butcher et al., 2003). This ethos should be well-embedded in HE-CE curriculum, in line with the White Paper on Higher Education 3 (Department of Education, 1997; Bringle, & Hatcher, 2009; Butcher et al., 2003). Farrant and Silka (as cited in Lindenfeld, 2010, p. 2)

argue that curriculum plays a role in supporting “a virtuous circle of improvement”. I reason that curriculum development may be used to draw assets for students and faculty to partner with communities for achieving a better world (Lindenfeld, 2010).

Kruss et al., (2012) argue that there are renewed forms of policy and practice in relation to HE-CE, and robust debate about the social responsiveness of the South African HE sector. The Higher Education Quality Committee, guided by South African legislation, recommends that correct procedures should be followed when developing the curriculum (Bender, 2006). In the process of developing academic service-learning modules, it is imperative that the purpose of the module “is supported by the content selection (Module descriptors), learning outcomes, teaching-learning methods, assessment methods and practices used to deliver” (Bender, 2006, p. 30). The underpinning principle in developing the academic service-learning module should be the quest to fulfil the HE triple mandate of research, teaching and community service, as stipulated in the White Paper on Higher Education 3 (Kruss et al., 2012; Department of Education, 1997).

South African HE has the unmatched task of developing critical citizens who engage in robust debate within institutions and the broader community, to strengthen the growing democratic state and commitment to the common good (Department of Education, 1997). Some South African HEIs have achieved recognition on the international platform, but “there is still insufficient attention to the pressing local, regional and national needs of South African society and to the problems and challenges of the broader African context” (Department of Education, 1997, p. 5).

In addition, the South African Education White Paper 3 calls on researchers to fill the gap by studying the potential of CE in HE (Department of Education, 1997; Lazarus, 2008). In South Africa, CE studies and related curriculum development are undertaken with the benefit of having formal structures that support such initiatives, for example, Community-Higher Education-Service Partnerships (CHESP), JET Education Services, the South African Higher Education Community Engagement Forum (SAHECEF) as well as the NRF (Kruss et al., 2012; Bender, 2006; Department of Education, 1997; Lazarus, 2008). JET Education Services, formerly known as the Joint Education Trust (JET), followed the call to transform HE by launching the CHESP project in 1999. Lazarus (2008) notes that the main goals of the CHESP project were to:

- support the development of pilot programmes that integrate CE as a core function of academia,
- monitor, evaluate and research these pilot programmes and

- use the data collected through this process to inform HE policy and practice, in terms of CE, at national, institutional and programme levels.

Notwithstanding these commendable goals, Erasmus (2014) criticises HE for not committing itself to building on this bold process formulated by CHESP.

Bowen (2013) states that students should move away from charity acts as they engage with the sociopolitical dynamics of globalisation with the aim of contributing to social transformation and building a cohesive society. It is crucial for students to connect the work with curricula and connecting communities with teaching and research (Bowen, 2013). A survey conducted by Campus Compact (2010) (Malm et al., 2013) shows that 35% of students are engaged in community service, but only 7% of faculty members teach CE modules. I wonder if the low number of faculties engaged in CE suggests that it is believed the risk outweighs the benefit of engagement (Malm et al., 2013). I agree with Morton and Enos (n.d.) that faculties cannot help students to become better citizens if they are not actively involved in a CE-partnership.

Butin (2006) posits that HE should embrace the call for CE notwithstanding the pedagogical, political and institutional limits inherent in academia. The call to embed CE in teaching, learning and research compels HE to abandon ineffective traditional learning methods (Venter, & Seale, 2014). Table 2.2, which follows, illustrates the distinction between traditional learning and academic service-learning:

Table 2.2: Traditional Learning versus Academic Service-Learning
(Bender et al., 2006)

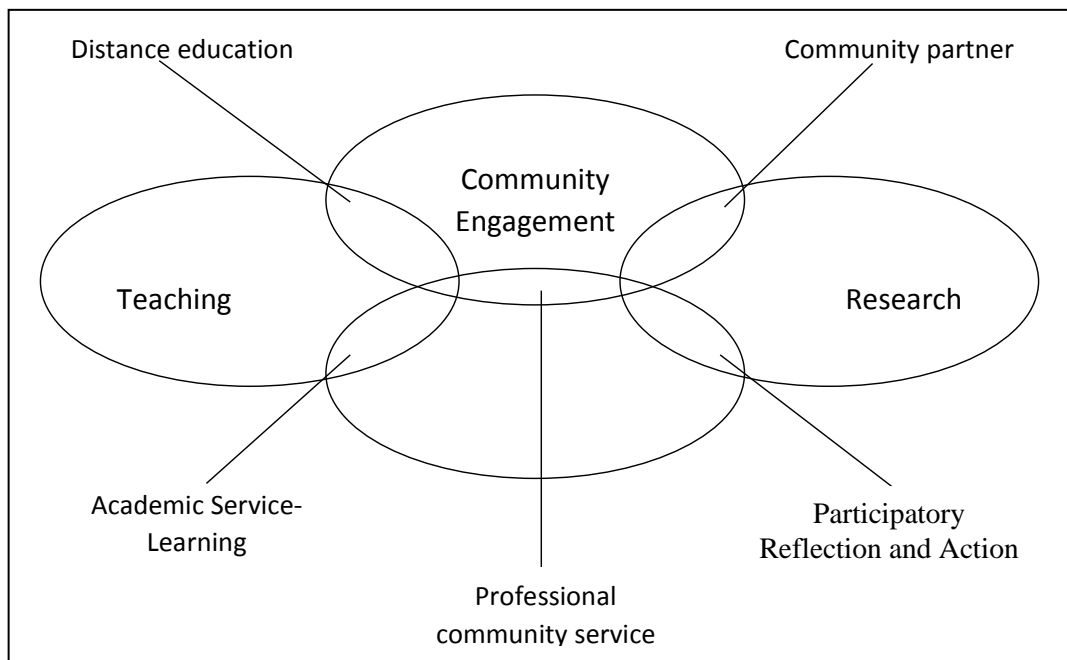
| TRADITIONAL LEARNING | ACADEMIC SERVICE-LEARNING |
|---|---|
| Theory | Theory and experience |
| Others' knowledge | Personal knowledge |
| Spectator | Participant |
| Individual learning | Co-operative learning |
| Distinction between teacher and student | Blurred distinction between teacher and student |
| Answers | Questions and answers |
| Certainty of outcomes | Heterogeneous outcomes |
| Ignorance avoided | Ignorance a resource |
| Objectivist epistemology | Connected/feminist epistemology |

I am of the view that HE should take a leading role in CE to meet the growing human need. I believe that the trend of academic staff and students leaving the traditional classroom to engage with communities is a step in a right direction, although this might currently be low. I

anticipated that CE would enrich teaching, learning and research experiences and simultaneously contribute to community development.

CE brought a paradigm shift to teaching, learning and research (Cortese, 2003; Bringle, & Hatcher, 2007; Venter, & Seale, 2014). The new trend shows that HE is shifting its focus from traditional teaching to integrated teaching, learning and research (Bender, 2008, Malm et al., 2013). I agree with Bender et al. (2006), who conducted qualitative conceptual analysis in South Africa to establish that this development is similar to other trends in HE, where the focus is on collaborative learning, problem-based learning, interdisciplinary work and democracy. Figure 2.4 illustrates the integrated engagement of HE and the community.

Figure 2.4: Engagement of Faculty Work in and with the Community
(Adapted from Bringle, & Hatcher, 2007)



Given the innovative way of conducting CE, Jacoby (1996) insists that the fundamental goal of student learning must be balanced with building moral character and civic consciousness. I echo the sentiments that CE should be about building knowledge, skills, values of civic responsibility, global citizenship, global-mindedness as well as commitment to social justice (Simons, & Cleary, 2005; Oxfam, 2006; Shutz, 2010; Schutz, 2011; Bowen, 2013; University of Pretoria, 2013). In conducting my study, I posit that the FLY co-researchers will use their skills and resources to add value to the HE curriculum and develop the community, thus strengthening the partnership. The next section unpacks the process of integrating CE into the curriculum.

2.4.4 Integrating CE in the HE agenda

Many researchers support the idea of meaningful participatory engagement with the community given its influence in HE practice (Burnett et al., 2004; Minkler, 2005; Power et al., 2005; Hart et al., 2009; Kilpatrick, 2009). Like that of USA education leader, Ernest Boyer, a descriptive case study (in the Caribbean) by Bowen (2013) affirms that HE should share its rich resources with the larger community that is less resourced to address social problems and improve the quality of life of its people. I concur with Butcher et al. (2003), who state that the community can influence HE practice, and its curriculum, by partnering with HE in CE. I support the view that those who participate actively in CE-partnerships have great influence on the curriculum (O'Brien, 2009).

On the other hand, O'Brien (2009) acknowledges that academics are perceived to have the ultimate power in a CE-partnership. Throughout this study, I attempted to convey the importance and relevance of global citizenship and global citizenship education for South African HE, and therefore its impact on the curriculum. I anticipated that the implication for the current study would be that the principles drawn from the experiences and perceptions of the FLY partners could be used to assist HE in developing an appropriate curriculum, one that meets the demands of the twenty-first century's global citizenship education.

As society needs change, I believe that it is imperative to reform the HE-CE curriculum in order to uphold global citizenship education, which recognises inclusiveness and diversity in partnerships (Frey, & Whitehead, 2009; Creighton et al., 2010; Bowen, 2013). Based on the three case studies conducted in Australia, Butcher et al., (2003) propose that HE and community partners should have an equal voice in the planning and implementing of HE-CE curriculum. The collaborative process of reforming HE-CE curriculum requires the appropriate structures and ample resources from community partners in order to remain relevant in a changing society. Like Butcher et al. (2003, p. 114), I assert that, "relevance is the key to worthwhile pedagogy" in HE-CE. This speaks to the issue of indigenising global citizenship in the African context (Ansu-Kyeremeh, 1987; Leibowitz, 2010; Cossa, 2013; Masemula, 2015). As I have alluded to in the preceding sections, I maintain that current trends advocate that CE should be embedded in the curriculum (Boyer, 1990; Burnett et al., 2004, Colbeck, & Michael, 2006; Sandmann et al., 2009) to produce tolerant, compassionate, socially trusting and responsible global citizens (Butcher et al., 2003; Markham, 2013; Erasmus, 2014) and improve the standard of living of the community (Bender et al., 2006).

Researchers (Bond, & Paterson, 2005; Sandmann, & Plater, 2009; Maistry, & Thakrar, 2012) agree that HE has the potential to provide CE to communities to grow social and economic development of a community. Lindenfeld (2010) articulates this view by saying that

CE curriculum development may be used to draw assets that would enable students and faculty to engage with a community. As students engage with a community they learn critical life skills (Morton, & Enos, n.d.) in an informal environment. According to Bruyere et al. (2013) effective learning can take place in an informal environment, because it is hands-on or kinaesthetic learning. I reckon that the kinaesthetic is a powerful learning tool for it can engage the cognitive, affective and psychomotor learning domains. I concur with Lindenfeld (2010, p. 2), who argues that CE offers a platform to “work outside the proverbial pedagogy box”. This inspires students’ interest and curiosity, which equips them with knowledge and skills for the global market (Nair, 2003; Bednarz et al., 2008; Benneworth, & Sanderson, 2009; Mahoney et al., 2010). I am of the view that CE presents an opportunity for reviewing the curriculum, although it disguises what might appear to be an overwhelming challenge.

Another critical factor to consider in HE-CE curriculum is the fact that CE should enhance students’ acquisition of skills and knowledge that can be assessed in a specific academic module (Bednarz et al., 2008). I believe that students appreciate CE that is integrated with the curriculum, and connects the local, national and global community with teaching and research (Dhillon, 2009; Sandmann, & Plater, 2009; Bowen, 2013). Consequently, CE enhances understanding of culture (Cairney, 2000) and racial diversity, and develops attitudes that value participating in democratic politics in society (Levine, 2007; Bednarz et al., 2008). I contend that a CE curriculum not only benefits students, but it also plays a vital role in supporting a virtual circle of improving and sustaining community infrastructure (Lindenfeld, 2010). Therefore, I argue that HE-CE curriculum should reflect the connection of all HE systems, including the community, to achieve a just and sustainable society (Cortese, 2003).

Much of what is known about global citizenship is based on American and European studies (Boyer, 1990; Boyer, 1996; Bringle, & Hatcher, 2007; Butcher et al., 2011). It is vital to develop and share CE practice originating in other parts of the world, including Africa (Bednarz et al., 2008; Odora-Hoppers, 2013; Masemula, 2015). Colbeck and Michael (2006) highlight the need for ongoing research into how HE-CE curriculum enhances student learning and fosters active participation in democratic society.

Do students’ participation in CE lead to global citizenship (Morton, & Enos, n.d.)? According to Bender et al. (2006) CE is simply construed as involving activities that prepare students for citizenship. Curricular modules that incorporate CE are most likely to impart knowledge to enhance the civic engagement of youths and influence policy-making (Caputo, 2005; Levine, 2007) in future HE-CE agendas. In line with other researchers’ thinking (Bender, et al., 2006; Maistry, & Thakrar, 2012), I affirm that HE-CE curriculum should aim at educating students holistically and prepare them for taking social responsibility in future.

Maistry and Thakrar (2012) reiterate that students should be trained with the aim of enhancing social and community cohesion and productiveness. In this study, I assumed that CE develops responsible global citizens who are likely to participate in future community activities.

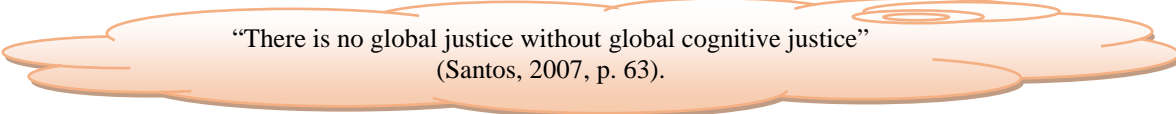
Given the role of HE in developing communities through HE-CE curriculum (Al-Zuaibir, 2011), I reason that HE is an agency for secondary socialisation. In essence it means preparing students to be responsible global citizens regarding social, cultural, economic and political participation (Caputo, 2005; Levine, 2007; Erasmus, 2014). I consider the HE-CE curriculum to have the mandate to enable students with the knowledge, skills, competencies, values, dispositions and capacities to play a role in the global economy (Oxfam, 2006; David, & Clegg, 2008; Bowen, 2013). In Falk's (2013) view, scholars must do more research into whether CE impacts students' political and/or community participation, knowledge and skills. I maintain that HE should train students to understand and engage with the sociopolitical dynamics of globalisation.

In the view of Cortese (2003) CE should be used to teach students the importance of forming CE-partnerships with local, national and regional communities to help them solve public problems. CE connects academic content to the real-world (O'Brien, 2009; Falk, 2013). However, the gap in existing literature regards how best to prepare students for active global citizenship (Krause, 2005; Falk, 2013). Recent research by Malm et al. (2013) shows that CE courses are essentially collaborative, and the curriculum should integrate all aspects of social justice. There is no doubt among scholars that CE builds global citizenship based on these elements: values, knowledge, skills, efficacy and commitment to social justice (Simons, & Cleary, 2005; Osman, & Petersen, 2010; Strier, 2011; Falk, 2013).

My study is part of a larger FLY study funded by the NRF, and I attempted retrospectively to understand the experiences of HE partners in order to inform the HE-CE agenda. I contemplate how literature on HE-CE, citizenship, social and cognitive justice from the international perspective influences national and institutional policy (Department of Education, 1997; Wade, 2001; Visvanathan, 2002; Shultz, 2007). I conclude by arguing that opportunities for indigenisation and internationalising of curricula should be explored, given the goal of providing developing global citizens with global citizenship education (Shultz, 2007; Frey, & Whitehead, 2009; Keating, et al., 2009; Hayden, 2013; Mendoza, & Matyók, 2013; Odora-Hoppers, 2013).). In the next section, I discuss the concept of social and cognitive justice in the context of the HE agenda.

2.5 Social justice and cognitive justice in the HE landscape

2.5.1 Social and cognitive justice in the HE agenda



“There is no global justice without global cognitive justice”
(Santos, 2007, p. 63).

In my view, the quotation above encapsulates the type of justice that HE could promote through partnerships. The concepts of social and cognitive justice may be interpreted in various ways as they are complex phenomena. Turnbull (2014, p. 97) broadly defines social justice “in terms of distribution of wealth and tangible goods, acknowledging that the promotion of social justice requires the recognition of equitable provision for the most needy”. In this study, social justice is *inter alia* considered in terms of the distribution of power (Turnbull, 2014). Cognitive justice though is an ethical principle that endeavours to critique the dominant paradigm of modern science, and promotes the recognition of paradigms or science studies that are alternative to the democratic imagination (Visvanathan, 2002; Van der Velden, 2003; Van der Velden, 2006; Veintie, 2013).

Essentially this presents the potential to expand the present as well as the space of the world (Santos, 2016). While critiquing the dominating epistemology, Santos (2007) calls Western paradigms “abyssal thinking”. He defines abyssal thinking as the classification of visible and invisible distinctions that divide social reality into two realms, referred to as “this side of the line” and the “other side of the line” (Santos, 2007, p.1). In abyssal thinking things that are on the other side of the line are non-existent. Alternative thinking relevant to alternatives is required to break the divide between the dominant Western epistemology and existing indigenous knowledges (Santos, 2007; Veintie, 2013). It is therefore crucial to link social and cognitive justice whilst pursuing global justice for marginalised communities (Wade, 2001; Visvanathan, 2002; Carlisle, 2010). Critical theory that reinforces the idea of anticipation of a better world assists in dismantling social lies, which never hold for ever in any event. As informed by Santos’ (2016) ideology, I believe that oppressive social lies have limited scope and duration, although while they are in force they appear to be the ultimate truth and source of hope for a nation.

If global progress continues slowly and income poverty is not addressed, it will take more than 130 years to eradicate hunger (UNDP, 2002; Van der Velden, 2003; The World Bank, 2012). Although significant progress is noted in the globalised world, marginalised communities still live in oppressive conditions that are exacerbated by growing extreme wealth and inequality (UNDP, 2002; Van der Velden, 2003; The World Bank, 2012; Oxfam, 2013).

For example, South Africa is under a government that was greatly invested in the liberation struggle. However, the current government seems to be failing to peruse anti-apartheid ideologies and to facilitate social justice for the oppressed (Chipkin, & Ngqulunga, 2008; The World Bank, 2012; Oxfam, 2013; Subreenduth, 2013).

Although South Africans have been living in a democratic state for just over two decades, Subreenduth (2013) claims that the experiences of the majority remain similar to those under the apartheid system. Prof Adam Habib, prominent South African scholar, is quoted as saying: “Black professionals and entrepreneurs have benefitted from the new democratic dispensation as opposed to struggling poor and marginalised people in South Africa” (Chipkin, & Ngqulunga, 2008, p. 66). Consequently, violent crime and theft have increased astronomically in South Africa between 1994 and 1995, thus contributing to eroding of the traditional cohesive ties of community such as shared space, close kinship and moral values (Forrest, & Kearns, 2001; Chipkin, & Ngqulunga, 2008).

I argue that HE can make an impact in marginalised communities if it were to view social justice as an ideal that must continually be revised in theory, policy and practice, just like democracy (Subreenduth, 2013). The landscape of social justice and equity changes as a result of factors such as context, history, globalisation and global social movement (Forrest, & Kearns, 2001; Cossa, 2013; Subreenduth, 2013). In the current study, I attempted to understand how the voices of HE partners could influence HE-CE practice (Andrews, 2011; Zelner, Trostle, Goldstick, Cevallos, & House, 2012). Little research has been conducted into CE in South Africa (Bender, 2008).

In light of the goal of global citizenship education for developing global citizens, I reason that it is important for HE to move from service-learning as charity to global citizenship as social justice that focuses on community issues and global problems (Wade, 2001; Butin, 2006; Shultz, 2010; Bowen, 2013). Burnett et al. (2004, p. 181) refer to this paradigm as moving away from the “missionary ideology” of working “for” the community to working “with” the community. The goal of ASL within the social justice framework is to develop global citizens who are equipped with knowledge, skills, values and the will to engage in their communities and to develop a better world (Oxfam, 2006; Wade, 2001; Al-Zuair, 2011). In this study, it remains to be seen whether students’ engagement with communities produce the expected and desired results (Caputo, 2005).

Traditionally, the epistemic dominance of the Euro-Western world has divided social reality into two realms, namely subjective and objective knowledge (Parker, 1994; Van der Velden, 2006; Charmaz, 2011; Veintie, 2013). Western epistemology, which undermines indigenous knowledge, produces cognitive injustice, thus suppressing pluralism or forms of

knowledges and knowers (Mignolo, 2002; Odora-Hoppers, 2004; Santos, 2007; Visvanathan, 2009; Veintie, 2013). Essentially, cognitive justice “recognises the right of different forms of knowledge to co-exist, but adds that this plurality needs to go beyond tolerance or liberalism to an active recognition of the need for diversity” (Visvanathan, 2009, p. 6). The FLY co-researchers acknowledged the participants as expert knowers, equal partners and co-generators of knowledges during the data collection process (Greenwood, 1987; Ward, & Wolf-Wendel, 2000; Burnett et al., 2004; Strier, 2011; Ebersöhn, 2013). This process has enriched the qualitative secondary data used for this study.

Science, which promotes the objectivity of knowledge, grapples with the idea that different forms of knowledge or their knowers could be treated as equals (Van der Velden, 2006; Odora-Hoppers, 2013; Veintie, 2013; Abdi, 2015). Traditional science upholds the notion that knowledge is true or false, independent of the researchers’ or participants’ perception (Van der Velden, 2006). Van der Velden (2003, p. 2) argues that cognitive justice is by no means promoting “junk science”, because it calls for a critical democratic, pluralist understanding of science. From this perspective, a global citizen must not only be seen as a consumer or voter, but as a person of knowledge (Visvanathan, 2002).

Moreover, the global citizen is an important trustee of local, defeated and marginalised types of knowledge (Visvanathan, 2002; Odora-Hoppers, 2013). I believe that the cognitive process cannot be separated from one’s learning locations and readings of the world, although the global West might project the contrary (Abdi, 2015). Without being overcritical of the global West, I acknowledge that there is some voice and representation of the Southern scholars in global citizenship, but sometimes also by North-based scholars who originated from the South, like Abdi (2015). Odora-Hoppers (2013) affirms that knowledge is plural and knowledge largely rests in people rather than databases or services. Therefore, I pursue cognitive justice with the understanding that it is not about whether colonised people have history or philosophy, but about the right of different forms of knowledges to survive creatively and sustainably (Odora-Hoppers, 2013). I seek to redress the gap between hearing and heeding these voices and global citizenship as perceived by local communities (FLY partners) (Abdi, 2015).

In addition, cognitive justice advocates plural frameworks of knowledge within the global world that is faced with social injustice (Visvanathan, 2002; Visvanathan, 2009). I support the criticisms levelled against the science that seeks to relegate indigenous knowledge to archaic artefacts due to dominating Western knowledge (Van der Velden, 2006). However, I also note that Visvanathan (1999) (as cited in Van der Velden, 2006) argues that it is unrealistic to attempt to return to indigenous and traditional knowledge and solutions given the

advancing political and economic modern global world that we live in (Van der Velden, 2006). According to Van der Velden (2006) cognitive justice, democracy, social justice and the ethics of freedom form the building blocks of a framework for an alternative conception of science.

2.5.2 Manifestation of social and cognitive justice in HE-CE

My argument for a social justice framework rests on the understanding that universities should advance community interest instead of elitist interest (Odora-Hoppers, 2013). Advancing of the Western global citizenship agenda has seen the unprecedented evacuation of millions of Africa's population (mostly rural) from the space of knowledge production (Odora-Hoppers, 2013). This gap evokes the question of the terms and conditions on which the non-Western countries can be fully integrated in the knowledge production process. I propose that non-Western communities should be accepted on the same footing in the global space of knowledge production and dissemination through partnerships.

Fundamentally, universities are established to improve the lives of people by making pertinent contributions to society (Morton, & Enos, n.d.; David, & Clegg, 2008; Bringle, & Hatcher, 2009; Lindenfeld, 2010). John Dewey, Jane Addams, Myles Horton and Paulo Freire are some of the forebearers of progressive education (global citizenship education) that integrates partnerships between universities and communities for creating a democratic and just society (Morton, & Enos, n.d.; Weiner, 2003; Creswell, 2011; Wagner, & Alexander, 2013). Historically, research-intensive universities made great contributions by producing new knowledge, but they were limited in driving transformation for changing social conditions (Department of Education, 1997; Creighton et al., 2010).

In the 1990s, Boyer (1990, p. 32) called on HE to participate in the agenda for social change by calling for “scholarship of engagement”, known as “global citizenship” in this research (Boyer, 1996; Berberet, 2002; Colbeck, & Michael, 2006; Bringle, & Hatcher, 2009; Creighton et al., 2010). My study is conducted at a research-intensive university that is equally interested in improving local socio-economic conditions and influencing regional and global development (Nair, 2003; Creighton et al., 2010; University of Pretoria, 2011). Reading literature made me aware of the need to progress beyond the social responsibility of teaching and research, to address local, regional, national and global problems (Nair, 2003; Benneworth, & Sanderson, 2009; Gonzalez-Perez, 2010; Németh, 2010).

Three case studies conducted in Australia revealed that CE-partnership (in teacher education) is important to prepare teachers for a difficult and challenging world (Butcher et al., 2003). I believe that structural injustices can be addressed through constructive CE-partnership that benefits both the “helper” as well as the “helped”. Global citizenship education should

address social justice and diversity or what Butcher et al. (2003, p. 111) termed “teaching against the grain”. The results of the three case studies show that CE-partnership has benefits for all partners involved. However, there is still resistance on the part of student teachers.

Similarly, another study conducted in South Africa has shown that some students have the attitude of being more knowledgeable than those they serve, because they are unfamiliar with the social justice framework (Osman, & Petersen, 2010). This paternalistic attitude results in students “othering” the community (Osman, & Petersen, 2010, p. 415). The authors analysed students’ portfolios to arrive at this conclusion. Such students disregard the fact that some social problems are caused by the disablement and marginalisation of communities. These erroneous views create a gulf in South African publications on CE within the social justice framework (Petersen, 2007; Osman, & Petersen, 2010). I seek to contribute to studies of good practice on CE in the South African context by sharing the experiences of HE-rural school partners.

In addition, critical learning theorists criticise the prominence placed on individual students’ learning reflection in favour of principles of cognitive justice that recognise plural epistemologies (Osman, & Petersen, 2010). In my view, students should perceive their role as being co-creators of knowledge in conjunction with the community as opposed to creators (students) and users (community) of knowledge (Osman, & Petersen, 2010; Odora-Hoppers, 2013). I adhere to the idea of pluralism, which is the goal of research in critical theory (Bhana, & Kanjee, 2001). In addition, I am of the opinion that if communities understand the causes of powerlessness and recognise the oppressive forces behind marginalisation, then their ability to change social conditions is enhanced (Bhana, & Kanjee, 2001; May, & Powell, 2008). In essence, critical research should involve praxis. In the context of my study it implies informed and committed action for social change (Bhana, & Kanjee, 2001; May, & Powell, 2008).

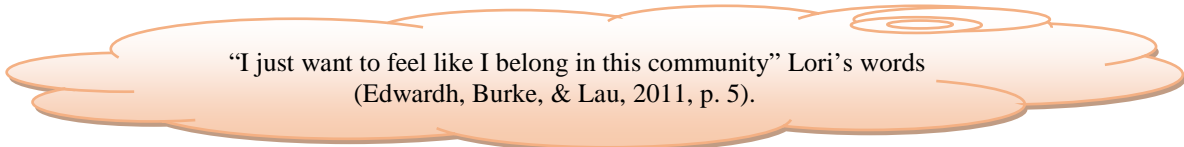
Although I advocate critical theory, I am aware of its shortcomings. One of the major criticisms against this perspective is its commitment to the transformative approach in social life. Bhana and Kanjee (2001) note that this theory is criticised for the fact that conducting research in and for communities does not necessarily translate into communities wanting to emancipate themselves. Another shortcoming is that a researcher who utilises critical theory should have a thorough understanding of the social, economic and political realities of the community in which research is conducted in order to prevent negative consequences (Bhana, & Kanjee, 2001).

Scholars agree that HE has the potential to drive steady and sustainable economic growth (Boyer, 1996; Casas, 2012; Maistry, & Thakrar, 2012; Creighton et al. 2010; Glover et al., 2013). Creighton et al. (2010, p. 3) affirm that HE offers “multidimensional community

benefits such as social and human capital, creativity, culture and arts, and numerous other resources that substantiate a higher quality of living”. Innovative collaborations between HE and the community have the potential to stimulate economic growth and promote job creation, which is critical for cohesive society (Chipkin, & Ngqulunga, 2008; Creighton et al. 2010; Andrews, 2011). Partnerships that have mutual benefits stimulate economic prosperity and improve quality of life, especially in the knowledge-based economy (Miller, 2001; Creighton et al. 2010; Butcher et al., 2011). The role of the university within the knowledge-based economy is to produce new knowledge and disseminate it to fuel economic growth (Creighton et al. 2010; Stephenson, 2011; Casas, 2012).

Literature indicates that universities which are genuinely integrated with the community are powerful agents for transformation, for facilitating social stability and creating community wealth in the globalised world (Forrest, & Kearns, 2001; Creighton et al., 2010; Vargas et al., 2012). This claim is authenticated by the mixed-method research design that was conducted by Schamber and Mahoney (2008). The study was conducted among students in the United States. I agree that HE can no longer focus only on educating students so that they gain knowledge of social systems and norms, but it has to produce leaders who strengthen democracy in the global world (David, & Clegg, 2008; Schamber, & Mahoney, 2008; Rubio-Cortés, 2010). Ultimately, the goals of global citizenship education in the twenty-first century are to promote social responsibility and civic engagement to address the needs of marginalised communities in an unequal world (Schneider, 2004; Department of Education, 1997; Oxfam, 2006; Rohleder et al., 2008; Schamber, & Mahoney, 2008; Rubio-Cortés, 2010; Shultz, 2010).

2.5.3 Power in relation to prominent and marginalised voices in HE-CE



“I just want to feel like I belong in this community” Lori’s words
(Edwardh, Burke, & Lau, 2011, p. 5).

The verbatim extract from a survey conducted in Halton in the USA summarises what some communities feel about the power dynamics when interacting with HE (Edwardh et al., 2011). This survey highlighted insight relating to how a marginalised community feels about powerlessness. The short coming of this survey is that it was conducted over a short timeframe. Moreover, some communities were not ready to participate and some of the Survey Team Members left the project before its completion. The current study may fill this gap as it was done over a prolonged period and involved a wide range of partners.

In South Africa, conceptualisation of CE, concepts of knowledge and power influence HE at three levels, namely management, academic staff and the communities with which

partner (Erasmus, 2014). At all these levels it is acknowledged that power and knowledge are interrelated (Kaars, & Kaars, 2014). In this power relation dynamic, the community may feel powerless when interacting with HE given that they have no theoretical background of CE.

Shared voices and views of marginalised communities contribute significantly to the development pathways. Like Kaars and Kaars, (2014), I agree that shared values engender trust and connect organisations. Edwardh et al. (2011) state that engagement with marginalised communities is effective when it develops leadership among citizens and local organisations, provide training and opportunities for peer learning and develop relationships and foster collaboration. In this context, it is important to understand the world together with the communities that are negatively affected by inequalities and power imbalances (Erasmus, 2014).

Insufficient attention paid to the voice of the citizens (termed non-researcher partners in the current study) creates barriers in CE, thus hindering the promotion of social and cognitive justice (Pitso, 2014). Pitso (2014) writes that in HE there is a limited understanding of the third sector organisations (NPOs – Non-profit organisations), their functions and forms of capacity they require. Kaars and Kaars (2014) argue that knowledge limitation applies to both partners (HE and community). Such limitations restrict NPO's contributions to social and economic development of the communities they serve (Ghaus-Pasha, 2004; Pitso, 2014).

Although shared voices and views are crucial, HE can try to create an atmosphere of mutual conversation, but the community feels inadequate due to emotional, mental and verbal restrictions (Kaars, & Kaars, 2014). “Any coin has two sides” and “it takes two to tango” (Kaars, & Kaars, 2014, p. 163). These are two well-known sayings that illustrate the value of partners in a relationship. It takes both partners to make the relationship work in the interest of developing a just society. Both partners are equally important, as with the two sides of same coin.

By virtue of being closely connected to grassroots people, the NPO is supposed to be a key contributor in issues of social and cognitive justice. Strength of partnership is based on mutual enablement and authentic dialogue where voices of both partners are acknowledged and valued (Pitso, 2014). Existing literature state that although the voice of non-researcher partners is deemed crucial in CE it is, however, often ignored (World Bank, 2004; Pitso, 2014). On a positive note, Cloete (2014) suggest that HEIs are increasingly becoming connected to NPOs as they pursue the mandate of the Department of Higher Education's Education White Paper 3.

In advancing the HE agenda as it relates to social justice, both HE and NPOs could formulate policies that facilitate reciprocal relations rather than working against each other. The Education White Paper 3 (RSA DoE 1997) clearly states that HE's academic expertise and

infrastructure should be used as assets aimed at transforming society (Kaars, & Kaars, 2014). This calls for intervention to strengthen the voice of non-researcher partners by providing a space for all voices in line with the policies of the current South African democratic government (Pitso, 2014). I believe that the voice of non-researcher partners can be promoted through enhancing the consultation process, investment in capacity-building support, the provision of funding which promotes independence, and enforcing policies such as those entrenched in the Education White Paper (Pitso, 2014).

Functioning CE-partnerships allow for the free flow of resources to reach the larger population. Netshandama (2010) is critical of poor quality of CE-partnerships between HE and the third sector as the engagement does not reflect what is happening on the ground. Some of these interactions are labelled partnership “to give the relationship a politically correct facelift (Netshandama, 2010, p. 70). Van Rensburg (2014) adds that some communities criticise CE for perpetuating power imbalances.

Despite the above criticism, CE in general is aimed at the mutual enablement of HE and communities. Van Rensburg (2014) conducted qualitative semi-structured interviews with seven participants at a South Africa university, concluding that reciprocal knowledge-sharing is a mutually enabling endeavour. When writing about CE, Van Rensburg (2014) uses the concept of “enablement” as opposed to “empowerment” to emphasise mutuality between the partners. The concept of “empowerment” is often used in community development, inferring that power is transferred from HE (powerful) to the community (powerless) (Van Rensburg, 2014). Authentic CE discourages discourse that reinforces the idea of an imbalance in power (Hall 2010; Van Rensburg, 2014). CE, focusing on the social justice approach, enhances the mutual appreciation of assets for transformative purposes (Van Rensburg, 2014).

The implications of social and cognitive justice as it relates to this study are as follows: Firstly, CE-partnership should promote the distribution of wealth and equitable provision for the marginalised, including the distribution of power. This broadly relates to the benefits of CE-partnership as discussed in section 2.6.3.1. Secondly, I argue that CE-partnership should help the common people and also recognise non-researcher partners as experts, in line with the principles of cognitive justice. I reason that the principles of cognitive justice are promoted in this study. For example, non-researcher partners are recognised in the FLY intervention as experts in their own right. I next discuss CE-partnership as it relates to the FLY intervention.

2.6 Transforming HE agenda through CE-partnerships

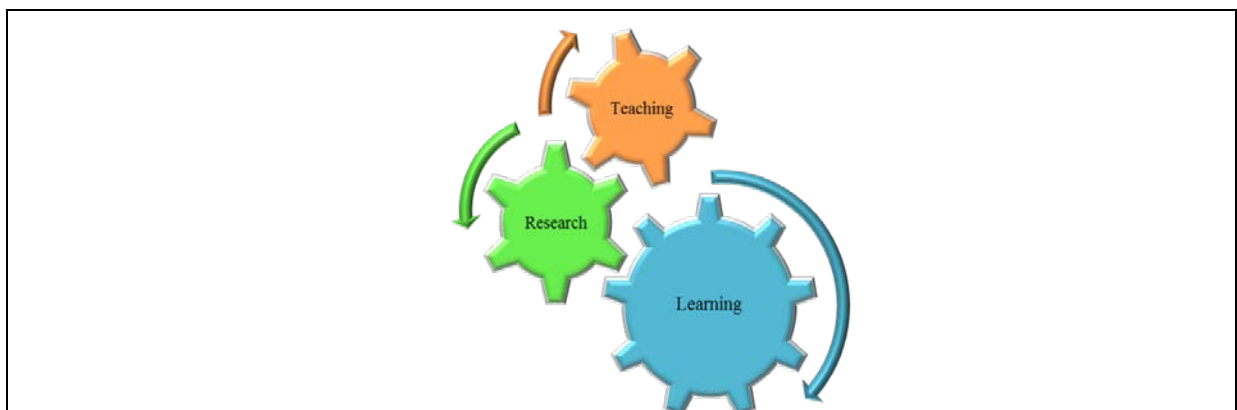
2.6.1 CE-partnerships

The discourse in academia generally agrees that CE is a fundamental element of teaching, learning and research in the HE agenda (Bender et al., 2006; Colbeck, & Michael, 2006; Sandmann et al., 2009; Gonzalez-Perez, 2010; O’Meara et al., 2011). CE-partnership is underpinned by mutual benefit for HE and the service-recipient community, while both partners learn through engagement (Reitenauer, et al., 2005; Bender, et al., 2006; Furco, & Miller, 2009). However, Bender (2008, p. 86) points out a lack of clarity in conceptualising CE by saying that:

... in some cases pre-existing practices such as experiential education, community service, community development, community-based education, clinical practicals, community outreach and even Service-Learning have simply been renamed community engagement.

Various studies made me aware that CE is a means of improving quality and introducing relevant teaching, learning and research in the space of global citizenship education (Mariage, & Garmon, 2003; Németh, 2010; O’Meara et al., 2011; Venter, & Seale, 2014). Mariage, & Garmon (2003) investigated, with the help of a case study with rural students, academics, teachers and paraprofessionals, how to improve student achievement through a school-university partnership. According to this USA-based study, CE-partnership assists in realigning the curriculum and makes it cohesive for teaching, learning and research (Mariage, & Garmon, 2003). These three concepts are central to the HE agenda and are also interrelated, as illustrated below in Figure 2.5 (Department of Education, 1997; Cortese, 2003; Bender, 2008; University of Pretoria, 2013). Reciprocity is instrumental in CE-partnership (Carlisle, 2010; Strier, 2011) and the assumption is that scholarly activity enriches service, while academic learning is enriched through CE (Berberet, 2002; Bender, et al., 2006).

Figure 2.5: Illustrates interrelationship between teaching, learning and research



The concept of partnership can mean different things. Beere (2009) remarks that partnership can be formal or informal, large or small, short- or long-term, focused on a single goal or serve multiple purposes. Partnership could be a joint venture with one or more organisations (Beere, 2009). In the USA the creating of partnerships with communities fits in well with that government's mandate (Thomson et al., 2011). Although South Africa is influenced by the developments in the USA, South African universities are in difficult position as they respond to the top-down government-driven mandate of CE (Thomson et al., 2011). The FLY intervention is a formal long-term partnership between multiple partners. It is focused on multiple purposes such as student-clients support, ASL and research.

The word “partnership” is understood in the context of CE in my study. In the current study, HE-rural school CE-partnership refers to the unequivocal agreement between the parties to work together to achieve the shared goals of mutuality (Mahoney et al., 2010). Genuine partnership is “community-based” rather than “community-placed” and is relevant to addressing local challenges (Minkler, 2005, p. 3). I believe that successful CE-partnership is often built on community resources and it is transformative in nature (Petersen, 2007; Gonzalez-Perez, 2010; Thomson et al., 2011). Community-based partnership further motivated my choosing the Transformative-emancipatory paradigm in the current study.

Moreover, establishing a productive, healthy and sustainable CE-partnership demands time and effort (Beere, 2009). Schools are increasingly making an effort to partner with parents and the community in the education of their children. Researchers (Cairney, 2000; Du Plessis, 2012; Joubert et al., 2014) claim that children whose parents and teachers are actively supporting them in their education show improvement in reading, language skills and overall academic achievement. Cairney (2000) reviewed literature from a range of disciplinary perspectives, including conducting case studies with four schools, to arrive at this conclusion. Rubio-Cortés (2010, p. 4) proposes that schools and community should be drawn closer together to create “cohesive learning”. My study might contribute insight into the existing body of knowledge as to how school leaders could actively and innovatively connect the university, community, business, government, parents and youths so that the school in the rural area where I conducted my study could turn away from failure towards success.

CE-partnership increases understanding of community issues and helps with preparing students to work in diverse disadvantaged communities within global society (Brown et al., 2003; Butcher et al., 2003; Ebersöhn et al., 2010). I agree with other researchers who state that engagement with communities equips students with the skills that are required in the twenty-first century's global job market (Nair, 2003; Oxfam, 2006; Benneworth, & Sanderson, 2009; Mahoney et al., 2010). I believe that resources and time are effectively utilised in collaborative

CE rather than in isolation (Beere, 2009). This could be achieved by selecting and involving (Brown et al., 2003) the right community partner from the outset to achieve the maximum benefit from the relationship (Mahoney et al., 2010). CE-partnership is critical for an institution that seeks to make a high impact in the community. Throughout my study I was curious whether the existing partnership assisted the partners to achieve shared mutual goals, in line with partnership principles.

2.6.2 Principles for effective and sustainable CE-partnerships

2.6.2.1 Collaborative effort and collective leadership

Literature on CE-partnership has paid increasing attention to the need for real transformational partnership with the community rather than transactional exchanges (Gonzalez-Perez, 2010; Butcher et al., 2011; Pike et al., 2011). This implies that community partners should be engaged equally in the process of constructing and setting CE goals, planning and decision-making (Burnett et al., 2004; Krause, 2005; Lindenfeld, 2010; Wright et al., 2011). Unlike in transformative partnership, in transactional partnership each partner focuses on their own goals rather than mobilising and pursuing mutual and reciprocal goals. Transformational partnership is a collaborative process. By following the transformative paradigm, the partners share common goals and the purpose is to stimulate growth and change in the community (Weiner, 2003; Bednarz, 2008; Butcher et al., 2011). I believe that such working CE-partnerships assist with resolving real community problems.

I agree with Schutz (2011), who notes that collaborative CE-partnership enhances participants' sense of being equals, while pursuing shared goals for the betterment of the community. Al-Zuaibir (2011) adds that capacitating rural schools enhances the wellbeing, in line with global justice (Wade, 2001; Visvanathan, 2002), of marginalised communities. In my view, it is important to enhance participatory citizenship in a world dominated by elite and powerful institutions (Schutz, 2011). I support the opinion of Strier (2011), who states that partner equality in planning and decision-making processes strengthens teaching, research and practice. Fogel and Cook (2006) point out that equity and social exchange theories advocate that each community partner has different areas of influence, interest and expectation, hence their involvement in goal-setting and planning is crucial.

In the context of this study equity refers to “achieving parity, fairness and equality in the distribution of power and resources” (Pretorius-Heuchert, & Ahmed, 2001, p. 33) amongst HE-rural school partners. Paradoxically, I support Bringle and Hatcher's (2002) view that although the partnership may not be equal in all aspects, it is important for partners to perceive the relationship to be equitable and fair for it to be acceptable. Therefore, I assume that if

community partners adhere to the equity theory, they can address disparities in the economic and political spheres. I advocate that HE and the community should pursue the shared goal of developing meaningful partnership.

Trends show that literature relating to HE and community partnership abounds (Bringle, & Hatcher, 2002; Brown, et al., 2003; Mariage, & Garmon, 2003; Hart, et al., 2009; Mahoney, et al., 2010). Kilpatrick (2009) argues, however, that little has been done to prove that community involvement in planning and development improves satisfaction with CE. Based on literature, I know that CE contributes to outcomes such as persistence, satisfaction, achievement and academic success for students (Krause, 2005). Not surprisingly, students who invest their time and energy in learning communities are satisfied with academic life (Pike et al., 2011).

On the other hand, rural communities are particularly challenged, because the leadership in poor communities is usually limited (Fogel, & Cook, 2006). I align my thinking with Fogel and Cook's (2006) view, namely that poor leadership limits a community's power in the partnership and hampers the planning that strengthens HE-community partnership. HE leadership should integrate CE goals into the strategic plan and encourage scholars to embrace the agenda and the intended direction (Holland, 2009). My contention is that CE is the dominant pedagogy of the curriculum. Therefore it should be employed as an active learning strategy to accomplish shared goals (Bringle, & Hatcher, 2009). I elaborated on this in section 2.4.3.

2.6.2.2 Communication channels

Like Butcher et al. (2011), I attest that shared commitment and ongoing communication between the community partners are central to the success of CE-partnership. Communication is essential for building CE-partnership as it creates an information-sharing platform. Throughout this research, I was cognisant that without proper communication conflict is inevitable in HE-rural school CE-partnership, just as in interpersonal relationships. Other researchers point out that it is important to minimise conflict by engaging in ongoing communication about all matters relating to CE-partnership (Fogel, & Cook, 2006). I agree with Wright et al. (2011) that diverse communities, including non-researcher partners, can teach scholars a working communication strategy in a specific community. I believe that the core issue with communication is to make a variety of partners feel equal, even if the relationship is not equal in all respects (Bringle, & Hatcher, 2002).

Relationships are dynamic and can be remarkably complex (Zastrow, & Kirst-Ashman, 2010). CE-partnerships are not the exception to the rule. Each partner has its own unique

difficulties and assets that contribute to the dynamics. It is important to highlight that rural communities, which are often perceived as poor, have assets that they can contribute to maintain the partnerships (Reitenauer, Spring, Kecskes, Kerrigan, Cress, & Collier, 2005). Regardless of the community dynamics, Maurrasse (2001) argues that community partnerships between HE and communities are making a difference in the way development work is conducted. These sentiments are echoed by Kingma (2011). Kingma (2011, p. 13) states that it is important to partner with communities by “working with, not working for, working around, or working to help” them. I consider CE-partnership to be pivotal in offering a service to, and achieving it with the community, thus creating a platform for students to learn outside the lecture hall setting.

I concur with Kingma (2011) that partnerships may be established by means of formal or informal contract, but that the roles and expected outcomes must be clearly defined. Like Beere (2009), I advocate that academic staff must be in charge of nurturing the relationship. This includes supervising students and monitoring interaction between the partners. It is important to have reciprocity in CE-partnership between HE and the community which is being served. Jacoby (1996) proposes that both the server and those who are served teach and learn. They all decide on the agenda. McNall et al. (2009) explain that common understanding of goals helps to maintain the partnership, especially one with prospects for long-term engagement. In the current study, I observed that all the community partners, and they are parents, teachers, student-clients, ASL students and researchers, are learners in the FLY partnership, as guided by the principle of reciprocity. The findings of the current study may contribute to shaping the agendas of future HE-CE. I propose that HE and communities have the responsibility to cultivate mutually beneficial partnerships based on the agreed goals.

The need for the FLY CE-partnership was initiated by the community and therefore it is addressing the relevant local problems (Ebersöhn, 2013). Community ownership helps to sustain the partnership, which has the potential to influence future HE-CE agendas. I argue that when the community is enabled and its members are part of the decision-making, they take responsibility for the partnership (Jacoby 1996; Albertyn, & Erasmus, 2014; Pitso, 2014). I affirm that in mutual CE-partnerships HE avoids being paternalistic, where traditionally universities would assume that the community lacked resources (Osman, & Petersen, 2010; Bowen, 2013). I therefore reason that the relationship that is not built on principles of equal participation provides little, if any, value to HE and the community. I speculate that community partners who feel victimised by HE may deliberately seek ways of contributing to the failure of the relationship, because they do not feel a sense of ownership. This remains a speculation unless proven otherwise through research.

2.6.2.3 Complexity of power dynamics in CE-partnerships

Butin (2006, p. 479) argues that HE must move from “[community] service-learning as charity” to “[community] service-learning as social justice” that enables communities in various aspects. In essence, it implies moving from doing things “for” to doing things “with” the community. Burnett et al. (2004, p. 181) refers to this paradigm as moving away from the “missionary ideology” of working “for” the community to working “with” the community. The paradigm is embedded in the principles of mutuality, collaboration and equality, which equally address the concern regarding the sustainability of CE-partnership (Ward, & Wolf-Wendel, 2000; Burnett et al., 2004; Mahoney et al., 2010). I understand CE partnership to imply mutual decision-making powers, so that partners engage in a collaborative project (Fogel, & Cook, 2006).

I support the assertion of McNall et al. (2009) that HE-CE partnership flourishes when there is a conscious joint decision to nurture the relationship. Existing literature suggests that HE should equally share power in decision-making and assets with a community in development programmes (Berberet, 2002; Power et al., 2005; Reitenauer, et al., 2005; McNall et al., 2009). In a shared power CE-partnership, students work with communities to resolve problems (Bednarz et al., 2008), with the understanding that all partners make meaningful contributions to the partnership (Power, et al., 2005).

In addition, Cossa (2013) notes that providing information that leads to effective decision-making enable community partners. HE is often perceived to have more power as historically it was the only generator of new knowledge (Creighton et al., 2010; Webber, & Jones, 2011). I therefore find the issue of power to be paradoxical, given that one cannot be a provider of information and concurrently a powerful informant (Cossa, 2013). The partner who withholds crucial information is more powerful. However, the equality partnership process enriches education for students (Berberet, 2002; Reitenauer et al., 2005) and Camino (2000) justifies the recognition of inputs by the youth in decision-making. Informed by both literature and field observations, I suggest that HE is increasingly engaging with communities as equal partners (Ward, & Wolf-Wendel, 2000; Burnett et al., 2004; Strier, 2011). Within the context of my study, “youths” refer to student-clients and ASL students from the FLY partnership. I propose that strong communities are built by valuing the contributions of the youth as equal partners, amongst other things. Figure 2.6 below summarises the discussion of principles of sustainable CE-partnership. I propose that all the principles summarised below can be beneficial to the FLY partnership:

Figure 2.6: Summary of principles of sustainable CE-partnerships
(Reitenaur et al., 2005)



2.6.3 Benefits and challenges of CE-partnerships

2.6.3.1 Benefits of CE-partnerships

In my view, it seems much easier to establish and sustain collaborative CE-partnership that benefits both HE and the community (Mahoney et al., 2010). The literature that I reviewed on the benefits of CE shows that HE in Australia, Europe and North America are pursuing social inclusion and equity through CE-partnership that is founded on the mutually beneficial exchange of knowledge and expertise between universities and communities (Krause, 2005; Butcher et al., 2011; Webber, & Jones, 2011; Bowen, 2013). The inclusive mutual benefit is driven by concern for justice, equity and dignity for all people. I concur with Berberet (2002), who argues that collaborative CE-partnership is capable of transforming the way HE interacts with communities. I reason that HE and the community together can construct a shared future for mutual benefit.

I agree with Beere (2009) that it is imperative to consider the problem or agenda to be addressed, the resources and commitment that are required to establish effective CE-partnership that has a lasting impact. Such a consideration should be planned before embarking on the partnership. Given the constraints in resources such as human capital, I suggest that it is advisable that CE-partnership is structured in such a way that it focuses on one particular geographical location in order rigorously to channel resources (Rohleder et al., 2008; Beere, 2009; Driscoll, 2009; Maistry, & Thakrar, 2012). In essence it is the responsibility of the partners to learn and contextualise the engagement within the broader social and political framework (Reitenaur et al., 2005).

My belief that CE-partnership is about mutual engagement for the reciprocal benefit of HE and the community (Ward, & Wolf-Wendel, 2000) is based on the existing scientific literature that I reviewed (Berberet, 2002; Brown, et al., 2003; Bender, 2008; Driscoll, 2009; O’Meara et al., 2011). Nevertheless, Moseley (2007) highlights two problems that could affect the sustainability of CE-partnership in rural communities, namely: expectations of unreasonable future benefits and research participant fatigue. Ward and Wolf-Wendel, (2000) insist that the community partner is central to engagement that advocates mutuality and reciprocity by the partners. The social change theory recognises the community as an equal partner involved in identifying the causes of problems (Ward, & Wolf-Wendel, 2000) and giving practical solutions to them (Yankelovich, & Furth, 2006; Al-Zuaibir, 2011). It remains to be seen in this study who has expectations of future benefits, and whether research fatigue affects the FLY CE-partnership.

As I reviewed literature on global citizenship, it occurred to me that CE-partnership benefits the community as well as HE by developing critically thinking students with a sense of civic responsibility on a global scale (Butcher et al. 2003; Colbeck, & Michael, 2006; Shultz, 2007; Frey, & Whitehead, 2009; Cossa, 2013). I support Osman and Petersen (2010), who note that CE equally benefits both the provider and recipient; conversely, it should not be reduced to simply another HE teaching method. Instead, I argue that HE should engage a community socially, politically, economically and culturally through academic modules. Although there is evidence that various partners benefit from CE, there is a gap in determining who is benefitting the most and who the least in a collaborative partnership (Sandmann et al., 2009). In line with my research questions, I took note of the aspect of expected benefits throughout my study, including during field observations.

To the community, CE-partnership offers “multidimensional community benefits such as social and human capital, creativity, culture and arts, and numerous other resources that substantiate a higher quality of living” (Creighton et al., 2010, p. 3). Although there are equal benefits and challenges for the community too, I argue that the educational benefits outweigh the challenges associated with CE-partnership. For example, often HE-CE partnership drives skills learning and enhances economic and social growth for the local community (Nair, 2003). I concur with Green (2011) that those communities with equal skills outcomes benefit from greater income equality, higher rates of mobility, better health and more social cohesion. Having highlighted the community benefits, there is still a gap relating to whether CE-partnership is the most effective way of addressing community issues and if such efforts lead to sustained community change (Sandmann, Thornton, & Jaeger 2009).

Falk (2013) describes the benefits of CE for students as being increased academic performance, self-efficacy, broadened values and career choices. According to Strier (2011) CE-partnership has the potential to promote social justice issues that are drawn to the attention of students during their academic careers. I believe that students who participate in CE during their studies are more likely to be involved in community initiatives in their adult lives (Camino, 2000; Falk, 2013). I presume that the opposite may be the case, as students who are apathetic and disinterested in CE may develop a negative attitude towards community endeavours, and in so doing fail to achieve the benefits that they might otherwise have enjoyed.

Furthermore, HE that engages in collaborative CE-partnership influences change in a community, and the partners are equally impacted by the partnership (Bringle, & Hatcher, 2007; Sandmann et al., 2009; Carlisle, 2010). Hart et al. (2009) warn that CE should not be used only for providing students with community experience or providing expertise to the community, without giving the community members the benefit of access to a university. It is important for eligible community partners to gain access to a university as one of the benefits of the partnership. Given that some of the cohort partners completed their Grade 12, I was curious to establish how many of them pursued tertiary studies. This information is reflected in Chapter Three, which relates the demographic data of the student-clients.

2.6.3.2 Challenges in CE-partnerships

Boyer (1996) posits that HE is called on to use their resources to address the daily challenges together with a community. Nevertheless, researchers (Maurrasse, 2001; Butcher et al. 2003; Moseley, 2007; Hart et al., 2009; Leibowitz, 2010) acknowledge that some barriers also exist in CE-partnership, such as challenging partners, inadequate capacity of the community and development organisations, agenda and expectation conflict as well as lack of funding. Mariage and Garmon (2003) claim that CE-partnership with underperforming and challenging schools demands too much effort to be able to meet the diverse and great needs. For this barrier to be overcome, home and community should be connected as partners in the education of children (Mariage, & Garmon, 2003). The success of this kind of partnership cannot rest on the efforts of HE and challenging schools alone. Although various partners are instrumental in making a CE-partnership a success, they equally present challenges. For example, some CE-partnerships risk failure that may occur as a result of students' irresponsible behaviour (Lindenfeld, 2010).

Reitenaur et al. (2005) extrapolate that at student level responsibility must be taken to ensure that the partners are not coerced and harmed in any way. The ethics clearance that students seek before participating in the research helps to guide their conduct. Presumably students adhere to the ethical guidelines when making decisions that affect community work.

Like Bednarz (2008), I recommend that ethical protocols should be followed in order to protect all the partners involved. For example, timeframes should be negotiated from the outset and managed properly. It is crucial to review, evaluate and reflect on the partnership to ensure that ethical standards are upheld. In return the community partners may continue to have buy-in long after the programme has been established.

Another factor confounding CE-partnership relates to the relationship between HE, the community and the development organisation. Moseley (2007) postulates that HE, the community and development organisation all approach CE with different motivations, expectations, constraints and challenges. The development organisation is often criticised for using staff without postgraduate qualifications to conduct research (Moseley, 2007). In return development organisations accuse academics of being very demanding, requiring vehicles and equipment to conduct research and so forth.

Furthermore, marginalised communities with limited resources may add to the challenges of a CE-partnership. The marginalised communities might struggle to make their voices heard in the partnership due to poor leadership (Fogel, & Cook, 2006; Vargas et al., 2012; Lindenfeld, 2010). If skills are not transferred to marginalised communities there is the potential of creating dependence, instead of capacitating them to be equal partners (Maurrasse, 2001; Beard, & Dasgupta, 2006). In a study conducted by Fogel and Cook (2006 p. 599), a community leader crudely described the unequal relationship between the community and university as being “like a prostitute, and we’re the ones getting screwed”. In spite of the above barriers and challenges, I argue that the challenges present a platform for collaborative CE-partnership that may solve real community problems (Mariage, & Garmon, 2003). As such, the study that I undertook seeks to hear the voices of community partners, including the non-researchers, as equal partners in CE-partnership.

In some way, HE and communities share similar dynamics, because they both have diverse groups of individuals forming a community (Chipkin, & Ngqulunga, 2008, Andrews, 2011). Within both communities individuals bring social, political and economic dynamics to CE-partnership. Beere (2009) remarked that community groups have different priorities, goals, attitudes and strengths. Yet the resources of each partner are constrained by the reality of the demands (Minkler, 2005; Moseley, 2007; Leibowitz, 2010). Some of the demands which may constrain the partnership relate to activities beyond the scope of the partnership. For example, academic researchers have the responsibility to teach, and also for learning at their own institutions (Colbeck, & Michael, 2006; O’Meara et al., 2011). Meanwhile, community constraints include being reluctant or unable to donate time and energy (Minkler, 2005;

Moseley, 2007). The partners need to balance the requirements of the partnerships with their other responsibilities, such as academic demands.

Conflict is inevitable when HE and the community enter a CE-partnership with various agendas and expectations. Therefore, I support the notion of clarifying the agenda and expectations through a partnership agreement (McNall et al., 2009; Mahoney et al., 2010). Against this background of potential conflict, I suggest that the partners should undertake periodical review of the partnership agreement to prevent the relationship breaking down (Fogel, & Cook, 2006; McNall et al., 2009). It is worth noting that periodical review of the community partnership process may be a challenge for already overloaded academics. Nevertheless, Lindenfeld (2010) advises that CE should not be perceived as extra work for academics, but as work that requires academics to work differently. Notwithstanding Lindenfeld's advice, I admit that some CE-partnerships fail to meet the expectations of the partners (McNall et al, 2009). Bringle and Hatcher (2002) observe that when the outcomes outweigh what is expected, the partners will be satisfied with the partnership. I believe that the longitudinal comparative research that I conducted in the FLY partnership could shed light on how CE agenda and expectations advance or hinder the relationship.

An additional challenge to HE-community partnership relates to funding. Lindenfeld (2010) accepts that academics who utilise HE-CE approach may face funding challenges. Maurrasse (2001) agrees that although some HE institutions, such as the University of Pennsylvania, may have large endowments for CE-partnership, it is still confronted with financial limitations. For example, the institution still has to raise funds from external funders. Some external funders impact on the longevity of CE-partnership, because of the requirements of the partnership (Maurrasse, 2001). I admit that effective change in communities requires long-term institutional support and stable funding (Benneworth, & Sanderson, 2009). In the current study, I aimed to ascertain whether the guidelines attributed to successful CE-partnership also apply to the FLY CE-partnership. In the next section, I discuss conceptual framework and working assumptions.

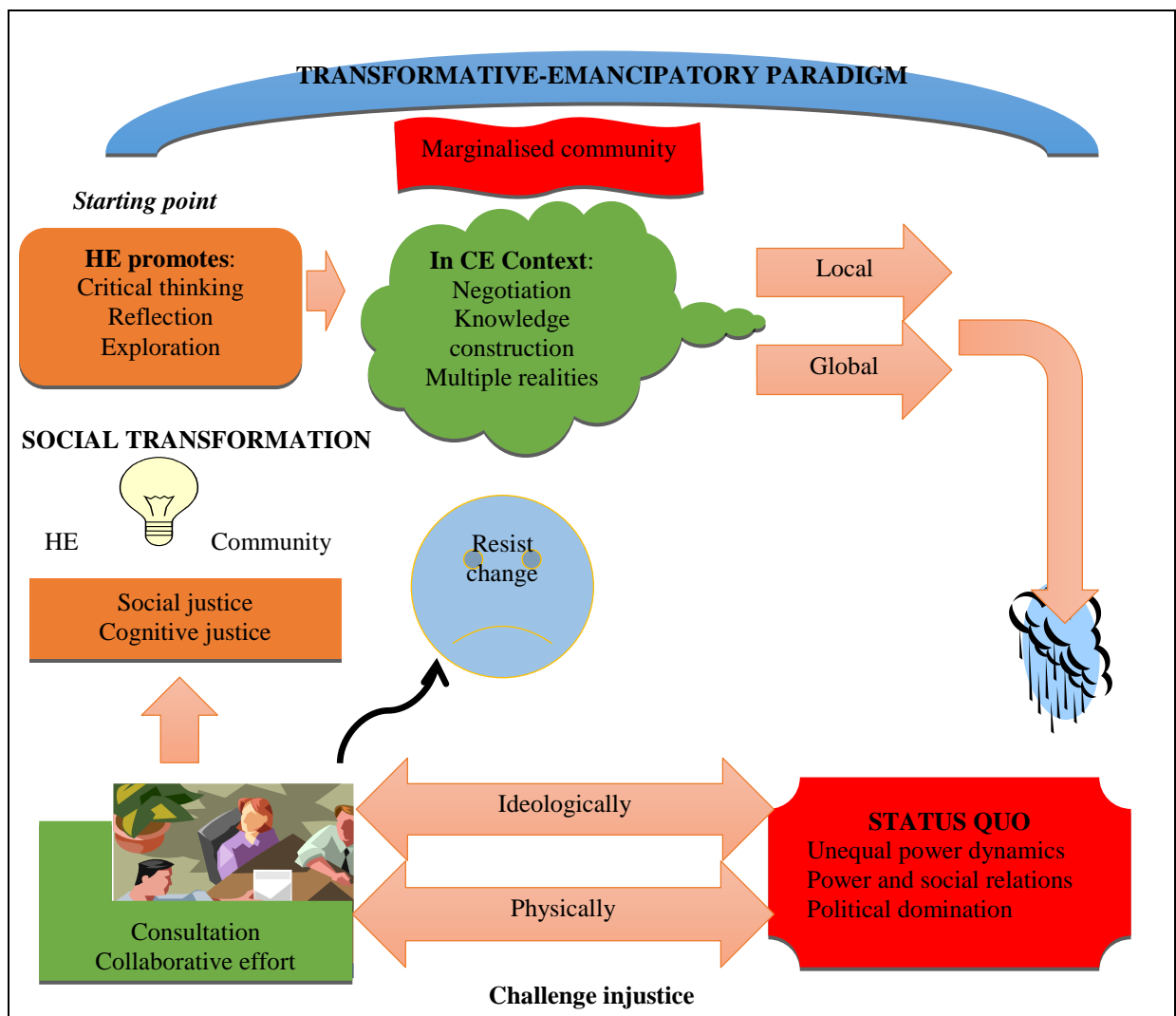
2.7 Conceptual framework for progressive global citizenship and working assumptions of this study

In this study, the Progressive Global Citizenship (PGC) conceptual framework is a graphic representation of the system of concepts, assumptions, expectations, beliefs and theories that support the current study of global citizenship (Miles, & Huberman, 1994; Jabareen, 2009; Eisenhart, & Jurow, 2011; Sitko, 2013). Many researchers discuss the meaning and process of designing a conceptual framework (Greene, Caracelli, & Graham, 1989, Dick, & Basu, 1994;

Miles, & Huberman, 1994; Dey, Abowd, & Salber, 2001; Jabareen, 2009; Sitko, 2013). However, in designing a conceptual framework within the scope of the current study, I mainly followed the model proposed by Miles and Huberman (1994).

Like other researchers, I define conceptual framework as an organised graphic structure for guiding this study (De Vos et al., 2011; Eisenhart, & Jurow, 2011; Brink et al., 2012). Figure 2.7 is therefore not a mere collection of concepts, but a construct built from concepts that are integral to the current study (Miles, & Huberman, 1994; Jabareen, 2009; Eisenhart, & Jurow, 2011; Brink et al., 2012). After reviewing literature I isolated important concepts that support and inform my study. I explained the identified concepts and suggested connections between these concepts (Brink et al., 2012). The process of generating a conceptual framework involved working and reworking to ensure that I selected concepts that are the most relevant in the study of global citizenship. Figure 2.7 below presents rather an incomplete conceptual framework of a more complex social reality.

Figure 2.7: Conceptual Framework for Progressive Global Citizenship



The paradigmatic lenses and theoretical framework selected for this study guided me in developing working assumptions. Below I present working assumptions developed from the concepts illustrated in Figure 2.7.

The first assumption that I adopted when I commenced this study is that one of the key roles of HE is to develop global citizens who are able to engage critically, reflect on and explore issues that affect daily living (Oxfam, 2006). As mandated by the Education White Paper 3 (RSA DoE 1997), HE in South Africa is also tasked with the responsibility of engaging marginalised communities in social transformation through CE (Emmett, 2000; Erasmus, 2014; Kaars, & Kaars, 2014; Pitso, 2014). Therefore, in my view the marginalised community is able to bring about social transformation as they engage actively in reality with a critical and flexible spirit (Freire, 1973; Irwin, 2012).

Furthermore, HE-CE partners may influence knowledge construction in global citizenship through negotiation and being open to multiple realities (Sweetman, Badiee, & Creswell, 2010). Knowledge construction negotiations take place at local, national and global levels. In an authentic CE-partnership, both the global North and South should have equal influence on knowledge construction and dissemination. In line with the phenomenological research underpinning this study, I conducted this study with the assumption that knowledge is socially constructed and the world constitutes multiple realities (Creswell, 2003; Bogdan, & Biklen, 2010).

Another assumption relates to reciprocity as an instrumental element in the HE-CE partnership. The assumption I made is that scholarly activity enriches service (CE), while academic learning is enriched through CE (Berberet, 2002; Strier, 2011). In this study I believe that community partners who adhere to the equity theory can address disparities in the economic and political spheres by challenging the status quo. Currently it appears that the global North has more influence on the discourse and practices of global citizenship. Challenging the status quo relates to achieving parity, fairness, and equality in the distribution of power and resources (Pretorius-Heuchert, & Ahmed, 2001).

Thus, this is evident from ideological and physical changes in unjust practices. Furthermore, in an equal CE-partnership, HE avoids being paternalistic, where traditionally universities would assume that the community lacked resources (Osman, & Petersen, 2010; Bowen, 2013). In the process of facilitating social transformation, the partners collaborate consultatively regarding the use of resources that are already present in the community (Kretzmann, & McKnight, 1993).

Associated with resources is the concept of knowledge, which reflects the power and social relationships in the community. I embarked on this study with the understanding that

local knowledge is equally valuable in the process of generating new insight. Partners who recognise and value local knowledge also enhance cognitive justice, which is in line with characteristics of the Transformative-emancipatory paradigm. Thus, the purpose of knowledge construction, in the HE-community partnership context, is to facilitate social transformation (Sweetman et al., 2010).

Finally, the assumption associated with the Transformative-emancipatory paradigm is that social and economic revitalisation should be a collaborative effort by community partners, instead of expecting an individual partner to bring about change (CCIC, 1996; Van Rensburg, 2014). I conducted the current study with the assumption that it would benefit humanity, although I did not know in advance what this study would discover (Mitchell, & Jolley, 2007). The working assumption of the study was therefore that the results of the current study could benefit the HE-rural school CE-partners, and personally and intellectually enrich me.

2.8 Conclusion

In conclusion I would like to summarise the literature review under the broad categories that emerged from literature on global citizenship. Global North and global South appear to be at different developmental stages in the process of constructing global citizenship. Historically, global North was at the forefront of conceptualising global citizenship and the South seemed to be the recipient of Eurocentric views. However, this conclusion points differences and similarities between the North and the South.

The fundamental issue arising from the literature review is the conceptualisation of global citizenship and the power relations between North and South. Much of what is known about global citizenship is based on American and European studies. Given their developmental stage, the global North is currently focusing on evaluating and entrenching its influence on discourse on global citizenship. The North is also focusing on conducting intercultural comparative studies across the globe.

Within the social justice framework, there is an understanding that global citizenship should be about giving a space for different forms of knowledges to coexist in the interest of cognitive justice. Hence, much is written about decolonising global citizenship. In the African context decolonisation should move a step further towards indigenisation. Most significantly, the post-colonial countries can make a contribution to the discourse on and practice of global citizenship. The views of all partners, including non-researcher partners, matter in the process of transforming and informing the HE agenda. South Africa is one post-colonial country making a significant contribution to the discourse on global citizenship.

I bring Chapter Two to a close by summarising what I discussed. In this chapter, I explored and presented existing literature on global citizenship that supports the nature of this study. I commenced the chapter by highlighting the main emerging trends in global citizenship literature and the methodologies used in the existing literature. I explored global citizenship in the context of globalisation. Thereafter I presented the literature review based on the overarching themes such as the decolonising and indigenising of global citizenship. I then go on to consider manifestations of the concepts of social and cognitive justice in HE-CE. Furthermore, I explored the concepts of CE-partnership and the benefits and challenges of CE. I concluded this chapter with a discussion of the conceptual framework.

In the next chapter, I discuss the methodological choices I made and the strategies I applied in the current study. Throughout Chapter Three, I explain and justify my choices in terms of the purpose of the study and the research questions as outlined in Chapter One.



Chapter Three

Research methodology

3.1 Introduction

In Chapter Two, I situated the current study within existing literature by reviewing studies relevant to my focus on global citizenship as HE agenda. In Chapter Three, I elaborate on the research methodology and strategies I used. I used secondary data analysis for a qualitative comparison of the retrospective experiences of partner cohorts involved in HE-CE partnership. This is for the purpose of developing new scientific understanding of HE-CE partnership (Irwin, 2013).

In this chapter, I first justify my choice of comparative qualitative secondary data analysis research design in terms of the selection of data sources and analysis. I also discuss a retrospective cohort study in which a team of researchers generated data. I explain what retrospective qualitative data refers to in FLY. Then I elaborate on my role as researcher using qualitative secondary data. It is important for the reader to understand my role as secondary analyst given that I was a co-researcher during the data collection processes in the FLY intervention. I conclude this chapter by discussing inductive thematic analysis (cross-case comparison). As an introduction, I present Table 3.1 as an overview of the five datasets with details of participants and methods of data collection.

Table 3.1: Overview of the five datasets

| COHORT PARTNERS | PARENTS | TEACHERS | STUDENT-CLIENTS | ASL STUDENTS | RESEARCHERS |
|---|------------|------------|-----------------|--------------|-------------|
| Number of participants | (n = 12) | (n = 18) | (n = 31) | (n = 20) | (n = 12) |
| Gender | F (n = 10) | F (n = 12) | F (n = 14) | F (n = 17) | F (n = 11) |
| | M (n = 2) | M (n = 6) | F (n = 17) | M (n = 3) | M (n = 1) |
| Verbatim transcriptions of PRA-directed group sessions | (n = 12) | (n = 18) | | | |
| How many groups | (n = 2) | (n = 4) | (n = 6) | | |
| Visual data | (n = 12) | (n = 18) | (n = 31) | | |
| Face-to-face interviews | | | | (n = 3) | (n = 1) |
| Post | | | | (n = 1) | |
| Online | | | | (n = 14) | (n = 10) |
| Telephonic | | | | (n = 2) | (n = 1) |

3.2 Research design: Secondary data analysis (comparative and qualitative)

In my study comparative cases refer to specific cases involving the experiences of a long-term HE-rural school CE-partnership in Oshoek, Mpumalanga province (Cohen et al., 2000; Blaxter, 2010). I conveniently selected an existing intervention (FLY) for the purpose of secondary data analysis of the retrospective experiences of several participant-groups in an existing intervention, namely FLY. Via secondary analysis I want to produce in-depth descriptions and interpretations of the contemporary phenomenon¹⁵ for purposes of illumination and understanding of the partnership (Babbie, & Mouton, 2001; Creswell, 2003; Hays, 2004; Maree, & Pietersen, 2007; Lodico et al., 2010; De Vos et al., 2011). In section 3.5 I explain the data sources (derived from the FLY intervention) I conveniently sampled for secondary analysis.

Secondary data analysis entails the use of existing data to investigate a phenomenon (Bassegy, 1999; Jones, & Coffey, 2012; Irwin, 2013), which in this instance is an existing HE-rural school CE-partnership, for informing global citizenship. Arolker and Seale (2012) note that in secondary data analysis the researcher uses data that were collected by co-researchers. The secondary data are used for the purpose of developing additional or different scientific knowledge, interpretations and conclusions from those presented in the first results (Robson, 2002; Babbie, 2002; Bhatt, 2012). (I discussed my role in FLY in section 3.3.3). Some authors claim that a collaborative study approach is gaining prominence among educational researchers (Flyvbjerg, 2011; Grauer, 2012). However, the qualitative secondary data analysis approach is arguably underutilised (Irwin, 2013).

One of the key components in secondary data analysis is to select data that are comparable in terms of data collection methods (Bryman, 2004). Linked to this is that cohort partners were selected on the basis of their varying status in the FLY partnership for comparative purposes. In the context of this study the parents, teachers and student-clients are non-researcher partners whereas the ASL students and researchers are accorded the status of researcher partners. The data were collected through PRA-directed group sessions and in qualitative surveys from the non-researcher partners and researchers respectively. Both methods focused on qualitative data for gaining in-depth understanding of the social phenomenon being investigated.

The comparative secondary data analysis was done over two years. I observed (March 2013 to February 2015) the context as well as processes of FLY researchers. Although I focused on the embodied meanings that were generated in one setting, the diverse partners

¹⁵ FLY intervention

nevertheless provided rich explanations for the similarities and differences in partnership experiences (Bryman, 2004). By focusing on one setting I paid more attention to the context in which the FLY partnership existed instead of focusing on contrasting two or more settings (Bryman, 2004). In doing so, I was in line with qualitative strategy by retaining contextual insight for in-depth understanding (Bryman, 2004). In addition, comparative secondary analysis provided me with greater awareness and a deeper understanding of the FLY intervention.

Secondary data analysis is often used for cross-cultural research, but is however not limited to comparing issues between nations only (Bryman, 2004). Bryman (2004) states that comparative secondary study applied in qualitative research improves theory-building as a result of the emerging themes. By comparing the experiences of more than two partners I was able to establish whether the emerging theory would or would not hold.

My approach of comparing and contrasting qualitative secondary data to establish emerging themes draws mainly from the inductive thematic analysis approach (Creswell, 2003; Babbie, 2013). Other researchers like Jones and Coffey (2012) and Jackson et al. (2013) have used thematic analysis in their secondary analysis. Jackson et al. (2013) conducted their study in Australia focusing on the health service (participants $n = 44$). Jones and Coffey's (2012) study was conducted in the United Kingdom (UK), also focusing on health matters (participants $n = 20$). By utilising comparative secondary data analysis I was able to study the FLY partners' retrospective experiential meanings in great depth (Flick, 2004a; Finlay, 2012). A social phenomenon, in this case the FLY intervention, is understood better when comparing the experiences of different cohort partners to identify similarities and differences (Bryman, 2004).

I used a phenomenological lens better to understand the experiences of the cohort partners derived from the framework of their own lived experiences (Creswell, 2003; DeMarrais, 2004; Finlay, 2012). Thus, this secondary analysis can provide the reader with insight from the partners' perspective. Comparative analysis involved immersing myself in the PRA verbatim and interview transcripts, seeking data that focused on the cohort partners' experiences relating to this study's research questions (Jackson et al., 2013). In my view this immersion involved reading data for familiarisation and repeated reading of data to search for patterns and meanings (McMillan, & Schumacher, 2001; Jones, & Coffey, 2012). The aim was to derive new, complex, rich descriptions of the FLY partnership as embodied in the lived reality of the partners (DeMarrais, 2004; Finlay, 2012).

I employed the data reduction method in the process of secondary analysis. Data reduction included analysing and coding datasets independently and thus five sets of tentative

codes were developed (Jackson et al., 2013). Thereafter I used the five datasets of tentative codes for developing themes. The themes were revised as new codes emerged. I coded the data manually by writing notes on the verbatim transcripts (McMillan, & Schumacher, 2001; Jones, & Coffey, 2012). This process not only provided me with in-depth understanding of the FLY partnership, but also resulted in the identification of similarities, differences and overarching themes. Refer to section 3.6 for the detailed discussion of inductive thematic analysis.

3.2.1 Advantages and disadvantages of secondary data analysis

3.2.1.1 Advantages of secondary data analysis

In Chapter One section 1.8.2, I explained that qualitative comparative secondary data analysis is accompanied by ethical controversy. I am therefore aware that using a comparative qualitative study design has both advantages and disadvantages (Jackson, Hutchinson, Peters, Luck, & Saltman, 2013). Firstly, I discuss the enormous advantages of secondary data analysis (Babbie, 2002). The most obvious advantage is that it is more cost-effective and a great deal faster compared to the process of generating new data (Jackson, 1999; Bryman, & Teevan, 2005).

Moreover, one of the major advantages of qualitative secondary data is that it presents a very large amount of data to be analysed for generating new knowledge (Jones, & Coffey, 2012; Fraenkel et al., 2012). Using such data presented the additional advantage of not reinterviewing the same cohort partners, who may be over-researched (Bryman, & Teevan, 2005). Comparative qualitative secondary data analysis enabled me to tap into the large amount of data collected by co-researchers in PRA and qualitative survey studies otherwise this enterprise would have been beyond the resources of an individual researcher (Robson, 2002; Bickman, & Rog, 2009). Many researchers explain that the analysis of secondary qualitative surveys is useful for researchers with limited time and funds (Moore, 2000; Babbie, 2002; Babbie, & Benaquisto, 2002; De Vaus, 2002; Bryman, & Teevan, 2005).

I identify with the claim in the preceding statement. My personal research resources would not have been able to cover the enormous expenditure in time and money associated with collecting data with the five cohort partners ($n = 93$ participants altogether). I also take into account the number of hours invested in research by individual co-researchers. This includes interviewing cohort partners who are geographically dispersed across South Africa. Therefore, qualitative secondary data analysis allowed me more time to concentrate on analysis and comparison for the current study (Bryman, 2001; Seale, 2012) as I capitalised on data collected by co-researchers (Robson, 2002).

Furthermore, it should be noted that data analysis requires extensive thought and attentiveness, although data collection is often perceived as difficult compared to analysis (Bryman, & Teevan, 2005). I found secondary data analysis advantageous, especially in this case, where I had to deal with a large number of datasets collected from a wide range of partners. Of course, I had to deal with the issue of data management, which I planned carefully and executed well.

In addition, secondary analysis may benefit from the research of top professionals (Babbie, 2002). In the case of the current study, the five co-researchers were guided and supervised by three highly competent researchers, including the FLY's principal investigator. Technically this study not only benefitted from the five co-researchers' skills, but also from the contributions of the three experienced researchers in qualitative studies. I am confident that the FLY secondary data are of a high quality, because of the strong control procedures and support of highly experienced researchers (Bryman, & Teevan, 2005). De Vos et al. (2011) explain that the validity of secondary data is enhanced by care and precision in data collecting and reporting.

Another significant component of comparative secondary data analysis is an opportunity for longitudinal analysis (Bryman, & Teevan, 2005). In relation to the research questions, secondary data analysis allowed me retrospectively to study the experiences of the cohort partners over a prolonged period of time (De Vos et al., 2011). Additionally, secondary data analysis allows for the growing trend of cross-cultural analysis (Bryman, & Teevan, 2005).

3.2.1.2 Disadvantages of secondary data analysis

The second aspect that I discuss relate to the disadvantages of secondary data analysis. Secondary data analysis inherently posed further limitations to the current study (Rugg, & Petre, 2007). Note that some of the limitations of the study were discussed in Chapter One, section 1.10. I elaborate below on the limitations of secondary data, with specific reference to inappropriate data, ownership, poor documentation and researcher bias.

Firstly, secondary data are often collected by other researchers (Neuman, 1997; Cohen et al., 2000; Lodico et al., 2010) and may not be appropriate for a different research purpose (Babbie, & Mouton, 2001; Robson, 2002). Typically this occurs when the primary research questions do not relate to the study of a secondary analyst. Linked to this is the major limitation of incomplete and unavailable data (Jackson, 1999). The use of inappropriate secondary data consequently brings into question the validity of the study (Babbie, 2002; De Vos et al., 2011). However, where applicable, like in this study, secondary data illustrates the range of possibilities available in gaining an understanding of a social phenomenon.

Secondly, secondary analysts may face challenges relating to the ownership of the original data (De Vos et al., 2011) that were collected by co-researchers (Rugg, & Petre, 2007). Some co-researchers may be reluctant to share their original data for the purpose of secondary analysis. I was able to address the data ownership limitation, because my study was part of the FLY collaborative research. As a co-researcher, I participated in the process of data generation and documentation. However, it must be noted that in some cases there were delays in obtaining data as the co-researchers were finalising transcriptions.

Another criticism levelled against qualitative secondary data analysis relates to poor documentation, which makes data analysis and interpretation difficult (Bickman, & Rog, 2009). The complexity and lack of familiarity with the data further compounds the difficulty associated with the use of secondary data (Bryman, & Teevan, 2005). The process of familiarising oneself with secondary data may require a more substantial amount of time than originally planned (De Vos et al., 2011).

Qualitative secondary data may inevitably reflect the assumptions and bias of the primary researchers (Leedy, & Ormrod, 2005). Such assumptions and bias compound the truthfulness of the secondary data. If primary researchers are criticised for adding bias to the data, the secondary analyst adds another level of bias. How much of the secondary data is the truth? In answering this question, I concur with Leedy and Ormrod (2005, p. 90) as they explain that “no researcher can ever glimpse Absolute Truth, nor can anyone even perceive the data that reflect that Truth, except through imperfect senses and imprecise channels of communication”. Such humbling awareness helped me to be cautious in interpreting the secondary data and reporting on the research results (Leedy, & Ormrod, 2005).

As discussed above, I was a co-generator of the primary data and I was aware that it related to the current study. I therefore argue that there is no single method of unlocking the puzzles of social life (Babbie, 2002). Data can be analysed in many different ways, including by means of secondary analysis (Bryman, & Teevan, 2005). This invariably leads to making the fullest use of data generated with the participants.

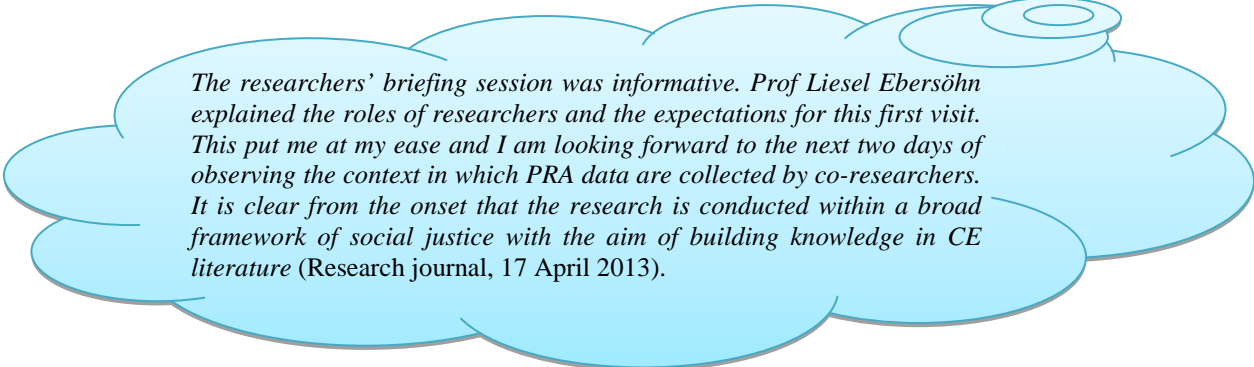
3.3 Data generation processes and roles in the retrospective study

3.3.1 Overview of the retrospective study phases and roles

In this section, I provide a detailed description of the research process. The PRA data generation and qualitative survey data spanned two years (March 2013 to February 2015). Table 3.2 below shows the research schedule as well as the summary of the research process for PRA studies. As indicated in Table 3.2 the co-researchers generated data by using PRA-

directed activities, namely group sessions, semi-structured interviews, audiovisual recordings, visual data in photographs, observations, field notes, research journals and member checking. My role as researcher is discussed in section 3.3.3.

I visited Mpumalanga on six occasions, for a total of 24 days¹⁶ (63½ hours¹⁷), and observed the FLY partners on-site for about a month. I observed three co-researchers (Ms Lidalize Grobler, Mrs Marli Edwards and Ms Seago Seobi) on two occasions when they were generating PRA data with the parents, teachers and student-client cohorts. The following extract from my research journal serves as an illustration of my first day of field experience:



The researchers' briefing session was informative. Prof Liesel Ebersöhn explained the roles of researchers and the expectations for this first visit. This put me at my ease and I am looking forward to the next two days of observing the context in which PRA data are collected by co-researchers. It is clear from the onset that the research is conducted within a broad framework of social justice with the aim of building knowledge in CE literature (Research journal, 17 April 2013).

In the current study retrospective cohort data suggest that the study looked back at the previous experiences of partner cohorts by examining qualitative secondary data collected by co-researchers (Flick, 2004a; Arolker, & Seale, 2012; Rutterford, 2012). Arolker and Seale (2012) expound that a cohort study refers to a research design in which a group [the cohort] is followed over a period of time and measures are taken at several points in time to try to identify any association between the attributes of the individuals. The partner cohorts, namely parents, teachers, student-clients, ASL students and researchers are considered as being multiple individual units (Babbie, & Mouton, 2001) in the current comparative qualitative secondary data analysis.

The selection of retrospective cohort data may be biased. However, it is based on commonly dependent variables (King, Keohane, Verba, 1994). The retrospective cohort data enabled the researcher to attain the goal of understanding the unique individual experiences of the partners and their communalities (Lodico et al., 2010). King et al. (1994, p. 141) affirm that retrospective study may produce valuable information about the “empirical plausibility of causal inferences”.

Furthermore, retrospective cohort data presented prospects of generalisation, which is often regarded as highly problematic in a qualitative study (Bassegy, 1999; Irwin, 2013). I agree that generalisation may be a challenge, except if other researchers see the application as based

¹⁶ Including travel dates and time spent at Badplaas, A Forever Resort, writing up the paper

¹⁷ Accounting for only the hours spent observing the FLY partners on-site

on similar contexts (Cohen et al., 2000). Retrospective generalisation may also be achieved through historical data. Bassey (1999, p. 32), citing work by Stenhouse (1980, p. 4), reasons that “retrospective generalization is that which can arise from the analysis of case studies and is the form in which data are accumulated in history”.

Generalisation was not the goal of the current study, as informed by the researcher’s qualitative methodological assumption (Babbie, & Mouton, 2001; Denzin, & Lincoln, 2011b). The results of the current qualitative secondary data analysis may be transferred to other contexts depending on the similarities of the research contexts (Barbour, 2008; De Vos et al., 2011). I attempted to portray the richness of the research (Cohen et al., 2000) by conducting an in-depth study in order to understand the deeper level of the retrospective experiences of FLY partner cohorts (Lodico et al., 2010).

Qualitative data presented me with an opportunity for intensive analysis of secondary data (Flyvbjerg, 2011). Qualitative retrospective data generated by cohort partners’ experiences are more persuasive (Ivankova et al., 2007; Blaxter et al., 2010) and accessible than other types of research reports (Bassey, 1999). I agree that secondary data analysis of rich qualitative data also provide an opportunity to further the ethical principles of justice, as HE-CE partners’ contributions and narratives are more fully explored and reported (Jackson et al., 2013). Therefore, the insight drawn from the HE-CE partners’ retrospective experiences (Blaxter et al., 2010) was interpreted for use, for example, in HE-CE practice for global citizenship (Bassey, 1999; Hall, 2010).

Irwin (2013) reports a significant growing trend among researchers of archiving qualitative data for sharing, facilitating reuse and secondary analysis, in contrast to the earlier generations of qualitative researchers, who could do or did little to store data electronically (Seale, 2012). The UK National Data Strategy (2009-12) contributed to the practice of data-sharing for research purposes (Irwin, 2013). Qualitative data are costly to collect and analyse. As a result analysing qualitative secondary PRA and qualitative survey data presented me with an advantage in terms of saving costs and time (Brayman, 2001; Robson, 2002). As a co-researcher in the FLY project, I had to access not only electronic qualitative documents, but also visual data in photographs and audiovisual recordings, thus saving time and money (Denzin, 2004; Harper, 2004).

In spite of the advantages of qualitative study, there are inherent problems associated with this approach. Seale (2012) suggests that a secondary analyst using qualitative secondary data may be disadvantaged if the co-researchers decide to hide their secrets when they write research journals. Given the complexity of qualitative study, some decisions made by co-researchers may not be recorded in their research journals. Understandably so, qualitative

“data” are not simply “given” (Seale, 2012, p. 308). Part of it is socially constructed (Creswell, 2003; Seale, 2012), hence I also relied on my knowledge of the context of the partnership in FLY case studies when conducting secondary data analysis (Neuman, 2014). Refer to Table 3.2 for a detailed description of the research process.

Table 3.2: Research schedule and summary of research process

| DATA-GENERATION PARTICIPATION IN FLY | | | | | |
|--------------------------------------|-----------------------------|---|--|------------|---|
| TIMEFRAME | PARTNER COHORTS | CO-RESEARCHERS | CONVENIENT SAMPLING OF SECONDARY SOURCES FROM FLY COHORT STUDIES | | DATA GENERATION AND DOCUMENTATION TECHNIQUES |
| 13 March 2013 | Parents (n = 12) | Ms Lidalize Grobler MEd Educational Psychology | Verbatim transcriptions of PRA group sessions: Total (n = 12) | | PRA-directed group sessions: <ul style="list-style-type: none"> • Verbatim transcriptions of PRA group sessions • Audiovisual recordings • Visual data in photographs • Field notes • Research journals |
| | | | F (n = 10) | M (n = 2) | |
| | | | Visual data in photographs: Total (n = 12) | | |
| | | | F (n = 10) | M (n = 2) | |
| 22 June 2013 | Teachers (n = 18) | Mrs Marli Edwards PhD Educational Psychology | Verbatim transcriptions of PRA group sessions: Total (n = 18) | | |
| | | | F (n = 12) | M (n = 6) | |
| | | | Visual data in photographs: Total (n = 18) | | |
| | | | F (n = 12) | M (n = 6) | |
| 2-3 September 2014 | Student-clients (n = 31) | Ms Seago Seobi MEd Educational Psychology | Verbatim transcriptions of PRA group sessions: Total (n = 31) | | |
| | | | F (n = 14) | M (n = 17) | |
| | | | Visual data in photographs: Total (n = 31) | | |
| | | | F (n = 14) | M (n = 17) | |
| 25 July 2014 to 3 February 2015 | ASL students (n = 20) | Ms Ina-Mari du Toit MEd Educational Psychology | Verbatim transcriptions of individual interviews: Total (n = 20) | | Qualitative surveys: <ul style="list-style-type: none"> • Face-to-face interviews • Post • Online • Telephonic |
| | | | F (n = 17) | M (n = 3) | |
| 25 July to 28 September 2014 | Researchers (n = 12) | Ms Alicia Adams MEd Educational Psychology | Verbatim transcriptions of individual interviews: Total (n = 12) | | |
| | | | F (n = 11) | M (n = 1) | |



| RESEARCH DESIGN | | | | | |
|---|---|------------------------------|----------------------------|------------------------------|--------|
| Comparative (qualitative) secondary data analysis | | | | | |
| INDUCTIVE THEMATIC ANALYSIS (Cross-case analysis of data sources) | | | | | |
| SITE: MPUMALANG A PROVINCE | PURPOSE OF FIELD VISIT | START DATE OF FIELD VISIT | END DATE OF FIELD VISIT | TOTAL DURATION ¹⁸ | |
| | | | | HOURS | DAYS |
| First visit | Planning meeting: Teachers | 17 April 2013 ¹⁹ | 19 April 2013 | 5 ½ hours | 2 days |
| | Assessment visit: Student-clients | | | 5 ½ hours | |
| Description and purpose of the visit | <p>The new co-researchers, including me, were introduced to the partner school by the principal investigator. The co-researchers started the planning session for the teachers' workshop, which was held in June 2013.</p> <p>ASL students conducted an assessment of student-clients. I observed this process and assisted with sand tray activities.</p> | | | | |
| Second visit | School visits | 15 May 2013 | 16 May 2013 | 4 ½ hours | 1 day |
| Description and purpose of the visit | <p><i>Mrs Marli Edwards, doctoral student, and I visited seven rural schools in Oshoek. The purpose of the visit was to invite principals and teachers to the FLY inception workshop to be held on 22 June 2013 at Badplaas, A Forever Resort (Field notes, 15 May 2013).</i></p> <p>The rural schools that accepted the invitation comprised two FLY partner schools and four non-partner schools. The potential participants were positive about the upcoming FLY workshop.</p> | | | | |
| Third visit | Consultation session/ Inception workshop: Teachers | 21 June 2013 | 23 June 2013 | 7 hours | 1 day |
| Description and purpose of the visit | <p>My doctoral co-researcher was going to generate and document PRA data. The teachers participating in PRA activities shared their experiences of FLY partnership based on the following questions:</p> <ol style="list-style-type: none"> 1. What do you know about the ongoing collaboration/partnership? 2. Why do you think teachers and schools partner with a university? 3. What are the benefits of (or what worked in) a school-university partnership? 4. What are the challenges of a school-university partnership? 5. How can a future school-university partnership grow? | | | | |
| Fourth visit | Observe member checking: Parents Teachers' meeting | 9 September 2013 | 12 September 2013 | 4 hours | 3 Days |
| | | | | 5 hours | |
| | | | | 5 hours | |
| Description and purpose of the visit | <p>Most of the parents who participated in the PRA-directed group session attended member checking. The following extract from my field notes reflects some of my thoughts about parents' member checking:</p> | | | | |

¹⁸ Duration only reflects the actual time spent on-site with the FLY partners

¹⁹ This includes travel dates and time spent at Badplaas, A Forever Resort, writing up the paper



| | | | | | |
|--------------------------------------|---|----------------|------------------|-------------------|----------------|
| | <p><i>I was observing Ms Lidalize Grobler, co-researcher, when she was conducting member checking. Initially I was worried about the trustworthiness of member checking, because only one parent came. However, seven more parents attended the session. The parents agreed with the information presented. They confirmed that the FLY partnership was benefitting them at different levels (Field notes, 11 September 2013).</i></p> <p>The teachers also attended a meeting for recap on decisions made during the FLY inception workshop. During the meeting, the teachers planned the way forward. They also elected their representatives, who would liaise with the university pertaining to FLY matters.</p> | | | | |
| Fifth visit | Assessment visit: Students | 26 May 2014 | 29 May 2014 | 5 ½ hours | 3 days |
| | Observe member checking: Teachers | | | 3 hours | |
| | Motivational talk: Student-clients | | | 4 hours | |
| Description and purpose of the visit | <p>I observed my co-researcher conduct member checking with the teachers. The member checking meeting was held at one of the non-participating schools because it was centrally located for the teachers. The co-researcher decided that she would meet with the other teachers who could not attend this meeting at a later stage.</p> <p>On the morning of 27 May 2014 I assisted ASL students when they conducted assessments with the student-clients. My role was mainly to assist ASL students with sand trays, taking photographs and keeping a research journal.</p> <p><i>In the afternoon Mrs Marli Edwards and I presented a Motivational Talk to about 90 Grade 12 students. The session was about encouraging the students to set goals in life. I was glad that we could give something back to this community. The session could have worked better if there were more time for the students to create their own goal collage and draft life plan. Dr Maximus Monaheng Sefotho, who observed the session, gave us much valuable feedback after the presentation (Research journal, 27 May 2014).</i></p> | | | | |
| Sixth visit | Data collection: Student-clients | 29 August 2014 | 5 September 2014 | 3 ½ hours | 4 days |
| | Data collection and member checking: Teachers | | | 3 hours | |
| | | | | 4 hours | |
| | | | | 4 hours | |
| Description and purpose of the visit | <p>Co-researcher collected data from cohort of student-clients²⁰ using PRA-directed group activities. The student-clients shared their experiences of FLY partnership by answering the following four questions:</p> <ol style="list-style-type: none"> 1. What value do the learners ascribe to partnership? 2. What aspects did the learners most benefit from? 3. What should be included in future partnership? 4. What aspects should be changed? | | | | |
| TOTAL DAYS | | | | 63 ½ hours | 14 days |

²⁰ This includes post-matric students who previously participated in FLY partnership

3.3.2 Discussion of the cohort studies in FLY

The ongoing FLY research, in which the current study is located, used both the PRA and qualitative survey approaches to follow a group [cohort] of long-term HE-rural school partners (Rutterford, 2012). Adler and Clark (2008) define a cohort study as a longitudinal study that follows a cohort over a period of time. Cohort studies are conducted over many years (Rutterford, 2012) and data are collected at least twice (Adler, & Clark, 2008). In PRA and qualitative survey case studies data were collected with the same cohort partners at least five times over two years. The cohort studies conducted by co-researchers followed a group of partners over a period of time (2005-2013), but did not necessarily have the same members at each data collection point (Gall et al., 2010). The cohort partners who were followed during data collection points are parents, teachers and student-clients (PRA – 2013 to 2014), ASL students and researchers (Qualitative surveys – 2014 to 2015) (refer to Table 3.3 for the details).

Moreover, the co-researchers selected cohort partners who shared the same life experience of HE-rural school partnership (Adler, & Clark, 2008; Rutterford, 2012) in the same timeframe (Bude, 2004). Rutterford (2012) argues that the sample representation of a particular population in a cohort study may not be important. However, in a panel study a sample representation of the whole population of interest is important, in contrast to cohort studies (Rutterford, 2012). Notwithstanding that cohort partners were chosen on the basis of convenient sampling, the co-researchers wanted to analyse and interpret the retrospective experiences of the participants who had shared the same experiences of FLY partnership (Rutterford, 2012; McMillan, & Schumacher, 2014). Photographs 3.1 to 3.4²¹ provide the evidence of some cohort partners who were followed.

Photographs as illustration of the cohort partners who were followed



Photograph 3.1: Cohort partners – 2013 student-clients, 18 April 2013
ASL student assessing student-clients



Photograph 3.2: Cohort partners – 2006 student-clients 2, September 2014
PRA-directed group session

²¹ The arrow in photograph 3.4 points at my supervisor, Dr Maximus Monaheng Sefotho

Photographs as illustration of the cohort partners that were followed



Photograph 3.3: Cohort partners - 2013 parents, 11 September 2013. Parents' member checking



Photograph 3.4: ASL students and researchers, 5 September 2014. Teachers' member checking

Table 3.3 below shows the cohort details:

Table 3.3: Cohort details

| FLY COHORT | | COHORT NUMBER | FEMALE | MALE |
|-----------------------------|-------------------------------|--|-----------|-----------|
| Parents | | $n = 12$ | $n = 10$ | $n = 2$ |
| Teachers | Participating (2005-2013) | $(n = 8)$ High school ($n = 1$) Primary school ($n = 1$) | $n = 7$ | $n = 1$ |
| | Non-participating (2005-2013) | $(n = 10)$ High school ($n = 1$) Primary schools ($n = 3$) | $n = 5$ | $n = 5$ |
| Student-clients (2005-2013) | | $n = 31$ | $n = 14$ | $n = 17$ |
| ASL students (2005-2013) | | $n = 20$ | $n = 17$ | $n = 3$ |
| Researchers (2005-2013) | | $n = 12$ | $n = 11$ | $n = 1$ |
| TOTAL | | 93 | 64 | 29 |

Table 3.3 above shows the details of qualitative secondary data sources, which comprise five cohort partners ($n = 93$). My background knowledge of the FLY case studies guided me to conveniently select the appropriate qualitative secondary data, thus saving time and money (Cohen et al., 2000). My role as a participant observer and co-generator of knowledge familiarised me with the PRA and qualitative survey case studies. As can be seen from the Table above, the five-partner cohort had a balanced number of participants that formed part of the PRA and qualitative survey case studies. The five-partner cohorts, parents ($n = 12$), teachers ($n = 18$) and student-clients ($n = 31$), ASL students ($n = 20$) and researchers ($n = 12$), were selected based on my judgement (Cohen et al., 2000) and the purpose of the current study (Babbie, & Mouton, 2001).

Parents, teachers and student-clients participated in PRA group sessions and semi-structured interviews, whereas the datasets from ASL students and researchers were collected

through qualitative surveys. I participated in PRA group sessions during data collection from teachers and student-clients in April 2013 to September 2014. I observed parents during a member checking session in September 2014. Although all FLY partners are represented in the PRA and qualitative survey studies, the majority of the participants were female ($n = 64$), while the male ($n = 29$) participants were the minority.

3.3.2.1 Cohort demographic characteristics

Tables 3.4²², 3.5²³, 3.6²⁴, 3.7²⁵ and 3.8²⁶ provide demographic characteristics of FLY partners. The demographic data were collected by my co-researchers. I observed both the teachers and the student-clients when they completed the demographic questionnaires. When the teachers completed the forms²⁷, I moved around the room, observing and assisting those who needed help. A few teachers asked questions for the sake of clarity regarding the demographic questionnaire. I made a video recording and captured photographs when student-clients completed the demographic questionnaires in September 2014. The demographic data for qualitative surveys were collected by my co-researchers via mail, online and in some personal during face-to-face interviews with participants. The Tables below are listed in the order outlined above, with a brief comment on FLY partners' characteristics.

| Table 3.4: Demographic characteristics of parents | | |
|--|---------------|-------------|
| TOTAL NUMBER | FEMALE | MALE |
| | 10 (83%) | 2 (17%) |
| AGE, IN YEARS | | |
| Below 30 | 1 (8%) | |
| 30-40 | 2 (17%) | |
| 41-50 | 4 (34%) | 1 (8%) |
| 51-60 | 2 (17%) | 1 (8%) |
| 61-70 | 1 (8%) | |
| EDUCATIONAL ATTAINMENT | | |
| Grades 7 and lower | 3 (25%) | 1 (8%) |
| Grades 8-9 | 1 (8%) | 1 (8%) |
| Grades 10-11 | 3 (25%) | |
| Grade 12 | 3 (25%) | |
| MARITAL STATUS | | |
| Married | 4 (33%) | 2 (17%) |
| Living together | 3 (25%) | |
| Single | 2 (17%) | |
| Divorced/separated/partner died | 1 (8%) | |

²² Demographic characteristics of parents

²³ Demographic characteristics of teachers

²⁴ Demographic characteristics of student-clients

²⁵ Demographic characteristics of ASL students

²⁶ Demographic characteristics of researchers

²⁷ On 22 June 2013



HOME LANGUAGE

| | | |
|---------|---------|---------|
| Siswati | 9 (75%) | 2 (17%) |
| IsiZulu | 1 (8%) | |

INCOME

| | | |
|-------------------|---------|--------|
| Formal earnings | 1 (8%) | 1 (8%) |
| Government grants | 7 (59%) | 1 (8%) |
| Private grants | 2 (17%) | |

Table 3.4 illustrates that there were more female parents (83%) who attended the PRA-directed group session compared to their male (17%) counterparts. About 50% of female parents have a Grade 10 to Grade 12 school qualification certificate, whereas the male parents have school qualifications lower than Grade 9. Most parents (84%) rely on government and private grants for their living. A high number of parents are married (50%) or are living together with a partner (25%), as shown in the Table above.

Table 3.5: Demographic characteristics of teachers

| TOTAL NUMBER | FEMALE | MALE |
|---|---------------|-------------|
| | 12 (67%) | 6 (33%) |
| AGE, IN YEARS | | |
| Below 30 | | 1 (5%) |
| 30-40 | 3 (17%) | 1 (5%) |
| 41-50 | 6 (34%) | 3 (17%) |
| 51-60 | 3 (17%) | 1 (5%) |
| EDUCATIONAL ATTAINMENT | | |
| Post school qualification diploma | 11 (62%) | 1 (5%) |
| Post school qualification degree | 1 (5%) | 5 (28%) |
| MARITAL STATUS | | |
| Married | 3 (17%) | 3 (17%) |
| Living together | 2 (12%) | 1 (5%) |
| Single | 6 (34%) | 1 (5%) |
| Divorced/separated/partner died | 1 (5%) | 1 (5%) |
| HOME LANGUAGE | | |
| Siswati | 9 (49%) | 4 (22%) |
| IsiZulu | 2 (12%) | 2 (12%) |
| Xitsonga | 1 (5%) | |
| INCOME | | |
| Formal earnings | 12 (67%) | 6 (33%) |
| Additional income | 12 (67%) | 6 (33%) |
| DURATION AT THE SCHOOL, IN YEARS | | |
| Between 1 and 5 | 5 (29%) | 4 (22%) |
| 5 and 10 | 3 (17%) | |
| 10 and 15 | 1 (5%) | |
| 15 and 20 | 1 (5%) | 1 (5%) |
| More than 20 | 2 (12%) | 1 (5%) |

Table 3.5 above shows that female teachers (12%) stay for extended periods of time when teaching at a particular school, while far fewer male teachers (5%) stay at a particular school for more than 20 years. Note that there is a high percentage of female teachers approaching

retirement age (17%), compared to male teachers (5%), in the 51-60 age group. The Table illustrates that a significant number of female teachers have post school qualification diplomas (62%), whereas male teachers have post school degrees (28%). In this study all the teachers have an additional income. The communities of the participating and non-participating schools speak mainly Siswati, but there are two Zulu-speaking teachers and one Xitsonga-speaking teacher at some of the schools.

Table 3.6: Demographic characteristics of student-clients

| | FEMALE | MALE |
|--------------------------------|---------------|-------------|
| TOTAL NUMBER | 14 (45%) | 17 (55%) |
| AGE, IN YEARS | | |
| 15-18 | 10 (32%) | 10 (32%) |
| 19-21 | 1 (3%) | 4 (13%) |
| 22-25 | 3 (10%) | 3 (10%) |
| STUDENTS IN FLY PROJECT | | |
| 2006 | 3 (10%) | |
| 2007 | 1 (3%) | 5 (16%) |
| 2008 | | 1 (3%) |
| 2009 | 1 (3%) | 3 (10%) |
| 2010 | 3 (10%) | |
| 2011 | 1 (3%) | 3 (10%) |
| 2012 | 2 (6%) | 2 (6%) |
| 2013 | 3 (10%) | 3 (10%) |
| EDUCATIONAL ATTAINMENT | | |
| Grade 10 | 3 (10%) | 2 (6%) |
| Grade 11 | 3 (10%) | 3 (10%) |
| Grade 12 | 3 (10%) | 4 (13%) |
| Post Grade 12 | 5 (16%) | 8 (25%) |
| MARITAL STATUS | | |
| Married | 1 (3%) | |
| Single | 13 (42%) | 17 (55%) |
| HOME LANGUAGE | | |
| Siswati | 13 (42%) | 17 (55%) |
| IsiZulu | 1 (3%) | |
| CURRENT STATUS | | |
| Unemployed | 4 (13%) | 5 (16%) |
| Student | 10 (32%) | 11 (36%) |
| Working | | 1 (3%) |

Table 3.6 illustrates that there are more male student-clients (55%) compared to female student-clients (45%). The student-clients predominately speak Siswati as home language, except for one student-client who speaks isiZulu. All the student-clients are single, except for one female student-client who is married. Although 41% of the student-clients are post Grade 12, only one male indicated that he was working as a clerk at his former school.



Table 3.7: Demographic characteristics of ASL students

| | FEMALE | MALE |
|--|---------------|-------------|
| TOTAL NUMBER | 17 (85%) | 3 (15%) |
| AGE, IN YEARS | | |
| Below 30 | 3 (15%) | 3 (15%) |
| 30-40 | 13 (65%) | |
| 41-50 | 1 (5%) | |
| ETHNICITY | | |
| Black | 3 (15%) | |
| White | 11 (55%) | 2 (10%) |
| Coloured | 1 (5%) | 1 (5%) |
| Indian | 2 (10%) | |
| HOME LANGUAGE | | |
| Afrikaans | 5 (25%) | 1 (5%) |
| English | 11 (55%) | 2 (10%) |
| Sepedi | 1 (5%) | |
| EDUCATIONAL ATTAINMENT | | |
| Masters | 16 (80%) | 3 (15%) |
| Honours | 1 (5%) | |
| WHEN INVOLVED IN FLY PROJECT | | |
| 2007 | 1 (5%) | 1 (5%) |
| 2008 | 1 (5%) | |
| 2009 | 6 (30%) | |
| 2010 | 4 (20%) | |
| 2011 | 1 (5%) | 2 (10%) |
| 2012 | 1 (5%) | |
| 2013 | 3 (15%) | |
| CURRENTLY INVOLVED IN FLY PROJECT | | |
| Yes | 2 (10%) | |
| No | 15 (75%) | 3 (15%) |

Table 3.7 shows that the majority of the ASL students who participated in the qualitative survey are female (85%). A significant number of females are part of the 2009 cohort partners (30%). The female ASL students (65%) are mainly between the ages of 30 and 40. The ethnic groups represented in this study are listed in order from the dominating group, which is White (55%), followed by Black (15%), Indian (10%) and Coloured (5%). All the ASL students have Masters degrees, except for one female who has an Honours degree. Of this cohort group, there are two female students who are still involved with the FLY project. One of the students is currently studying towards a PhD degree and the other one is completing her Masters dissertation.



Table 3.8: Demographic characteristics of researchers

| | FEMALE | MALE |
|--|---------------|-------------|
| TOTAL NUMBER | 11 (92%) | 1 (8%) |
| AGE, IN YEARS | | |
| Below 30 | 1 (8%) | |
| 30-40 | 5 (42%) | |
| 51-60 | 4 (34%) | 1 (8%) |
| 61-70 | 1 (8%) | |
| ETHNICITY | | |
| Black | 4 (34%) | 1 (8%) |
| White | 7 (58%) | |
| HOME LANGUAGE | | |
| Afrikaans | 4 (34%) | |
| English | 3 (25%) | |
| Sepedi | 1 (8%) | |
| Sesotho | 1 (8%) | 1 (8%) |
| Setswana | 1 (8%) | |
| Yoruba | 1 (8%) | |
| EDUCATIONAL ATTAINMENT | | |
| Masters | 4 (34%) | |
| PhD | 7 (58%) | 1 (8%) |
| DURATION OF INVOLVEMENT IN FLY PROJECT (in years) | | |
| 1-2 | 1 (8%) | |
| 3-4 | 9 (76%) | 1 (8%) |
| 5-6 | 1 (8%) | |
| WHEN INVOLVED IN FLY PROJECT | | |
| 2006-2008 | 2 (17%) | |
| 2009-2013 | 4 (34%) | |
| 2011-2013 | 2 (17%) | 1 (8%) |
| 2012-2013 | 3 (25%) | |
| CURRENTLY INVOLVED IN FLY PROJECT | | |
| Yes | 5 (42%) | 1 (8%) |
| No | 6 (50%) | |

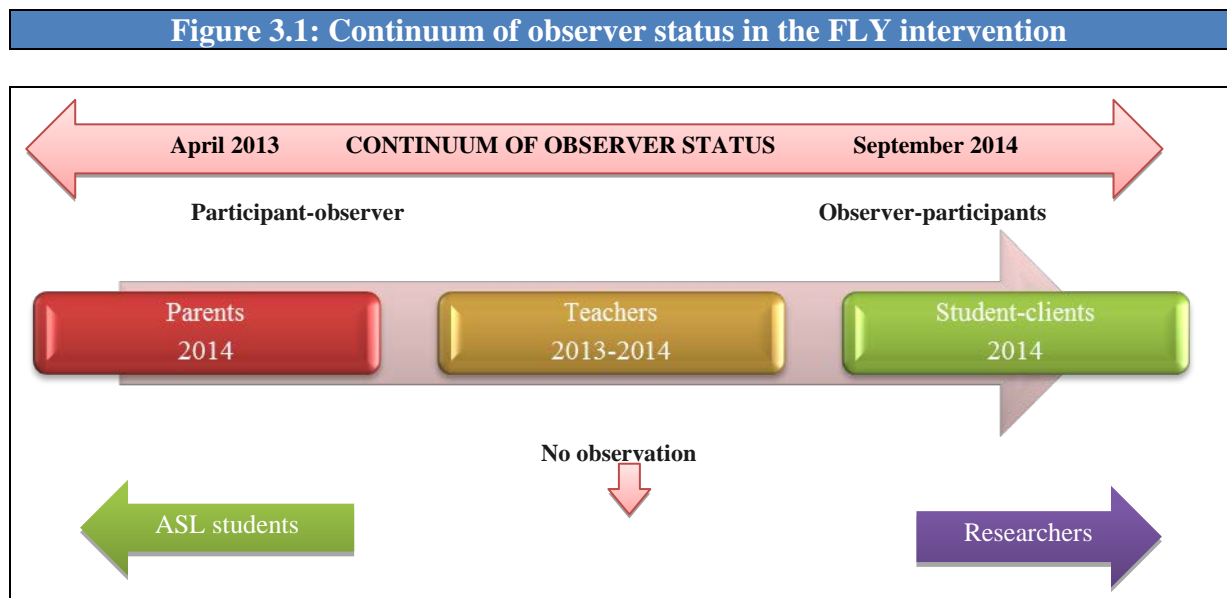
Table 3.8 illustrates that the majority of the researchers are female (92%) compared to their male (8%) counterparts. This majority of researchers are female, White (58%) and Afrikaans-speaking (34%). This is followed by Black (16%) male and female researchers (8% respectively). It appears that most researchers (42%) are in early middle age (aged between 30 and 40). Overall 66% are PhD graduates. About 84% were involved in FLY for 3 to 4 years, 50% of whom are still participating in the intervention.

3.3.3 My role as a researcher in the FLY intervention

I am bringing my role and responsibilities as researcher into focus. I participated as an observer in field research from April 2013 to September 2014 to observe (prolonged CE) and to gain an understanding of the context of the FLY intervention (Creswell, 2014; Neuman, 2014). I collaborated on the continuum of disclosed participant-observer and observer-participants in

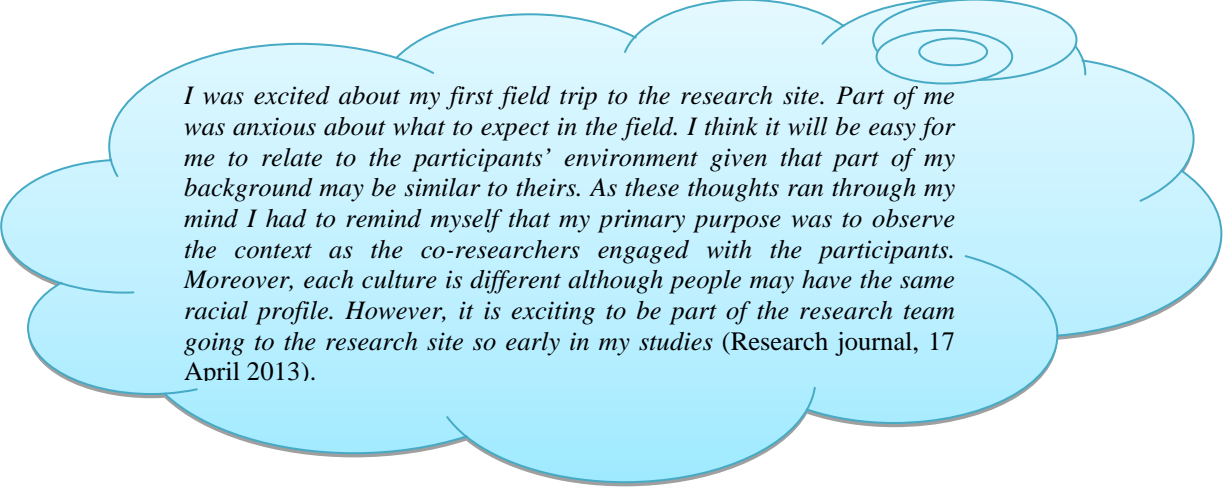
PRA data generation with teachers (22 June 2013), parents²⁸ (11 September 2013) and student-clients (2-3 September 2014). I did not observe data generation with the ASL students and researchers. These data were collected through qualitative surveys, which used techniques such as face-to-face, postal, online and telephonic interviews.

By being a disclosed participant-observer, sometimes more of an observer, I potentially impacted on the relationship between the co-researchers and their participants (Bazeley, 2013). Likewise, my observation of the data generation and the context potentially influenced my analysis of secondary data. According to Bazeley (2013), questions about the role of researchers have arisen in recent decades as qualitative studies gained currency as a scientific method. It is worth noting that other research methods that involve or impact people, such as quantitative and mixed methods, are also subject to scrutiny (Mertens, 2007; Bazeley, 2013). Figure 3.1 illustrates the continuum of observer status in PRA-directed group sessions.



In this study, I adopted a dual role, that of researcher and disclosed participant-observer or observer-participant (Rugg, & Petre, 2007; Blaxter et al., 2010). As a qualitative researcher, I integrated both roles in terms of the paradigmatic lenses that I employed in this study. It was challenging to act as an instrument while assisting co-researchers to collect data and also to act as a disclosed participant-observer (Brink et al., 2012). The following extract from my research journal illustrates some of the challenges that I encountered:

²⁸ I observed member checking



I was excited about my first field trip to the research site. Part of me was anxious about what to expect in the field. I think it will be easy for me to relate to the participants' environment given that part of my background may be similar to theirs. As these thoughts ran through my mind I had to remind myself that my primary purpose was to observe the context as the co-researchers engaged with the participants. Moreover, each culture is different although people may have the same racial profile. However, it is exciting to be part of the research team going to the research site so early in my studies (Research journal, 17 April 2013).

As an idealist, throughout this study I was aware that a phenomenon exists in multiple realities (Creswell, 2003; Charmaz, 2011; Padui, 2013; Neuman, 2014). Consequently, I used phenomenological lenses to understand that knowledge is socially constructed and can be described according to the lived reality of the FLY partners (Creswell, 2003; DeMarrais, 2004; Bogdan, & Biklen, 2010; Neuman, 2014).

I used a research journal and field notes for reflexivity. I reflected on my responsibilities, challenges, observations, feelings and ideas during field research. To me reflexivity was about repeatedly engaging in internal conversation about this study (Berg, 2009). In relation to a qualitative study, it is about accounting how my role shaped the study (Altheide, & Johnson, 2011). During the entire process of the study I was aware that culture and experiences had the potential to shape the meaning I ascribed to the data (Creswell, 2014). In line with my philosophical stand, discussed in Chapter One section 1.4.1, I was cognisant of being “part of the social world(s)” that I was investigating (Berg, 2009, p. 198). During my thesis-related research of the FLY partnership, my research journal was invaluable as I was making sense of personal feelings and emotions throughout the research process (Maxwell, 2013). The research journal and field notes helped me to understand how events, actions and meanings were shaped by the unique experiences of HE-rural school partners (Maxwell, 2013). Photograph 3.5 illustrates Mrs Marli Edwards facilitating teachers’ workshop. This is followed by photograph 3.6, which depicts me capturing field notes.

Photographs as illustration of the co-researchers during teachers' workshop



Photograph 3.5 Mrs Marli Edwards facilitating teachers' workshop, 22 June 2013



Photograph 3.6: Mr Eugene Machimana capturing field notes during teachers' workshop, 22 June 2013

Therefore, reflexivity substantiates and enriches the quality criteria of qualitative secondary data analysis (Neuman, 1997; Etherington, 2004; Hays, 2004; Lankshear, & Knobel, 2004; Quinn, 2010). I also engaged in regular debriefing sessions with my supervisors to limit subjectivity, a criticism that is often levelled against qualitative study (Cohen et al., 2000; Charmaz, 2011; De Vos et al., 2011; Harding, 2013).

Reflexivity helped me change the way I understood data collection and to make meaning thereof (Berg, 2009). I accomplished this through internal researcher dialogue as I constantly examined what I knew and how I had learnt it (Berg, 2009). I believe the detailed reflexive account may enable the reader to engage the study in an interactive process that may lead to seeking more information and contextualising the results of my study (Altheide, & Johnson, 2011). In documenting my field observations and the concomitant debriefing session, I stated:

As a participant-observer, I challenged myself to strike a balance relating to the amount of time spent at each workstation. I had to remind myself not to get carried away when I observed something close to my heart. It is important to balance observation time at each workstation as this would be critical during data analysis. The evening researchers' reflection session with the supervisors helped me to debrief and logically process what had occurred during the day (Field notes. 18 April 2013).

During the course of the prolonged intervention, I observed co-researchers collecting and documenting data using PRA methods (Creswell, 2014). As a collaborative participant observer and co-researcher, I assisted in planning and facilitating PRA-directed group sessions. For example, I observed and assisted co-researchers with sampling, PRA group sessions, member checks and sand trays. In May 2014, I observed the co-researcher negotiating the sampling process with a partner school's teacher. Although the co-researcher had a plan, she wanted to negotiate with the schoolteacher about the practical process to ensure that not too

many classes were disrupted. The following extract from my research journal illustrates some of my thoughts as I observed the interaction between the partners.

The co-researcher negotiated with the schoolteacher about the process of sampling students. The teacher was concerned about the sampling criteria as there are about 30 students in a class. He decided to consult directly with the School Management Team before going to classes for sampling. The co-researcher adapted her plan to that suggested by the teacher. The teacher advised that there would be less disruption if he went directly to classes instead of the co-researcher. As I observed this interaction, I thought it was good that the co-researcher consulted with the teacher first. In my view, this process is ethical and it has the best interests of all the partners at heart. I think that the DBE would be pleased to hear about this as they were concerned about class disruptions during the research process (Research Journal, 27 May 2014).

Similarly, photographs 3.7 and 3.8²⁹ below illustrate my observations of data generation with student-clients. I kept an ongoing log of what each photograph is about and where and when it was taken (Leedy, & Ormrod, 2005).

Co-researcher negotiating practical sampling process with the partner school's teacher



Photograph 3.7: Far left – co-researcher, 27 May 2014



Photograph 3.8: Far left – partner school teacher, 27 May 2014

It was important for me as qualitative researcher to be a sensitive observer in order to understand the experiences of the partners from their emic perspective (Babbie, & Mouton, 2001; Maree, & Van der Westhuizen, 2007; Rugg, & Petre, 2007; Denzin, & Lincoln, 2011c). Below are photographs 3.9 and 3.10³⁰, which illustrate the PRA-directed group sessions with teachers and student-clients, which I observed during data generation.

²⁹ Arrow in photograph 3.8 points out Mr Eugene Machimana

³⁰ The arrow in photograph 3.10 points out Ms Alicia Adams, co-researcher assisting during student-client data collection. Ms Alicia Adams used qualitative survey for her study with researchers in 2014 to 2015.

Evidence of observation of data generation (visual data)



Photograph 3.9: *Teachers participating in PRA-directed group session, 22 June 2013*



Photograph 3.10: *Student-clients participating in PRA-directed group session, 2 September 2014*

The field notes and visual data that I collected as an observer complement each other, and are both useful for crystallisation (Babbie, & Mouton, 2001; Quinn, 2010 Lincoln, et al., 2011). As an observer, I used photographs to crystallise with the field notes (Ellingson, 2011). Flick (2004b) remarks that qualitative researchers are increasingly using audiovisual data, which also serve as triangulation (crystallisation) elements. Denzin (2004) asserts that visual data photographs are both a method of research as well as a resource in a qualitative study. I used photographs to record data generation, PRA artefacts, and the setting of the study (Harper, 2004). Photographs 3.11 to 3.14 capture images of the context of the data generation, namely the secondary school's vegetable garden and the houses typical in the community.

Photographs illustrating the secondary school's old, neglected vegetable garden and the houses typical in the community



Photograph 3.11: *Old, neglected school vegetable garden, 29 May 2014*



Photograph 3.12: *Typical houses in the community, 29 May 2014*

New, improved school vegetable garden

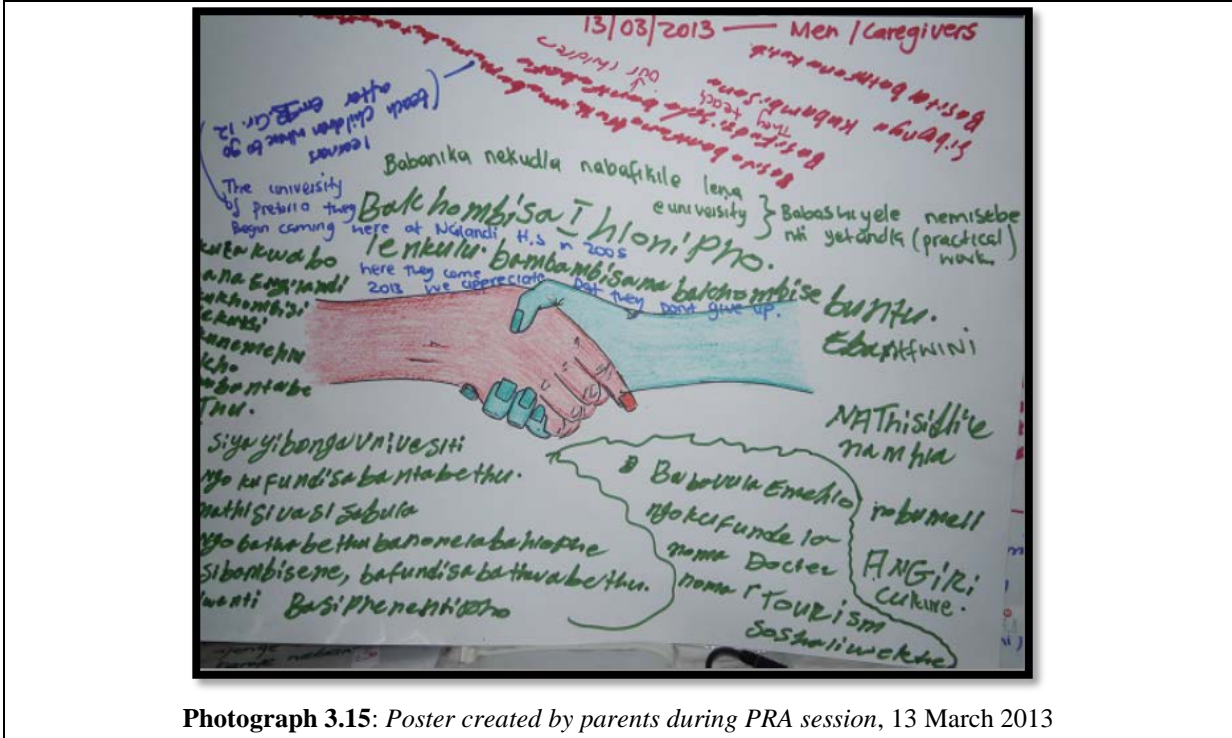


The visual images presented an opportunity for longitudinal analysis of the context as they spanned a two-year timeline (Bryman, & Teevan, 2005). These data sources relate to the sub-question about the expectations of development among the community partners. The change in the context between 2013 and 2014 portrays progress within the community. Secondary data has the advantage of tracking back development, which is based on documented visual data in photographs in this case.

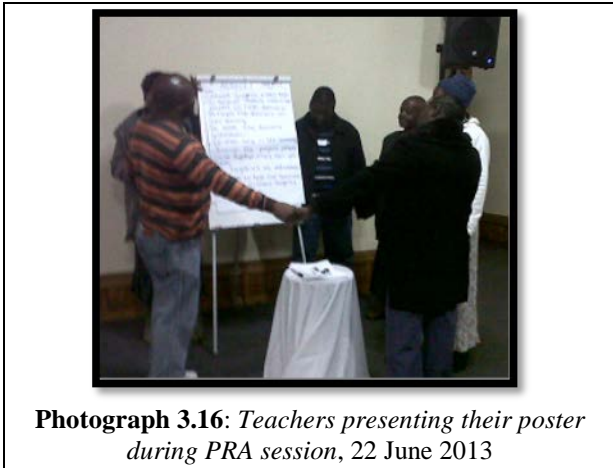
In line with Babbie and Mouton’s (2001) claim, I used transcriptions of audiovisual recordings of PRA-group sessions and individual interviews to enhance the confirmability of the current study. I explained this in detail in Chapter One, section 1.7.5. In essence, this data source provided rich data for analysis (as discussed in Chapters Four to Seven) (Denzin, 2004; Harper, 2004).

I documented observation data during these FLY intervention sessions as visual data (photographs of the context and of PRA posters), as field notes and in a research journal (Chambers, 1994a; Chambers, 1994b; Bar-On, & Prinsen, 1999; Nieuwenhuis, 2007a; Cornwall, 2008; Ellingson, 2011; Lincoln et al., 2011). I also received verbatim transcriptions of audio recordings of PRA-directed group sessions with parents and student-clients from co-researchers (Ms Lidalize Grobler and Ms Seago Seobi). Photographs 3.15 to 3.17 show PRA posters made by the parents, teachers and student-clients during the PRA-directed group sessions.

Posters made by the partners during PRA sessions



Photograph 3.15: Poster created by parents during PRA session, 13 March 2013



Photograph 3.16: Teachers presenting their poster during PRA session, 22 June 2013



Photograph 3.17: Student-clients presenting their poster, 3 September 2014

The multiple data sources helped me with crystallisation in this study as I wanted to understand CE from the perspective of a variety of CE-partners (Ellingson, 2011; Lincoln, Lynham, & Guba, 2011; Neuman, 2014). I used inductive thematic analysis to compare data collected from the FLY partners (Neuman, 1997; Cohen et al., 2000; Adler, & Clark, 2008; Babbie, 2013). My role as collaborative researcher in PRA and qualitative survey studies assisted with understanding the context in which qualitative secondary datasets were generated (Maree, & Van der Westhuizen, 2007; Neuman, 2014).

Bryman and Teevan (2005) describe participant observation as one of the best methods of social science research. I used observation as a powerful technique to study the social relationship between FLY partners (Mitchell, & Jolley, 2007). This technique was the best for

this type of study as I wanted to understand data generation and the context without jeopardising the relationship and the behaviour of the FLY partners. Another good factor about the technique is that it relates to the traditions and expectations of a qualitative study (Martin, 2002), one being that observation may be “intentionally unstructured and free-flowing” (Leedy, & Ormrod, 2005, p. 145). In addition, the flexibility of observation in a qualitative study allowed for capturing data from unforeseen data sources (Leedy, & Ormrod, 2005).

In some cases secondary analysts have large amounts of data, but without the understanding of the context in which the data were generated (Irwin, 2013). Seale (2012) warns researchers to be aware of the context in which the original data were generated. To my advantage, I have participated in the co-generation of some of the original data dating back to 2013. As a disclosed participant observer and a co-generator of knowledge, I am aware of the context in which the PRA data were generated. Therefore, as I planned the current study, I was confident that the qualitative secondary data that I proposed to use contained the contextual information required for this study (Bickman, & Rog, 2009).

Although it was advantageous for me to observe the context in which the data were generated, this strategy also presented shortcomings. There are two major limitations to participant-observation. Firstly, my subjective bias may have influenced me to remember or see the data that support my original viewpoint (Mitchell, & Jolley, 2007). Secondly, my presence in the field may have altered the behaviour of the participants (Mitchell, & Jolley, 2007). As a participant-observer there were moments where I could not just sit back and record behaviour as it occurred. At times I had to assist the co-researchers with logistics such as distributing or packing posters or taking photographs.

Despite the above-mentioned limitations, I maintain that participant-observation gave me “inside” information as to how best to address the research questions (Mitchell, & Jolley, 2007, p. 178). I relied on audiovisual recordings and visual data in photographs to minimise observer bias (Martin, 2002). Yet I am also aware of the limitations of a tape recorder and video camera as they may make participants uncomfortable (Leedy, & Ormrod, 2005).

Another strategy I followed was to become immersed in the research setting over a period of time (Bryman, & Teevan, 2005). I attempted to be less noticeable, in doing so allowing the participants to become familiar with my presence. As a result of this familiarity, I believe the participants were able to deal with the effect of my presence on their behaviour (Bryman, & Teevan, 2005; Mitchell, & Jolley, 2007).

Sometimes I assumed the role of an observer as opposed to that of participant-observer. This could have inspired the participants to behave normally in spite of my observing them. It

was critical for me to control observer bias in an attempt to produce scientific results that are above board (Mitchell, & Jolley, 2007).

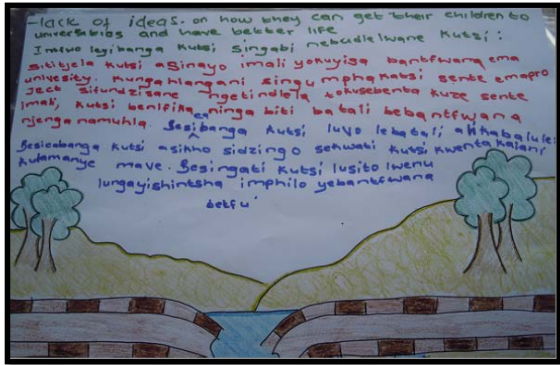
3.4 Qualitative retrospective data generation

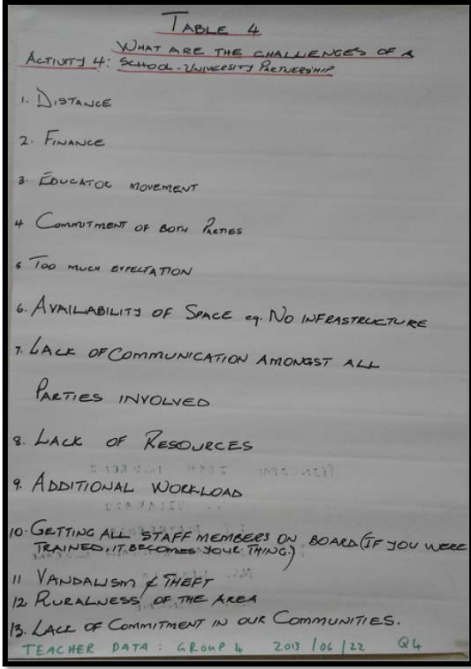

3.4.1 Introduction

In FLY, retrospective data refers to the data that were collected from previous experiences of cohort partners engaged in a long-term HE-rural school partnership (Arolker, & Seale, 2012; Rutterford, 2012). The retrospective datasets were collected by means of PRA-directed group discussions, face-to-face individual interviews and qualitative questionnaires (Rutterford, 2012).

During interviews (PRA and face-to-face) the previous experiences of the FLY partners were constructed by asking all cohort partners to recall the historical data pertaining to the partnership (Fetterman, 2009). Refer to Table 3.9 below for the research questions that were put to each of the cohort partners (Photographs 3.18 to 3.20 reflect posters that were created by the FLY partners).

Table 3.9: Research questions asked by the co-researchers

| RESEARCH QUESTIONS | COHORT PARTNERS | CO-RESEARCHERS |
|--|-----------------|---------------------|
| Activity 1: What do you know or understand about the partnership between the university and Ngilandi Secondary School? Activity 2: How do you benefit from the partnership between the university and Ngilandi Secondary School? What do you get out of this? Activity 3: What about this partnership between the university and Ngilandi Secondary School did not work? Activity 4: What can we do differently to make the partnership better? | Parents | Ms Lidalize Grobler |
|  | | |
| <p>Photograph 3.18: Poster created by parents during PRA-directed group session, 3 March 2013</p> | | |

| | | |
|---|------------------------|--------------------------|
| <p>Activity 1: What do you know about the collaboration/partnership?</p> <p>Activity 2: Why do you think teachers and schools partner with a university?</p> <p>Activity 3: What are the benefits of (or what worked in) a school-university partnership?</p> <p>Activity 4: What are the challenges of a school-university partnership?</p> <p>Activity 5: How can a future school-university partnership grow?</p>  <p>Photograph 3.19: Poster created by teachers during PRA-directed group session, 22 June 2013</p> | <p>Teachers</p> | <p>Mrs Marli Edwards</p> |
| <p>Activity 1: Why do you think the university students come to the school every year?</p> <p>Activity 2: How did you benefit from the time with the students?</p> <p>Activity 3: What did you not like?</p> <p>Activity 4: What can they do differently in future?</p>  <p>Photograph 3.20: Poster created by student-clients during PRA-directed group session, 2 September 2014</p> | <p>Student-clients</p> | <p>Ms Seago Seobi</p> |

| | | |
|---|--------------|---------------------|
| <p>Question 1: What do you know about the FLY partnership?</p> <p>Question 2: What are the strengths of the FLY partnership?</p> <p>Question 3: What are the limitations of the FLY partnership?</p> <p>Question 4: What do you think is required for future planning in FLY?</p> <p>Question 5: Please reflect on your retrospective experiences as ASL student in the FLY project (what did you enjoy most in the short term)? Which gains have benefitted you in the long-term:</p> <ul style="list-style-type: none"> • What did you find challenging? • What did you dislike, etc? | ASL students | Ms Ina-Mari du Toit |
| <p>Question 1: What do you know about the FLY partnership?</p> <p>Question 2: What are the strengths of the FLY partnership?</p> <p>Question 3: What are the limitations of the FLY partnership?</p> <p>Question 4: What do you think is required for future planning in FLY?</p> <p>Question 5: Please reflect on your retrospective experiences as researcher in the FLY project.</p> | Researchers | Ms Alicia Adams |

The participants had an opportunity to reflect on the experience of the FLY partnership and were most likely to have provided the rich retrospective data that are required in qualitative studies (Morse, 2011). I align my views with Morse (2011, p. 411), who claims that “...the emotions felt in recalling the event mirror the emotions felt when the event was originally experienced, thus the interviews retain their validity”.

One of the shortcomings of retrospective data is that the participants may forget or filter past experiences that had happened over many years (Fetterman, 2009; Rutterford, 2012). To counter the above-mentioned limitation, the co-researchers used multiple sources of data for crystallisation (multiple lenses) (Denzin, & Lincoln, 2011; Ellingson, 2011). The PRA data of cohorts was captured as audiovisual recordings (later transcribed verbatim), and visual data (photographs). The co-researchers all generated field notes and/or research journals of their observations. The use of qualitative secondary data, which is underutilised in research (Lankshear, & Knobel, 2004; Irwin, 2013), enhanced rigour in this retrospective study. All five of the primary studies used qualitative research methodology, which is compatible with the current study (Jackson et al.; 2013). The use of the same research methodology enabled a coherent approach to secondary data analysis. Below I discuss the advantages and disadvantages of the data collection techniques that were used in the FLY intervention.

3.4.2 PRA-directed group discussions

According to Chambers (1994a, p. 953) PRA is “an approach and methods for learning about rural life and conditions from, with and by rural people”. Existing scientific literature (Chambers, 1994a; Chambers, 1994b; Bar-On, & Prinsen, 1999; Cornwall, 2008) report that

Participatory Rural Appraisal, developed in the late 1970s and early 1980s, owes its evolution to Rapid Rural Appraisal (RRA).

PRA is an innovative method of data collection mainly concerned with issues of power relations, inequality and social justice (Chambers, 1994b; Kapoor, 2002; Wilmsen, 2005; Maalim, 2006; Ivankova et al., 2007). The advantage of PRA is that it focuses on enabling local people and communities to take control of their own development, often with the help of an outside organisation or the catalyst (Kapoor, 2002). PRA correlates with CE research because CE is often underpinned by “action research” (Vargas, et al., 2012, p. 22), whereby the researcher learns about a phenomenon and addresses the identified problem. De Vos et al. (2011) articulate PRA research as engagement with the community from the beginning of the study, and the research process brings transformation.

One of the major advantages of PRA is that the researcher serves as resource to “those being studied” so that they can effectively act in their own interest (Babbie, 2002; Babbie, & Benaquisto, 2002, p. 318). I use the phrase “those being studied” prudently as both the co-researchers and the participants are co-generators of knowledge in the FLY intervention. I agree with the advocates of PRA when they argue that the distinction between the researcher and the researched should be dissolved (Bryne-Armstrong, 2001; Babbie, & Benaquisto, 2002). Another advantage embedded in PRA is that the method functions not only as a means of knowledge generation, but also of education and mobilisation for action (Babbie, 2002).

Implicit in PRA is the belief that the approach is reciprocal and relational in which the co-researchers’³¹ contributions are equally valued (Bryne-Armstrong, 2001; Babbie, 2002). As regards the FLY intervention, this implies that all the partners influenced the research design and the data collection process through their participation (Babbie, & Benaquisto, 2002). The three co-researchers who facilitated PRA-directed group sessions with parents, teachers and student-clients allowed the partners to share an interest in and concerns about the research process (Bryne-Armstrong, 2001). Thus, the process facilitated collaboration between the HE-rural school partners as the method is embedded in humanism (Bryne-Armstrong, 2001).

PRA is inclusive of the marginalised and disadvantaged groups, especially where there are inequalities (Kapoor, 2002). In the current study, the participants are part of the solution to the critical socio-economic problems that hinder the development of a just and democratic society (Ansley, & Gaventa, 1997). Through PRA the partners’ consciousness was raised, thus promoting a transformative environment (Bryne-Armstrong, 2001). PRA correlates with the Transformative-emancipatory paradigm chosen for my study (Jorgenson, & Shultz, 2012; Wilmsen, 2005; CCIC, 1996; Shultz, 2007). I believe that the results of this study are most

³¹ In the case of the current study this includes the non-researcher partners

likely to be accepted by all partners involved the FLY intervention as the process was collaborative.

Although using PRA has many advantages, the limitations of PRA should not be underestimated as it involves complex social discourse processes (Bannan-Ritland & Baek, 2008). In this section I highlight that in certain structures power may be exerted on the basis of socio-economic, ethnic and gender relations (Harding, 2013). Firstly, the complexity of both the interests and agendas of the partners brings into question the nature and extent of the participation by each partner (Bryrne-Armstrong, 2001). Like other data-gathering techniques PRA may paradoxically promote the interests of a dominant social class more than those of a lower social class (Bryrne-Armstrong, 2001 Harding, 2013). Bryrne-Armstrong (2001) argues that research always serves the interests of some partners more than those of others. This highlights the question of power dynamics in collaborative research (Bryrne-Armstrong, 2001; Babbie, 2002).

Secondly, the question of power dynamics could have affected the relationship between HE and the rural school. A rural school partnering with HE may feel less powerful in the relationship, especially if the perceptions are not managed properly. In other words, the dominant values of society are those of the powerful groups and research may inevitably replicate such power relations if dominance is not addressed (Olesen, 2011; Harding, 2013). In the South African context this factor may be compounded by the fact that historically Whites were dominant in socio-economic relations, if not all spheres of societal relations (Angeles, 2005; Seekings, 2007; Gardiner, 2008). Moreover, PRA may be a challenge in cross-cultural settings. For example, some cultures are less verbally expressive when confronted with conflict, while others are more expressive (De Vos et al., 2011). However, I argue that PRA can assist partners with co-creating social meaning in a collaborative effort if the focus is towards pluralism or the recognition of different knowledges and knowers (Bryrne-Armstrong, 2001; Santos, 2007; Visvanathan, 2009; Veintie, 2013).

Chambers' narrow view of power is criticised for failing sufficiently to grapple with broader political-economic and gender issues in effecting change (Kapoor, 2002). PRA is also criticised because it does not discuss the dynamics of power in relation to a particular theory, as explicitly articulated in the work of Foucault (Kapoor, 2002). To elaborate on this, the feminists critically view PRA as a public exercise that places women's domestic problems outside its scope (Mayoux, 1995; Kapoor, 2002). Women, included in disadvantaged groups, are particularly predisposed to exploitation through PRA if emancipation is not the focal point (De Vos et al., 2011; Olesen, 2011). Politically, women's participation may be exploited to consolidate the power of the ruling class, thus creating an illusion of equal participation (De

Vos et al., 2011; Harding, 2013). PRA was the most appropriate technique to use in this study despite its limitations, because the participants were viewed as the best sources of information relating to the partnership they experienced (Maalim, 2006).

The three co-researchers mentioned above used visual data in photographs as one of the documentation techniques when they conducted PRA-directed group sessions. In the next section I briefly discuss the advantages and disadvantages of using this technique to document data.

There is a growth in interest in visual data in the form of photographs in qualitative research (Bryman, 2004). Photographs are socially constructed (Bryman, 2004; Harper, 2004) to record the world seemingly without interpretation (Harper, 2004). Photographs gather an extraordinary amount of data by recording what human senses have perceived for future interpretation and analysis (Denzin, 2004; Harper, 2004). In essence, visual data expand historical understanding of events (Harper, 2004). Such an extraordinary amount of data may not be fully represented in text alone. The adage “a picture is worth a thousand words” probably best summarises the value of visual data in photographs in qualitative research (Bryman, 2004; Harper, 2004, p. 231).

The downside of visual data is that there is no camera that can see exactly as does the eye (Harper, 2004). Taking photographs is deciding on one interpretation among many possibilities (Harper, 2004). Thus visual data in photographs provide subjective documents (Denzin, 2004; Harper, 2004). I am aware of the context in which the FLY photographs were taken (Bryman, 2004; Harper, 2004). Thus I can subjectively and successfully use the photographs to report empirical data (Harper, 2004). Moreover, visual data without text do not communicate fully, although text alone is not equivalent to an image (Harper, 2004). Visual data photographs and text should complement one another instead. Bryman (2004) notes that visual data photographs are also criticised for fluidity in the interpretation of the images. This means that there is no fixed interpretation as an image may be viewed in many different ways (Bryman, 2004).

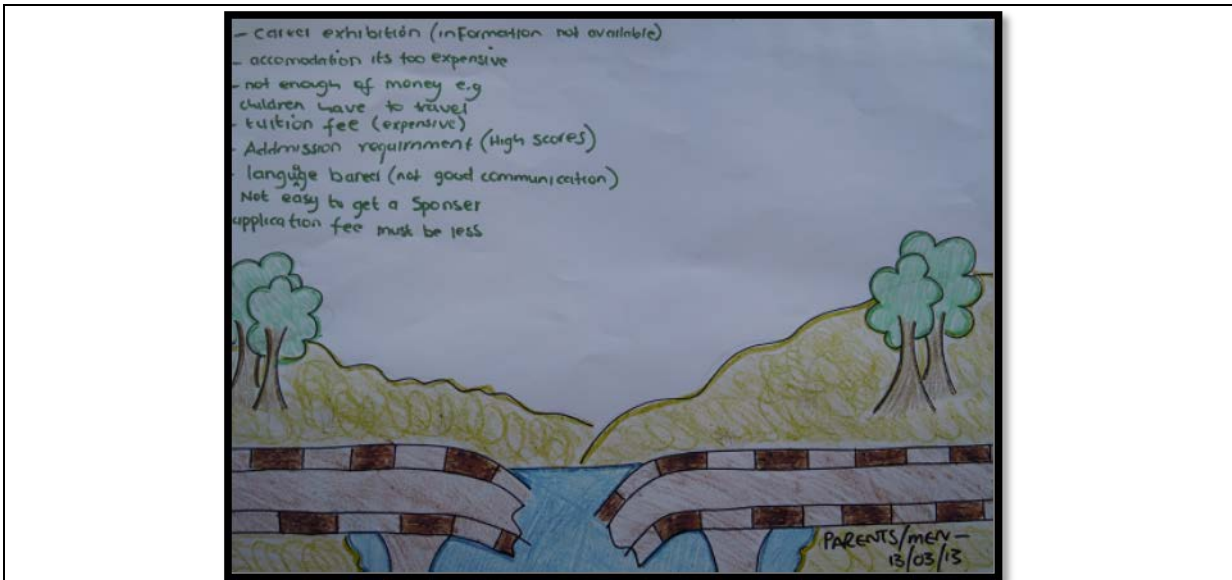
In this section, I present photographs 3.21³² to 3.26, which provide examples of PRA data that were documented during group sessions with the parents, teachers and student-clients. As previously stated, I could not directly observe the qualitative survey studies as some of the interviews were conducted online or over the telephone. Note that the partners were discussing their experience of the FLY partnership as guided by the questions mentioned in Table 3.9. The photographs are presented in the order mentioned above, of parents, teachers and student-clients:

³² The arrow in this photograph (3.21) points out Prof Liesel Ebersöhn, the principal investigator

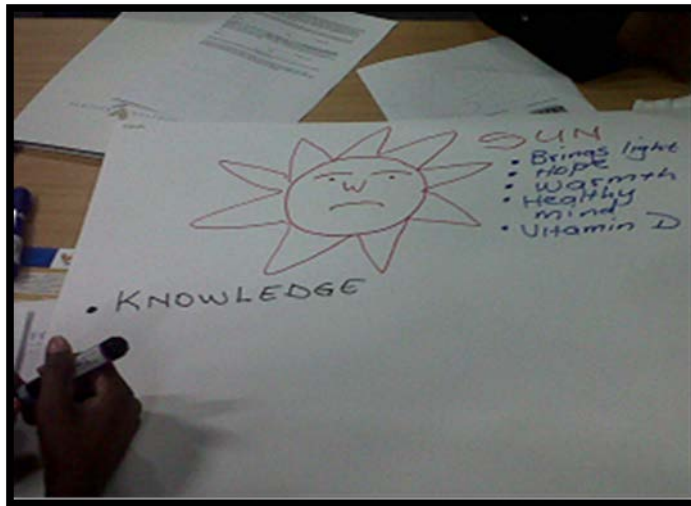
Evidence illustrating PRA data documented as visual data in photographs



Photograph 3.21: The principal investigator and parents participating in PRA-directed group session, 13 March 2013



Photograph 3.22: Poster created by parents during PRA-directed group session, 13 March 2013



Photograph 3.23: Teachers' drawing, portraying the partnership as the sun that brings hope, 22 June 2013



Photograph 3.24: Teachers presenting their poster during PRA-directed group session, 22 June 2013



Photograph 3.25: Student-clients creating their poster during PRA-directed group session, 2 September 2014



Photograph 3.26: Student-clients presenting their poster during PRA-directed group session, 2 September 2014

3.4.3 Face-to-face interviews

Structured interviews, which involved face-to-face interviews, were also used in the FLY intervention (Balso, & Lewis, 1997; Jackson, 1999). In relation to this study, the strength of qualitative interviews³³ lies in this allowing the participants to share their social reality retrospectively (Hermans, 2004; Peräkylä, & Ruusuvaori, 2011). One major advantage is the rapport that is established between the interviewer and the participants (Jackson, 1999; Hermans, 2004). This being the case, it was possible to maintain a high response rate when the co-researchers required to follow up by means of member checking (Jackson, 1999). The second major strength of this technique is that it provides for in-depth probes when the answer is inappropriate or vague (Balso, & Lewis, 1997; Jackson, 1999; Moore, 2000; Babbie, & Benaquisto, 2002).

In addition, it was easier for the co-researchers to reach participants who were far away both in terms of distance and time (Mitchell, & Jolley, 2007; Peräkylä, & Ruusuvaori, 2011). Participants who were a long distance away were conveniently reached through telephonic interviews (Balso, & Lewis, 1997; Babbie, & Benaquisto, 2002; Peräkylä, & Ruusuvaori, 2011). This approach saved money and time when compared to face-to-face interviews (Balso, & Lewis, 1997; Moore, 2000; Babbie, & Benaquisto, 2002; Mitchell, & Jolley, 2007). It is worth noting that interviews allow the use of different languages if necessary (Balso, & Lewis, 1997). In the process, the participants can ask questions to clarify any ambiguities (Balso, & Lewis, 1997; Jackson, 1999).

³³ Face-to-face or telephonic interviews

Moreover, the researcher can make sure that the participants answer all the questions (Balso, & Lewis, 1997). The co-researchers also have the benefit of observing the participants during face-to-face interviews (Arnon, & Reichel, 2009; Evans et al., 2011). The findings are discussed with the participants, thus allowing for social relationship in the study (Von Rosenstiel, 2004).

Regarding this data collection technique, interviews have inherent limitations. Hermanns (2004) affirms that the demands of interviews are manifold, consequently there are many possible pitfalls. For successful interviews, the interviewers need to be trained in order to conduct the research ethically (Jackson, 1999). One of the pitfalls is that the training could be time-consuming as many aspects should be covered, such as how interviewers should introduce themselves, gaining rapport, how to present questions and end the interview (Jackson, 1999; Hermanns, 2004).

Another weakness of interviews is that they are expensive and time-consuming (Balso, & Lewis, 1997; Jackson, 1999). Although a researcher can use telephonic interviews, by definition telephonic interviews are limited to people who have telephones (Babbie, & Benaquisto, 2002). I recognise that the co-researchers could unintentionally have influenced the participants through their appearance and tone of voice during the interviews (Balso, & Lewis, 1997). Lastly, interviews require great concentration and sometimes it is not easy to remain alert after interviewing many participants (Jackson, 1999). This demanding exercise may possibly lead to researcher “burn-out” when many interviews are conducted (Jackson, 1999, p. 115).

3.4.4 Qualitative questionnaires

The qualitative questionnaire is a technique of collecting data on the basis of structured or unstructured questionnaires (Von Rosenstiel, 2004; Harcombe, Derrett, Herbison, & McBride, 2011). There were two co-researchers, namely Ms Ina-Mari du Toit and Ms Alicia Adams, who used questionnaires with the ASL students and researchers (Babbie, & Benaquisto, 2002).

Qualitative questionnaires gave the co-researchers the advantage of using purposive sampling, which is useful for exploring and explaining phenomena and events (Kocabitik, & Kulaksizoglu, 2014). This method of data collection is appropriate for dealing with processes of organisational development in this case the development of HE-CE partnership (Von Rosenstiel, 2004). Qualitative questionnaires are flexible because many questions can be asked on a given topic (Babbie, & Mouton, 2001; Ivankova et al., 2007). For example, qualitative questionnaires use closed-ended questions and open-ended questions, and this allows for

content analysis rather than statistical analysis only (Warnes, Sheridan, Geske, & Warnes, 2005; Arnon, & Reichel, 2009; Evans et al., 2011; Wynn, 2011).

One of the advantages of using questionnaires is that they are inexpensive, quicker and more convenient to administer (Moore, 2000; Bryman, & Teevan, 2005; Mitchell, & Jolley, 2007). This was true for the two co-researchers, especially because their samples were geographically dispersed. The questionnaires were delivered by mail and posted online, thus saving money and time (Moore, 2000; De Vaus, 2002; Bryman, & Teevan, 2005). Another advantage is that the online questionnaires were returned and processed faster than posted questionnaires (Moore, 2000; Bryman, & Teevan, 2005). In addition, the absence of the interviewer or online questioner eliminated effects which could have affected respondents' answers (Bryman, & Teevan, 2005).

The co-researchers used short, easy-to-follow questions designed to minimise the risk of respondent fatigue (Babbie, & Benaquisto, 2002; Bryman, & Teevan, 2005). These short questions allowed the respondent to read the items quickly, and understand their intent (Babbie, & Benaquisto, 2002). Furthermore, standardised questions that were used can be administered by one researcher through mailed questionnaires (Babbie, & Mouton, 2001; Neuman, 2014).

While questionnaires have strengths, they also have drawbacks depending on the context (De Vaus, 2002; Mitchell, & Jolley, 2007). One of the major weaknesses of self-administered questionnaires is the low return rate (Moore, 2000; Mitchell, & Jolley, 2007). The co-researchers also used interviews in administering the questionnaires in order to offset the drawback of low return. Self-administered questionnaires cannot be modified (Babbie, 2002; Babbie, & Benaquisto, 2002), and accordingly fail to touch on issues important to the respondents (Balso, & Lewis, 1997). Furthermore, the respondents may also have interpreted questions differently (Bryman, & Teevan, 2005) since they had had no interaction with the co-researchers (Mitchell, & Jolley, 2007).

Another limitation of questionnaires in comparison with direct observation is that the respondents may not remember certain aspects of their behaviour (Bryman, & Teevan, 2005). A limitation which could have been true for the qualitative questionnaires was the possibility of the respondents incorrectly remembering some aspects of their behaviour (Bryman, & Teevan, 2005), given that these were retrospective studies. The most significant limitation of this data collection technique is that the respondents may give answers that reflect well on them (Bryman, & Teevan, 2005). Bryman and Teevan (2005) note that respondents may give dishonest answers to questions that are perceived to be threatening to them.

By using standardised questionnaires a researcher may miss what is important to particular participants (Babbie, & Mouton, 2001). Harcombe et al. (2011) state that some participants may find some standardised questions irrelevant to them. This challenge was partly offset by the co-researchers when they, *inter alia*, used semi-structured interviews (Babbie, & Mouton, 2001).

It is difficult accurately to estimate the response rate in qualitative questionnaires (Wynn, 2011). Researchers who use online questionnaires miss the context of social life as they do not interact with the participants in their natural environment (Babbie, & Mouton, 2001). The co-researchers used various data collection techniques to offset the limitations of qualitative questionnaires.

3.5 Sampling existing qualitative data for secondary analysis and comparison

3.5.1 Sampling of existing qualitative data for secondary analysis and comparison

I used non-probability, convenience sampling³⁴ (Welman et al., 2005; Maree, & Pietersen, 2007; Henry, 2009; Babbie, 2013; McMillan, & Schumacher, 2014) to select qualitative secondary data from PRA and qualitative survey studies. For the purpose of this study, I selected qualitative secondary data from the FLY intervention to best answer the research questions.

The advantage of convenience sampling is that it allowed me to select qualitative secondary data that are available and accessible (Cohen et al., 2000; Welman et al., 2005; Henry, 2009; Babbie, 2013). The selected secondary data are also informative, thus leading to an in-depth understanding of the phenomenon being studied (Babbie, & Mouton, 2001; Lodico et al., 2010; De Vos et al., 2011; McMillan, & Schumacher, 2014). In addition, Bickman and Rog (2009) claim that the sampling records give an indication of the content and an idea of the quality of the secondary data. In Table 3.10 below, I present qualitative secondary data sources.

³⁴ Convenience sampling is also called availability sampling (Babbie, 2013; McMillan, & Schumacher, 2014; Neuman, 2014)

Table 3.10: Qualitative secondary data sources

| DATA SOURCE | COHORT PARTNER | TIME FRAME | RESEARCHER |
|---|-------------------------------------|------------|--|
| * Verbatim transcriptions of audio recorded PRA-directed group sessions ³⁵ * Visual data in photographs | Parents (<i>n</i> = 12) | 2005-2013 | Ms Lidalize Grobler conducted PRA-directed group discussions and did verbatim transcriptions |
| | Teachers (<i>n</i> = 18) | 2005-2013 | Mrs Marli Edwards and I conducted PRA-directed group discussions and did verbatim transcriptions |
| | Student-clients (<i>n</i> = 31) | 2005-2013 | Ms Seago Seobi conducted PRA-directed group discussions and did verbatim transcriptions |
| * Qualitative survey and interview data | ASL students (<i>n</i> = 20) | 2005-2013 | Ms Ina-Mari du Toit conducted individual interviews and did verbatim transcriptions |
| | Researchers (<i>n</i> = 12) | 2005-2013 | Ms Alicia Adams conducted individual interviews and did verbatim transcriptions |

Researchers agree that convenience sampling allows an analyst to select qualitative secondary data that provide insight into the study (Welman et al., 2005; Henry, 2009; Maree, & Pietersen, 2007; McMillan, & Schumacher, 2014). However, this method often produces non-representative samples (Bryman, 2004; Babbie, 2013; Neuman, 2014). I was very careful to select qualitative secondary data that would provide the required information to result in a complete and thorough understanding of the FLY CE-partnership (Merkens, 2004; McMillan, & Schumacher, 2014).

For a systematic approach to secondary data selection, I had to have a clear idea about HE-CE partnership that I wanted to study (Merkens, 2004). Therefore, the selection criteria for the current study took into account that the secondary data should provide multiple perspectives on CE-partnership (De Vos et al., 2011). This implies including a wide range of partners that have been involved in the FLY intervention since 2005, although the selected data are not representative of the population's size (Bryman, 2004; De Vos et al., 2011). The selection of a wide range of partners helped in the pursuit of understanding all aspects of the FLY partnership. In addition, this enhances the trustworthiness of the study. In relation to the study's research questions, it would not have served to select the data of one partner, because I intended to compare the experiences of various partners (De Vos et al., 2011).

All the secondary data in this study needed to be of the FLY cohort partners associated with the partner rural school. I included this criterion because I wanted to study the cohort

³⁵ Detailed verbatim transcriptions are stored on an external hard drive, including audiovisual recordings and visual data in photographs

partners against the background of their common social experiences and processes in the FLY intervention (De Vos et al., 2011). The data generated from experiences of the FLY partnership are authentic, therefore increasing the rigour of this study (Merkens, 2004). I used the following selection criteria to select qualitative secondary data generated in PRA and qualitative survey studies:

- The PRA data should be generated with parents, teachers and student-clients linked to the FLY partner school
- Qualitative survey data should be generated with ASL students and researchers linked to FLY case studies

The selection criteria discussed above allowed me to collect the richest data. In the context of the current study, rich data mean a wide and diverse range of information collected over a prolonged period of time (De Vos et al., 2011). In concluding this section, this sampling of criteria is convenience sampling, because I chose the secondary data generated by five co-researchers who had studied five cohort partners involved in the FLY intervention and I purposively wanted to understand HE-CE partnership (Bryman, & Teevan, 2005).

3.5.2 Limitations and delimitations of convenience sampling

This study is limited by the use of convenience sampling of the existing data. Given the magnitude of FLY studies, I had to decide which secondary data to include in the scope of this research and analysis. The current study was delimited by the sampling processes of the co-researchers as well as my choice of focusing only on qualitative data collected by five co-researchers. There were several researchers involved in the larger FLY intervention, but I collaborated with only five co-researchers for the purpose of this study. This study therefore does not include the experiences of other FLY partners, those who were not selected by the five co-researchers.

The rationale for using convenience sampling is that the current qualitative secondary study forms part of an ongoing FLY intervention and it allows me to hand-pick the cohort data to be incorporated in this study (Cohen et al., 2000; Henry, 2009; Babbie, 2013; McMillan, & Schumacher, 2014). It was easier and more convenient to access the qualitative secondary data (Welman et al., 2005; Maree, & Pietersen, 2007) as I am a co-researcher in the PRA and qualitative survey collaborative studies. Nevertheless, convenience sampling as opposed to random sampling limits the generalisation of the study to the larger population (Cohen et al., 2000; McMillan, & Schumacher, 2014). Babbie (2013) warns researchers to exercise great caution in generalising data that was obtained through convenience sampling. This limitation

did not hamper the current study as it was not intended for generalisation, or to be extended to include the larger population (Hutchinson, 2004).

3.6 Inductive thematic analysis for cross-case comparison

3.6.1 Data analysis and interpretation

I utilised inductive thematic analysis (Neuman, 1997; Eisenhart, & Jurow, 2011; Ellingson, 2011; Harding, 2013; Babbie, 2013) to analyse and compare qualitative secondary data, namely: verbatim transcriptions of PRA-directed group sessions, semi-structured interviews, audiovisual recordings, visual data in photographs and field notes. I used demographic data to describe partner cohort samples (refer to Tables 3.4 to 3.8). The purpose of inductive thematic analysis is to compare trends across partner cohorts (Babbie, 2013). The main objective of inductive thematic analysis is three-fold, namely examining commonality, examining differences and examining relationships (Harding, 2013).

The researcher compared the retrospective partners' experiences of a long-term HE-rural school partnership to inform the HE-CE agenda in order to establish commonality, differences and relationships in the data (Charmaz, 2011; Harding, 2013). The emerging common themes were analysed and compared by means of inductive reasoning throughout the study (Cohen, & Manion, 1994; Neuman, 1997; Cohen et al., 2000; Adler, & Clark, 2008). The current study had two phases of data analysis and comparison, namely in-case analysis and cross-case analysis.

3.6.2 Phase 1: In-case analysis

The researcher first analysed the qualitative data of the partner cohorts separately to establish the emerging themes. Both phases employed inductive thematic analysis, also referred to as the "bottom-up" approach to knowing (Lodico et al., 2000, p. 10), whereby researchers use observation to describe a phenomenon. I noted that the bottom-up approach does not start with what is known as it builds more general truths after data collection and analysis (Harding, 2013). This approach motivated the choice of inductive thematic analysis, because it correlates with the co-researchers' qualitative research methodology (Babbie, & Mouton, 2001; Charmaz, 2011).

Moreover, inductive thematic analysis requires systematic data collection methods, often prolonged engagement (Lodico et al., 2000; Babbie, 2013; Creswell, 2014). Partly linked to participating in collaborative studies, conducting qualitative secondary analysis provided me with an opportunity to conduct a longitudinal study that presented rich information for in-depth

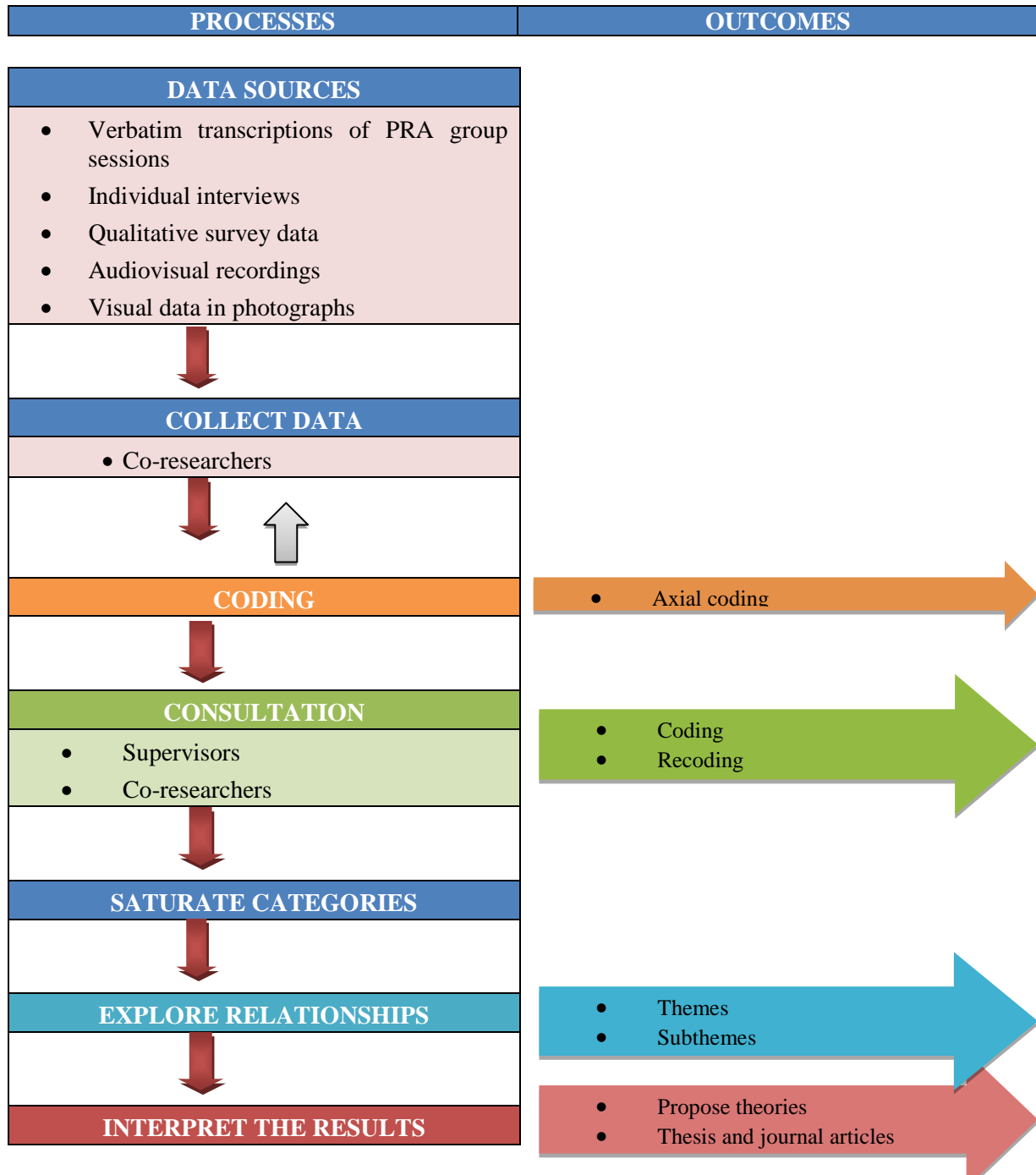
analysis (Cohen et al., 2000; Bryman, 2001; Walliman, 2001; Creswell, 2003; Howitt, & Cramer, 2008; Lodico et al., 2010; Neuman, 2014). I probed beneath the surface for detail during qualitative secondary data analysis (Lodico et al., 2010) to produce an in-depth report (Babbie, & Mouton, 2001; Hays, 2004; Howitt, & Cramer, 2008; De Vos et al., 2011). I used multiple sources of data, such as photographs, field notes and a research journal to crystallise the results (Ellingson, 2011; Lincoln et al., 2011).

The co-researchers were studying HE-CE partnership in the natural setting of the participants, while simultaneously engaging in data collection and analysis (Charmaz, 2011). As a secondary analyst, I obtained data from each of my co-researchers as they completed their data collection. I organised the data in a database in the order in which I obtained it from the co-researchers for secondary analysis. Given that each co-researcher was at a different stage of the data collection, I consequently analysed the data as and when I received it from the co-researchers (Bryman, 2001). This process allowed me to go back and forth between analysis and data collection, because one enlightens the other (Charmaz, 2011). I agree with Charmaz (2011) that this process intensifies the power of analysis and gives an edge to the researcher's emerging themes.

3.6.2.1 Coding and categorising

Figure 3.2 presents a visual representation of the process I used to analyse and interpret the qualitative secondary data.

Figure 3.2: Visual representation of data coding process (adapted from Bryman, 2001)



The open coding method was the starting point for my qualitative secondary data analysis in order to condense the transcribed data into preliminary analytic codes or categories (Bryman, 2001; Neuman, 2006; Nieuwenhuis, 2007b; Bell, 2010). I read the data line by line, slowly looking for critical terms and emerging themes (Neuman, 2006; Nieuwenhuis, 2007b). I used words and short phrases to write open codes in the margins of the transcripts (Harding, 2013; Saldaña, 2013). I initially did this process manually. The words and short phrases that I used for coding symbolically assign summative, salient and essence-capturing meaning to a portion of language-based or visual data (Saldaña, 2013). In other words, coding allowed me to cluster

key themes as I took steps towards drawing conclusions (Bell, 2010). Photographs 3.27 and 3.28 provide examples of some of the datasets that I initially coded manually in colour:

Photographs show evidence of initial manual coding

| CAREGIVER WORKSHOP 14 March 2013 | | | |
|----------------------------------|-----|--|------------------------------------|
| PARTICIPANT | No. | VERBATIM | THEMES |
| | | ACTIVITY 1: WHAT DO YOU KNOW OR UNDERSTAND ABOUT THE PARTNERSHIP BETWEEN THE UNIVERSITY AND NGILANDI SECONDARY SCHOOL? UM Unidentified male speaker UF Unidentified female speaker IN Interpreter | |
| Interpreter | 1 | (IN) You [unclear] education. You are helping the | Helping |
| | 2 | learners stay away from dangerous things like drugs. | Away from dangerous things |
| | 3 | Their children enjoyed these activities. You made a | Drugs |
| | 4 | relationship with their children today. Their children | Relationship with their children x |
| | 5 | will be able to speak English [unclear]. You have | 2 |
| | 6 | interested the children in these subjects. You helped | Speak English |
| | 7 | them to see which college [unclear]. What they can | Study at University |
| | 8 | study at university. The relationship with the | Relationship with university |
| | 9 | university encourages learners and brings knowledge | Hope |
| | 10 | of the university. They hope that their children do not | Come gain |

Photograph 3.27: Initial manual coding (Data analysis) Parents' dataset, March 2013

| | | |
|----|---|--|
| 2 | with dealing with activity I sharing what we know about the | |
| 3 | existing partnership or collaboration with University of | <i>Share assets</i> |
| 4 | Pretoria in the Ger. Sibande District. Traditionally we share | <i>- share information x 2</i> |
| 5 | information as a group that what we know is that uh is the | <i>- provision of info regarding careers</i> |
| 6 | university used to conduct open days where there is | |
| 7 | provision of information regarding careers, beyond that we | <i>background of learners/benefits</i> |
| 8 | are very fortunate in the group that the other colleagues | <i>- help learners x 2</i> |
| 9 | who have information tending to the current collaboration | <i>- boost the learners</i> |
| 10 | that the university is having with the rural school in | <i>- self-esteem</i> |
| 11 | particular. We shared information that in this collaboration | <i>purpose is up to maximize dev</i> |
| 12 | developed uh developed pressures within schools to | <i>skills + development</i> |
| 13 | help learners at the moment and it also help the learners in | <i>- obtain skills</i> |
| 14 | the [repeat] learning process. We have also indicated that | <i>- share skills</i> |
| 15 | it boosts the learners with their self esteem and also help | <i>- helpi connect to community</i> |
| 16 | the communities, because we believe that uh [repeat] a | |
| 17 | school is an extension of a community and we have also | <i>concept as collective from</i> |
| 18 | indicated that uh through this project uh [ur] of | <i>collaboration have affect of sharing</i> |
| 19 | collaboration, people come together and as a result they | <i>- encourage</i> |
| 20 | obtain skills or share skills rather. And we are also | <i>- existing partnership x 2</i> |
| 21 | indicating that is it helps educators on how to assist | <i>- collaboration x 3</i> |

Photograph 3.28: Initial manual coding (Data analysis) Teachers' dataset, June 2013

When I analysed the data, it was imperative that I wear my analytic lens as a qualitative phenomenological analyst seeking to understand CE-partnership from the lived experiences of the partners. This approach dictated that I precisely describe the codes using the partners' words (Lodico et al., 2000; DeMarrais, 2004; Groenewald, 2004; Saldaña, 2013). Coding is just one way of analysing qualitative data that I found appropriate for this study as it seeks to understand social issues (Charmaz, 2011; Saldaña, 2013). I concur with Charmaz (2011) that coding does not have to be complex, but it must be thorough. I engaged in thorough coding early in the research process and compared data and codes, in doing so identifying codes to explore as tentative categories (Charmaz, 2011). Refer to Chapter Four for some examples of coding used in this study. This process helped me to symbolise and attribute interpreted meaning to each set of data in order to detect patterns and categories, and build theories (McMillan, & Schumacher, 2001; Saldaña, 2013).

The process of coding allowed me to categorise data (Charmaz, 2011). I then used axial coding to relate categories to code (Charmaz, 2011). The link between categories and codes (axial coding) mainly emphasise the interconnectedness of categories (Cohen et al., 2011). In this second step, that of axial coding, I was focusing more on initial coded themes than on the data (Neuman, 2006). I reviewed and examined initial codes as new codes emerged during this process. Thereafter, I clustered major categories together as themes (De Vos et al., 2011). I reorganised the themes that I identified in the initial coding process.

Linked to the challenge of reducing a huge number of datasets to manageable texts is the issue of creating inclusion and exclusion criteria for the different themes (Welman et al., 2005). I formulated inclusion and exclusion criteria for each subtheme guided by the five main Themes that emerged from the data. The inclusion and exclusion criteria are presented in each chapter (Chapters Four to Seven) when I discuss the results. Refer to Appendix I for more details of inclusion and exclusion criteria for in-case analysis. Table 3.11 below presents a summary of overarching inclusion and exclusion criteria (as guided by the five main themes):

Table 3.11: Overarching inclusion and exclusion criteria

| THEME ONE: HE-CE PROVIDES HUMAN CAPITAL SUPPORT TO A MARGINALISED COMMUNITY | |
|--|---|
| INCLUSION CRITERIA | EXCLUSION CRITERIA |
| <ul style="list-style-type: none"> • Includes data related to career guidance and psychosocial support for students and teachers in a high-risk school. | |
| <ul style="list-style-type: none"> ○ Includes data related to support for students in career guidance and choice. ○ The role of HE in motivating students in a high-risk school. | <ul style="list-style-type: none"> ○ Excludes data that do not relate to support for students in career guidance and choice. ○ Excludes data that do not relate to the role of HE in motivating students in a high-risk school. |



| | |
|---|--|
| <ul style="list-style-type: none"> ○ HE advises students about university admission requirements and the application process for bursaries. ○ Support for teachers in career development. | <ul style="list-style-type: none"> ○ Excludes data that do not relate to HE advising students about university admission requirements and the application for bursaries. ○ Excludes data that do not relate to support for teachers in career development. |
| THEME TWO: BARRIERS IN THE HE-CE PARTNERSHIP | |
| INCLUSION CRITERIA | EXCLUSION CRITERIA |
| <ul style="list-style-type: none"> ○ Focuses on the socio-economic challenges with specific reference to financial challenges, geographical challenges and social behavioural problems. ○ Focuses on operational challenges as a factor that affects HE-CE partnership. The operational challenges include the language and communication barrier, time constraints and poor administration at a high-risk school. | <ul style="list-style-type: none"> ○ Excludes data that do not refer to the socio-economic challenges related to financial challenges, geographical challenges and social behavioural problems. ○ Excludes data that do not refer to operational challenges as a factor that affects HE-CE partnership. |
| THEME THREE: HE USES CE-PARTNERSHIP AS RESEARCH SPACE TO BUILD KNOWLEDGE | |
| <ul style="list-style-type: none"> ● Focuses on the intervention process aimed at enabling the marginalised community. | |
| <ul style="list-style-type: none"> ○ Includes data related to participants mobilising local resources for facilitating social change. ○ Includes data related to HE using the PRA approach for enablement in a rural setting. ○ Includes data that enhance awareness about the social justice approach with the aim of developing a marginalised community. | <ul style="list-style-type: none"> ○ Excludes data that do not relate to participants mobilising local resources for facilitating social change. ○ Excludes data that do not refer to HE using the PRA approach for enablement in a rural setting. ○ Excludes data that do not refer to enhancing awareness about the social justice approach with the aim of developing a marginalised community. |
| THEME FOUR: HE-CE PARTNERSHIP PROMOTES SOCIAL CONNECTEDNESS | |
| INCLUSION CRITERIA | EXCLUSION CRITERIA |
| The process of promoting connectedness between teachers, students, members of the academic staff and parents. | |
| <ul style="list-style-type: none"> ○ Includes data related to connectedness and support between ASL students and supervisors. ○ Includes data related to connectedness and support among ASL student peers. ○ Includes data related to connectedness and support between students and ASL students. ○ Includes data related to connectedness and support between teachers and academic staff. ○ Includes data related to connectedness and support between parents and academic staff. | <ul style="list-style-type: none"> ○ Excludes references to connectedness and support that do not relate to ASL students and supervisors. ○ Excludes references to connectedness and support that do not relate to ASL student peers. ○ Excludes references to connectedness and support that do not refer to students and ASL students. ○ Excludes references to connectedness and support that do not refer to teachers and academic staff. ○ Excludes references to connectedness and support that do not refer to parents and academic staff. |
| THEME FIVE: POSITIVE SOCIAL DEVELOPMENT OF STUDENTS AS A RESULT OF CE-PARTNERSHIP | |
| INCLUSION CRITERIA | EXCLUSION CRITERIA |
| <ul style="list-style-type: none"> ● Includes data related to developing students into future leaders. | |
| <ul style="list-style-type: none"> ○ Includes data related to sharing information and knowledge with the hope of directly or indirectly developing moral values in students. ○ Includes data related to enhancing awareness in students to take responsibility in the development of a local community. | <ul style="list-style-type: none"> ○ Excludes data that do not relate to sharing information and knowledge with the hope of directly or indirectly developing moral values in students. ○ Excludes data that do not relate to enhancing awareness in students to take responsibility in the |

| | |
|---|---|
| <ul style="list-style-type: none"> ○ Includes data related to parents' expectation of development of students into future leaders. | <ul style="list-style-type: none"> ○ development of a local community. ○ Excludes data that do not relate to parents' expectation of development of students into future leaders. |
|---|---|

I used relating themes and subthemes to propose theories (Cohen, et al., 2000; De Vos et al., 2011). It is worth noting that FLY co-researchers also employed inductive reasoning (Cohen, & Manion, 1994; De Vos et al., 2011) and subjected the results to rigorous tests by the participants (Charmaz, 2011). It was critical to conduct member checking and to elaborate on tentative emerging themes (Robson, 2002; Charmaz, 2011; Harding, 2013).

Visual data in photographs have the dual qualities of capturing the world superficially, without interpretation, and at the same time with insightful subjectivity (Harper, 2004). I utilised the inductive process to analyse and interpret the visual data in photographs (Nieuwenhuis, 2007b). I coded visual data in photographs and wrote notes in the margin throughout this process (Babbie, & Mouton, 2001; Nieuwenhuis, 2007b). I applied the coding method specifically to identify and label relevant categories (De Vos et al., 2011). I was sensitively aware of the data and paid focused attention to it throughout this step in the analytical process (De Vos et al., 2011). Thereafter, I clustered identified categories into themes and subthemes. In essence, the process of coding data assisted me with becoming more familiar with the data, and defining the categories, thus pulling together a wealth of data, creating some order and structure (Cohen et al., 2000).

I consulted with my supervisors throughout the process of coding and recoding the data. The supervisors' inputs during coding and recording of each line of the secondary data were invaluable (Charmaz, 2011). I also met with the co-researchers individually, in some cases together with the supervisors, to verify themes and subthemes that had emerged. The extract below from my research journal serves as illustration. During the meetings, we made notes of possible categories, themes and subthemes. I then finalised the themes and subthemes after agreeing that I had reached saturation point in terms of the coding process.

Mrs Marli Edwards and I met Prof Liesel Ebersöhn to discuss preliminary data analysis. The inputs of my supervisor and the co-researcher were invaluable during the data coding process. I have confidence in my supervisors and that with their support and guidance I will produce quality work (Research journal, 21 August 2013).

3.6.3 Phase 2: Cross-case analysis

The current comparative case study was based on one site, but involved five cohort partners, hence the second step, that of cross-case analysis, is presented. After completing the first

phase, namely inductive thematic analysis I compared the results of the partners to examine commonality, differences and relationships (Harding, 2013). The comparison of the five FLY partners includes: (i) their understanding of HE-CE partnership, (ii) benefits of HE-CE partnership, (iii) barriers in HE-CE partnership as well as (iv) expectations relating to development.

After establishing the results, I conducted a further literature review to establish the relationship between the results and existing knowledge (Harding, 2013). By means of literature control, I discussed confirmation of the existing knowledge base. I also discussed silences and contradictions that I identified in the existing knowledge. Lastly, I present contributions of this study to the existing knowledge base. The rigorous inductive thematic analysis of the current study culminated in a report written for thesis purposes and the publication of journal articles.

3.7 Conclusion

In Chapter Three I discussed the research methodology and strategies that I employed in order to guide the reader through the process, but also to provide a framework for the researcher. I constantly reminded myself to be true to the research methodology and to consult supervisors and collaborate with co-researchers, but at the same time to be open-minded as an independent researcher. This study was conducted under the ethical guidelines of the University of Pretoria and the requisite permission was granted by the Ethics Committee of the Faculty of Education.

The chapter that follows will discuss the results of the study. It will highlight the emerging themes and provide the interpretation of the research.



Chapter Four

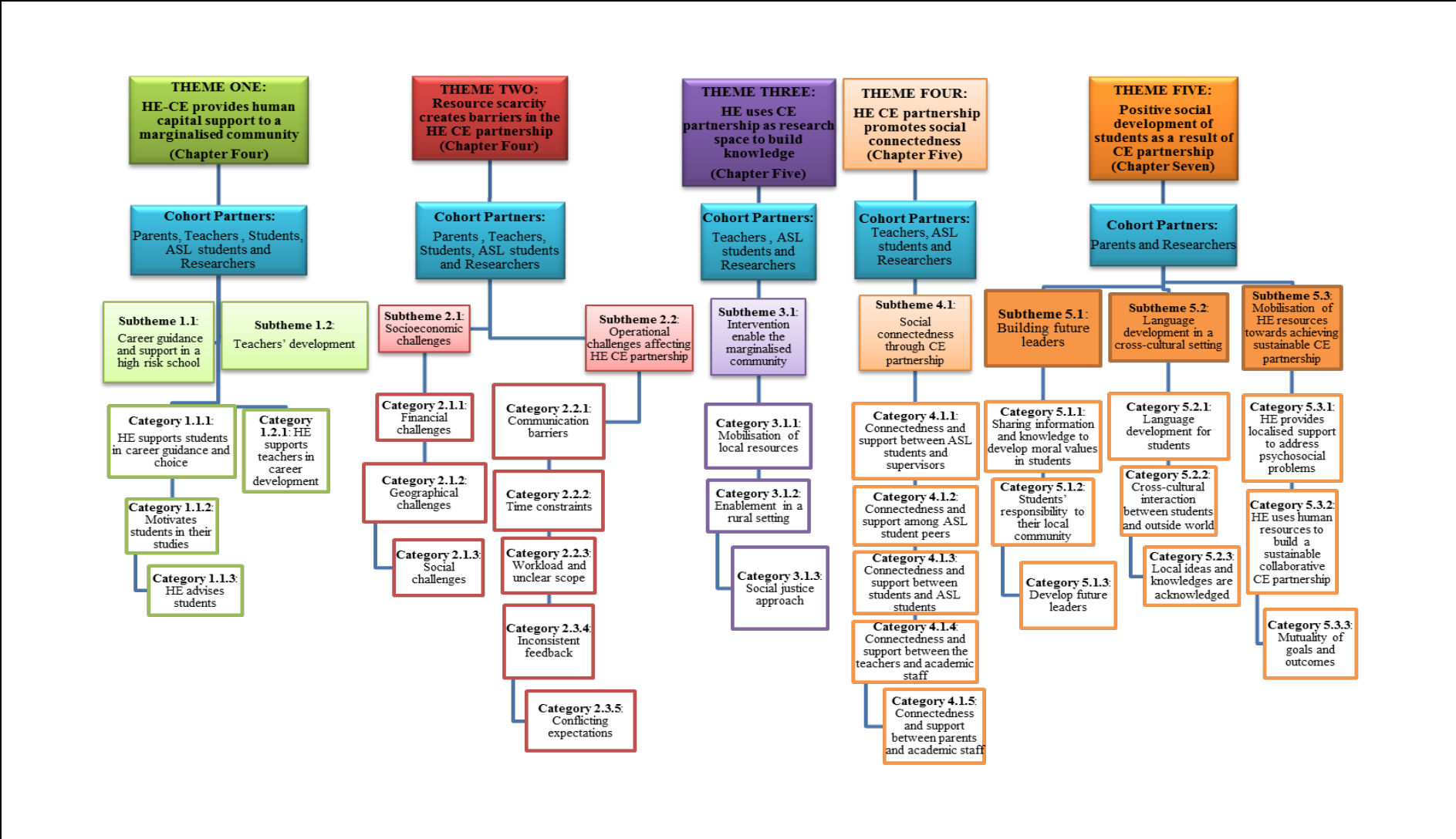
Theme One and Theme Two: HE-CE provides support to a marginalised community

4.1 Introduction

In Chapter Three, I elaborated on the research methodology and strategies I used in this study. In Chapters Four to Seven I present the post-analysis comparative results in terms of themes, subthemes and categories. The focus of Chapter Four is to report on two themes which are similar across all five cases. In Chapter Five I report on the two themes which are similar in three cases (teachers, ASL students and researchers). In Chapter Six I report on three subthemes which are similar in four cases (excluding parents). In Chapter Seven I report on one theme unique to parents, as well as two subthemes unique to parents and researchers respectively.

I discussed the overarching inclusion and exclusion criteria in Chapter Three, section 3.6.2.1. I authenticate the results by means of extracts from data (PRA discussions, interviews, visual data, field notes and my research journal). I present literature control of relevant themes at the end of each chapter. As an introduction, Figure 4.1 provides an overview of themes, subthemes and categories by means of highlighting similarities and differences. This Figure also provides an outline of how I structured the results of chapters. As in cross-case comparison, I used inductive thematic analysis to analyse the qualitative data of the partner cohorts separately.

Figure 4.1: Summary of themes, subthemes and categories - similarities and differences five cross-cases



4.3 Thematic results

In this chapter I discuss the first two themes which emerged from the five datasets of the retrospective experiences of rural school partnership. The first two themes partly answer three secondary research questions, namely how the experiences of HE-CE providing support to a marginalised community compare to all CE-partners (parents, teachers, students, ASL students and researchers) regarding: (a) benefits of HE-CE partnership, (b) barriers in HE-CE partnership and (c) expectations for development. The first two themes present similarities that emerged from the datasets. Each theme is presented with supporting subtheme(s) and categories, as illustrated in Figures 4.2 and 4.2. In my presentation of the results I integrate the voices of the participants in order to authenticate the responses to the research questions of this study.

The subtheme that supports Theme One is in line with the benefits of CE-partnership as discussed by the HE-rural school partners. In Theme One I present the following subthemes: (1.1) Career guidance and support in a high-risk school and (1.2) Teachers' development. The subthemes that support Theme Two are in line with barriers as factors that hamper CE-partnership as discussed by the HE-rural school partners. In Theme Two I present the following subthemes: (2.1) Socio-economic challenges and (2.2) Operational challenges affecting HE-CE partnership.

Figure 4.2: Theme One with subthemes and categories



Figure 4.3: Theme Two with subthemes and categories



4.4 Theme One: HE-CE provides human capital support to a marginalised community

The first theme I identified in the data focuses on the benefits of HE-CE partnership. Participants seemed to believe that they experienced significant benefits relating to human capital support provided by HE to a marginalised community. The subtheme that supports Theme One is career guidance and support in a high-risk school. Participants reported that students and teachers were supported in career choice and career development respectively. This theme focuses on data that reflected and addressed two secondary research questions, namely how the experiences of partners compare regarding (a) benefits of HE-CE partnership and (b) expectations for development. The subtheme (1.1) that supports this theme includes the following categories: (1.1.1) HE supports students in career guidance and choice, (1.1.2) Motivates students in their studies and (1.1.3) HE advises students. Subtheme (1.2), which supports this theme, includes this category (1.2.1), HE supports teachers in career development. Figure 4.4 is a visual illustration of Theme One, with subthemes and categories. Table 4.1 provides a summary of the inclusion and exclusion criteria for subtheme (1.1).

Figure 4.4: Theme One with subthemes and categories

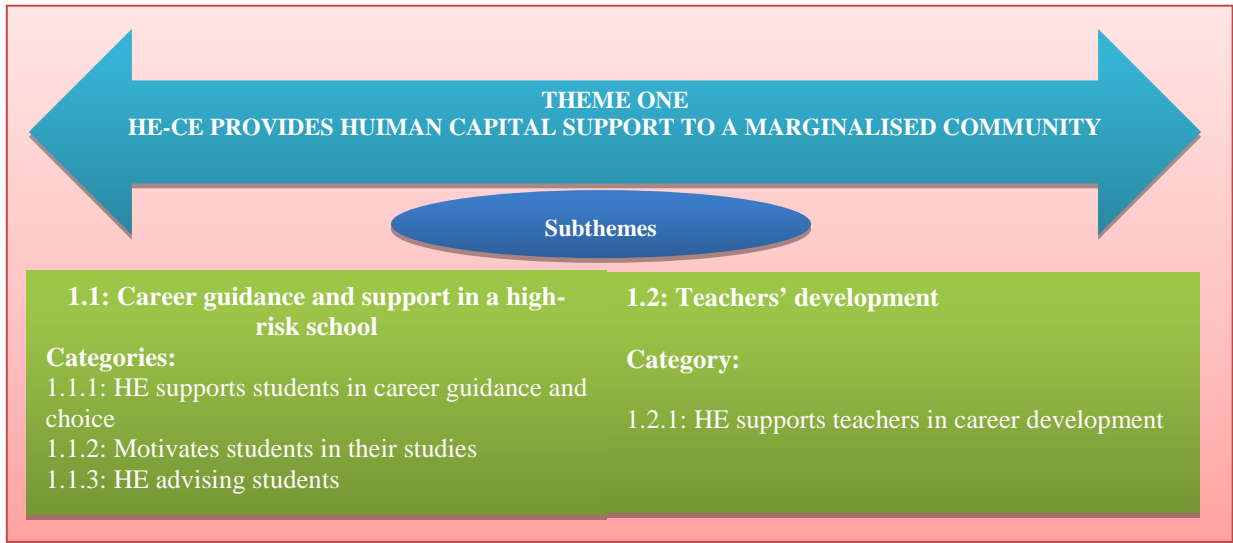


Table 4.1: Theme One with subthemes and categories

| THEME ONE: HE-CE PROVIDES HUMAN CAPITAL SUPPORT TO A MARGINALISED COMMUNITY | | |
|---|--|---|
| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 1.1: Career guidance and support in a high-risk school | This subtheme includes data related to career guidance and psychosocial support for students and teachers in a high-risk school. | |
| Category 1.1.1: HE supports students in career guidance and choice | This category includes data related to support for students in career guidance and choice. | This category excludes data that do not relate to support for students in career guidance and choice. |
| Category 1.1.1: Motivates students in their studies | This category includes data related to the role of HE in motivating students in a high-risk school. | This category excludes data that do not relate to the role of HE in motivating students in a high-risk school. |
| Category 1.1.3: HE advises students | This category includes data related to HE advising students about university admission requirements and the application process for bursaries. | This category excludes data that do not relate to HE advising students about university admission requirements and the application for bursaries. |
| Subtheme 1.2 Teachers' development | This subtheme includes data that relates to teachers' development. | |
| Category 1.2.1: HE supports teachers in career development | This category includes data related to support for teachers in career development. | This category excludes data that do not relate to support for teachers in career development. |

4.4.1 Subtheme 1.1: Career guidance and support in a high-risk school

Subtheme 1.1 consists of four categories. It emerged from the data that parents, teachers, students, ASL students and researchers believe that the high-risk school received career guidance and support through HE-CE partnership. Table 4.2 provides a summary of inclusion and exclusion criteria for subtheme 1.1.

Table 4.2: Inclusion and exclusion criteria for subtheme 1.1: Career guidance and support in a high-risk school

| Inclusion criteria | Exclusion criteria |
|--|---|
| This subtheme includes data related to career guidance and psychosocial support for students and teachers in a high-risk school. | This category excludes data that do not relate to career guidance and psychosocial support for students and teachers in a high-risk school. |

4.4.1.1 Category 1.1.1: HE supports students in career guidance and choice

According to participants, HE-CE partnership supports students with career guidance and psychological services. The affirmation of the benefits of HE-CE partnership is confirmed by verbatim quotations from five cases. The following verbatim quotation highlights a parent’s remark about the role of HE-CE partnership in supporting students with career guidance. *...see that this is an opportunity if they study, there is a career where they [ASL students] can help the children, the younger ones, with their studies, like being a doctor or a social worker, agriculture, everything* (Interpreter for Unidentified Female Speaker, Lines 13-16).

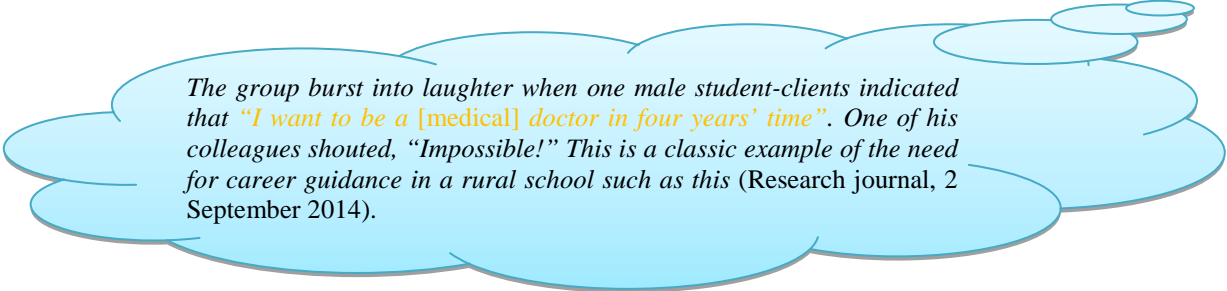
Teachers reported that HE-CE partnership has supported students with career guidance. The following verbatim quotation expresses the feeling of a teacher who participated in PRA-directed group discussions: *And also it [CE-partnership] also assisted us in career guidance like for example we’ve got our Grade 9 learners...* (Group 1, Participant 2, Lines 32-33). Participants in this study reported that CE partnership builds students’ self-esteem as well as providing skills. The following extract illustrates some significant benefits from CE-partnership: *We have also indicated that it boosts the learners with their self-esteem and also help the communities, because we believe that uh [repeat] a school is an extension of a community and we have also indicated that uh through this project uh [uh] of collaboration, people come together and as a result they obtain skills or share skills rather* (Group 2, Participant 7, Lines 41-45).

A student reiterated that HE-CE partnerships assist students with career guidance. The student’s sentiments highlights that many Grade 9 students were confused about career choice prior to the FLY intervention. Her experience is encapsulated in the following verbatim quotation: *The second answer is to give us career guidance. As I am doing Grade 9, I had no idea of any career I just have clue that maybe one day I want to be a nurse or I want to be a doctor but I don’t know how and I don’t know what are the consequences* (Group 1, Participant 1, Lines 109-111). Another participant’s experience also aligned with the aforementioned as he stated that *they come to help us choose careers and help us choose subjects that correspond with our careers* (Group 4, Participant 10, Lines 239-241).

It seems that ASL students viewed themselves as agents that facilitated career guidance sessions for students. These sessions provided a platform for students to consult them, and to share their dreams. The following verbatim extract also highlights that career guidance sessions enhance the opportunities for students to achieve their dreams: *Students are given an opportunity to consult a professional regarding their career choice. They can voice their dreams and hopes to someone who can assist them in setting up the building blocks for them to achieve such dreams* (Participant 9, Online, Lines 110-112). Similarly ASL students provide psychosocial support to enable students in their studies, as is evident from the following verbatim quotation: *To provide learners with educational psychological services in order for them to learn effectively and to be enabled to plan a career for the future* (Participant 4, Telephonic, Lines 58-59).

Researchers are also aware of their role of supporting students in their studies through various activities. *The activities include career assessment for Grade 9 learners and career information* (Participant 9, Questionnaire, Lines 74-75). The relationship and support provided to students is within the context of CE-partnership. Evidence in support of this statement is provided in the following interview extract from the qualitative survey: *The partnership involves numerous services, specifically career-related support to Grade 9 students and guidance to educators. I was involved as a Masters student, providing career facilitation to Grade 9 students in 2012* (Participant 3, Questionnaire, Lines 16-19).

The following extract from my research journal supports the idea that there is a need for career guidance in this partner rural school:



The group burst into laughter when one male student-clients indicated that “I want to be a [medical] doctor in four years’ time”. One of his colleagues shouted, “Impossible!” This is a classic example of the need for career guidance in a rural school such as this (Research journal, 2 September 2014).

4.4.1.2 Category 1.1.1: Motivating students in their studies

All five HE-rural school partners agreed that the FLY intervention adds value by motivating students in their studies. The motivation occurs both directly (workshops) and indirectly by having the university’s academic staff and ASL students interact with students in their environment. Parents not only believe in the importance of motivation, but they are also grateful to the University of Pretoria. The verbatim quotations below substantiate this statement:

They thank people who came from UP [University of Pretoria] to come and motivate them (Interpreter for Unidentified Male Speaker, Line 3).

It helped the learners to know about the different types of careers, to choose right choice of their careers and they will be motivated to work hard and reach their goals (Group 2, Participant 4, Lines 239-241).

The students themselves attest to being motivated by interacting with a group from the university. The following verbatim extract expresses a student’s view about some benefits of this CE-partnership:

We, as a group, think they come to school to motivate and encourage learners (Group 4, Participant 10, Line 239). The researchers echoed the same sentiments when highlighting some benefits of this CE-partnership as perceived by students. A researcher quoted an extract from an interview conducted previously with students:

“And you know to see... living 300 kilometres [away] and [your] coming down to a rural area, you know, it motivates us” (Participant 3, Questionnaire, Lines 47-48).

The following verbatim quotation summarises ASL students’ sentiments about their role in motivating students:

I think it’s one of the things that I focused on a lot with my students, with my learners rather, with the project, because I did get the feeling that if you’re in school for the sake of being in school, you’re not going to be motivated to put in a lot of effort but rather if you do have a dream, if you do have a vision that you’re working towards, then it becomes a stepping stone and then it’s worthwhile or then you [see] the worth potentially better than when you’re just stuck in school for the sake of being there (Participant 16, Online, Lines 417-423).

The visual data in photographs 4.1 to 4.2 capture researchers facilitating the Motivation Talk for students at the rural partner school. The students were paying attention as an indication that they value such sessions.

Photographs as illustration of motivation session with students



Photograph 4.1: Mrs Marli Edwards facilitating Motivation Talk Students, 2 May 2014



Photograph 4.2: Mr Eugene Machimana facilitating Motivation Talk Students, 2 May 2014

4.4.1.3 Category 1.1.3: HE advises students

All groups who participated in this study believe that it is imperative to share information about university requirements and application for bursaries. There was also a call for this service to be extended to other grades in preparation for students when they finally reach Grade 12. The following verbatim extracts were selected from the five datasets to confirm the participants' views of the significance of sharing information related to university admission and bursaries:

Please can you help? Admission requirements (Interpreter for Unidentified Female Speaker, Lines 15-16).

They must apply for bursaries, apply to the Tertiary Institution, so that when they complete they go to further their studies (Group 4, Participant 17, Lines 200-201).

Our fourth answer, they should also visit the Grade 11 so that they should l... let them know that they should do things in time, for example, like applying early and letting them know about the minimum requirements for admission at universities for their different careers (Group 4, Participant 21, Lines 111-113).

I felt disheartened that we provided pupils with access to information about career paths, etc. but not on how to apply/access bursaries/financial aid for further studies or a means to apply for jobs (Participant 8, Online, Lines 55-57).

The service provided is essential and necessary, however, it cannot be known how the learners benefitted from the information provided by service learning university students, especially against the background that, the Grade 12 learners or Grade 11, who apply for university or college careers are no longer part of the project (Participant 9, Questionnaire, Lines 60-64).

4.4.2 Subtheme 1.2: Teachers' development

Subtheme 1.2 reports on one category, namely (1.2.1) HE supports teachers in career development. It appears that HE supports teachers in career development. Table 4.3 below gives a summary of the inclusion and exclusion criteria for subtheme (1.2).

Table 4.3: Inclusion and exclusion criteria for subtheme 1.2: Teachers' development

| Inclusion criteria | Exclusion criteria |
|--|--|
| This subtheme includes data that relates to teachers' development. | This subtheme excludes data that do not relate to teachers' development. |

4.4.2.1 Category 1.2.1: HE supports teachers in career development

The participants reported that HE also supports teachers (but this is not limited to them) by equipping them with skills for development. They reported that teachers are transferring their skills to other non-partner schools as they grow and develop through this CE-partnership. For example, a parent reported during a PRA-directed group session that:

They can now prepare [unclear] their teachers, parents to their functions, they thank you for that. They really appreciate it. Thank you (Interpreter for Unidentified Female Speaker, Lines 8-9).

The following extract illustrates some significant benefits and expectations for development from teachers' perspective:

And then [pause] because we are in partnership now with the university we, we thought that we must have love of this partnership, because we are going to get skill and development, we are going to develop skills to go and teach the learners and the educators who can also benefit from this and our community (Group 4, Participant 18, Lines 6-10).

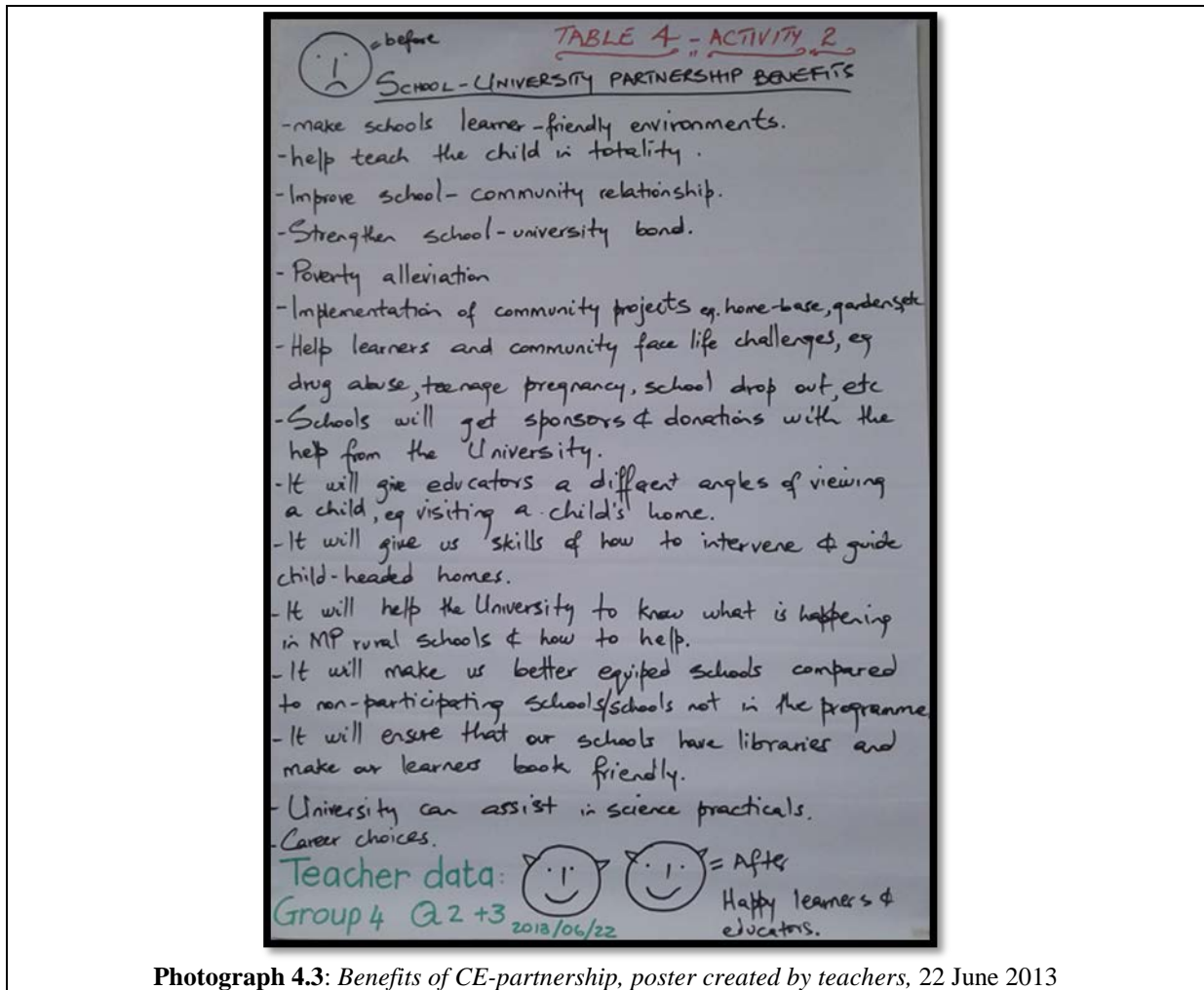
During a face-to-face interview a participant commented in a jovial spirit about the teachers' development as a results of this partnership:

But I do know that Ngilandi School now, the teachers there have also gone and taken their model and I think are also teaching it to other schools from what I understand. Yes [Laughs] (Participant 1, Face-to-Face, Lines 16-18). A researcher concludes that:

The fact that practical support and ideas are generated through the FLY partnership, which can assist schools to further partner within their wider community and to grow in knowledge with areas such as educator training and career development (Participant 3, Questionnaire, Lines 51-53).

Photograph 4.3 further demonstrates the benefits of CE-partnership as discussed by the teachers participating in the FLY intervention. This poster was created by group 4 and it portrays two happy faces (of teachers and students) at the bottom.

Photograph displays examples of benefits of CE-partnership as discussed by the teachers



Photograph 4.3: Benefits of CE-partnership, poster created by teachers, 22 June 2013

4.5 Literature control: Summary of findings of theme one

4.5.1 Introduction

In the previous section of this chapter, I presented Theme One together with its supporting subthemes and categories. In this section, I integrate and interpret the results of Theme One (HE-CE provides human capital support to a marginalised community) in terms of existing literature. I structured my discussion in line with the following concepts: (4.5.2) Confirmation refers to correlations between the results of the current study and existing literature. (4.5.3) I noticed silences in the results, when I compared them to the existing literature, and there are contradictions relating to discrepancies between the results of this study and existing knowledge. (4.5.4) Contributions in the context of this study refer to new knowledge contributed by the results.

4.5.2 Confirmation in data of existing knowledge

The results of the current study correlate with the findings that CE benefits HE students by increasing academic performance, self-efficacy, broadened values and career choices (Falk, 2013). These findings were consistent with those of other researchers, who found that students whose parents and teachers are actively supporting them in their education show improvement in reading, language skills and overall academic achievement (Cairney, 2000; Du Plessis, 2012; Joubert et al., 2014).

Boyer (1991) asserts that CE stimulates active learning and encourages students to be critical, creative thinkers who value lifelong learning. Mariage and Garmon (2003) also claim that students' achievements could be improved by means of a school-university partnership. In support of these findings, Ebersöhn et al. (2010) indicate that educational psychology students partnered with South African rural schools to maximize their efforts in reaching and motivating more rural students in their studies.

The results obtained with regard to teachers' support in career development agree with existing literature's findings that HE-CE partnership is important to prepare teachers for a difficult and challenging world (Butcher et al., 2003). Griggs and Stewart (1996) identified the following characteristics associated with the provision of support: mutual support, greater vigour, energy, invention and enthusiasm. HE-CE partnership enhances teachers' productivity ethical thinking and behaviour both in their professional and private lives (Griggs, & Stewart, 1996).

Furthermore, scholars confirm that teachers benefit when supported by HE researchers for transformational purposes (Boyer, 1991; Weiner, 2003). In this study transformation was described as developmental and according to it should include principals, coordinators, supervisors, teachers, caretakers, cooks, students, parents and community leaders (Weiner, 2003). The FLY intervention contributes to teacher development through research in the same way that Boyer (1991) concludes that it is important to recognise that knowledge is acquired through research, integration, practice and teaching.

4.5.3 Silences related to HE-CE's provision of human capital support to a marginalised community

In Theme One, I indicated that student support and motivation contributes to enhance academic performance. With regard to academic performance, from the perspective of educational sociology, cultural investment improves academic performance (Jeannotte, 2003), family-school relationship, physical fitness and children's psychosocial development, which were not mentioned in the current study (Creighton et al., 2010). Researchers found that cultural capital

is instrumental in the collective well-being of society (Jeannotte 2003; Krause, 2005; Doyle 2010). In addition, participation in arts contributes to social cohesion (Jeannotte 2003; Creighton et al., 2010).

In section 4.4.1.3 I mentioned that participants would like rural students to be advised about university admission requirements. Existing literature highlights that universities are increasingly admitting students whose parents have high levels of education (Boiko, 2003). Boiko (2003) argues that this system of education seems to perpetuate inequality although education is formally known for the equality of all levels. HE's function should relate to the needs of the social system or the interests of the group and the individuals they are serving (Boiko, 2003). In this study, the participants did not mention that students whose parents have a low education level are excluded on the basis of their background. This could partly be attributed to the fact that none of the parents who participated in this study has tertiary qualifications. Despite this limitation, they did not report that their children were refused university admission on the basis of their parents' educational background.

The findings of the current study were silent on the issue of a high level antisocial behaviour (Chipkin, & Ngqulunga, 2008; Frabutt 2010), which is linked to poor academic performance in schools, and teacher attrition (Mulkeen, 2006; Ashcroft, & Rayner, 2011; Mooij et al., 2011; The Departments of Basic Education and Higher Education and Training, 2011). The participants did not report on students dropping out of school as a result of experiencing bullying or other violent behaviour at the school. Similarly, there was silence relating to a study conducted by Mampane and Bouwer (2011) in a South African township, that reported that family, school and community influenced positive adaptation despite risk and adversity in the school environment.

Furthermore, the participants in the current study did not report that teachers were leaving the school for another or quitting teaching as a result of antisocial behaviour at the school. Mulkeen (2006) and Mooij et al. (2011) indicated that teachers working in cities experience more violent behaviour compared with those in rural schools. Pupils' antisocial behaviour and violence in the community instil fear and feelings of being unsafe at schools, although there is relatively less violent behaviour in rural schools (Mooij et al., 2011). I mentioned antisocial behaviour in section 4.6.1.3, but without any reference to its effect on teacher retention at rural schools.

4.5.4 Contradictions between data and existing knowledge

The findings of many studies report on the positive effect of HE-CE partnership rendered at the level of primary partners (Ward, & Wolf-Wendel, 2000; Bringle, & Hatcher, 2002; Brown, et

al., 2003; Zelner et al., 2012). In contrast, the current study goes a step further, and reports on the contributions of non-researcher partners to their colleagues (in other, non-partner schools) in the community. This study also adds insight related to the human capital support that HE offers a marginalised community. HE is an agent that facilitates development in partnership with a rural school. In turn the non-researcher partners (at the partner rural school) transfer skills to non-partner schools in the community.

I found discrepancies in existing literature about what motivates students to pursue HE. Unlike the findings of Boiko (2003), who states that high social status motivates students to pursue particular profession, participants in this study reported that low social status of rural students motivated them to pursue HE qualifications in order to improve their background. In bridging the inequality gap, education is faced with a paradoxical juxtaposition as it continues to provide opportunities for both low and high income groups. Furthermore, I reported in Theme One, section 4.4.1.2, that the students in the current study are also motivated by interacting with partners from outside their environment. These partners, ASL students and researchers, have tertiary qualifications, which their parents do not have.

In a secondary data analysis conducted by O'Meara et al. (2010), it was found that the difficulty of studying faculty CE is complicated by vastly different activities. The hindrances vary from motivations and goals to interests. In relation to this factor, it was peculiar that this study mentioned inconsistent feedback (to and by all partners involved) as one of the factors that hinder CE-partnership. Based on case study findings, Webber and Jones (2011) indicate that is important to provide training and support to academic staff in order to encourage participation. Modern community service-learning is motivated by the need to engage youths and active citizens in democratic culture in the United States, whereas in South Africa it includes supporting marginalised communities as they address social ills (Morton, & Enos, n.d.).

4.5.5 Contributions to new knowledge

Although the existing literature documents similar findings to the current study, such findings are often reported from the perspective of one or two CE-partners. For example, Falk (2013) conducted a survey with 77 students and reported that they were benefitting in their academic performance and widened scope of values. The current study adds to the existing body of knowledge by reporting consensus in the experiences of CE-partners related to human capital. All five CE-partners reports that:

- CE benefits HE students by increasing academic performance, self-efficacy, broadened values and career choices.

- Teachers benefitted from the support they received from the HE partner (Boyer, 1991; Weiner, 2003).
- The non-researcher partners contribute knowledge and skills to their colleagues, in other non-partner schools.
- Unlike the findings of Boiko (2003), who indicated that students were motivated by high social status to further their studies in HE institutions, in the current study, the CE-partners reported that students from poor social status background are motivated to study further regardless of their conditions. The students in this study are also motivated by interacting with CE-partners from outside their rural community. These CE-partners, ASL students and researchers, all have HE qualifications.

4.6 Theme Two: Barriers in the HE-CE partnership

In this section I present the second theme of this study, namely barriers in the HE-CE partnership. Theme Two addresses the secondary question of barriers in HE-CE partnership. Two subthemes that support this theme emerged from the five datasets, namely (2.1) socio-economic challenges and (2.2) operational challenges affecting HE-CE partnership. I categorised socio-economic challenges into three categories: (2.1.1) financial challenges, (2.1.2) challenges presented by a geographically widespread and (2.1.3) rural environment and social challenges relating to drugs, teenage pregnancy and child-headed households. I divided the second subtheme into five categories: (2.2.1) language and communication barriers in a culturally diverse society, (2.2.2) time constraints, (2.2.3) workload and unclear scope, (2.2.4) inconsistent feedback and (2.2.5) conflicting expectations. Figure 4.5 presents a visual representation of Theme Two, with supporting subthemes and their respective categories. Table 4.4 provides a summary of Theme Two, in terms of the inclusion and exclusion criteria of relevant subthemes and categories.

Figure 4.5: Theme Two with subthemes and categories



Table 4.4: Theme Two with subthemes and categories

| THEME TWO: BARRIERS IN THE HE-CE PARTNERSHIP | | |
|---|--|---|
| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 2.1: Socio-economic challenges | This subtheme focuses on the socio-economic challenges with specific reference to financial challenges, geographical challenges and social behavioural problems. | |
| Category 2.1.1: Financial challenges | This category entails data related to financial challenges. | This category excludes data that do not relate to financial challenges. |
| Category 2.1.2: Geographical challenges | This category includes data reflecting the geographical challenges to the partnership. | This category excludes data that do not reflect the geographical challenges to the partnership. |
| Category 2.1.3: Social challenges | This category includes data related to social challenges such as drugs, teenage pregnancy and child-headed households as factors that hamper CE-partnership. | This category excludes data that do not relate to social challenges such as drugs, teenage pregnancy and child-headed households as factors that hamper CE-partnership. |
| Subtheme 2.2: Operational challenges affecting HE-CE partnership | This subtheme focuses on operational challenges as a factor that affects HE-CE partnership. The operational challenges include the language and communication barrier, time constraints and poor administration at a high-risk school. | |
| Category 2.2.1: Communication barriers | This category includes data related to the language and communication barrier as a factor that hampers CE-partnership. | This category excludes data that do not relate to the language and communication barrier as a factor that hampers CE-partnership. |
| Category 2.2.2: Time constraints | This category includes data related to time constraints as a factor that hampers CE-partnership. | This category excludes data that do not relate to time constraints as a factor that hampers CE-partnership. |
| Category 2.2.3: Workload and unclear scope | This category includes data related to workload and unclear scope as a factor that hampers CE partnership. | This category excludes data that do not relate to workload and unclear scope as a factor that hampers CE partnership. |

| | | |
|--|---|--|
| Category 2.2.4: Inconsistent feedback | This category includes data related to inconsistent feedback sessions as a factor that hampers CE-partnership. | This category excludes data that do not relate to inconsistent feedback sessions as a factor that hampers CE-partnership. |
| Category 2.2.5: Conflicting expectations | This category includes data related to conflicting expectations among the participants as a factor that hampers CE-partnership. | This category excludes data that do not relate to conflicting expectations among the participants as a factor that hampers CE-partnership. |

4.6.1 Subtheme 2.1: Socio-economic challenges

The first subtheme comprises data related to socio-economic challenges as a result of data analysis focusing on factors that may hamper CE-partnership. Table 4.5 gives a summary of the inclusion and exclusion criteria for this subtheme.

Table 4.5: Inclusion and exclusion criteria for subtheme 2.1: Socio-economic challenges

| Inclusion criteria | Exclusion criteria |
|--|--|
| This subtheme focuses on the socio-economic challenges with specific reference to financial challenges, geographical challenges and social behavioural problems. | This subtheme excludes data that do not refer to the socio-economic challenges related to financial challenges, geographical challenges and social behavioural problems. |

4.6.1.1 Category 2.1.1: Financial challenges

The participants reflected on how financial constraints affected the partnership and them personally. A parent remarked on how a lack of finances affected the future education of the current students:

They are thinking that they do not have enough money to get their children to universities (Interpreter for Unidentified Female Speaker, Lines 3-4). A researcher confirmed that *the financial implication thereof is a challenge for remote schools* (Participant 3, Questionnaire, Line 44). A teacher reported that the same parents were hoping to gain financially by participating in the FLY intervention: *Another challenge we got is that, you know, the areas where we are teaching there is a lot of unemployment. So when the project started they wanted to earn as soon, you know, when it was started they were expecting to earn money, [an] income, at the end of the month because there are challenges at home* (Group 1, Participant 1, Lines 80-84).

However, a representative of the ASL students stated that participating in CE with a resource-constrained rural school gave them invaluable experience and enriched their studies:

Students gained experience in community engagement as well as understanding the specific challenges of working in a setting with limited financial resources and being relatively geographically isolated (Participant 8, Online, Lines 83-85).

4.6.1.2 Category 2.1.2: Geographical challenges

Participants regarded the physical distance between the university and the rural school as well as rurality as a risk factor. A teacher described the frustration that: *The programme is actually based in our sites, where we are stationed. The university is high up there, as indicated the distance is a challenge. They are 300 km [pointing up] away and we are here [pointing down]* (Group 3, Participant 12, Lines 163-165). A student confirmed that they are also disappointed with the number of days allocated per visit: *They came here for two days to visit us; it would be better to us if they stayed for the week with us...* (Group 3, Participant 14, Lines 87-88).

ASL students and researchers affirmed that the distance between the university and the rural school hampers CE-partnership. They explained the hindrance as follows:

The distance makes more intensive support and intervention difficult (Participant 5, Online, Line 25).

Distance to establish frequent visits and adequate communication between partners (Participant 8, Questionnaire, Lines 56).

The extract below from my field notes provides evidence that the partner school is located in a rural area:

Mr Fakude pleaded for the partnership to continue as, "This area is rural and we need help. Learners are promoted to the next level, yet they are struggling with the basics". He also mentioned that there are a lot of students with disabilities at the school (Field notes, 15 May 2013).

Photographs below provide further evidence that the partner school is located in a rural area. Photograph 4.3 shows a cook going to fetch water from a Jojo tank. Photograph 4.4 shows a cook preparing a meal for students as part of the feeding scheme programme.

Photographs as illustration of rurality of the community



Photograph 4.4: Cook fetches water, 13 March 2013
Jojo tank stores water



Photograph 4.5: Outside kitchen, 18 April 2013
Cook preparing meals for students

4.6.1.3 Category 2.1.3: Social challenges

Participants shared how social challenges such as drugs, teenage pregnancy and child-headed households affect the community. The partners are not only aware of this situation, but they are intervening with the aim of building a better society. Verbatim quotations, as narrated by the participants, substantiate this analysis:

You are helping the learners stay away from dangerous things like drugs (Interpreter for Unidentified Female Speaker, Lines 1-2).

It will give us skills of how to intervene and guide child-headed homes (Group 4, Participant 17, Lines 206-207).

It is because difference people, different young of today, they are involved in different things, we all know that, alcohol and all those stuffs (Group 1, Participant 1, Lines 106-108).

Risk factors within the learners' environment, e.g. drugs, negative influences, illness etc. (Participant 3, Telephonic, Line 22).

4.6.2 Subtheme 2.2: Operational challenges affecting HE-CE partnership

The second subtheme relates to participants' understanding of operational factors that may hamper HE-CE partnership. Table 4.6 provides a summary of inclusion and exclusion criteria for subtheme (2.2).

Table 4.6: Inclusion and exclusion criteria for subtheme 2.2: Operational challenges affecting HE-CE partnership

| Inclusion criteria | Exclusion criteria |
|--|---|
| This subtheme focuses on operational challenges as a factor that affects HE-CE partnership. The operational challenges include the language and communication barrier, time constraints and poor administration at a high-risk school. | This subtheme excludes data that do not refer to operational challenges as a factor that affects HE-CE partnership. |

4.6.2.1 Category 2.2.1: Communication barriers

Participating in CE-partnership with a culturally diverse group presents risk factors. Some of the non-researcher partners struggle to speak English. Similarly, some of the team members from the university do not speak or understand the local languages. However, the participants also acknowledged that there is a general improvement in using English as medium of instruction at the school, partly as a result of the FLY intervention. This is evident in the following verbatim extracts from the participants' narrations:

A student seems to have confirmed this observation by stating that: *They helped us; improved communication skills, [for] example, how to communicate with someone from a different culture* (Group 1, Participant 3, Lines 23-24).

Teachers went further to highlight a lack of communication as a factor that hampers CE-partnership: *And also we have spoken about the lack of communication [he paused for a moment and smiled] which is coupled with the lack of cooperation within the school community. There is a challenge with communication in our schools and we are aware of that* (Group 3, Participant 12, Lines 181-183).

ASL students and researchers vented their frustration with language barriers. Their frustrating experiences are captured in the following verbatim quotations: *Language barriers were a little frustrating* (Participant 13, Online, Line 248). Another ASL student voiced this: *Language barrier: I am black, but a foreigner, so I do not speak any of the South African languages. I felt bad when the learners spoke something as we were interacting and I was not able to understand what they were saying* (Participant 15, Face-to-face, Lines 358-360).

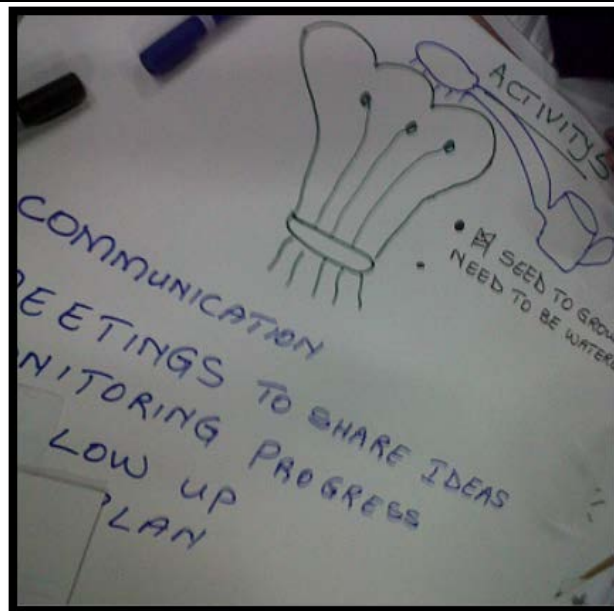
A researcher experienced difficulties in providing therapy as a result of language differences: *This was difficult for me to be honest ... Eemmmm ... but ... emmm ... I think it was very difficult for me to do therapy with the children because of the language barrier and it was such a learning curve because in the end I could see why I need to go out there. But the language barrier was definitely a limitation* (Participant 1, Telephonic, Lines 1-4). Another researcher echoed the sentiments: *I found communication with learners [language barrier] challenging* (Participant 8, Questionnaire, Line 86).

Photographs 4.1 and 4.2 are visual representations of the language and communication barrier as a risk factor in CE-partnership. Photograph 4.1 depicts sadness as a visual representation of the effects of the communication barrier. In photograph 4.2, the participants used a flower as a metaphor to show that there is hope for improvement relating to this risk factor.

Photographs as a visual illustration of communication barriers



Photograph 4.6: Visual depiction of the effects of communication barriers, 22 June 2013
Teachers' workshop



Photograph 4.7: Visual depiction of communication barriers, 22 June 2013
Teachers' workshop

4.6.2.2 Category 2.2.2: Time constraints

Although all participants reported time constraints as a factor that may hamper the partnership, students seem to want more time to be invested in the relationship. The partners understand that the visiting schedule to a rural school means a limited period as the partners have other responsibilities outside this partnership. It appears that work responsibilities of the participants (outside this partnership) may create strain if they are not managed properly. A parent made a passionate plea for students to maximise the opportunity they are offered within the limited period of time:

They hope that their children do not waste their time so that they can pay back when they are done (Interpreter for Unidentified Female Speaker, Lines 6-7). In contrast, the students are aware of the limitations of time, but they want more from this partnership:

Okay, what we did not like is they did not spend enough time with us. They did not give us enough time ... the visiting period. Maybe they were supposed to give us ... uhmm ... a month or more than a month so we have enough information of what they were telling us about (Group 2, Participant 7, Lines 53-55).

The participants who are working indicated that the workload restricted the amount of time they could invest in CE-partnership. The following verbatim extracts provide evidence for this claim:

So most of the time we do not have time. We are unable to help the community, so it is a big challenge when it comes to that one (Group 1, Participant 1, Lines 56-57).

Time constraints: I felt that I did not have enough time to do everything that I want to do with the learners (Participant 15, Face-to-face, Lines 361-362).

Therefore, when partnering with teachers, their work responsibilities and related time constraints should be respected and managed proactively by clarifying the partners' demands on the time and outputs required (Participant 6, Questionnaire, Lines 69-71).

4.6.2.3 Category 2.2.3: Workload and unclear scope

Most of the partners who participated in this study reported that their workload and lack of clarity on the scope of the project were factors that hampered the partnership. The degree of workload strain differed for individual partners depending on several factors. For instance, overseas-based FLY partners were very restricted in terms of consistent on-site involvement. However, the participants indicated that this inconsistency is not a reflection on the FLY partnership. A representative of teachers also lamented workload:

And another one we said [is] workload. As educators, you know, we are overloaded (Group 1, Participant 1, Line 54). ASL student stated her understanding of the scope of the intervention as follows:

But ja, my understanding of it was we go in twice during the year. Once [to] do the assessment, the second time [to] do the feedback sessions, so to speak. And that was as far as I was concerned the scope of the project, or our involvement in the project (Participant 16, Online, Lines 159-162). An overseas-based FLY associate reflected:

Other difficulties are more related to the workload experienced by this international colleague, and I am sure others are similarly limited by the time they can commit to this

endeavour. My involvement in the investigation of second language teaching in the two remote schools, and co-supervision of a Masters student, has not been as consistent as I would like it to have been, but that is not a reflection on the FLY partnership (Participant 4, Questionnaire, Lines 26-30).

4.6.2.4 Category 2.2.4: Inconsistent feedback

Participants identified inconsistent feedback sessions as an impeding factor that negatively impacts HE-CE partnership. However, participants acknowledged that feedback sessions were held, although not as regularly as they would have expected. The non-researcher partners were expecting regular feedback from the researcher partners and *vice versa*. Parents and teachers struggle to offer appropriate follow-up interventions if they do not have update reports about the progress of students. Researchers indicated that feedback reports could assist in assessing the strengths and weaknesses of the partnership. The following verbatim extracts from PRA-directed group sessions and qualitative surveys affirm this analysis:

During a PRA-directed group session a teacher reported that: *Point number three: The university must give us feedback after they visited the school, so that we can know [pause] know how the process is working* (Group 2, Participant 5, Lines 13-14). Parents supported the idea: *They will be very grateful if you can come again because they want you to come back* (Interpreter for Unidentified Female Speaker, Lines 7-8). Students not only wanted feedback reports, but they also wanted to see the video recordings that were captured during sessions: *Okay, the feedback about the visits, [for] example [the] videos they took. They were supposed to come back with the videos and show us what they were doing with the videos and then we, let us know more about ... uhmm ..., I can say, if maybe they bring the videos for us to see, maybe what they do with the videos when they present them to the university, yes* (Group 2, Participant 7, Lines 60-63).

ASL students emphasised that there was a need for: *Continued reassessment of what has been done and reflection and feedback from the school and the students there (the children on what they would want/need)* (Participant 5, Online, Lines 38-39). They expected the feedback at least from: *Constant feedback from teachers, students, management (i.e. needs assessment)* (Participant 6, Online, Line 40). This could help the partnership: *Feedback from learners is able to assist in identifying the strengths and weaknesses of the partnership* (Participant 9, Questionnaire, Lines 133-134).

I captured this in my field notes, which provides evidence that feedback sessions were held amongst the HE-rural school partners:

The ASL student conducted feedback sessions with student-clients. This presented me with another opportunity to observe co-researchers in the field. The memory boxes that were created by student-clients related stories of gratitude and trauma in some cases (Research Journal, 4 September 2014).

4.6.2.5 Category 2.2.5: Conflicting expectations

Participants regard too high expectations, unqualified benefits and failure to deliver on expectations as factors that could hamper CE-partnership. Participants reported that expectations could emanate from all the partners involved in CE. However, they also indicated that the community in general has high expectations of the university. Some partners expected financial benefits from participating in the FLY intervention. The following verbatim quotations illustrate the partners' diverse expectations of CE-partnership:

If benefits are not clarified, you know, people will expect that the Messiah has come [giggle]. The university has landed, every problem is gonna be solved (Group 3, Participant 12, Lines 208-210).

The lack of delivery on expectations is the biggest barrier to the partnership. Is on both sides actually, because I think the university has expectations of us (Group 3, Participant 12, Lines 161-162). As we expect a lot from the university as indicated, high expectations (Group 3, Participant 12, Line 157).

Partners expect too much (Participant 7, Online, Line 34). I remember doing soul-searching, whether we were just opening up expectations, hopes of learners and their families, and then leaving them (Participant 17, Telephonic, Lines 457-459).

Teacher partners also said that they expected some form of financial gain from the partnership. It is therefore important to clarify and manage all partners' expectations from the onset of the partnership (Participant 6, Questionnaire, Lines 48-50).

4.7 Literature control: summary of findings of theme two

4.7.1 Introduction

In this section, I present literature control for Theme Two, namely: barriers in the HE-CE partnership. I discuss the existing literature from the global North and global South as it relates to or contradicts the current study.

4.7.2 Confirmation in data of existing knowledge

4.7.2.1 Global North literature

In this section, I re-examine the literature on global North's understanding of global citizenship, to compare with the results of the current study. The results of this study concur with those of Cheong (2006) and Butcher et al. (2011), who indicated that community partners have limited finances to contribute in HE-CE partnership. Butcher et al. (2011) emphasise that community partners must be realistic about their contribution of resources, including people, time and the finances required to make the intervention a success. Participants reported that financial constraints affected the partnership as well as them personally. I found that all the FLY partners commented on the negative effect of financial constraints in this intervention.

According to Beere (2009) geographical location may influence the decision of HE when choosing a community partner. In Caputo's view (2005), small towns and rural communities may have limited opportunities for CE. Similarly, I found that participants are concerned about the limitations imposed by the distance between the rural school and the university. Many participants viewed the limited number of days allocated for contact engagement as a risk factor associated with distance. Closely linked to this issue is time as a factor that hinders the partnership.

In Chapter Two, I elaborated on how time constraints may hinder HE-CE partnership. Similar findings were recorded by other researchers, who indicated that the community may be reluctant or unable to donate time and energy to the partnership (Minkler, 2005; Butcher et al., 2011; Webber, & Jones, 2011; Markham, 2013). As revealed by the results of the current study, Bednarz et al. (2008) focus on the quality of time and effort it takes for community partners to have an authentic and lasting impact. The participants who are working are restricted by workloads, yet they are aware that a once-off engagement may have a negative impact on the community (Bednarz et al., 2008).

In my study, the degree of workload was also dependant on whether the participant was based at the rural school, university or overseas. Although Webber and Jones (2011) report that some academics are hesitant to engage with communities because of a lack of support and time, also complaining of a heavy workload, the participants added that the inconsistent on-site involvement was not a reflection on the FLY intervention. Likewise the current study affirms that progress has been made in CE; however, there is still a need for clarity of the scope, both in theory and practice (Webber, & Jones, 2011). Fogel and Cook (2006) argue that community partners should be in a position to determine the phases of the relationship and whether expectations are being achieved based on the scope of the work.

Participants across the five datasets commented on the negative effects of social challenges and language barriers. Participants reported that drugs were a danger to the community, but the FLY intervention is progressively addressing these social ills. These results are consistent with those of Cheong (2006), who found that crime and drugs breed social mistrust and fear in society.

In a culturally diverse environment language can be a barrier in CE-partnership. Cheong's (2006) study showed that people resisting engagement in a common language can hinder social relationships. I found that the challenge of language barrier was evident in the FLY intervention, although it did not take the form of resistance.

Furthermore, participants in this study indicated that regular feedback sessions could assist in assessing the strengths and weaknesses of the partnership. This should be a two-way process, whereby the researcher partners provide feedback to non-researcher partners and *vice versa*. On the same note, Strier (2011) conducted qualitative interviews and found that positive respect of community and providing feedback are a crucial part of capacity-building. In addition, conflicting interests, bureaucracy and poor planning is a potential barrier to CE-partnership (Strier, 2011). The findings were also consistent with the current study as participants reported that conflicting expectations could emanate from any of the partners involved in the FLY intervention.

4.7.2.2 Global South literature

In this section, I re-examine the literature on global South's understanding of global citizenship, to compare with the results of the current study. Participants in this study reported that a lack of finances negatively affected HE-CE partnership. The parents were expecting economic relief as a result of participating in HE-CE partnership. These findings were consistent with those of Ashcroft and Rayner (2011), who found that in Sub-Saharan universities the purpose of research and CE should be to generate knowledge aimed at addressing social and economic challenges. In the same vein, Ebersöhn et al. (2010) state that there are not enough Educational Psychologists to service rural communities in South Africa and financial and physical resources would still limit opportunities for rural students. In line with the results of this study, Erasmus (2014) confirms that in South Africa there is limited financial support for CE, in contrast to the emphasis placed on the necessity that HE engages with communities.

Literature within the context of HE-CE mentions the following as examples of social challenges that may hinder partnership: drugs, crime and teenage pregnancy (Cherrington, 2010; Osman, & Petersen, 2010; Ashcroft, & Rayner, 2011; Albertyn, & Erasmus, 2014; Pitso,

2014). Albertyn and Erasmus (2014) as well as Pitso (2014) state that community disabling and marginalisation contribute to social problems that hinder HE-CE partnership. These findings are in line with those of other researchers, who found that where students grow up in poverty this results in learning difficulties, their dropping out of school, abusing drugs, committing crime and suffering teenage pregnancy, and these issues perpetuate poverty in the next generation (Cherrington, 2010; Ashcroft, & Rayner, 2011; Machimana, 2012). As seen in the above-mentioned studies, the current study is in line with existing literature as it established that social problems hinder CE-partnership. The community is also faced with the challenge of child-headed homes. Parents and teachers moreover acknowledged that the skills gained in this partnership would be useful for addressing these challenges.

In Chapter Two I discussed the issue of communication channels in CE-partnerships. With regard to this issue, it was clear that some of the participants were frustrated with language barriers in the FLY intervention. At times the ASL students were not as effective as they could have been during therapy sessions due to language barriers. This study is similar to existing literature, as recorded by Chipkin and Ngqulunga (2008), namely that a language barrier is a practical challenge in South Africa given that it has 11 official languages. Other studies also confirm that language can cause a communication barrier in multi-cultural environment (Loots, 2011; Venter, 2013). Moreover, participants were concerned that feedback sessions were inconsistent. The potential challenges to CE-partnership were compounded by the conflicting expectations of the partners involved. Similarly, Moseley (2007) emphasised the importance of sharing findings and giving feedback in CE-partnership. Erasmus (2014) highlighted that there could be a discrepancy between practice and partners' expectations in CE.

4.7.3 Silences related to barriers in the HE-CE partnership

Contrary to expositions in existing literature, participants did not prominently describe the community in the context of CE-partnership in social terms, but they did so in terms of geographical location. Based on the literature review of this study, Beere (2009) suggests that "community" can be defined geographically or socially. A South African study conducted by Rohleder et al. (2008), using the PAR approach, confirmed that community can be defined geographically or politically. In the case of the latter, community can be defined as a construct denoting a group of people in a relationship (Rohleder et al., 2008). Communities are more than just a physical location (Rohleder et al., 2008). I believe that this definition of community broadens the understanding of CE-partnership and its associated challenges.

Moreover, global citizenship can be critiqued and broadened to encapsulate the complex social and material structures that mediate across geopolitical environments (Chovane et al. 2015). Similarly, Morton and Enos (n.d.) found that students could be taught to build partnerships across the boundaries of their geographical location.

In addition, the participants in this study were silent on the social problem of the lack of housing (Lindenfeld, 2010). Perhaps participants' silence could be attributed to the fact that many, if not all people living in rural communities, can "afford" housing, although this may be an informal structure.

4.7.4 Contradictions between data and existing knowledge

In Theme Two, section 4.6.1.3, I reported that students were viewed through a negative frame as a collection of challenges, which includes drugs, alcohol and teenage pregnancy. In disagreement with the results of the current study, Camino (2000) proposes the opposite. Based on the literature review conducted by Camino (2000), viewing students as a collection of problems (for example, drug abuse, violence and teenage pregnancy) is negative and does not build the community.

Another contradictory finding emanated from a study conducted by Cossa (2013) in Mozambique, reporting that the partners who control information and money have greater measure of power over the recipients. The more they manipulate these commodities the more powerful they become (Cossa, 2013). In contrast participants in this study viewed funders as key role-players in supporting CE intervention. Although the university was not a direct funder of this intervention, it was not perceived as either over-dominating nor manipulative of the community since it was also playing the role of link between the community and the funder.

From the experiences of the participants, CE is still hampered by financial constraints, although Minkler (2005) indicates that it is growing both in scholarly recognition and financial support. In section 4.6.1.1 I mentioned that participants felt the negative effects of a lack of funds both at personal and project levels. The current study contributes insight into existing literature by indicating that working in a resource-constrained environment is not only a challenge, but presents an invaluable experience as part of the process of building global citizens. Another novel contribution of this study is that FLY partners described their experiences as not only limited to awareness about social challenges, but also viewing their experiences as part of an intervention to address the problems, in line with PRA studies. Frabutt (2010) argues that the strength-based approach in CE was developed to help youths, however, adults also benefitted in the current study.

4.7.5 Contributions to new knowledge

A study conducted by Cheong (2006) is an example of findings on financial constraints reported from the perspective of individual families. All five CE-partners in the current study were in agreement that:

- Financial constraints may hamper HE-CE partnership.
- A wide range of voices of CE partners agreed that language barriers may hamper CE-partnership.
- CE-partners concur that funders play a key role in supporting CE interventions.

4.8 Conclusion

In this chapter I reported on the first two themes, with subthemes and categories, representing the experiences of HE-rural school partners in the long-term CE intervention. Below I present a summary of how findings in this study confirm what is known regarding HE-CE providing support to a marginalised community, where data were silent, and where findings in this study differ from current knowledge on global citizenship.

Based on Theme One and Theme Two, similar to other studies, I found that:

- ➔ CE benefits students by increasing academic performance, self-efficacy, broadened values and career choices.
- ➔ CE stimulates active learning and encourages students to be critical, creative thinkers who value lifelong learning.
- ➔ Teachers benefit when supported by HE researchers for transformational purposes.
- ➔ Students growing up in poverty experience learning difficulties as a result, they drop out of school, abuse drugs, commit crimes and there is the prevalence of teenage pregnancy, and these issues perpetuate poverty in the next generation.
- ➔ At times the ASL students were not as effective as they could have been during therapy sessions due to language barriers.

I found that silences existed in the data with regard to:

- ➔ Participation in arts contributes to high academic performance and social cohesion.
- ➔ The current study did not report that teachers were leaving the school for another or quitting teaching as a result of antisocial behaviour at the school.
- ➔ Participants did not report that their children were refused university admission on the basis of their parents' educational background.

- ➡ Participants did not prominently describe the community in the context of CE-partnership in social terms as opposed to in terms of geographical location.
- ➡ Participants in this study were silent on the social problem of the lack of housing.

Contradictory to existing knowledge, I found that:

- ➡ Rural students were motivated to pursue HE qualifications regardless of their low social status.
- ➡ Inconsistent feedback, to and by all partners involved, is one of the factors that hinder CE-partnership.
- ➡ Non-researcher partners in the current study go further in contributing knowledge and skills to their colleagues (in other non-partner schools), which shows synergy with or a positive ripple effect on HE-CE partnership in support of students and teachers in a rural community.
- ➡ Viewing students as a collection of problems (for example, drug abuse, violence and teenage pregnancy) is negative and does not build the community.
- ➡ Partners who control information and money have more power over the recipients and they may use it in a manipulative manner.
- ➡ CE is growing both in scholarly recognition and financial support.

In the next chapter, I present Theme Three (HE uses CE-partnership as research space to build knowledge) and Theme Four (HE-CE partnership promotes social connectedness) of this study.



Chapter Five

Theme Three and Theme Four: Views of CE-partners with HE qualifications

5.1 Introduction

In the preceding chapter, I presented the results of Theme One and Theme Two, together with the identified subthemes and categories. In this chapter, I discuss Theme Three (HE uses CE-partnership as research space to build knowledge) and Theme Four (HE-CE partnership promotes social connectedness). These themes relate to similarities that emerged from the views of CE-partners with HE qualifications (teachers, ASL students and researchers) that I had analysed. In this chapter I partly answered these four secondary research questions: how the experiences of the partners compare in relation to their understanding of HE-CE partnership and expectations for development. Further questions answered in this section include: to what extent is global citizenship evident in the comparative case study data on HE-CE and, lastly, how can comparative knowledge from a range of CE-partners inform global citizenship practice in HE-CE?

In line with Chapter Four, I authenticate and enrich the results by including verbatim extracts from PRA discussions, interviews, visual data, field notes and my research journal. By means of literature control, I discuss confirmation of the existing knowledge base. I also discuss silences and contradictions that I identified in the existing knowledge. Finally, I present contributions of this study to the existing knowledge base. The overview of Theme Three and Theme Four, together with categories, is summarised in Figure 5.1.

Figure 5.1: Summary of themes, subthemes and categories - similarities between views of CE-partners with HE qualifications

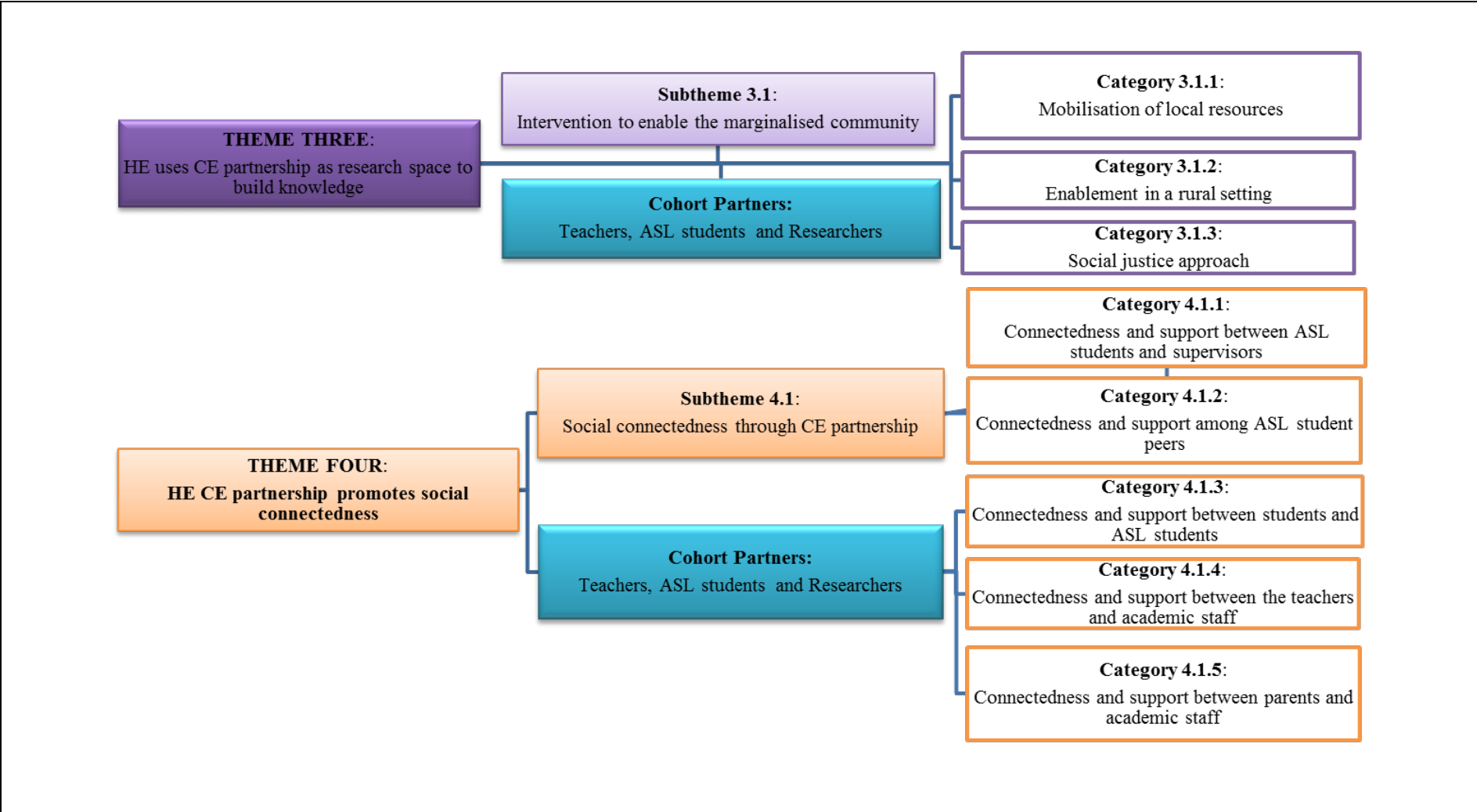


Figure 5.2 reflects a summary of Theme Three, with subthemes and categories. Table 5.1 presents a summary of inclusion and exclusion criteria for Theme Three.

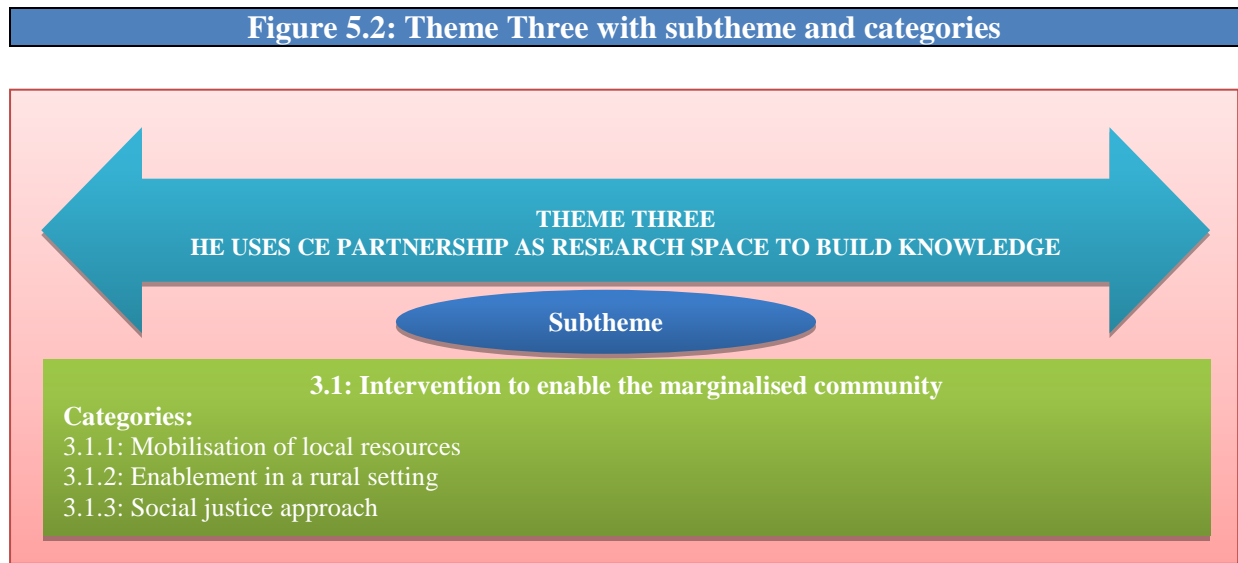


Table 5.1: Summary of Theme Three with subtheme and categories

| THEME THREE: HE USES CE-PARTNERSHIP AS RESEARCH SPACE TO BUILD KNOWLEDGE | | |
|--|--|---|
| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 3.1: Intervention to enable the marginalised community | This subtheme focuses on the intervention process aimed at enabling the marginalised community. The intervention process includes mobilisation of local resources, enablement through the PRA and social justice approaches. | |
| Category 3.1.1: Mobilisation of local resources | This category includes data related to participants mobilising local resources for facilitating social change. | This category excludes data that do not relate to participants mobilising local resources for facilitating social change. |
| Category 3.1.2: Enablement in a rural setting | This category includes data related to HE's using the PRA approach for enablement in a rural setting. | This category excludes data that do not refer to HE's using the PRA approach for enablement in a rural setting. |
| Category 3.1.3: Social justice approach | This category includes data that enhance awareness about the social justice approach with the aim of developing a marginalised community. | This category excludes data that do not refer to enhancing awareness about the social justice approach with the aim of developing a marginalised community. |

5.2 Theme Three: HE uses CE-partnership as research space to build knowledge

I commence this section by presenting Theme Five, which focuses on HE using CE-partnership as research space to build knowledge. I identified one subtheme, namely (3.1) intervention to enable the marginalised community. This subtheme is supported by the following categories:

(3.1.1) Mobilisation of local resources, (3.1.2) enablement in a rural setting and (3.1.3) social justice approach.

5.2.1 Subtheme 3.1: Intervention to enable the marginalised community

In this first subtheme of Theme Three, I report the data related to the development of the marginalised rural community. It appears that the FLY intervention is not just about theoretical research without a purpose. Participants in this study report that FLY is aimed at action research for development purposes. Table 5.2 gives a diagrammatic representation of inclusion and exclusion criteria for subtheme (3.1): intervention to enable the marginalised community.

Table 5.2: Inclusion and exclusion criteria for subtheme 3.1: Intervention to enable the marginalised community

| Inclusion criteria | Exclusion criteria |
|--|---|
| This subtheme focuses on the intervention process aimed at enabling the marginalised community. The intervention process includes mobilisation of local resources, enablement through the PRA and social justice approaches. | This subtheme excludes data that do not focus on the intervention process aimed at enabling the marginalised community. |

5.2.1.1 Category 3.1.1: Mobilisation of local resources

Teachers reported that the FLY partnership assisted the community to mobilise local resources. Against the background of the limitations of rural environment, it seems that there is an awareness of the richness in using local resources for the purpose of development. During a PRA-directed group discussion teachers expressed gratitude for the role played by the university in mobilising local assets:

The partnership is an eye opener for the educators to help the community to use the available resources to map the area, as teachers, having a partnership with the university (Group 1, Participant 3, Lines 15-17). Apparently the assets were not again mobilised for individuals, but for the development of a rural school and the community at large: The partnership would benefit schools in terms of the mobilisation of eh resources. If we look at the ... eh ... the ... eh ... history of rural schools ... eh ... there is a huge backlog of ... eh ... resources that would enable schools to efficiently deal with the ... eh ... process of teaching and learning. And ... eh ... the partnership that the university have, you know, it benefits schools in terms of ... eh ... providing the information solutions on how to how school can best mobilise resources. Want to see rural school at equal level with ... eh ... schools in urban areas and it is ... eh ... it is a difficult task to achieve. So with the partnership, you know, that

we have with the ... eh ... the University of Pretoria [we] want to believe that eh ... there [are] a lot of resources that can be mobilised (Group 13, Participant 7, Lines 82-90).

An ASL student shared about how the university promotes mobilisation of local assets: *It enhances knowledge about social justice and it promotes reliance on available community resources* (Participant 18, Online, Lines 226-227). It appears that some of the challenges in rural communities may not relate to a lack of assets, but ignorance about the invaluable local resources, thus the university's raising: *awareness of [local] environmental resources and assets* (Participant 20, Online, Line 155). This sentiment is echoed by a researcher who participated in a qualitative survey: *The strengths lie in trusting that higher education does not come in as consultants, thereby being regarded as having the capacity and all knowledge in solving problems, but rather, the power to identify one's problems and address them accordingly lies with the local school. Local schools are regarded as equal partners who have the knowledge, resources and knowhow of building their community and bringing in the change that they desire to see happening in their communities* (Participant 2, Questionnaire, Lines 25-30).

Teachers participating in the FLY intervention seemingly had increased levels of insight and awareness of how they could assist the community to develop. Participating teachers revealed that through this CE-partnership they gained insight into assisting the community to alleviate poverty. Teachers also believed that this CE-partnership would increase students' levels of insight and awareness. Expressions that attest to this statement are encapsulated in the following PRA-directed group discussions:

So it means that ... eh ... this partnership to eh us as educators, it was an eye opener so that we are going to think of projects that were going to assist the community so that their poverty is going to be alleviated (Group 1, Participant 2, Lines 30-32).

But we believe that the partnership with the university, it will open eyes of those learners so that they understand before they complete matric ... [clears throat] ... they, they will be advised as to what they [are] supposed to do (Group 4, Participant 17, Lines 198-200).

ASL students seconded the point that students' levels of insight and awareness have increased. One ASL student positively affirmed that the FLY partnership was: *Developing youth (emotionally, socially, and scholastically) and enhance learners' insight and understanding of themselves* (Participant 6, Questionnaire, Lines 59-60). During a telephonic interview, an ASL student also highlighted that experiences of increased insight in FLY were not only limited to students. Participants gained crucial reflection skills, which are associated with being global

citizens as was articulated in, Chapter Two when I discussed the conceptual framework. The following verbatim quotation is an example of increased levels of insight and awareness among ASL students: *This experience helped me to develop insight into how to be a psychologist – learning how to step back and reflect often!* (Participant 17, Telephonic, Lines 478-479). The researcher concludes this section by pointing out the role of HE in providing insight to various community partners: *Then lastly, we as a team of researchers provide new insights and create knowledge that could be valuable for other academics, stakeholders, teachers and communities with regard to training, practice and future research opportunities* (Participant 6, Questionnaire, Lines 113-115).

5.2.1.2 Category 3.1.4: Enablement in a rural setting

Participants apparently understood the role of HE as that of facilitating rural development by using the PRA approach. HE facilitates development through research in collaboration with the community, as is evident in the following verbatim extract:

Then we ... eh ... also mentioned that the university; if the university collaborates with the ... eh ... eh ... schools. We have indicated that schools are an extension of the ... eh ... community, they are within the community and that ... eh ... eh ... learners and its governing body members that ... eh ... teachers are all members of the community. So if there is that collaboration then ... eh ... the-the-the university is able to influence, you know, the community in a positive way (Group 13, Participant 7, Lines 133-137).

ASL student reported that HE uses PRA to facilitate development in a rural community: *UP is providing support and is conducting research primarily on promoting resilience in schools in deep rural communities. The emphasis is on participatory action research and support* (Participant 17, Telephonic, Lines 164-166).

A researcher further explained her understanding of the methodology used in the FLY partnership: *FLY is theoretically underpinned by the asset-based approach and uses Participatory Reflection and Action (PRA) as methodology* (Participant 6, Questionnaire, Lines 57-58).

During a face-to-face interview another researcher confirmed that the community also play a key role in this collaborative effort: *I like that the community also gets to share and participate. They [participants] also get the information [research results]* (Participant 12, Face-to-face, Lines 127-128).

5.2.1.3 Category 3.1.3: Social justice approach

Comments made by participants give the impression that it is clear to FLY partners that this partnership is underpinned by a social justice framework. FLY partners seem to be advancing the social justice agenda in order to contribute positively to the community. The following verbatim extracts provide evidence of an increased awareness about the social justice approach that was adopted in the FLY partnership:

You know there is no university that is less than 300 km from where we are. Most universities are beyond which have been given the history that Mpumalanga does not have a university. So if the university is reaching out, you know, to the rural communities then the gap is breached and you know the transit is very easy. You know it will be easy that learners will go to university and then begin to obtaining information ... [pause] ... knowledge actually then will come and then-then [they can] contribute positively to their communities (Group 13, Participant 7, Lines 114-119).

In highlighting my observation about a social justice approach, a participant stated that: *What I like about it [FLY partnership], is that if you think about it, it takes on a social justice approach. So what I really liked is that when there were challenges that the teachers brought to Liesel or Ronél, they themselves came up with the solutions and that's something very nice. I think we learn a lot about community engagement but we always have this perspective that we are the ones who are coming to help them and to save them and what I liked about this project in particular, that was not the case, is that we were there. We were facilitators. We were mediators of the whole process (Participant 1, Face-to-face, Lines 30-36).*

Two ASL students who participated through online interviews indicated that they learned about social justice in FLY experiences.

So I was learning a lot during that work exposure about issues of social justice and the needs of learners at a rural school (Participant 11, Online, Lines 218-219).

I learnt about the importance of social justice, teamwork, and professionalism in all settings (Participant 13, Online, Line 247).

There is resounding support for the above-mentioned statements by a researcher, who said that: *Social justice is also served by this partnership (Participant 8, Online, Line 80).*

Teachers, ASL students and researchers share similar thoughts about the role of the university in promoting the recognition of local knowledge. Although HE is perceived as a facilitator of knowledge generation, the local community is not reduced into a laboratory experiment for research (or passive recipient of this knowledge). Academic researchers and

non-researchers participating in the FLY intervention are viewed as co-generators of knowledge. All partners have knowledge to contribute and are mutual beneficiaries of new knowledge that is generated in this study. This analysis is evident in the remarks of participants who contributed through PRA-directed discussions, online and face-to-face interviews:

This partnership has brought ... eh... knowledge, both parties obtained knowledge here, the partnership from the university, they were able to get knowledge from us also and also, and also we were able to obtain knowledge from them. Like, for example, here the knowledge that they got from us, they are going to use the knowledge when they are teaching the student teachers which are at the universities and they would also prepare them for the real-world. When they coming to school, when they are through with their education, they will be able to apply the knowledge that they got from the partnership. They are going to utilise it and are going to be able to produce learners who are competent (Group 1, Participant 2, Lines 8-16).

Provides opportunity for research and knowledge generation (Participant 7, Online, Line 95).

The amount of knowledge that participating students acquire during that time is of inestimable value (Participant 19, Online, Lines 511-512).

As a researcher, having the confidence of knowing you can go back to a particular place and knowing that you are not there to exploit them [participants] and that you are not there to just use them but rather to co-generate knowledge (Participant 12, Face-to-face, Lines 124-126).

So there is a world of knowledge in this partnership and that's not easy to come by (Participant 12, Face-to-face, Lines 144-145).

5.3 Literature control: Summary of findings of Theme Three

5.3.1 Introduction

As in the previous chapter, this section presents confirmations, silences, contradictions and contributions of new knowledge. This section specifically discusses the results related to Theme Three, namely the fact that: HE uses CE-partnership as research space to build knowledge.

5.3.2 Confirmation in data of existing knowledge

5.3.2.1 Global North literature

In line with the results of this study, Nair (2003) agrees that universities have resources to meet the local needs, thus serving regional and national interests. Literature confirms that schools are an integral part of democracy and they contribute to developing students, who have a sense of responsibility as global citizens (Rubio-Cortés, 2010; Larkin, 2015a). As my study confirms, Rubio-Cortés (2010) points out that CE-partnership facilitates identification and mobilisation of community resources for school development. Teachers, ASL students and researchers who participated in this study agreed that the resources are not mobilised for individual gain, but rather for school and community development. In an online survey conducted in the USA, McNall et al. (2009) found that shared resources create effective partnerships.

The results of the current study validates the findings of Driscoll (2009), who indicates that the exchange of knowledge and resources in a collaborative partnership are crucial for development. Furthermore, in correlation with the results of this study, Kilpatrick (2009) also reports about the value of local knowledge. In a study conducted in a rural community in Australia, Kilpatrick (2009) mentions that HE should draw from community's resources in terms of local knowledge and understanding. Participants regard the FLY partnership as a "world of knowledge" with "inestimable value". In relation to knowledge generation, all participants' contributions are equally valued.

The results of this study show similar findings as in existing literature, that Community-Based Participatory Research (CBPR) is a structured investigation with the involvement of the local community affected by the problem and for the purpose of education and bringing social change (Minkler, 2005; Power et al., 2005; Malm et al., 2013). Minkler (2005) indicates that CE-partnership is a systematic endeavour for developing local capacity in the community.

In support of the current study's results, researchers confirm that HE should promote social justice in development interventions (Power et al., 2005; Strier, 2011). Through a qualitative study with six faculty members Malm et al. (2013) confirmed that HE that is committed to transformation uses a social justice paradigm to facilitate development together with the community. Another survey study conducted among 77 students in the USA correlates with my study by indicating that CE has a range of educational benefits, including raising awareness about social justice issues (Falk, 2013). Likewise, the participants in the current study were aware of social justice issues that required attention during the engagement process. Participants' understanding that FLY is underpinned by PRA methodology for facilitating development is consistent with the findings in literature, as highlighted above.

5.2.3.2 Global South literature

In many countries HE collaborates with communities to enrich students' academic experience in the context of research (Albertyn, & Erasmus, 2014). Similar to existing literature in the global South, CE serves social justice, equity and transformation in South Africa (Albertyn, & Erasmus, 2014; Van Rensburg, 2014), as reported in the results of Theme Three. Van Rensburg (2014) highlights that CE is mandated by government to transform South Africa's HE and society, largely characterised by inequality and division. Participants in this study indicated that transformation is promoted through social justice paradigms for development purposes (Van Rensburg, 2014).

Furthermore, after conducting critical discourse analysis, Petersen (2007) states that social justice is a distinctive characteristic of CE in South Africa. These findings are consistent with the current study, because participants agreed that university-community partnership is not only a powerful instrument for the construction of shared meanings, but equally instrumental in addressing poverty issues in rural communities (Petersen, 2007).

In support of the current study, Ashcroft and Rayner (2011) revealed that HE facilitates insight generation and the transfer of new knowledge and practice in the community. In addition, participants in CE develop personal and interpersonal skills that equip them to facilitate development in the community (Simons, & Cleary 2005). In South Africa, HE promotes student's awareness of global citizenship by partnering with communities in new ways of teaching, learning and research and knowledge transmission (Kruss, 2012). Further support of this study is provided by Simons and Cleary (2005) and Hartman and Kiely (2004), who found that students engaged in CE have increased self-awareness of the notion of global citizenship and its opportunities. Therefore, participating students are better than non-participating students. Participants in this study showed increased levels of insight and awareness, enabling them to assist the rural community in alleviating poverty. The skills acquired by the participants are in line with the attributes of global citizenship, as discussed in the conceptual framework in Chapter Two.

5.3.3 Silences related to HE's use of CE-partnership as research space to build knowledge

In my review of literature, I noted silence in relation to bringing like-minded partners together at three levels, namely: macro, micro and meso levels. Literature reveals that resource mobilisation does not depend on current social ties only, nor it merely create them, but it also brings like-minded partners together (Jenson, & Saint-Martin 2003; Chipkin, & Ngqulunga, 2008; Andrews, 2011; Lozano et al., 2012). In the process of resource mobilisation, partners

become like-minded, because they are linked to a network. Similarly, partners may form network associations, because of being like-minded (Andrews, 2011; Lozano et al., 2012). In a study conducted in Spain, Lozano et al. (2012) highlight that the ties that are formed during this process are manifested at the institutional (macro), individual (micro) and intermediate (meso) levels of networks.

Theme Three's results, in section 5.2.1.1 show that participants are aware that the resources that are mobilised are benefitting the community as individuals and collectively. There is awareness about the levels of networks, but there is no reference to the fact that resource mobilisation may bring like-minded partners together, as much as it also create social bonds at three levels. The data in this study do not refer to the formation of networks at three levels (macro, micro and meso) in as much as it indicates that like-minded partners are linked with common objectives and goals.

5.3.4 Contradictions between data and existing knowledge

In reviewing existing literature, I found studies that contradict the current study in reporting on practice and methodological choices. Kilpatrick's (2009) study, which was conducted in rural communities, found that the participants were conservative and suspicious of change. This study reveals that rural communities are not always cohesive as it may appear to be at face value. In contrast to these findings, the participants in the current study appeared to accept the positive influence for change, as reported in section 5.2.1.2. The participants in this study appeared to be progressive and welcoming of social change.

In contradiction to this study, Ashcroft and Rayner (2011) emphasised the value of local research, in contrast to some international studies that do not have an appreciation of the Sub-Saharan contextual background. In contrast to Ashcroft and Rayner's (2011) study, participants in my study valued local knowledge without undermining the inputs of international research. This implies that participants viewed local and international studies to be complementary in many ways.

In conflict with the findings of Van Rensburg (2014), participants in this study used the term empowerment without referring to the notion that power is manipulated by a certain partner. Van Rensburg (2014, p. 43) reports that the use of the word "empowerment" refers to the "devolution of power" from one entity to another. This is a term often used in community development and in fact from the perspective of the participants does not have the connotation of meaning unequal relationship.

Another contradiction with the current study was found in the study conducted by Hartman and Kiely (2004) and Bruyere et al. (2013), who recommended mixed methods

(quantitative and qualitative methodology) to study participants' understanding of global citizenship and its opportunities. I found that the participants in this study emphasised the use of PRA, underpinned by qualitative research methodology, to understand participants' experiences. The emphasis on qualitative research methodology could relate to personal exposure and the fact that human experiences are better understood when expressed in (own) words.

5.3.5 Contributions to new knowledge

Existing literature highlights that the strength of partnership is based on mutual enablement and authentic dialogue, where the voices of both partners are acknowledged and valued (Pitso, 2014; Van Rensburg, 2014). The new insight that emerged, from the perspective of CE-partners with HE qualifications, relates to the emphasis on viewing HE as an agent that facilitates knowledge generation. These CE-partners indicated that both academic researchers and non-researchers should be valued as equal knowledge co-generator partners.

In addition, existing literature documents that a lack of resources limit individuals in participating in community initiatives (Cheong, 2006; Dhillon, 2009; Al-Zuaibir, 2011; Lindenfeld 2010; Key, 2013). Another insight could be that of highlighting the fact that community challenges are not confined to a lack of assets, but also includes ignorance about the invaluable local resources ("world of knowledge") that may be used to contribute new knowledge to the global platform.

5.4 Theme Four: HE-CE partnership promotes social connectedness

The fourth theme captures how teachers, ASL students and researchers feel about the connectedness that was established as a result of participating in the FLY intervention. Theme Four includes one subtheme (4.1): social connectedness through CE-partnership. In line with subtheme (4.1), five categories emerged during inductive thematic analysis. The categories that support this subtheme are discussed below in section 5.4.1. Figure 5.2 is a visual representation of Theme Four, which I identified during data analysis. This visual representation includes the supporting theme and categories. Table 5.3 presents an overview of the inclusion and exclusion criteria of relevant subthemes and categories.

Figure 5.3: Theme Four with subtheme and categories



Table 5.3: Summary of Theme Four with subtheme and categories

| THEME FOUR: HE-CE PARTNERSHIP PROMOTES SOCIAL CONNECTEDNESS | | |
|---|---|--|
| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 4.1: Social connectedness through CE-partnership | This subtheme refers to the process of promoting connectedness between teachers, students, members of the academic staff and parents. | |
| Category 4.1.1: Connectedness and support between ASL students and supervisors | This category includes data related to connectedness and support between ASL students and supervisors. | This category excludes references to connectedness and support that do not relate to ASL students and supervisors. |
| Category 4.1.2: Connectedness and support among ASL student peers | This category includes data related to connectedness and support among ASL student peers. | This category excludes references to connectedness and support that do not relate to ASL student peers. |
| Category 4.1.3: Connectedness and support between students and ASL students | This category includes data related to connectedness and support between students and ASL students. | This category excludes references to connectedness and support that do not refer to students and ASL students. |
| Category 4.1.4: Connectedness and support between the teachers and academic staff | This category includes data related to connectedness and support between teachers and academic staff. | This category excludes references to connectedness and support that do not refer to teachers and academic staff. |
| Category 4.1.5: Connectedness and support between parents and academic staff | This category includes data related to connectedness and support between parents and academic staff. | This category excludes references to connectedness and support that do not refer to parents and academic staff. |

5.4.1 Subtheme 4.1: Social connectedness through CE-partnership

Subtheme 4.1 focuses on connectedness between the HE-rural school partners that was created by the FLY intervention. I introduce this section with a comment made about the supportive structure and the bond that was created during FLY research. It is my view that the comment

made by an ASL student during a face-to-face interview sums up how the university promoted connectedness amongst the partners:

Can I be honest? One thing I also liked is that we were so busy here at UP. It was nice to get to know my fellow students. I really liked that part. And also to learn from them. Because we encountered several barriers when we went to, when we did the ASL practicum or project, we had to help each other out, so that was really nice, and we learned from each other. And I felt that because we each have our own individual cases here, we don't learn from each other and it's sometimes nice to see how you can do things differently or how you can encounter challenges differently. I thought that was very nice and also it created a kind of, I don't know, a bond between us because of that. So we were so busy here, sometimes you don't even get to know each other and we actually enjoyed that free time together. Yeah, it is hectic! (Participant 1, Face-to-face Lines 30-39).

During inductive thematic analysis, I identified five categories that support subtheme (4.1), namely: (4.1.1) connectedness and support between ASL students and supervisors, (4.1.2) connectedness and support among ASL student peers, (4.1.3) connectedness and support between students and ASL students (4.1.4) connectedness and support between the teachers and academic staff and (4.1.5) connectedness and support between parents and academic staff. Table 5.4 gives the overall inclusion and exclusion criteria for subtheme (4.1).

Table 5.4: Inclusion and exclusion criteria for subtheme 4.1: Social connectedness through CE-partnership

| Inclusion criteria | Exclusion criteria |
|---|--|
| This subtheme refers to the process of promoting connectedness between teachers, students, members of the academic staff and parents. | This subtheme excludes data that do not refer to the process of promoting connectedness between teachers, students, members of the academic staff and parents. |

5.4.1.1 Category 4.1.1: Connectedness and support between ASL students and supervisors

Participants reported that the FLY intervention established connectedness and support between ASL students and supervisors. It seems that novice researchers are receiving full support when conducting research under the FLY intervention. Although the overall impression is that this support is good, there is a downside when novice researchers are overly supported. Excessive support may hinder novice researchers from developing into independent researchers. According to the participants a benefit of the FLY intervention in relation to this category is that novice researchers' work with well-established supervisors in a structured programme.

The following verbatim quotation from a telephonic interview illustrates this point: *Great support and guidance from lecturer, Prof Liesel Ebersöhn* (Participant 4, Telephonic, Line 75). A statement by another ASL student further emphasised this point. However, this ASL student also critically reflected on this issue, in so doing warning about the downside: *My own perception is that students who collect data at Ngilandi with the full (and in most cases too much support) support of the supervisors, are not engaging more with their research. There is too much reliance on supervisors and their independence as researchers has not been tested compared to other students who do research in different settings. I think students will answer this question differently, but I have observed through engaging with students (as a supervisor in the FLY project) that they enjoy the advantage of finishing on time due to speedy ethical clearance and focused areas* (Participant 7, Online, Lines 150-157).

From the researcher's perspective: *The project gave the students a foundation and opportunity to become involved in the field and received an opportunity to do their research in a well-established project. The students were also supervised in this project in a structured way as the visits to the school were already booked and the students were invited to come along to the visits. These visits gave the students a structured timetable for their research as they were asked to have, for example, their interventions completed by a certain visit* (Participant 5, Questionnaire, Lines 45-51).

A final comment on this issue echoed a positive attitude about the connectedness and support between ASL students and supervisors: *This initiative also provides young researchers and scholars [with] the opportunity to work as part of a team under the guidance and supervision of well-established researchers* (Participant 6, Questionnaire, Lines 111-112).

The following visual data (photographs 5.1 to 5.4) represent connectedness between ASL students and supervisors and teachers and academic staff members. The arrow in photograph 5.1 points out Ms Lidalize Grobler, an ASL student, presenting the results of her study to Prof Liesel Ebersöhn (supervisor). She was doing this in preparation for member checking with the parents. Mrs Marli Edwards and I, to the left in photograph 5.1, observed the process. Photograph 5.2 shows Dr Funke Omidire supervising ASL students at the partner rural school.

Photograph 5.3 and 5.4 provide evidence that Mrs Marli Edwards and I were supervised by Prof Liesel Ebersöhn and Dr Maximus Monaheng Sefotho while at the rural school.

Photographs as illustration of connectedness between ASL students
(PhD students) and supervisors



Photograph 5.1: Ms Lidalize Grobler preparing for member checking ASL student, 9 September 2013



Photograph 5.2: ASL students' supervision at rural school
Right: Dr Funke Omidire, 5 September 2014

Photographs as illustration of PhD students supervision at a rural school



Photograph 5.3: PhD students' supervision at the rural school
Centre: Prof Liesel Ebersöhn, 10 September 2013



Photograph 5.4: PhD students' supervision at a rural school
Right: Dr Maximus Monaheng Sefotho, 2 May 2014

5.4.1.2 Category 4.1.2: Connectedness and support among ASL student peers

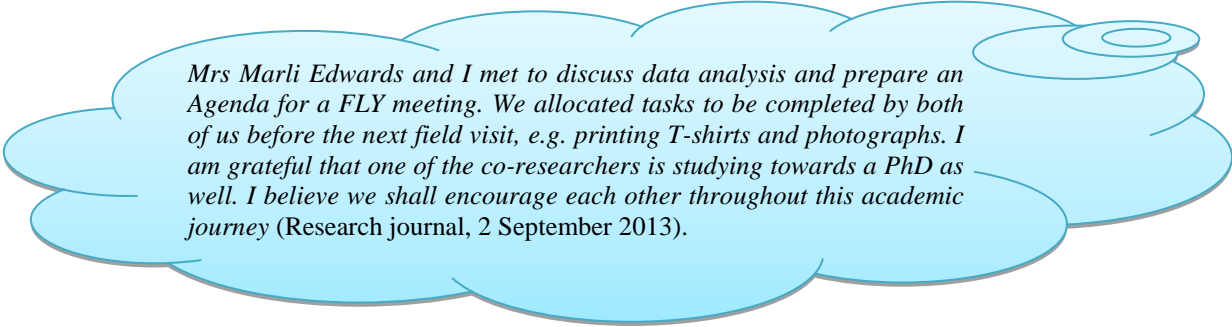
Participants' reports reveal that there is a value that is placed on connectedness and support among ASL student peers. Comments by participants further reveal that the relationships experienced in FLY were great platforms for establishing bonds, whilst learning from peers. During telephonic interviews, ASL students indicated that FLY provided a platform for: *Creating and developing trusting and supportive relationships with fellow students* (Participant 4, Telephonic, Lines 75-76). This is supported by the following statements extracted from qualitative survey data and PRA-directed group discussions:

It creates a strong bond between the MEd group as we reflect on achievements of the day and learn from each other (Participant 9, Online, Lines 119-120).

I gained from the peer supervision experience. This was challenging because we were working with our own groups of learners while at the same time trying to support our peers in another group (Participant 17, Telephonic, Lines 480-482).

Opportunity to learn from fellow students was created. The group provided support and encouragement on this uncertain endeavour/journey (Participant 8, Questionnaire, Lines 84-85)

We, like ASL students, Mrs Marli Edwards and I, together with other FLY co-researchers, had a great supportive relationship throughout our studies. I could identify with the ASL students who shared their experiences of enjoying FLY's supportive spaces, as is evident in the following verbatim extract from my research journal:



Mrs Marli Edwards and I met to discuss data analysis and prepare an Agenda for a FLY meeting. We allocated tasks to be completed by both of us before the next field visit, e.g. printing T-shirts and photographs. I am grateful that one of the co-researchers is studying towards a PhD as well. I believe we shall encourage each other throughout this academic journey (Research journal, 2 September 2013).

5.4.1.3 Category 4.1.3: Connectedness and support between students and ASL students

The information shared by the participants shows that the experiences of connectedness and support were not only limited to the university group. Positive expressions of connectedness and support were also extended between students and ASL students. A participant describes experiences in the FLY intervention as: *Innovative support provided to students and staff* (Participant 5, Online, Line 79). Participants feel that the support given to students could have a positive influence as students would support their peers in return. The quote below underlines this point: *They are a crucial cog in the wheel for these learners and they could provide support to these learners in our absence* (Participant 17, Telephonic, Lines 124-125).

Similarly, a researcher reported that both students and ASL students benefitted from the FLY partnership. The relationship is as much about co-learning as it is about providing service and support to a high-risk rural school. The notion expressed in this category was supported by the researcher who stated that: *As past conceptions are clarified and sometimes the students have an a ha! moment... [and] they say: "Wow! I actually learnt something". It's not just about providing service learning, it's so much more! ... about the community, you know... of people... about myself. Sometimes I think ... that they [students and ASL students] have hugely benefitted in the discovery... for the students, on the one side, and the learners on the other side* (Participant 12, Face-to-face, Lines 157-162).

5.4.1.4 Category 4.1.4: Connectedness and support between the teachers and academic staff

Teachers and researchers who participated in this study seem to value the connectedness and support facilitated through this partnership. Teachers expressed their understanding of the support provided through the FLY partnership ultimately to be aimed at assisting students in their studies. Some of their self-explanations are authenticated by the following extracts mentioned below. During a PRA-directed group discussion a teacher stated that: *Number three: full support for the project. It means ... er... on the side of the university they should support us fully with whatever* (Group 4, Participant 15, Lines 8-10). Teachers who were in another group also commented about the value of support aimed at advancing students' academic development. For instance, a participant reported that: *We are also indicating that it helps educators on how to assist learners during their studies. So that is what we have indicated for now in terms of information we know about the existing partnership between the university and the rural schools in the Gert Sibande District. We did not ... uh ... put in a symbol [pause] but ... uhm ... holding hands together like this [show] it's a commitment, that we would want to present that together with the University of Pretoria we can build the nation* (Group 2, Participant 7, Lines 46-50).

Researcher quoted from previous studies conducted with the partner rural school to confirm the views expressed by the participants: *"They [Researchers] have assisted with different strategies to meet the students' needs and they have empowered us with knowledge and skills"* (P1, 3, 199-200 [Teacher]) (Participant 3, Questionnaire, Lines 54-55). The important issue to note here is that researchers also feel connected and supported by their colleagues through this partnership. This is clearly stated in the following verbatim quotation: *I think more departments should invest in collaborative research projects like this one. I found a lot of comfort in working in a team of researchers – bouncing ideas and supporting each other and learning from each other. My identity as researcher would not have developed the way it did without the community of practice I was part of* (Participant 10, Questionnaire, Lines 109-112).

In support, photographs 5.5 and 5.6 show teachers interacting with academic staff members. They also sang songs and danced together with students.

Photographs as illustration of connectedness between teachers and academic staff members



Photograph 5.5: *Interaction at the rural school*
Teachers and academic staff members,
5 September 2014



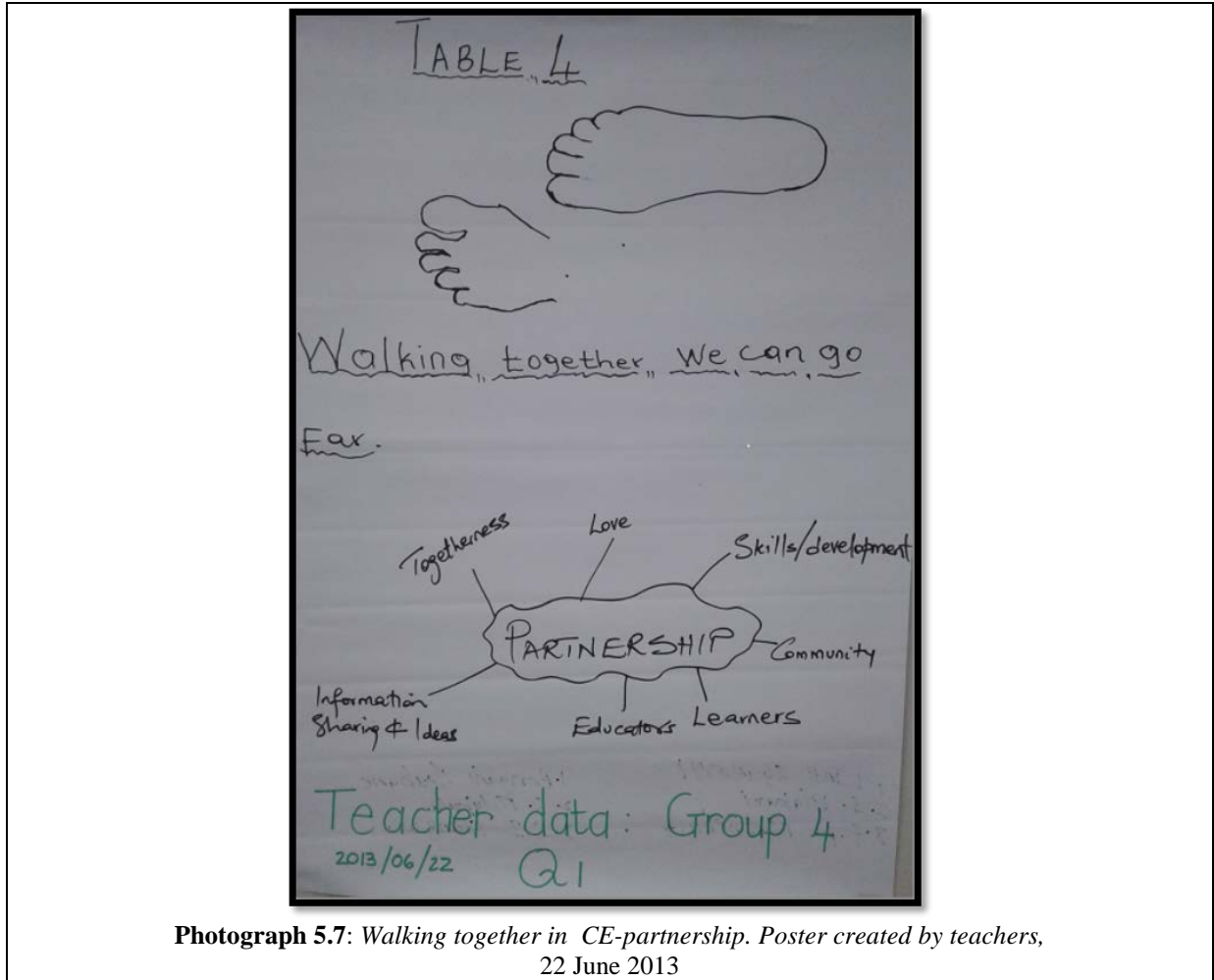
Photograph 5.6: *Dancing at the rural school*
Teachers and academic staff members,
5 September 2014

The following extract, in support of these contributions, is from my field notes, captured during a teachers' PRA-directed group session.

The participants used symbols of hands, feet and the whole body to illustrate the collaboration between the University of Pretoria (UP) and rural schools in Mpumalanga province. Group 4 seemed to comfortable and one member took off her shoe to draw her foot. The other group members were around her to guide and support her. During the discussions I heard a teacher repeating the word "collaboration" several times (Field notes, 22 June 2013).

Teachers used the metaphor of feet "walking together" to emphasise that the partners "can go far" given the support and connectedness in the partnership. Photograph 5.7 is a visual representation of this metaphor.

Photograph that displays a picture drawn by the teachers



Photograph 5.7: Walking together in CE-partnership. Poster created by teachers, 22 June 2013

5.4.1.5 Category 4.1.5: Connectedness and support between parents and academic staff

Teachers used the metaphor of watering a plant to highlight the importance of support between parents and academic staff members. The safe and supportive space created in this partnership enables the partners to grow. This point appears to be clearly articulated by the participants in their own words:

A seed needs to be watered each and every day so that the seed can [pause] grow. As partners we need support so that we can grow (Group 1, Participant 3, Lines 43-45).

So altogether, for someone who is doing research, there's a community where you have community members, staff members (teachers) and parents and learners and you are the researcher going into that space... it is enriching, it is safe, secure and collaborative (Participant 12, Face-to-face, Lines 133-136).

5.5 Literature control: Summary of findings of Theme Four

5.5.1 Introduction

In the previous section of this chapter, I discussed the results with regard to HE-CE partnership, which promote social connectedness. In this section I present literature control in terms of confirmations, silences, contradictions and contributions.

5.5.2 Confirmation in data of existing knowledge

The results of this study correlate with existing literature on CE creating connectedness to like-minded partners (Andrews, 2011). The overall feelings of connectedness were expressed by all partners as they engaged in what Boyer (1990) described as scholarship of application. As in the current study, in scholarship of application, community partners use knowledge to solve consequential social problems (Boyer, 1990). In further support of this study, Boyer (1990) notes that scholarship of integration creates connections across disciplines.

In line with my study, Webber and Jones (2011) noted in a case study (survey) conducted among 233 university staff members that participation in CE provides networks and research opportunities. Confirming this, Abdi (2015) reports that research in HE-CE context could have some theoretically discernible and eventually pragmatically applicable connections with the social well-being of community. He adds that CE could be good for the contextual enhancement of community's lived realities and expectations of the future.

Studies confirm that the faculty should support the sense of deep calling of academia (Mariage, & Garmon, 2003; Webber, & Jones, 2011; Michalec, & Brower, 2013). As in the current study, the working environment in the context of CE should be open to staff members and students to discuss issues (Michalec, & Brower, 2013). Mariage and Garmon (2003) state that collaboration builds the capacity of faculty and staff members, referring to both rural school-teachers and academics in the current study. It is important for staff to be engaged in a meaningful way in CE-partnership (Thornton, & Zuiches 2009). In addition, this moves global citizens to develop critical skills, and students and staff connect as they engage in democratic processes with the community (Morton, & Enos, n.d), as reflected in this study.

In line with the results of the current study, Griggs and Stewart (1996), and Weiner (2003) found that transformative CE links school, home, work and family. Cairney (2000), who conducted a study in Australia, validates the results of this study by indicating that dialogue between parents and teachers leads to authentic collaboration and partnership. Teachers should develop their schools by establishing relationships among all community partners (Cairney, 2000). Teachers who participated in the current study reported feelings of

connectedness and support, which they in turn used to support their students and parents. The positive perceptions of participants about connectedness and support that strengthen ties, correlate with the findings by Rubio-Cortés (2010), who found that parents are critical partners in strengthening a school.

5.5.3 Silences related to HE-CE partnership promoting social connectedness

Yankelovich and Furth (2006) explicitly suggest that the citizens, who felt connected to the community wanted to engage and be involved in socio-political activities. I found that researchers link a community's understanding of and participation in politics to economic activities (Yankelovich, & Furth, 2006; Bringle 2011; Abdi, 2015). With this issue, Minkler (2005) warns that researchers should strive to be relevant to the community and without political influence. I did not find any references to political participation in the results of the current study. However, the participants are aware of the importance of addressing the social injustices that are linked to historical colonisation and the apartheid system in South Africa. In addition, this study is also silent about the findings of Weiner (2003), who states that parents and students should be involved in the administration and dissemination of school policy. I did not find data in the results of this study that refer to the administration and dissemination of school policy.

5.5.4 Contradictions between data and existing knowledge

To the contrary, Weerts and Hudson (2009) argue that the administrative staff members have the power to influence the allocation of resources in CE. Researchers report that more administrative staff members should be involved in CE-partnerships (Holland, 2009; Thornton, & Zuiches 2009; Weerts, & Hudson, 2009). Moreover, Thornton and Zuiches (2009) indicate that an atmosphere should be created in which staff members, regardless of their positions, including students, can work in CE. Participants in this study did not report on the need to involve more administrative staff members in CE. However, this silence does not imply that administrative staff members are not involved in CE intervention. The silence on this issue could relate to the fact that administrative staff members are more involved on the background rather than in the field.

Another discrepancy I encountered between the results of this study and existing literature relates to connectedness. Griggs and Stewart (1996) found that no interconnectedness relates to feelings of powerlessness and lack of influence. In this study, I reported that participants felt connected at different levels. I reported in detail in section 5.4.1.1 to 5.4.1.5 on connectedness between various community partners. The results of the current study shed light

on the innovative intervention and support structure presented in CE-partnership. Brown et al. (2003) report that interdisciplinary community-faculty-learner engagement enables rich diversity in experience. In this regard, I argue that innovative intervention and support structures in CE present a platform to establish bonds across socio-economic, cultural, racial and academic backgrounds (Creighton et al., 2010).

5.6 Conclusion

In Chapter Five I presented the results of Theme Three and Theme Four, with subthemes and categories representing the views of three CE-partners with HE qualifications. The following section provides a summary of how findings in this study confirm what is known regarding HE using research space to build knowledge and promote social connectedness, where data were silent, and where findings in this study differ from current knowledge on global citizenship.

Based on Theme Three and Theme Four, similar to other studies, I found that:

- ➡ Universities have resources to meet the local needs, thus serving regional and national interest.
- ➡ They are an integral part of democracy and they contribute to developing students, who have a sense of responsibility as global citizens.
- ➡ HE should draw from a community's resources in terms of local knowledge and understanding.
- ➡ CE is mandated by government to transform South African HE and society, largely characterised by inequality and division.
- ➡ CE has a range of educational benefits including raising awareness about social justice issues.
- ➡ Therefore, participating students are better off than non-participating students. Participants in this study showed increased levels of insight and awareness enabling them to assist the rural community in alleviating poverty.
- ➡ Overall feelings of connectedness were expressed by all partners as they participated in HE-CE intervention.
- ➡ Participation in CE provides networks and research opportunities.
- ➡ The working environment in the context of CE should be open to staff members and students to discuss issues.
- ➡ Transformative CE links school, home, work and family.

I found that silences existed in the data with regard to:

- ➔ Researchers link a community's understanding and participation in politics to economic activities
- ➔ I did not find data in the results of this study that refer to administration and dissemination of school policy by parents and students.
- ➔ The data in this study do not refer to the formation of networks at three levels (macro, micro and meso); in as much as it indicates that like-minded partners are linked by common objectives and goals.

Contradictory to existing knowledge, I found that:

- ➔ Kilpatrick's (2009) study, which was conducted in rural communities found that the participants were conservative and suspicious of change. The participants in the current study appeared to be progressive and welcoming of social change.
- ➔ Participants viewed local and international studies to be complimentary in many ways.
- ➔ I found that the participants in this study emphasised the use of PRA underpinned by qualitative research methodology to understand participants' experiences.
- ➔ Participants in this study did not report on the need to involve more administrative staff members in CE.
- ➔ In this study, I reported that participants felt connected at different levels (refer to sections 5.4.1.1 to 5.4.1.5).
- ➔ The results of the current study shed light on the innovative intervention and support structure presented by CE-partnership.

In the next chapter, I discuss four subthemes that are similar to the data collected in association with the teachers, students, ASL students and researchers.



Chapter Six

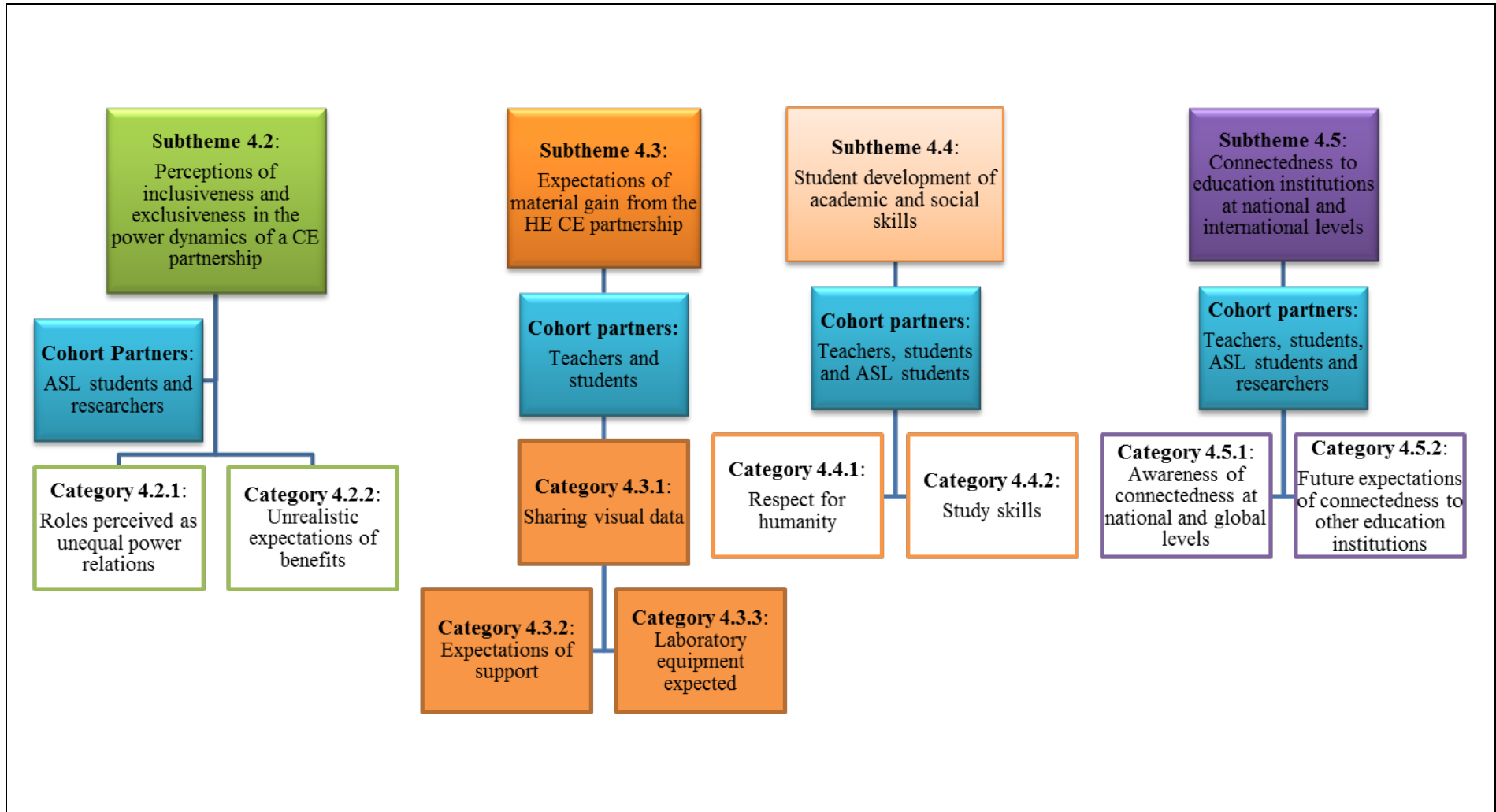
Clustered groupings of subthemes on power dynamics and global connectedness

6.1 Introduction

In the previous chapter I discussed Theme Three and Theme Four focusing on similarities between three cases. The aim of this chapter is to present the results of four subthemes, which are similar in all cases, except in the case of the parents of the students. In this chapter I numbered subthemes from 4.2, because Subtheme 4.1 is discussed in the preceding chapter. Subtheme 4.2 presents the perceptions of inclusiveness and exclusiveness in the power dynamics of the university's internal CE-partners (ASL students and researchers). In Subtheme 4.3, I discuss expectations of material gain from the perspective of the school's internal CE-partners (teachers and students). In addition, I present Subtheme 4.4, relating to student developing academic and social skills as viewed by teachers, students and ASL students (Educational Psychology relationship). Finally, in Subtheme 4.5, I discuss connectedness to education institutions at national and international levels from the perspective of all the CE-partners except parents. This section includes categories with inclusion and exclusion criteria that support the subthemes. As I account for the experiences of FLY partners, I made use of verbatim extracts from PRA-directed group discussions, interviews and my research journal to enrich and authenticate the results.

In addition, this chapter partly answered the following secondary research questions: How the experiences of partners compare regarding (a) their understanding of HE-CE partnership, (b) benefits of HE-CE partnership, (c), expectations for development and (d) to what extent global citizenship is evident in the comparative case study data on HE-CE. I present literature control in terms of the subthemes presented in this chapter. I expand on confirmation of the existing knowledge base, contradictory results as well as silences that are evident in the current study and existing literature. I conclude by presenting contributions to new knowledge. Figure 6.1 below presents an overview of Four Subthemes with categories that are similar relating to the teachers, students, ASL students and researchers.

Figure 6.1: Summary of Four Subthemes with categories that are similar in four cases



In this section I present Subtheme (4.2) relating to perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership. I identified the following categories that support this subtheme: (4.2.1) roles perceived as unequal power relations and (4.2.2) unrealistic expectations of benefits. Figure 6.2 below is a diagrammatic representation of Subtheme (4.2) with categories. In Table 6.1 I give an overview of Subtheme (4.2) with categories as well as inclusion and exclusion criteria.

Figure 6.2: Subtheme 4.2 with categories

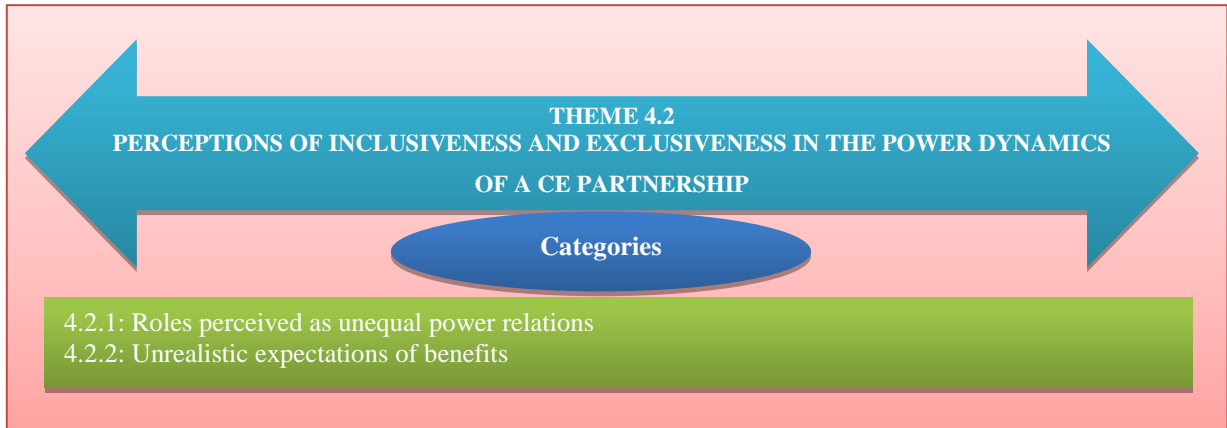


Table 6.1: Summary of Subtheme 4.2 with categories

| Subtheme 4.2: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership | | |
|---|---|---|
| Subtheme and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 4.2: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership | This subtheme includes data related to participants' perceptions of power dynamics as a factor that hampers CE-partnership. | |
| Category 4.2.1: Roles perceived as unequal power relations | This category includes data related to participants' perceptions of unequal power relations as a factor that hampers the partnership. | This category excludes data that do not relate to unequal power relations as a factor that hampers the partnership. |
| Category 4.2.2: Unrealistic expectations of benefits | This category includes data related to unrealistic expectations of benefits as a factor that hampers CE-partnership. | This category excludes data that do not relate to unrealistic expectations of benefits as a factor that hampers CE-partnership. |

6.2 Subtheme 4.2: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership

Subtheme 4.2 comprises two categories, namely (4.2.1) roles perceived as unequal power relations and (4.2.2) unrealistic expectations of benefits. Teachers, students, ASL students and researchers have interesting experiences and understanding of the power dynamics of CE-partnership. The views and expressions that emerged during data analysis relate to a FLY

intervention in a rural school in Mpumalanga province. Table 6.2 sums up the inclusion and exclusion criteria for Subtheme (4.2).

Table 6.2: Inclusion and exclusion criteria for subtheme 4.2: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership

| Inclusion criteria | Exclusion criteria |
|---|--|
| This subtheme includes data related to participants' perceptions of power dynamics as a factor that hampers CE-partnership. | This subtheme excludes data that do not relate to participants' perceptions of power dynamics as a factor that hampers CE-partnership. |

6.2.1 Category 4.2.1: Roles perceived as unequal power relations

Participants were aware that perceptions and the understanding of roles may create unequal power relations amongst the partners. Participants reported that feelings of unequal power relations in CE may be caused by miscommunication or misunderstanding of roles. An ASL student mentioned the following after reflection on FLY-related retrospective experiences:

I remember our discussions on being mindful that when we enter a community, we are coming from a privileged position and that there are likely to be unequal power relations that we would need to manage. It was a fantastic learning experience (Participant 17, Telephonic, Lines 462-465).

A researcher warned that it is crucial to consider the dynamics of power and politics when engaging with marginalised communities: *I think it is also important to keep in mind the potential challenges of power and politics and enable communities to develop their own internal capacities* (Participant 6, Questionnaire, Lines 51-52). Another researcher highlighted the issue of proper communication in order to manage power relations in CE: *Roles not properly communicated or understood by all* (Participant 8, Questionnaire, Line 58).

6.2.2 Category 4.2.2: Unrealistic expectations of benefits

Participants acknowledged that feelings of being excluded from HE-CE partnership may relate to a range of issues arising from to expectations of benefits. Some partners may expect too much from CE, with this leading to unfulfilled expectations. Participants remarked that expectations should be in line with the objectives of a CE-partnership and monitored. Unrealistic expectations may hinder CE-partnership, consequently the development of the community. Evidence in support of these statements is shown in the following verbatim quotations:

Commitment is ... er ... actually because ... er ... I will couple this with high expectations because at a particular point they link together. So I think er ... from ... what we have tabled I

think is that ... er ... we have expectations because we want to benefit from the partnership. Now as we have ... er ... [he paused] as we have these expectations. (Group 3, Participant 12, Lines 153-157).

A researcher elaborated: *In addition, expectations should be monitored in open and transparent conversations throughout the partnership. Open communication about goals, expectations and needs is an integral part of successful higher education–community engagement initiatives, and could result in a lower attrition of participant numbers or have a positive effect on the implementation of partnerships* (Participant 6, Questionnaire, Lines 73-77).

During a face-to-face interview a researcher warned that partners should: *... know that what they expect might not come true* (Participant 12, Face-to-face, Lines 106-107). Usually the community partners are incorrectly viewed as the only partners, who have unrealistic expectations of CE-partnership. For instance, a teacher cautioned about: *... the community is expecting to earn as soon as the project starts* (Group 1, Participant 1, Line 80). This expectation may not be in line with the aims of a CE-partnership. Data that emerged during inductive thematic analysis show that other partners may also have different expectations of benefits: A researcher further elaborated that: *If we start from the academic service learning, then I think one limitation can be the expectations of the students. The students sometime... emmm ... It's possible to actually feel that you [students] are going to this partnership to achieve one thing. You have to ... emmmm ... If you are not careful ... If you are not open-minded, you lose sight of the benefits you can derive from this partnership* (Participant 12, Face-to-face, Lines 74-78).

6.3 Subtheme 4.3: Expectations of material gain from the HE-CE partnership

I commence with the Subtheme Expectations of material gain from the HE-CE partnership by mentioning three categories that emerged from the data: (4.3.1) Sharing visual data, (4.3.2) expectations of supports and (4.3.3) laboratory equipment expected. Figure 6.3 is a graphic representation of Subtheme (4.3), with categories. Inclusion and exclusion criteria for Subtheme (4.3) are summarised in Table 6.3.

Figure 6.3: Subtheme 4.3 with categories

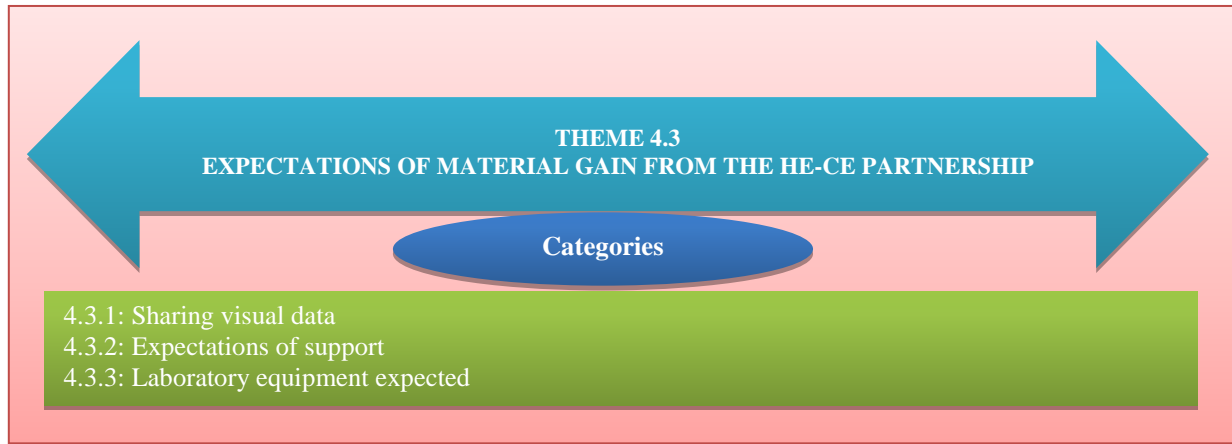


Table 6.3: Summary of Subtheme 4.3 with categories

| THEME 4.3 EXPECTATIONS OF MATERIAL GAIN FROM THE HE-CE PARTNERSHIP | | |
|---|--|---|
| Subtheme and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 4.3: Teachers' expectations of material gain from HE-CE partnership | This subtheme includes teachers' expectation of material gain from HE-CE-partnership. | |
| Category 4.3.1: Sharing visual data | This category includes data related to students' expectations of material gain in CE-partnership. | This category excludes data that do not relate to students' expectations of material gain in CE-partnership. |
| Category 4.3.2: Expectations of support | This category includes data related to the teachers at a high-risk school having expectations of support through counselling centre infrastructure. | This category excludes data that do not relate to the teachers at a high-risk school having expectations of support through counselling centre infrastructure. |
| Category 4.3.3: Laboratory equipment expected | This category includes data related to teachers' expectations of the provision of laboratory equipment and library materials for the high-risk school. | This category excludes data that do not relate to teachers' expectations of the provision of laboratory equipment and library materials for the high-risk school. |

Inclusion and exclusion criteria for Subtheme (4.3) are reflected in Table 6.4. This Subtheme relates to teachers and students' expectations of material gain from the HE-CE partnership.

Table 6.4: Inclusion and exclusion criteria for Subtheme 4.3: Expectations of material gain from the HE-CE partnership

| Inclusion criteria | Exclusion criteria |
|--|---|
| This subtheme includes teachers' expectations of material gain from HE-CE partnership. | This subtheme excludes data that do not relate to teachers' expectations of material gain from HE-CE partnership. |

6.3.1 Category 4.3.1: Sharing visual data

I commence this section by quoting the Principal Investigator as she was clarifying the issue of taking photographs of the participants: *Also, you must show, there's a place on the form and Seago will go around and check if you do not want us to take photographs of you, you must tell Seago so that we know that we must not take a photograph of your face, alright?* (Principal Investigator, Lines 45-46).

Participants gave their consent for photographs to be taken and video recordings to be made. After a thorough explanation, participants gave permission for their photographs to be used in FLY reports and publications. It emerged during PRA-directed group discussion that students expected to receive prints of the photographs and copies of the videos that were recorded in the previous sessions:

They must tell, bring back their photos and videos that they take, took, when they were with them (Group 5, Participant 30, Lines 175-176).

6.3.2 Category 4.3.2: Expectations of support

Teachers expect the university to assist the school with building a Counselling Centre. Teachers reported that the Counselling Centre would help them attend to students' problems in a professional and confidential setting. These views are clearly articulated in the verbatim quotations below:

You must build counselling centre (Group 2, Participant 5, Lines 28-29). Another teacher explained that: *We saw that as educators there are a lot of things that that our learners are facing. Sometimes you find that some of the learners, they want to open up, but they do not know how to open up and to whom they are supposed to open up. So we have decided that we should also have a counselling centre, but it was through them opening our eyes. So we had also a counselling centre in our school, where we had one of our members eh ... who was ... eh ... taking charge of the counselling centre. This is where most of the learners, they came to HE-Centre where the educator were able to counsel them and also through the partnership the ... our school was able to ... eh ... have [a] ... eh ... library* (Group 1, Participant 2, Lines 58-65).

6.3.3 Category 4.3.3: Laboratory equipment expected

Participants openly expressed their expectations of laboratory equipment and library materials as benefits to accrue from the FLY partnership. The partner rural school has a library facility, but teachers are of the view that the space is limited and that it has insufficient books.

Participants spoke about the challenge of: ... *the availability of space, no infrastructure. Sometimes you might find that the university wants to give you books for a library or apparatus for the laboratory. Only to find that you need to build a laboratory or a library and you do not have a space; that becomes a barrier, because you would not be able, you cannot put books on the floor* (Group 4, Participant 15, Lines 111-115). The participant further described this complexity in the following words: *You might find that the university wants to give you books and you do not have a library. They want to give apparatus and you do not have a laboratory; something like that* (Group 4, Participant 15, Lines 120-122).

Another participant alluded to the issue of insufficient books and lack of equipment: *We know that there are some hiccups in our schools. There are no resources, so teaching is very difficult. Even the libraries that were mentioned, they are not; there are insufficient books. There is no equipment for science. So to carry out some experiments, it becomes very difficult* (Group 4, Participant 17, Lines 163-166). This section concludes with the comment of a teacher who emphasised the expectations of benefits as follows: *I have mentioned about the chemistry, laboratory, library, all those things, those things that I have mentioned before* (Group 2, Participant 4, Lines 246-248).

6.4 Subtheme 4.4: Student development of academic and social skills

During inductive thematic analysis, data emerged related to students' developing academic and social skills (Subtheme 4.4). The following categories substantiate this subtheme: (4.4.1) respect for humanity and (4.4.2) study skills. Figure 6.4 is a graphic illustration of Subtheme (4.4) with categories. Table 6.5 is a summary of inclusion and exclusion criteria identified in Subtheme (4.4).

Figure 6.4: Subtheme 4.4 with categories



Table 6.5: Summary of Subtheme 4.4 with categories

| SUBTHEME 4.4: STUDENT DEVELOPMENT OF ACADEMIC AND SOCIAL SKILLS | | |
|--|---|---|
| Subtheme and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 4.4: Student development of academic and social skills | This subtheme includes data related to students' developing academic and social skills. | |
| Category 4.4.1: Study skills | This category includes data related to students' learning study skills. | This category excludes data that do not relate to students' learning study skills. |
| Category 4.4.2: Respect for humanity | This category includes data related to students' learning to respect others. | This category excludes data that do not relate to students' learning to respect others. |

Subtheme 4.4 reports the results of students' development with specific reference to their academic and social skills. Table 6.6 presents the inclusion and exclusion criteria I used in Subtheme (4.4).

Table 6.6: Inclusion and exclusion criteria for subtheme 4.4: Student development of academic and social skills

| Inclusion criteria | Exclusion criteria |
|---|--|
| This subtheme includes data related to students' developing academic and social skills. | This subtheme excludes data that do not relate to students' developing academic and social skills. |

6.4.1 Category 4.4.1: Respect for humanity

It seems students and ASL students reported mutual feelings of learning from and respect for others. Clearly the FLY intervention had a positive impact on the social development of students. One student proudly remarked: *They gave me information and knowledge about life. Examples: How to interact with other people. How to adapt to other environments* (Group 4, Participant 19, Lines 53-55). An ASL student articulated learning to respect clients: *So the FLY experience taught me how to be flexible and respectful regarding my basic interactions, psychological interventions, communication, and relationship-building. These skills I use on a daily basis when I work in the community, but also in the corporate environment* (Participant 4, Telephonic, Lines 92-95).

Another ASL student supports this global citizens' value of respect for others, as is evident in the following verbatim quotation: *The strengths are probably the knowledge-sharing and building between the partners. The school visits we did were, in my opinion, not just about us imparting advice and expecting the learners to take it, but also about us learning about how*

we can provide services to the majority of South Africans. Learning to slow down and pay attention and show respect for our clients (Participant 17, Telephonic, Lines 219-223).

An ASL student sums up the discussion of respect for humanity by stating that:

So it basically comes down to mutual respect, mutual learning and mutual improvement (Participant 11, Online, Lines 135-136).

6.4.2 Category 4.4.2: Study skills

In answering the question of what can be done differently in future, participants suggested ideas related to improving students' study skills. Students explicitly urged the university to visit annually and present different methods to acquire study skills. Similarly, ASL students reflected on the same ideas and suggested partnering with locally based professionals who may offer remedial assistance to the rural school. These thought patterns are demonstrated by the following verbatim extracts:

The fourth question is answer is to introduce different skills to the learners. The last one is to encourage learners to study until tertiary level (Group 1, Participant 1, Lines 113-114). *They came every year to teach how can we study* (Group 3, Participant 9, Line 212).

There's no such thing as sort of remedial assistance in that setting. You know, maybe tutors who can devote maybe do sort of block study sessions, maybe linking them to professionals or companies maybe that can even help with just the on-site infrastructure (Participant 14, Face-to-face, Lines 96-99).

Some way of enabling learners to connect to jobs/study rather than only supplying them with info thereon (Participant 8, Online, Lines 60-61). *Learner participation in the learning activities. Willingness of the teachers and all school staff to get involved* (Participant 15, Face-to-face, Lines 192-193).

6.5 Subtheme 4.5: Connectedness to education institutions at national and international levels

I introduce Subtheme (4.5) with the extract which I believe captures participants' contributions about connectedness to other education institutions. In this Subtheme I include two categories, namely (4.5.1) awareness of connectedness at national and global levels and (4.5.2) future expectations of connectedness to other education institutions. A researcher reports that:

The leadership and interpersonal skills of Prof Liesel Ebersöhn have ensured that relationships with schools and international partners remain positive and productive. Having

the opportunity to see teachers at work in South African schools that share some characteristics with Australian remote schools, and to research shared educational issues and potential solutions has been professionally and personally rewarding. The FLY partnership has also extended into other professional activity, such as a Visiting Fellowship, and further visits to schools and campuses in both Australia and South Africa, which has contributed to a broader understanding of international issues not only for me, but for other colleagues at ECU [Edith Cowan University] (Participant 4, Questionnaire, Lines 78-86).

Figure 6.5 provides a summary of Subtheme 4.5 with categories. Table 6.7 presents a summary of inclusion and exclusion criteria for Subtheme (4.5).

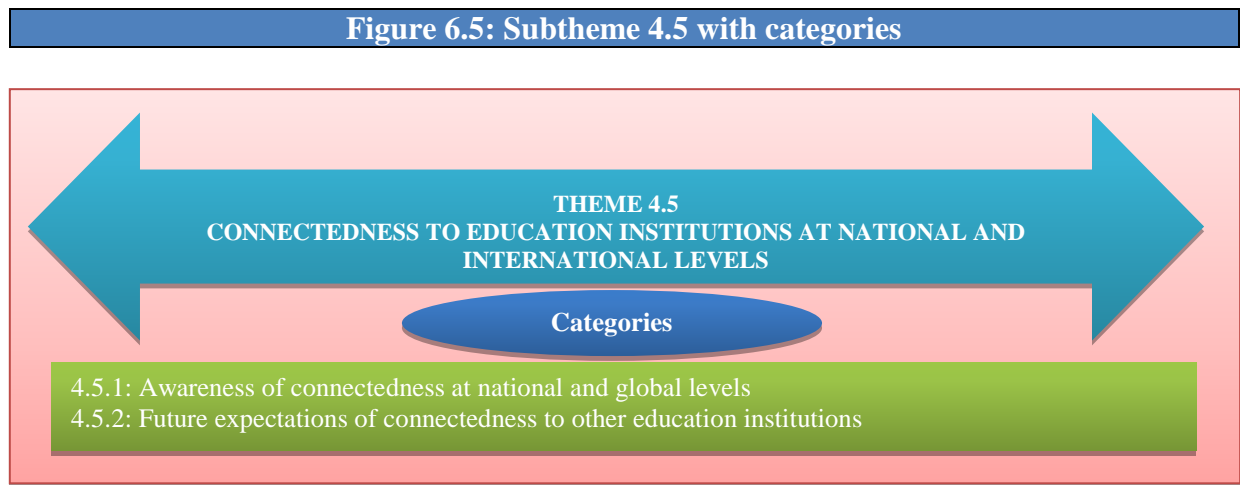


Table 6.7: Summary of Subtheme 4.5 with categories

| SUBTHEME 4.5: CONNECTEDNESS TO EDUCATION INSTITUTIONS ACROSS NATIONAL BOUNDARIES | | |
|---|--|--|
| Subtheme and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 4.5: Connectedness to education institutions across national boundaries | This subtheme focuses on connectedness to other education institutions across national boundaries. | |
| Category 4.5.1: Awareness of connectedness at national and global level | This category includes data related to increased levels of awareness of connectedness at national and global levels. | This category excludes references to increased levels of awareness of connectedness at national and global levels. |
| Category 4.5.2: Future expectations of connectedness to other education institutions | This category includes data related to participants' future expectations of connectedness to other education institutions. | This category excludes data that do not refer to future expectations of connectedness to other education institutions. |

There are two categories that support Subtheme (4.5). Participants' reports of FLY experiences reflect appreciation and awareness of connectedness both at national and global levels. Table 6.8 presents an overview of the inclusion and exclusion criteria for Subtheme (4.5).

Table 6.8: Inclusion and exclusion criteria for Subtheme 4.5

| Inclusion criteria | Exclusion criteria |
|--|--|
| This subtheme focuses on connectedness to other education institutions across national boundaries. | This subtheme excludes data that do not focus on connectedness to other education institutions across national boundaries. |

6.5.1 Category 4.5.1: Awareness of connectedness at national and global levels

Participants shared FLY experiences that exposed them to national and international researchers and psychology models. Seemingly this was a good training platform for ASL students as some of them related their current working environment to FLY experiences. Participants are able to relate to their current clients from various cultural backgrounds as they have previously been exposed to similar situations through FLY. This level of awareness and connectedness relates to the secondary question of global citizenship being evident in the current comparative case study on HE-CE. Upon reflection, an ASL student stated that:

I enjoyed going to Ngilandi, meeting the people and sharing their resilience within their circumstances. It was a very humbling experience for me. The experience has stuck with me and I take the lessons learnt into my current work environment, where I consult students from all over the country and I realise that what we take for granted in the city is something that is considered a luxury in a rural community (Participant 9, Online, Lines 180-184).

During a face-to-face interview, a participant expressed the value of being connected at the national level: *So I thought you know, in a South African context, you know, where it's so multi-racial, it's important to have that exposure to different racial groups* (Participant 1, Face-to-face, Lines 27-28). As stated in the analysis, this level of connectedness was valued both at national and international levels. Another participant recalls that: *... as a researcher in FLY, I was immersed into learning and growing in a positive psychology lens and learning how to apply my research within local and international models of resilience. I was pleased, at the conclusion of my study, to be able to have used an internationally recognised model of building resilience in a largely remote and resource-scarce school* (Participant 3, Questionnaire, Lines 42-46). One researcher affirms that: *So it's a nice environment for researchers not just local, but international as well* (Participant 12, Face-to-face, Line 142).

The following extract from my research journal supports the idea of the value of national and international connectedness in the context of global citizenship:

The Faculty of Education requires PhD students to attend 20 support sessions in order to complete the degree. Given the value of these sessions, I attended more than the required number of sessions. The support sessions provide a platform to receive inputs from international guest researchers. I also met colleagues from various departments, thus built a support system. Without the support of my colleagues the PhD journey would have been too difficult for me (Research journal, 2 April 2015).

6.5.2 Category 4.5.2: Future expectations of connectedness to other education institutions

Participants in four cases alluded to the issue of FLY expanding its collaboration networks in order to enrich the intervention. Participants also mentioned that technology could be used to involve more partners from other schools, faculties or universities. The following verbatim expressions illustrate participants' expectations of connectedness to other education institutions:

Number six ... er ... [as he reads each point he moves closer to the white board], as the university has got a research faculty, I think you should update us as schools on new teaching methods. Because we believe as participating schools we are fortunate enough (Group 4, Participant 15, Lines 14-16).

Now you wanted us to talk about how to discipline themselves and also their PSTI. I know it is new to my colleagues. We call it Public School Technology Integration (Group 2, Participant 4, Lines 244-245).

They must bring all the different faculties from the varsity to explain the different careers under each faculty (Group 1, Participant 1, Lines 18-19).

Yah, you guys were supposed to tell us about other universities and colleges and other schools, that they are, that we can go to except for the University of Pretoria (Group 2, Participant 7, Lines 77-78).

They should teach the Grade 9 learner about the other universities besides University of Pretoria [Giggles and looks at Seago.] [Participants laugh.] (Group 3, Participant 15, Lines 65-66).

They did not tell us about the other universities (Group 6, Participant 28, Lines 116-117).

I think the spirit of development and collaboration can be continually expanded by linking with other departments at the university – as has been the case in the past. In this way

this project could also work on community development (Participant 5, Online, Lines 35-37).

Development of the school through collaboration with other departments at the university (e.g. Department of Engineering – assisting with the library) (Participant 5, Online, Lines 81-82).

Additionally, if the FLY partnership could also urge more students from other universities or other faculties that are academically based, university students could provide more academic support to the school. If partners cannot physically engage with the school, resources could be compiled by the university students/researcher and could be mailed or delivered to the school. Training could then be provided telephonically or through an online guide (Participant 3, Questionnaire, Lines 30-35).

6.6 Literature control: Summary of findings of subthemes

6.6.1 Introduction

In this section of the chapter, I discuss the results of the study against the background of existing literature. The discussion pertains to the four Subthemes as discussed above. This section follows these subheadings: confirmation of existing knowledge, silences, contradictions and contributions to new knowledge.

6.6.2 Confirmation in data of existing knowledge

The current study confirmed the following findings based on existing literature. Global citizens are sceptical of any spaces that seek to advance the powers and interests of dominant social partners (Chovane et al., 2015). Carlisle (2010) confirms that some partnerships undermine the smaller partner, and marginalise the community in decision-making. Carlisle (2010) also found that social exclusion is entrenched in unequal structures and this may relate to perceptions of unequal power relations, as confirmed in this study. Unequal power in partnership defeats the purpose of partnership, by its undermining of the community's ability to develop internal capacity, as reported in the results of this study (Carlisle, 2010).

In addition, the results of this study are consistent with those of Cossa (2013), who found that power is a subject known by all, but misunderstood. Participants in this study reported that perceptions of unequal power relations may be caused by miscommunication or misunderstanding of roles. Cossa (2013) further states that sometimes power makes some subject to others through control and creating dependence. Similarly, the results of the current study correlate with those of Mbongwe (2012), who conducted her study in a rural community in South Africa. She found that power enables partners to access and control processes as well

as influence change (Mbongwe, 2012). As in this study, power may be invisible, but its effects are evident (Cossa 2013).

In line with the results of the current study, Moseley (2007) indicates that expectations of unreasonable future benefits may hinder CE-partnership. The results of this study concur with the findings of many researchers, who note that the expectations of the partners determine the nature and the stability of the partnership (Butcher et al., 2003; Caputo, 2005; Carlisle, 2010). Some of the expectations causing barriers in CE-partnership emanate from the non-researcher partners who wrongly view HE as the only system with infrastructure (Maurrasse, 2001; Butcher et al. 2003; Moseley, 2007; Furco, & Miller, 2009; Hart et al., 2009; Leibowitz, 2010). Participants in this study acknowledged that barriers relating to expectations may emanate from either of the partners (researchers or non-researcher partners).

Like Sandmann and Plater's (2009) study, participants in the current study expected to be connected to other institutions both at national and international levels. This connectedness should focus on social impact as much as pay attention to economic development (Sandmann, & Plater 2009). In a similar way Dhillon (2009) found that participation in CE is a means to address local, national and global problems, including social cohesion. According to Shultz (2015), global citizenship is changing the dialogue that calls for global understanding. The results of this study correlate with this finding as participants also emphasised the importance of exposure to multi-racial groups in the global world.

The results of this study are further supported by the findings of Morton and Enos (n.d.), who state that social problems do not align themselves with disciplines, hence the need for multidisciplinary interventions in CE. As in the current study, researchers agree that interdisciplinary community-faculty-student engagement enables a rich diversity of experiences (Brown et al., 2003; Bruyere et al., 2013; Malm et al., 2013). With regard to this, Lindenfeld (2010, p. 2) states that universities and their faculties should be "*of*" rather than merely "*in*" the community. In this study, participants indicated that information and communications technology (ICT) should also be used by various faculties (both nationally and internationally) to advance the goals of CE with the ultimate aim of developing the community (Dawoody, 2011).

6.6.3 Silences related to power dynamics and global connectedness in CE-partnership

The results of the current study indicated silence in terms of highlighting the intrinsic tension in participatory collaboration, which poses a risk for both the more and less powerful partner (Carlisle, 2010). Either of the partners is at the risk of suffering losses if the partnership fails.

The results of this study addressed the issue of shared power equity, without referring to the politics of global North and global South (Larkin, 2015a).

In addition, I did not find results in this study that refer to developmental organisations being in a position to offer material intervention in CE (Moseley, 2007). Universities with institutionalised CE have infrastructure to offer to HE-CE partnership (Furco, & Miller, 2009). This often relates to intellectual contributions and organisational aspects pertaining to CE-partnership. Linked to this, the South African Department of Education White Paper 3 (RSA DoE 1997) states that HE's academic expertise and infrastructure should be used as assets aimed at transforming society (Emmett, 2000; Cloete, 2014; Erasmus, 2014; Kaars, & Kaars, 2014; Pitso, 2014). The results of this study were silent as regards the direct references in the White Paper to the provision of academic expertise and infrastructure.

Literature indicated that studying abroad and participating in CE promotes global citizenship in civil society, yet there were no reports on this connection in the current study (Sandy, & Meyer, 2009; Jorgenson, & Shultz 2012; Horn, & Fry, 2013; Larkin, 2015b). The focus of these findings was on students from the global North studying in developing nations (Horn, & Fry, 2013). This is viewed as part of global symbol and diversity awareness initiatives (Sandy, & Meyer, 2009). The global North scholars conducting part of the research in Tanzania found that international service-learning enhances insight and enriches global social justice education (Pless, Maak, & Stahl, 2011; Larkin, 2015b). In this regard, students participating in international service-learning learn to negotiate the economic and cultural roots of the inequalities in power, wealth and labour while challenging the status quo of socio-economic, racial, ethnic and cultural differences (Jorgenson, & Shultz 2012; Larkin, 2015b). It is documented in existing literature that international service-learning builds responsible global citizens (Pless et al., 2011). In section 6.5.1 I found that participants appreciate connectedness at national and global levels, without reporting on studying abroad.

I mentioned that participants reported on integrating technology in public schools in section 6.5.2, yet there was no reference to social media, which is a powerful tool for connecting global citizens. A study conducted by Carmichael and Norvang (2014) reports on how social media was successfully used to create connections and learning opportunities for students from Norway, South Africa and the United States. Students learned about various concepts such as world peace and sustainable peace while practicing global citizenship (Moran, Seaman, & Tinti-Kane, 2011; Carmichael, & Norvang, 2014).

Although existing literature reports on the impact of terminating CE-partnership, there was nevertheless no mention of it in this study (Fogel, & Cook, 2006; Furco, & Miller, 2009). It is evident in literature that if termination of HE-CE partnership is not well managed it may

have a negative impact in the community, despite the fact that the less powerful have influence when they act collectively (Schutz, 2011). Therefore, it is crucial to determine the phases (including termination phase) of CE-partnership and whether expectations are being met (Fogel, & Cook, 2006). The participants may not have mentioned this because the partnership has not yet reached this phase.

6.6.4 Contradictions between data and existing knowledge

Global citizenship is not without controversy (Chovane et al. 2015), as it has been reported that lifelong learning (in CE context) produces unequal skills outcomes, which reinforce income inequality and weaken social cohesion (Green, 2011). In Britain adult education and lifelong learning magnifies inequalities between advantaged and disadvantaged people. Skills inequality indirectly affects income inequality and social mobility and directly increases cultural differences between groups (Key, 2013). These views on inequality created by lifelong learning seem to contradict my findings. Participants in this study viewed learning as being a way of addressing inequalities in the South African context, particularly among marginalised communities. In section 6.5.2 I reported on the expectations of the participants to be connected to other institutions of learning, as this is not viewed negatively in relation to social mobility.

Participants emphasised having respect for humanity in daily interactions, in contrast to literature, which promotes following the principle of global respect for International Human Rights Standards (Kingston, 2013). The participants understand respect to be a basic fundamental value that does not have to be enforced by law within the context of global citizenship. However, literature suggests that a sense of global citizenship should be instilled through human rights education embedded in the curriculum (Kingston, 2013).

6.6.5 Contributions to new knowledge

Within the context of global citizenship, the current study contributes to existing knowledge as follows: This study adds insight to existing literature by challenging the notion that the non-researcher partner is often viewed as the one with unrealistic expectations, yet the researcher partners may also be found wanting in this regard (Fogel, & Cook, 2006; Furco, & Miller 2009; Erasmus, 2014; Abdi, 2015). It also highlights that the objectives and goals of CE-partners may be advanced through the use of ICT to overcome socio-economic and geographic barriers in the context of globalisation (Dawoody, 2011; Carmichael, & Norvang, 2014). In addition, exposing community partners to multidisciplinary interventions creates a platform for teachers to develop new teaching methods, while students and researchers develop counselling

models that are blended with both local and international influences (Berberet, 2002; Morton, & Enos, n.d.).

6.7 Conclusion

This chapter focused on the results of four subthemes with categories representing the experiences of HE-rural school partners in the long-term CE intervention. Below I present a summary of how findings in this study confirm what is known regarding power dynamics and global connectedness, where data were silent, and where findings in this study differ from current knowledge on global citizenship.

Based on four similar Subthemes, similar to other studies, I found that:

- ➔ Global citizens are sceptical of any spaces that seek to advance the powers and interests of dominant social partners.
- ➔ Participants in this study reported that perceptions of unequal power relations may be caused by miscommunication or misunderstanding of roles.
- ➔ The results of this study concur with the findings of many researchers, who note that the expectations of the partners determine the nature and the stability of the partnership.
- ➔ Participation in CE is a means to address local, national and global problems, including social cohesion.
- ➔ Social problems do not align themselves to disciplines, hence there is the need for multidisciplinary interventions in CE.

I found that silences existed in the data with regard to:

- ➔ The results of the current study indicated silence in terms of highlighting that there is an intrinsic tension in participatory collaboration, which poses a risk for both the more and less powerful partner.
- ➔ I did not find results in this study that refer to the fact that development organisations could undertake material intervention in CE.
- ➔ The results of this study were silent on direct references to the White Paper in relation to the provision of academic expertise and infrastructure.
- ➔ Literature indicated that studying abroad and participating in CE promote global citizenship in civil society, yet there were no report on this connection in the current study.

- ➔ I mentioned that participants reported on integrating technology in public schools in section 6.5.2, yet there was no reference to social media, which is a powerful tool for connecting global citizens.
- ➔ Although existing literature reports on the impact of terminating CE-partnership, there was nevertheless no mention of it in this study.

Contradictory to existing knowledge, I found that:

- ➔ Global citizenship is not without controversy (Chovane et al. 2015), as it has been reported that lifelong learning (in CE context) produces unequal skills outcomes, which reinforce income inequality and weaken social cohesion.
- ➔ Participants emphasised respect for humanity in daily interactions, in contrast to literature that promotes following the principle of global respect for International Human Rights Standards.
- ➔ This study adds insight to existing literature by challenging the notion that the non-researcher partner is often viewed as the one with unrealistic expectations, yet the researcher partners may also be found wanting in this regard.
- ➔ The objectives and goals of CE-partners may be advanced through the use of ICT to overcome socio-economic and geographic barriers in the context of globalisation.

In Chapter Seven, I present Theme Five and two subthemes that are unique to individual cases (parents and researchers).



Chapter Seven

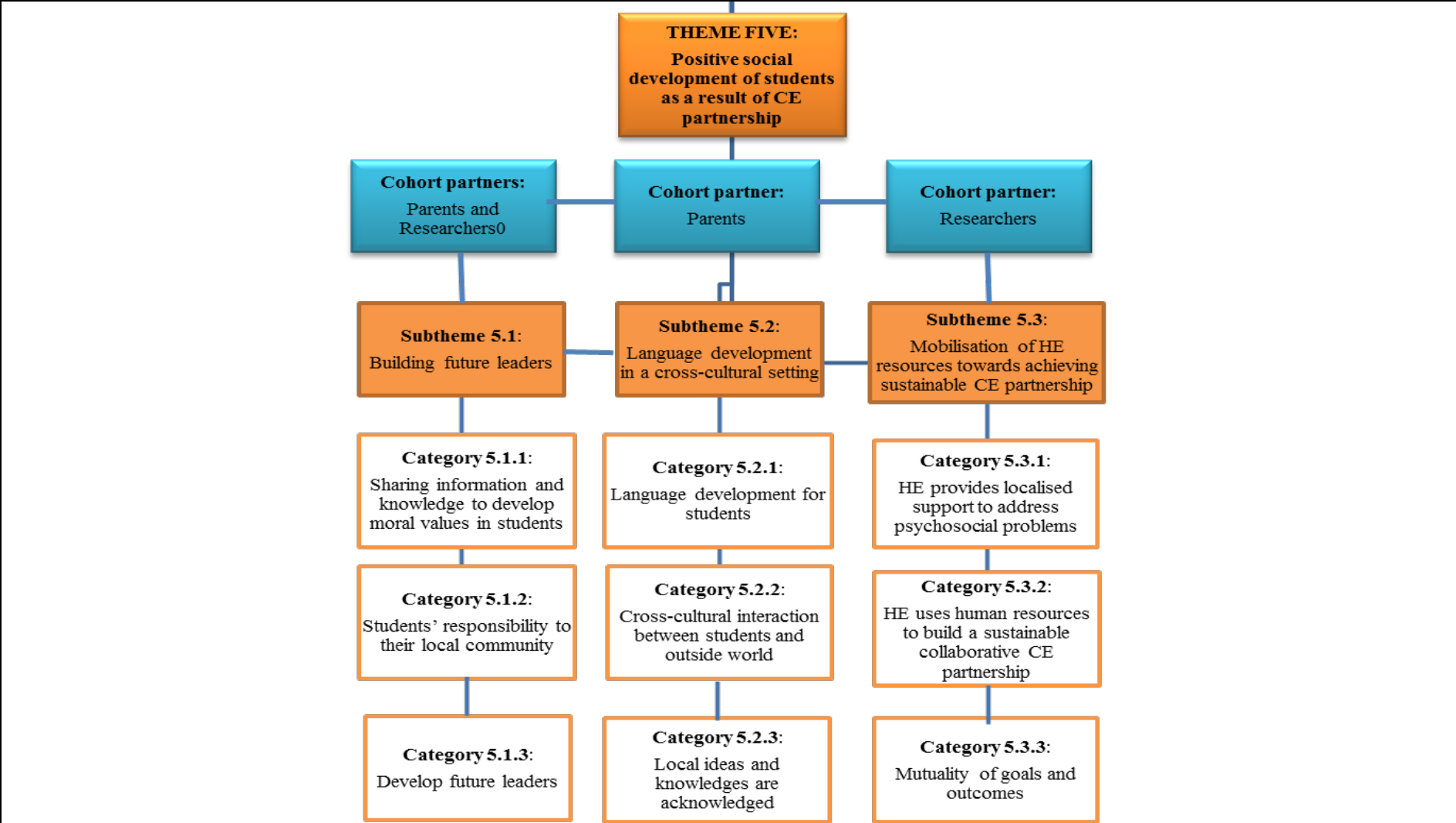
Theme Five and outlier subthemes: Mobilisation of HE's resources for social development

7.1 Introduction

In Chapter Six, I focused on four subthemes that are similar in the datasets collected in association with teachers, students, ASL students and researchers. In this chapter, I present the results of Theme Five (positive social development of students as a result of CE-partnership), which is the lone voice of parents. I also discuss two subthemes (Subtheme 5.2, language development in a cross-cultural setting and Subtheme 5.3, mobilisation of HE's resources towards achieving sustainable CE-partnership) that are unique to parents and researchers, respectively. I present Theme Five with its subtheme and categories. This includes the inclusion and exclusion criteria for this subtheme as well as the two other subthemes that are unique to parents and researchers. As stated before, the overarching inclusion and exclusion criteria were presented in Chapter Three, section 3.6.2.1. For in-case analysis refer to Appendix I. I made use of verbatim extracts from PRA-directed discussions, interviews, visual data, field notes and my research journal to authenticate and enrich the results.

Moreover, in this chapter I partly answered the secondary research questions related to the partners' understanding of HE-CE partnership and expectations for development. I also addressed the secondary question, which relates to the extent to which global citizenship is evident in the comparative case study data on HE-CE. Figure 7.1 provides an overview of Theme Five, and two subthemes and categories that are unique to parents and researchers respectively.

Figure 7.1: Summary of Theme Five, lone voice of parents, with two unique subthemes and categories



I further present two subthemes that emerged as unique from the data related to parents and researchers that I had analysed. The subthemes relating to parents and teachers are: (5.2) Language development in a cross-cultural setting and (5.3) mobilisation of HE’s resources towards achieving sustainable CE-partnership respectively. The following categories are presented under Subtheme (5.2): (5.2.1) language development of students, (5.2.2) cross-cultural interaction between students and the outside world and (5.2.3) local ideas and knowledges are acknowledged. Subtheme (5.3) includes these categories: (5.3.1) HE provides localised support to address psychosocial problems, (5.3.2) HE uses human resources to build a sustainable collaborative CE-partnership and (5.3.3) mutuality of goals and outcomes. Figure 7.2 presents a visual representation of Theme Five with subthemes and categories. Table 7.1 reflects a summary of Theme Five in terms of inclusion and exclusion criteria.

Figure 7.2: Theme Five with subtheme and categories

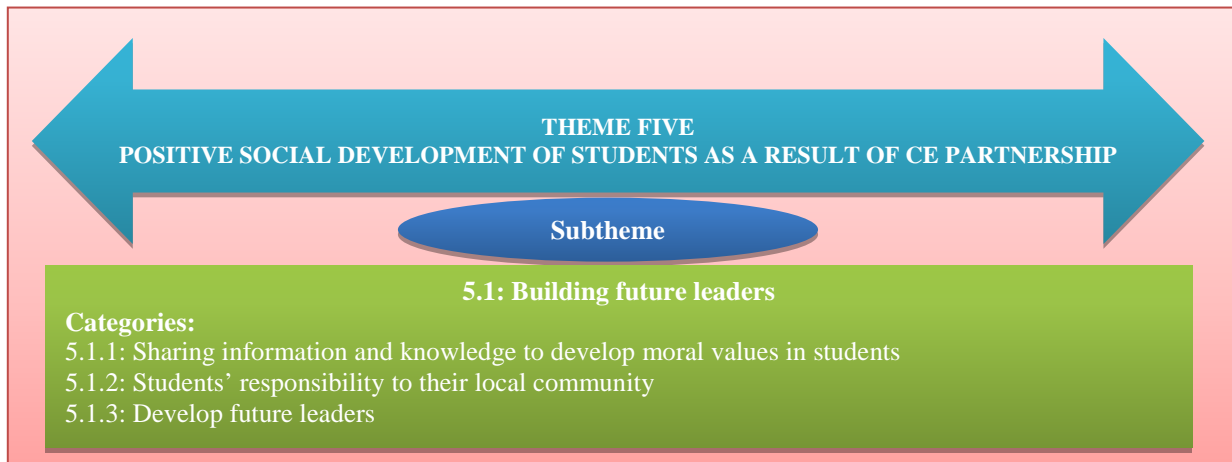


Table 7.1: Summary of Theme Five with unique subtheme and categories

| THEME FIVE: POSITIVE SOCIAL DEVELOPMENT OF STUDENTS AS A RESULT OF CE-PARTNERSHIP | | |
|---|---|--|
| Subtheme and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 5.1: Building future leaders | This subtheme includes data related to developing students into future leaders. This process involves sharing information, knowledges, enhancing awareness about taking responsibility and developing future leaders. | |
| Category 5.1.1: Sharing information and knowledge to develop moral values in students | This category includes data related to sharing information and knowledge with the hope of directly or indirectly developing moral values in students. | This category excludes data that do not relate to sharing information and knowledge with the hope of directly or indirectly developing moral values in students. |

| | | |
|---|--|---|
| Category 5.1.2: Students' responsibility to their local community | This category includes data related to enhancing awareness in students to take responsibility in the development of a local community. | This category excludes data that do not relate to enhancing awareness in students to take responsibility in the development of a local community. |
| Category 5.1.3: Develop future leaders | This category includes data related to parents' expectations of the development of students into future leaders. | This category excludes data that do not relate to parents' expectations of the development of students into future leaders. |

7.2 Theme Five: positive social development of students as a result of CE-partnership

Theme Five relates to the positive social development of students as a result of CE-partnership. Theme Five includes one subtheme, namely (5.1) building future leaders. Subtheme (5.1) comprises three categories. These categories are: (5.1.1) sharing information and knowledge to develop moral values in students, (5.1.2) students' responsibility to their local community; and (5.1.3) develop future leaders.

7.2.1 Subtheme 5.1: Building future leaders

Parents of students expressed feelings of hope that their children were developing virtues that are consistent with being global citizens. I structured my discussion on building future leaders in terms of the three categories that emerged during data analysis. Table 7.2 provides a summary of inclusion and exclusion criteria for Subtheme (5.1).

Table 7.2: Inclusion and exclusion criteria for subtheme 5.1: Building future leaders

| Inclusion criteria | Exclusion criteria |
|---|---|
| This subtheme includes data related to developing students into future leaders. This process involves sharing information, knowledges, enhancing awareness about taking responsibility and developing future leaders. | This subtheme excludes data that do not refer to developing students into future leaders. |

7.2.1.1 Category 5.1.1: Sharing information and knowledge to develop moral values in students

Participants reported that students have developed morally as a result of their participation in the FLY intervention. The students' development is towards achieving the qualities of global citizens. It seems that the participants are proud of their children as reflected in the following verbatim extract:

They can now show us how to [unclear] in our [unclear] because of the University of Pretoria. They now show respect to the community and they can [unclear] (Unidentified

Female Speaker, Lines 4-5). Participants conveyed the wish that this partnership should not only be limited to Grade 9 students. Participants are eager to receive more information relating to the value of education. They explained that Grade 12 students could also benefit if they were included in the programme: *They say they would appreciate it if you could be here during the term so that they can get more information. They are asking you to come to Grade 12s and tell them why education is important* (Interpreter for Participants, Lines 8-10).

7.2.1.2 Category 5.1.2: Students' responsibility to their local community

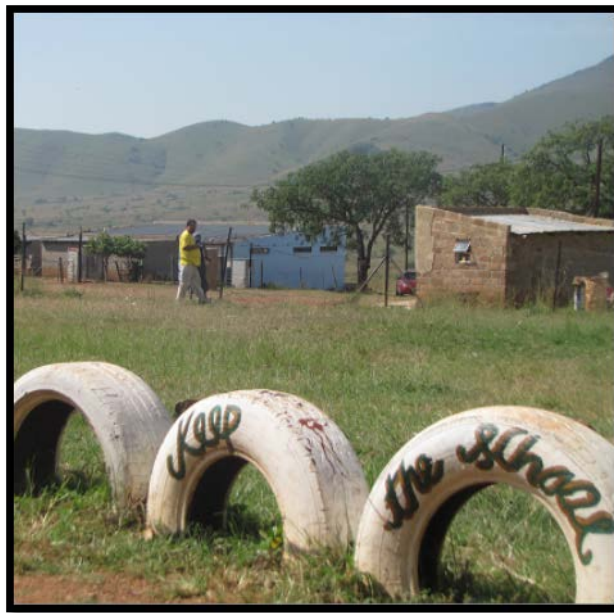
Participants observed that students were using creative art for purposes of environmental enrichment at the partner school. Participants conveyed the wish that this could be extended to the community at large especially after the students complete their tertiary studies. These ideas are encapsulated in the following verbatim quotations from the PRA-directed session that took place in 2013:

They say their children must go and learn to come back and improve the place that they come from. They are asking that it will be better if you come and explain why it is that [unclear] important to Grade 12 (Interpreter for Participants, Lines 4-6).

They are able to take care of the school and use paintings to be creative (Interpreter for Unidentified Female Speaker, Lines 15-16).

Photographs 7.1 and 7.2 provide visual images of the way that art was used to enrich the environment at the school. The message written on the tyres in photograph 7.1 reads: "Keep the school clean". These tyres are at the main gate of the school as a reminder to people entering the school grounds of the importance of keeping the environment clean. Photograph 7.2 is a visual representation of students participating in art activities.

Photographs as illustration of creative art at the school



Photograph 7.1: Art – environmental enrichment, 18 April 2013
Message – Keep the school clean



Photograph 7.2: Art – environmental enrichment, 5 September 2014
Students engaged in drawing

7.2.1.3 Category 5.1.3: Develop future leaders

Participants understood global citizenship to be about participating in local activities and developing leadership skills. Participants reported that students are showing signs of developing maturity and leadership as they engage in local issues and communicate about life. The verbatim extract below provides evidence of leadership qualities as reported by the participants:

Their children now attend meetings and hope that [unclear] how to behave and to be leaders. They are able to converse around subjects that are difficult for them and to communicate about life (Interpreter for Unidentified Female Speaker, Lines 12-15).

7.3 Subtheme 5.2: Language development in a cross-cultural setting

Participants seemed to understand the FLY intervention to be aimed at facilitating language development in a rural community. Participants reported that the university serves as an agent for facilitating language development together with the community. This development is identified partly by students’ growth in their academic careers. Participants also reported on the importance of cross-cultural interaction and the recognition of local knowledge. Three categories emerge under Subtheme (5.2): (5.2.1) language development of students, (5.2.2) cross-cultural interaction between students and outside world and (5.2.3) local ideas and knowledges are acknowledged. Figure 7.3 is a visual image of Subtheme (5.2), with its categories. Table 7.3 provides a summary of Subtheme (5.2), with its categories, as mentioned above, as well as the relevant inclusion and exclusion criteria.

Figure 7.3: Unique subtheme with categories

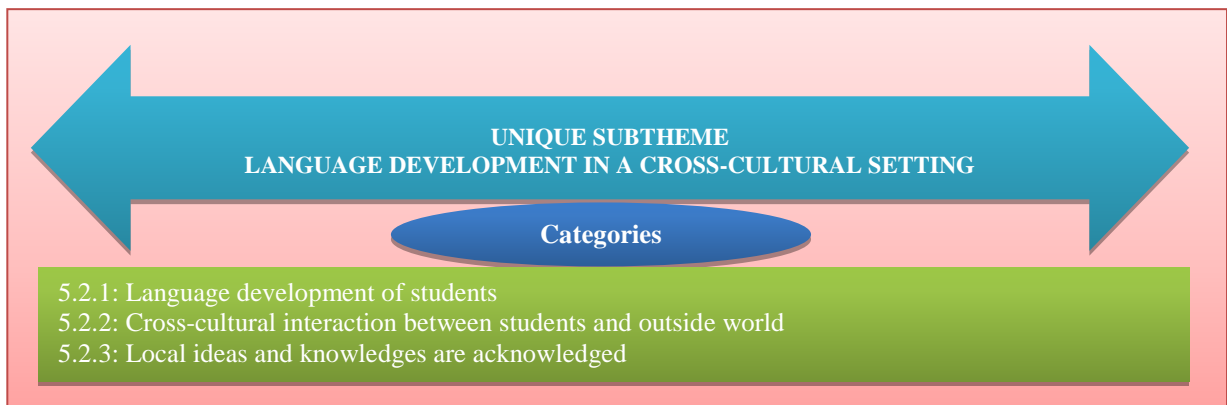


Table 7.3: Summary of unique subtheme with categories

| SUBTHEME 5.2: LANGUAGE DEVELOPMENT IN A CROSS-CULTURAL SETTING | | |
|---|---|---|
| Subtheme and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 5.2: Language development in a cross-cultural setting | This subtheme focuses on data related to HE-CE partnership that facilitates language development in a cross-cultural setting. | |
| Category 5.2.1: Language development of students | This category includes data related to students learning English as a language of instruction at a high-risk school. | This category excludes data that do not relate to students learning English as a language of instruction at a high-risk school. |
| Category 5.2.3: Cross-cultural interaction between students and outside world | This category includes data related to cross-cultural interaction between students and the outside world. | This category excludes data that refers to students interacting with others within their environment. |

| | | |
|---|--|---|
| Category 5.2.3: Local ideas and knowledges are recognised | This category includes data that promotes the recognition of local ideas, knowledges and the knowers with the goal of enhancing cognitive justice. | This category excludes data that do not refer to the promotion of recognising local ideas, knowledges and the knowers with the goal of enhancing cognitive justice. |
|---|--|---|

I identified language development in a cross-cultural setting as a unique subtheme that emerged from the parents’ dataset. Table 7.4 provides the inclusion and exclusion criteria for this subtheme.

**Table 7.4: Inclusion and exclusion criteria for subtheme 5.2
Language development in a cross-cultural setting**

| Inclusion criteria | Exclusion criteria |
|--|--|
| This subtheme focuses on data related to language development in a cross-cultural setting. | This subtheme excludes data that do not refer to language development in a cross-cultural setting. |

7.3.1 Category 5.2.1: Language development of students

The first category in this subtheme focuses on students’ language development. Data in this category indicates parents’ acknowledgement that the FLY intervention assists students in their academic development. The following verbatim extract captured a parent expressing the hope that students would improve in their use of English:

Their children will be able to speak English [unclear]. You have interested the children in these subjects (Interpreter for Unidentified Female Speaker, Lines 3-4). Actual improvement in language acquisition was evident in the verbatim extract below: *Nowadays our children are able to talk English, which was difficult in our days* (Unidentified Female Speaker, Line 16).

7.3.2 Category 5.2.2: Cross-cultural interaction between students and outside world

The second category relates to students being able to interact with the outside world as global citizens. Since FLY’s inception there has been change that exposed rural students to cross-cultural relationships (of client and service provider or partners in CE). In the words of parents the change is significant as students also interact with white people in their own school setting:

There is a big change in that the children are not afraid of you white people coming over here; they now know you as brothers and sisters. There is a relationship between the University of Pretoria and the children... (Interpreter for Unidentified Female Speaker, Lines 10-12).

During the school visit a team of researchers and ASL students from the University of Pretoria would meet with the teachers and students at the assembly point. The group would sing songs, led by either ASL students or students. This introductory meeting helped with

establishing rapport between the partners. Photograph 7.3 shows partners singing together at the assembly point. Photograph 7.4 is a visual image showing cross-cultural interaction between an ASL student (left) and students (right).

Photographs as illustration of cross-cultural interaction



Photograph 7.3: *Cross-cultural interaction, 18 April 2013
ASL students and students*



Photograph 7.4: *Cross-cultural interaction, 29 May 2014
ASL student and students*

The following extract from my field notes explain my observation as participant-observer of the interaction between the partners during data collection:

The ASL students sang a song to about 100 Grade 9 student-clients. The Grade 9 student-clients were also given an opportunity to sing their song too. It was a fun and relaxed way of building rapport. I observed that the activities were well planned and the co-researchers were open to learn from their participants (Field notes, 18 April 2013).

7.3.3 Category 5.2.3: Local ideas and knowledges are acknowledged

Parents were amazed that their ideas and knowledge were highly esteemed in the FLY partnership. It appears that prior to the FLY intervention parents did not think that their ideas were important, nor that it was crucial for them to know what is happening in other countries. Parents were involved in PRA-directed group sessions, which made them reflect deeply on the value of their views, as is captured in the following verbatim quotation:

They thought that their views or ideas were not important. They thought that it was not important for them to know what is happening in other countries (Interpreter for Unidentified Female Speaker, Interpreter, Lines 9-11).

It seems that parents' understanding of the value of their ideas and knowledge confirms what I captured in the research journal during my first visit to meet the partners in Mpumalanga.

I understand that in FLY studies knowledge is generated together with the community so that the outputs should have relevant social meaning for all partners involved (Research Journal, 17 April 2013).

7.4 Subtheme 5.3: Mobilisation of HE’S resources towards achieving sustainable CE-partnership

Researchers conceptualised the FLY partnership as mobilisation of HE’s resources towards achieving sustainable CE-partnership. Participants understand this partnership to be about assisting the community to address local challenges. Although HE mobilises resources, seemingly the goals and outcomes of this partnership are mutual for all the partners involved. Subtheme (5.3) is supported by the following categories: (5.3.1) HE provides localised support to address psychosocial problems, (5.3.2) HE uses human resources to build a sustainable collaborative CE-partnership and (5.3.3) mutuality of goals and outcomes. Figure 7.4 is a graphic representation of unique Subtheme (5.3), together with its supporting categories. Table 7.5 provides a summary of Subtheme (5.3), its related categories, as well as inclusion and exclusion criteria.

Figure 7.4: Unique subtheme with categories



Table 7.5: Summary of unique subtheme with categories

| SUBTHEME 5.3: MOBILISATION OF HE’S RESOURCES TOWARDS ACHIEVING SUSTAINABLE CE-PARTNERSHIP | | |
|--|--|--------------------|
| Subtheme and categories | Inclusion criteria | Exclusion criteria |
| Subtheme 5.3: Mobilisation of HE’s resources towards achieving sustainable CE partnership | This subtheme includes data reflecting HE’s mobilising resources towards achieving sustainable CE partnership. The process involves providing localised support, human resources and working on mutual goals and outcomes. | |

| | | |
|---|---|---|
| Category 5.3.1: HE provides localised support to address psychosocial problems | This category includes data related to HE providing localised support as the participants address psychosocial problems. This support involves using locally existing resources to enable the participants to solve their problems. | This category excludes data that do not relate to HE providing localised support as the participants address psychosocial problems. |
| Category 5.3.2: HE uses human resources to build a sustainable collaborative CE partnership | This category includes data related to HE using human resources to build a sustainable collaborative CE partnership. | This category excludes data that do not relate to HE using human resources to build a sustainable collaborative CE partnership. |
| Category 5.3.3: Mutuality of goals and outcomes | This category includes data related to mutuality of goals and outcomes of CE partnership. | This category excludes data that do not relate to mutuality of goals and outcomes of CE partnership. |

Table 7.6 reflects a summary of the inclusion and exclusion criteria for Subtheme (5.3).

Table 7.6: Inclusion and exclusion criteria for Subtheme 5.3: Mobilisation of HE's resources towards achieving sustainable CE partnership

| Inclusion criteria | Exclusion criteria |
|--|--|
| This subtheme includes data reflecting HE's mobilising resources towards achieving sustainable CE partnership. The process involves providing localised support, human resources and working on mutual goals and outcomes. | This subtheme excludes data that do not refer to HE's mobilising resources towards achieving sustainable CE partnership. |

7.4.1 Category 5.3.1: HE provides localised support to address psychosocial problems

This category focuses on data that emerged during inductive thematic analysis with specific reference to HE providing localised support as psychosocial problems are addressed. The data in this category partly helped me to answer the question of how the partners understand HE-CE partnership. Researchers understood this partnership to be about capacitating local communities so that they could address their own challenges. A researcher explained that:

Firstly, the school-community contexts and teachers benefit from the partnership in the sense that they feel empowered with a sense of agency and enablement. I refer specifically to one of the articles that I wrote for this project, where teachers displayed different asset-based capacities as an outcome of this partnership (Participant 6, Questionnaire, Lines 95-98).

Another researcher shared the understanding of how HE provides localised support, as is evident from this verbatim quotation: *This is a higher education community engagement project with local schools to work as partner in engaging a local school and building their capacity in addressing community school and psycho social challenges experienced by both learners and parents and the community as a whole. The teachers are capacitated to come up with strategies on how to use their locally existing resources and assets to identify and solve problems* (Participant 2, Questionnaire, Lines 10-14).

7.4.2 Category 5.3.2: HE uses human resources to build a sustainable collaborative CE partnership

Researchers perceive the FLY intervention to be about building a sustainable partnership, in so doing providing sustainable services. According to a participating researcher: *The partnership has been on-going for some years and it is sustainable* (Participant 7, Questionnaire, Line 117). Another researcher experienced this partnership as a reliable resource for the university to generate knowledge: *Again, the university benefits immensely from the partnership because the school is a reliable resource and pot of knowledge and information; it offers sustainable services in their participation and they provide the university with human capital to generate research and to realize the core vision and mission of the university regarding community engagement* (Participant 9, Questionnaire, Lines 134-138).

The researcher concludes her explanation of the partnership by stating that: *Therefore, the FLY partnership works mainly with using university students and staff (both through service learning and through postgraduate research) to find ways to empower and learn from the rural/remote school community in a mutual learning experience* (Participant 3, Questionnaire, Lines 24-27).

7.4.3 Category 5.3.3: Mutuality of goals and outcomes

Researchers believe that the FLY intervention is about pursuing mutual goals and outcomes for all the partners involved. This partnership is driven through research and all the partners are co-learners, as encapsulated in the following verbatim extracts:

FLY is about community service learning where a mutual beneficial learning experience is forged between the University of Pretoria and the community through research (Participant 11, Questionnaire, Lines 85-86).

The first thing [that] comes to mind is the word “partnership”, which entails a mutually beneficial partnership for both parties involved (Participant 6, Questionnaire, Lines 94-95).

Collaboration and relationships should be leveraged to make synergy, common goals and mutually beneficial outcomes possible (Participant 6, Questionnaire, Lines 69-71).

7.5 Literature control: summary of findings of Theme Five

7.5.1 Introduction

In the previous section of this chapter, I presented results in terms of Theme Five (positive social development of students as a result of CE partnership) and two unique subthemes (Language development in a cross-cultural setting and mobilisation of HE's resources towards achieving sustainable CE partnership). In this section of Chapter Seven, I integrate and interpret the results in terms of existing and relevant literature. Firstly, I formulate arguments for Theme Five and the two unique subthemes by reviewing literature that correlates with the results of my study. Secondly, I discuss and reflect on silences and discrepancies in the results of this study and those documented in existing literature. Lastly, I discuss possible contributions to new knowledge in CE literature.

7.5.2 Confirmation in data of existing knowledge

7.5.2.1 Global North literature

In my review of existing literature, I found that CE participants develop leadership skills, as reported in the current study (Schutz, 2011; Vargas et al., 2012; Kaars, & Kaars, 2014). Other studies similarly indicate that leadership skills are developed to advance the community's goals of building a more just and caring society (Fogel, & Cook, 2006; Holland, 2009; Vargas et al., 2012). In line with the qualities of global citizenship, the study by Taylor et al. (2008) support the current study as they found that HE has the responsibility to develop future generations that will be engaged in the market place. They further indicated that this task needs support from all key stakeholders, such as government and business (Taylor et al., 2008). Simons and Cleary (2005) confirm that students learn in unconventional ways when they participate in CE, therefore enhancing leadership qualities. Parents and teachers who participated in this study affirmed that students' behaviour show signs of maturity. They clearly linked this behaviour to the FLY intervention, as alluded to in the results that emerged from this study.

Previous research documented the benefits of CE when institutions share information (Thornton, & Zuiches 2009). Strier (2011) and Swanson (2015) agree that HE-CE plays a pivotal role in developing moral values among the students, as highlighted in this study. Regan's (2012) study aligns with my study in confirming that students and lecturers have moral obligations to one another. Likewise, Morton and Enos (n.d.) add that CE is a method of engaging students in civic responsibilities. Existing knowledge correlates with this study as it indicates that global citizenship should be about spaces, possible practices and accepting responsibility (Németh, 2010; Abdi, 2015).

As in other studies, the results of this study indicate that CE exposes students to different cultural groups (Burnett et al., 2004; Fogel, & Cook, 2006). The findings of a case study by Burge (2012) (in Australia) support the results of this study by indicating that students who participate in CE adapt well in a multicultural and multi-linguistic environment. In addition, Burge (2012) states that CE participants who are exposed to cross-cultural settings have enhanced chances of getting jobs. Consequently, local communities benefit from CE (Nair, 2003; Doyle, 2010).

In line with the results of this study, Michalec and Brower (2013) reported that CE helps the community to see different perspectives and share ideas. As seen in this study, optimism is revived when partners feel valued and that their voices count (Yankelovich, & Furth, 2006). Relationships provide mutual support and bring about greater vigour, energy, invention and enthusiasm (Griggs, & Stewart, 1996). In this regard, parents' hope was rejuvenated when they realised that their voices mattered and were valued equally in a CE partnership. Németh (2010) emphasised that HE acts as a partner in society to address local needs through the exchange of ideas. In addition, in line with this view, Benneworth and Sanderson (2009, p. 133) affirm that HEIs are no longer the monopolist producers of certain types of knowledge in a competitive "global marketplace of ideas". In support of this view, Malm et al. (2013) argue that HE should recognise local expertise (in the form of local knowledge), which universities lack. In line with the results of this study, HE should focus on showing positive respect for a community's knowledge, community-defined priorities and capacity-building in a community (Strier, 2011).

The results of this study correlate with the findings of research that was conducted in Canada, which found that HE-CE contributes to psychosocial development in society (Jeannotte, 2003). Hennes et al. (2012) also support these findings by stating that CE assists the community with managing psychosocial problems, thus contributing to social cohesion. Cheong (2006) indicates that psychological features relate to circumstances that support or limit partners in engaging with one another. Participants in this study experienced a sense of agency and enablement as a result of the support offered by HE.

As in the current study, there is a growing interest in civic participation and sustainable engagement (Jeannotte 2003; Dhillon, 2009; Frabutt, 2010; Casas, 2012; Morton, & Enos, n.d.). The notion that CE should be integrated with curricula for sustainability correlates with the findings of this study (Bowen, 2013). Cortese (2003) supports this view by indicating that just and sustainable societies can be achieved through systematic curricula that connect various departments. In Chapter Two, I discussed these points in detail. In line with my study, other studies found that it is important to understand how partnerships should be framed, developed and sustained (Frabutt, 2010; Morton, & Enos, n.d.).

In correlation with the results of the current study, Ward and Wolf-Wendel (2000) found that HE-community partnerships could be established and sustained through mutual and reciprocal relationships. Driscoll (2009) and Németh (2010) agree that collaboration between HE and community promotes mutual and reciprocal benefits. Such mutual dependence results in healthy interdependence (Bringle, & Hatcher, 2002). Additionally, existing literature confirms that HE engaged in institutionalised CE showed mutually beneficial and sustained partnerships (Miller 2001; Furco, & Miller, 2009). Participants in the current study concurred that they understand HE-CE partnership to refer to mutual benefits for the partners involved.

7.5.2.2 Global South literature

The work of Loots (2011) and Kaars and Kaars (2014) correlate with the results of the current study as they found that HE and community partners develop leadership skills in the process of engagement. Cloete (2014) and Venter and Seale (2014) concur that as partners share knowledge and resources, they become more responsive, connected and creative in addressing social injustice. Likewise, the results of this study agree with those of Bender (2008), who found that CE partnerships have the potential to develop responsible human capital.

Moreover, CE presents a platform for training students and exposes them to diverse cultures, races and ethnicities, thus developing respect for diversity (Ebersöhn et al., 2010). This is also to the advantage of students in rural communities, as Krause (2005) suggests, because students from disadvantaged communities lack social and cultural capital required for active engagement. The findings of Ebersöhn et al. (2010) show that HE addresses socio-psychological disparities and inequalities by focusing more on communities, establishing networks, partnerships and collaborating with relevant stakeholders.

Further confirmation of the results of the current study is evident in the research of Pitso (2014) and Van Rensburg (2014) who found that partnerships are strengthened by mutual interests and engagement. Mbongwe's (2012) study also supports the idea that authentic HE-community partnership is characterised by mutual dependence. Participants in this study emphasised that partnerships should be leveraged to synergise mutual benefits.

7.5.3 Silences related to mobilisation of HE's resources towards achieving sustainable social development

In section 7.2.1.3 I discussed the importance of developing future leaders from the perspective of the participants, yet no mention is made of the effects of leadership continuity in HE. Sandmann and Plater (2009) highlight that leadership continuity affects the transformation role of HE. In the results of the current study, I did not find data that question whether new leaders

could enhance or destroy HE-CE (Holland, 2009). Holland (2009) raises the query whether new leadership in HE would embrace and promote CE or whether it would die with the activists. I believe this silence is linked to the fact that participants placed a greater focus on developing global citizens for the benefit of the community, in so doing overlooking the question of HE succession.

Another silence in this study relates to linking cultural activities, employment opportunities and CE (Doyle, 2010). Doyle (2010) suggests that cultural activities are commercially valuable, and they are prominent in socio-economic policy, social inclusion and CE. Furthermore, the cultural work of two youth-led organisations in Canada, namely Beat Nation and 411 Initiative for Change, supports the notion of linking cultural activities in an effort to address socio-economic challenges (Porfilio, & Gorlewski, 2012). I did not find data in the results of the current study that show whether youth could use cyberspace and art in the form of music to challenge the oppression with which the global community is confronted. Porfilio and Gorlewski (2012) indicate that this could be done by guiding the youth towards gaining an understanding of the reasons for social inequality as well as the significance of working jointly to challenge injustice. Moreover, it is important to use music to advance pro-social values and dispositions consistent with democracy, fairness, and equity. As a result of this silence, participants in this study did not consider the way that music could influence the youth's understanding of citizenship in their preparation to become good citizens of a democratic society (Saveikaitė, 2014).

Furthermore, there was silence on the part of the participants relating to the interests of funders in CE partnerships. Weerts and Hudson (2009) indicate that funders are interested in programmes that are of mutual interest to HE and communities. Although the issue of mutuality of goals and outcomes (section 7.4.3) was discussed by participants, they did not relate this to the funders as well. The participants mainly focused on goals and outcomes that seemed to relate directly to sustaining the partnership.

The findings of a South African study conducted in Bloemfontein (Pitso, 2014), using focus groups, highlight that HE contributes by engaging in mutual knowledge-sharing and collaboration with both government and a third sector (NPO). Partnership between NPOs and HE should be about building reciprocal relations based on shared values (Kaars, & Kaars, 2014). I believe that silence on this issue may be influenced by the fact that there is no NPO linked directly to the partner school in this study.

7.5.4 Contradictions between data and existing knowledge

The results of the current study contradict existing literature that suggests that participants view the concept of leadership as having connotations of patriarchy, “governmentality”, hierarchical administrative practices, authoritarianism and domination (Weiner, 2003, p. 90). Existing literature indicates that leadership may link the legacies of oppressive power to those who are being led (top-down leadership) (Freire, 1992; Freire, 1993; Weiner, 2003). Top-down leadership is in contradiction with Paulo Freire’s model, which upholds “democracy from below” (Weiner, 2003, p. 90). I elaborated on this topic when I discussed the conceptual framework in Chapter Two. In addition, Vogelgesang and Astin’s (2000) study (as cited in Simons, & Cleary, 2005, p. 167) contradicts this study when they claim that “students’ self-perceived growth, interpersonal skills and leadership skills were not benefits from participating in service-learning”. On the contrary, participants in this study generally had positive experiences of leadership that is transformative and builds society. Participants also reported, as discussed in section 7.2.1.3, that students showed signs of developing maturity and leadership, which is consistent with the qualities of global citizens.

7.5.5 Contributions to new knowledge

New insight in terms of HE contributing to social development by mobilising resources to achieve sustainable partnership: HE contributes to the community’s sense of agency and enablement, with knowledge enablement being the most crucial aspect in the CE landscape (Albertyn, & Erasmus, 2014; Van Rensburg, 2014). Mutually beneficial CE learning is imparted through research and it creates healthy interdependence between HE and the community (Bingle, & Hatcher, 2002).

7.6 CONCLUSION

In this chapter I reported the results of Theme Five and two subthemes that are unique to parents and researchers respectively. The results represent the experiences of HE-rural school partners in the long-term CE intervention. Below I present a summary of how findings in this study confirm what is known regarding the mobilisation of HE’s resources for social development, where data were silent, and where findings in this study differ from current knowledge on global citizenship.

Based on Theme Five and two unique Subthemes, similar to other studies, I found that:

- ➡ Students and lecturers participating in CE have moral obligations to one another.

- ➡ CE presents a platform for training students and exposes them to diverse cultures, races and ethnicities, thus developing respect for diversity.
- ➡ Students who participate in CE adapt well in a multicultural and multi-linguistic environment.
- ➡ HEIs are no longer the monopolist producers of certain types of knowledge in a competitive “global marketplace of ideas”. HE should recognise local expertise in the form of local knowledge, which universities lack.
- ➡ Just and sustainable societies can be achieved through systematic curricula that connect various departments.
- ➡ As partners share knowledge and resources, they become more responsive, connected and creative in addressing social injustice.
- ➡ Authentic HE-community partnership is characterised by mutual dependence.

I found that silences existed in the data with regard to:

- ➡ I discussed the importance of developing future leaders from the perspective of the participants, yet no mention is made of the effects of continuity in HE leadership.
- ➡ Another silence in this study relates to linking cultural activities, employment opportunities and CE.
- ➡ I did not find data in the results of the current study that showed that youth could use cyberspace and art in the form of music to challenge the oppression with which the global community is confronted.

Contradictory to existing knowledge, I found that:

- ➡ The results of the current study contradict existing literature suggesting that participants view the concept of leadership as having connotations of patriarchy, “governmentality”, hierarchical administrative practices, authoritarianism and domination.
- ➡ On the contrary, participants in this study generally had positive experiences of leadership that is transformative and builds society.

In the next chapter, I focus on the answers of the research questions as outlined in Chapter One, section 1.5.2. I finalise Chapter Eight by presenting conclusions and recommendations for further research and practice.



Chapter Eight

Concluding the journey and identifying the corridor for the future

8.1 Introduction

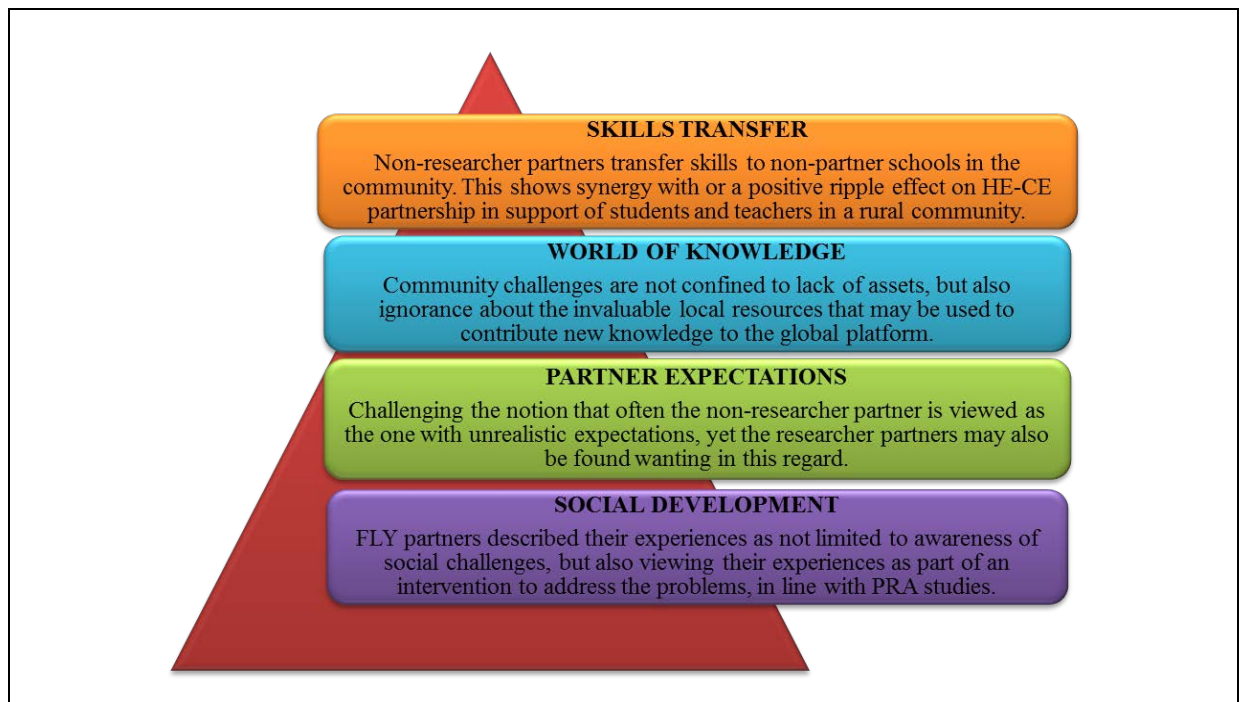
My claim is that I have contributed to South African knowledge on global citizenship, which is seldom reported, from the perspective of a wide range of community partners, including that of non-researcher partners. The current study highlights synergy with community partners who benefitted from the FLY intervention as they transferred (after gaining) a “world of knowledge” and skills to non-partner rural schools. This study further contributes to knowledge on understanding global citizens’ expectations for development and social transformation as they address social and cognitive injustices that can be linked to the tension between the global North and the global South. I have argued that in literature the voices of researcher partners are dominating in comparison with those of non-researcher partners. Linked to this point is that studies on global citizenship are abundant in the global North, while there is a dearth of similar research in the global South. Secondary data analysis (comparative study) allowed me to address this gap, as I could draw from the greater pool of qualitative data generated by five co-researchers. Thus, I set out to investigate the retrospective experiences of five HE-community partners (total participants $n = 93$: female $n = 64$ and male $n = 29$) in a rural South African context in order to contribute to existing knowledge on global citizenship.

This study presents empirical evidence of a contribution to the knowledge base on global citizenship as HE agenda, although the findings should be read against their limitations (discussed in detail in Chapter One, section 1.10). Firstly, although there are few African authors cited in this study, I argue for the decolonisation of global citizenship against the background of the domination by the Global North epistemology. The findings are limited to the experiences of cohort partners, because it is a retrospective study (Cohen et al., 2000; Arolker, & Seale, 2012). Secondly, the research design (qualitative secondary data analysis) had limitations posed by generalisability (Babbie, & Mouton, 2001; Creswell, 2003). However, the results of this study are transferable to similar settings (namely rural settings), because it provided rich data (Bazeley, 2013). Thirdly, I used inductive thematic analysis, which is inherently limiting as data are fragmented during the coding process (Bryman, 2001). In addition, this process interferes with the flow of the narrative of the partners. Finally, another limitation relates to the social conditions and context of human relations that changed, while this study was being conducted over a longitudinal period (Hays, 2004).

8.2 Answering research questions

In Chapters Four to Seven, I discussed the results of the current study relating to existing literature on global citizenship. In this section of Chapter Eight, I present final conclusions on my findings in terms of secondary research questions. I also highlight possible insights achieved by this study. The secondary questions are structured as outlined in Chapter One, section 1.5.2. I indirectly answer the primary question in discussing the secondary questions. I conclude this section by discussing secondary question 3, which directly addresses the primary research question (**How can insight into the retrospective partner experiences of a long-term rural school partnership inform global citizenship practice as a higher education agenda?**). Figure 8.1 presents a summary of new insight into global citizenship:

Figure 8.1: Summary of new insights into global citizenship



8.2.1 Secondary question 1

How do the experiences of partners (parents, teachers, student-clients, ASL students and researchers) compare regarding:

8.2.1.1 Understanding of HE-CE partnership by HE-rural school partners

From the experiences of the participants, it has become apparent that they understand global citizenship (manifested as CE in this study) as about participating in daily local activities and developing leadership skills in the process. Teachers used two metaphors to express their understanding of HE-CE partnership. Firstly, the partnership is like “feet, walking together”.

From the perspective of teachers, the partners “can go far” while collaborating in a supportive environment. Secondly, the partnership is metaphorically described as “watering a plant”. I found that teachers emphasised the importance of creating a safe and supportive space for this partnership to grow. Like plants need water, the partners in this all need to study have to support each other regularly for the partnership to be sustainable.

ASL students perceived themselves as agents that facilitated growth, such as by means of career guidance for students. Within the context of the FLY partnership, HE-CE implies that the partners are guided by a social justice framework throughout their engagement. I found that the FLY partners are advancing the social justice agenda by contributing positively to community development.

In line with social justice (cognitive justice), the findings of my study appear to suggest that teachers, ASL students and researchers share similar thoughts about the role of HE-CE being promoting the recognition of local knowledge. According to the participants, the community is not reduced to a passive recipient of knowledge, although HE is perceived as a facilitator of knowledge generation in the CE partnership. My findings reveal that academic researchers and non-researchers participating in the FLY intervention are viewed as co-generators of knowledge. Participants therefore perceived themselves as contributors to and mutual beneficiaries of new knowledge that is generated in the HE-CE partnership. I theorise that in an authentic HE-CE partnership all participants’ knowledges and contributions are equally valued regardless of their theoretical background in the subject. In addition, within this context, knowledge construction is also about promoting cognitive justice, which is in line with the mandate of the Department of Education’s White Paper 3 (RSA DoE 1997).

I found that connectedness, among other things, is highly regarded as a characteristic of HE-CE partnership within the context of the FLY intervention. All the HE-community partners experienced connectedness between and among them. It seems that novice researchers are receiving full support when conducting research under the auspices of the FLY intervention. My research findings indicate that the overall impression of support and connectedness in HE-CE is positive. However, participants highlighted a downside being when novice researchers were overly supported. Novice researchers working in this partnership appeared to have a structured programme, with well-established supervisors. The current study highlights that researchers also feel connected to and supported by their colleagues through this partnership.

I further found that the participants understood HE-CE partnership to imply power dynamics. In this study, participants seemed to emphasise that perceptions and understanding of roles may result in unequal power relations amongst the partners. They indicated that perceptions of unequal power relations in CE partnership may be caused by miscommunication

or misunderstanding of roles, rather than actual inequality. Based on the findings of this study, I posit that an understanding of HE-CE partnership is attached to the notion of power. Therefore, it is crucial to consider the dynamics of power and politics when HE partners with marginalised communities (Brown et al., 2003; Bruyere et al., 2013; Cossa 2013; Chovane et al., 2015).

Finally, researchers conceptualised CE partnership as an intervention for the mobilisation HE resources towards achieving sustainable development. My findings confirm that this partnership is perceived to be assisting the community to address local challenges. Although HE mobilises resources, participants viewed themselves as having shared mutuality in the goals and outcomes of this partnership. Researchers also defined their role as providing support to students among, other things. In the context of the FLY partnership, I postulate that HE-CE partnership stimulates active learning and encourages students to be critical, creative thinkers as they develop the qualities of global citizenship (Boyer, 1991; Oxfam, 2006). In addition, the community's involvement makes collaborative efforts worthwhile and sustainable as they are closely linked to the rural school.

8.2.1.2 Benefits of HE-CE partnership through the multiple lenses of HE-rural school partners

Regarding the benefits of HE-CE partnership, my study might contribute to an existing knowledge base relating to theory, practice and training. I found that participants believed that they experienced significant benefits relating to the human capital support that HE provided to a marginalised community. I established that parents, teachers and students commented on the value of human capital support. However, teachers emphasised that HE-CE partnership builds students' character by enhancing their self-esteem as well as providing life skills. Similarly, prior to the FLY intervention students highlighted that they were confused about career choices. On the basis of the findings of this study, I theorise that HE-CE could have a greater impact in building global citizens who are enabled to deal with both academic and life challenges if they are exposed to similar interventions earlier on in life. Currently Grade 9 students from the partner rural school are benefitting from this partnership.

My findings indicate that all five HE-rural school partners agreed that the FLY intervention adds value by motivating students in their studies. This study reveals that motivation is not restricted to formal sessions, but that mere interaction between researcher partners and students is also inspiring. In addition, parents expressed gratitude to the University of Pretoria for what they perceived to be a mutually beneficial relationship for all involved. I related the community's desire for more information about university requirements and

applications for bursaries to be linked to the motivation to study beyond Grade 12. As is evident from the findings of this study, I propose that exposing rural students to university students as well as involving their parents in their studies stimulate both social and academic growth. Parents' involvement assists in reinforcing the values learned at school and in the home environment. I posit that when there is synergy between the school and home environments, students have greater chances of achieving their academic dreams.

Further findings of the current study relate to the benefits of connectedness. It was evident in this study that the FLY intervention is about pursuing mutual goals and outcomes for all the partners involved. Moreover, this partnership is driven through research and in the process all the partners are co-learners. Teachers reportedly benefitted from HE-CE partnership by receiving support and skills for career and social development. Teachers explained that the support provided through the FLY partnership is ultimately aimed at assisting students at the high-risk school with their studies and social life. I link teachers' appreciation of this benefit to their understanding of the connectedness and the support that was facilitated through this partnership. Similarly, this study reveals that ASL students greatly valued the relationships experienced in FLY as they were great platforms for establishing bonds, whilst learning from peers and seniors (ASL students and researchers). A new insight that this study provides within HE-CE partnership is knowledge of teacher career development which enriches the work of rural teachers. I theorise that HE-CE partnership has the potential to develop rural school-teachers, thus enhancing their prospects for career an upward career trajectory. This may as well enhance teacher retention in rural South African schools. HE-CE partnership is as much about co-learning (mutual benefits) as it is about providing services and support to a high-risk rural school.

8.2.1.3 Barriers in HE-CE partnership based on multiple perspectives

In my study I identified barriers under two broad subthemes, namely: socio-economic challenges and operational challenges. Firstly, participants identified financial constraints as a barrier that affected the partnership and them personally. From the perspective of parents, HE-CE was expected to provide them with direct financial gain. They believed they would be able to support their children, to enable them to further their education at institutions of higher learning.

Other barriers identified by the participants relate to physical distance and contact days allocated in this partnership. I found that all participants mentioned the physical distance between the university and the rural school as well as rurality as risk factors that could hinder the partnership. Students in particular expressed disappointment about the number of days

allocated per visit. In addition, in my research it was found that participants highlighted social challenges such as drugs, teenage pregnancy and child-headed households as risk factors. My study differs from other studies in the sense that the partners are not only aware of these barriers, but they are intervening with the aim of building a better community. This is in line with the Transformative-emancipatory paradigm (discussed in Chapter One, section 1.4.4), which informed the conceptual framework outlined in Chapter Two, section 2.4 (Freire, 1992; Freire, 1993; David, & Clegg, 2008; Bruyere et al., 2013; Wagner, & Alexander, 2013). Possible insight contributed by this study is that CE in a resource-constrained rural school not only presents hindrances, but also that participants in such interventions gain invaluable experience. The educational experience of students is enriched by their participating in a resource-constrained CE intervention.

Secondly, regarding operational challenges affecting HE-CE partnership, I found that participants identified communication, limited time, inconsistent feedback and conflicting expectations as possible risk factors. As is evident from the data used in this study, working in a culturally diverse environment presented risk factors for both researcher and non-researcher partners. The findings of this study indicate that some of the non-researcher partners struggled to speak English, while some of the researcher partners could not speak or understand the local languages. ASL students and researchers vented their frustration with language barriers, as they experienced difficulties in their efforts to provide therapy. In some cases they had to rely on an interpreter to facilitate communication. In addition, teachers highlighted a lack of communication as a factor that hampers HE-CE partnership. However, the participants also acknowledged that there is a general improvement in the use of English as medium of instruction at the school, partly as a result of the FLY intervention.

My findings confirm that time constraints is a factor that may hamper HE-CE partnership. I found that participants complained about the limited visiting schedule to a rural school. I found that the work-related responsibilities of some of the participants (outside this partnership), seemed to be a cause of strain in the partnership. Against this background, parents made a passionate plea for students to maximise the opportunity they were offered within the limited period of time. In contrast, my study established that the students are aware of the limitations of time, although they want more time to be invested in the partnership.

Furthermore, I found that the participants, who are working, indicated that their workloads restricted the amount of time they could invest in CE partnership. More specifically, teachers, ASL students and researchers reported that their workloads and lack of clarity regarding the scope of the project were factors that hampered the partnership. The findings of this study indicate that the degree of workload strain differed for individual partners depending

on several factors. For instance, overseas-based FLY partners were very restricted in terms of consistent on-site involvement. Closely linked to this factor, as this study revealed, is that inconsistent feedback sessions are an impeding factor that negatively impacts HE-CE partnership. The non-researcher partners were expecting regular feedback from the researcher partners and *vice versa*. A possible contribution of this study is that the inconsistent involvement of some of the partners is not a negative reflection on the quality of the partnership, while this may, however, be attributed to other commitments of the partners (outside HE-CE partnership). In addition, parents and teachers could strengthen the gains of HE partnership at the local level by offering appropriate follow-up interventions based on the update reports on the progress of students. On the other hand, researchers could also use feedback reports to assess the strengths and weaknesses of the partnership.

Finally, this study established that too high expectations, unqualified benefits and failure to deliver on expectations are factors that could hamper CE partnership. Although participants indicated that the community in general has higher expectations of the university than the other way round, expectations could nevertheless emanate from all the partners involved in CE. It emerged from this study that parents were expecting financial benefits from participating in the FLY intervention. Insight drawn from this study is that community partners (non-researcher partners) may incorrectly be viewed as the only partner, who have unrealistic expectations of the CE partnership. My research refutes, this by indicating that researcher partners may also have too high expectations of the partnership.

8.2.1.4 Expectations of development by HE-rural school partners

Findings of the study confirm that there are indicators showing that participants expected development as a result of the FLY intervention. Based on their experiences, they seem to believe that HE-CE partnership facilitates rural development by using the PRA approach. It is evident from the findings that HE facilitates development through research as expected by the community, in line with the mandate of the Department of Education to address social ills. In the same way teachers indicated that they expected to develop skills linked to their profession so that they would be better prepared to teach students. My findings confirm that assets were not mobilised for individual benefit, but for the development of a rural school and the community at large. In my study, I similarly found that students experienced increased levels of insight and awareness as the FLY partnership facilitated their academic, emotional and social development.

In this study, teachers indicated that they expected the university to assist the school with building a Counselling Centre. Teachers stated that a Counselling Centre would help them to

address students' challenges in a professional and confidential setting. Furthermore, participants expressed their expectations of laboratory equipment and library material as benefits from the FLY partnership. Although the partner rural school has a library facility, teachers reported that the space is limited and that it has insufficient books.

Furthermore, participants in four cases (teachers, students, ASL students and researchers) alluded to the issue of FLY expanding its collaboration networks in order to enrich the intervention. Participants also mentioned that technology could be used to involve more partners from other schools, faculties or universities. The findings of my study seem to indicate that participants experienced this partnership as an intervention aimed at facilitating language development in a rural community. In addition, participants expressed that the university serves as an agent for facilitating language development together with the community. This development is identified in part by the growth of students in their academic careers.

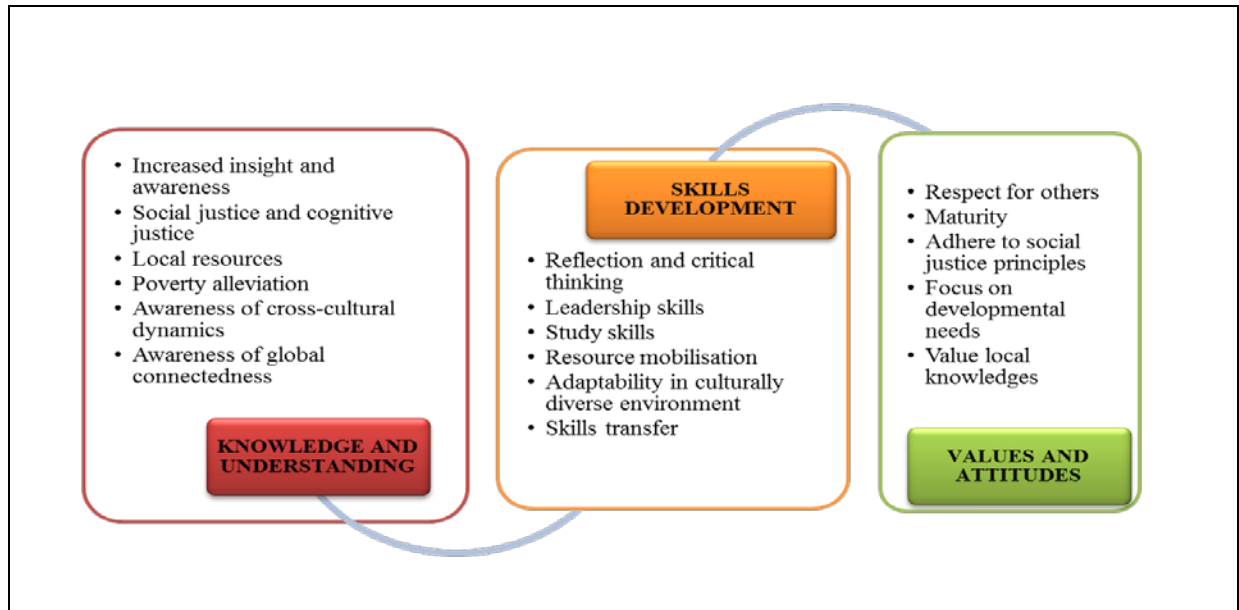
Within the scope of the partnership, participants' reported feelings of being excluded from HE-CE may relate to a range of issues connected with expectations of development. As discussed in detail in section 8.2.1.3, my findings confirm that unrealistic expectations may hinder CE partnership, consequently the development of the community. Participants mentioned that some partners may expect too much (development) from CE thus leading to unfulfilled expectations. I posit that expectations of development should be in line with the objectives of CE partnership and monitored closely in order to achieve shared goals.

8.2.2 Secondary research question 2

To what extent is global citizenship evident in the comparative case study data on HE-CE?

Figure 8.2 provides a visual representation of global citizenship evidence in the comparative case study data on HE-CE. The data that I analysed confirmed some of the key elements relating to global citizenship, as is discussed during the literature review in Chapter Two, section 2.4.3. In this section, I provide evidence of global citizenship based on the findings of the current study. I found that there are indicators that relate to knowledge and understanding, skills development, values and attitudes displayed by participants in this study (Oxfam, 2006; Levine, 2007; Bednarz et al., 2008). Findings of this study are related to existing literature to support my argument.

Figure 8.2: Visual representation of global citizenship evident in the current comparative case study



Participation in the FLY intervention provided participants with an opportunity to develop the crucial reflection and critical skills that are associated with being a global citizen, as was articulated in Chapter Two, when I discussed the conceptual framework (Oxfam, 2006; Osman, & Petersen, 2010; Morton, & Enos, n.d). It seems that such skills partly contributed at an increasing number of levels to gaining insight into and awareness of how teachers could assist the community to develop. Participating teachers revealed that through this CE partnership they gained the insight to assist the community with alleviating poverty (Ashcroft, & Rayner, 2011). My study also highlights students' increased levels of insight and awareness. In line with global citizenship values among students and ASL students, such awareness highlighted mutual feelings of learning from and respect for others (Jacoby, 1996; Forrest, & Kearns, 2001; Chipkin, & Ngqulunga, 2008). The current study confirmed that students, who participate in CE, are more active in their academic learning (Falk, 2013). This is evident as students urged the university to visit the school annually and to present different study skills methods. This study adds to the knowledge base by highlighting increased levels of insight, concern for poverty alleviation, mutual respect for others, all contributing to a positive impact on social development. The findings that I obtained show that the acquisition of skills is not confined to participating school, however, as teachers from the partner school transfer their skills to other non-partner schools as they grow and develop in global citizenship. Clearly the virtues displayed by the participants are consistent with being global citizens.

From the perspective of teachers, the FLY partnership assisted the community to mobilise local resources (Doyle, 2010). My findings reveal that participants are aware of the

richness of using local resources for the purpose of development, despite the limitations of the rural environment (Mignolo, 2000; Ebersöhn et al., 2010; Loots, 2011; Mbongwe, 2012). I established that the participants view the university as an agent in the process of mobilising local assets (Kaars, & Kaars, 2014; Van Rensburg, 2014). Another possible insight highlighted by this study is that some of the challenges in rural communities may seem not to relate to a lack of assets only, but also ignorance about the invaluable local resources that exist. The university therefore serves as a catalyst in raising awareness of and mobilising local resources. I argue that this level of knowledge, understanding and skills reflects positively as a developmental phase for the participants as global citizens.

Against the background of this study, the participants reportedly experienced connectedness both at national and global levels (Shultz, 2007; Tilbury, 2011; Mariage, & Garmon, 2003; Glover et al., 2013; Abdi, 2015). At a local level, participants suggested that partnering with locally based professionals may offer remedial assistance to the high-risk rural school. Furthermore, in line with global citizenship, students showed signs of developing maturity and leadership as they engaged in local issues and communicated about life (Fogel, & Cook, 2006; Holland, 2009). My findings indicate that participants were exposed to national and international researchers and psychological models as a result of FLY experiences. At a practical level, these research findings show that this partnership was a good training platform for ASL students as some of them related their current working environment to the FLY experiences. Consequently, in their role as therapists ASL students who participated in this study are able better to relate to their current clients, who are from various cultural backgrounds, as they have previously been exposed to similar situations through FLY (Cairney, 2000).

As indicated in existing knowledge on global citizenship, participants reportedly valued the importance of cross-cultural interaction as well as the recognition that local knowledge received (Caputo, 2005; Levine, 2007; Shultz, 2007; Doyle, 2010; Erasmus, 2014). The FLY experience created an opportunity for non-researcher partners at a remote school to interact with the outside world as global citizens (Van der Velden, 2006; David, & Clegg, 2008; Schamber, & Mahoney, 2008). The findings of this study revealed that FLY facilitated change that exposed rural students to cross-cultural relationships (of client and service provider or partners in CE). A possibly novel contribution of this study is that HE-CE partnership made non-researcher partners feel highly esteemed, because their ideas and knowledge counted. I found that prior to the FLY intervention, parents thought their ideas were neither important nor that it was crucial for them to know what is happening in the global landscape. The

involvement of non-researcher partners in PRA-directed group sessions made them reflect deeply on the value of their views.

8.2.3 Secondary research question 3

How can comparative knowledge from a range of CE partners inform global citizenship practice in HE-CE?

The findings of the current study indicated that prior to the FLY intervention, non-researcher partners were of the view that their ideas and knowledge were not significant in the global citizenship agenda. Based on the data I analysed this notion was refuted by the final findings of this study. Therefore, I propose that local ideas and knowledge should be taken into account when curricula on global citizenship are designed. If this is done the experiences of both researcher and non-researcher partners would contribute to shifting the community's focus away from local problems, and instead to intensifying creation of space for enablement. Literature indicates that enabled communities (Albertyn, & Erasmus, 2014; Pitso, 2014; Van Rensburg, 2014) are in a position to use the gained skills to address local challenges, in so doing alleviating poverty (Morton, & Enos, n.d.; Jacoby 1996).

Furthermore, based on the findings of this study, enabled communities, as global citizens, often go beyond the local challenges to transfer their skills to other affected communities (Pitso, 2014). The notion of using local ideas and knowledges in the HE-CE agenda is in line with the Transformative-emancipatory paradigm, with what Freire (1973) calls bottom-up social transformation. I used the fundamental principles of this paradigm to develop the PGC conceptual framework in order to better grasp the theory and the way that it relates to HE-CE practice (De Vos et al., 2011; Eisenhart, & Jurow, 2011; Brink et al., 2012).

In correlation with PGC, I propose an alternative framework for viewing community partners and the process of engagement in HE partnerships. Community partners should not be viewed through the negative frame of problems, but as alternative voices that add to knowledge construction and dissemination (Camino, 2000; Creighton et al. 2010; Stephenson, 2011). These alternative voices could add profound knowledge in the HE agenda as the non-researcher partners are experts in their own right in relation to local knowledge and practices (Ward, & Wolf-Wendel, 2000; Burnett et al., 2004). This proposition is supported by the findings of the current study, as it is evident that the rural community is progressive and open to engaging in as well as contributing to HE knowledge construction and social change.

In addition, the process of engagement in HE partnerships should not be viewed as linear progression, but instead as an unpredictable, prolonged process. I postulate that HE-CE partnership may be interrupted at any point, in part because of the barriers associated with CE

(Moseley, 2007; Hart et al., 2009; Leibowitz, 2010). Here I am talking about, for example, barriers such as time and financial constraints, which may interrupt CE partnership at any given time (Minkler, 2005; Markham, 2013). It is therefore critical to keep open the lines of communication throughout all the phases of engagement (Fogel, & Cook, 2006). I highlighted this as a consultative collaborative effort when presenting the PGC conceptual framework in section 8.3.

I posit that the knowledge derived from this study points towards boundless engagement. This suggests that HE-CE should focus on innovative interventions that have support structures aimed at establishing connections across socio-economic, cultural, racial and academic backgrounds (Cairney, 2000; Creighton et al., 2010; Doyle, 2010). In addition, the HE agenda should pay attention to outcomes that are in line with responsible global citizenship, as I discussed in this chapter, section 8.2.2 (also in Chapter Two, section 2.4.3), under the following categories: knowledge and understanding; skills development; values and attitudes. For example, global citizens who are concerned for the environment and committed to development may use their knowledge and skills to develop the community, as is reflected in the data relating to this study (Benneworth, & Sanderson, 2009; Mahoney et al., 2010). Therefore, the HE agenda should have the long-term goal of influencing student participation in CE even beyond their academic life span. This may have a significant developmental impact on the community at large.

I recommend that HE should make a concerted effort to enhance insight, awareness, reflection, exploration and develop critical consciousness among global citizens (Osman, & Petersen, 2010). In my view, this calls for innovation that moves away from traditional practices in global citizenship. HE should strive to partner with many role-players as an way alternative of broadening the scope, towards understanding and enriching CE interventions. Like other researchers, I believe that this could be achieved by partnering with the private sector, NPOs, development organisations and the government sector to maximise the benefits of CE (Krause, 2005; O'Brien, 2009; Trahair, 2013). As highlighted in the findings of this study, the private sector may inject capital to address material needs and NPOs have grassroots knowledge that could assist the partnership with finding ways to thrive (Pitso, 2014).

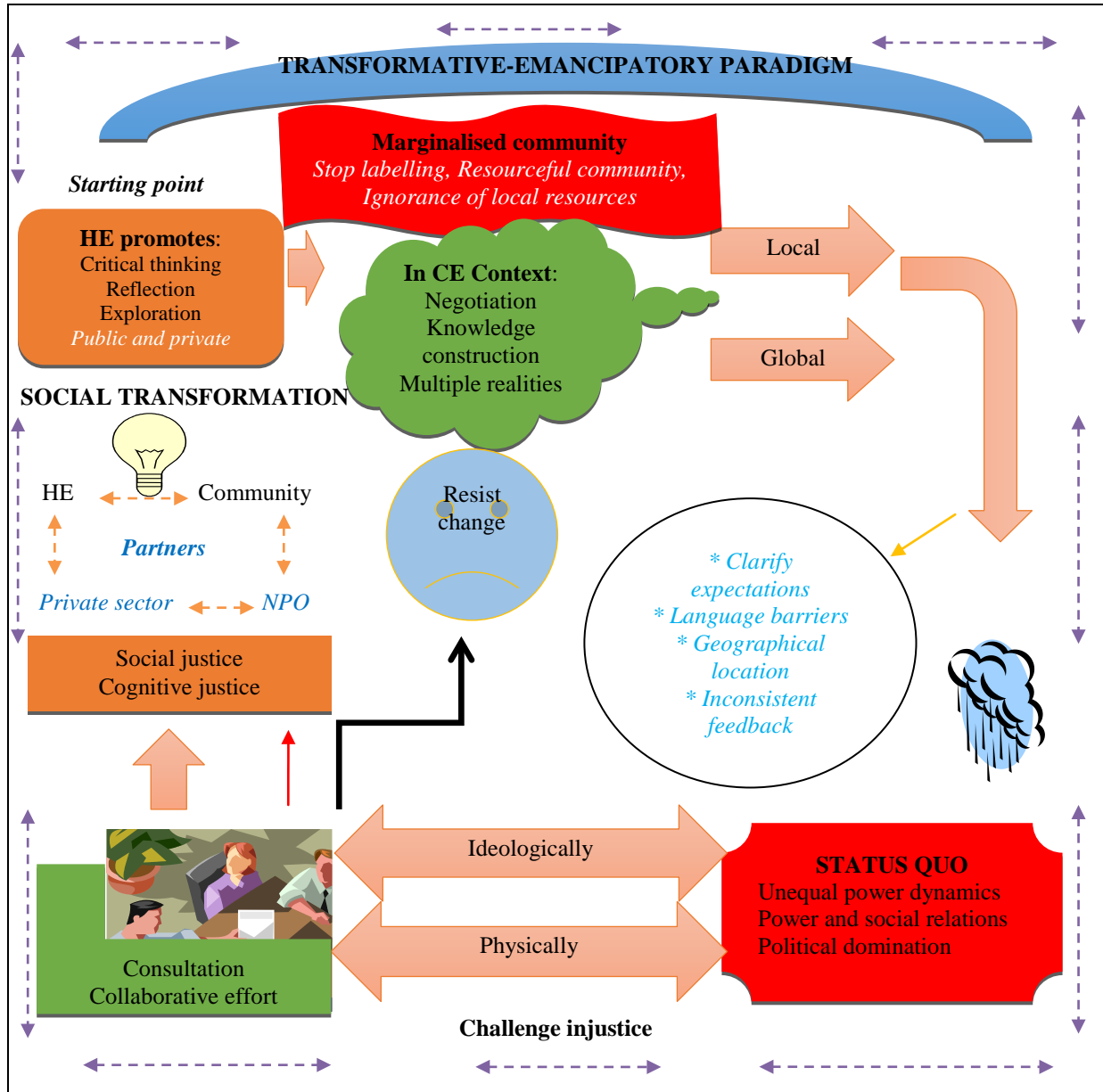
Another innovation in CE practice is to consider social media such, as YouTube, blogs, and Facebook, which could assist in addressing barriers such as those presented by geographic limitations (Moran et al., 2011). Social media is a powerful tool in for instance communication and linking global citizens across continents (Carmichael, & Norvang, 2014). I propose that HE should take advantage of this technology, which allows for immediate global debate on CE (Moran et al., 2011).

In the next section, I revisit the PGC conceptual framework that I developed in Chapter Two. This conceptual framework has deepened my understanding of HE-CE and has guided this study (Eisenhart, & Jurow, 2011), within the context of a rural setting. I believe that this conceptual framework would assist me with answering the primary research question of this study (De Vos et al., 2011; Brink et al., 2012).

8.3 Revisiting the theoretical conceptual framework and working assumptions to position the results of the study

In Chapter Two section 2.7, I presented the Progressive Global Citizenship conceptual framework that I conceived to guide the current study. In this section, I revise the conceptual framework and clarify my initial working assumptions based on the findings of this study. This revised conceptual framework, as reflected in Figure 8.3, informs the recommendations that I made in section 8.4.

Figure 8.3: Conceptual Framework for Progressive Global Citizenship



I adapted the initial conceptual framework by adding purple dotted lines with arrows pointing in both directions along the margins of the diagram. Consistent with the findings of this study, these lines highlight that CE partnership does not assume a linear³⁶ developmental stage. However, the findings of this study coincide with existing knowledge by indicating that any HE-CE partnership has unique challenges as it addresses community challenges (Butcher et al. 2003; Moseley, 2007; Furco, & Miller, 2009). Depending on the depth of these challenges and how they are dealt with they may be drawbacks leading to failure or platforms for reflection and strengthening of HE-CE partnership.

³⁶ Uninterrupted progression from conception to completion

At the starting point (top left) of this diagram, I added the following words in white: *public and private*. In line with the findings of Theme One (HE-CE provides human capital support to a marginalised community), I found that participants' critical, reflection and exploration skills were increased by this partnership. In addition, teachers mentioned that this positive contribution occurred both in their professional and private lives (Griggs, & Stewart, 1996).

Rural areas are rightfully viewed as marginalised communities. Informed by the findings of this study, I included the following three concepts at the top, in the centre (marginalised community) of this conceptual framework: (*stop labelling, resourceful community, ignorance of local resources*). This study highlights the need to stop labelling communities negatively, without oversimplifying the fact that in South Africa marginalised communities are still prevalent. Paradoxically, these marginalised communities have a wealth of knowledge, as I reported in Theme Three, category 3.1.3 (social justice approach). In Theme Three (HE uses CE partnership as research space to build knowledge) I indicated that participants view the university as an agent in the process of mobilising local assets (Kaars, & Kaars, 2014; Van Rensburg, 2014).

Furthermore, I also indicated contradictions in the current study, whereby students were viewed within the frame of challenges such as drug abuse, violence and teenage pregnancy. In this respect Camino (2000) proposes the opposite. Camino (2000) claims that when students are viewed as a collection of problems (for example, drug abuse, violence and teenage pregnancy), this reinforces negativity and as a result destroys the community. In addition, the participants in this study were silent on the social problem of the lack of housing (Lindenfeld, 2010). Related to the three concepts I added, a possible insight highlighted by this study, is that some of the challenges in rural communities may appear not to relate to a lack of assets only, but also to ignorance about the invaluable local resources that exist.

Along the arrows referring to local and global I also emphasised *national* (in blue) instead of assuming that this is covered. I highlighted *national* after revising this conceptual framework, because my findings show that HE-CE partnership is a national mandate in South Africa. Although the participants in this study also emphasised this point, they were silent in terms of specific references to the Education White Paper. Contrary to my findings, literature is explicit in emphasising that the Department of Education White Paper 3 (RSA DoE 1997) mandates HE to use their academic expertise and infrastructure as assets aimed at transforming society (Emmett, 2000; Cloete, 2014; Erasmus, 2014; Kaars, & Kaars, 2014; Pitso, 2014).

I added an oval shape encapsulating a summary of the challenges experienced by the partners with reference to Theme Two (barriers in the HE-CE partnership). In line with the

Transformative-emancipatory paradigm, my study is in contrast with other studies in the sense that the HE-rural school partners are not only aware of these barriers, but are actively intervening with the aim of building a better community (Freire, 1992; Freire, 1993; David, & Clegg, 2008; Bruyere et al., 2013; Wagner, & Alexander, 2013). This study indicated that challenges have to be managed properly to prevent a possible collapse of the partnership. The red arrow I included, in the *consultation box*, emphasises the importance of this process in managing HE-CE partnerships.

Finally, this study indicates that HE-CE partnership could be enriched by involving both the *private sector* and *NPOs* (blue writing highlighted by orange lines). Albertyn and Erasmus (2014) argue that there are still huge gaps that need to be filled by including both the private sector and NPOs in HE-CE partnerships. For example, NPOs could contribute hugely in social justice issues by virtue of their being closely connected to grassroots participants.

8.4 Corridor for future research

Based on the findings of the current study, I present a summary of the recommendations I have already made in this thesis. These recommendations highlight the implications of this study for future research, practice and future training and development.

8.4.1 Recommendations for future research

The current study reveals several areas for research to be undertaken. Firstly the current study allowed me to investigate the retrospective experiences of HE-rural school partners. I recommend future research at this level that involves a wide range of CE partners, but focusing on the connections and learning opportunities that could be created for marginalised communities, especially through social media such as YouTube, blogs, and Facebook. Informed by the findings of the current study, it would be important for potential future studies to consider the dynamics of power and politics when investigating the experiences of marginalised communities. At an international level, future studies may compare how students who study abroad and participate in CE (international service-learning) have developed an increased sense of global citizenship in civil society.

Secondly, I recommend an in-depth study of potential HE-CE partnerships for the development of rural school-teachers, thus enhancing their prospects for an upward career trajectory. The questions linked to this recommendation are: How HE-CE partnership contributes to teacher retention in rural South African schools? Does a high level of antisocial behaviour affect academic performance in rural schools, and teacher attrition? In addition,

future research could explore the manner in which parents and teachers could strengthen the gains of HE partnership in a rural school. This entails investigating whether non-researcher partners offer appropriate follow-up interventions based on update reports by researchers about the progress of students.

Thirdly, the findings of this study have made it clear that more research needs to be conducted to assess the quality and the impact of knowledge and skills transfer by the rural partner school to other non-partner schools. Based on this interaction, the question may be whether there is evidence of global citizenship among the non-partner rural schools. Furthermore, I recommend a study on the influence that administrative staff members have on the allocation of resources in HE-CE. This could also be linked the question of leadership succession in HE. In this regard, the research question should focus on how new leaders could enhance or hamper HE-CE.

The dearth of research related to global citizenship from the perspective of non-researcher partners in South Africa motivates me to recommend longitudinal studies that focus on the voices of non-researcher partners to uncover the depth of what there is to learn from local partners. Possibilities for future research in this area should include local businesses as well as NPOs. I suggest that the potential for development organisations to offer material intervention in CE should be fully explored.

PRA-directed group sessions and qualitative surveys were used for the current study. Therefore, I recommend that similar studies should be conducted, although by using quantitative research methodology in order to allow for generalisation of the findings to the greater population. Quantitative research methodology would accordingly minimise the methodological limitations of this study, as is discussed in section 8.1 of this chapter.

8.4.2 Recommendations for practice, future training and development

The current study, which to my knowledge (within FLY studies and possibly in the research field in general), is the first to compare the retrospective experiences of HE-rural school partners using qualitative secondary data, has implications for practice and future training and development.

Practices should be changed by adopting the PGC conceptual framework I developed. Training of students at the HE level should focus on entrenching the principles of a social justice framework in CE. This study established that a social justice agenda contributes positively to community development. I recommend the promotion of authentic HE-CE partnership, in which all participants' knowledges and contributions are equally valued regardless of their theoretical background in the subject. This manner of engaging with

communities may accelerate social change towards realising the mandate of the Department of Education White Paper 3 (RSA DoE 1997), to transform HE and society. In addition, I recommend that the private sector, developmental organisations and civic organisations (NPOs) should be actively involved in HE-CE partnership. These are partners that may bring direct, practical development to marginalised communities.

I recommend that students should be exposed to global citizenship interventions from first-year level at university across all faculties and academic disciplines. Students should also be exposed to resource-constrained CE interventions in order to develop their academic skills, build character and thus enrich their educational journey. Given the different levels of maturity of first-year students, I suggest that they should be prepared in the first semester, before they participate in real-world engagement. Academics should understand the expectations of students as well as the expectations for development in specific communities before committing to sending these students out to the real-world. In addition, I recommend that rural secondary school students should not be exposed to university students in their own environment only, but that they should be taken out on educational visits to universities. For example, this could be visits to faculties or attending university Open Days. Furthermore, involving rural students' parents in their studies may stimulate students' social and academic growth.

The implication of this study is that a shift is crucial in how non-researcher partners are viewed by the researcher partners, the latter of whom are often perceived to be the recipients of knowledge. I recommend that parents and teachers should be actively involved in supporting students by giving them regular formal feedback reports regarding the progress of therapeutic interventions. It is important to create a safe and supportive space for all partners, allowing them to grow in their roles and functions. It emerged from this study that, like plants need water, HE-community partners also need regular demonstrations of support in order to facilitate sustainable partnership.

Based on this study and the new understanding of the difference between a lack of assets and ignorance of invaluable local resources, I recommend that HE plays an urgent, proactive role in raising awareness of and mobilising local resources that exist. In this study, non-researcher partners reflected deeply and critically about the value of their views in CE partnership as a result of their participation in PRA-directed group sessions. This research has demonstrated that it is important for non-researcher partners to know about and actively participate in local activities that may have implications in the global landscape. Therefore, I recommend that the promotion of local assets, knowledges and the knowers should be placed high on the HE agenda. This may well influence policy-makers as they review and develop

new CE policies. Finally, the aforementioned recommendations could have greater impact in building global citizens who are enabled to facilitate sustainable development if they are adapted accordingly and are monitored closely in order to achieve the shared goals.

8.5 Conclusions

From the outset of this study, it was my aim to review relevant literature on global citizenship as it relates to the HE-CE agenda and to make informed recommendations to contribute to the existing knowledge base. In addition, the contributions would also change the focus of practice and future training and development. Although I have attempted to present empirical evidence to contribute to global citizenship as an HE agenda, I have also given an account of the contradictions and silences, as reflected in the results of this study.

Furthermore, this study is unique in that not much research has been conducted using secondary qualitative data (and the paradigm lenses that I chose) to compare the retrospective experiences of the wide range of partners who are involved in this HE-CE partnership. Literature from the global North seems to dominate, and thus has undue influence on practice in the global South. The contributions of this study to the knowledge base would go a long way in redressing (decolonisation of global citizenship) the dominance of the global North.

In conclusion, this study highlights the significance of taking into account a wide range of voices and experiences when designing and implementing global citizenship in HE. The findings of this study were guided by phenomenology as a Meta-theory of understanding the experiences of HE-rural school partners. I selected the Transformative-emancipatory paradigm to discuss the application of global citizenship practice in HE-CE, within the South African context. This study demonstrates that the impact of CE interventions are not limited to the primary partners, as non-participating partners also benefit from the knowledge and skills generated in the project. Based on the findings of this study, I postulate that it is crucial to enhance global citizens' insight, awareness and critical consciousness as some of the community challenges relate to ignorance about the invaluable local resources that exist, rather than the lack of assets. I conclude that the experiences of HE-rural school partners could inform the HE agenda in relation to striving for curricula that are relevant locally, yet in line with global practices. It is evident from this study that rural communities are progressive, therefore open to contributing their knowledge and for achieving social transformation.

8.5.1 Final reflection

In November 2015 I had the opportunity to participate in the University of Pretoria's Postgraduate Study Abroad Programme by visiting the University of Alberta in Canada, Edmonton. This was my first international trip and it has broadened my horizons in many ways. I thank Prof Liesel Ebersöhn for introducing me to Prof Lynette Shultz, Director of the Centre for Global Citizenship Education, & Research (CGCER), Faculty of Education. During my visit abroad, I had fruitful discussions with Prof Lynette Shultz and with other scholars at the University of Alberta, such as Prof Cheryl Cox, Prof Tania Kajner and Prof Michael Kariwo. I was successfully guided to relevant current literature for purposes of literature control to establish the findings of this study. I believe this trip helped me to reposition my thesis well within the context of global citizenship. The inputs from the scholars at the University of Alberta were invaluable for my thesis.

From 5 to 7 November 2015 I attended the CGCER International Conference. It was an honour for me to listen to and interact with international scholars during the conference. On 8 November I had an opportunity to meet with seven other doctoral students, who are supervised by Prof Lynette Shultz and Prof Ali Abdi. Refer to the visual data in photograph 8.3. We all had an opportunity to share experiences about our studies and get feedback from supervisors and colleagues. Photographs 8.1 to 8.4 below were captured during the CGCER International Conference and the doctoral students meeting. The arrows are pointing at me when I was visiting the University of Alberta in Edmonton.

Photographs as illustration of CGCER International Conference



Photograph 8.1: *At CGCER International Conference,*
6 November 2015



Photograph 8.2: *University of Alberta scholars,*
7 November 2016



Photograph 8.3: *Meeting with doctoral students,*
8 November 2015



Photograph 8.4: *At University of Alberta,*
10 November 2016

Prof Cheryl Cox gave me the opportunity to attend seminars on ASL modules for Pharmacy students (24, & 26 November 2015). On 24 November 2015, I presented my study to fourth year Pharmacy students. I also shared information about my role as a CE Coordinator at the Faculty of Veterinary Science, University of Pretoria. Prof Cox organised another session, where I was invited to make a presentation to her colleagues on Thursday, 26 November 2015. This was such a great opportunity for growth and development of my presentation skills. The relationships that I have established are invaluable for growth in my career.

Despite the challenges I encountered along the journey, overall this was a worthwhile research experience for me. It was a privilege to work under the guidance of highly experienced supervisors, namely Dr Maximus Monaheng Sefotho and Prof Liesel Ebersöhn. I have no words adequately to express my gratitude for their dedication and commitment in mentoring me as a novice researcher.

Finally, I express my sincere appreciation to all FLY partners. I will forever be grateful to the parents, teachers, student-clients, ASL students and researchers who opened up their spaces and generously shared their experiences of FLY partnership. In this study I made a case for all the voices of community partners to be given a space on the knowledge construction and dissemination platform (global citizenship landscape), regardless of their theoretical or practical background. I conclude this journey by including quotes from former African statesmen as well as the voices of some FLY partners. In my view the voices of the partners encapsulate what global citizenship is all about.

Quotes by former statemen



Photograph 8.5: Mr Eugene Machimana in University of Alberta library, 11 November 2015

In photograph 8.5 the message on the wall reads as follows:

"It always seems impossible until it's done"
Nelson Mandela, former President of South Africa.

"Those who would judge us merely by the heights we have achieved would do well to remember the depths from which we started"
Kwame Nkrumah,
former President of Ghana.

Quotes by participants

"You [University of Pretoria] are helping learners stay away from dangerous things ..."

(Interpreter for Unidentified Female Speaker, Lines 1-2).

"We are walking together... we can go far..."

(Group 4, Participant 18, Line 5).

"It is because they want to empower the youth"

(Group 1, Participant 1, Line 106).

"It is a partnership between the Unit for Education Research in AIDS of the University of Pretoria and rural schools in Mpumalanga"

(Participant 2, Online, Lines 23-24).

"There are actually much more benefits than limitations" (Participant 12, Face-to-face, Lines 96-97).



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APPENDICES

Refer to the flash disc for appendices.

APPENDIX A:

Department of Basic Education: Mpumalanga Province

APPENDIX B:

Example of informed consent form

APPENDIX C:

Example of demographic questionnaire

APPENDIX D:

Research journal

APPENDIX E:

Field notes

APPENDIX F:

PhD support sessions

APPENDIX G:

Minutes of teachers' meeting

APPENDIX H:

Themes and categories

APPENDIX I:

In-case analysis

APPENDIX J:

Examples of initial analysis

APPENDIX K:

Visual data in photographs

APPENDIX L:

Videos: students participating in PRA-directed group sessions

APPENDIX M:

Videos: teachers participating in PRA-directed group sessions





Permission from the DoE Mpumalanga province

APPLICATION TO CONDUCT EDUCATION RESEARCH FOR PROFESSOR L. EBENBOM



education
DEPARTMENT OF EDUCATION
MPUMALANGA PROVINCE

Private Bag 2 11341
Nelspruit 1200
Government Boulevard
Riverside Park
Building 8
Mpumalanga Province
Republic of South Africa

Isitho Akafolelele - Ombuzo kaFuthe - Department van Onderwijs, Opleiding en Kwaliteit
Imphelezo/Imphelezo/Imphelezo

PROFESSOR L. EBENBOM,
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF PRETORIA
0002

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FOR PROFESSOR L. EBENBOM.

Your application (submitted on the 31 July 2013) to conduct research was received on the 05 August 2013. The objectives of your study are consistent with the department's Comprehensive Rural Development Strategy. Your request is approved subject to you observing the content of the departmental research manual which is attached. You are also requested to adhere to your University's ethics as spelled out in your research ethics document.

In terms of the attached manual (2.2, bullet number 4 & 6) data or any research activity can only be conducted after school hours so per appointment. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of department.

For more information kindly liaise with the department's research unit @ 013 766 5876 or education@education.gov.za.

The department wishes you well in this important project and pledges to give you the necessary support you may need.

APPLICATION TO CONDUCT EDUCATION RESEARCH FOR PROFESSOR L. EBENBOM

APPROVED/NOT APPROVED

M. MABANE
HEAD OF DEPARTMENT

25. 8. 13
DATE



Example of consent form

Individual consent for participation in a Research Study A research project of the University of Pretoria Project Title: Flourishing Learning Youth

Invitation to participate

We would like to invite you DUMISILE MBRAZIMA to participate in a research study. Your participation is voluntary and you may withdraw from the study at any time. However, for you to be part of the research you are requested to sign this consent form, which gives you permission to participate in the study.

Description of the research

The study aims to capture your perceptions of the existing partnerships between schools and a University.

Risks and Inconveniences

We do not see any risks for you in participating in this study. If any problems do arise you can speak to us and we will make sure that you understand what is going on and feel comfortable to continue in the study. Your identity will not be revealed to anyone and any information that we get from the study will remain private.

Confidentiality

All of the information that we get from the study will be kept strictly confidential and will only be available to the research team. No information will be shared with anyone else. Please note that none of the questions in this study are designed to collect information that will require us to contact anyone. All the information we get from the study will be stored in locked files in research offices at the University of Pretoria.

Because confidentiality is important we would expect that any information you hear is also private and that you would not discuss this information with anyone.

Benefits

We hope this study will benefit you, your school and also your community. There are no financial benefits to this study.

What are the rights of the participants in this study?

Participation in this study is purely voluntary and any participant, at any particular time during the study, may refuse to continue their participation or stop without giving any reason. You will not be affected in any way, should you decide not to participate or want to stop taking part in the study.

Has this study received ethical approval?

This study has been approved by the Education Ethics Committee of the University of Pretoria.

Questions

Please feel free to ask about anything you don't understand and take as long as you feel necessary before you make a decision about whether or not you want to give permission to take part in the study. If you have questions later that you don't think of now you can phone Prof Liesel Ebersöhn, at 012 420 2337 or you can ask us next time we come to visit the school.



Informed consent

I hereby confirm that I have been informed about the nature, conduct, risks and benefits of this study. I have also read or have had someone read to me the above information regarding this study and that I understand the information that has been given to me. I am aware that the results and information about this study will be processed anonymously. I may, at any stage, without prejudice, withdraw my consent to participate in this study. I have had sufficient opportunity to ask questions and (of my own free will) declare I may participate in this study.

(a) Writing your name on this page means that you agree to be in the project and that you know what will happen to you in this study. If you decide to quit the project all you have to do is tell the person in charge.

Name: DUMISILE M. MBAZIMA (Please print)

Signature: [Signature] Date: 22/06/2018

(b) Writing your name here means that you agree that we can take **photographs and audiovisual** footage of you during the project and **share these images** during discussions, as well as reports we write about the project. We will not share your name with the people who see the images. If you decide that we should rather not take photographs or audiovisual footage of you in the project, all you have to do is tell the person in charge.

Name: DUMISILE M. MBAZIMA (Please print)

Signature: [Signature] Date: 22/06/2018

I, MARLI EDWARDS herewith confirm that the above person has been informed fully about the nature, conduct and risks of the above study.

If you have any further questions about this study, you can phone the Investigator, Prof Liesel Ebersöhn at 012 420 2337. If you have a question about your rights as a participant you can contact the University of Pretoria Education Ethics Committee at 012 339 8812

Example of demographic questionnaire



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

FLY Demographic Questionnaire

| A. Particulars | |
|---|-------------------|
| Questionnaire number (<i>Administration use only</i>) | |
| Interviewee surname and name | Mbongwe Bathsheba |
| Date of birth | 01 Feb 1977 |

| General Instructions |
|--|
| Tick the box where necessary, or answer the question in the space provided |

| | | |
|-----------------------------|------|--------|
| 1. Gender (Tick one) | Male | Female |
| | | √ |

| | |
|--------------------------------|---|
| 2. Ethnicity (Tick one) | |
| Black | √ |
| White | |
| Coloured | |
| Indian | |
| Other (Specify): | |

| | |
|---------------------------|---|
| 3. Ages (Tick one) | |
| Below 30 years | |
| 30-40 years | √ |
| 41-50 years | |
| 51-60 years | |
| 61-70 years | |

| | |
|---|---|
| 4. Language proficiency (Tick appropriate options) | |
| Afrikaans | |
| English | √ |
| isiNdebele | |
| isiZulu | |
| isiXhosa | |
| Sepedi | |
| Sesotho | |
| Setswana | √ |
| Shona | |
| Siswati | |
| Tshivenda | |
| Other (Specify): | |



| | |
|---|---|
| 5. Where do you live? (Tick one) | |
| Gauteng | |
| Another province (Specify): | |
| Another country (Specify): BOTSWANA | √ |

| | |
|---|---|
| 6. What is your highest post-graduate level of education? (Tick One) | |
| Masters | |
| PhD | √ |
| Other (Specify): | |

| | |
|---|--|
| 7. State your current occupation. | |
| Deputy Permanent Secretary- Ministry of Youth Sport and Culture | |

| | |
|---|---|
| 8. How many years were/are you involved in the FLY project? (Tick one) | |
| 1 -2 Years | |
| 3-4 Years | √ |
| 5-6 Years | |
| 7-8 Years | |
| 9 years and more | |

| | |
|--|---|
| 9. In what year(s) were you involved in the FLY project? (Tick one) | |
| 2006 | |
| 2007 | |
| 2008 | |
| 2009 | √ |
| 2010 | |
| 2011 | |
| 2012 | |
| 2013 | |

| | |
|--|--|
| 10. Please explain the following with regards to your engagement in the FLY project? | |
| <i>Your research role and focus?</i> | |
| <i>I conducted my doctoral thesis research on STAR intervention. I was the principal investigator to determine issues of power and partnership</i> | |
| <i>Research outputs/deliverables based on FLY-participation:</i> | |
| <i>PhD thesis</i> | |

| | | |
|--|-----|-----|
| 11. Are you currently involved with the FLY project? (Tick one) | Yes | No√ |
| <i>If so, specify how are you involved?</i> | | |

| | |
|--|---|
| 12. What do you believe this partnership to be about? (Tick appropriate option/s) | |
| Academic service learning. | |
| Postgraduate research | |
| Higher education community engagement. | √ |
| Knowledge generation. | |
| Social justice. | |
| <i>Other reasons:</i> | |



Research journal

In Appendix D I present my research journal.

RESEARCH JOURNAL

| DATE | PLACE | EVENT |
|-----------------|-------------------|--------------|
| 15 January 2013 | Groenkloof Campus | Registration |

On 18 October 2012 I was thrilled to receive an e-mail from Dr Salomè Human-Vogel confirming that I have been provisionally accepted for doctoral studies at the Faculty of Education. I received this news joyfully as a miracle from God. At the time of my provisional acceptance, I had not yet received the results of the Masters degree from the University of South Africa (UNISA). This is a miracle and the Lord is showing me His favour.

I still recall the day¹ I attended the selection interview after receiving an invitation from Mrs Adrie van Dyk, Educational Psychology Department. I was nervous, yet enthusiastic about the prospect of pursuing my dream of studying towards a PhD degree. During the interview I was informed that about 30 prospective students had applied, but that only five would be accepted for doctoral studies. I had faith that God will make a way for me. The panel comprised: Prof Liesel Ebersöhn, Prof Ronél Ferreira and Dr Salomè Human-Vogel.

I officially registered for the PhD Educational Psychology (Learning Support Guidance and Counselling) on 15 January 2015. I am very excited about the academic journey that officially started. Dr Monaheng Sefotho and Prof Liesel Ebersöhn will be my supervisor and co-supervisor respectively.

28 January 2013

I received an invitation from Mrs Marelize Malan (on behalf of Prof Liesel Ebersöhn to attend the Flourishing Learning Youth (FLY) meeting².

| DATE | PLACE | EVENT |
|------------------|-------------------|-------------|
| 14 February 2013 | Groenkloof Campus | FLY meeting |

The brief by Prof Liesel Ebersöhn during the FLY meeting was brilliant. It made me feel at ease about being part of FLY collaborative studies. We shall share the data collected for FLY research purposes. Overall, I am excited about FLY collaborative studies, especially because they focus on community engagement. This is in line with my current job as Community Engagement Coordinator at the Faculty of Veterinary Science, University of Pretoria.

| DATE | PLACE | EVENT |
|------------------|----------------------|-------------------------|
| 18 February 2013 | Onderstepoort Campus | Meeting with my Manager |

I met Dr Henry Annandale, Director of Onderstepoort Veterinary Academic Hospital, to discuss my PhD studies. I thanked him for the support offered during the MA studies. He was pleased to hear that I would be researching CE-partnership as it related to my work at the Faculty of Veterinary Science. He offered me his full support in my studies.

| DATE | PLACE | EVENT |
|------------------|-------------------|--------------|
| 21 February 2013 | Groenkloof Campus | Consultation |

I had a meeting with Dr Maximus Monaheng Sefotho to sign the memorandum of understanding. It is for the first time that I work with two supervisors. I was concerned about how the relationship would

¹ 17 October 2012

² 14 February 2013 at 14h00-15h00

work, especially where they might have different views. Dr Sefotho indicated the three of us have to manage the student-supervisor relationship well so that we can get the best benefit of this process. I am determined to build a good working relationship with both my supervisors.

Meeting a colleague

During the meeting with Ms Wendy Carvalho-Malekane, she motivated me to be positive about my doctoral studies. Based on her experience, she indicated that I would receive support from Prof Liesel Ebersöhn. She gave me some material to read and tips on how to approach the research proposal. I am grateful for the support she offered me.

| DATE | PLACE | EVENT |
|--------------|-------------------|--------------|
| 8 March 2013 | Groenkloof Campus | Consultation |

The meeting with Dr Maximus Monaheng Sefotho and Prof Liesel Ebersöhn helped to clarify some of the questions I had about the working relationship. They will supervise concurrently and we will meet at least once a month (09h00-10h00). In my study, I seek to understand community engagement as a critical component of higher education.

| DATE | PLACE | EVENT |
|---------------|------------------------------------|-------------------------------|
| 14 March 2013 | Hatfield Campus: Sanlam Auditorium | Postgraduate welcome function |

It was interesting to listen to Prof Stephanie Burto, Vice Principal: Research and Postgraduate Education, highlighting that UP is producing the highest number of PhD graduates in South Africa, e.g. 206 PhD graduates in 2012. I was challenged to become an academic. The function stimulated thoughts about how to use my PhD during my studies and after graduating.

Dr Lindelani Mnguni's Motivational Talk was very emotional for me. I almost cried when he spoke about how he used to eat stolen pig food. Sometimes he would collect dead pigs and the family would eat, since they were destitute. He was raised by a poor single parent. At the age of 29 years he obtained his PhD from the University of Pretoria, Faculty of Education. "Why are you so proud that you do not know 50% of your work?" I quote Dr Mnguni. The quoted statement inspires me to aim higher in life. He encouraged us to aim for Cum Laude.

| DATE | PLACE | EVENT |
|-------------|-------------------|--------------|
| 20 May 2013 | Groenkloof Campus | Consultation |

The inputs from both supervisors are useful. I feel good about the meeting. My ideas seem to be on track. I must read more and start writing the literature review.

| DATE | PLACE | EVENT |
|---------------|-------------------|---------|
| 15 April 2013 | Groenkloof Campus | Meeting |

Ms Wendy Carvalho-Malekane advised me to motivate any specific approach I proposed for the present study. It was encouraging to share ideas with someone also doing their PhD studies.

| DATE | PLACE | EVENT |
|---------------|----------------------------|------------------|
| 17 April 2013 | Badplaas, A Forever Resort | Planning meeting |

I was excited about my first field trip to the research site. Part of me was anxious about what to expect in the field. I think it will be easy for me to relate to the participants' environment given that part of my background may be similar to theirs. As these thoughts ran through my mind I had to remind myself that my primary purpose was to observe the context as the co-researchers engaged with the participants. Moreover, each culture is different although people may have the same racial profile. However, it is exciting to be part of the research team going to the research site so early in my studies.

The researchers' briefing session was informative. Prof Liesel Ebersöhn explained the roles of researchers and the expectations for this first visit. This put me at my ease and I am looking forward to

the next two days of observing the context in which PRA data are collected by co-researchers. It is clear from the onset that the research is conducted within a broad framework of social justice with the aim of building knowledge in CE literature. I understand that in FLY studies knowledge is generated together with the community so that the outputs should have relevant social meaning for all partners involved.

| DATE | PLACE | EVENT |
|--------------|-------------------|--------------|
| 27 June 2013 | Groenkloof Campus | Consultation |

Dr Maximus Monaheng Sefotho gave me feedback on the draft literature review. I felt good to hear that I have the art of writing, but I heard that I must improve the science aspect. It was made clear to me that literature review is about building a scientific argument.

| DATE | PLACE | EVENT |
|----------------|-------------------|--|
| 21 August 2013 | Groenkloof Campus | Consultation: Discussing data analysis |

Mrs Marli Edwards and I met Prof Liesel Ebersöhn to discuss preliminary data analysis. I felt more confident about the coding process given the inputs from my supervisor and the co-researcher. I have confidence in my supervisors and that, with their support and guidance, I will produce quality work.

| DATE | PLACE | EVENT |
|------------------|------------|---------|
| 2 September 2013 | Queenswood | Meeting |

Mrs Marli Edwards and I met to discuss data analysis and prepare an Agenda for a FLY meeting. We allocated tasks to be completed by both of us before the next field visit, e.g. printing T-shirts and photographs. I am grateful that one of the co-researchers is studying towards a PhD as well. I believe we shall encourage each other throughout this academic journey.

| DATE | PLACE | EVENT |
|------------------|----------------------|-------------------|
| 9 September 2013 | Secondary School (1) | Teachers' meeting |

Teachers ($n = 12$) from participating and non-participating schools attended the meeting. The purpose of the meeting was to:

- Name the group
- Mission statement
- Vision statement
- Elect leaders

It was interesting that the ideas raised by the 12 participants related to the issues raised during the FLY workshop held in June 2013. Detailed minutes of the meeting were captured (Refer to Appendix G for the details).

| DATE | PLACE | EVENT |
|----------------|-------------------|--------------|
| 9 October 2013 | Groenkloof Campus | Consultation |

I am glad that my supervisors gave me guidance for further reading. The recommended readings will help to shape my research proposal. I look forward to working with Mrs Marli Edwards to produce the Information Pamphlet for *Bambanani For All*.

| DATE | PLACE | EVENT |
|------------------|----------------------|---------|
| 20 February 2014 | Onderstepoort Campus | Meeting |

I discussed the research problem with Dr Rebone Moerane, Senior lecturer at the Faculty of Veterinary Science. His inputs were invaluable.

25 April 2014

I submitted the first full draft research proposal. I am glad there is a progress. I am looking forward to feedback from my supervisors.

23 May 2014

I told Mrs Nondumiso Machimana that I was anxious about the feedback session with Dr Maximus Monaheng Sefotho and Prof Liesel Ebersöhn. She encouraged me to stay focused and develop a thick skin for my PhD studies.

| DATE | PLACE | EVENT |
|-------------|-------------------|--------------|
| 12 May 2014 | Groenkloof Campus | Consultation |

Dr Maximus Monaheng Sefotho reviewed the first full draft of my research proposal and gave me positive feedback. I was pleasantly surprised about the feedback, because I was only expecting it after a month. He suggested that I develop a conceptual framework. He indicated that Prof Liesel Ebersöhn's inputs would be valuable. We briefly discussed travel arrangements for the forthcoming field trip to Oshoek.

26 May 2014

On our way to Badplaas A Forever Dr Maximus Monaheng Sefotho said one has to develop a thick skin when studying towards a PhD. These words echoed what Mrs Nondumiso Machimana said on 23 May 2014.

| DATE | PLACE | EVENT |
|-------------|----------------------|--|
| 27 May 2014 | Secondary School (1) | Sampling student-clients & Motivational Talk |

When we³ arrived at the Secondary School (1) a teacher was taking a student to the local Health Clinic. Ms Lekwane indicated that the school has a challenge of teenage pregnancies, however they were not sure what could be the problem with this student.

The co-researcher negotiated with the schoolteacher about the process of sampling students. The teacher was concerned about the sampling criteria as there are about 30 students in a class. He decided to consult directly with the School Management Team before going to classes for sampling. The co-researcher adapted her plan to that suggested by the teacher. The teacher advised that there would be less disruption if he went directly to classes instead of the co-researcher. As I observed this interaction, I thought it was good that the co-researcher consulted with the teacher first. In my view, this process is ethical and it has the best interests of all the partners at heart. I think that the DBE would be pleased to hear about this as they were concerned about class disruptions during the research process.

In the afternoon Mrs Marli Edwards and I presented a Motivational Talk to about 90 Grade 12 students. The session was about encouraging the students to set goals in life. I was glad that we could give something back to this community. The session could have worked better if there were more time for the students to create their own goal collage and draft life plan. Dr Maximus Monaheng Sefotho who observed the session, gave us much valuable feedback after the presentation.

| DATE | PLACE | EVENT |
|-------------|----------------------------|--------------|
| 27 May 2014 | Badplaas, A Forever Resort | Consultation |

I was apprehensive about the feedback session on the second draft of my research proposal. After the supervision meeting with Dr Maximus Monaheng Sefotho and Prof Liesel Ebersöhn, I felt like quitting my studies. I was discouraged because it seemed as if I had been asked to rewriting the whole research proposal. Nevertheless, I was glad to see that my supervisors had thoroughly read the research proposal.

³ FLY researchers

Although I was discouraged, part of me is aware that the criticisms are constructive, thus meant to develop my writing skills.

| DATE | PLACE | EVENT |
|-------------|----------------------------|-----------------|
| 28 May 2014 | Sithutukile Primary School | Member checking |

I observed Mrs Marli Edwards when she conducted member checking. Some teachers could not attend this session because they use common public transport, which makes it difficult for them to stay after school. Mrs Edwards will organise another member check session in order to meet with other teachers who could not attend. The teachers agreed to findings presented by Mrs Edwards. They asked questions for clarity throughout the session.

| DATE | PLACE | EVENT |
|-------------|----------------------|-----------------------------|
| 29 May 2014 | Secondary School (1) | Implementation of sand-tray |

There were 12 second year students and three first year students working under the supervision of Prof Carien Lubbe-De Beer, Dr Maximus Monaheng Sefotho and Dr Funke Omidire. Ms Lekwane indicated that 2014 Grade 9 class dropped from 140 to 74 students. She also said that many families moved to Likwatini, hence the number of learners dropped.

Mr Ismael Shikhathi welcomed us before leaving for a meeting. The ASL students sang a song and the student-clients joined them. It was interesting to see Mrs Ndumisile Mbazima dance with the students. The student-clients were put into groups of five in order to work on sand trays with an ASL student.

I observed that the school vegetable garden was moved to a bigger place and it has improved. The vegetables harvested from the garden are used to supplement the feeding scheme at the school. About 504 students benefit from a feeding scheme at the school. The student-clients mainly used a symbol of a flower and love to describe their names. One student-client said, *“The sand feels like I am at a beach”*. It was interesting to hear that, because by his admission he has never been to a beach.

15 August 2014

I received positive feedback from my supervisors about the research methodology. I was so excited, especially because it was a day before my birthday. I feel energised to continue writing the research proposal.

| DATE | PLACE | EVENT |
|------------------|----------------------|---------------------------------|
| 2 September 2014 | Secondary School (1) | Data collection student-clients |

I assisted Ms Seago Seobi when she conducted data collection. I mainly assisted with the logistics for the session and audio-visual recordings. There were 26 student-clients⁴ that attended PRA focus group session. The students had participated in FLY partnership between 2006 and 2013. There was one older girl who sat with the group of 2007-2008 students. She indicated that she was out of school for four years as she was raising her child. I was impressed to hear that one of the post-grade 12 students was studying Information Technology at Tshwane University of Technology at Emalahleni campus.

The older groups (post-grade 12) mainly indicated that they benefitted drawing and football skills from FLY partnership. The new FLY partners indicated that they are benefitting language skills and career choice information. The group burst into laughter when one male student indicated that *“I want to be a [medical] doctor in four years’ time”*. One of his colleagues shouted, *“impossible!”* This is a classic example of the need for career guidance in a rural school such as this.

| DATE | PLACE | EVENT |
|------------------|----------------------|---------------------------------|
| 3 September 2014 | Secondary School (1) | Data collection student-clients |

⁴ Female ($n = 13$) and Male ($n = 13$)

We were concerned that today's session might not be well attended, since teachers were leaving early to attend a memorial service of their colleague. However, all the participants that came yesterday attended today's session, including five⁵ more. Different groups of the participants emphasised different points depending on their experience of FLY partnership. It was interesting to listen to the discussion about what to improve in this partnership. The students mentioned few things that they did not like about the FLY partnership. I was deeply moved when one male student shared about the pain of losing his sister to death.

| DATE | PLACE | EVENT |
|------------------|----------------------|---------------------------------------|
| 4 September 2014 | Secondary School (1) | Feedback session with student-clients |

The ASL student conducted feedback sessions with student-clients. This presented me with another opportunity to observe co-researchers in the field. The memory boxes that were created by student-clients related stories of gratitude and trauma in some cases.

I was grateful to have a brief meeting with Prof Liesel Ebersöhn later in the afternoon at Badplaas. The meeting was mainly to clarify the section where I wrote about quality criteria of my proposed study.

| DATE | PLACE | EVENT |
|------------------|----------------------|-----------------------------------|
| 5 September 2014 | Secondary School (1) | Session with male student-clients |

On arrival at the school, we were told that the bus that the teachers use for transport was involved in an accident. Some of the teachers were injured and rushed to the hospital. I felt so sad. Today the co-researcher could not have normal sessions with as the Grade 9 girls were gone for Career Fair. The co-researchers conducted sessions of "*How to be a man*" with the boys that were at school.

20 February 2015

I was delighted when Prof Liesel Ebersöhn confirmed that I could book for research proposal defence. I then made booking with Mrs Adrie van Dyk. I felt motivated to complete the final technical editing for submission of the hard copies in time.

| DATE | PLACE | EVENT |
|--------------|-------------------|--------------|
| 3 March 2015 | Groenkloof Campus | Consultation |

I collected the sixth research proposal draft from my supervisor. I am eagerly preparing for defence of the proposal, which is taking place on 20 March 2015. On 5 March I submitted the final hard copies of my research proposal. Thanks to my supervisors who patiently guided me through the process of proposal writing. I am feeling a sense of accomplishment, yet the journey continues...

| DATE | PLACE | EVENT |
|---------------|-------------------|---------------------------|
| 20 March 2015 | Groenkloof campus | Research proposal defence |

I was anxious about this day, yet I have been expecting it for some time. When time came for me to present, I felt so confident. I was encouraged to see both my supervisors in attendance. The critical readers gave invaluable inputs after my presentation. For example, they suggested that I make the title shorter and support my arguments with the recent literature. They also highlighted the importance to clearly articulate my role as secondary analyst in FLY case studies. I have noted the comments in detail for review together with my supervisors. I was so thrilled when the panel informed me that my research proposal was approved with minor changes.



⁵ One additional male and four females attended the PRA focus group session. The total number of participants is 31.

Field notes

FIELD NOTES

The following field notes reflect my experiences after observing co-researchers and their participants on research site.

| DATE | PLACE | EVENT |
|---------------|-----------------------------------|------------------|
| 18 April 2013 | Secondary School (1) in Oshoek | Assessment visit |

Prof Liesel Ebersöhn first met with the principal and teachers to introduce the FLY research team. We were then introduced to the principal, teachers and learners. I thought it was an excellent way of introducing a new research team to the FLY participating Secondary School (1), instead of imposing ourselves as outsiders. I think is much easier for the community to accept new researchers, who are formally introduced by Prof Ebersöhn, who has a longstanding⁶ relationship with them. After the formalities, ASL students were given an opportunity to start the programme with Grade 9 student-clients.

Ice breaker: The ASL students sang a song to about 100 Grade 9 student-clients. The Grade 9 student-clients were also given an opportunity to sing their song too. It was a fun and relaxed way of building rapport. I observed that the activities were well planned and the co-researchers were open to learn from their participants. The student-clients assisted by unloading sand-play trays. This showed that the students are part of the FLY team instead of being observers/outsideers.

Each ASL students had eight student-clients to work with. I moved around from one group to another observing their interactions. I was touched to hear that the three women, who cook food for the learners see their role as pivotal for education at the Secondary School (1). The cooks prepare food for 540 students at the school (1). Apparently many parents rely on government grant for income, however it is not enough to feed their families. Many children come to the school (1) hungry, thus the feeding scheme provides much needed relieve.

Imaginary sea story related by a student-client to a co-researcher made me think back about my primary school when I wrote an essay about “*My first day in a plane*”. What is fascinating about this story is that the student-client has never been to a sea. Just like this particular student-client, at the time of writing my essay I had not yet been in a plane before. As a participant-observer, I challenged myself to strike a balance relating to the amount of time spent at each workstation. I had to remind myself not to get carried away when I observe something close to my heart. It is important to balance observation time at each work station as this would be critical during data analysis. The evening researchers’ reflection session with the supervisors helped me to debrief and logically process what had occurred during the day.

19 April 2013

The ASL students had to adapt the programme due to rainy weather. Some of the working groups had to share a space in one classroom. Academic researchers consulted with Mrs Ndumisile Mbazima, Deputy Principal, about the process of inviting FLY participating ($n = 2$) and new partner schools ($n = 4$) to attend the FLY workshop in June.

Dr Maximus Monaheng Sefotho made an appointment to train Life Orientation (LO) teachers on Career Guidance. Six teachers were identified by Mr Shikhati Ishmael, LO teacher at the school. Dr Sefotho identified three learners with specific disabilities such as hearing problems. Dr Sefotho will try to find a Further Education and Training (FET) college at the district for one of the differently abled⁷ student

⁶ FLY partnerships is almost a decade old (8 years old in 2013)

⁷ (Sefotho, 2013) usually referred to as disable persons.

who is struggling to cope at the school. I sensed that this approach was about using local resources first (strength-based approach).

| DATE | PLACE | EVENT |
|-------------|-------------------------------|---------------------|
| 15 May 2013 | Oshoek in Mpumalanga province | Rural schools visit |

Mrs Marli Edwards, doctoral student, and I visited seven rural schools in Oshoek. The purpose of the visit was to invite principals and teachers to the FLY inception workshop to be held on 22 June 2013 at Badplaas, A Forever Resort.

Non-participating Secondary School (3)

We first met Mr Henry Fakude, the Deputy Principal at non-participating Secondary School (3). It was an honour to meet him as he was instrumental in initiating the FLY partnership between the rural Secondary School (1) and the Centre for the Study of Resilience at the Faculty of Education, University of Pretoria. At the time when the partnership started Mr Fakude was a Deputy Principal at the participating Secondary School (1).

He will facilitate the process of getting the principal and teachers at the school (3) to participate in FLY research. However, he will participate as an additional member. He believes others must have an opportunity to be active participants. Mr Fakude pleaded for the partnership to continue as, *“This area is rural and we need help. Learners are promoted to the next level, yet they are struggling with the basics”*. He also mentioned that there are a lot of students with disabilities at the school.

Secondary School (1)

Mr Siphon Kunene, principal, is grateful for the CE-partnership and he will continue to support the initiative. He will attend FLY workshop together with some of the teachers.

Primary School (4)

Mr Sibamba, principal, was happy that his school is part of new FLY partners. He nominated the following teachers to attend the FLY workshop together with him: Ms Sibande and Ms Lulani.

Juniour Secondary School (6)

We met Mr Bongani Ngubane, Deputy Principal, who is enthusiastic to participate in FLY research. I observed that the slogan of the school is *“FLY high”*. It is interesting that the slogan coincide with the FLY research initiative.

Primary School (5)

Ms Idah Ngubeni, principal, was pleased to be *“the chosen one [Primary School] in the area”*. She expressed gratitude to the participating Secondary School (1) for recommending their inclusion in the FLY partnership.

Primary School (2)

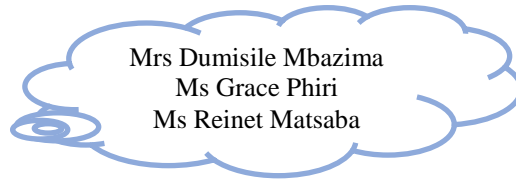
Ms Phenelope Mathebula, principal, was delighted to be part of the FLY research participants. She committed to invite some of the teachers to participate in FLY studies.

The visit to rural schools was productive. The rural schools were keen to participate in FLY partnership. It was good to hear positive feedback about FLY from the schools that have not yet participated in the partnership. This was a clear indication that Mrs Ndumisile Mbazima marketed the FLY partnership well. It seemed Mrs Mbazima did not want us to visit one of the former participating Primary School. She indicated that lately the Primary School is reluctant to participate in the FLY. They are concerned about understaffing at the Primary School.

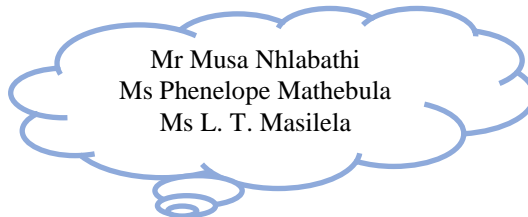
| DATE | PLACE | EVENT |
|--------------|---------------------------|--------------------|
| 22 June 2013 | Badplaas A Forever Resort | Inception workshop |

The first workshop with participating and non-participating schools was held in June 2013. The teachers from six rural schools were working in four small groups:

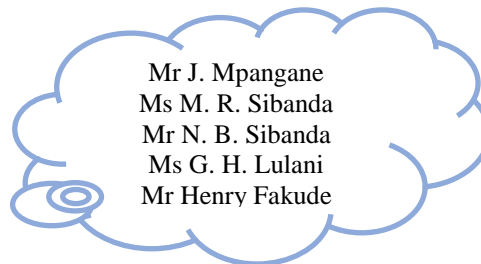
**GROUP 1: Participating school with participating teachers
Secondary School (1)**



**GROUP 2: Participating schools with non-participating teachers
Secondary School (1) and Primary School (2)**



**GROUP 3: Non-participating school teachers group 1
Secondary School (3) and Primary School (4)**



**GROUP 4: Non-participating school teachers group 2
Primary School (5) and Primary School (6)**



The teachers answered the following research questions:

1. What do you know about the collaboration/partnership?
2. Why do you or would you partner with a university?
3. What worked?
4. What did not work?
5. What do you want from collaboration with a university?

- During the introduction Prof Liesel Ebersöhn introduced herself by first name without using her title. I think this creates an atmosphere that all the participants are equal

- The participants were free to speak in a language they felt most comfortable. Some spoke in English, Afrikaans, SeSwati and XiTsonga
- The participants were briefed about the purpose of the workshop, thereafter they completed the consent forms
- Prof Liesel Ebersöhn “kneeled” to the level of the participants as she was moving from one table to another to clarify questions. I think this, in a symbolic way, further emphasise the importance of being equal in the partnership.

1. What do you know about the collaboration/partnership?

- The participants were given enough time to answer questions without being rushed to finish. The co-researchers worked at the pace of the participants as in Participatory Reflection and Action research (PRA)
- The co-researchers were monitoring the progress of the participants and adjusted the schedule when necessary
- The participants were quiet when they started working in groups. When the co-researchers walked around to monitor and support the participants started to be more comfortable and they discussed freely
- The participants used symbols of hands, feet and the whole body to illustrate the collaboration between University of Pretoria (UP) and rural schools in Mpumalanga province
- Group 4 seemed too comfortable and one member took off her shoe to draw her foot. The other group members were around her to guide and support
- During the discussions I heard Mr J. Mpangane repeating the word “*collaboration*” several times

PRESENTATIONS

GROUP 4

- The group highlighted the importance of using local resources

GROUP 3

- All group 3 members came together for the presentation. They formed a circle and held each other’s hands. It symbolised unity which relates to collaboration. The circle has no beginning or ending (ongoing collaboration). “*We commit together with the University of Pretoria and we can build the nation*”.
- The group acknowledged that before the university partnered with rural schools the situation was gloom
- UP brings hope to education and social issues which challenge the community, for example, poverty and HIV and AIDS

2. Why do you or would you partner with a university?

3. What worked?

Activity 2 & 3 were done simultaneously.

GROUP 1



- The university use knowledge to train educators and learners
- People have expectations
- Educators benefit on methods of teaching learners, that is, teach them how to read and write. Teachers want to know “*how can we best assist our learners*”.
- Establish counselling centre at the school
- UP opened our eyes
- Our school has a library. The partnership assisted us to collect the books

GROUP 2

Mr J. Mpangane presented

- Partnership brings development
- Unlocks psychological and social problems
- Mobilising of resources. There is a huge back lock to enable schools with teaching and learning
- How best can rural schools mobilise resources
- One day rural schools will have wellness centres
- Skills to break learning barriers
- There is no university less than 300km from Oshoek
- The university is reaching out and the gap is closed
- Improvement of management governance
- If there is deficiency in governance management the school will not function well
- The university influence the community in a positive way
- There is a mind-set change in the community
- Through collaboration, schools will move to self-discovery. Although we collaborate we become one
- A school discover its weaknesses and sharpen itself

GROUP 4

- We are new in the partnership
- The benefits are intertwined
- Before 
- Learners will benefit, because teaching in class is not enough
- Some of the learners are heading households in communities
- Improve schools and community relationships
- Learners are from the community
- Strengthen schools and university bond
- Poverty will be alleviated
- Food gardens to alleviate poverty
- Help learners face life challenges such as pregnancy and drug abuse
- Minimise school dropout
- Schools will get sponsors and donations through the help of the community
- The partnership “opened the eyes of the learners”.
- Better equipped schools, better than the non-participating schools
- We believe UP will donate books
- The university will assist with science practical
- Rural schools do not have apparatus
- The university will assist learners to choose careers
-  Everyone will smile
- Schools, community and university benefit at the end

GROUP 3

- Some points that we wanted to highlight have already been mentioned
- Public Schools in Technology Integration (PSTI)

4. What did not work?

GROUP 2

Mrs Ndumisile Mbazima presented. All group members joined her during the presentation

- Picture of a pothole
- Reduce speed
- Cautious at the same time
- We have a project, but community members do not have funds
- Lack of information to finance the project

- School identified a social service for potential sponsors, but could not manage to get the funds
- We are in a remote area
- About 90-95% of the teachers do not reside near the school. Most teachers stay at eLukwatini, which is about 32km from the Secondary School (1). After school teachers have no time for extra activities, because they use common transport to go home.
- When they came to our school they [UP] interacted with the learners. They never came back to report the problems of the learners. They must report to us so that we could help the learners.
- The community expected to earn money. They stay at school for thirty days when there is a project and they do not earn an income.

GROUP 4

Mr Bongani Ngubeni presented

- A project needs commitment
- The movement/transfer of teacher affect the project
- Over-expectation, for example a school want a library and UP provided books
- We are a family. We should share about the challenges encountered. This will prevent us from falling into the same pothole that others fell into
- Additional work: teachers have rights and they may not want to participate in external or more work
- When other teachers see UP car they say, “*Nabo beza abantu bakho*” (There comes your people) [Laud laughter from other participants].
- Lack of commitment from the group
- If people do not get a thing after a month they withdraw

GROUP 3

Mr Henry Fakude presented on behalf of the group

- It is a challenge that the university is 300km from the community
- We must make things happen
- If one [partner] is committed than the other [partner] it is a challenge
- Lack of innovativeness is a barrier
- Lack of follow ups
- As we are partners, we must make follow up on things we work on
- Challenges
- Communication “*Fakude there come Liesel. She is your problem*”. All these will disappear if we are positive
- Lack of consultation. We must consult
- All stakeholders must know that we are partners

In addition Mr J. Mpangane said the following:

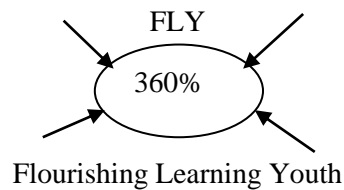
- Lack of clarity on scope of the benefit. If the benefits are not clarified people will think the “*Messiah*” has arrived. [The other participants laughed and clapped their hands].

Prof Liesel Ebersöhn highlighted the following:

- In the next meeting other researchers will be asked to facilitate the session, so that there could be various voices speaking about FLY
- The National Research Foundation (NRF) funds the partnership between University of Pretoria and the rural school for a period between 2013 and 2015
- The fund is mainly to research what should be done in a partnership between Higher Education and the community. A report will be compiled in 2015 and it will be used to request for more funding from NRF
- It was highlighted that NRF will not give money for building a library, but they would give money for knowledge development, creating friendly school environment, human capital, social capital, spiritual and cultural resources

TIMELINE

- In March 2013 the university met with the parents and caregivers
- In June 2013 the researchers met with the principals and teachers
- The UP ASL students will be asked what they think about the partnership in 2014



- Mrs Marli Edward's research focus on teachers
- Mr Eugene Machimana focus on all the community partners
- Primary schools could ask funds from NRF for literacy development. High schools could ask funds to address identity development for the learners
- Elephants form bonds and they move slowly, but deliberately. Change is systematic and it takes time
- The acronym for the project is FLY, which stands for "*Flourishing Learning Youth*"
- The participants were reassured that they may leave the project at any stage when they do no longer want to be involved
- The FLY partnership was established in the past eight (8) years and it has helped about 880 learners. The intervention for 2 days twice in a year is not enough, but over time it is useful

**5. What do you want from a collaboration with a university?
How can we make the partnership grow?
What is needed or required to make the partnership grow?**

GROUP 4

Bongani Ngubane presented

- Frequent meetings
- Communication between rural schools and the university and between the schools
- Follow up
- Full support from the university
- More funding from UP and government
- Teach us teaching methods. Others schools must see that we have UP support
- Supply us with T-shirts with UP logo. It is a simple way of marketing FLY
- Internet is a new way of communicating. Internet put the world together

GROUP 1

Ms Reinet Matsaba presented

- Plant must be watered every day in order to grow
- Communication
- Meetings to share ideas
- Monitoring progress: follow up and give us a year plan, so that we can always be prepared

GROUP 3

Rose Muhlari presented

- We must have a vision and mission statement
- Set targets
- Commitment
- Chief Jerry High School has about 250 learners per grade. The whole school has about 820 learners and only 30 teachers. Teachers who are committed help in coping with the high numbers of learners and other responsibilities
- Stakeholders should be involved, for example, partners and business. Without business we cannot succeed.

- At the end we will celebrate

GROUP 2

Mr Musa Nhabathi represented the group

- Follow up
- Clear programme so that we can put on a year planner
- Inform other colleagues so that they can participate

PROF LIESEL EBERSÖHN SUMMARISED THE MAIN POINTS DISCUSSED AS FOLLOWS:

- On the 9-13 September 2013 we will meet at a school
- FLY meetings are organised between April and September because of the government regulations
- It is important that both UP and the schools are happy with the partnership
- Participants will be provided with T-shirts and photos
- Mr J. Mpangane suggested that we meet in the afternoon at the Secondary School (1). This seems to be a central point for all the schools involved
- The meeting will focus on what we want to achieve in FLY

Closing song: *“This little light of mine, I am gonna make it shine”*.

OBSERVED

- The idea of starting the meeting with a song helps to make the participants feel at ease
- The participants were given enough time to present without interruptions
- The participants were very attentive when Prof Liesel Ebersöhn clarified the purpose of the current FLY partnership. Many of them were disappointed to hear that the NRF funding is mainly for knowledge generation
- The programme was adjusted after lunch in order to focus on aspects/expectations of the participants which could be achieved by FLY. The participants were very quiet and looked too serious when they completed the demographic questioner. Some of them seemed exhausted because they were busy throughout the day
- Participating schools value the contribution of FLY to student development and teacher support. FLY build resilience by supporting teachers to address social ills such as, poverty, child abuse and HIV and AIDS
- Strong feeling that the partnership between UP and the rural school should be mutual
- Teachers highlighted the importance of commitment from all the partners involved. Government and business were mentioned as key role players as well
- There are expectations which are beyond the scope of FLY. For example, building a library and laboratory apparatus
- The strength of FLY partnership was demonstrated in various forms, for example, teacher holding hands during presentation, pictures of the body symbolising unity
- Non-participating schools noticed the difference between them and the participating schools

| DATE | PLACE | EVENT |
|-------------------|---------------------------|--------------|
| 11 September 2013 | Ngilandi Secondary School | Member check |

I was observing Ms Lidalize Grobler, co-researcher, when she was conducting member checking. Initially I was worried about the trustworthiness of member checking, because only one parent came. However, seven more parents attended the session. The parents agreed with the information presented. They confirmed that the FLY partnership was benefiting them at different levels:

- Child: helps the child grows and form relationships in the community
- Family: parents are grateful of the support from MEd Psychology students
- School: improve education of the students
- Community: after graduating from universities, children must come back and help the community

Parents wanted to add to their expectations, for example, requesting more information about career choices and bursaries. They asked the university to come back so that they could be progress in the community (on-going CE-partnership).

Ms Grobler was well prepared for the session. Ms Phumla Ngoma, the student, who assisted with translation, was very good. She used signs to emphasis some points. Prof Liesel Ebersöhn explained to the parents that only those who feel comfortable should participate in photo shooting. The parents were thanked for participating in member check process.

| DATE | PLACE | EVENT |
|--------------------------|-----------------------------|-------------------------|
| 12 September 2013 | Secondary School (1) | Feedback session |

Mrs Ndumisile Mbazima was happy that Mr Msibi was appointed as the new principal at the Secondary School (1). Apparently he held individual meetings with the teachers to establish their contributions to the school. The student-clients completed their tasks on the sand-tray much faster compared to the March sessions.



PhD support sessions

RESEARCH SUPPORT SESSIONS

The Faculty of Education requires PhD students to attend 20 support sessions in order to complete the degree. Given the value of these sessions, I attended more than the required number of sessions (Refer to the Table below). The support sessions provide a platform to receive inputs from international guest researchers. I also met colleagues from various departments, thus built a support system. Without the support of my colleagues the PhD journey would have been too difficult for me. The Table below summarises PhD support sessions that I attended.

| DATE ATTENDED | NUMBER OF DAYS | TOPIC | PLACE |
|-----------------|----------------|--|-------------------|
| 22 January 2013 | 1 | Library session Ms Clarisse Venter | Groenkloof Campus |
| | | MOU discussion, guidelines and UP policies Ms Michelle Finestone | |
| 23 January 2013 | 1 | Introduction to research Prof Jan Nieuwenhuis | |
| | | Bursary application Ms Michelle Finestone | |
| 24 January 2013 | 1 | Introduction to research Prof Jan Nieuwenhuis | |
| | | PhD planning and process | |
| | | Secrets of highly successful PhD students Dr Maximus Monaheng Sefotho | |
| 25 March 2013 | 1 | “Your <i>Cum Laude</i> is waiting” Dr Lindelani Mnguni | |
| | | Research proposal Dr Ronel Callaghan | |
| | | Writing skills Dr Salomé Human-Vogel | |
| | | Library session Ms Clarisse Venter | |
| 26 March 2013 | 1 | Library hands-on session | |
| 27 March 2013 | 1 | The research proposal Prof Kobus Maree | |
| | | Academic writing skills | |
| | | Library hands-on session Ms Clarisse Venter | |
| 28 March 2013 | 1 | Life as a PhD student Prof Chika Schoole | |
| 8 July 2013 | 1 | Mixed methods research Dr Ted Hammann (Nebraska-Lincoln University) | |
| | | Interactive Qualitative Analysis Dr Ruth Mampane | |
| 9 July 2013 | 1 | Mixed Methods Research Dr Ted Hammann (Nebraska-Lincoln University) | |



| | | | |
|-------------------|---|--|------------------------------|
| 10 July 2013 | 1 | Mixed Methods Research Dr Ted Hammann (Nebraska-Lincoln University) | |
| | | Mixed Methods Design Caroline Bustamante | |
| 11 July 2013 | 1 | Mixed Methods Design Caroline Bustamante | |
| 12 July 2013 | 1 | Mixed Methods Research Dr Ted Hammann (Nebraska-Lincoln University) | |
| 25 September 2013 | 1 | Research Methods in Education Prof Shawn Ginwright (San Francisco State University) | |
| | | Presentation skills Prof Rinelle Evans | |
| 26 September 2013 | 1 | Participatory Research Methods Prof Shawn Ginwright (San Francisco State University) | |
| 27 September 2013 | 1 | Prof Veronica McKay (UNISA) Rationale based on knowledge gaps Research Indaba | |
| Subtotal | | | 15 days (2013) |
| 1 April 2014 | 1 | Grounded theory Dr Theresa Ogina | |
| | | Using narratives for qualitative studies Ms Mona Alsudis | |
| 3 April 2014 | 1 | A Participatory Reflection and Action Study Dr Tilda Loots | |
| | | Philosophy behind qualitative research Dr Diana Breshears | |
| 4 April 2014 | 1 | A researcher's dilemma: Philosophy in crafting dissertations and theses Dr Maximus Monaheng Sefotho | |
| 14 July 2014 | 1 | Qualitative research methods Prof Jan Nieuwenhuis | Groenkloof Campus |
| | | Literature control Prof Liesel Ebersöhn | |
| 15 July 2014 | 1 | Qualitative research methods Prof Jan Nieuwenhuis | |
| 18 July 2014 | 1 | End note training | |
| 6 October 2014 | 1 | Defending your PhD proposal Prof Sarah Howie | |
| 7 October 2014 | 1 | The PhD process at the Faculty of Education Dr Michelle Finestone | |
| 8 October 2014 | 1 | PhD studies Prof Jukka Alava (Visiting Professor: Finland) | |
| | | Erasmus Mundus bursaries Ms Louise Euthimiou | |
| Subtotal | | | 9 days (2014) |
| 30 March 2015 | 1 | * ⁸ | * |
| 31 March 2015 | 1 | Dr Lizette de Jager | Academic reading and writing |
| 1 April 2015 | 1 | * | * |

⁸ Working at the Postgraduate Research Commons

| | | | | |
|--------------------|----------------------|----------------------------|--|--------------------------|
| 2 April 2015 | 1 | Dr Wendy Carvalho-Malekane | Postgraduate wisdom | |
| Subtotal | 4 days (2015) | | | |
| 13 July 2015 | 1 | Prof Karen Murphy | Learning Theory | Groenkloof campus |
| 14 July 2015 | 1 | Prof Karen Murphy | Learning Theory | |
| | | Prof Everard Weber | Globalisation and internationalisation in South African higher education: a study of the social relations of diversity | |
| 15 July 2015 | 1 | Prof Karen Murphy | Learning Theory | |
| Subtotal | 3 days (2015) | | | |
| GRAND TOTAL | 31 days | | | |

The following section is based on my reflections after attending the PhD Support Sessions.

| DATE | PLACE | EVENT |
|---------------------------|--------------------------|--------------------|
| 22-24 January 2013 | Groenkloof Campus | Orientation |

It was wonderful to meet the group of postgraduate students with whom I will be studying. Orientation gave me a good overview of the doctoral studies. Various speakers addressed important topics relating to my studies, for example, library use, writing skills, the research process and proposal writing. I am motivated after hearing the story of Dr Maximus Monaheng Sefotho, who has successfully defended his PhD. The tips from successful PhD student were enlightening.

| DATE | PLACE | EVENT |
|----------------------|------------------------|--------------------------------------|
| 14 March 2013 | Hatfield Campus | Postgraduate welcome function |

Prof Stephanie Burto, Vice Principal Research and Postgraduate Education, challenged us to consider joining the academics after completing our doctoral studies. It was fascinating to hear that the University of Pretoria produced the highest number of PhDs⁹ in South Africa in 2012. Dr Lindelani Mnguni graduated with PhD at the age of 29 years. His story of triumph despite abject poverty inspires confidence in me. He dares students to aim for *Cum Laude*.

| DATE | PLACE | EVENT |
|----------------------|--------------------------|------------------------|
| 25 March 2013 | Groenkloof Campus | Support session |

Today's session helped me to start thinking about the present research in the context of its local, national and international relevancy. I started thinking about how to break the study into small, manageable segments. The session, facilitated by Dr Ronel Callaghan, was preparing me for proposal presentation. Dr Salomé Human-Vogel addressed academic writing skills very well.

| DATE | PLACE | EVENT |
|----------------------|--------------------------|------------------------|
| 26 March 2013 | Groenkloof Campus | Support session |

We were given an opportunity to discuss our research questions. The facilitator assisted us with the process of clarifying the topics. The session was followed by library session.

| DATE | PLACE | EVENT |
|----------------------|--------------------------|------------------------|
| 27 March 2013 | Groenkloof Campus | Support session |

⁹ University of Pretoria graduate 206 PhD students in 2012. Note that in 2014 University of Pretoria produced 230 PhD graduates (University of Pretoria, 2015).

Prof Kobus Maree presented on research proposal writing. The importance of comprehensive, not exhaustive, coverage of the relevant scholarship in the literature study was highlighted. The session was followed by library hands-on training.

| DATE | PLACE | EVENT |
|---------------|-------------------|-----------------|
| 28 March 2013 | Groenkloof Campus | Support session |

The session was inspirational, especially after hearing about the sacrifices that Prof Chika Schoole had made during his doctoral studies. During the final stage he resigned from his job in order to complete his PhD thesis in four years. I was challenged to manage my time and relationships better. Good planning and time management will help me complete my studies in time. For example, assess which functions to attend and which ones to avoid.

| DATE | PLACE | EVENT |
|---------------|-----------------|----------------------------|
| 12 April 2013 | Hatfield Campus | Postgraduate Forum Meeting |

We were advised to publish journal articles in high-impact journals. Good journals are accredited by the Department of Higher Education.

| DATE | PLACE | EVENT |
|----------------|-------------------|-----------------|
| 8-12 July 2013 | Groenkloof Campus | Support session |

The support session mainly focused on mixed methods research. I gained new knowledge as this is not my preferred method. I am more confident with using the qualitative paradigm.

| DATE | PLACE | EVENT |
|----------------------|-------------------|-----------------|
| 25-27 September 2013 | Groenkloof Campus | Support session |

Prof Shawn Ginwright presented an informative session on Participatory Action Research (PAR). The presentations by colleagues were also enlightening. I am pleased that Ms Michelle Finestone informed us in time about the requirements of handing in a thesis.

| DATE | PLACE | EVENT |
|---------------------|-------------------|-----------------|
| 1, 3 & 4 April 2014 | Groenkloof Campus | Support session |

The support sessions are useful as I find good inputs to develop my research proposal. I enjoyed listening to Dr Tilda Loots' presentation on PRA. I could relate to the presentation, because I am using secondary data that was collected through PRA activities. It was fascinating to listen to Dr Maximus Monaheng Sefotho present on the philosophy of crafting a thesis. He discussed the importance of incorporating philosophy into a thesis. He also clarified some philosophical concepts, such as idealism and realism.

| DATE | PLACE | EVENT |
|-----------------|-------------------|-----------------|
| 14-15 July 2014 | Groenkloof Campus | Support session |

Prof Liesel Ebersöhn's presentation on literature control was informative. Although I have not yet started writing the thesis, I found the lecture useful and it came at the good time. Prof Jan Nieuwenhuis' session was equally informative regarding data analysis. I am glad that the Faculty of Education organises regular support sessions for us.

| DATE | PLACE | EVENT |
|------------------|-------------------|-----------------|
| 6-8 October 2014 | Groenkloof Campus | Support session |

I was captivated when Prof Sarah Howie presented on how to defend the PhD research proposal. The presentation also covered issues of how to prepare PowerPoint slides. What a joy to listen to someone presenting with enthusiasm. I hope I will be able to do the same, if not more, during the defence of my

research proposal. During this week I attended library sessions and also spent some time at Postgraduate Research Commons doing my research.

| DATE | PLACE | EVENT |
|-------------------------|--------------------------|------------------------|
| 30-31 March 2015 | Groenkloof Campus | Support session |

It was good that this year's sessions were more flexible so that students could spend time at the Postgraduate Research Commons. Having defended my research proposal, I need to be more focused in writing the thesis. I enjoyed the reading and writing skills session presented by Dr Lizette de Jager. During the presentation I could see some of the mistakes I was making in my writing approach. However, I also saw the good areas of my writing skills that I have to develop further.

| DATE | PLACE | EVENT |
|-----------------------|--------------------------|------------------------|
| 1-2 April 2015 | Groenkloof campus | Support session |

What a joy to listen to Dr Wendy Carvolho-Malekane presenting on the subject of Postgraduate wisdom. It is refreshing to listen to a colleague, who will soon graduate with her PhD degree. The Faculty of Education is doing a great job of inviting speakers such as these, as the research process is still fresh in their minds.





Minutes of teachers' meeting

TEACHER'S MEETING HELD AT NGILANDI SECONDARY SCHOOL
9 SEPTEMBER 2013 @ 14h00

| PRESENT | ABSENT (with apology) | ABSENT (without apology) |
|---|--|---|
| <p>University of Pretoria Dr Maximus Monaheng Sefotho Mr Eugene Machimana Mrs Marli Malan</p> <p>Secondary School (1) Ms Ndumisile Mbazima Ms Grace Phiri Mr Musa P. Nhlabathi</p> <p>Primary School (4) Mr R.R. Sibamba Ms N.B. Sibande Ms G.H. Lulane</p> <p>Primary School (5) Ms Idah Ngubeni Ms Sibongile Vilakazi Ms F.P. Mathebula</p> <p>Juniour Secondary School (6) Mr Bongani Ngubane Ms N.S. Ndukula Mr Sipho Isaiah Shongwe</p> | <p>Secondary School (3) Mr J. Mpangane Mr Henry Fakude Ms Rose M. Muhlari</p> | <p>Secondary School (1) Ms Xolisa Tonisi</p> <p>Primary School (2) Ms Phenelope Mathebula Mrs B.R. Matsaba Ms L.T. Masilela Mrs C.L. Thwala Ms S.J. Nkosi</p> |

1. NAME

Group discussion:

1. Eyethu for all
2. Bumbanani (Holding hands)
3. Bumbanani (Building each other, coming together, like forming dough or molding)

1.1 NAME: The group decide on the following name: Bumbanani for all

2. MISSION

Group discussion:

- Identify organisation's "winning idea"
- What makes us unique
- Key measures of success
- Combine your winning idea and success measures into tangible and measurable goals
- Concise and precise statement

Mission statement defines the organisation's purpose and primary objectives

Working together by committing ourselves in order to produce responsible and competent citizens

1. Enhance holistic development of Greater Ekulindeni through a working partnership
2. To develop our communities, learners and ourselves as a whole

2.1 MISSION: The mission statement for Bumbanani for all is:

- Enhance holistic development through education of Greater Ekulideni area through a working partnership.
- Further develop learning
- All aspects of learners, teachers and community members

3. VISION

Group discussion:

- Who is the target audience for our vision?
- Why do we even want a vision statement?
- How will our vision statement be used?
- Who will see it?
- What makes us different from everyone else?

Vision statement: where you “see” your organisation in future, where or what you want to be

1. To see the community in a progressive motion through cooperation, tolerance, trustworthiness and commitment
2. The community will be independent and openness to one another and able to alleviate poverty
3. The community will be competent in their pursuit endeavours and change their life world for better

3.1 VISION: The vision statement for Bumbanani for all is:

To see the community in pursuit of poverty alleviation towards independence and a changed life world for the better

4. NOMINATION: The following people were nominated to lead the group:

Mr Bongani Ngubane, Sithuthukile Primary School
Ms Ndumisile Mbazima, Ngilandi Secondary School

5. All the teachers were given a photo and T-shirt. The meeting closed @ 16h00.



Themes and categories

DATA ANALYSIS: PARENTS

| KEY OF ABBREVIATIONS | |
|----------------------|-------------------------------|
| UM | : Unidentified male speaker |
| UF | : Unidentified female speaker |
| IN | : Interpreter |

| PARTICIPANT | No. | VERBATIM: PARENTS | THEMES/ CATEGORIES |
|-------------|-----|---|----------------------------|
| Interpreter | 1 | (IN) You [unclear] education. You [University of Pretoria] are helping the learners stay | Social challenges |
| | 2 | away from dangerous things like drugs. Their children enjoyed these activities. You made a | Language development |
| | 3 | relationship with their children today. Their children will be able to speak English [unclear]. | |
| | 4 | You have interested the children in these subjects. You helped them to see which college | |
| | 5 | [unclear]. What they can study at university. The relationship with the university | Time constraints |
| | 6 | encourages learners and brings knowledge of the university. They hope that their children | |
| | 7 | do not waste their time so that they can pay back when they are done. They will be very | |
| | 8 | grateful if you can come again because they want you to come back. | |
| | 9 | (IN) Thank you for coming here because it has got them very involved in the program. | Cross-cultural interaction |
| | 10 | Because they know [unclear]. There is a big change in that the children are not afraid of you | |
| | 11 | white people coming over here; they now know you as brothers and sisters. There is a | |
| | 12 | relationship between the University of Pretoria and the children, you must continue coming | |
| | 13 | here and helping the children so that they can further their studies. So they can see that this | |
| | 14 | is an opportunity if they study, there is a career where they can help the children, the | |
| | 15 | younger ones with their studies, like being a doctor or a social worker, agriculture, | |

| | | | |
|-----------------------------|----|---|--|
| Unidentified female speaker | 16 | everything. There [unclear] and they are very glad the children are [unclear] practical. They | |
| | 17 | are grateful to you for coming here. And the University of Pretoria, they have been coming | |
| | 18 | here [unclear]. | |
| | 19 | (UF) I want to say, before we go, that we come here because we learn when we come. | |

| PARTICIPANT | No. | VERBATIM: PARENTS | THEMES/ CATEGORIES |
|-----------------------------|-----|--|--------------------|
| Interpreter | 1 | (IN) You teach our children soccer. They keep themselves busy playing soccer. They can | |
| | 2 | reach their goals while studying. When they come to the University of Pretoria they now | |
| | 3 | have the knowledge, they can help our community in how to study and how to respect each | |
| | 4 | other. They can now show us how to [unclear] in our [unclear] because of the University of | |
| | 5 | Pretoria. They now show respect to the community and they can [unclear]. And they can | |
| | 6 | now meet at home and study while [unclear] they can now meet in order to study. They | |
| | 7 | thank you, as the University of Pretoria, that you have donated some of the books so that the | |
| | 8 | learners can study at the library. They can now prepare [unclear] their teachers, parents to | |
| | 9 | their functions, they thank you for that. They really appreciate it. Thank you. | |
| | 10 | (IN) Their children aim to [unclear] their studies. Their children like playing soccer, | |
| Unidentified female speaker | 11 | studying in the afternoon; they attend to the gardens in the afternoons. Their children are | |
| | 12 | now able to take care of [unclear]. Their children now attend meetings and hope that | |
| | 13 | [unclear] how to behave and to be leaders. They are able to converse around subjects that | |
| | 14 | are difficult for them and to communicate about life. They are able to take care of the school | |
| | 15 | and use paintings to be creative. | |
| | 16 | (UF) Nowadays our children are able to talk English, which was difficult in our days. | |
| | 17 | Schools are [unclear] for our children to learn about studies like Geography and [unclear]. | |

| PARTICIPANT | No. | VERBATIM: PARENTS | THEMES/ CATEGORIES |
|-----------------------------|-----|---|----------------------------|
| Unidentified female speaker | 1 | (UF) They give us ideas on how they can get their children to universities and have better | |
| | 2 | lives. | |
| Interpreter | 3 | (IN) They are thinking that they do not have enough money to get their children to | Financial challenges |
| | 4 | universities. It is not to reconcile as a community and make projects so that they can learn to | |
| | 5 | make job opportunities for others. | |
| | 6 | (UF) Can you repeat what you just said, I could not hear it, just the last one. | |
| | 7 | (IN) It is now to reconcile as communities and make projects and make plans on how they | |
| | 8 | can get money. | |
| | 9 | It is that you used to come here with [unclear] like you did today. They thought that their | Local ideas and knowledges |
| | 10 | views or ideas were not important. They thought that it was not important for them to know | |
| Interpreter | 11 | what is happening in other countries. They thank you that you are helping their children to | |
| | 12 | go to [unclear]. | |
| | 13 | (UF) That's all. | |
| | 14 | (IN) Not enough money, children have to travel, like now they [unclear] special car. It is | HE advises students |
| | 15 | very expensive, school fees [unclear] too much. Please can you help? Admission | |
| | 16 | requirements. Long [unclear] not good communication. It is not easy to get [unclear]. | |
| | 17 | Application fees must be paid. The form is R200 [unclear]. Two hundred and something. | |
| | 18 | (UF) All right, this is a picture of something growing, you see the green grows. We want to | |
| | 19 | know what do you want differently to grow, to become bigger, what do you want more, | |
| | 20 | what do you want again, what are the things you want more to happen so that you can grow. | |
| | 21 | So what are our plans for the future, what do you want for the future from us to grow this | |
| | 22 | [unclear]? So what do you want for the future? You have worked so hard. | |

| PARTICIPANT | No. | VERBATIM: PARENTS | THEMES/ CATEGORIES |
|-------------|-----|--|--|
| Interpreter | 1 | (IN) They have more motivation. They liked going to University and seeing how it works. | <p data-bbox="1624 331 2056 363">Motivating students in their studies</p> <p data-bbox="1624 427 2056 459">Students' responsibilities</p> <p data-bbox="1624 611 2056 643">Sharing information and knowledge</p> |
| | 2 | Give more knowledge to the children to get bursaries. Give more information about the | |
| | 3 | University of Pretoria. They thank people who came from UP to come and motivate them. | |
| | 4 | To come over and tell them what to do. They say their children must go and learn to come | |
| | 5 | back and improve the place that they come from. They are asking that it will be better if you | |
| | 6 | come and explain why it is that [unclear] important to Grade 12. They are asking, they say it | |
| | 7 | is important if you can assist to see if this learner will be able to study this particular subject | |
| | 8 | so that she can further her studies. They say they would appreciate it if you could be here | |
| | 9 | during the term so that they can get more information. They are asking you to come to | |
| | 10 | Grade 12s and tell them why education is important. | |
| Researcher | 11 | (R) Thank you very, very much, we are done, thank you for all of your information and | |
| | 12 | your knowledge. We are so grateful that you could help us to be able to help you again. So | |
| | 13 | that is [unclear] you are here today, thank you for your time, [unclear] will translate. And | |
| | 14 | we brought all of you something for your family so that you can take it home and you can | |
| | 15 | enjoy it. Thank you so much. Thank you very much, you helped us. One last thing, we are | |
| | 16 | coming back in September and then we will see each other again just quickly to make sure | |
| | 17 | that we have heard you in the right way. We will send you an SMS and she has [unclear]. | |
| | 18 | Thank you so much. | |
| | 19 | (IN) They are also thanking you. [Over talking] | |
| | 20 | (UF) That's it, fine, I have still got the...0824406576 and I will just write it. | |
| | 21 | (UF) We will come in April and again in September and again next year. Thank you so | |
| | 22 | much, it was lovely, thank you so much for your help it was hugely appreciated. | |
| | 23 | (UF) So when are you going to ask...? | |

| | | |
|---------------------------|--|--|
| Unidentified male speaker | 24 (UF) You must maybe ask [unclear] coming here and sitting here. [Unclear]. 25 (UF) There is so much.... 26 (UF) Girls, now I am asking you a favour, can you maybe give me your phone numbers as 27 well, because I need to write all of that stuff down and they can maybe just phone you. 28 Thank you. 29 (UF) You do not need this anymore. 30 (UF) I think the two of you can share these and the cool drinks with your friends. 31 (UF) So I am going to unlock that car and start loading stuff. I am just going to put all of 32 this back in the box, thank you. The camera, and this one. You can put both of these in 33 there. 34 (UM) So this is still on. (UF) Oh! | |
|---------------------------|--|--|



DATA ANALYSIS: TEACHERS

| PARTICIPANT | No. | VERBATIM: TEACHERS | THEMES/ CATEGORIES |
|-------------------------------|---|--|--|
| Group 4 Participant 18 | 1 2 3 4 5 6 7 8 9 10 11 12 | (The group wrote activity 1 on flip chart) Ehh . . . we are from, good morning! We are from table 4. Ehh, ehh the activity that we are doing [pause] ehh is activity 1, it says what do you know about the ongoing collaboration and partnership? So because we are new in this partnership, we decided ehh to make this logo eh to say [pause] we are walking together, oh, we are walking together, ehh we can go far. This is a journey we are going to be walking together with the University of Pretoria. And then [pause] because we are in partnership now with the university we, we thought that we must have love of this partnership, because we are going to get skill and development, we are going to develop skills to go and teach the learners and the educators who can also benefit from this and our community. We are also going to get from this partnership, eh, the information sharing and some ideas and this, this will happen because we will be togetherness, we are going to do this together. Thank you. | HE supports teachers in career development |
| Group 1 Participant 3 | 13 14 15 16 17 18 19 20 21 | Morning everyone. This is group 1. The question says what do you know about the existing partnership between the university and the rural schools in Gert Sibande District. Okay our symbols means our partnership working to together to finalise the deal and sealed it. The partnership is an eye opener for the educators to help the community to use the available resources to map the area, as teachers, having a partnership with the university. The university has helped as to open our eyes to see how vulnerable the community is that we are working with and to know all the resources that are in the area that we are working [pause] to map the area is to draw, to know, the area as it is and the resources that are available, everything that the community can help them to use and to identify the challenges, challenges | Mobilisation of local resources |

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| | 22 23 24 25 | like, poverty, lack of employment, teenage pregnancy, affected and infected learners, illiteracy, drop out, form of abuse, child headed households and etc. How can the partnership help the community to minimise this challenges? is what we have learned from the partnership with the university. Thank you. | |
| Group 2 Participant 5 | 26 27 28 29 30 31 32 | This is table 2 [pause]. The partnership between the university and the rural schools has had us to discover its high rate of poverty, high rate of unemployment [repeat] of how it relate to high rate of poverty and at least to HIV/AIDS, rape, counselling, you must build a counselling centre, this is a high rate of illiteracy in that area. Learners with learning barrier, what did we do as educators? We initiate projects, like gardening, food parcels, give learners clothes, refer to SBST [School-based Support Team] schools, they supported them, social workers, pastors, nurses and police. | Material gain |
| Group 2 Participant 7 | 33 34 35 36 37 38 39 40 41 42 43 44 | Uhh, colleagues good morning once more. Ehh on table 3 with dealing with activity 1 sharing what we know about the existing partnership or collaboration uhh with University of Pretoria in the Gert Sibande District. Traditionally we share information as a group that what we know is that uhh is the university used to conduct open days where there is provision of information regarding careers, beyond that we are very fortunate in the group that the other colleagues who have information tending to the current collaboration that the university is having with the rural school in particular. We shared information that uh this collaboration developed uhhm developed pressures within schools to help learners at the moment and it also help the learners in the [repeat] learning process. We have also indicated that it boosts the learners with their self-esteem and also help the communities, because we belief that uh [repeat] a school is an extension of a community and we have also indicated that uh through this project uh [uh] of collaboration, people come together and as a result they obtain skills or share skills | HE supports students in career guidance and choice |

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| | 45 | rather. And we are also indicating that is it helps educators on how to assist learners to when | Connectedness and support |
| | 46 | during their study. So that is what we have indicated for now in terms of information we | |
| | 47 | know about the existing partnership between the university and the rural schools in the Gert | |
| | 48 | Sibande District. We did not ... uh ... put in a symbol [pause] but ... uhm ... holding hands | |
| | 49 | together like this [show] it's a commitment, that we would want to present that together with | |
| | 50 | the University of Pretoria we can build the nation. Thank you. | |

| PARTICIPANT | No. | VERBATIM: TEACHERS | THEMES/ CATEGORIES |
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| Group 1 | 1 | Good morning colleagues [greetings]. Okay, so we are from table 1, we are back again, so I | Social justice approach |
| Participant 2 | 2 | think what we are going to look at, we are going to look at the benefit, what is the benefit of a | |
| | 3 | school-university partnership. Here we've got a symbol here, we got uh the rays of the sun, it | |
| | 4 | means that the sun here, it brings light, it also brings hope, it also brings warmth, and also it | |
| | 5 | heals a healthy mind and we also get the Vitamin D. So as you can see, the picture here, the | |
| | 6 | person here is smiling, it means that when there is light there is going to be a smile, when | |
| | 7 | there is hope there is going to be a smile and where there is a healthy mind we are going to | |
| | 8 | see a smile. Then here the benefits we are going to look at here. This partnership has brought | |
| | 9 | ... eh ... knowledge, both parties obtained knowledge here, the partnership from the | |
| | 10 | university, they were able to get knowledge from us also and also, and also we were able to | |
| | 11 | obtain knowledge from them. Like, for example, here the knowledge that they got from us, | |
| | 12 | they are going to use the knowledge when they are teaching the student teachers which are at | |
| | 13 | the universities and they would also preparing them for the real world. Like when they | |
| | 14 | coming to school, when they are through with their education, they come and they will be | |
| | 15 | able to apply the knowledge that they got from the partnership, they are going to utilise it they | |

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| <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38</p> | <p>are going to be able to produce learners who are competent and also as we have said uhm at the beginning of the partnership to us as educators it was an eye opener, because we gathered that we are not only educators that are there for teaching, we must also penetrate through so that we know what are the challenges eh our learners are facing and what are the challenges the community is also facing, so [pause] the most of the challenges that we've picked up for example we've said that there is a high rate of eh poverty in our community, so maybe one can ask oneself, himself or herself is how can we alleviate eh poverty, then by the establishing of eh different projects, like maybe for example, we once had a project in our school which was a big work project which was a project that we thought as educators was going to assist the people who are living around the community which from the project they were going to benefit but you find that sometimes in the community, most of the people are not employed and when you ask them to come for the project they have got a lot of expectations they thought that immediately that they start that they are going to gain a lot of eh things like for example they would be able to eh the project would be able to generate eh the money and by that time they would be able to put eh the food on top of their table. So it means that ... eh ... this partnership to eh us as educators, it was a eye opener so that we are going to think of projects that were going to assist the community so that their poverty is going to be alleviated. And also it also assisted us in career guidance like for example we've got our Grade 9 learners which we will all know that when they are through with their Grade 9 they will be going to e det band and you will find that most det band yes you'll find that most of the learners here they do not know eh which subjects they are supposed to choose let us say the learner wants to be a doctor you'll find that eh eh the learner will go for a same way as maybe history and eh tourism is being taught and on the other hand the learner has in</p> | <p>Mobilisation of local resources</p> <p>HE supports students in career guidance and choice</p> |
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| | <p>39 his mind he knows very well that I wanted to I want to be a doctor so the partnership also 40 assisted us here so that the learners were able to choose the subjects to which the learner will 41 be able to follow his or her career path and also this partnership it also assisted us with 42 regards to the application to the universities. Most of our learners you will find that a learner 43 is doing great Grade 12 but she or he doesn't apply then you find that January that when the 44 results comes the learner has obtained good results and at that time the learner will come to 45 you with that certificate asking you as an educator how can you assist me. But you find that 46 you cannot assist the learner because the learner should have applied maybe the eh eh last 47 year then we have got many of our learners who are at the university through our partnership 48 they were able to give us information, they were able to assist our learners in applying online. 49 So most of the applications went through to different universities in time and we've got a 50 number of learners now who are at universities and most of this partnership it also assisted 51 educators on how to teach learners on new sounds and also this partnership here we've 52 benefitted eh I mean the educators the educators benefitted on how to teach the learners on 53 how to write and also on how to read. Because you find that we as the educators you find that 54 when we are at eh at our schools you find that a Grade 9 learner cannot write, a Grade 9 55 learner cannot read, so as we sat together with the partner and we've decided that they should 56 also assist us on how we can best assist our learners on so that they would be able to do that 57 they are able to write and also to read and also they have also assisted us with we also had a 58 counselling centre in our school because we saw that as educators there are a lot of things that 59 that our learners are facing. Sometimes you find that some of the learners, they want to open 60 up but they do not know how to open up and to whom they are supposed to open up so we 61 have decided that we should also have a counselling centre but it was through them opening</p> | <p>Material gain</p> |
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| | <p>62 our eye. So we had also a counselling centre in our school, where we we had one of our 63 members ... eh who was ... eh ... taking charge of the counselling centre. This is where most 64 of the learners, they came to the centre where the educator were able to counsel them and also 65 through the partnership the ... our school was able to ... eh ... have [a] ... eh ... library. 66 According to my understanding when we are talking about a library we are not talking about 67 a building but a library is a collection of books which are inside the library so it means that 68 our partnership here it also assisted us to in building I mean in collecting, the books that are 69 there in the library. So we have got a library at our school that just because of the partnership 70 that we've had with the University of Pretoria. Thank you very much.</p> | |
| <p>Group 13 Participant 7</p> | <p>71 Colleagues on the question that we are pertaining at the present moment [pause] uh I got to it 72 is a discussion around uh uhm the benefits of both the teachers and the school. Eh on the 73 partnership with the university is having with the rural schools. We started looking at issues 74 of development. We've concluded that the partnership provides eh skills development eh to 75 the eh schools and the teachers at large. And uhm [cough] what is important is that uhm 76 school are experiencing a number of challenges more in particular we have focused on more 77 psycho-social eh problems that schools are experiencing uhm that uh the ruralness of our 78 places is prone to problems, social problems. Problems that are attributed to poverty and uhm 79 problems that are attributed to lack of uhm eh knowledge. So if we collaborate with the 80 University there is a number of skills that uh that uh the school is to gonna benefit to unlock 81 the you the problems that uh that the community is having that in terms of eh psychology 82 problems and eh social problems that we have also indicated that eh that the partnership 83 would benefit schools in terms of the mobilisation of eh resources. If we look at the ... eh the 84 eh history of rural schools eh there is a huge backlog of eh resources that would enable</p> | <p>Mobilisation of local resources</p> |

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| | <p>85 schools to efficiently deal with the eh process of teaching and learning. And eh the 86 partnership that the university have, you know, it benefits schools in terms of eh providing 87 the information solutions on how to how school can best mobilise resources. Want to see 88 rural school at equal level with ehm schools in urban areas and it is eh it is a difficult task to 89 achieve. So with the partnership, you know, that we have with the ... eh the University of 90 Pretoria want to believe that eh there a lot of resources that can be mobilised. And we are 91 looking at the situation where one day we rural schools will have the eh wellness centres 92 wherein learners would be assisted you know in a broader sense. Currently and most of our 93 rural schools don't have such centres you know, those learners that are having problems you 94 know they are assisted through the school based support team but also does not have the 95 capacity to handle cases you know that are peculiar to the the eh the behaviour, you know of 96 certain learners because they are not professionals of course. So if we could have such centres 97 uhm it will assist so the school can benefit through the resource of the mobilization. I I uhm 98 have also heard from the other colleagues mentioning issues of library and ehm other 99 resources that may assist you know. So the collaboration goes to a long extent. Then in terms 100 of the skills once more uh to break the learning barriers we focus now uh we all are aware 101 that the schools are badly with the implementation of the uh the ? of education. We want to 102 belief that eh uhm having partnership with the University of Pretoria would also assist 103 schools in dealing with a some of the barriers pertaining to learning that learners are 104 experiencing. Some hope on being inclusive that just related to what learners are experiencing 105 in terms of the learning conduct it, it might be learners experiencing challenges in terms of 106 language of teaching and learning which hinders them to perform eh well in their studies. So 107 the university can provide solutions you know because it is a right institution. There is a lot of</p> | |
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| | <p>108 information that you can share you know as schools with the universities teachers in 109 particular with the university. So that we are able to uhm deal with the problems and that 110 relate to the uhm barriers to uhm on learning particular. An we also indicated that uh this 111 collaboration benefit schools in terms of eh assisting those learners who eh aspire to eh attend 112 to higher institutions of learning you know by providing uhm an easy transit path eh to the 113 institutions of higher learning. Because physically there is eh huge distance between schools 114 in the rural area more in particular of where we are and the universities. You know there is no 115 university that is less than 300 km from where we are. Most universities are beyond which 116 have been given the history that Mpumalanga does not have the university. So if the 117 university is reaching out, you know, to the rural communities then the gap is breached and 118 you know the transit is very easy you know it is that learners will go to university and then 119 begin to obtaining information ... [pause] ... knowledge actually then will come and then- 120 then [they can] contribute positively in their communities. Uh we have also looked at the 121 broader school operations we indicated that uh the partnership uh with university assist in 122 terms of uh improvement on management governance and classroom practices. You know 123 because we believe that eh the practices you know at the management level has got some 124 deficiencies you know a school cannot perform cannot produce the required results. If there 125 are deficiencies in terms of government these practices might also hinder the performances 126 you know of the school given that that deficiencies of eh what the teachers are doing eh in the 127 classroom you know. Ehh some maybe teachers are doing something that is not trend 128 something that is not current, something that is not informed of what is currently prevailing 129 you know what is in the system. Then it would also have a negative impact. So collaborating 130 with the university can benefit us in terms of uh ehm be current in terms of having current</p> | <p>Social justice approach</p> |
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| | <p>131 information on how best we can deal with the issues of eh effective management governance 132 and classroom practice by educators because when you talk about classroom management 133 you are talking about a teacher and and eh the learner in the class. Then we eh also mentioned 134 that the university; if the university collaborates with the eh eh schools. We have indicated 135 that schools are an extension of the eh community, they within the community and that eh eh 136 learners and its governing body members that eh teachers are all members of the community. 137 So if there is that collaboration then eh the the the university is able to influence, you know, 138 the community in a positive way. There’s a lot of change in terms of the mindset of members 139 of the community regarding eh the what the community wants and what the community 140 aspire to achieve you know in that particular area. So those are some of the areas that we uh 141 have identified. But in addition we would like to indicate eh that the the school is also 142 through collaboration with the university the school can also do to what we call self- 143 discovery. Because the university is a eh though we would collaborate to become one at a it is 144 it is an association that can best evaluate you know and identify weaknesses through eh 145 particular programmes in the particular schools. So then the schools can discover you know 146 its weaknesses and be able to sharpen itself so that it performs better. Those are some eh of 147 the benefits that we have identified as a group eh around the subject that we are dealing with 148 of the collaboration between the University of Pretoria particular and schools in rural 149 community. But my colleagues can add to something that I may have omitted. Thank you.</p> | <p>Enablement in a rural setting</p> |
| <p>Group 4 Participant 17</p> | <p>150 Eh morning colleagues. So we’d like to deliberate on the School-University partnership 151 benefit. So, our picture there on top of the page indicates that eh before the project begins, 152 because we are new here – we are new in the project. So, before the project begins we can see 153 that the picture there shows that eh, that person is confused, doesn’t know what is actually</p> | |

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| <p>154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176</p> | <p>going to happen. Eh, doesn't know anything of the benefit. That is why he or she is sad. So we have number of factors that we've listed here. Eh, I will try to be a little bit faster. (No take your time) (Laughter). OK. Point number one: We think that eh, when we continue with the project it will benefit the school. So in other words, the, the benefits are intertwined, because eh the University is from urban areas. They don't know what is happening in rural areas. So, we are going to supply them with information. So that we are in the same par as to what is taking place there. And eh, (clears throat) they'll also assist us because it is very difficult to teach in rural areas. So there are a number of areas where they are going to assist the schools, together with the community. So, it will make schools learner friendly environments. We know that there are some hiccups in our schools. There are no resources, so teaching is very difficult. Even the libraries that were mentioned, they are not; there are insufficient books. There is no equipment for science. So to carry out some experiments it is, it becomes very difficult. So, once as we've kicked off today, we believe that the schools will benefit a lot from this eh, partnership. Learners will be able to go to school with a smile. They'll like school. Secondly: The partnership will help or assist us to teach the child in totality. Because teaching in class is not enough. But we must understand that learners are facing some challenges in the community. Some of them, they are, they are heading the family. They are heading the family, so they make sure that they provide the family with food and other stuff. So when engaging ourselves with this partnership we believe that the learners will benefit a lot. Number Three: Improves School-Community relationship: Since we know that the school without the community there'll be no, there'll be no teaching at all. Because learners are coming from the community. Even teachers are coming from the community. So, we must</p> | <p>Material gain</p> |
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| | <p>177 work together so that we achieve our goals.</p> <p>178 Number 4: Strengthens School-University bond. Ehm, our schools are in rural areas, they</p> <p>179 don't know what is taking place in Tertiary Institutions. So, if the University avails itself, it is</p> <p>180 going to advertise itself to, to our learners. So the bond will exist between the University and</p> <p>181 rural schools. We also believe that eh poverty will also be alleviated. Because if we engage in</p> <p>182 such programs we, we, we, we start eh doing some projects in, in the school that, where the</p> <p>183 community will benefit. Like gardens. If we start planting gardens we invite the schools to</p> <p>184 engage themselves eh, to be part of the school community where gardens will be plant,</p> <p>185 planted and eh, and eh, supply the community and maybe learners with eh, vegetables so they</p> <p>186 benefit and the poverty will be av', alleviated. Uhm, I've combined the two, the</p> <p>187 implementation of community project, I've combined them. Eh, the next one:</p> <p>188 The project will have learners and community face life challenges. Like we know that some</p> <p>189 of our learners engage themselves in drug abuse. Eh, they also become pregnant. So, if we</p> <p>190 engage them in some projects that will be there in the school, they won't engage themselves</p> <p>191 in these activities, drug abuse, they won't eh be pregnant. Eh, the, the the, there'd be, the,</p> <p>192 uhm.</p> <p>193 The third one: It's a school dropout [clear throat], this one will be minimised, if they become</p> <p>194 part of the, of the project.</p> <p>195 The next point: Schools will get sponsors and donations with the help from the University.</p> <p>196 Some of our learners when they complete matric, they face some challenges. They don't</p> <p>197 know what to do. Some of them they even obtain, eh distinctions in Science subjects, but they</p> <p>198 sit at home not knowing what to do. <i>But we believe that the partnership with the university, it</i></p> <p>199 <i>will open eyes of those learners so that they understand before they complete matric ...</i></p> | <p>Mobilisation of local resources</p> |
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| <p>200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222</p> | <p>[clears throat] ... they, they will be advised as to what they supposed to do. They must apply for bursaries, apply to the Tertiary Institution, so that when they complete they go to further their studies. It will give educators eh, different angles of viewing a child. Uhm (clear throat). In a case where there, there are some problems at home. When the school visit the child's home, they understand how do they live. They understand their problems in their homes, and eh, try to solve them. This is, eh, in collaboration with this one: Eh, implementation of community projects, where the school together with the University, they will assist where it is possible. It will give us skills of how to intervene and guide child-headed homes. We believe that as we have already started the partnership with the University, eh, they are going to help and assist the schools as to "how can we assist the child-headed homes?" Maybe they are going to provide, provide eh food parcels so that we assist them. So this is what we think they are going to assist us in order to sort out this problem of child-headed homes. It will help the University to know what is happening in Mpumalanga rural schools and how to help. I've started with this one. So I won't repeat it. It will make us better equipped schools compared to non-participating schools or schools not in the program. Schools that are here will be better equipped than those that are not participating in this program, in this program. Uhm, the next one: It will ensure that our schools have libraries and make our learner book friendly. Eh, this group has highlighted this point: That they were assisted by the University by providing them with books, so that their learners will be able to read and understand what is actually taking place globally. So this is what we we we believe. We believe in that in our partnership, eh will make sure that our schools benefit. We believe that the University will also donate books to, to the participating schools. Uhm, last but one: The University can assist in Science practicals. Yeah, 't's the last one. OK. Last but one. The University can assist in Science</p> | <p>HE advises students</p> <p>Social challenges</p> |
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| | <p>223 practicals. Since we are aware that rural, rural schools they don't have apparatus to conduct 224 their, their practicals. So it is difficult to teach eh, a practical, theoretical. So partnership also 225 benefit schools, because we believe that eh, the University will conduct some of the difficult 226 science practicals in our schools. It might happen that eh educators, some of the educators, 227 they are unable, even if the apparatus are there, they are unable to carry out scie..., some 228 science practicals. So we believe that the University will also assist in that. The last one: The 229 University will also assist learners to choose their careers. So that they are streamed 230 according to their choices of career. Then at the bottom of our page I've highlighted that on 231 top there is a sad face, but at the bottom, if we engage ourselves in the partnership everyone 232 will smile. Everyone will be happy. The school will benefit. The community will benefit, 233 even the University will smile at the end of the program. Thank you. (applause)</p> | |
| <p>Group 2 Participant 4</p> | <p>234 Morning once more. [cough]. uhm under the two questions that says why do you think 235 teachers schools partner with a university and the next one says what are the benefit of the 236 school-university partnership? So we think and decided that the most common benefit 237 between the two questions is a potential to facilitate change, a potential to facile. . . facilitate 238 change. Number one: We have or we said it help us to develop our level of education. It 239 helped us to teach the child in totality that include morals, behaviour and predictions. It 240 helped the learners to know about the different types of careers, to choose right choice of their 241 careers and they will be motivated to work hard and reach their goals and [pause] they have to 242 apply to different universities of their choice and because like the colleagues have mentioned 243 some of the things of or some of the points including poverty, drop out and uh library 244 support. Now you wanted us to talk about how to discipline themself and also their PSTI. I 245 know it is new to my colleagues. We call it Public School Technology Integration. It's PSTI.</p> | <p>Motivating students in their studies</p> <p>Connectedness and support</p> |

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| | 246 | Publics Schools in Technology Integration. That is communication, support like I have | Material gain |
| | 247 | mentioned about the chemistry, laboratory, library, all those things, those things that I have | |
| | 248 | mentioned before. And spoiling to repeat one and the same thing. uh Timing, training, all | |
| | 249 | those kids for a successful technology partnership integration with the university. Those | |
| | 250 | things eh that that eh collaborate with technology and these PSTI. That's all the points we've | |
| | 251 | mentioned our group table number two. Thank you! [Applause] | |

| PARTICIPANT | No. | VERBATIM: TEACHERS | THEMES/ CATEGORIES |
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| Group 2 | 1 | (The group wrote activity 3 on flip chart) | Inconsistent feedback |
| Participant 5 | 2 | The question says what are the challenges or barriers for a school university partnership? | |
| | 3 | In our group we say, problem of reporting. [she folded her hands and read from the flip chart | |
| | 4 | on the white board] Under the problem of reporting the university must draw a programme of | |
| | 5 | each date they come to school. So that we can be aware that the university will come on this | |
| | 6 | date. | |
| | 7 | [She paused for about 10 seconds] Point number two. Some of the barriers are too much work | |
| | 8 | at school and under-staffed. In rural schools there is a shortage of teachers [brief pause] after | |
| | 9 | school the teachers are already exhausted. Sometimes they want to continue with the [FLY] | |
| | 10 | project after school, but because of the exhausted and too much work they cannot. Some of | |
| | 11 | them they live too far [from a] school, they use public transport, the transport, the transport | |
| | 12 | [repeating] goes on time. | |
| | 13 | Point number three the university must give us feedback after they visited the school, so that | |
| | 14 | we can know [pause] know how the process is working. Number four the university barriers. | |
| | 15 | The university barriers some of the learners they cannot write, they cannot speak English | |
| | 16 | clearly and this cause them not to understand the questions. Teaching and learning barriers | |

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| | <p>17 include shortage of resources, e.g. apparatus in laboratory, chemicals to do science. The 18 educated, the uneducated parents cannot help the learners with their homework and cannot 19 motivate them to apply in universities because they have no knowledge about university 20 things. Lack of information, where to get funds to start the project. When you start a project 21 sometimes the parents expected to get money and this give us problems. Thank you 22 [participants clapped their hands. She removed the flip chart from the white board 23 immediately after presenting. During the presentation she was looking at the board and paid 24 little attention to the participants].</p> | |
| <p>Group 1 Participant 1</p> | <p>25 (The three group members came together for the presentation. Grace Phiri and Reinet 26 Matsaba held the flip chart against the white board as Dumisile Mbazima was presenting). 27 Good day colleagues. 28 Table number one we have answered the questions, question that is activity number four. We 29 have got a sign (!) [they used red colour for the sign] there, a sign of warning. The road with 30 potholes so as drivers we know this sign. This sign [!] symbolises that you must limit your 31 speed [looking at the participants]. Reduce the speed when you are on the road. And 32 immediately when you see the sign it tells you that er, you must change your mind. And then 33 you change your mind according to the situation that you are encountering and you must be 34 cautious at the same time. So [pause as she adjust her spectacles] we have these challenges 35 now. 36 The first one is lack of sponsors, er market to serve the NGOs [Non-Governmental 37 Organisation]. When we were talking about this as a group, we said the problem is er [pause]. 38 We have this project in our community but the challenge we have is that these community 39 members do not have the funds, they do not have money. They need sponsors and most of the</p> | |

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| | <p>40 time for us it is difficult as educators to help them. They need us to be hands on and manage</p> <p>41 to help them to get the sponsors. Even if you can guide them just go to this door [pointing</p> <p>42 fingers to different directions] and this door, and this door they do not go there. But they just</p> <p>43 need us physically to do it for them.</p> <p>44 And then we said [looking at the flip chart] another challenge is a lack of information to</p> <p>45 finance this project. As I have mentioned on top there [pointing at the flip chart] that the</p> <p>46 information is not accessible to the community members. For example here er [pause for 5</p> <p>47 seconds] in our school [Ngilandi Secondary School] we made er, er move. We went to the</p> <p>48 [Department of] Social Services if not mistaken to find sponsors for these parents or the</p> <p>49 community. But because now, most of the time we are at school and we do not have enough</p> <p>50 time to do all these. When we went there they wanted to see the community doing it for</p> <p>51 themselves not us doing it for them. So when we guided them to go to these offices they did</p> <p>52 not manage. Even now is a big problem and the funds there, they were promised that if they</p> <p>53 bring their projects they are going to finance them these projects. So we saw it as a challenge.</p> <p>54 And another one we said work load. As educators, you know, we are overloaded. Most of the</p> <p>55 time especially for us we know that maybe we are a secondary school and we are being er,</p> <p>56 evaluated according to the performance of Grade 12. So most of the time we do not have</p> <p>57 time. We are unable to help the community, so it is a big challenge when it comes to that one.</p> <p>58 We have to stay at school up to four o'clock (16h00) trying to help the learners. On the other</p> <p>59 hand we know that our community members they are illiterate they need everything to be run</p> <p>60 by the educators. And we are [pause for 4 seconds] in the remote area. You know look at our</p> <p>61 situation we are not residing around [make a circle with her right hand] where our school is.</p> <p>62 To side on maybe at Ngilandi [Secondary School] 90 to 95 educators, 95% of educators are</p> | <p>Workload</p> <p>Time constraints</p> |
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| | <p>63 from eLukwatini and is 32 km away. It is difficult after school maybe we are using one 64 common transport and cannot remain behind trying to help this, er community and also help 65 the learners because of the area that is far away from where we stay.</p> <p>66 And then we said again another challenge is a programme for intervention. For an example I 67 know that as an educator after giving my learner work to do, after marking it, I have to go 68 back to my learners and help them where they did not make it. I am saying this because now 69 we have got this partnership with Pretoria University. Most of the time they used to come to 70 the school maybe to help our learners, but the problem is that after they did that they do not 71 come back maybe to find out do you er [pause] do you have challenges. What is that we can 72 help so that the project can sustain. That is why the next point has intertwined with the upper 73 one [pointing at flip chart] where we said report back challenges on what they have 74 discovered with our learners. Right I was thinking this because when they came to the school 75 to help our learners with careers counselling, career guidance you know. After what they have 76 discovered from these learners they never came back to us to say learner so and so has got 77 these challenges. So if maybe they can report back after that we are going to be able as a 78 school to make a follow up so that we can be able to help these learners. The when they come 79 back they would find that maybe our learners would have improved.</p> <p>80 Then lastly, the community is expecting to earn as soon as the project starts. Another 81 challenge we got is that, you know, the areas where we are teaching there is a lot of 82 unemployment. So when the project started they wanted to earn as soon, you know, when it 83 was started they were expecting to earn money, [an] income, at the end of the month because 84 there are challenges at home. They need to buy food they need to do these and these and these 85 only to find it was a huge problem to them staying at home, I mean staying at school for a</p> | <p>Financial challenges</p> |
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| | 86 87 88 89 90 91 | <p>period of thirty days and after that they receive nothing. Maybe the project is earning an income, little income after that.</p> <p>I think that is all. Maybe my group can add where I missed something [Grace Phiri and Reinnet Mathebula shake their heads].</p> <p>Grace Phiri: You have said a mouthful. [participants clapped their hands as the group removed their flip chart from the white board].</p> | |
| Group 4 Participant 15 | 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 | <p>Two group members assisted Bongani Ngubane to put the flip chart on the white board.</p> <p>Colleagues I am gonna [start] [paused for about 5 seconds] er you all know the question, I would not repeat it. Er group four came up with these ideas [He moved towards the board to show the written points]. Er the distannce, between er the schools in the province involved in the programme and the university is a barrier. University is too far. Sometimes we need to see each other face-to-face [illustrated by using fingers] to make sure that things happen. [Speaking softly] And it would not happen because the university is too far. Secondly is finance. Er about finances is that er, everything involves money. Sometimes people with money are reluctant to give, to pay, to do that. So we need to get a lot of money for the project.</p> <p>The third one is educator movement. By educator movement I mean that the educators that are involved now, that are here [pointing fingers at the teachers], that are being “workshoped” if they happen to leave a school then the project dies because the other educators will not be able to know what is going on, they would not be able to take the project forward. So the educator movement is another thing. Er number four is commitment, commitment of both parties. By parties I mean the university and the schools. If we are not committed it will not work.</p> | |

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| <p>109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131</p> | <p>Er too much expectation! It might happen that we are expecting too much from the university. Maybe we are expecting them to build libraries only to find that they only offer books, something like that. Number six is the availability of space, no infrastructure. Sometimes you might find that the university wants to give you books for a library or apparatus for the laboratory. Only to find that you need to build a laboratory or a library and you do not have a space; that becomes a barrier, because you would not be able, you cannot put books on the floor. Er number seven, lack of communication amongst all parties involved. Er I believe that as we are now part of this project it means we are a family, we should share. Your challenges, your achievements you should share with us, so that we cannot fall into the same potholes [participants laughed]. Er number eight! Is lack of resources. Er this one er is the same as [looking for the other point on the white board] the other one I have just mentioned. You might find that the university wants to give you books and you do not have a library. They want to give apparatus and you do not have a laboratory; something like that. Number nine is additional work load! This is er, we are living in times of rights. Teachers have got rights! They know I have to do this, I have to work seven hours, I have to do this thing. So sometimes if you come with additional work, they will say you are violating their rights, they have to go home, they have to do this and that, they have to build their families. So this one [pointing at number nine on the board] becomes a barrier. Number ten is getting all staff members on board. Er usually that is why we said [pointing at the white board] if you were trained it because your duty, your baby. You see from now on when they see, maybe a car from the University of Pretoria, they will come and say “<i>Nabo beza abantu bakho</i>” [there comes your people] [Loud laughter from the participants]. It becomes your business.</p> | <p>Material gain</p> <p>Material gain</p> |
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| | <p>132 Number eleven is vandalism and theft. You might find that the university they sponsor you 133 with a computer. Somebody comes and steal it. Er they build a library, they destroy it. That 134 takes us back all the time. I am sure of this word maybe is correct “<i>ruralness</i>” of the area. 135 Being rural is a barrier on its own. So I believe that being in rural area we are at a 136 disadvantage. So that also becomes a barrier. And number thirteen is a lack of commitment in 137 our communities. Our communities, they mentioned the other group that er [holding his 138 head, trying to remember the point mentioned before] people expect to gain immediately. If 139 there is nothing after a month ooh nothing [loud voice] we do not get anything! So they are 140 not committed.</p> <p>141 Number fourteen although we did not write it, being too serious. We must not be too serious. 142 We must be relaxed. If you are too serious it becomes stress, ooh University of Pretoria you 143 are too serious [loud laughter by the participants]. So relax and take it easy. Thank you! 144 [participants clapped hands for him as he removes the flip chart from the white board].</p> | |
| <p>Group 3 Participant 12</p> | <p>145 (The group wrote activity 3 on their flip chart) 146 Liesel Ebersöhn assisted Henry Fakude to put the flip chart on the white board. 147 Colleagues good day. Er I will be very short and to the point because most of the areas have 148 been touched on [the group wrote six points]. I think er, if you look at these activities and the 149 questions there is a link. Because the first two questions starting from them, it has to do with 150 the benefits of the partnership. This one now is on the barriers. I think the next one also links 151 with this one. Er one of the challenges, that is, there, that we have labelled out [pause for 5 152 second, point at the board] it has to do with this [pointing at the board] is a lack of 153 commitment. I think colleagues have reiterated on this one. Commitment is ... er ... actually 154 because er I will couple this with high expectations because at a particular point they link</p> | <p>Unrealistic expectations of benefits</p> |

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| <p>155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177</p> | <p>together. So I think er, from what we have tabled I think is that ... er ... we have expectations because we want to benefit from the partnership. Now as we have er [he paused] as we have these expectations. As we expect a lot from the university as indicated, high expectations. There is a third one there which indicates that there will be a lack of delivery on expectations, is, is a barrier to this partnership. You will forgive me because I would not be chronological [point at the board]. You know some of the things they link very well.</p> <p>The lack of delivery on expectations is the biggest barrier to the partnership. Is on both sides actually, because I think the university has expectations of us. That as we are starting the programme, we are starting together. The programme is actually based in our sites, where we are stationed. The university is high up there, as indicated the distance is a challenge. They are 300 km [pointing up] away and we are here [pointing down]. And as we are here is us who need to ensure that things happen. And should they not happen, they are expecting them to happen and we are also expecting something from them in the meantime. And you find that, in that space, maybe nothing happens. I am making an example, because things will be happening. So the lack of delivery on expectations is a challenge.</p> <p>Er I have already talked about the lack of commitment. Commitment actually, it speak to, to, to partners. If one partner is more committed and the other is not committed is a challenge. So commitment must be on both sides. There must be a balance of forces here [he used hands to demonstrate balance]. There must not be more on one side and less on one side. So I hope that is well captured. And also colleagues have er, there is one key area which is a barrier. I did not write it here. The, the innovativeness. Because if you are to deliver on expectations you have to be very creative in the process. Lack of innovativeness is one challenge that might be a barrier to this partnership. And also the lack of follow ups, ja is a barrier. Follow</p> | <p>Conflicting expectations</p> <p>Conflicting expectations</p> <p>Geographical challenges</p> |
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| | <p>178 ups actually would imply that as we are partners, we need to make follow ups on number of</p> <p>179 things that we will be working on. So if there are no follow ups that would be a barrier on its</p> <p>180 own. And it will make the programme not functional.</p> <p>181 And also we have spoken about the lack of communication [he paused for a moment and</p> <p>182 smiled] which is coupled with the lack of cooperation within the school community. There is</p> <p>183 a challenge with communication in our schools and we are aware of that. And as we are, we</p> <p>184 are few here. We are just a drop in an ocean from schools. So for this to operate very well so</p> <p>185 that it does not become a barrier. It must be well communicated it must sink to the other</p> <p>186 members of the school community. So that, he [referring to Bongani Ngubane] has indicated</p> <p>187 that it must not become your own thing. I know how it feels to say that “<i>there comes Liesel</i>”</p> <p>188 “<i>Fakude Liesel is here</i>” [Few participants giggled] I once, I once experience that [he smiled].</p> <p>189 [Someone said “<i>is your problem</i>”] [he smiled and other participants giggled]. <i>Ja</i>, but it was</p> <p>190 then, but er in the process when communication was fine, that barrier was removed to a</p> <p>191 particular point. So lack of communication and lack of cooperation colleagues, I thinks as we</p> <p>192 are here we are representing the schools. The university, the members here, their leader is</p> <p>193 here representing the university. I think in the long run all these will disappear as barriers and</p> <p>194 become positives. These [pointing at the writing on the flip chart] is addressing the positives</p> <p>195 of what is expected of all of us.</p> <p>196 So I will be very short, I would not touch on the other areas. I think one other one is lack of</p> <p>197 consultation, which goes with communication because we need to consult. It is not our thing</p> <p>198 that we are here, we are partnering with the university it needs to sink to everybody, all</p> <p>199 stakeholders that as a school we are starting a partnership with the university. And we</p> <p>200 indicate a number of factors that will be involved in the partnership, so that everybody is</p> | <p>Communication barriers</p> |
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| | <p>201 202 203 204 205 206 207 208 209 210 211 212</p> | <p>taken upon. I think it has been reiterated on. So I am just mentioning, it is there [pointing at the board]. If I were to make a longer presentation I will take it one by one, but I am just mentioning. You know mentioning is a problem. Is like being asked what are the advantages of...? If you mention hey, but if you write is better.</p> <p>So thank you very much. I do not know if colleagues want to add because I was.... [pointing at the board]</p> <p>J. Mpangane (G3 No.7): There is one this one thing that I thought of and is tied to the barriers. Is the lack of clarity on the scope of work by the university. If benefits are not clarified, you know, people will expect that the Messiah has come [giggle]. The university has landed, every problem is gonna be solved. So is very important that er, er benefits are clarified so that er, er the schools will understand the limitations in terms of benefits. So that will be a barrier because it raises a level of expectation as other colleagues have indicated and only to find that not everything is given to the school. Thank you. That is the only issue [other participants clapped as he sat down].</p> | <p>Conflicting expectations</p> |
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| PARTICIPANT | No. | VERBATIM: TEACHERS | THEMES/ CATEGORIES |
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| <p>Group 4 Participant 15</p> | <p>1 2 3 4 5 6 7 8</p> | <p>Bongani Ngubane came with his colleague to put the flip chart on the white board.</p> <p>Colleagues sanibonani [Good day] once more. Er, we are trying to answer question number five. How can future school and university relationship grow? What is needed or required to make the partnership grow? This is what we came up with as group 4 [scratching his head].</p> <p>Number one, there should be frequent meetings. More meetings are needed to make sure that this partnership grow. Number two, we said communication, that is between schools and the university and among schools themselves [using his hand to demonstrate interaction]. They should communicate more to make sure that the relationship grow. Number three: full support</p> | <p>Connectedness and support</p> |

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| <p>9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p> | <p>for the project. It means ... er ... on the side of the university they should support us fully with whatever.</p> <p>Number four, there should be follow ups. Er we should not wait until next year to find out the new developments or whatever. There should be [raised his voice] constant follow ups.</p> <p>Number five we need more funding. I am not sure that from the university or the government, but more funding. Number six ... er ... [as he reads each point he moves closer to the white board], as the university has got a research faculty, I think you should update us as schools on new teaching methods. Because we believe as participating schools we are fortunate enough.</p> <p>We should be different from other schools, which are not participating. When other schools see us they should see that we got a university touch or something.</p> <p>Number seven, work.... “workshoping” all educators at school. This emanate from what we said before, that er we selected three educators from a school and it becomes our thing. But if guys, the university, you could workshop all staff members at a school then we can be all on board, will all be on the same boat. But right now they say “it is your thing, it is your project what what what”.</p> <p>Er number eight, this one I think is important [he paused for few seconds] supply us with T-shirts [loud laughter] bearing the name of the project and the university logo. I think T-shirts are a simplest way of marketing [he touched his T-shirt]. You see even when it comes to elections, you see with the use of T-shirts we can go far. People would like to associate themselves with the university, they would like to have a T-shirt. And if they see you wearing a T-shirt they would like to know more. What about this T-shirt? What is it about? How did you get it? All those things. Then they will be able to get the information about what is happening. Then number nine, er.... using the new technology internet is one of the means of</p> | <p>Expectation of connectedness</p> |
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| | 32 33 34 35 36 37 38 | <p>communication. Then we can communicate more. Sometimes when you see on TV I am not sure if this happens overseas only or in urban areas only. You find that you are able to interact with a person in the computer ask questions, if we find problems in our classrooms. Then we can interact with the university directly and not wait for two months or three years to see you, but internet can make sure that er.... internet put the world closer together. I think these are the things that we came up with in our group. Thank you [the group clapped hands for him as he removed the flip chart].</p> | |
| <p>Group 1 Participant 3</p> | 39 40 41 42 43 44 45 46 47 48 49 50 51 52 | <p>Bongani Ngubane help Reinet Matsaba to put the flip chart on the board. The chart depicted a picture of a flower being watered.</p> <p>Afternoon Afternoon</p> <p>This is table 1, ah...ah...ah... as table 1 we think there is a seed. A seed needs to be watered each and every day so that the seed can [pause] grow. As partners we need support so that we can grow. Then the other thing is communication as they [group 4] have mentioned it and meetings to share ideas. The meetings I think as colleagues around the area we need to meet within our area and discuss new ideas and implementation, how can we do things in our own. So that when our partners come they find that we have done something. Monitoring progress [read on the flip chart]. We need the university to monitor our progress, so that they can do follow ups and give us a year plan. Maybe this year, for the whole year we are going to do this and that, so that we can always be prepared. Thank you [she left the flip chart on the board. The participants clapped hands for her as she went to sit down].</p> | <p>Connectedness and support</p> |
| <p>Group 3 Participant 12</p> | 53 54 | <p>Pierre Edwards assisted Henry Fauke to put the flip chart on the white board. Rose Muhlari was standing next to them preparing to present.</p> | |

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| | <p>55 Afternoon colleagues. As you can see the question, I will not repeat question number five. So, 56 so first of all you maybe have to draw your mission and vision. What you want to achieve at 57 the end. Then you set your goals and target. When setting the goals that where you will have 58 an action plan [pointing at the board] or action programme. Where you will see whether what 59 you are doing, are you achieving what you have set as your vision [loud voice] in the first 60 place [low voice]?</p> <p>61 Again there should be commitment! Without commitment there is nothing that you can do! 62 Because at the end of the day, like for instance in our school [Chief Jerry High School] 63 maybe the principal and the deputy forget to tell you that we are from a big school. A big 64 school in such a way if you are not committed you cannot deal with plus minus two hundred 65 and fifty (250) learners per grade. We plus minus eight [hundred and] twenty (820) leaners 66 actually. So without commitment you find that even the teachers we are more than thirty 67 something but we are still few. In accordance to the number of our learners, so we need.... It 68 needs commitment from us. All of us, in such a way that there should be sacrifices. Unlike in 69 an instance where maybe I have twenty learners. It is easy to say.... to concentrate in each 70 and every learner every day. But to us we are faced with two [hundred and] fifty learners per 71 grade.</p> <p>72 Again there should be communication and consultation. The stakeholder [pointing at the 73 participants] in order to achieve whatever we want [pause for 5 seconds] all outside parents, 74 business people. Without business people also we cannot achieve what we want because 75 where we are it is a poor community. Where most of the learners come from poor families, 76 where there is no food actually to eat at home. So we have to communicate with stakeholders, 77 meaning business people everyone that is involved there. By communicating we will see on</p> | |
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| | <p>78 how to help them. What else can they say, at the end, after everything we will celebrate the</p> <p>79 milestones. We will celebrate everything that we have done. Thank you [the participants</p> <p>80 clapped hands as she went to sit down].</p> | |
| <p>Group 2</p> <p>Participant 4</p> | <p>81 Pierre Edwards assisted Musa Nhlabathi to put a flip chart on the white board.</p> <p>82 Er good afternoon once more. Er I am from table number two. I would not repeat the question</p> <p>83 again. These are the few points [pointing on the flip chart] which we have mentioned.</p> <p>84 Number one we said, there should be high rate of communication or frequent communication.</p> <p>85 Number two, there should be follow ups on the programmes that have been give the school.</p> <p>86 Er follow up on the project that has been initiated. Number three, the university must give a</p> <p>87 school a full year programme. Not just call [demonstrated by using his hand] them on a cell</p> <p>88 phone and say “<i>next week Monday you are coming on this time</i>”. But they must give us a full</p> <p>89 year programme so that maybe we can put them on a year plan. Inform the other colleagues</p> <p>90 [non-participating teachers] about the project or the school [and] university partnership er</p> <p>91 [pause for about 10 seconds. He read from the flip chart] so that they can participate or they</p> <p>92 must be hands on.</p> <p>93 Number five is missing [loud laughter] I am not sure maybe my colleagues wanted to say</p> <p>94 something. But I heard them talking about funds or something like that, but is missing. Thank</p> <p>95 you [participants laughed and clapped hands as he sat down].</p> | |



DATA ANALYSIS: STUDENTS DATA

| PARTICIPANT | No. | VERBATIM: STUDENTS | THEMES/CATEGORIES |
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| Principal | 1 | Hello everyone [Smiles]. I am not going to say a lot because the boss today is Seago Seobi, | |
| Investigator | 2 | she's going to talk you through everything and say what's what. | |
| Researcher | 3 | [Giggles] | |
| Principal | 4 | I am just going to say Siyabonga for being here, and we are a whole group, uhmm. Eugene | |
| Investigator | 5 | is also from the University of Pretoria, he's working in Veterinary Science, so with, with | |
| | 6 | animal health. [Pause]. And then we have Dr Caryn Murphy from the United States of | |
| | 7 | America, from Pennsylvania [Points]. | |
| Co-researcher 1 | 8 | [Waves] | |
| Principal | 9 | She has come all this way to be at your school also. | |
| Investigator | 10 | | |
| Co-researcher 1 | 11 | [Smiles and nods] | |
| Principal | 12 | And then Alicia Adams [points] | |
| Investigator | 13 | | |
| Co-researcher 2 | 14 | [Smiles and waves] | |
| Principal | 15 | She is, she was a teacher last year but this year she's not teaching [looks at Alicia]. | |
| Investigator | 16 | | |
| Co-researcher 2 | 17 | Yes [Nods] | |
| Principal | 18 | And she is doing her Masters in Educational Psychology with Seago [Points to Seago]. | |
| Investigator | 19 | | |
| Researcher | 20 | [Smiles and nods] | |
| Principal | 21 | Who is also doing her Masters in | |

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| Investigator | 22 23 24 25 26 27 | Educational Psychology. And I am Liesel Ebersöhn from the University of Pretoria. I have been coming here from 2006 and so this is the 9 th year that we are here. And the reason why we are here is explained in this letter also [Holds letter up] but Seago will be able to answer all your questions. | |
| Researcher | 28 | [Nods] | |
| Principal Investigator | 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 | Is we want to know from all of you what you remember of the time that you spent with the Educational Psychology students [Deep breath]. Some of you, for some of you it would have been in Grade 10 for 2006 [Points to 2006 group] and 2007 group [Points to 2007 group]. You would have been in Grade 10 when the students were with you but from 2008, it was the, the, the principal, principal Kunene who asked that we please work with the Grade 9s. So from 2008 [points to 2008 group] it was the Grade 9 group. Ummm, and we would like for you to tell us about that time that you spent with the students. You don't have to if you don't want to so for you to be here, it must be your choice. You do not have to feel like you must sit here and spend your time with us. Okay? [Pause] You will see that there is a place where we explain that we want to understand how this works so we could also explain to other people at university how to work with learners in schools. Uhm so that you could teach us and also other schools and universities how to work together. Ummm. You can decide if you want us to know your name. If you do not want I use your true name, you must indicate to Seago if you want to use a different name she will make sure that your name is not told to other people. Also, you must show, there's a place on the form and | |

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| | 45 | Seago will go around and check if you do not want us to take photographs of you, you must | Material gain |
| | 46 | tell Seago so that we know that we must not take a photograph of your face, alright? | |
| | 47 | The photographs if you want to take a photograph, we use those photographs, last year we | |
| | 48 | came, some of your parents were here. And we showed them the books and the uhm, and | |
| | 49 | the reports that we had written about the work that we do at the school. And sometimes for | |
| | 50 | those people who want to have their photographs, that photograph could be uhmm, in the | |
| | 51 | book or in a presentation. Okay? [Pause] | |
| | 52 | So Seago is going to go around group to group to make sure that everybody understands | |
| | 53 | why we are here, okay? [Turns to Seago]. | |
| Researcher | 54 | Uhmm, er. Nibekekahle on your tables, kune a ma name tags ne. So you could just take it | |
| | 55 | and ubhala igama lakho and stick it on you like this [Sticks name tag on chest] so we can | |
| | 56 | see ukuhi si khuluma no bani [hands group 5 tags and walks around. Participants now | |
| | 57 | complete consent forms, have discussions, eat and drink] | |
| Principal Investigator | 58 | So now that we are done with the forms, we can start. So uhm, if there's, somebody can | |
| | 59 | write but everybody must talk and give their ideas to write on that posters [points to | |
| | 60 | posters]. | |
| Researcher | 61 | So the question ithi [reads question on board]– why do you think the university students | |
| | 62 | come to the school every year? Uqabanga ukuthi why ama students wa se University of | |
| | 63 | Pretoria ba za at the school ne. so umuntu o i-one can write and then the whole group can | |
| | 64 | discuss kuthi what they think the answer is. Uhm, there is no right or wrong answer, si | |
| | 65 | funaukwazi what you guys think, nicabangani about this whole project e si nayo. | |
| Principal Investigator | 66 | When everyone has written, we'll take turns for every group to share with us. | |
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| Researcher | 68 69 70 71 72 73 74 | And then ma siqedile to writedown our ides, umuntu o i-one u zo za la [points to where she's standing] and a si tshele ama uhm ideas wenu. So for example, Dineo [Smiles at Dineo] u zo za to the front and a si qhazele ukuthi i-group yakhe ithini about uhmm, why ama students a za at the school ne [Pause]. Then si zo recorda everything e Dineo a ishoyo and then after Dineo's group, someone else from the next group can come so uhmm, qhabanga nge numyu o khuluma kakhulu in your groupne and they must come ukuthi a si presentele ukuthi niqhaba ukuthi why. | |
| Principal Investigator | 75 76 77 | Everybody can get a turn [pause]. And everybody can write and maybe use the cocis, not the pens [turns to Seago] | |
| Researcher | 78 | Yah [nods] | |
| Principal Investigator | 79 80 | Use the markers to write on the posters, okay? | |
| Researcher | 81 82 | [Signals participants to start] [Background noise, participants discussing and researchers walking around. After 15 minutes] | |
| Researcher | 83 84 85 86 | So uhmm, i-15 minutes yethu iphelile angithi? So ngiqhela ukuthi ni-picke umuntu o zo presenta and then uhm, it doesn't have to be the same person for all the questions. It can uhm, be a different person every time, so uhm ngicela kuthi ni-picke umuntu wenu and we'll start with 2006 [looks at 2006 group] have your picked your person? | |
| Group 1 Participant 2 | 87 88 | [Nods] | |
| Researcher | 89 90 | [Signals them to get up] [Group 1 gets up to present]. So remember ukuthi ma ukhuluma, si zo thatha ama voice recordings to, uhm, so that si khumbule everything you are going to say | |

| | | | |
|------------------------|---|--|--|
| | 91 | so uhm, try to speak so we can all hear you. | |
| Principal Investigator | 92 93 94 95 96 97 98 | So, so everyone, when we go back to Pretoria, we want to remember everything that you said, exactly as you said it. So we are recording it, uhm, and then when we get back to Pretoria, we play that recording and we find out all the words exactly as you said it. Because we want to be sure that we, we hear you and we only use that information that you gave us alright? [Pause] So while they are talking, its important that we must all be quiet so that we have all the information on the, on the phone and on the ipad. Okay? Good. | |
| Group 1 Participant 1 | 99 100 | Eer, good afternoon everyone again | |
| Principal Investigator | 101 102 | Good afternoon | |
| Group 1 Participant 1 | 103 104 105 106 107 108 109 110 111 112 113 | Uhm this is group 1. We completed matric, we were in Grade 9 in 2006. And uhm, according to our question, our answers are as follows. Eer [reads question from board] - Why do you think the university students come to the school every year? Our answer is, it is because they want to empower the youth. How? A youth, how? It is because difference people, different young of today, they are involved in different things, we all know that, alcohol and all those stuffs. The second answer is to give us career guidance. As I am doing Grade 9, I had no idea of any career I just have clue that maybe one day I want to be a nurse or I want to be a doctor but I don't know how and I don't know what are the consequences. The third answer is to interact with learners as they are doing educational psychology. The fourth question is answer is to introduce different skills to the learners. The last one is | Social challenges HE supports students in career guidance and choice Study skills |

| | | | |
|------------------------|-----|--|--|
| | 114 | to encourage learners to study until tertiary level. | |
| Principal Investigator | 115 | Can I ask a question? | |
| | 116 | | |
| Group 1 Participant 1 | 117 | Yes | |
| | 118 | | |
| Principal Investigator | 119 | So when you say, uhhh, to interact with the learners, what do you, what do you mean by that? I think I know what you mean but I want you to explain | |
| | 120 | | |
| Group 1 Participant 2 | 121 | As the question is saying “Why do you think the university students come to the school every year? So as the students, you know, as eer, Seago is doing Educational Psychology so to interact with the learners as we know that they are improving themselves in their course, Educational Psy, Psychology. | |
| | 122 | | |
| | 123 | | |
| | 124 | | |
| Principal Investigator | 125 | So you see it as part of their training? | |
| | 126 | | |
| Group 1 Participant 2 | 127 | Yes yes | |
| | 128 | | |
| Principal Investigator | 129 | And then the next one was the different skills, I was wondering what skills do you think, what skills were you thinking of | |
| | 130 | | |
| Group 1 Participant 1 | 131 | To introduce different skills to the learners, how? Because there are different skills, maybe you can find that I’m interested in painting, I’m interested in uhhh, pictures, like as uhhh, pasting and all the stuff. Is like eer, they give us a clue [Pause]. Of how I can do, eer, or how I can go deep into this thing. | |
| | 132 | | |
| | 133 | | |
| | 134 | | |
| Principal Investigator | 135 | So for art, its how to paint? | |
| | 136 | | |

| | | | |
|---------------|-----|---|--|
| Group 1 | 137 | Yes | |
| Participant 1 | 138 | | |
| Principal | 139 | And how to make a collage? | |
| Investigator | 140 | | |
| Group 1 | 141 | Yes | |
| Participant 1 | 142 | | |
| Principal | 143 | Are there other skills that you also can remember? | |
| Investigator | 144 | | |
| Group 1 | 145 | [Thinking] | |
| Participant 1 | 146 | | |
| Principal | 147 | Its okay if there, its okay. 2006 is along time ago | |
| Investigator | 148 | | |
| Group 1 | 149 | [Laughs] | |
| Principal | 150 | So it's the art that made an impression and that's a skill you remember. That's fine. And | |
| Investigator | 151 | then what was the last one? [Looks at their poster] | |
| Group 1 | 152 | To encourage learners to study until tertiary level. | |
| Participant 1 | 153 | | |
| Principal | 154 | Okay, thank you. Siyabonga. [The rest of the participants clap and group 1 goes to sit as | |
| Investigator | 155 | group 2 gets up to present] | |
| Group 2 | 156 | Good afternoon everybody | |
| Participant 5 | 157 | | |
| Principal | 158 | Hello | |
| Investigator | 159 | | |

| | | | |
|---------------------------|---|---|--|
| Researcher | 160 | [Smiles] | |
| Group 2 Participant 5 | 161 162 163 164 165 166 167 168 169 | So our answers to our questions says. Eer, number 1, to give us information about the university. Like the difference between being at high school and being at university. I think so. Eer, uhm, the second one is to gain exposure on how to interact with students after completing their studies. Were thinking of the same answers they [Points to group1] have given for that, maybe, it's for eer, experience, don't know. Maybe, we think so. Uhm, another one says to encourage the learners after matric to have wide choices about careers. Yah. Eer, so maybe you have questions? [Laughter from rest of participants] | |
| Group 2 Participant 5 | 170 171 | Okay I have a question if you don't have one but you can... | |
| Principal Investigator | 172 173 | Uhm, I have a question but you can also ask your question | |
| Group 2 Participant 5 | 174 175 | [Interrupts] Because I was talking, maybe I can take a break now you can ask. | |
| Principal Investigator | 176 177 178 | [Laughs] Ngiyabonga. So with that second one to gain exposure on how how to interact with students after completing their studies, do you mean that the learners here, when they leave the students, they learn how t.. | |
| Group 2 Participant 5 | 179 180 | [Interrupts] no not the learners. I'm referring to you [points at Seago] that you want to know how to... [background noise] | |
| Principal Investigator | 181 182 | Just a second everyone | |

| | | | |
|------------------------|-----|--|--|
| Group 2 | 183 | You like uhm you want to know how to deliver information to students, yah. How you do | |
| Participant 5 | 184 | that after. | |
| Principal Investigator | 185 | So how does the psychology student give information to the learner? | |
| | 186 | | |
| Group 2 | 187 | That was my question I want to ask | |
| Participant 5 | 188 | | |
| Principal Investigator | 189 | Yes | |
| | 190 | | |
| Group 2 | 191 | How is your field of study related to eer, students? How is it related? Why are you coming | |
| Participant 5 | 192 | to student? What is the relationship? | |
| | 193 | [Rest of participants laugh] | |
| Principal Investigator | 194 | That's a good question and well talk about it later, yeah | |
| | 195 | | |
| Researcher | 196 | You can ask me tomorrow so it means you must come again | |
| Principal Investigator | 197 | Seago will make a note that we talk about it. Today we would like to know what your | |
| | 198 | thoughts are and the tomorrow when we think we understand what you uhm can remember, | |
| | 199 | then we will also say what our thoughts are otherwise uhm it will not be your original | |
| | 200 | thoughts if you know what we are thinking. Okay? | |
| Group 2 | 201 | Alright | |
| Participant 5 | 202 | | |
| Researcher | 203 | Thank you. [Rest of participants clap, group 2 goes to it as group 3 prepares to present. | |
| | 204 | Noise]. | |
| Group 3 | 205 | Eer | |

| | | | |
|------------------------|-----|---|--|
| Participant 9 | 206 | | |
| Researcher | 207 | Okay guys [signals participants to listen]. | |
| Group 3 | 208 | In our topic, Why do you think the university students come to the school every year? | |
| Participant 9 | 209 | Because they came here to do their practical with the Grade 9 learners. | |
| | 210 | To encourage the Grade 9 learners when they, eer, finish school to go to the University | |
| | 211 | [pause] of Pretoria to study there. | |
| | 212 | They came every year to teach how can we study and applied if you want to go to their | |
| | 213 | University of Pretoria. | |
| | 214 | They teach learners to exercise because there is some activities that they do like playing foot | |
| | 215 | ball. Finish! [Laughs] [Rest of participants laugh]. | |
| Principal Investigator | 216 | Is there, is there other things, they remember the art [Points to group 1], you remember the | |
| | 217 | football and exercises, are there other things that you, you remember that the students did, | |
| | 218 | other skills or activities? | |
| Group 3 | 219 | We also did drawings | |
| Participant 10 | 220 | | |
| Principal Investigator | 221 | Drawings also, yah [Background noise] | |
| | 222 | [speaks softly and inaudible] | |
| | 223 | Drawings also, yah [Background noise] | |
| Group 3 | 224 | [Speaks softly and inaudible] | |
| Participant 10 | 225 | | |
| Principal Investigator | 226 | Just a second everybody | |
| | 227 | | |
| Group 3 | 228 | Doing something with, with our hands, like building a house. | |

| | | | |
|------------------------|---|--|--------------------------------------|
| Participant 10 | 229 | | |
| Principal Investigator | 230 231 | Something practical like yah, to build a house or something | |
| Group 3 Participant 10 | 232 233 | Yes | |
| Principal Investigator | 234 235 | Alright good | |
| Researcher | 236 | Thank you. [Participants clap as group 3 goes to sit and group 4 prepares to present]. | |
| Group 4 Participant 10 | 237 238 239 240 241 242 243 | <p>Afternoon everybody. Eer, we are going to answer the uhm, question in a short way which says - Why do you think the university students come to the school every year?</p> <p>We, as a group, think they come to school to motivate and encourage learners. And, they come to help us choose careers and help us choose subjects that correspond with our careers. They also tell us about the importance of education. They also come to see, let us see, help us see the importance of choosing smart goals. Which SMART means Specific, Manageable, Achievable, Realistic and Timing. Thank you.</p> | Motivating students in their studies |
| Researcher | 244 245 246 | <p>Thank you. [Participants clap as group 5 goes up].</p> <p>Ngicela ukuthi ma a khuluma, everyone a allele because si thatha a ma voice recordings so if everyone u ya khuluma, we won't be able to hear ukuthi bathini, ne?</p> | |
| Group 4 Participant 24 | 247 248 249 250 251 | <p>Good afternoon everyone. The question that says why, why do you think the eer, university students come to the school every year, this is our answers. Is to motivate the learners to make their dream come true. To encourage eer, learners to work hard.</p> <p>To encourage learners to take responsibility to fly in their dreams. To know that education is our key to success and without education we are nothing. I thank you. [Rest of</p> | |

| | | | |
|----------------|-----|---|--|
| | 252 | participants clap as group 6 goes up]. | |
| Group 6 | 253 | Afternoon everyone [Pause] eer, afternoon. As the group we have answered the question. | |
| Participant 28 | 254 | We think they help us to improve our goals. To, to improve talking English. They help us to | |
| | 255 | choose the good career. They encourage people to take good choice in his or her future. | |
| | 256 | They give us more information about our careers. Thank you. [Participants clap] | |

| PARTICIPANT | No. | VERBATIM: STUDENTS | THEMES/CATEGORIES |
|------------------------|------------|--|--------------------------|
| Researcher | 1 | So if uthi career guidance, ngfuna usi tshele kuthi kanjane, you know. U nikele ama-examples kuthi how it happene. So ill give you about 15 minutes to discuss and then ma niqhedile again youll pick someone else kuthi a zo zi presentele okay? And if you need more time kuthi ni discusseni, tell me so that, yah. Your answers won't be the same coz angithi you experienced it in a different way then umunye umuntu. Ni ya undastanda kuthi ngifuna ne enzeni? [Participants seem uncertain]. Angithi e qhaleni si buzile why si za la manje sithi how did we help you, si ni sizile kanjani? | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| | 5 | | |
| | 6 | | |
| | 7 | | |
| Principal Investigator | 8 | I think there is trouble understanding the question, let's say how did you benefit from the time with the students? [Writes it on poster on the board]. [Participants discuss question]. [After 15 minutes]. | |
| | 9 | | |
| | 10 | | |
| Researcher | 11 | Uhm si ready for ama-presentations wethu. So again si zo qhala with this group [Points to group 1] and we'll go around like this [Clockwise]. Ma ba khuluma, ngicela kuthi nonke ni allele, si thatha ama-voice. | |
| | 12 | | |
| | 13 | | |
| Principal Investigator | 14 | Let's hear what they say. | |
| | 15 | | |
| Group 1 | 16 | Afternoon everyone. To answer the question [reads on board] how did you benefit from the time with the students? | |
| Participant 3 | 17 | | |

| | | | |
|---------------------------|--|---|------------------------|
| | 18 19 20 21 22 23 24 | I, I had a eer, conversation with one of the students who came then he told me he was from a dis.. disadvantaged background [pause] so I was encouraged to study further despite my background. They made me realise where good I am. For an example: creativity painting, drawing, making something out of nothing. They helped us; improved communication skills, [for] example, how to communicate with someone from a different culture. | Communication barriers |
| Researcher | 25 26 27 | So before ama students a za e skweleni, how did you communicate with people from ama cultures e different? Angthi ni the they helped you communicate with people from different cultures so before how did you do it? | |
| Group 1 Participant 2 | 28 29 | They helped us improve! | |
| Researcher | 30 | Oh okay thanks. [Group 1 goes to sit as rest of participants clap] | |
| Group 2 Participant 6 | 31 32 | Hello everyone. How did, did you from the time with the students? What we said about our answer is. [Participants clap as group 2 goes to sit]. | |
| Group 3 Participant 12 | 33 34 35 36 37 38 39 40 | Afternoon. According to us how did you benefit from the time with the students? [Reads from board] The university's psychology students help us to fill the application form, form of university of Pretoria. They gave us advice to choose a right career. For an example: I wanted to be a farmer before, but when the university of Pretoria s... student came here and teach me about their study at university I change my mind and wanted to be a teacher. They teach us how to draw, example infrastructures and features | |

| | | | |
|---------------------------|--|--|----------------------|
| | 41 | Thanks. [Participants clap]. | |
| Group 4 Participant 19 | 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 | <p>Eer, [Pause] Afternoon. In our group 4 of the members of our group wrote, wrote what he or she benefitted from the uhm, university students that came during the year 2011 so I will just read [Points to poster]</p> <p>Point number 1, they advised and inspired me. Eer, the examples: I wanted to be a lawyer so they told me that I should know English and be talkative at the same time.</p> <p>I used to under... eer, the first point is for advice. The second point, the second point is for inspired. Point number 2, I used to undermine myself, so they motivated me and I was really inspired.</p> <p>They gave me access to a career book giving me support as well. In which I got an opportunity to choose a career that relates with the things that I like and the things that I enjoy doing.</p> <p>They gave me information and knowledge about life. Examples: How to interact with other people.</p> <p>How to adapt to other environments</p> <p>They also gave me a cle... clear idea of what to do. How to do and when to do it, letting me, letting me to know when to do it uhm, eh eh [Giggles] We are finished. [Participants laugh]</p> | Respect for humanity |
| Researcher | 59 | Can you give an example of... | |
| Group 4 Participant 19 | 60 61 | [Interrupts]. We are finished [Laughs]. [Noise and laughter in classroom] | |
| Principal Investigator | 62 63 | You did a good job, you did a great job. Just say the last part again? | |

| | | | |
|---------------------------|----------------------|--|--|
| Group 4 Participant 19 | 64 65 | Eer, the last one. Can I call the member to | |
| Principal Investigator | 66 67 | You may | |
| Group 4 Participant 19 | 68 69 | Eh, Mr please [Calls group member and laughs]. | |
| Principal Investigator | 70 71 | You can co-opt a member [Giggles]. | |
| Group 4 Participant 19 | 72 73 | Er, point number 4, it was his idea. | |
| Group 4 Participant 20 | 74 75 76 77 | Afternoon everybody, for point number 4 I wrote [Reads from poster]. They also gave me a clear idea of what to do. How to, to do and when to do it, letting me to know my career and when to do it, for an example, I want to be a doctor in the next 4 years or something like that [Laughs]. | |
| Researcher | 78 79 | So what happened was you wanted to be a doctor, they told you how to be a doctor, what you can do, where to study, is that what happened? | |
| Group 4 Participant 21 | 80 81 | Yes yes. | |
| Principal Investigator | 82 83 | So what did they say to you? How must you go about going into medical school, what must you do while you are at school and what must you do after school? | |
| Group 4 Participant 19 | 84 85 | Uhm, subjects. | |
| Group 4 | 86 | Subjects, oh. | |

| | | | |
|------------------------|-----|---|--|
| Participant 20 | 87 | | |
| Principal Investigator | 88 | Yah. | |
| Group 4 Participant 20 | 89 | | |
| Group 4 Participant 20 | 90 | Oh uhm I might, I might get into the... | |
| Group 4 Participant 19 | 91 | | |
| Group 4 Participant 19 | 92 | [Interrupts] The subjects physical science, mathematics and life sciences, the subjects | |
| Group 4 Participant 19 | 93 | physical science, mathematics and life sciences. | |
| Researcher | 94 | Is that what you are doing now? | |
| Group 4 Participant 19 | 95 | Yes. | |
| Group 4 Participant 19 | 96 | | |
| Researcher | 97 | Okay. | |
| Principal Investigator | 98 | And how, what did they say, how well, what , what achievements do you need for each of | |
| Principal Investigator | 99 | those subjects? | |
| Group 4 Participant 19 | 100 | Uhm subject is 50 %. | |
| Group 4 Participant 19 | 101 | | |
| Group 4 Participant 21 | 102 | Above 60% each subject. | |
| Group 4 Participant 21 | 103 | | |
| Principal Investigator | 104 | And did they tell you where you can study it and where you can get bursaries? | |
| Principal Investigator | 105 | | |
| Group 4 Participant 21 | 106 | Uhhh, on the universities, the bursaries, any medical institutions. | |
| Group 4 Participant 21 | 107 | | |
| Principal Investigator | 108 | So you get the bursaries at the medical institutions and they told you which universities you | |
| Principal Investigator | 109 | could study at? | |

| | | | |
|---------------------------|---------------------------------|--|--|
| Group 4 Participant 19 | 110 111 | Only told us about the university of Pretoria [Giggles]. | |
| Principal Investigator | 112 113 | We will see if Seago and Alicia's group does it differently [Giggles]. Alright, Good job. | |
| Researcher | 114 | Thank you. | |
| Group 2 Participant 5 | 115 116 | Question. | |
| Researcher | 117 | Question, question. | |
| Group 2 Participant 5 | 118 119 | Eh eh what do you think when you said how to adapt to the environment. I don't understand the environment change, what do you mean? | |
| Group 4 Participant 19 | 120 121 122 123 124 | Okay, njengishilo [Giggles]. Okay, this year ne, ngihlala e khaya nakho kahle kahle i-comfort zone ya mi nge Life Orientation, this year ngise comfort zone ya m I manje next year ngimele ngiphume tendleni, ngiphume tendleni ta bazali ngiye ufundela uku ba i-dokotela e university the lapho se, ngi-environment, so mele ngi adapte, angise e comfort zone so mele ngi adapte e environment e ngito next year. | |
| Principal Investigator | 125 126 127 128 | So this Afrikaans woman will interpret what you say [Giggles] it sounds like you are saying also in Life Orientation, you also learned something, that something when you are in a comfort zone and you used to doing things but when you go to study for example at University, its different and you need to adapt to that environment. | |
| Group 4 Participant 19 | 129 130 | Thank you. [Participants clap]. | |
| Co-researcher 3 | 131 | Si ne interpreter ya Siswati la [Laughs with rest of participants]. [Group 5 goes up]. | |
| Researcher | 132 | Mamelani | |

| | | | |
|----------------|---|--|--|
| Principal | 133 | Calm down | |
| Investigator | 134 | | |
| Group 5 | 135 | [Reads from board] How did you benefit from the time with the students? | |
| Participant 23 | 136 | Answer number 1, to increase our vocabulary in English because English is the media of | |
| | 137 | instruction. | |
| | 138 | Answer number 2, to choose the correct career choices like in science, like doctors, | |
| | 139 | engineering, etc, Commerce, Accountant, Business Management, etc, humananalties like | |
| | 140 | lawyer, etc). | |
| | 141 | We must not give up in our dreams. How did they benefit from the time with the students | |
| 142 | Answer number 4, to do, to not not look at our poor background because poor today, rich | | |
| 143 | tomorrow. | | |
| 144 | To work hard in our studies because we are learners today, a leader tomorrow. Thank you. | | |
| Researcher | 145 | Thank you. [Participants clap, Group 6 up]. Sisi, ukhulumele phezulu ne. | |
| Group 6 | 146 | [Nods] afternoon everyone. Our question says [Pause and reads from board] How did you | |
| Participant 27 | 147 | benefit from the time with the students. | |
| | 148 | Point number 1, I benefit how to work with p... people and how I can make people enjoy the | |
| | 149 | things that they do. For an example: I was like to do things on my own. | |
| | 150 | Point number 2, they help me to choose a career. I was not, not aware that if I'm good at | |
| | 150 | maths I can be a doctor then after they came I realise that I can be a doctor one day. | |
| | 151 | Point number 3, that they need to do, that I was need to do something, maybe sometimes I | |
| | 152 | can do, like eer, I was like to be a lawyer. | |
| | 153 | Point number 4 [Pause] they help me to choose a career, a career like: if you want to be a | |
| 154 | doctor what subject I must do. It needs the 77 subject mathematics, physical, life science. I | | |

| | | | |
|------------|-----|--|--|
| | 155 | thank you [Giggles]. [Participants clap]. | |
| Researcher | 156 | Thank you so very much for coming. We are finished for today, si qhedile. Ngicela kuthi tomorrow futhi ni ze so we can answer the last 2 questions. 2 phela. Si zo qhala same time nge half past but ngicela ni fike nge 2 ne. Ngiyabonga, see you tomorrow. | |

| PARTICIPANT | No. | VERBATIM: STUDENTS | THEMES/CATEGORIES |
|--------------|-----|--|-------------------|
| Researcher | 1 | Thank you so much for everyone for coming back, the ones that were here yesterday and the | |
| | 2 | new ones, thank you for coming today. We'll try to finish on time today, uhm, we'll try to | |
| | 3 | do a lot of things uhm just to find out from nina kuthi the time that you spent na ma students | |
| | 4 | wa se university of Pretoria, how it was for you. | |
| | 5 | Angithi yesterday we did 2 questions, uhm so today we will do another 2, 2 questions and | |
| | 6 | then we'll fill out a form and we'll have a gift to say thank you. Uhm but yah, ngiyabonga | |
| | 7 | kakhulu | |
| | 8 | We'll start shortly, as soon as this group [Points to Group 6] is done with uhm, registration. | |
| | 9 | Yah, so everyone has signed in? its just this group [Pause] that hasn't? [After 5 minutes]. | |
| | 10 | Okay guys, uhm, 1 first question, did everybody fill this in yesterday [Holds up consent | |
| | 11 | form] did everyone fill in this paper | |
| Participants | 12 | Yes. | |
| Researcher | 13 | Yes, no? Who didn't fill it in? [Goes to 2 new participants that hadn't filled in form]. | |
| | 14 | Alright then we will start. I-question yethu ya sthathu, we will carry on from yesterday. So | |
| | 15 | you'll work as a group and then ni zo picka umuntu o o, who'll write. If you want to, you | |
| | 16 | can even add a picture to go with the answers that you have ne. The third question is - | |
| | 17 | What did you not like? [Pause] Yini into that a wa ithanda from the time that you spent | |
| | 18 | with ama-students wa se university of Pretoria when they came in the year that you were in | |

| | | | |
|----------------|----|---|--|
| | 19 | Grade 9 or Grade 10. | |
| | 20 | What kind of things did they do that you were kind of mh, I don't like really like this? | |
| Group 1 | 21 | Haai, niks [Giggles]. | |
| Participants 2 | 22 | | |
| Researcher | 23 | Aowa, no, there must be something, something [Giggles]. We'll give you, we'll give you | |
| | 24 | uhmm, 10 minutes to think of that ooone thing. I know it's going to be difficult [Smiles] but | |
| | 25 | just think of that oone thing and then write it down for us and then, yah. [Participants | |
| | 26 | discuss. And 15 minutes later]. | |
| | 27 | Are you ready to tell us about the things you didn't like about the time you spent with the | |
| | 28 | Educational Psychology students? Alright, we will start with group 1, group 2, 3, 4, 5 and 6 | |
| | 29 | ne, so when the group is presenting ngicela kuthi all the other ones ba mamele because we | |
| | 30 | have to take uhm, voice recordings so that we remember everything that was said. So if | |
| | 31 | other people are talking, then we can't really hear properly, uhm. So do you guys have | |
| | 32 | someone to present [Looks at group 1]. | |
| Group 1 | 33 | [Nods]. | |
| Participant 2 | 34 | | |
| Researcher | 35 | Come to the front. [Background noise]. Everyone listen please. Are you ready [Looks at P | |
| | 36 | 2]. | |
| Group 1 | 37 | [Nods] Hello everyone, how are you doing? | |
| Participant 2 | 38 | | |
| Participants | 39 | Fine thanks, okay. | |
| Group 1 | 40 | I am Dineo [I am with my colleagues here Thembi and Nomsa]. | |
| Participant 2 | 41 | As were asked the question and everything, we tried to find uhm [Giggles]. | |

| | | | |
|--------------------------|----|---|-----------------------|
| | 42 | Eer, They did not spend enough time with us. We wanted maybe a week or 2 weeks then | |
| | 43 | have fun with them and then uhm, | |
| | 44 | They did not bring some brochures and application forms so that we can know more about | |
| | 45 | the university. Thank you very much. | |
| Researcher | 46 | Wait, wait. Let me ask you if you spent a lot of time with them, let's say 2 weeks, what kind | |
| | 47 | of things do you want them to do in that time? You want the same things just more time or? | |
| Group 1 Participant 2 | 48 | Yes the same things, the more food, sweets [Laughs]. | |
| | 49 | | |
| Researcher | 50 | [Giggles] Thank you. [Group 2 up]. | |
| | 51 | Alright guys please listen. Please speak up so we can hear [Looks at P 7]. | |
| Group 2 Participant 7 | 52 | Uhm, before I start, I need a favour, don't look at my 6 pack. [Participants laugh]. | |
| | 53 | Okay, what we did not like is they did not spend enough time with us, they did not give us | Time constraints |
| | 54 | enough time ... the visiting period. Maybe they were supposed to give us ...uhmm, a month | |
| | 55 | or more than a month so we have enough information of what they were telling us about. | |
| | 56 | They were not telling why they visit. They were supposed to give enough information to | |
| | 57 | know about university, about everything that's required. I'm sure you understand what I | |
| | 58 | mean. Yah. Did not give us... | |
| Researcher | 59 | [Interrupts] Wait guys. Please listen! | |
| Group 2 Participant 7 | 60 | Okay, the feedback about the visits, [for] example [the] videos they took. They were | Inconsistent feedback |
| | 61 | supposed to come back with the videos and show us what they were doing with the videos | |
| | 62 | and then we, let us know more about ... uhmm, I can say, if maybe they bring the videos for | |
| | 63 | us to see, maybe what they do with the videos when they present them to the university, yes. | |
| | 64 | And then the surprise visits. Sometimes we are busy with trial exams. Maybe they should | |

| | | | |
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| | 65 | give us more time before they come here so that we can maybe be ready for them so that we | |
| | 66 | can know if they are coming [Pause]. | |
| Group 1 | 67 | Like now. | |
| Participant 2 | 68 | | |
| Group 2 | 69 | Yah like now. | |
| Participant 7 | 70 | | |
| Researcher | 71 | This is something completely different. This is me, I am the one who called you. That is | |
| | 72 | about when you were in Grade 9 or 10. | |
| Group 2 | 73 | Okay, biasness ne. maybe you guys were supposed to tell us about their colleges maybe, | |
| Participant 7 | 74 | uhmm. | |
| Group 2 | 75 | Yeah that's my point [Giggles]. | |
| Participant 8 | 76 | | |
| Group 2 | 77 | Yah, you guys were supposed to tell us about other universities and colleges and other | Expectation of connectedness |
| Participant 7 | 78 | schools, that they are, that we can go to except for the University of Pretoria. | |
| Group 2 | 79 | You must also give us maybe some of your pamphlets about how we could do careers they | |
| Participant 9 | 80 | are doing in university of Pretoria and also give us some advice on some of the pamphlets | |
| | 81 | you know so we can see what subjects we must take if we want to do psychology or if we | |
| | 82 | want to be something. | |
| Researcher | 83 | Okay I hear you. Okay listen, please remind me when we are finished here, someone asked | |
| | 84 | for applications forms or something like that. I am going to ask who asked about that. | |
| | 85 | [Group 5 up]. Alright listen. | |
| Group 3 | 86 | Morning everyone [Reads question on board] What did you not like? | |
| Participant 14 | 87 | They came here for two days to visit us; it would be better to us if they stayed for the week | Geographical challenges |

| | | | |
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| | 88 | with us , and we were disappointed because they came for two days after that they go back | |
| | 89 | to Pretoria, e.g. Monday to Friday. Thank you. | |
| Researcher | 90 | Ah that's it? [Teases] what did you want them to do in the week – Monday to Friday that | |
| | 91 | they we supposed to be here? | |
| Group 3 | 92 | Teach us about the importance of education. | |
| Participant 13 | 93 | | |
| Researcher | 94 | Do you remember that... Guys listen! Do you remember that it was during school hours? So | |
| | 95 | it means for the whole week you wouldn't have gone to class. | |
| | 96 | | |
| | 97 | | |
| Group 3 | 98 | That's fine, it's good [Laughs]. | |
| Participant 13 | 99 | | |
| Researcher | 100 | Okay thank you. [Group 4 up]. | |
| Group 4 | 101 | Afternoon guys. I will actually be honest we really liked everything that they did with us. | |
| Participant 20 | 102 | It's just that we had to answer each question. So will start with this one. | |
| | 103 | Some of us did not get enough time with the students as they were not helped in terms of | |
| | 104 | choosing careers. Slow learners, they need more time and spend, special attention to | |
| | 105 | understand some things. | |
| | 106 | We knew very well that they had to leave and we knew that they won't be with us forever | |
| | 107 | but we just hate the fact that they had to leave. We hate the fact that they had to leave. | |
| | 108 | Thank you. [Group 5 up]. | |
| Researcher | 109 | Alright, lalelani. | |
| Group 5 | 110 | What we did not like. That their English, because they were so jabber, so we could not, | |

| | | | |
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| Participant 24 | 111 112 113 114 | could not understand some of the things they said. So you know, eish. White people and some, they never explained some of the words, mos we were scared to ask. They did not spend enough time with us. You know it's obvious, you getting knowledge from new people and it's important. [Nods]. | |
| Researcher | 115 | Thank you. [Group 6 up]. Now to the last group. | |
| Group 6 Participant 28 | 116 117 | Hello everyone. What did we not like? We did not spend enough tie with them. They did not tell us about the other universities. Yah. | Expectation of connectedness |
| Researcher | 118 | What other universities did you want to hear about? | |
| Group 6 Participant 28 | 119 120 | Uhmm all the universities mam. | |
| Researcher | 121 122 123 | The ones close to you or even the ones far away, maybe Gert Sibande College or do you want to hear about UJ [University of Johannesburg]. Which ones do you want to hear about? | |
| Group 6 Participant 28 | 124 125 | Gert Sibande? Ahh all | |
| Researcher | 126 | So all of them even the ones close to you. | |
| Group 6 Participant 28 | | Mmh [Nods]. | |

| PARTICIPANT | No. | VERBATIM: STUDENTS | THEMES/CATEGORIES |
|-------------|------------------|--|-------------------|
| Researcher | 1 2 3 4 | Okay so the last question is – knowing everything that you know, after having answered all the three questions, what do you think the students in future must do when they come to the school? What must they do more of, what mustn't they do, how can they improve on what they are doing now? So that the other kids in Grade 9 can learn from from them. What | |

| | | | |
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| | 5 | must they do differently or what can they do more of or what must they do less of? | |
| | 6 | So all the things that they did, uhm the things that you love, maybe want them to do more of | |
| | 7 | that or you don't want them to do something that you did not like. | |
| | 8 | How can they make this, what you did with them, how can they make it better in future for | |
| | 9 | the other Grade 9 that are coming. Do you understand the question? | |
| | 10 | So be honest and uhm for this question. I expect the posters to be full [Giggles] because you | |
| | 11 | learned so much and want the other kids, the people are coming to learn as much as well. So | |
| | 12 | I will give you about 10 – 15 minutes to discuss the well present again. [Participants | |
| | 13 | discuss]. | |
| Group 1 | 14 | Hello everyone. | |
| Participant 1 | 15 | | |
| Researcher | 16 | Hello | |
| Group 1 | 17 | So according to our question, our answers are, number 1, they must make it more like a | Expectation of connectedness |
| Participant 1 | 18 | career exhibition, for an example, they must bring all the different faculties from the varsity | |
| | 19 | to explain the different careers under each faculty. | |
| | 20 | Number 2, they must show the present learners the videos and pictures of what the previous | |
| | 21 | learners did. | |
| | 22 | They must bring some music [Giggles] for entertainment guys. | |
| Researcher | 23 | [Giggles]. | |
| Group 1 | 24 | They must bring some meat, special meat. Not this cheese. | |
| Participant 1 | 25 | | |
| Researcher | 26 | [Laughs]. | |
| Group 1 | 27 | They must do competitions, to encourage learners to gather more information. Like maybe | |

| | | | |
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| Participant 1 | 28 | they bring along brochures from the university of Pretoria, ask questions so that if uhm, | |
| | 29 | someone answers the questions they can show them. | |
| Researcher | 30 | Can you please explain the one that they must show you the videos. | |
| Group 1 | 31 | I mean like us we did this in 2006. They must show videos like like now you are taking | |
| Participant 1 | 32 | videos, to show the present learners the videos. | |
| Researcher | 33 | Oh of what you did? | |
| Group 1 | 34 | Yes, of how we participated. They must also invite the other Grades to pay a visit. As we | |
| Participant 1 | 35 | mentioned about career exhibition like the Grade 12 learners they must also be present so | |
| | 36 | that they can gather information about career exhibition. Yes. | |
| Researcher | 37 | Thank you. [Group 2 up]. | |
| Group 2 | 38 | Good afternoon. | |
| Participant 5 | 39 | | |
| Researcher | 40 | Hello. | |
| Group 2 | 41 | Our answers are as follows – er, they must uhm inform before time like letting us know | |
| Participant 5 | 42 | when they come and leave. So that we can also have time in our schedules like in that | |
| | 43 | particular time we must know when you are coming. | |
| Researcher | 44 | Wait, are you talking about us or the, or the, uhn us right now or when you were in Grade 9 | |
| | 45 | or 10? | |
| Group 2 | 46 | Back then. | |
| Participant 5 | 47 | | |
| Researcher | 48 | So you did not know when the students were coming? | |
| Group 2 | 49 | Okay. Visiting time like they must allocate more time with us. We enjoy being with you | |
| Participant 5 | 50 | guys man | |

| | | | |
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| | 51 | Another one, they must encourage the school to provide more sport activities, example, the | |
| | 52 | others have different talents. Some kids here are not into school stuff. They prefer sports. | |
| Group 2 Participant 4 | 53 | Yeah or maybe different talent, someone with talent in running. | |
| | 54 | | |
| Group 2 Participant 5 | 55 | This one, uhm, they must bring the other pamphlets from other universities, not just | |
| | 56 | university of Pretoria [Giggles]. We think they must offer bursaries to outstanding learners | |
| | 57 | in Grade 12, just to motivate. Maybe 2 or 3, yeah? Can you do it? [Giggles]. | |
| Researcher | 58 | [Giggles]. Thank you Sir. [Group 3 up]. Alright guys listen. | |
| Group 3 Participant 15 | 59 | Hello everyone. | |
| | 60 | | |
| Researcher | 61 | Hello. | |
| Group 3 Participant 15 | 62 | About our question [Reads from board]. What can they do differently in future? | |
| | 63 | Number 1, they should spend more time with the Grade 9 learners and also teach them | |
| | 64 | about the importance of education. Eer. | |
| | 65 | They should teach the Grade 9 learner about the other universities besides University of | Expectation of connectedness |
| | 66 | Pretoria [Giggles and looks at Seago.] [Participants laugh.] | |
| Researcher | 67 | [Laughs]. Okay we got it thanks. | |
| Group 3 Participant 15 | 68 | The next one, uhm, they should teach the Grade 9 learners what they can do if they want to | |
| | 69 | apply to their university. | |
| | 70 | They must, number 4, they must invite the whole school not only the Grade 9 learners. | |
| Researcher | 71 | Can you maybe explain the first one, [Reads from poster] they should spend more time with | |
| | 72 | the Grade 9 learners and also teach them about the importance of education. How must they | |
| | 73 | do it? What do you think they must do? | |

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| Group 3 Participant 15 | 74 75 | Uhmm. | |
| Researcher | 76 77 | [Looks at group] You guys can help if you want. What do you think they must do to teach about the importance of education? | |
| Group 3 Participant 17 | 78 79 80 81 | Eer, eg like eer some of us we do not come from urban areas you know. We have lack of, lack of information. Maybe sometimes you can encourage them to ad maybe they can get in, most people. But maybe when they complete matric, how do you apply for a bursary you know. | |
| Researcher | 82 83 | Okay good. Anyone have something different to add or do you all agree with the same answer? | |
| Group 3 Participant 15 | 84 85 | Yes. | |
| Researcher | 86 87 | Thank you. [Group 4 up]. | |
| Group 4 Participant 21 | 88 89 | Hello everyone. | |
| Researcher | 90 | Hello. | |
| Group 4 Participant 21 | 91 92 93 94 95 96 | We as a group, we decided to answer the questions as follows – our first answer. There must be an increase in the number of days that they spend with us as learners, maybe the slow learners might get enough time to understand and get helped somewhere somehow in the information [Pause] they gave us. Our second answer – maybe they must, they must be a decrease in the number, the time that they spend with us playing sports like soccer with us. If this happens [Pause] then there will | |

| | | | |
|---------------------------|-----|--|---------------------|
| | 97 | be an increase in the time that they spend advising, motivate, motivating, teaching and | |
| | 98 | encouraging us, which is more important. Our third answer... | |
| Group 4 Participant 7 | 99 | [Interrupts] Hoo I am sorry, do you disagree with us that they must allocate more sports | |
| | 100 | facilities? It is important | |
| Group 4 Participant 20 | 101 | We have different types of challenges. This is about education, not talent. | |
| | 102 | | |
| Group 4 Participant 7 | 103 | No not only talent. | |
| | 104 | | |
| Group 4 Participant 20 | 105 | No the important thing is education, not talent. [Participants laugh]. | |
| | 106 | | |
| Researcher | 107 | Wait, let's hear. So let's wait for them to finish then we will have Q [Question] and A | |
| | 108 | [Answer] after. | |
| Group 4 Participant 21 | 109 | Our third answer is they must bring more useful things with them which include career | |
| | 110 | books, which will hel, help us [Pause] in our search for careers. | |
| | 111 | Our fourth answer, they should also visit the Grade 11 so that they should l.. let them know | HE advises students |
| | 112 | that they should do things in time, for example, like applying early and letting them know | |
| | 113 | about the minimum requirements for admission at universities for their different careers. | |
| Group 4 Participant 20 | 114 | Eh, bengifuna u kuphendula. La ma-students we psychology what what, ba ta la ukusineda | |
| | 115 | ngezinto za education not i-talent. Manje angi bone isidingo sa ku mosha iskhathi nge ma- | |
| | 116 | talents wenu. | |
| Group 4 Participant 7 | 117 | But us we need the school to provide more sport facilities you get me? | |
| | 118 | | |
| Group 4 | 119 | That's not the point. | |

| | | | |
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| Participant 20 | 120 | | |
| Group 4 | 121 | Let, let me answer you, in each and every school there is time for sports. So this Psychology students, they come here to give us information which we do not have so in that particular time we should use that information, or I mean that time that they give us in school and we should appreciate that time, not to play. | |
| Participant 23 | 122 | | |
| | 123 | | |
| | 124 | | |
| Group 4 | 125 | You know what, playing is part of learning | |
| Participant 7 | 126 | | |
| Group 4 | 127 | I know that it's a part of learning. You can even play soccer for the rest of your life but you can only get information there over some specific times so we should learn to do things in the right way. You can even play soccer at home after school. When they come here, they come here to give us information which we do not have. | |
| Participant 20 | 128 | | |
| | 129 | | |
| | 130 | | |
| Group 4 | 131 | But we are not saying we we must play the whole day. Just a few minutes outside [Points outside. Background noise]. | |
| Participant 7 | 132 | | |
| Group 4 | 133 | Let me tell you my man, a healthy mind is inside a healthy body. | |
| Participant 9 | 134 | | |
| Group 4 | 135 | I can see that you hear what I'm saying but you do not understand. [Background noise]. We are on the same page here. We are saying that they time for playing must be decreased, not must be cancelled. | |
| Participant 20 | 136 | | |
| | 137 | | |
| Group 4 | 138 | Ngi ya understada. That's why we are asking why must it be decreased? | |
| Participant 9 | 139 | | |
| Group 4 | 140 | Ngincono kuthi if la bantu ma ba ta la, kune abantu ba ma careers, ba business coz wena kahle kahle, ufuna u ku dlala [Participants laugh]. | |
| Participant 21 | 141 | | |
| Researcher | 142 | That's the whole point of having discussions like these because everyone has a different | |

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| | 143 | experience. Remember kuthi la ma students, it wasn't the same students from 2006 up until | |
| | 144 | 2013. Every year there were different students that came to the school and every year they | |
| | 145 | did something different with you guys. That's why we want to find out those things that | |
| | 146 | they did with you. | |
| | 147 | For example, the things they did with the group in 2011 were different from this group | |
| | 148 | [Points to 2007 group] that's why you have different experiences ne? | |
| Group 4 Participant 7 | 149 | That's why we are saying more time must be spent on sports | |
| | 150 | | |
| Researcher | 151 | Yes, so that means that they [Points to 2007 group] would have liked the group that you had | |
| | 152 | [Points to 2011 group] that were encouraging sports and vice versa. | |
| Group 4 Participant 2 | 153 | [Hand up] | |
| | 154 | | |
| Researcher | 155 | Yes Dineo | |
| Group 4 Participant 2 | 156 | I think we spend more time in our classes studying so, so when you guys come we want to | |
| | 157 | something different. | |
| Researcher | 158 | [Nods] Does anyone have anything to add? Alright than, are we closing this topic? | |
| | 159 | [Giggles] [Group 5 up]. | |
| Group 5 Participant 23 | 160 | Hello everyone. What can they do differently? Number 1 is, they must not come for Grade 9 | |
| | 161 | learners only, also the other grades so that they motivate them to choose their best career | |
| | 162 | choices. | |
| | 163 | Number 2, they must bring more students that will inspire them to follow up their dreams. | |
| | 164 | Number 3, they must give us details so that we can get hold of them. | |
| Researcher | 165 | Okay so what do you mean detail? We must give you like our phone numbers so that you | |

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| | 166 | can call us for what exactly? When you need what? | |
| Group 5 | 167 | Information about career choices. | |
| Participant 25 | 168 | | |
| Researcher | 169 | So more information about career choices. Okay. That makes sense. Thank you very much, | |
| | 170 | great answers. [Group 6 up]. | |
| Group 5 | 171 | Hello people. These are the answers. The first answer is, they must give them enough time. | |
| Participant 30 | 172 | The second one say, they must tell them in time when they are coming. The third say, they | |
| | 173 | must tell them with other universities. | |
| | 174 | The fourth say, they must tell them why them, er, they are coming to visit. The fifth say, | |
| | 175 | they must tell, bring back their photos and videos that they take, took, when they were with | Material gain |
| | 176 | them. | |
| Researcher | 177 | For example, you know how they, akere, they came twice. They came let's say in May or | |
| | 178 | April and September or August, something like that right? So when they come back for the second time, they must bring back the videos they took the first time they came? Okay. Does, does everyone agree? Does anyone have anything else to add? No? Alright, thank you very much. | |



DATA ANALYSIS: ASL STUDENTS

| PARTICIPANT | No. | VERBATIM: ASL STUDENTS | THEMES/ CATEGORIES |
|-----------------------------------|---|---|---|
| Participant 1 Face-to-Face | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 | <p>I know that the FLY partnership has been happening for a long time. It's a partnership with Liesel, Ronél as well and I think there are other colleagues from the university of Pretoria who are actually involved in the process and not only from the Educational Psychology Department, but also from other departments you know, on campus. And they're working in conjunction with Ngilandi High School, but I know it's actually broadened and there's more schools involved. So at the beginning I know, well as a student what we began is we started doing career. It was part of our career practicum that we had to do. So we would go out there. We had two visits with the schools and we assessed the schools informally and then, also gave them information about different careers and what I know is that it's actually grown from that and there's a lot of projects that they're involved in, specifically related to HIV and AIDS if I'm not mistaken. And I know that Liesel is also specifically focusing on resilience and HIV and AIDS so I think they found that that was a challenge that the community was dealing with and that's something they've now been focusing on and how to empower the community with regards to information and knowledge and HIV and AIDS and how they can actually help their own community members and community members it's parents and learners within the Ngilandi community. But I do know that Ngilandi school now, the teachers there have also gone and taken their model and I think are also teaching it to other schools from what I understand. Yes [Laughs].</p> <p>I'm thinking. I think that's what it is. It's a collaboration with the University of Pretoria and schools. I don't know in which province to be honest. . .</p> <p>In Mpumalanga and the whole initiative is to empower the students, the learners there and</p> | <p>HE supports teachers in career development</p> |

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| | 22 | also the communities. That's what I know it's about. | |
| Participant 2 | 23 | | |
| Online | 24 | It is a partnership between the unit for Education Research in Aids of the University of Pretoria and rural schools in Mpumalanga. This partnership provides educational psychology students with the opportunity to participate in academic service learning. Through this service-learning program the students are provided with the opportunity to learn about indigenous psychology and cross-cultural assessment and therapy techniques. The students are able to apply their knowledge and skills practically. The pupils from Ngilandi receive psychological services which include the identification of assets, risks and strengths and the mobilization of the strengths and assets through planning of intervention strategies on individual and community level. During this process the ASL-students and lecturers also generate knowledge by conducting research within these settings and/or by using these experiences and knowledge gained in their future professional practice. | |
| Participant 3 | 34 | | |
| Telephonic | 35 | During our Med-year the Ngilandi project was not yet established as the FLY-Project. In our year the focus was on establish a relationship with the learners allocated to you in order to conduct an assessment and plan an effective intervention for the specific group. The purpose of the first school visit was to assess learners in order to determine an intervention focus for this specific group for the second school visit. The scoring and interpretation of the assessment measures was utilised to develop a quadrant map of strengths and barriers for each learner [individual as well as environmental protective and risk factors] in order to plan an intervention for my group of learners. Informal and qualitative assessment measures were incorporated in order to obtain information from learners. Different activities were therefore designed with the aim of gaining information regarding each learner's individual's strengths and growth areas as well | |
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| | 45 | as possible environmental buffers and barriers [Narrative story]. | |
| | 46 | The aim was furthermore to gain information with regards to possible interests in career | |
| | 47 | categories in order to provide each learner with specific information regarding future studies | |
| | 48 | or careers. Although the focal point was on career guidance many aspects of the intervention | |
| | 49 | also focused on other individual constructs [e.g. building self-confidence, positive self-talk | |
| | 50 | etc], which was a natural by-product identified by the assessment and included into the | |
| | 51 | intervention. | |
| | 52 | It is my understanding that the FLY-partnership has developed, changed and grown since | |
| | 53 | then in collaboration with additional role-players. Although my knowledge about the new | |
| | 54 | structure and developments are limited. | |
| Participant 4 | 55 | FLY project is a partnership between the Educational Psychology Department of University | |
| Telephonic | 56 | of Pretoria and a rural secondary school in Mpumalanga. | |
| | 57 | The aim for this relationship is to: | |
| | 58 | - To provide learners with educational psychological services in order for them to learn | HE supports students in career |
| | 59 | effectively and to be enabled to plan a career for the future. | guidance and choice |
| | 60 | - Provide academic practical experiences to students. | |
| | 61 | - Conducting research. | |
| Participant 5 | 62 | I know that it is a partnership between the Secondary School Ngilandi and the University of | |
| Online | 63 | Pretoria. It includes support and training aimed at the staff, to better understand, develop and | |
| | 64 | support the potential of their students. The partnership also provides guidance and assistance | |
| | 65 | to the students at the school in the form of assessments and interventions planned, conducted | |
| | 66 | and implemented by the students from the University of Pretoria. It is a platform for | |
| | 67 | community engagement, research and service learning. | |

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|-----------------------------|--|--|-------------------------|
| Participant 6 Online | 68 69 70 71 72 73 74 | <ul style="list-style-type: none"> - School approached us to provide support. - A lot of ongoing work done - Valuable – career guidance that was done - Even more valuable – atmosphere of awareness that was created. Starting to help themselves. More capable people. - Changed lives in some ways. Upliftment. - It makes them feel they’re a good school. More control | |
| Participant 7 Online | 75 76 77 78 79 80 81 | <p>My first encounter with FLY was during my MEd studies as part of our academic service learning. The partnership was established in 2005 after a request from Ngilandi Secondary School for UP involvement to assist their learners. It [FLY] has since included other schools in the district [Gert Sibande]. The partnership is a platform for academic service learning [students] and also a platform for further research [contribution to knowledge generation].</p> <p><i>Social Justice is also served by this partnership.</i> The NRF provides funding for this partnership.</p> | Social justice approach |
| Participant 8 Online | 82 83 84 85 86 87 | <p>In terms of my experience the FLY programme formed part of the practical component of the M Ed edpsych degree for the Careers Counselling subject. <i>Students gained experience in community engagement as well as understanding the specific challenges of working in a setting with limited financial resources and being relatively geographically isolated.</i> I personally did not engage in research activities during this time.</p> | Financial challenges |
| Participant 9 Online | 88 89 90 | <p>The partnership involves the University of Pretoria and few schools. It is aimed at providing services which would otherwise not be provided to students from those schools. Services such as career guidance and subject choice guidance, so that students can make informed decisions on the career that are available to them.</p> | |

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| <p>Participant 10</p> <p>Online</p> | <p>91 92 93 94 95 96 97 98 99</p> | <p>FLY is a post-graduate [Masters level] community engagement programme run by the ERA [Prof Liesel Ebersöhn] at the Department of Educational Psychology, University of Pretoria. FLY is also part of a longitudinal research study [Founded by Prof Liesel Ebersöhn] which looks at how community engagement of student educational psychologist in the domain of career counseling and subject choice levels/ affect the career paths and learning at schools [at Ngilandi Secondary School] who participate in this programme. FLY provides student educational psychologists with the opportunity to develop and practice career counseling skills in a rural, high risk setting, where barriers such as language, culture, race need to be overcome in order to work together.</p> | |
| <p>Participant 11</p> <p>Online</p> | <p>100 101 102 103 104</p> | <p>It is a long-term partnership between the University of Pretoria, Department of Educational Psychology and schools in the Mpumalanga province. The idea is that the engagement benefits all parties – while the University students gain exposure to working in outreach communities [rural schools] providing services, the schools gain in return of exposing their learners to information about careers and therapeutic services.</p> | |
| <p>Participant 12</p> <p>Online</p> | <p>105 106 107 108 109 110 111 112 113</p> | <p>I honestly don't know much about the project other than that it was part of our training and it was compulsory to be involved with it. I know from having conversations with students that Prof Ebersöhn has been involved for a number of years and that many students have been involved for research purposes. However, as indicated on my demographics questionnaire I do not think the involvement only extends to post grad research [or rather it is not the sole purpose of this partnership] – I gather from my experience and from other conversations that it is aimed at implementing academic knowledge in mobilizing social change for those who are under privileged and under resourced. It's about building resilience in vulnerable communities by highlighting and using existing strengths. However one cannot deny the</p> | |

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| | 114 | reciprocal relationship between teaching the youth by learning from the experience ourselves. | |
| | 115 | Without this reciprocal relationship the project would be redundant. | |
| Participant 13 | 116 | <p>I know that the university of Pretoria partners with rural schools in order to promote community development and education. In return, students and lecturers have an opportunity to conduct research [PAR] which helps them to refine and improve their strategies and better understand the communities.</p> <p>Our Group went to Ngilandi and conducted career guidance and education. We used informal assessment instruments to conduct an evaluation, during our next visit we gave feedback and guidance as well as additional information regarding popular career paths as identified by the clients [career awareness].</p> | |
| Online | 117 | | |
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| Participant 14 | 124 | <p>I must say I had to kind of cheat, because I immediately went onto gmail and I pulled out my last reflection of Ngilandi, just so I could read through it, which was kind of nice, because it's kind of interesting to see sort of three years later, you know, what that process looked like and how I remember it now and yah, it was interesting. It was good.</p> <p>So my understanding of the FLY partnership is that it's very much a service learning project and very much centred on the idea of social justice and going out, you know, into communities where perhaps, or in this particular community where perhaps the students aren't flourishing as well as they could be and it's about giving people opportunities to really just improve on sort of where they are now and to expand possibilities, is probably the more appropriate way to say it. Yah, open up their horizons and see where we can actually, you know, be of assistance to them.</p> <p>So I'm not sure where sort of the FLY project is really now. ASL, at least with my</p> | |
| Face-to-face | 125 | | |
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| | 137 | understanding in 2011, was supposed to be a project where we could work with learners at a | |
| | 138 | school and it was very much focussed on . . . I'm hesitant to say create intervention, but | |
| | 139 | working with kids and exploring career options, possibilities, what they know, and looking to | |
| | 140 | expand upon their knowledge base. | |
| Participant 15 | 141 | It is an affiliation between the University of Pretoria and Nglandi High School. | |
| Face-to-face | 142 | | |
| Participant 16 | 143 | Based only on my experiences as an ASL student? | |
| Online | 144 | Yes. In terms of the ASL things, in terms of our experiences, or my experience as a student at | |
| | 145 | Ngilandi... Sjoe at that time... when what it? So that was 2011 then. At that time when our | |
| | 146 | group and I went in, I think my understanding of it was fairly limited in terms of what was | |
| | 147 | expected. Although it didn't necessarily feel like it at the time. I think if you look back to it | |
| | 148 | nowadays, you have a bit more of an appreciation of the bigger picture and where the ASL | |
| | 149 | fits into the training and the also into the whole idea of a little bit of community development, | |
| | 150 | so to speak. What was the question? | |
| | 151 | What do I know, ok, about the FLY partnership, yah. I think at that stage my knowledge was | |
| | 152 | that it was part of the course and I think until we went for the first time, my understanding of | |
| | 153 | it was mainly as an ASL project in terms of it's there for our development as students and in | |
| | 154 | terms of practicing some career intervention, career guidance skills in an under-resourced | |
| | 155 | school without being too aware of the different components. The research component and so | |
| | 156 | on I only became aware of while we were there for the first time. | |
| | 157 | Let me think quickly. In terms of understanding of the FLY project, I was aware that the | |
| | 158 | project had been running for a couple of years, that we were definitely, our group wasn't by | |
| | 159 | far the first or the last group to be there. But ja, my understanding of it was we go in twice | Workload and unclear scope |

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| | 160 161 162 | during the year. Once [to] do the assessment, the second time [to] do the feedback sessions, so to speak. And that was as far as I was concerned the scope of the project, or our involvement in the project. | |
| Participant 17 Telephonic | 163 164 165 166 167 168 | The FLY project is a partnership project between the University of Pretoria and a community in Mpumalanga. The community can be classified as deep rural. UP is providing support and is conducting research primarily on promoting resilience in schools in deep rural communities. The emphasis is on participatory action research and support. One aspect of the project with which I am most familiar is the provision of career guidance and counseling services to Grade 9 learners at a school in the community. | Enablement in a rural setting |
| Participant 18 Online | 169 170 171 172 173 | It is a partnership with rural schools in order to bridge the gap that these schools experience in reaching resources. FLY-partnership entails utilizing the resources that as psychologist-in-training find at a rural school for the benefit of learners/clients. It is also a way of exposing student-psychologists to the outside world as well as functioning and flourishing in resource scarce contexts. | |
| Participant 19 Online | 174 175 176 177 178 179 | In my own words the partnership is about empowering Grade 9-learners in rural Mpumalanga with career knowledge so that they can choose their future career/job/work with extra information to their disposal. It helps them to ask themselves certain career pertaining questions and as they grow up to keep asking themselves these questions. It gives them tools to take their future prospects into their own hands, also encouraging them to do so while keeping the creation of their own happiness in mind. | |
| Participant 20 Online | 180 181 182 | Flourishing Learning youth is a program which involves the active development of future possibilities for the underprivileged youth. I assume that the partnership is between the University of Pretoria and Ngilandi High School. Our part of the project was to empower the | |

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| | 183 | Grade 10 learners at Ngilandi with career counselling. | |
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| PARTICIPANT | No. | VERBATIM: ASL STUDENTS | THEMES/ CATEGORIES |
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| Participant 1 | 1 | What I really liked about it as a student, just thinking back, is that you learn a lot with regards | |
| Face-to-face | 2 | to flexibility and adaptability. I think when you are in a controlled situation like you are at the | |
| | 3 | practical centre here that we have at UP, everything goes according to plan and you have all | |
| | 4 | the information. So usually you have an intake interview with the parents, then you assess the | |
| | 5 | child and then you have a feedback and you go and have therapy and that doesn't happen at | |
| | 6 | Ngilandi. You go there and you don't know what's going to happen. I mean you know you're | |
| | 7 | supposed to have assessments and well the main aim in my year was to do career assessments | |
| | 8 | and do give information about careers and everything, but when we got there we realized for | |
| | 9 | example we didn't speak the same language as the learners. That was something I had to | |
| | 10 | adapt to quickly. I mean when I was there I realised I created relationships with the teachers | |
| | 11 | there so they could help me, you know, in translating from English to Siswati. Thankfully in | |
| | 12 | our group as well, we had a girl. . . a woman from Swaziland so she also became. . . yah, | |
| | 13 | Sandile we were very lucky to have her. So she helped us a lot. So the whole process really | |
| | 14 | helped me to be adaptable and knowing that things can go wrong in therapy. Sometimes you | |
| | 15 | won't always have all that information, because remember when we see the learners we don't | |
| | 16 | see their parents, so we don't get any background information about them. We don't speak to | |
| | 17 | the teachers, so we don't have any background knowledge at all, so it's about working with | |
| | 18 | what you have. (Pause) And I really liked that. It really challenged me in that way, knowing | |
| | 19 | that things change and if things change it's ok, don't panic. Just change your assessment | |
| | 20 | approach or how you engage with the clients so that you can get information in order to help | |
| | 21 | them. So, for me that was the biggest strength and I think also just diversity. I mean a lot of | |

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| | <p>22 the clients we work with here are usually white, you know, and they have the basic problems, 23 but then you go into a totally different area and you come into contact with different racial 24 groups and cultural groups and that also taught me you have to take that into consideration 25 when you're working with clients. You need to understand their racial backgrounds. You 26 need to understand their cultural backgrounds and their language backgrounds in order to 27 assess them. So I thought you know, in a South African context, you know, where it's so 28 multi-racial, it's important to have that exposure to different racial groups. 29 Let me think. . . 30 I think it's... what I like about it, is that if you think about it, it takes on a social justice 31 approach. So what I really liked is that when there were challenges that the teachers brought 32 to Liesel or Ronél, they themselves came up with the solutions and that's something very 33 nice. I think we learn a lot about community engagement but we always have this perspective 34 that we are the ones who are coming to help them and to save them and what I liked about his 35 project in particular, that was not the case, is that we were there. We were facilitators. We 36 were mediators of the whole process. And specifically because I'm knowledgeable about the 37 HIV and AIDS project. . . and specifically with that project I liked really the fact that we 38 came in, we identified the challenges, but they came up with solutions to those challenges and 39 they came up even with more assets to deal with their challenges and so far they've 40 implemented so much, you know. The garden, the different projects they have within the 41 school. I think that's amazing. I think community engagement should be about that. That, at 42 the end of the day if UP leaves that situation, they should be able to sustain what they've 43 already started. And that's something I really like.</p> | <p>Connectedness at national and global levels</p> <p>Social justice approach</p> |
| Participant 2 | 44 The partnership provides the ASL-students with the opportunity to practically apply their | |

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| Online | 45 46 47 48 49 50 51 52 | <p>knowledge and skills by assessing learners from diverse linguistic and cultural backgrounds and by developing and applying intervention strategies and therapy techniques. It helps with the conversion of learned knowledge to practical skills and application. It also provides a platform for social justice through intervention and “upliftment” of the community. It allows the ASL-students to “think out of the box” and to become aware of the South African reality and their social responsibility towards other fellow South Africans. It encourages these students to use their knowledge and skills for social justice and community growth not just as students but also in the future as practicing psychologists.</p> | |
| Participant 3 +Telephonic | 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 | <ul style="list-style-type: none"> - Identifying and mobilising assets [in all sub-systems e.g. micro, meso and macro], taking barriers in mind. - Foster resilience through the identification of strengths and assets. - Actively involve learners. - Multicultural, postmodern and positive psychology perspective. - The focus is not on ‘scores’ but on stories and meaning making. - Developing youth (emotionally, socially, and scholastically) and enhance learners insight and understanding of themselves. - Assist learners with self-exploration and giving a future perspective. - Provide knowledge and information about different further studies and/or career opportunities. - Enabling communities to help themselves. - Providing opportunities for in-service learning and development of skills for students. - Present practical experience to students to applying various theories in practice. - Develop student’s knowledge and skills as psychologist. | Mobilisation of local resources |

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| <p>Participant 4</p> <p>Telephonic</p> | <p>68 69 70 71 72 73 74 75 76</p> | <p>Excellent learning opportunity for students to learn how:</p> <ul style="list-style-type: none"> - to work with different cultures, - to be flexible as a psychologist in your style and method - to adapted to your client’s needs, culture and personality - to be flexible in your planning and therapy techniques to adjust to your clients needs. - Logistics [e.g. transport, accommodation, organization with the school etc] of the program works effectively and the systems are clear. <p>- Great support and guidance from lecturer, Prof Liesel Ebersöhn. - Creating and developing a trusting and supportive relationships with fellow students.</p> | <p>Connectedness and support</p> |
| <p>Participant 5</p> <p>Online</p> | <p>77 78 79 80 81 82 83</p> | <p>Collaboration that helps the development of potential,</p> <p>Contextual assessments aimed at relevant areas,</p> <p>Innovative support provided to students and staff,</p> <p>Targeted, relevant assessment and intervention for children and teachers</p> <p>Development of the school through collaboration with other departments at the university (e.g. Department of Engineering – assisting with the library)</p> <p>Real word experience given to students during their training</p> | <p>Connectedness and support</p> <p>Expectation of connectedness</p> |
| <p>Participant 6</p> <p>Online</p> | <p>84 85 86 87 88 89 90</p> | <ul style="list-style-type: none"> - Benefits both students and school bodies - Enables the community - Support our aims and goals and support them - It give them tools to help themselves - Exposed to more in terms of learning, practical thing. Can have higher goals - Taught us to think outside the box in career counseling – opportunity to apply career narrative approach | |

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| | 91 | - What to do in typical rural environment where you can't have access | |
| | 92 | - Come in handy when I did data collection for my doctoral [limited resources] – tools gave | |
| | 93 | us confidence | |
| Participant 7 | 94 | - Provides opportunity for service learning for students | Social justice approach |
| Online | 95 | - Provides opportunity for research and knowledge generation | |
| | 96 | - Provides a platform for community engagement and cross-cultural engagement | |
| | 97 | - Promotes social justice | |
| | 98 | - Professional service or helping giving to the partners to enrich community | |
| | 99 | - Educational Psychological services to Grade 9 learners | |
| | 100 | - Change in perspective of all partners involved | |
| | 101 | - Empowerment to identify and reflect on problems and possible solutions | |
| Participant 8 | 102 | For me personally it was understanding both the pitfalls and positive aspects of providing | |
| Online | 103 | educational psychological services and partnering with communities in a rural setting. The | |
| | 104 | school involved benefitted through the learner/student interaction/ programmes e.g. from | |
| | 105 | having certain learners participate in programmes set out by students as well as a career expo. | |
| | 106 | I think a strength is the longevity of the programme whereby a more meaningful relationship | |
| | 107 | can be established within the various role-players so that the programme can be improved | |
| | 108 | upon and structured to meet the changing and/or developing needs of both parties. | |
| Participant 9 | 109 | The students: | HE supports students in career guidance and choice |
| Online | 110 | Students are given an opportunity to consult a professional regarding their career choice. | |
| | 111 | They can voice their dreams and hopes to someone who can assist them in setting up the | |
| | 112 | building blocks for them to achieve such dreams. For example, what they need to study such | |
| | 113 | a course [academic performance and APS score], where they should apply, how to apply for | |

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| | <p>114 funding and residence, etc</p> <p>115 For us:</p> <p>116 - Creates a sense of social responsibility</p> <p>117 - It is a humbling experience</p> <p>118 - It raises our skills and ability to adapt to different situations</p> <p>119 - It creates a strong bond between the MEd group as we reflect on achieves of the day and</p> <p>120 learn from each other.</p> | Connectedness and support |
| <p>Participant 10</p> <p>Online</p> | <p>121 FLY is beneficial in that it provides students educational psychologists with the opportunity</p> <p>122 to practice their skills in a context very different from most of the opportunities offered by the</p> <p>123 MEd Educational Psychology programme, e.g. working with children/ adolescents who speak</p> <p>124 a different language from you, have a different worldview, or who simply have different</p> <p>125 priorities from you.</p> <p>126 FLY is also beneficial because it encourages/ forces students out of their comfort zones with</p> <p>127 regards to way standardized psychometric test to get information about the “client”. Making</p> <p>128 use of post-modern and non-verbal techniques are far more valuable in the context of FLY.</p> <p>129 FLY presents an opportunity to become more familiar with the administration and</p> <p>130 implementation of these techniques.</p> | |
| <p>Participant 11</p> <p>Online</p> | <p>131 Supposedly, exposure on both sides: University students learn about rural schools and</p> <p>132 community work [social justice issues] while learners are afforded the opportunity to gain</p> <p>133 access to information and resources which would not normally be accessible to them. Further</p> <p>134 the Department is able to conduct research with school staff and learners to the improvement</p> <p>135 and benefit of all parties. So it basically comes down to mutual respect, mutual learning and</p> <p>136 mutual improvement.</p> | Respect for humanity |

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| <p>Participant 12</p> <p>Online</p> | <p>137 Sorry Ina-Mari, but I have to answer this [2 and 3] together as my mind will flow from one 138 idea to the other... But being a very smart and eager M student I am sure you'll be able to 139 thematically contextualize all the strengths and weakness from what I've written here... 140 I do believe this project carries a huge amount of strength in that it is not about giving – it is 141 about reciprocal learning. When we find ourselves involved in community work, we so often 142 do charity and we don't “do change”. By using already existing assets and by teaching this 143 community how to mobilize, strengthen and enhance what they already have there is no 144 pressure on the community to use/not use resources as it will not “disappear”. However it is 145 exactly within this strength that my greatest limitation was identified in my short involvement 146 with Ngilandi... I found that because we do not come with the “giving mentality” many 147 students and teacher felt demotivated. They wanted to “get stuff” and see gifts and did not 148 immediately realize the value of the knowledge or insight we are giving them into their own 149 world. With this comes the all time master student's favorite... wait for it... The language 150 barrier !!! It was a huge (much more than expected) obstacle for me. Not purely because we 151 struggled to converse but because being Afrikaans especially made for so much mockery. I 152 do feel cultural sensitivity training is much more of a need/issue in this community than we 153 seem to notice. If my groups of student good look, for only one day, past my Afrikaans 154 background we would've been able to get through so much work training and learning!! The 155 cultural divide and especially the rural student's reaction to it have had a major impact on my 156 interaction with them. One could easily turn this cultural divide into a massive learning 157 experience and I really think this should be done and could be of great value! Remember 158 firstly – as human beings we are not always receptive to learning from people that we “don't 159 understand” or that we believe “don't understand me or my world”. Secondly, why do we do</p> | |
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| | 160 | this training? We want to equip these youth with skill and knowledge to venture into the | |
| | 161 | world of work – a world full of different cultures and much more different than the “small” | |
| | 162 | world they are exposed too. So why wait? If we expect them to face these massive cultural | |
| | 163 | differences in the world of work why not sensitize them now – why not address the massive | |
| | 164 | white elephant [no pun intended hie hie] once it comes up. I believe that if we do some | |
| | 165 | cultural sensitivity training before we start with our main goal of asset-based training we may | |
| | 166 | actually have much more participation, appreciation and valuation from there side, and in | |
| | 167 | return much more change. | |
| | 168 | Think about re-a-bua (ask Prof Ebersohn about this) where we were handed a questionnaire | |
| | 169 | with a test on cultural concepts for example what does “tiekie draai” mean” or what is a | |
| | 170 | “scorro scorro”? Everyone involved must then come from their cultural background and help | |
| | 171 | answer these questions – by doing this you foster a sense of pride in your cultural knowledge | |
| | 172 | but also create a sense of belonging as you contribute to the group in answering the questions | |
| | 173 | and helping them win [always a prize involved] and you learn from each other. I think | |
| | 174 | implementing an ice breaking activity that bring cultures together can highly improve the | |
| | 175 | functionality of what we do there! | |
| Participant 13 | 176 | In my opinion, sustained, positive interaction intent on service delivery and upliftment creates | |
| Online | 177 | a bond/ partnership that is mutually beneficial. The isolated, rural setting provides students | |
| | 178 | with an alternative perspective than the status quo [metro practice]. Having the privilege to | |
| | 179 | work with prospective community builders and possibly contributing to their futures. | |
| Participant 14 | 180 | I think the strength of the FLY project is that it offers something very different from you | |
| Face-to-face | 181 | know your typical academic sort of programs. I think that with the majority of a person’s | |
| | 182 | studies, everything tends to be very theoretically oriented. You spend a lot of time on campus | |

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| | 183 184 185 186 187 188 189 190 191 | and so on, whereas this completely throws you out of your comfort zone and you're forced to experience a different setting which I know for myself was really important, because I think you have these sort of pre-conceived notions of what the setting probably is going to look like and then when you're actually in there, and I mean you're just. . . It's full go, you know. There's nothing to kind of protect you, you know, you're out there with your knowledge, you've got to be the, you know. . . actively engaged with the environment and I think it's an amazing thing to experience in your time separate from just the textbooks. So I think that was something that I felt was a big advantage, which is to see theory meeting practice and it, you know, it's just all this concept in motion, so I quite liked that. It's just a pity it was so short. | |
| Participant 15 Face-to-face | 192 193 194 195 | <ul style="list-style-type: none"> - Learner participation in the learning activities. - Willingness of the teachers and all school staff to get involved - Educational psychology students who are willing to be involved - The organizers or head of the project as they work from strength based point of view | Study skills |
| Participant 16 Online | 196 197 198 199 200 201 202 203 204 205 | <p>What strength does the project have? Are we relating that to both, to the student side as the community side?</p> <p>Well I think definitely for the... Let's quickly take it from the university's side potentially. If I have to look at it the way I looked at it back then, in 2011, one of the strengths I felt was definitely that in terms of student development, it did help to get you out of your comfort zone quite a lot and to have a practical look as to how many schools do operate. At the clinic here we get trained within a specific setting and I think it's very valuable to also show other students the alternative settings that are there and the limitations within which you have to work sometimes or then if I can say it like that, the limitations in which students, or rather learners, have to work sometimes as well or make life decision. But I think that was definitely</p> | |

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| | 206 207 208 209 210 211 212 213 214 215 216 217 218 | a strength, giving exposure to us as students in that aspect. In terms of strengths maybe towards the community a bit more, I do think that one of the strengths is that it's definitely a longer-running project in that it does, longer-running projects I think do tend to have a bigger footprint on the community than a quick in-and-out project for one or two years, so hopefully in the sense that it's a longer-running project, it's able to, how shall we phrase it? Encourage some more sustainable training within the community or encourage a bit more community development. But what I also liked about the project, I think one of the strengths is that it does it from a very . . . from the perspective of the whole concept of social justice as well in terms of you're not necessarily there to come in as a service provider and say: Listen, we're here now. Look at us. See what we do. Listen to what we say. And when we leave, you know, that's it. Definitely the whole idea of helping people sort of unlock, you know, what's already there. So I think I like the perspective from which it's done, the intervention or those session that were done back then. You're welcome to ask follow-up questions as well. | |
| Participant 17 Telephonic | 219 220 221 222 223 224 | The strengths are probably the knowledge-sharing and building between the partners. The school visits we did were, in my opinion, not just about us imparting advice and 'expecting' the learners to take it, but also about us learning about how we can provide services to the majority of South Africans. Learning to slow down and pay attention and show respect for our clients. We learnt about the challenges of working in resource-scarce environments like Ngliandi – language barriers, resource scarcity, socio-economic challenges and so on. | Respect for humanity |
| Participant 18 Online | 225 226 227 228 | The fact that it exposes student-psychologists to the world outside the lecture halls for the purpose of practicing theory learnt in class. It enhances knowledge about social justice and it promotes reliance on available community resources. FLY partnership teaches student-psychologists the ability to function in resource-scarce areas but still make the best of what is | Mobilisation of local resources |

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| | 229 | available for clients to benefit. | |
| Participant 19 | 230 | I think it succeeds in its venture to invest in the lives of people, it gives opportunity to not | |
| Online | 231 | only the Grade 9 – learners to benefit from the partnership, but also for the masters students | |
| | 232 | to gain experience regarding community engagement and the role of the Educational | |
| | 233 | Psychologist in South Africa. It benefits the entire community in the long run as financial | |
| | 234 | improvement of individuals can positively influence the economic growth of the town. The | |
| | 235 | entire partnership gives way for research to be done on community engagement as a whole | |
| | 236 | and for other professionals to then share in this newly gained knowledge. | |
| Participant 20 | 237 | - Exploring the effectiveness of qualitative and quantitative assessments on youth with | |
| Online | 238 | language barriers and poor resources | |
| | 239 | - Aimed at facilitating a flourishing life | |
| | 240 | - Mutually beneficial to students and learners | |
| | 241 | - Puts research into practical experience | |

| PARTICIPANT | No. | VERBATIM: ASL STUDENTS | THEMES/ CATEGORIES |
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| Participant 1 | 1 | I would just say it's far. For me to take time off was a bit hard. Initially my first PhD topic, I | |
| Face-to-face | 2 | was involved with that project and for me to take time off work it's really, it's hard | |
| | 3 | sometimes. I mean once you're there it's amazing. It's an amazing experience, but just the | |
| | 4 | time off work and you're life in general. It's a bit difficult to travel all that way to do the | |
| | 5 | work there and I also find it difficult to just keep in touch sometimes with the teachers, you | |
| | 6 | know. You're so far away. So, sometimes when you come back, it's more of a let's catch up | |
| | 7 | and see what's been going on, you know, and it would be nice to have maybe daily | |
| | 8 | interactions. Obviously that's not possible. That's something I would hope, but I think that | |
| | 9 | would be the only negative: that it's a bit far and if you're working it's just hard to balance it | |

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| | 10 | with your studies and work and life. That's all I can think of. | |
| Participant 2 | 11 | The time period spent with the learners are very little and could decrease the future long-term | |
| Online | 12 | effect of therapy and/or intervention strategies planned by the ASL-students. | |
| | 13 | The language differences between many of the ASL-students and the learners and staff at | |
| | 14 | Ngilandi school acts as a barrier throughout the whole process. In my opinion the language | |
| | 15 | barrier mostly negatively affect the Ngilandi students as it could influence the quality of the | |
| | 16 | services provided by the psychology students. However, this is also one of the challenges | |
| | 17 | that encourage growth and creative thinking in the ASL-students. | |
| Participant 3 | 18 | - Insufficient time with the learners / Time limits [only 2x two day available]. | |
| Telephonic | 19 | - Limited individual intervention and engagement [‘one on one time’]. | |
| | 20 | - Language barriers. | |
| | 21 | - Attendance of learners can be problematic. | |
| | 22 | - Risk factors within the learners’ environment, e.g. drugs, negative influences, illness etc. | Social challenges |
| Participant 4 | 23 | Language barriers with the learners are difficult because due to limit understandings, vice- | |
| Telephonic | 24 | versa, you are not always sure if your message gets across effectively. | |
| Participant 5 | 25 | The distance makes more intensive support and intervention difficult [e.g. if identified by a | Geographical challenges |
| Online | 26 | student – support cannot be monitored and or adjusted quickly] | |
| | 27 | | |
| Participant 6 | 28 | N/A | |
| Online | 29 | | |
| Participant 7 | 30 | - Continuous funding to visit the schools | |
| Online | 31 | - Distance to establish frequent visits and adequate communication between partners | Geographical challenges |
| | 32 | - Partners expect too much | |

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| | 33 | - Roles not properly communicated or understood by all | |
| Participant 8 Online | 34 35 36 37 | The impact made by each individual group of students over two short visits in a year could be perceived as somewhat limited in a long-term project of this kind. A challenge could be in maintaining the continuity of the programme since many individual role-players come and go [both students, learners and staff]. | |
| Participant 9 Online | 38 39 40 41 42 | No follow sessions are held with the students to see how hold may are fairing and if they are I were able to make any progress. It feels like we went there, got them all excited about pursuing their dreams and making a career choice and then left. Yes, we did provide them with resources but I feel the follow up is needed as they do not have easy access to resources and might find barriers along the way. | |
| Participant 10 Online | 43 44 45 46 47 48 | I feel that the time spent at the school was limited. It was such a massive learning curve being part of FLY that I feel that going back a second year would have really helped me to come “full circle” in terms of my learning experience. I also think that going to the FLY site more frequently would have helped facilitate the building of relationships with the client, which would have enriched the experience and quality of the FLY engagement for better the Educational Psychology students and FLY participants. | |
| Participant 11 Online | 49 50 51 52 53 54 55 | Obviously, I can only speak for myself as a Masters student taking part in a small engagement rather than the entire large partnership. For me the limitation was that the relationship existed between the Department and the school, it had nothing to do with me as a student. We were never introduced to the project (properly explained what it was about etc), we were not introduced to the headmaster or the staff. We were simply told what we were supposed to do there and the expected outcomes. It also didn’t seem like the learners at the school were really part of the ‘partnership’, or had actually been informed about why we were | |

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| | 56 | there and what the FLY-partnership was actually about. Some of them resented our intrusion, | |
| | 57 | and participated grudgingly. | |
| | 58 | Although we were at the school two or three full days, our actual time engaging with the | |
| | 59 | learners was actually quite minimal, and taking into account the obvious language and | |
| | 60 | cultural barriers, it was really difficult to expect us students to truly connect with the learners, | |
| | 61 | get to know them and then provide them with adequate and appropriate career counselling. It | |
| | 62 | felt very superficial and presumptuous – rather than meaningful. | |
| Participant 12 | 63 | Refer to question 2 | |
| Online | 64 | | |
| Participant 13 | 65 | Time and money as well as geographical limitations. Logistics can be difficult and certain | |
| | 66 | resources have to be imported. Language can also be a limiting factor. Sustainability is never | |
| Online | 67 | guaranteed. | |
| Participant 14 | 68 | Yah I think the limitations of the FLY project was probably just that it was so brief. I think | |
| | 69 | when careers are in particular such a personal thing, it's difficult to sit with a group, you | |
| Face-to-face | 70 | know, across maybe what is it . . . collectively four maybe four or five days and to sort of | |
| | 71 | explore all those possibilities with them, you know. It's difficult to get maybe where you'd | |
| | 72 | like to go, you know, in probably the way you should, but yah I mean apart from that it's | |
| | 73 | difficult for me to point out all the limitations, because I feel that the strengths far outweigh | |
| | 74 | those limitations. | |
| | 75 | If I can maybe add, just to expand on the advantages. I suppose what I should do is mention | |
| | 76 | that I think that I experienced those advantages on two levels. So on the first level I suppose | |
| | 77 | from sort of like a more just student becoming a professional, you know, from that | |
| | 78 | perspective you now it was very much about bringing the theory and practice together. On a | |

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| | <p>79 more sort of personal level it was also great because it helps provide sort of a bigger picture 80 perspective in terms of what psychology can be within South Africa. It has a far greater reach 81 than probably you get in just your typical psychological setting. You know, people have 82 private practice and there are only so many who can afford private practice. You work in say, 83 a specific type of facility. It's almost the reach of psychologists is almost limited by 84 themselves. So this was great, because it shows you know, this is what you know tangibly 85 psychology can be, you know, if we actually broaden those horizons, so yah. 86 Cool, and please feel free to stop me. I tend to ramble on. 87 So in other words, sort of, how can we enrich the process and make it better? 88 I think maybe a part of it could be working at trying to establish greater connections with 89 other people. You know, you come to this facility and you're there for this limited time and I 90 think that the connections that they have are limited to maybe just those involved with the 91 FLY project, but if there were other professionals that they can link to, that can come in, that 92 can maybe help, I think that those involved in the FLY project are probably in the best 93 position to link them with other people who can assist them. And that, you know, is probably 94 the . . . where I feel the greatest impact can be made outside of what is already being done. 95 Well for instance I think that with the kids that we certainly worked with in 2011, I think that 96 there were certainly a lot of need just on a scholastic basis, you know. There's no such thing 97 as sort of remedial assistance in that setting. You know, maybe tutors who can devote maybe 98 do sort of block study sessions, maybe linking them to professionals or companies maybe that 99 can even help with just the on-site infrastructure. I mean when I was there, there were literally 100 roofs that were caving in you know. Surely there are those people that are willing to invest in 101 something that they see has a lot of value. And when the FLY project you know, can show</p> | <p>Study skills</p> |
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| | 102 | look this is the amazing you know, amazing stuff that we see at the school, amazing potential, | |
| | 103 | but they're lacking completely in resources you know, I think you're in the best place to say | |
| | 104 | ok well look if they can have maybe a bit of this. And look those are all, you know, just ideal | |
| | 105 | things that I throw out but certainly you know that is something that could help just enrich | |
| | 106 | that actual situation as opposed to just coming in for a brief period and then vanishing until | |
| | 107 | next year. | |
| Participant 15 | 108 | - Time and resources restrictions in terms of the preparation. I felt that it could have been | |
| Face-to-face | 109 | good to go there first and get to know what the learners and the school say that they need | |
| | 110 | before we went there to actually started working with the learners. | |
| | 111 | - I think that we tried to solve a problem but without addressing the root cause of the | |
| | 112 | problem. It could have been good to know that there will not be a need for students to keep on | |
| | 113 | going there year after year. | |
| | 114 | - Lack of empowerment of the learners and the community at large. I really do not know if | |
| | 115 | our being there made a difference in the lives of these learners and the school at large | |
| Participant 16 | 116 | With regards to the whole FLY project or then just specifically the ASL? | |
| Online | 117 | Sjoe within the project. Sjo, potential limitations. I think what I felt at some stage is that the | |
| | 118 | contact time that you have per year is fairly short and then of course geography is a potential | |
| | 119 | limitation in that it is quite far and not always that easy to sort of revisit the site, if I can say it | |
| | 120 | like that. But in terms of limitations of the project as a whole, my involvement with the | |
| | 121 | project as a whole literally was limited to the ASL, so it's a bit difficult to comment on the | |
| | 122 | entire project. | |
| Participant 17 | 123 | In terms of our interventions with the Grade 9 learners, I think a limitation was the | |
| | 124 | insufficient engagement we had with teachers. They are a crucial cog in the wheel for these | Connectedness and support |

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| Telephonic | 125 | learners and they could provide support to these learners in our absence. Perhaps they do, but | |
| | 126 | if we had worked more closely with the teachers, this may have facilitated better follow up | |
| | 127 | for the learners on subject choices and career options going forward. | |
| | 128 | I am not sure if follow up studies are done on, for example, what the Grade 9 learners do | |
| | 129 | post-school. Do the UP interventions have a longer term impact on them? | |
| Participant 18 | 130 | In my involvement with FLY I did not experience limitations that are directly related to me. | |
| Online | 131 | However, I felt that as much FLY targets rural areas and these are mostly comprised of black | |
| | 132 | people, language was a problem for my white counterparts. | |
| Participant 19 | 133 | It would be ideal if the amount of personal contact time that the masters students [the group | |
| Online | 134 | facilitators of the Grade 9's] and the group members could be extended. The limited time | |
| | 135 | possibly influences the effect on the community in that the follow through of the skills that | |
| | 136 | was taught cannot be entirely facilitated. | |
| Participant 20 | 137 | - Might not be directly addressing more pressing needs such as learner support | |
| Online | 138 | - Challenging to work with the massive language barrier | |
| | 139 | - There is no empirical way to measure the success of the project | |

| PARTICIPANT | No. | VERBATIM: ASL STUDENTS | THEMES/ CATEGORIES |
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| Participant 1 | 1 | Well, to be honest, my research topic of the master's dealt with this. | |
| Face-to-face | 2 | So what I had to do was I had to ask master students how they experienced it; what were the | |
| | 3 | strengths and assets, and from that I know Liesel changed a lot. So I think they have changed | |
| | 4 | it already. I mean, one of the difficulties we had was the language barrier, just being prepared | |
| | 5 | for that. I think also a big thing is that we didn't know what to always expect when we were | |
| | 6 | out there. And I know what they've done now is that they have students from previous years | |
| | 7 | who come and talk to you and tell you how to prepare. I don't know if that's happening. And | |

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| | 8 9 10 11 12 13 14 15 16 17 18 19 20 21 | also, there's more instructions within the study guide on how to prepare. So, honestly my issues was just the unpredictability you know... Simple things like what stationary do you take? I didn't know things like that, you know. I mean, when I got there, the learners didn't have any stationary. So, thank goodness I could get from my friends, but it's simple things like: What stationary should I take with me? What type of assessments? I mean, the second time I went there, I had examples of the assessments, so that they could see visually what was expected of them. So I had done everything in advance. So simple things like that just so that let us know, you know what, you are going to come across language barriers. You are going to have to have this amount of supplies. This is just so that you can kind of prepare yourself, because the first time I went there I was like thrown into the deep end. I'm like, I was so not prepared for that. So I think that's just about it. Just organising, but I'm a type A, so I like to be organised and I like to know what to expect so. Just that especially with the master's program. You're doing so much, so you just want to know what is required of you so that you can give the best job to the learners at the school. That's about it. | |
| Participant 2 Online | 22 23 24 25 26 27 | If possible more time spent at Ngilandi as for me, the small amount of time spent at the school seemed to be the negative factor influencing the whole process. If it could at all be possible the students' participation in the Ngilandi project should be increased. For example, the students could start in their first year of their masters degree. This would mean that the students would have to visit Ngilandi twice and could possibly assess the effect [growth positive change and/or development] [if any] after the initial visit???? | |
| Participant 3 Telephonic | 28 29 | N/A | |
| Participant 4 | 30 | Information session with the students of what to expect regarding the difference in of culture, | |

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| Telephonic | 31 32 33 34 | language and flexibility in assessment tools etc. because I think for me with a “planning” personality I would have been more emotionally prepared for the first visit. Though I know going into an unfamiliar situation and learning the hard way was the best way of learning – a real hands-on, practical experience and a gift for life! | |
| Participant 5 Online | 35 36 37 38 39 40 | <p>I think the spirit of development and collaboration can be continually expanded by linking with other departments at the university – as has been the case in the past. In this way this project could also work on community development.</p> <p>Continued reassessment of what has been done and reflection and feedback from the school and the students there (the children on what they would want/need)</p> | <p>Expectation of connectedness</p> <p>Inconsistent feedback</p> |
| Participant 6 Online | 41 42 43 44 45 | <p>- Constant feedback from teachers, students, management (i.e. needs assessment).</p> <p>- Needs change with time [evolve]</p> <p>- Our input – contributing factor</p> <p>- Constant communication both ways can help shape direction of using resources</p> <p>- Tap into the network – run other projects</p> | <p>Inconsistent feedback</p> |
| Participant 7 Online | 46 47 48 49 50 51 | <p>- Funding to continue partnership</p> <p>- Researchers willing to participate</p> <p>- Schools willing to continue partnership</p> <p>- Involvement of more researchers and students for community engagement</p> <p>- Implementing what worked well and improving the partnership</p> <p>-Taking suggestions of partners into account when planning future projects of FLY</p> | |
| Participant 8 | 52 | Research: make results available to all role-players especially the community involved in the research process in order to inform on and improve the programme. | |

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| <p>Online</p> | <p>53 54 55 56 57 58 59 60 61</p> | <p>Student/learner interaction: perhaps look at incorporating some individual Life Design sessions with matric learners.</p> <p>Career expo: I felt disheartened that we provided pupils with access to information about career paths, etc. but not on how to apply/access bursaries/financial aid for further studies or a means to apply for jobs e.g. just the cost of phone calls etc. Perhaps partnering/networking with additional role-players would assist in this regard e.g. Telkom loaded call cards for the school/pupils to phone prospective employers, mobile internet service of some kind to email re bursaries. Some way of enabling learners to connect re jobs/study rather than only supplying them with info thereon.</p> | <p>HE advises students</p> <p>Respect for humanity</p> |
| <p>Participant 9 Online</p> | <p>62 63</p> | <p>Follow up visit in the MEd second year</p> | |
| <p>Participant 10 Online</p> | <p>64 65 66 67</p> | <p>Trying to include a second year visit at visits [and obviously the budget for this to be different]. I really think that a second year in FLY could be beneficial because it would give first and second year MEd Educational Psychology students the opportunity to work together. This could be helpful because the second year students could mentor the first year students.</p> | |
| <p>Participant 11 Online</p> | <p>68 69 70 71 72 73 74 75</p> | <p>A partnership requires investment of time and relationship-building, that can't happen in two annual three day visits. While the partnership might well be very effective for long-term graduate research, it falls short in providing masters students with insight into community engagement with social justice issues. I do think a longer, more committed engagement would be required for meaningful benefit, but not sure if that was really feasible – especially within a Masters course load that is already so full.</p> <p>The accommodation, planning for transport and means etc, I cannot fault. I think it was well organized and more than adequate.</p> | |

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| <p>Participant 12</p> <p>Online</p> | <p>76</p> <p>77</p> <p>78</p> <p>79</p> <p>80</p> <p>81</p> <p>82</p> | <p>Cultural sensitivity training</p> <p>Interpreters</p> <p>Sustainability project which includes an aspect of “giving” to win trust i.e. vegetable garden – we provide the seeds but you care for it ...yet we all plant and create this garden together. A prize, maybe more seeds for the person whose garden is kept up the best etc... Don’t know but I’m sure Prof Ebersöhn may have had these types of interventions before; I’m speaking from my experience on Masters Level...</p> | |
| <p>Participant 13</p> <p>Online</p> | <p>83</p> <p>84</p> | <p>Needs assessment of target population, brainstorming, sustainability engineering.</p> | |
| <p>Participant 14</p> <p>Face-to-face</p> | <p>85</p> <p>86</p> <p>87</p> <p>88</p> <p>89</p> <p>90</p> <p>91</p> <p>92</p> <p>93</p> <p>94</p> <p>95</p> <p>96</p> <p>97</p> <p>98</p> | <p>Yah.</p> <p>For myself, no. I think that certainly what I took from it personally was really great on the whole. I think that you know there was very little more that could’ve been added to that in the sense that I think that when I came there, it was very much about, you know, what can I do you know to you know work with these learners and improve these learners and you know, open up their horizons. But I think for myself being open to being in, say a different type of setting and figuring out well how can I bring my skills to a table that is different, that can maybe make lasting impact for them and for myself in terms of the way that I bring my skills to the table, in terms of what I learn from them and vice versa.</p> <p>Uhm I’ll put it to you this way. I think that if you asked me that question before Ngilandi, before my first visit, I would’ve said no, but that was largely because I just had no idea what to expect. And I think you know it’s the. . . I remember reading at one point that there’s an interesting thing that sort of happens, this interesting paradox that happens with this type of situation where as to really appreciate a setting like this, you have to be really at the setting,</p> | |

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| | <p>99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117</p> | <p>but at the same time, where the paradox comes in is that the people in that setting require you to be very open and very understanding of that process and that appreciation only really starts to develop when you've kind of been there, when you see for yourself where are some of the shortcomings, what are the things that can be worked on and developed. So yah, that's you know, that was certainly where I was at, you know, back then. And I think, yah, we were given quite a lot of preparation in terms of what are some of the things that we need to think about in terms of themes that would guide the process, one of which was social justice. The other thing was related to resilience, aspects of positive psychology and what does positive psychology look like in this setting, you know, if you unpack it beyond let's say an article you read yesterday. So I think from that perspective, theoretically definitely knew what to expect. I think on a practical level I think after being there the first time, it was a lot better the second time. So, but that was nothing that, you know, that in terms of the FLY project they could've changed. It was simply a case of I had to be there first to appreciate what the setting was like. I didn't know it was going to be flat-out gravel road for probably the last fifteen k's to the school. I didn't know that I'd be sitting in the grass, you know, with goats walking past me. I didn't know, you know, that this was exactly what I was going to get and so, when you're in there, you know, for the first time, ok you're taking all of this in. The second time you know, ok this is what I'm coming back to. I'm excited about it, because I know what to expect and I know how I want to go about, you know, working with the kids.</p> | |
| <p>Participant 15 Face-to-face</p> | <p>118 119 120 121</p> | <ul style="list-style-type: none"> - Needs analysis - More black students involved in the project - Students should be introduced to the role of social justice in working with marginalized communities right before the planning and implementation of the program. | |

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| | 122 | - Working towards social change should be explicitly included in the training modules of | |
| | 123 | education psychology students as it helps them in understanding and dealing with issues that | |
| | 124 | they might find on the ground. | |
| Participant 16 | 125 | Ok in terms of future planning. Sjoe . . . [Laughs]. I'm trying to think now. Let me think . . . I | |
| Online | 126 | quite enjoyed the project, so I have actually . . . From my perspective I have very little | |
| | 127 | criticism on the project itself, because I very much enjoyed the community engagement | |
| | 128 | aspect of it. So I found it very, in terms of strengths I found it very insightful but also very | |
| | 129 | fulfilling to go there, which is in a different direction from what the question is you're asking. | |
| | 130 | In terms of limitations I think after the ASL is over, you do get to do report and report back | |
| | 131 | on what you've done and so forth, but I think a lot of the value that comes out of it only | |
| | 132 | comes a bit later when you do have the opportunity to sit back and reflect a bit more in terms | |
| | 133 | of what did it mean specifically in your life or specifically then maybe for your professional | |
| | 134 | development as well. I think a lot of insight into the value of it only comes much later and | |
| | 135 | while you're busy with the ASL you can appreciate that it's necessary to see under-resourced | |
| | 136 | schools and so forth, but in terms of the value that it adds perhaps to you, perhaps to the | |
| | 137 | school community there, maybe you don't have that perspective yet. So I don't know how | |
| | 138 | that can be encouraged, because we already do a lot of reflections and trying to figure out | |
| | 139 | what to get from it. In terms of the project itself, yah, I think my only question mark is, surely | |
| | 140 | a project like that will come to an end at some stage and, you know, what happens? What | |
| | 141 | happens when the project does come to an end? Is the infrastructure in place then, by the time | |
| | 142 | the project comes to an end, for this kind of cycle of development to continue once a project | |
| | 143 | like this comes to an end? | |
| Participant 17 | 144 | As above, perhaps a dialogue with the school regarding working more closely with the | |

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| Telephonic | 145 | teachers. | |
| Participant 18 | 146 | I think student-psychologists would benefit more from FLY if they can be involved in the project for a prolonged period of time, most probably the two years that they spend on-campus during their Masters. In their involvement maybe previous students can be invited to share their experiences or professionals who are involved in such work just to broaden student-psychologists' knowledge in rendering services in areas of scarce resources. | |
| | 147 | | |
| Online | 148 | | |
| | 149 | | |
| | 150 | | |
| Participant 19 | 151 | As I said more time would be ideal. Either longer site visits or a third visit altogether. (I don't think any more changes needs to be made) | |
| Online | 152 | | |
| Participant 20 | 153 | <ul style="list-style-type: none"> - Proper needs analysis - Effective training in multicultural assessments - Awareness of environmental resources and assets | Mobilisation of local resources |
| | 154 | | |
| Online | 155 | | |

| PARTICIPANT | No. | VERBATIM: ASL STUDENTS | THEMES/ CATEGORIES |
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| <p>Participant 1</p> <p>Face-to-face</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> | <p>For me, actually, this practicum or this ASL program was the best thing that happened to me in my master's and I was with Alfred. Alfred and I did it in one year, so we had a lot of work. But this was just so nice, because it just took us out of our comfort zone. It really did. It taught me. . . It actually had a lot to play with my self-esteem and self-confidence and myself as a psychologist, because it taught me a lot and it taught me that I can actually do this outside of the safety of the University of Pretoria, you know. It taught me that I can be flexible and adaptable to changes within my environment and that's what we should actually learn. So that why it was one of my favourite experiences, because you know each minute was different. I really had to continuously adapt so that the learners could understand me and that I could understand them and where they're coming from. So, what else?</p> <p>I didn't dislike it, but it was a bit scary being left alone to do it. So no one's watching you. But it's a good thing though. I can't say it's a dislike, but it's a good thing because that's how it is in the real world; you're going to be by yourself. Your lecturers won't be with you in the practice, you know, in your practice you know with the parents and the children holding your hands. So don't say that as a dislike. It was actually. . . I enjoyed that, because it was freedom to . . . it was actually empowering, because you're left to make you own decisions and that I think is a good learning curve for any student. Dislikes . . . let me think of dislikes. I'll be honest with you. At the time, I was a student, I was really broke, ok? And for me, buying all the things I needed to go there with was a bit expensive. I won't lie. It was really hard for me and I mean I had to buy my own stationary. I don't know if you experienced that, I had to buy food and then we also had to buy presents. So we had to buy food for the learners that were there. I think they were provided with lunch and a drink, I'm not sure. I don't really remember perfectly and that was at the time really expensive for me. I just, I was struggling</p> | |
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| | <p>24 because I wasn't even working 'cause I did mine in one year. So that was a bit hard.</p> <p>25 No. What is that? [Phone ringing] Sorry, can you please pause? [Answers phone] It was just</p> <p>26 expensive, that's all.</p> <p>27 What was the sand play about? What are you talking about?</p> <p>28 With Prof. Carien.</p> <p>29 No, we didn't do that. Yah, we didn't do that at all.</p> <p>30 Can I be honest? One thing I also liked is that we were so busy here at UP. It was nice to get</p> <p>31 to know my fellow students. I really liked that part. And also to learn from them. Because we</p> <p>32 encountered several barriers when we went to, when we did the ASL practicum or project, we</p> <p>33 had to help each other out, so that was really nice, and we learned from each other. And I felt</p> <p>34 that because we each have our own individual cases here, we don't learn from each other and</p> <p>35 it's sometimes nice to see how you can do things differently or how you can encounter</p> <p>36 challenges differently. I thought that was very nice and also it created a kind of, I don't know,</p> <p>37 a bond between us because of that. So we were so busy here, sometimes you don't even get to</p> <p>38 know each other and we actually enjoyed that free time together.</p> <p>39 Yah, it is hectic!</p> <p>40 Yah, you know there was free time. We also had reflection sessions, which were also very</p> <p>41 nice, because during the reflection sessions . . . so what we would do, we would engage and</p> <p>42 interact with the learners and the teachers and the school and afterwards in the afternoons we</p> <p>43 would have reflection time with Liesel and I thought that was also very nice, because we</p> <p>44 learned from each other. It was nice to hear that someone else was also experiencing the same</p> <p>45 challenge as you. And then it was also nice to hear how they were coping with the challenge,</p> <p>46 what they were actually doing, because then you could apply it to your own practice the next</p> | <p>Connectedness and support</p> |
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| | <p>47 day. So I found the reflection sessions very informative and also just very nice for personal 48 growth. I learned a lot about myself and a lot of . . . and I learned a lot from other people, you 49 know. So yah.</p> <p>50 I think I learned to trust myself more and like I said before, just to have more confidence in 51 myself. Because you are a student, you continuously doubt yourself. It's very hard to have 52 confidence in your abilities as an educational psychologist and you always wonder: Am I 53 doing this correctly? Am I doing this wrong? And you're just... not always scared, but 54 always doubting yourself and fearful that you're going to make a mistake because you're 55 dealing with people's lives, so it's a very... it's one of those careers where it's very delicate. 56 You can't mess with people. So what I really liked is that I learned about myself there and I 57 learned that I am capable of doing this career. I am capable of being an educational 58 psychologist. I can assess informally if needs be. I can also assess formally as well. So it was 59 just nice that you know, there's a lot of skills that I have and those skills came to light during 60 that project.</p> <p>61 No, it's ok. I know you need more, because I was also there. [Laughs]. Honestly for me it was 62 the money. I was just like, where am I going to get this money from? I think that was it. 63 Honestly, I can't think of anything else that was negative. I really enjoyed it. Is that enough?</p> | |
| <p>Participant 2 Online</p> | <p>64 If possible more time spent at Ngilandi as for me, the small amount of time spent at the 65 school seemed to be the negative factor influencing the whole process. If it could at all be 66 possible the students' participation in the Ngilandi project should be increased. For example, 67 the students could start in their first year of their masters degree. This would mean that the 68 students would have to visit Ngilandi twice and could possibly assess the effect [growth 69 positive change and/or development] [if any] after the initial visit????</p> | |

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| <p>Participant 3</p> <p>Telephonic</p> | <p>70 Enjoy / Benefits</p> <p>71 Awesome learners</p> <p>72 Amazing group spirit and eagerness</p> <p>73 Participation and development of each learner</p> <p>74 Sharing their assets and narratives with each learner</p> <p>75 Spending time with the learners</p> <p>76 Challenges / Disliked</p> <p>77 Travelling</p> <p>78 Time constraints</p> <p>79 Rush</p> <p>80 The planning and preparation for each visit was massive</p> <p>81 Financial implication for students [recourses for activities etc]</p> <p>82 Gained knowledge with regards to different cultures</p> <p>83 Working in a low income context with limited recourses and still being able to make a</p> <p>84 difference</p> <p>85 Increase of own self-efficacy believes as psychologist</p> | |
| <p>Participant 4</p> <p>Telephonic</p> | <p>86 Best learning experience of my life!!! This experience enabled me to work more effectively</p> <p>87 in my current situation. I work here in Tanzania with people, expats and local Tanzania's,</p> <p>88 with different cultures and languages then mine. Regarding the expats, language is sometimes</p> <p>89 a barrier. But I use my FLY experience the most when I work with the Tanzania's, the people</p> <p>90 first of all speak a different language then me, their English understanding is limited and the</p> <p>91 different tribes in Tanzania is very serious about their culture. Even in the different tribes</p> <p>92 there are different tribal languages and cultures. So the FLY experience taught me how to be</p> | |

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| | <p>93 flexible and respectful regarding my basic interactions, psychological interventions, 94 communication, and relationship-building. These skills I use on a daily basis when I work in 95 the community, but also in the corporate environment.</p> <p>96 What did you find challenging</p> <p>97 - Language barriers!!! I really wanted to use the opportunity to bring this learners an 98 opportunity of growth but was not sure if my message reached them clearly!</p> <p>99 - To realize I needed to change my framework of how I usually worked with clients by 100 incorporating different cultures and viewpoints. Then lastly the process in obtaining a new 101 framework.</p> <p>102 What did you dislike</p> <p>103 - There was nothing I didn't like – it was a great adventure and a learning curve I will 104 remember for the rest of my life!</p> | <p>Respect for humanity</p> |
| <p>Participant 5</p> <p>Online</p> | <p>105 When entering Ngilandi at first I was struck by how little there was and when leaving I was 106 astonished by how much I had discovered. I enjoyed interacting with the students at the 107 school and being able to gain insight into their true assets and needs. I had some ideas of what 108 I thought I would need to address, however re-adjusted my perspective and my approach as 109 the students communicated their goals, dreams, strengths and questions.</p> <p>110 I enjoyed the feeling of resilience and hope that I saw on the faces of the students at Ngilandi. 111 I also enjoyed being able to work with the group Grade 9 girls on topics that they felt would 112 benefit them.</p> <p>113 It also amazed me that when working in groups it was sometimes the 'small things' that made 114 a big difference – who sat where, how I interacted with the group vs with individuals and the 115 importance of incorporating formal and informal activities.</p> | |

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| | <p>116 It was challenging at times as not all of them spoke English, but we learned to communicate 117 and bridged the gap by some explaining or translating for others. 118 Space and work areas were a problem, but as a group my students and I adjusted. It truly 119 brought the concept of alternative, asset-based assessment home for me. 120 In the long term I have benefitted by taking with me this realisation that even if things appear 121 bleak at first each situation has the potential to blossom and reveal assets. It also taught me to 122 adjust goals to what the clients need and not pursue what I ‘thought’ were goals. Trusting in 123 clients knowledge of themselves, their strengths and their own commitment to the future – 124 even if I could not always communicate as clearly with them due to a language barrier that is 125 not what this was about – I learned from them as much [or even more] than they learned from 126 me. It also helped me make a paradigm shift – towards assets and resilience, but also by 127 creating a realisation that growth and future directedness can take many forms – they do not 128 need to fit into neat little boxes that society has created, but each individual can work towards 129 their own, attainable and realistic goal – even if it is just, as was the case with a few of my 130 students, to reach matric without falling pregnant so that they would be able to continue their 131 educational journey unhindered and be able to flourish.</p> | |
| Participant 6 | <p>132 - Enjoyed the challenge – formal psychometry was easy 133 - Different informal means 134 - To final year feel in unfamiliar terrain 135 - To practice new techniques 136 Gains 137 - Building confidence – stepping stones 138 - ethical elements were important</p> | |

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| | 139 | - Practical opportunities | |
| | 140 | - Second visit needs of the students changed dramatically | |
| | 141 | - feedback from teachers on first day had to change entire plan | |
| | 142 | - Wonderful professional experiences | |
| | 143 | - Going away as a student – juggling projects etc | |
| | 144 | - Didn't feel it was too much | |
| | 145 | - Normal struggle of student life – doesn't require restructuring | |
| Participant 7 Online | 146 | My experience is through the eyes of the two students I supervised. It has not been easy for | |
| | 147 | them to collect data because of the distance [the school is too far from Gauteng] and the time | |
| | 148 | has proved to be a problem [research time was limited and thus rushed] especially when data | |
| | 149 | collection is combined with service learning visits. This is an area that requires changing to | |
| | 150 | ensure that students are given enough time to engage with their data and research. My own | |
| | 151 | perception is that students who collect data at Ngilandi with the full [an in most cases too | |
| | 152 | much support] support of the supervisors are not engaging more with their research, there is | Connectedness and support |
| | 153 | too much reliance on supervisors and their independence as researchers has not been tested | |
| | 154 | compared to other students who do research in different settings. I think, students will answer | |
| | 155 | this question differently, but I have observed through engaging with students [as a supervisor | |
| | 156 | in the FLY project] that they enjoy the advantage of finishing on time due to speedy ethical | |
| | 157 | clearance and focused area. Again, the funding they receive serves as an advantage to them | |
| | 158 | because they can augment their research needs. I however, find that my research focus has | |
| | 159 | shifted and even though I engage with FLY project as a research partner, my research focus | |
| | 160 | [as I would like it] are not catered for in this project and especially this year, have found | |
| | 161 | myself being drawn into too many areas and for my academic career, it helps if I focus more | |

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| | 162 | on my current area of research because it will benefit me. I enjoy being part of FLY but, I | |
| | 163 | have to learn to limit my involvement so that I can grow in my area of focus as well. | |
| Participant 8 | 164 | As per above – e.g. career expo: facilitation of connecting versus just informing – this was of | |
| Online | 165 | some frustration for me when thinking back on the experience afterwards. I enjoyed working | |
| | 166 | in the setting despite the fact that the community lacked in some areas - they had wealth in | |
| | 167 | others like the natural surroundings, the enthusiasm in many of the learners and staff. Going | |
| | 168 | out of my comfort zone or the familiar was both challenging and invigorating. I enjoyed the | |
| | 169 | time to bond with my fellow students and to take time out from the lecture halls! Now that | |
| | 170 | I'm "out there" in the workplace though, in terms of working as an educational psychologist | |
| | 171 | in settings such as Ngilandi – practicing in community engagement, I have yet to find any | |
| | 172 | advertised jobs for Ed Psychs in this sector [government or NGO]. Thus I assume one would | |
| | 173 | have to do pro-bono work in rural or and/or communities with limited financial resources. So | |
| | 174 | I wonder, for psychologists who want to be involved with community engagement | |
| | 175 | programmes, how do you really go about it after university? You can't earn a living off pro- | |
| | 176 | bono work all the time. So yes, loved the experience of the FLY programme but if it is | |
| | 177 | opening our eyes to how we can potentially assist within community programmes in the | |
| | 178 | future, then how does an educational psychologist accomplish this while still earning a | |
| | 179 | living? | |
| Participant 9 | 180 | I enjoyed going to Ngilandi, meeting the people and sharing their resilience within their | Connectedness at national and global |
| Online | 181 | circumstances. It was a very humbling experience for me. | levels |
| | 182 | The experience has stuck with me and I take the lessons learnt into my current work | |
| | 183 | environment, where I consult students from all over the country and I realise that what we | |
| | 184 | take for granted in the city is something that is considered a luxury in a rural community. | |

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| | 185 | I enjoyed that we did not only use standardised assessments and that we had to be active in | |
| | 186 | the way we “accessed” the students. This is a vital tool as a psychologist as every client is | |
| | 187 | different and might require a different approach. I cannot recall disliking anything. | |
| Participant 10 | 188 | I remember felling incredibly overwhelmed during the first visit to the FLY site. I felt | |
| Online | 189 | “pressured” to be creative and to come up with a really unique, fun, creative technique to | |
| | 190 | obtaining information from the client. As a result, most of the techniques didn’t work because | |
| | 191 | they were too far out of the box to actually be useful with the populations that I worked with. | |
| | 192 | In the end, I resorted to much simpler paper and pencil activities to engage with my clients. | |
| | 193 | This was an important lesson because it helped me to realize that it is not always necessary to | |
| | 194 | use unusual “cool” tools if this is not your normal orientation. Sometimes sticking with what | |
| | 195 | you know and are comfortable with is better. It was also an important learning experience | |
| | 196 | because I knew what would work the next time we went to Ngilandi and because I learnt to | |
| | 197 | trust my instinct in a safe environment. While everyone else’s groups seemed really enjoyed, | |
| | 198 | my group was sitting quietly, mostly involvement from me. However, the quality of the | |
| | 199 | information that I was able to obtain was just as rich as that of everyone else who had used | |
| | 200 | different techniques. | |
| | 201 | I also learned a lot about the age and gender of client that I like working with. It was very | |
| | 202 | difficult for me to work with teenage girls! However, now that I work in a school and I have | |
| | 203 | to work with all children, I am glad I had that experience and know enough about myself and | |
| | 204 | them to be able to work productively with any age or gender child. | |
| Participant 11 | 205 | I think I have mentioned quite a bit in the previous answers. | |
| Online | 206 | But a bit of background, I was actually involved with the FLY project in two ways, firstly I | |
| | 207 | visited Ngilandi school twice during my Masters second year with the rest of my class to | |

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| | <p>208 engage with the learners as part of our Career counselling course [the ASL component], but I</p> <p>209 also did the data collection for my research dissertation at Ngilandi at the same time. My</p> <p>210 research was on school violence and at the first visit I conducted a 45min focus group, while</p> <p>211 at our second visit later that year I took time to conduct the member checking. So, to be</p> <p>212 honest, the experience of going there was quite a stressful and negative one. Not only did we</p> <p>213 get assessed on the work we did with the learners while there [as part of our coursework] my</p> <p>214 entire dissertation rested on the data that I collected during a once-off meeting with learners I</p> <p>215 had never met. So in hindsight, it was not a good combination.</p> <p>216 In addition, from July 2009 until June 2010 I was working a PEPFAR fellowship with the</p> <p>217 Catholic Church providing educational psychology services to disadvantaged communities.</p> <p>218 <i>So I was learning a lot during that work exposure about issues of social justice and the needs</i></p> <p>219 <i>of learners at a rural school.</i> Although I knew that the lecturers at the Department had a</p> <p>220 meaningful relationship with the school and were likely improving conditions in the long-</p> <p>221 term, I didn't really feel that our short engagement there was beneficial, or meaningful in any</p> <p>222 way – it was more like 'blitzkrieg' research, something to 'tick off our list' of things that need</p> <p>223 to be done to get our Masters degree and please the lecturing staff.</p> <p>224 The only benefit I can truly say I had out of the engagement, was that on our second visit our</p> <p>225 class had collected information to conduct a small careers expo. Before our trip everyone in</p> <p>226 the class scanned and submitted all the forms, info and websites that they got and we put this</p> <p>227 on a disc to give to the school. We all made copies of that information for our own work, and</p> <p>228 that was truly useful as I could then share it with some of the communities I was working</p> <p>229 with at the Fellowship.</p> | <p><i>Social justice approach</i></p> |
| Participant 12 | 230 I think most of this has been said... In summary, I enjoyed the challenge and creativity of the | |

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| Online | 231 232 233 234 235 236 237 238 239 240 241 242 | <p>tasks we had to implement. I enjoyed the difference it made to their lives [I could see this in at least two student’s reactions when we left], I enjoyed being outdoors and learning not stuck in a classroom, I enjoyed the exposure to a world different than mine.</p> <p>I have definitely learned how to manage cultural differences better [I have to say retrospective learning] as in the moment I struggled but on the long term when I thought back I realized how and what to do in situations like this. I also learned that we have assets all around us, even if it is just your own arm or leg – but there is never “nothing” around you to mobilize. I have helped many students at univ after my training and in my job at Student support in this way.</p> <p>Most challenging – language and cultural differences.</p> <p>Disliked: The attitude of charity form their side when we first arrived [what did you bring for me?].</p> | |
| Participant 13 Online | 243 244 245 246 247 248 249 | <p>I enjoyed the interaction with the learners. They gave me new insight into their approaches to life, and their hopes and dreams regarding their futures. I also had a chance to see and hear what they had to deal with every day and how resilient they were.</p> <p>I also enjoyed learning how my classmates think. Some people had really creative ideas.</p> <p>I learnt about the importance of social justice, teamwork, and professionalism in all settings.</p> <p>Language barriers were a little frustrating. I also felt frustrated by the impact of social media and pop culture on the career choices and social realities of learners.</p> | <p>Social justice approach</p> <p>Communication barriers</p> |
| Participant 14 Face-to-face | 250 251 252 253 | <p>I think what I enjoyed about it was that it was so very different to just anything else that I’ve experienced in my studies up unto that point. I mean if I think about, I mean I spent 9 years studying that was definitely my favourite bit because you’re working with kids who genuinely need the assistance and you start to form these bonds with them. I have this</p> | |

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| 254 | specific memory of when I went back I decided that I was going to try and see if I could, you | |
| 255 | know, what would happen if I could remember all of their names. So I went back there and I | |
| 256 | remembered we sat down at sort of at a table and I was like, ok let's see if I still remember. | |
| 257 | It's three months later, but let me see. And I was able to name all of them without any | |
| 258 | hesitation and their eyes just, were like big. They were so surprised. For the rest of my time | |
| 259 | there I had their complete attention. They really opened up with the activities that we did and | |
| 260 | to see what types of careers were out there I think, you know, and to see that, just that whole | |
| 261 | window is open for them on possible ideas you know, was great because their idea of careers | |
| 262 | was limited very much to what they see in terms of their community whether it is to go work | |
| 263 | for the army or the police or the local clinic, you know, or a teacher. Like that is their scope | |
| 264 | of understanding. And I think it hit home for me quite a bit on the first time I was there, | |
| 265 | because I think for my parents and my grandparents, I mean the options that were available to | |
| 266 | them were teacher, doctor or dentist. You know, those were the options and to see that in | |
| 267 | today's setting there are still people that are confined to those types of you know, those | |
| 268 | limitations, was very disheartening for me. And so to be there with them, to explore, you | |
| 269 | know, well what careers do you know? Let's just throw that our there to discuss that with | |
| 270 | them, I think that was enjoyable for me, 'cause I could see that they were excited about, about | |
| 271 | those ideas. | |
| 272 | I think collaboration definitely. I think with a project like this, one of the huge benefits is | |
| 273 | working as part of a team. You know I'm someone that is a bit of a control freak, but I think | |
| 274 | with this project it was nice that you know, even though I think we were all assigned a partner | |
| 275 | for this actual... this project, but I ended up drawing resources from everybody. If I got... | |
| 276 | maybe I felt a was a bit short maybe with activities or I wanted to bring something different | |

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| | <p>277 that someone else was doing, I knew I could ask people and say look, you know, can you give 278 me a bit of a hand with this? Can I borrow this? Do you mind if I take your idea on this? And 279 so that just collaborative process just made it so enjoyable and I think that within psychology 280 in particular you're working with, you know, multiple professionals: audiologists, speech 281 therapists, physiotherapists. You know it's great to be able to say look, you know, this is 282 where I'm at. Can I get a bit of assistance? Or can you provide assistance here? So I think in 283 long-term, you know, that was a great experience for me; to collaborate with people in a 284 setting that is relevant to your profession was a long-term gain.</p> <p>285 In terms of I suppose just another advantage I think just in terms of the preparation. I think 286 having the buddy system was particularly for myself one that I felt was extremely valuable, 287 because it was great to have a person that you can work with and create ideas with. I was very 288 worried when I did the . . . when I had my buddies they were two very sort of left-brained 289 people, but then we're sitting with this activity and she is like, oh well I see you're doing this, 290 why not throw this in, or you know, what about this? And to have that person I could bounce 291 ideas off of, someone that knows what I'm talking about, you know. It's different when 292 you're speaking to, say you're significant other, and you're like ooh I'm going to be doing 293 this and this. Sometimes they feel they can't necessarily give you sort of like those ideas, you 294 know, extra ideas for activities. But you've got this other professional that you're working 295 with and she's like what about this, what about that? And that for me it helped relieve a lot of 296 sort of concerns I had going in, because again it was just like, you know, right into the deep 297 end of the swimming pool. You're not completely sure what this setting is going to look like. 298 So that helped just in terms of getting me focused and that was a great experience.</p> <p>299 I think you can't be rigid. I know that sounds like a pretty vague or maybe even an obvious</p> | |
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| | <p>300 thing to say, but I think when you're in a setting like that you have to be very flexible and you 301 have to go with the flow. You know, I think I saw that a lot in my internship, which followed 302 the year after, where often you have certain ideas on how you're day is going to look or how 303 the activities are going to play out and often they just do not go that way and you've gotta be 304 able to just roll with it, and yah be able to be flexible enough that if you need to change 305 something, then you can do that. You know, in the psychology practice I mean or you know 306 whatever psychology setting you're in I mean you get busy, you know, or expecting to do an 307 interview for say a career assessment, and it turns out hold on, there's also a lot of emotional 308 things I need to deal with here and unpack, you know, you've gotta be able to just adjust to 309 that flow, adapt yourself and in a setting like Ngilandi it was certainly a setting where, you 310 know, I wasn't expecting I'd be, you know, sitting pretty much on rocky floor most of the 311 day. It wasn't a lot of things that maybe in my mind thought was going to happen and I was 312 being . . . , so I'm glad 'cause I can be a bit rigid I'm ashamed to say. I think that was great for 313 me, because it taught me hey, you know, things are sometimes going to go awry, you just 314 gotta roll with it, so yah.</p> <p>315 I think what I found a bit of an interesting challenge, which was maybe a bit unique to maybe 316 what other people had was that the group of learners I worked with was predominantly boys, 317 so I think it was probably a group of 12 guys, of people in my group, 11 boys and one girl 318 and when you've got sort of these lively older boys and one girl, it's difficult to kind of, you 319 know, figure well out how do I, you know, how do I divide my attention here? Or how do I 320 create activities where no one feels sort of excluded and when, on top of that you know there 321 was the obvious I think language barrier where English was a lot more limited, you know, 322 that makes it a bit tougher but, you know, there's a flipside to that as well which was, you</p> | |
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| | <p>323 know, for whatever reason, this girl really was keen to just stay with our group and to learn 324 with the group so I didn't feel like, you know, I lost her with that process. And there was one 325 particular boy in the group who, you know, he just kind of took over and would start . . . he 326 would translate every now and again and he helped me with that process. So those were some 327 of the challenges, you know. Very tiny when I think back at them. I mean it's stuff that's 328 going to happen, nothing that I didn't expect.</p> <p>329 Uhm . . . sjo I would be hard-pressed to give you an answer for that one. Really, genuinely, 330 truly you know, and I can be sometimes the world's biggest cynical with a lot of things. I 331 can't say that anything stood out. It was for me I think, big picture perspective, when I look 332 back at everything, all I see is just important growth points that came from it as opposed to 333 you know, anything that made me feel uncomfortable.</p> <p>334 No, that's great. I hope that it's reasonable helpful.</p> | |
| <p>Participant 15</p> <p>Face-to-face</p> | <p>335 What I liked</p> <p>336 - I enjoyed the fact that I was allowed to come up with my own activities and ways of how to 337 work with the learners.</p> <p>338 - I loved the setting, as it is a school and I am also a teacher. I got to experience the school 339 setting from a different perspective.</p> <p>340 - Working with those children was sort of therapy for me as I lost both of my parents. In one 341 of the activities I did with them was about dealing with grief. We wrote letters to all the loved 342 ones that we had lost telling them how we felt. We tied these on a balloon and let them fly 343 into space. It was the best experience ever. I let go of my pain and I hope that those learners 344 also felt the same.</p> <p>345 - I enjoyed the brainstorming sessions when we were preparing for the trip and also the ways</p> | |

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| | <p>346 in which as a class we helped each other.</p> <p>347 - I loved the debriefing sessions though I hated them too as most of us did not talk about the</p> <p>348 negative things or the mistakes we made as we wanted to get good marks.</p> <p>349 What I didn't like</p> <p>350 I felt that it could have been great if there were more black students working with the</p> <p>351 learners.</p> <p>352 I didn't like the fact that I was doing this for marks. I felt that we could have had to do a</p> <p>353 written test or exam for this and the practical bit could have been part of our training and a</p> <p>354 way of giving back to the community as there is no criteria that one can use to measure the</p> <p>355 impact of one human being interacting with another. Other than these two I enjoyed myself so</p> <p>356 much.</p> <p>357 Challenges</p> <p>358 - Language barrier: I am black but a foreigner so I do not speak any of the South African</p> <p>359 languages. I felt bad when the learners spoke something as we were interacting and I was not</p> <p>360 able to understand what they were saying.</p> <p>361 - Time constraints: I felt that I did not have enough time to do everything that I want to do</p> <p>362 with the learners.</p> <p>363 Personal growth</p> <p>364 - That community involvement helped me so much in the choice of the topic for my mini</p> <p>365 dissertation as I became very much interested in the issues of social justice.</p> <p>366 - It also made me realize that it is good that I have a teacher's degree and with educational</p> <p>367 psychology training I feel that I made the right career choice.</p> <p>368 - I learnt a lot from my class mates as we are unique people who had different knowledge and</p> | <p>Communication barriers</p> <p>Time constraints</p> |
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| | 369 | skills that we shared with one another. | |
| Participant 16 | 370 | In the short-term? Ok, while we were there as a student? In terms of my Master's year as | |
| Online | 371 | well. In terms of my perspective as a student while busy doing Master's and so forth, the | |
| | 372 | value of the Ngilandi project, well the FLY project rather than in terms of ASL. What did I | |
| | 373 | enjoy the most? Sjoie, as I said previously I enjoyed it a lot; the entire experience. So it's | |
| | 374 | difficult to identify certain aspects. I think what I enjoyed a lot is, or rather was, the ability to | |
| | 375 | work in a rural setting. It's something that my parents have been doing for quite some time | |
| | 376 | and something that I grew up with and during my studies there wasn't a lot of opportunities to | |
| | 377 | be involved in development projects in rural settings. So with that regards I felt very | |
| | 378 | comfortable, I felt very at home almost, going there. And just being involved there in the | |
| | 379 | school speaking with the learners, I felt very comfortable. And it just, it awakened something | |
| | 380 | in me, sort of an awareness that you know, once studies are finished, community | |
| | 381 | development projects will definitely be something that I see myself doing or will definitely be | |
| | 382 | something that I would like to be part of later on once this whole process of completing | |
| | 383 | studies and board exams and you know all of that is finished. So for me that was just sort of | |
| | 384 | confirmation at the time that yes, this is something I do like to do and this is an environment | |
| | 385 | that I am comfortable in. In terms of my experiences as a student, I think in terms of the | |
| | 386 | dynamics working with the group of students that we had that year, us as Ed Psych students, I | |
| | 387 | think it was a very good . . . How shall we say? Bonding process, so to speak. So I think there | |
| | 388 | was value in that as well for the group as a whole or rather I experienced it as such. I don't | |
| | 389 | know what the others experienced, but I think that in terms of just group bonding, being | |
| | 390 | together in an area all together also in a bit more of an informal setting than the university | |
| | 391 | that is strictly this academic institution with a lot of pressures, was very good as well. And I | |

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| | <p>392 enjoyed working together with some of the different students. One of the other students and I 393 were responsible for setting up sort of an obstacle course or an activity on the very last day 394 that we were there, on the second session. So it was nice, you know, working together, being 395 specifically told by prof Ebersöhn: Listen, I want you two to do this and you two to do that. 396 And you know, and just being given the opportunity to develop that aspect of creating ideas, 397 little projects within the project together, or little activities within the project together with 398 other students as well. Sort of that cooperation.</p> <p>399 In the long-term the idea that I want to be involved in community work is definitely still 400 present. It's been put on hold for a while while I've been completing my studies and just 401 sorting through all the issues in terms of dissertation writing, registering, board exam, you 402 know all of those things, those little admin things but it definitely in the long-term also 403 strengthened my resolve to be part of in the longer term to be part of something, some form 404 of community development project in the . . . well hopefully in the near future, definitely 405 further down the line in my career. In the long-term as well I think it's given me a bit of a . . . 406 it's given me an appreciation for the whole idea of [and I know that they do hammer on it a 407 lot during those projects], the whole concept of social justice [Laughs]. In that it's easy to feel 408 fulfilled and sort of superior when you go there and you're able to say that you know I come 409 here with all this knowledge and, you know, listen to me 'cause I have something to sort of 410 give to you. It has given me appreciation in terms of an understanding that that is not 411 necessarily what is needed always, or well very seldom I suppose. But that it's more a case of 412 we do have to look at people as already having the abilities, already having the potential. 413 We're just a very small tool that can sort of help to open that. And not only people, 414 communities as well. If I understand the FLY project is also involved with teacher</p> | |
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| | <p>415 development and so on. So it's not only in terms of Grade 9 students and doing a bit of 416 career counselling. And I think the last thing, it's given me an appreciation as a whole of the 417 importance of having a vision, a dream for yourself, so to speak. I think it's one of the things 418 that I focused on a lot with my students, with my learners rather, with the project, because I 419 did get the feeling that if you're in school for the sake of being in school, you're not going to 420 be motivated to put in a lot of effort but rather if you do have a dream, if you do have a vision 421 that you're working towards, then it becomes a stepping stone and then it's worthwhile or 422 then you the worth potentially better than when you're just stuck in school for the sake of 423 being there.</p> <p>424 Challenges? Sjoe, let me have a look [Long pause]. Definitely having to adapt to change 425 when planning isn't. . . Just because you plan something doesn't mean it's going to happen 426 like that. That was definitely one of the challenges, just being able to make adjustments on 427 the go and hoping, just hoping that it will work and that you will get valuable information. So 428 that was quite a big challenge but yah, I think other challenges... After the first session you 429 go back and you interpret the information and so on and then you get to see the gaps where 430 you would've liked to see more information from your learners than having to do with what 431 little information you did manage to get, which sometimes when you delve into the 432 information that you have it can become quite valuable but that was definitely a challenge in 433 terms of managing your time with the group and getting enough activities done. What else 434 was there? As I said, I think I enjoyed it quite a lot, so I don't have many. I didn't experience 435 many challenges. I found it a very enjoyable experience. I think one of the other challenges, 436 but maybe that's a bit more on a personal level, is that you don't necessarily get to find out 437 what happens to the learners and obviously by the time you leave you have hopes for these</p> | <p>Motivating students in their studies</p> |
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| | <p>438 learners and you have hopes that, you know, somewhere, somewhere you hope that 439 something sticks with them of your sessions, but you're never actually quite sure whether 440 anything really came of those sessions, but I suppose that is where you just have to trust the 441 process and hope that they will get out of it what they needed to. 442 No I found it a really positive experience [Laughs]. As I said, in terms of dislikes, yah 443 potentially that aspect of not really knowing what happens to your group of learners with 444 which you formed a bond over those few sessions and maybe, potentially, that the sessions 445 are quite short and very limited and that you do have these dreams of, you know, you want to 446 do more, you feel like you want to do more and maybe experiencing perhaps a little bit of . . . 447 how shall I phrase it. . a little bit of a sort of frustrated energy in potentially not being able to 448 do as much with your learners as you would like to. Yah, in terms of dislikes, personal 449 dislikes, that's about what I can give you there. 450 When I think back to Ngilandi and the experiences of the Ngilandi in terms of the service 451 learning and so on or in terms of Ngilandi as an experience, I always think back very fondly 452 of the interactions there. And I always do think of it as a very, but that links a bit more back 453 to some of the first questions, as a very valuable experience. Perhaps on a personal level, 454 valuable but also in terms of a professional level, very valuable. Yes, I think that's what I've 455 got for that.</p> | |
| <p>Participant 17 Telephonic</p> | <p>456 In the short term, I enjoyed the FLY project/Ngilandi experience – the preparation, planning, 457 discussion and reflection we did before our 2 visits to the school. I remember doing soul- 458 searching, on whether we were just opening up expectations, hopes of learners and their 459 families, and then leaving them. It felt like a Pandora's box. I remember wondering how we 460 would be able to provide emotional support. My big question was what is good enough? In</p> | <p>Conflicting expectations</p> |

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| | <p>461 the absence of very individualized career guidance and counseling services in communities 462 like this, what could we do that was good enough? Was our intervention good enough? I 463 remember our discussions on being mindful that when we enter a community, we are coming 464 from a privileged position and that there are likely to be unequal power relations that we 465 would need to manage. It was a fantastic learning experience. We had to problem-solve on 466 our feet, and just work out what we could do when our beautifully laid plans went awry 467 [which they did – a bit!] 468 I gained from using different types of activities with my learner group, from learning to be 469 flexible and adaptable, taking my cue from the learners and learning to let the learners set the 470 pace. I gained from working with a group of learners whose home language is different from 471 mine, and whose English was quite basic. I gained from learning patience when trying 472 different ways to convey a message, and I gained from using different methods from just 473 ‘talk-talk’. I gained from watching the creativity of these learners unfolding, and watching 474 their excitement at being able to draw and express themselves through creativity. I gained 475 from learning to administer tests to big groups. I gained from really trying to be honest in the 476 types of recommendations I made to the learners about career options, and in trying to give 477 them information on alternatives they may not have known about. 478 This experience helped me to develop insight into how to be a psychologist – learning how to 479 step back and reflect often! 480 I gained from the peer supervision experience. This was challenging because we were 481 working with our own groups of learners while at the same time trying to support our peer in 482 another group. But the debate and reflection we did as peers proved valuable. 483 I liked the responsibility bestowed on us by Prof Liesel. I felt trusted to take the initiative and</p> | <p>Unequal power relations</p> <p>Mobilisation of local resources</p> <p>Connectedness and support</p> |
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| | 484 | manage my group of learners in my own way. | |
| | 485 | There were, of course, challenges – primarily feeling rushed. The visits were so quick and it | |
| | 486 | felt that there was not enough time to do what we wanted or to spend as much time with these | |
| | 487 | learners as I would like. I felt the absence of the teachers in our processes. It would have | |
| | 488 | helped, I think, to work more systemically with the teachers’ involvement. And to perhaps | |
| | 489 | have time with the teachers to lend support so that they can take on activities with the learners | |
| | 490 | in their pastoral roles, when the UP groups are not there. | |
| Participant 18 | 491 | What I enjoyed the most about the project is that in one way or the other, it granted me the | |
| Online | 492 | opportunity to introspect as a person and as a professional. As I was also born and bred in a | |
| | 493 | resource-scarce area Ngilandi was not foreign to me but the question was would I be able to | |
| | 494 | function as an Educational Psychologist in that area and with the minimal experience from | |
| | 496 | the project my competence was put to the test. I have learnt so much and it is a pleasure to | |
| | 497 | say I am utilising what I have learnt currently in my internship. Identification and | |
| | 498 | mobilisation of assets, “unleashing” clients’ potential, encouraging clients to believe in | |
| | 499 | themselves and their abilities as well as collaborating with various stakeholders in order to | |
| | 500 | facilitate change, to name but a few. I enjoyed working with clients who were ambitious and | |
| | 501 | did not see their circumstances as a hindrance to achieving their dreams. However, what was | |
| | 502 | challenging for me was that I struggled to not put myself too much in my clients shoes, I felt | |
| | 503 | like crying every now and then just listening to their stories and looking at the area. As much | |
| | 504 | as the situation may not have been new to me but I still found it difficult and felt for clients | |
| | 505 | the hardships they may have to go through to realise their dreams. | |
| Participant 19 | 506 | <u>Short term:</u> The trip in itself is a good bonding activity for the masters group. It gives you a | |
| | 507 | chance to reflect on your own experiences of learning, but also to absorb so much insight | |

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| Online | <p>508 from the others around you. You get to share your fears and your successes. You get to</p> <p>509 bounce ideas of one another and truly sense how each person perceives educational</p> <p>510 psychology as our field of excellence and how it can contribute value to a positive South</p> <p>511 Africa. <i>The amount of knowledge that participating students acquires during that time is of</i></p> <p>512 <i>inestimable value.</i></p> <p>513 <u>Long-term:</u> In the long-term it adds to our training as a full rounded educational psychologist.</p> <p>514 It gives way to the theory, learnt in class, being put into practice. You learn about dynamic</p> <p>515 assessment which shows you how important it is in our future practice as psychologists. It</p> <p>516 also stimulates our thinking into how we can become a part of community engagement in the</p> <p>517 time to come.</p> <p>518 <u>Challenging:</u> It was difficult to overcome the language barrier. I was scared that the language</p> <p>519 issue limits the explanation given to the Grade 9 - learners as well as the richness of the</p> <p>520 information we had to make our own. Again, the limited time was a struggle, I wondered</p> <p>521 whether the impact was truly as inspiring as possible. Some of the children were not present</p> <p>522 the first day, which made it difficult to get that same amount of personal information from</p> <p>523 them in comparison to the rest of the group, as they missed half of the assessment. During the</p> <p>524 feedback visit some of the children could also only attend parts of the session which was not</p> <p>525 ideal.</p> <p>526 <u>Dislike:</u> There was nothing that I really felt I did not want to do or that I did not like at all.</p> <p>527 Thank you for the opportunity, I believe it added a lot of value to my growth as a person as</p> <p>528 well as my growth as a psychologist.</p> | Social justice approach |
| Participant 20 | <p>529 I loved the experience of real life, it is humbling to realize how so many of our youth live and</p> <p>530 grow. It was fun to plan the assessments and interventions and be creative and meaningful. I</p> | |

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| Online | 531 532 533 534 535 | have learnt that taking time to learn and accept differences is vital to understanding and developing a bond. I learnt about adaptation and modification and being able to think on your feet and meet needs when they arise. I understand the theory of hope and can see how we possibly cultivated hope but I found the whole experience rather unsatisfying. My first reaction is that “I did all this hard work and invested so much time and effort and all the learners want is sweets!” It was disheartening working with school grades so low that hope seemed far away. I often thought that maybe the issue was not to provide career guidance but to rather improve their education and emotional well-being. I felt like we were working backwards by providing a future when the present and past was not conducive. | |
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DATA ANALYSIS: RESEARCHERS

| PARTICIPANT | No. | VERBATIM: RESEARCHERS | THEMES/ CATEGORIES |
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| Participant 1 Telephonic | 1 2 3 4 5 6 7 8 9 | “Eeemm... ok... What I know is that there is a partnership between the department of Educational Psychology at the University of Pretoria and the Ngilandi schools in Mpumalanga where they work together in terms of providing support by providing psychological services where we as students visit the schools and in terms of learning support and like.. helping support them with daily barriers. So that’s what I got from it... a university practicum...but there are other research projects that go with it. But I think the main thing is for TUK’s to get research in order for future people to work with them but also to help the school by means of providing psychological services which was the main aim I would say”. | |
| Participant 2 | 10 11 | This is a higher education community engagement project with local schools to work as partner in engaging a local school and building their capacity in addressing community | HE provides localised support |

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| Questionnaire | 12 13 14 | school and psychosocial challenges experienced by both learners and parents and the community as a whole. The teachers are capacitated to come up with strategies on how to use their locally existing resources and assets to identify and solve problems | |
| Participant 3 Questionnaire | 15 16 17 18 19 20 21 22 23 24 25 26 27 | I am aware that FLY [Flourishing Learning Youth] is a rural school-Educational Psychology partnership which had its inception in 2006. The partnership involves numerous services, specifically career-related support to Grade nine students and guidance to educators. I was involved as a Masters student, providing career facilitation to Grade 9 students in 2012. In the interim, I began my research study in 2012, whereby I took on another role [as researcher] to investigate partnerships in relation to educational pathways to resilience. Through my research endeavours, I also noted that some other research studies involving FLY have investigated students' experiences in community engagement (Malekane, 2009), literacy intervention with educators (Du Plessis, 2013), educators career resilience (Coetzee, 2013). Therefore, the FLY partnership works mainly with using university students and staff [both through service learning and through postgraduate research] to find ways to empower and learn from the rural/remote school community in a mutual learning experience. | HE supports students in career guidance and choice Build a sustainable collaborative CE-partnership |
| Participant 4 Questionnaire | 28 29 30 31 32 33 34 | I was introduced to the work that led to the FLY project in August 2011 when visiting remote schools in Mpumalanga Province which were data collection sites for UP Educational Psychology students under the guidance of Prof Liesel Ebersöhn. At that time I was able to observe the postgraduate students as they worked with the school learners in activities designed to develop resilience, and contribute to the debriefing sessions after some intense interactions with the students. My involvement came about as the English language and literacy needs of primary and secondary students in remote schools were identified, and | |

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| | 35 36 37 38 39 40 41 42 | has resulted in the co-supervision of a research student, and the sharing of resources and expertise in the teaching of English. The research student has investigated the English language teaching practices of teachers in two remote primary schools as they teach students with first languages that are different from each other, and in some cases, different from the teacher's first language. The complexity of the multiple language environment in South Africa makes this a rich and necessary area of research. This research has provided base-line data for a larger project aimed at developing the pedagogy of teachers as they teach English in this complex context. | |
| Participant 5 Questionnaire | 43 44 45 46 47 48 49 50 51 | I was not aware of the project until prof Ebersöhn asked me to become involved. I appreciated the fact that many post degree students were able to contribute to the project and at the same time do their research projects. The project gave the students a foundation and opportunity to become involved in the field and received an opportunity to do their research in a well-established project. The students were also supervised in this project in a structured way as the visits to the school were already booked and the students were invited to come along to the visits. These visits gave the students a structured timetable for their research as they were asked to have for example their interventions complete by a certain visit. | Connectedness and support |
| Participant 6 Questionnaire | 52 53 54 55 56 57 | My post doctorate research study forms part of this greater research project, namely a long term collaborative partnership project (Flourishing Learning Youth, FLY) between rural Mpumalanga schools and the University of Pretoria, Faculty of Education researchers and students, under the leadership of Prof Liesel Ebersöhn. The broad focus of the FLY research project is to generate knowledge on ways to promote resilience in resource-scarce rural schools. FLY is theoretically underpinned by the asset- | Enablement in a rural setting |

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| | 58 | based approach and uses Participatory Reflection and Action (PRA) as methodology. | |
| | 59 | Within the broader FLY project, my post-doctoral study focuses on long-term higher | |
| | 60 | education community engagement partnerships with rural schools (but also include some | |
| | 61 | urban schools that participated in a previous research partnership). | |
| Participant 7 | 62 | It involves students (Researchers) in schools and communities. The researchers do their | |
| Questionnaire | 63 | research by involving the youth and empowering them with skills. The researchers' results | |
| | 64 | are used in encouraging other scholars to do further research in these communities. | |
| Participant 8 | 65 | My first encounter with FLY was during my MEd studies as part of our academic service | |
| Questionnaire | 66 | learning. The partnership was established in 2005 after a request from Ngilandi Secondary | |
| | 67 | School for UP involvement to assist their learners. It [FLY] has since included other schools | |
| | 68 | in the district [Gert Sibande]. The partnership is a platform for academic service learning | |
| | 69 | (students) and also a platform for further research [contribution to knowledge generation]. | |
| | 70 | Social Justice is also served by this partnership. The NRF provides funding for this | |
| | 71 | partnership. | |
| Participant 9 | 72 | It involves service a learning module for second year masters students [attached to their | |
| Questionnaire | 73 | career module]... which requires them to visit a rural school [identified as disadvantaged | |
| | 74 | and low quintile in terms of government classification] in Mpumalanga twice a year. The | HE supports students in career |
| | 75 | activities include career assessment for Grade 9 learners and career information. This leg of | guidance and choice |
| | 76 | service learning has an academic and curricular focus. However, the partnership has | |
| | 77 | evolved over years to include the school's current needs and investigating how the | |
| | 78 | university can assists [where the university is identified as a resource] in helping the school | |
| | 79 | to identify and set goals to achieve their needs. This is achieved through research. Students | |
| | 80 | who are doing their research under the FLY project aim to understand the role the | |

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| | 81 | partnership plays in address the needs of all parties involved. | |
| Participant 10 | 82 | It is a service learning project for students of Educational Psychology and has to do with creating an understanding of the work that Educational Psychologists do. | |
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| Questionnaire | 84 | | |
| Participant 11 | 85 | FLY is about community service learning where a mutual beneficial learning experience is forged between the University of Pretoria and the community through research. | Mutuality of goals and outcomes |
| Questionnaire | 86 | | |
| Participant 12 | 87 | <p>“Partnership... emmm... the University’s partnership... they are in partnership with schools in remote rural areas in Mpumalanga. I think with a collection of schools in the area. The secondary and primary schools... and there is emmmmm engagement of service learning programmes for Master students in the department of Educational Psychology emmmmmmm as part of their training... in providing psychological services emmmmm to those errr to Grade 9 learners... Although, they do involve teachers as well and other community members in some cases... Maybe... within the emmm research that has been done emmm by... or with the services that’s been provided...for the emmm the learners in the school....so that they can find out emmm... Students go there a minimum of twice a year. In May and in September and all the researchers also participate in the programmes... career guidance and knowledge generation which contributes to research in different areas where emmmemmm... I know... there are projects of... different languages where they [the teachers] go around and do research on how they go about doing their teaching of different languages..... English... as a second language in the Foundation Phase and it is part of that partnership [FLY]. But I know there is also workshops and training programmes that has to do with the development of teachers... for governmental teachers in their teaching ability in mathematics and teaching mathematics. Emmm research involving</p> | |
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| Face-to-face | 89 | | |
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| 104 | mathematics as well.... all forming part of the FLY project.” <i>Anything else that you would</i> | |
| 105 | <i>like to add?</i> “I think it started in 2006 and there is quite a large number of students emm no | |
| 106 | sorry learners and past learners that have benefitted from the research of the training of the | |
| 107 | Educational Psychology students. I do know this first hand because I had interaction with | |
| 108 | teachers from schools... they ... they the learners... have benefitted from the actual projects | |
| 109 | and they actually ask the students to come more often so that they can continue to work with | |
| 110 | the learners”. | |
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| PARTICIPANT | No. | VERBATIM: RESEARCHERS | THEMES/ CATEGORIES |
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| Participant 1 | 1 | “Eemmm... I thought about this one before emmmm... I think that Liesel organizes this | |
| | 2 | projects extremely good in terms of the logistics... getting there... giving therapy... as well | |
| Telephonic | 3 | as her connections with the schools and the relationships with the school. So first of all I | |
| | 4 | think that the logistics is really very good. Then in terms of the school, for the children I | |
| | 5 | would say that it’s a wonderful opportunity for them because they grow up in that area and | |
| | 6 | what I learnt form the group of boys I worked with is that some of them have never been out | |
| | 7 | of that area or boundaries. So they don’t have a broad variety of career options in the area | |
| | 8 | where they stay so we came there and provided them with resources and knowledge and | |
| | 9 | information for them to broaden their horizons as well. So I that that that was a huge | |
| | 10 | strength as students were bringing in resources in. Then for me as a student it was a | |
| | 11 | wonderful learning experience as it was a learning curve. It was the best cross-culture | |
| | 12 | learning experience of my life and another strength of the FLY project is that you go into | |
| | 13 | the rural areas. We are used to testing in perfect environments but then you go into the rural | |
| | 14 | areas it gives us a real life opportunity of testing and therapy. It takes you out of your | |

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| | 15 16 17 18 19 20 21 22 23 24 | comfort zone and you have to think outside of the box. It kind of forces the student to have a different way of thinking and be adaptable and to be in tune you're your client. So if I have to sum it up it helps the students in terms of cross-culture and helps the student come out of the comfort zone and learn to adapt. Then another strength was that the FLY project allowed us to develop strong relationships with fellow students. So if at any time you are experiencing difficulty with the learners then you can turn to your fellow students for support and they can help. So you can learn from each other, share experiences. So it's like a very big support structure. In terms of research, there is so much research going into learning and development through the FLY project. Going out there each year and taking students... a lot of research comes out of each visit which is awesome". | |
| Participant 2 Questionnaire | 25 26 27 28 29 30 | The strengths lies in trusting that higher education does not come in as consultants thereby being regarded as having the capacity and all knowledge in solving problems, but rather, the power to identify ones problems and address them accordingly lies with the local school. Local schools are regarded as equal partners who have the knowledge, resources and knowhow of building their community and bringing in the change that they desire to see happening in their communities. | Mobilisation of local resources |
| Participant 3 Questionnaire | 31 32 33 34 35 36 37 | To my knowledge, some strengths of the FLY partnership have become evident as I have been involved in the FLY partnership. I have also provided some examples [verbatim quotes] from my research, since this related to partnerships with a rural school: - One of the benefits of FLY is the longitudinal nature of the partnership, which allows continuous partnering with the school over time. Having explored partnerships with a rural school, it became evident that longitudinal support is valued. The following quotes from interviews in my research study can assist in substantiating this benefit: | |

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| <p>38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60</p> | <p>o <i>“The long-term partnerships, they are in University of Pretoria- this one it is long term because we will benefit in a number of ways (P2, 161-163). Although all partners assist in their various ways, this partnership is continuous...the University of Pretoria, they are always there and we know when the year starts they are going to phone us and tell us that they are coming” (P1, 1, 60-61)</i></p> <p>- As an ASL partnership, the university makes an effort to travel to the school. Physical distance (and the financial implications, thereof) is a challenge for remote schools and this can be seen as a benefit for the school. See evidence from my research study to echo’s this statement:</p> <p>o <i>“And you know to see... living 300 kilometers and coming down to a rural area, you know it motivates us” (P2, 2, 701-702).</i></p> <p>o <i>“Even though there are financial constraints, I appreciate that one [University of Pretoria] partnership (P1, 1, 692);</i></p> <p>- The fact that practical support and ideas are generated through the FLY partnership, which can assist schools to further partner within their wider community and to grow in knowledge with areas such as educator training and career development.</p> <p>o “They have assisted with different strategies to meet the students’ needs and they have empowered us with knowledge and skills” (P1, 3, 199-200)</p> <p>- As an Educational Psychology partnership, providing suggestions on how to motivate and understand students has also been proven to be one of FLY’s benefits. From my research endeavor, one can see that not only do the ASL students motivate the school students that they engage with, but the partners (professors, university researchers, students...etc.) have also taught the educators how to manage and understand the students in their engagements</p> | <p>Financial challenges</p> <p>Motivating students in their studies</p> <p>HE supports teachers in career development</p> <p>Connectedness and support</p> |
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| | <p>61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78</p> | <p>and interventions:</p> <ul style="list-style-type: none"> o “So, I would say to a greater extent we have seen a change in the mind-set of our students as they grow after the interaction” (P2, 2, 299-231). o “Somebody young talking to you, motivates you; they think that one day, I can also get there” (P2, 2, 303-304) o “Partners have taught us we must love the children (P2, 2, 158)... And know why and what is the root cause of the students behaving in such a way” (P2, 2, 160) <p>- Overall, I think that the FLY partnership encourages rural or remote schools. This was found in the gratitude mentioned by a participant (an educator at the school) in my research study:</p> <ul style="list-style-type: none"> o “Sometimes I think I owe everything to the partners (P1, 3, 582). To us that is a privilege... So what I can say really we want to thank the [University of Pretoria] partnership” (P1, 3, 603) <p>- Through ASL students are provided with readings and a good background of resource prior to their community engagement. Students are also urged to come up with their own interventions within a postmodern career lens, which leads to new ideas being generated and used in the school</p> | |
| <p>Participant 4 Questionnaire</p> | <p>79 80 81 82 83</p> | <p>The leadership and interpersonal skills of Prof Liesel Ebersöhn have ensured that relationships with schools and international partners remain positive and productive. Having the opportunity to see teachers at work in South African schools that share some characteristics with Australian remote schools, and to research shared educational issues and potential solutions has been professionally and personally rewarding. The FLY partnership has also extended into other professional activity, such as a Visiting Fellowship,</p> | <p>Connectedness at national and global levels</p> |

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| | 84 85 86 | and further visits to schools and campuses in both Australia and South Africa, which has contributed to a broader understanding of international issues not only for me, but for other colleagues at ECU [Edith Cowan University]. | |
| Participant 5 Questionnaire | 87 88 89 90 91 92 93 | The project gave the students a save research environment where they could do their research projects. The participants were already knew the project and were willing to participate in the research projects of the two students. In addition, the facilities were already there for the focus group interviews which meant that the logistical aspects of the research projects were not difficult to organise for the students. Prof Ebersöhn – who as acted as supervisor knew exactly what the focus of their research should be. This helped them to focus on the precise problem of the school and directed their research. | |
| Participant 6 Questionnaire | 94 95 96 97 98 99 100 101 102 103 104 105 106 | <p>The first thing [that] comes to mind is the word “partnership”, which entails a mutually beneficial partnership for both parties involved. Firstly, the school-community contexts and teachers benefit from the partnership in the sense that they feel empowered with a sense of agency and enablement. I refer specifically to one of the articles that I wrote for this project, where teachers displayed different asset-based capacities as an outcome of this partnership.</p> <p>Secondly, the group of researchers benefit in the following ways:</p> <ul style="list-style-type: none"> - The fact that the FLY project is funded by the NRF, provides the researchers the opportunity to conduct research without major financial constraints. - I find it easier to work as part of a team of researchers, as it provides team members with a platform and safe space to share and bounce off ideas with each other. - It is also valuable to work in a team by sharing academic knowledge and relevant articles. <p>I know that I received many interesting and relevant articles from team members, which I use for my literature review.</p> | <p>Mutuality of goals and outcomes</p> <p>HE provides localised support</p> |

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| | 107 108 109 110 111 112 113 114 115 | <p>- Being part of the team of researchers creates a space for group cohesion and a feeling that you are “not alone”.</p> <p>- Being part of FLY keeps team members up to date with the most recent literature and studies within the field of resilience in resource-scarce schools (specifically rural schools).</p> <p>- This initiative also provides young researchers and scholars [with] the opportunity to work as part of a team under the guidance and supervision of well-established researchers.</p> <p>Then lastly, we as a team of researchers provide new insights and create knowledge that could be valuable for other academics, stakeholders, teachers and communities with regard to training, practice and future research opportunities.</p> | <p>Connectedness and support</p> <p>Mobilisation of local resources</p> |
| Participant 7 Questionnaire | 116 117 118 119 120 | <p>- The researchers do their research in most disadvantaged communities</p> <p>- The partnership has being on-going for some years and it is sustainable</p> <p>- The researchers are able to interact with the participants in their real settings and experience their environments</p> <p>- It allows the facilitators to share their experience</p> | <p>Build a sustainable collaborative CE-partnership</p> |
| Participant 8 Questionnaire | 121 122 123 124 125 126 127 128 | <p>- Provides opportunity for service learning for students</p> <p>- Provides opportunity for research and knowledge generation</p> <p>- Provides a platform for community engagement and cross-cultural engagement</p> <p>- Promotes social justice</p> <p>- Professional service or helping giving to the partners to enrich community</p> <p>- Educational Psychological services to grade 9 learners</p> <p>- Change in perspective of all partners involved</p> <p>- Empowerment to identify and reflect on problems and possible solutions</p> | |
| Participant 9 | 129 | The service rendered to the school is essential and relevant because is highly sought after. | |

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| Questionnaire | 130 131 132 133 134 135 136 137 138 139 | The school and parents cannot afford psychological services especially regarding career choice. The university is a resource to the school since they are able to access research knowledge which is freely offered to them through research and direct engagement with learners (feedback from learners is able to assist in identifying the strengths and weaknesses of the partnership). Again, the university benefits immensely from the partnership because the school is a reliable resource and pot of knowledge and information; it offers sustainable services in their participation and they provide the university with human capital to generate research and to realize the core vision and mission of the university regarding community engagement. Again, the university has a role and responsibility to play in contributing to the overall needs of the country and upliftment of the citizens of South Africa. | Inconsistent feedback Build a sustainable collaborative CE-partnership |
| Participant 10 Questionnaire | 140 141 | Prof Liesel Ebersöhn The welcoming attitude of the school | |
| Participant 11 Questionnaire | 142 143 144 145 | - The mere existence of a partnership is in itself a strength - Students are exposed to community context/s - Research is undertaken in rural context with less resources - FLY gives community a glimmer of hope that they can change their situations | |
| Participant 12 Face-to-face | 146 147 148 149 150 151 152 | “I think the fact that it is a partnership. The school.. the school as a co-operative body itself, the learners within the school, the staff and the community go along way strengthening everything that we [researchers] do. Because... we pair students with learners... it’s a life changing experience for some because if not for that... Then some learners might not have the opportunity emmm to have that kind of guidance... or to have that kind of engagement with people from a higher education institution of learning... where they can express their feelings and can ask questions. So... I find that... very VERY valuable! Because then they | |

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| | <p>153 154 155 156 157 158 159 160 161 162 163 164 165</p> | <p>can share their problems and questions with the students, then the students go back later to the learners and tell them {“This is what you told me and this is what I my reports is saying about you.”} And then they share this with the learners and with their parents. You can have a fascinating experience as a student... And that’s what they [students] give feedback about. Because their lives change as well after this... As past conceptions are clarified and sometimes the students have an a ha! moment... [and] they say: “WOW! I actually learnt something”. It’s not just about providing service learning, it’s so much more! ... about the community, you know... Of people... about myself. Sometimes I think... that they [learner and student] have hugely benefitted in the discovery.... For the student, on the one side and the learners on the other side. And their parents... They find it so much help...when they get the report back... feedback emmm the reactions of the parents is shocked! [“Like did my child actually do this.”]. I think that, is really nice, I like that! I mean... I talked to a number of teachers and they say emmm how beneficial the project is.</p> | <p>Connectedness and support</p> |
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| PARTICIPANT | No. | VERBATIM: RESEARCHERS | THEMES/ CATEGORIES |
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| <p>Participant 1 Telephonic</p> | <p>1 2 3 4 5 6 7 8 9</p> | <p>“This was difficult for me to be honest ... Eemmmm ... but ... emmm ... I think it was very difficult for me to do therapy with the children because of the language barrier and it was such a learning curve because in the end I could see why I need to go out there. But the language barrier was definably a limitation. There were 9 boys in my group and only 1 could understand English. So luckily he would translate but there were times that he himself couldn’t and some days he wasn’t presents so on those days it was difficult for me to communicate with them and I’m sure they didn’t grasp the ideas of the therapy. We also only have 6 days with them in total so you really want to effectively give them all the information and knowledge you can but the language was a big problem especially when</p> | <p>Communication barriers</p> |

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| | 10 | you want to know everything that you are saying as it's a wonderful opportunity for them. I | |
| | 11 | can't think of any other limitation because everything else worked out so well". | |
| Participant 2 | 12 | I think in terms of finances, the local schools should also be given the latitude to seek for | |
| | 13 | sponsorship to lead in coming up with workshops, and be allowed. They should plan | |
| Questionnaire | 14 | finance and implement the opportunity to conduct research based on their findings, call | |
| | 15 | upon conferences to disseminate knowledge with wider audiences. | |
| Participant 3 | 16 | Having seen the many benefits, I cannot think of many limitations to the FLY partnership. | |
| | 17 | The obvious limitation is that despite it being a successful partnership with some funding, | |
| Questionnaire | 18 | more human resources, research and funding would assist the project in maximizing outputs | |
| | 19 | or extent of support. | |
| | 20 | The fact that the career facilitation can only occur twice a year [for assessment and therapy/ | |
| | 21 | facilitation] could be seen as a limitation, in terms of time and geographic location. | |
| | 22 | Obviously, such a service/partnership is better than no service, yet perhaps, providing the | |
| | 23 | educators with some more practical tools and support to prepare and support students in | |
| | 24 | relation to the career world, could maximize the benefits of this intervention. | |
| Participant 4 | 25 | Even with technology, long distance communication can be affected by time differences. | |
| | 26 | Other difficulties are more related to the workload experienced by this international | |
| Questionnaire | 27 | colleague, and I am sure others are similarly limited by the time they can commit to this | Workload |
| | 28 | endeavour. My involvement in the investigation of second language teaching in the two | |
| | 29 | remote schools, and co-supervision of a Masters student, has not been as consistent as I | |
| | 30 | would like it to have been, but that is not a reflection on the FLY partnership. | |
| Participant 5 | 31 | Students were asked to become involved in the focus of the project. On the one hand little | |
| Questionnaire | 32 | freedom to do own ideas but on the other hand the structure for research within the project. | |

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| <p>Participant 6 Questionnaire</p> | <p>33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52</p> | <p>Thinking of limitations, I would rather refer to possible challenges or barriers that we need to be aware of, consider and manage. One challenge that I as a researcher experienced, was attrition of teacher partners in some schools. Unfortunately, this is a reality, which needs to be managed. Being aware of possible reasons for attrition and through open communication, some of these challenges can be managed pro-actively. Results from my research study highlight some challenges that teachers as research partners have voiced:</p> <ul style="list-style-type: none"> - Teacher partners voiced contextual barriers, which made community engagement partnerships difficult to sustain. These contextual barriers include the following: poverty, teacher partners' work-life demands, as well as the lack of community involvement and communication. - Teacher partners also indicated that community partnerships are challenging when partners' spaces of work and family are far apart. This is typically the case in rural schools. - They indicated that job-related responsibilities constrain participation in higher education–community engagement partnerships. - Teacher partners also said that they expected some form of financial gain from the partnership. It is therefore important to clarify and manage all partners' expectations from the onset of the partnership. - I think it is also important to keep in mind the potential challenges of power and politics and enable communities to develop their own internal capacities. | <p>Conflicting expectations Unequal power relations</p> |
| <p>Participant 7 Questionnaire</p> | <p>53 54</p> | <p>I wish we [researchers] were able to spend more time in the research field with the participants</p> | |
| <p>Participant 8</p> | <p>55</p> | <p>- Continuous funding to visit the schools</p> | |

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| Questionnaire | 56 57 58 | - Distance to establish frequent visits and adequate communication between partners - Partners expect too much - Roles not properly communicated or understood by all | Geographical challenges Unequal power relations |
| Participant 9 Questionnaire | 59 60 61 62 63 64 65 66 | Time of engagement with learners, Grade 9 learners (twice a year for the two-three days set out) is not sufficient to realize the benefits of the project to learners. The service provided is essential and necessary however, it cannot be known how the learners benefitted from the information provided by service learning university students, especially against the background that, the Grade 12 learners or Grade 11, who apply for university or college careers are no longer part of the project. The question remain, have they utilized the reports and information they received in Grade 9 when they apply for tertiary studies or career placement? | HE advises students |
| Participant 10 Questionnaire | 67 68 | Perhaps the staff at the school has been “over-researched” | |
| Participant 11 Questionnaire | 69 70 71 72 73 | - I think students are barely scratching the surface in as far as learning from community is concerned - Community learning needs have to be revised regularly to see if FLY is really addressing them. - There is need to set tangible learning goals, especially for the community | |
| Participant 12 Face-to-face | 74 75 76 77 78 | “If we start from the academic service learning, then I think one limitation can be the expectations of the students. The students sometime...emmm... It’s possible to actually feel that you [students] are going to this partnership to achieve one thing. You [students] have to emmmm... If you [students] are not careful... If you [students] are not open-minded, you [students] lose sight of the benefits you [students] can derive from this partnership. You | Unrealistic expectations of benefits |

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| | 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 | <p>[students] are there... You [students] as students go there for training. If you [students] go there thinking this is going to be simply just something that you can tick off your check-list of things you need to do... emmm saying [“ I’ve done this... So I can tick it off”]. Then you lose a lot of the value that the partnership provides. Another limitation is that... by the time of the last reflections... the students admit... [“Ja... maybe... that... maybe that... what I thought was going to happen.. never actually happened”]. So we [lectures/supervisors] should tell them [students] ahead of time... [“You have to put aside your own preconceived ideas of what to expect from these rural schools. You have to try and not be judgmental.”]. “<i>So is this a possible plan or suggestion for the future?</i> “Yes! I have to make sure they [students] understand that all their ideas isn’t really what it’s like and then incorporate that with their [students] preparation and to make them more open minded so that they aren’t shocked and so that’s not or won’t be a limitation. So that they know that this is what is facing them and so that they don’t lose sight. Other possible limitations could be providing false hope to learners and not being able to deliver. That can be a limitation, not that I’m saying that it is but rather that it could be if we are not careful and rise expectations. So I’m saying that students can create false hope and it could be a limitation and that this can take away the richness of the research and this can affect the research. There are actually much more benefits then limitations and I can’t really think of more limitations.</p> | |
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| PARTICIPANT | No. | VERBATIM: RESEARCHERS | THEMES/ CATEGORIES |
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| Participant 1 Telephonic | 1 2 3 | <p>“Emmmmm ok let me think... well I think it runs very good, not sure if it’s still running like when we did it or if the system is the same but think my thing is more of a formality because I think I’m a very structured organized person and I like to be prepared. I don’t</p> | |

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| | 4 5 6 7 8 9 10 11 12 13 14 | think they prepared us as to how it was going to be. I knew it was a remote school with black children, I taught at a school with black learners in Joberg so I thought I know, I can do this but when I got there it was totally different. They could hardly understand me and I had a lot of paper activity and they couldn't do it because language was an issue so I maybe, well now I know that's it good not to give the students too much information as it should be a learning process but it would be nice if someone would give me the realistic and holistic view of the school like this is the situation, the children have limited language skills etc... in that way I could have gone and translated the words in their language or something. So yes... if I had more information about their background or more information on them then I could have gone and changed my therapy techniques and so on and just be better prepared to communicate with them. " | |
| Participant 2 Questionnaire | 15 16 | As indicated at item 3, engage the local school to plan on research conferences and also where possible be readers of graduate student thesis. | |
| Participant 3 Questionnaire | 17 18 19 20 21 22 23 24 25 26 | Through findings from my research study, it was found that supporting high expectations, fostering care and support and opening space for meaningful participation, are some areas that are known to encourage resilience in students in a rural school. For this reason, when considering engaging within the FLY partnership, these areas could be considered in relation to intervention and program development. Since sustainability is a recurring buzzword in our day and age, and also seen as highly valued in a rural school by the educators that I interviewed, I feel that emphasis needs to be placed on teaching rural schools how to support themselves by equipping them with necessary tools to foster resilience and coping in amidst the multitude of challenges. Academic challenges were seen as a vast concern in the rural school throughout my | |

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| | <p>27 research findings. Therefore, planning could be focused on programs that emphasise</p> <p>28 academic support - both through early literacy interventions, learning support programs and</p> <p>29 enabling educators to foster resilience [through the areas mentioned above that were found</p> <p>30 to encourage resilience in students from my research study]. Additionally, if the FLY</p> <p>31 partnership could also urge more students from other universities or other faculties that are</p> <p>32 academically based, university students could provide more academic support to the school.</p> <p>33 If partners cannot physically engage with the school, resources could be compiled by the</p> <p>34 university students/researcher and could be mailed or delivered to the school. Training</p> <p>35 could then be provided telephonically or through an online guide. However, after having</p> <p>36 been made aware of the dire challenge [some in administration and poor facilities in the</p> <p>37 rural school that I partnered with], I realize that this suggestion may not be entirely feasible.</p> <p>38 If it could be materialized, supporting the school with additional resources throughout the</p> <p>39 year which would not require actual visits, could also ensure sustainability and greater</p> <p>40 support. Although the internet and facilities are not consistently in use, making a way to</p> <p>41 ensure that constant and longitudinal support is given, could be seen as valuable.</p> <p>42 University students or other potential partners, prior to engaging in the FLY interventions</p> <p>43 need to ensure that they really understand the overwhelming challenges that students in</p> <p>44 rural schools, whether they are engaging with Grade nine students for career facilitation or</p> <p>45 partnering for research. Engaging in literature from Ebersöhn and Ferreira’s book entitled:</p> <p>46 Partnering for resilience, is a good place to start engaging in literature in this regard.</p> <p>47 After having been involved as a researcher under the wing of FLY, I could suggest the</p> <p>48 following not only to be borne in mind with planning further initiatives, but also to be</p> <p>49 communicated to students in ASL: I urge readers and researchers to participate and urge</p> | <p>Connectedness at national and global levels</p> |
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| | 50 51 52 53 54 55 56 | longitudinal collaboration, rather than observing from the outside [i.e. get your hands dirty!]; to strive towards positive development and prevention rather than finding and solving problems; from multicultural rather than Eurocentric views and standards for interventions and research alike; and from a relationship-necessitated approach rather than a 'give and take' linear process. By doing this, I believe that when partnering for resilience in FLY or any other related partnership, a more comprehensive and accurate picture can be made, in order to nurture resilience and work with the outside communities in South Africa. | |
| Participant 4 Questionnaire | 57 58 59 | I am involved in a small part of FLY, and confess to not knowing much about the bigger picture, so more information about other the other aspects might assist a fuller understanding of its breadth and potential | |
| Participant 5 Questionnaire | 60 61 62 | To hear from the school management and teachers regarding their real life/ school problems and how research can assist them in solving the problems. Maybe this is already been done since I have not been involved in the project since 2009. | |
| Participant 6 Questionnaire | 63 64 65 66 67 68 69 70 71 72 | I think that FLY is a well-functioning project with researchers from different backgrounds and with different research foci, which makes the project and knowledge generated from FLY potentially very rich. It is a great initiative, providing young researchers the opportunity to work as part of a team under the guidance of well-established researchers. Results from my research study highlighted some challenges that teachers as research partners have voiced [refer to question 3]. I think it is necessary to take these challenges into consideration for future planning in FLY. Therefore, when partnering with teachers, their work responsibilities and related time constraints should be respected and managed proactively by clarifying the partners' demands on the time and outputs required. The involvement of the broader community should also be established and clarified at the outset | Time constraints |

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| | 73 74 75 76 77 78 79 80 | of a partnership. In addition, expectations should be monitored in open and transparent conversations throughout the partnership. Open communication about goals, expectations and needs is an integral part of successful higher education–community engagement initiatives, and could result in a lower attrition of participant numbers or have a positive effect on the implementation of partnerships. Practicing democracy [e.g. shared decision-making] in a research partnership may motivate teachers, despite obstacles, to remain active in a partnership. Lastly, I would suggest that we have a yearly FLY Mini Research Indaba, where each researcher gets an opportunity to formally share his/her research results. | Unrealistic expectations of benefits |
| Participant 7 Questionnaire | 81 82 83 84 | - To involve more researchers in the project as there are a lot of issues in the communities that need to be dealt with through further research. - The involvement of more participants in the research project - Researchers should allocate more time in the research field | |
| Participant 8 Questionnaire | 85 86 87 88 89 90 | - Funding to continue partnership - Researchers willing to participate - Schools willing to continue partnership - Involvement of more researchers and students for community engagement - Implementing what worked well and improving the partnership - Taking suggestions of partners into account when planning future projects of FLY | |
| Participant 9 Questionnaire | 91 92 93 94 95 | FLY can use the current research outputs [dissertation recommendation] to assess the status of the partnership and to strengthen the partnership. FLY can also assess what are the gaps of their partnership. Most importantly they can engage learners in understanding their [the learners’] perception of support and partnership. It appears, the university [FLY] offers a service that is perceived highly beneficial to the learners. However, is this really a true | |

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| | 96 | reflection? | |
| Participant 10 Questionnaire | 97 | Building connections with nearby schools and extending | |
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| Participant 11 Questionnaire | 99 | - Re-visiting the overall objective of FLY | |
| | 100 | - Considering of implementing sustainable project that can remain as a hallmark of learning | |
| | 101 | even after the project ends | |
| Participant 12 Face-to-face | 102 | The first thing is that you [researcher] to these rural schools in such remote areas... you | Unrealistic expectations of benefits |
| | 103 | have to be flexible, so in terms of planning there is only so much you can do. You have to | |
| | 104 | literally be flexible. You can't be rigid because if you are and things don't work out as you | |
| | 105 | planned it... [Sigh]... You will have to be able to work with that. So in terms of the student, | |
| | 106 | they need to be taught guided to be more flexible. They have to know that what they expect | |
| | 107 | might not come true. They [students] also need to learn how to relax more on their first | |
| | 108 | encounter. So in terms of future planning, students have to be more flexible and be prepared | |
| | 109 | to be flexible. In the process of planning emmm... the travel... you going there... the | |
| | 110 | accommodation... all of that.. You have to realize that things may not go according to plan | |
| | 111 | and you will have to work around that. So in your planning... plan to be flexible so that you | |
| | 112 | can accommodate any problems that may arise that is out of your control. So in your | |
| | 113 | planning, plan to be flexible so that you have room to adjust because sometimes you'll find | |
| 114 | people panicking because thing isn't going according to plan. Also, to better prepare the | | |
| 115 | students or make them more aware those things don't always go according to plan and to | | |
| 116 | just keep that in the back of their minds. Perhaps in future... if students are paired up, they | | |
| 117 | can perhaps bounce ideas off each other and in that way they have support and | | |
| 118 | encouragement in cases where things don't go according to plan. | | |

| PARTICIPANT | No. | VERBATIM: RESEARCHERS | THEMES/ CATEGORIES |
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| Participant 1 Telephonic | 1 2 3 4 5 6 7 8 9 | “Emmmm ok... First I was a therapist then I collected data. It was a huge learning curve for me. In terms of thinking out the box, coming out of my comfort zone, being more adaptable and being more in tune with my clients. As a researcher... I learnt so much. It was a lovely project to be involved with in terms of learning the research process and how to write a dissertation and how to look holistically at a project to see the pro’s and con’s and how it followed [developed] and what we can learn from it. If I look at it retrospectively, it was a huge learning curve for me. It changed me as a person in terms of thinking differently and being adaptable so form me that was the main thing. I learnt a lot more about research and about myself”. | |
| Participant 2 Questionnaire | 10 11 12 | I think I could have fully explored the model ultimate model that I develop as a result of my thesis to find out if it will work in new schools that are brought on board in the FLY projects. I could have allowed the teachers to have a say in the final project of my thesis. | |
| Participant 3 Questionnaire | 13 14 15 16 17 18 19 20 21 22 | Looking back on the research journey through the FLY project, I feel privileged to have been able to learn in the company of humbling people; both professionals, co-researchers, as well as school staff and students. Although I still feel that there is much to learn as a researcher, I feel that I learned the most in the experiences of being a researcher in a remote school context. As I say, being exposed to a context with overwhelming risks is most certainly an e-opener that all students and/or researchers that are interested in anthropology and resilience, should be exposed to. Let me begin with some challenges with working in a rural school community in the FLY partnership. Great challenges arose in the administration parts of the study. Firstly, I had anticipated to collect documents for certain grades, however due to poor record keeping at | |

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| | <p>23 the school, I could not access some of the data I needed. This should be something to bear 24 in mind for researchers and students working in the FLY partnership and in rural schools in 25 general. Secondly, because administration and record keeping was poor, this influenced 26 accurate statistical analyses which then also led to a smaller research sample on the 27 quantitative side of my data – impacting on validity and reliability of my data. Therefore, it 28 was clear that administrative challenges played a significant part of my study. Furthermore, 29 trying to obtain necessary documents from the school was also a challenge. This was due to 30 poor technological facilities at the school and a different expectation of time-concepts. I was 31 reminded about how time-concerned and driven urban life is in comparison to remote 32 school contexts. From this, I realized the complexities of, not only working with a rural 33 school, but also the essential fact that a researcher has to be flexible and ready for 34 uncertainties.</p> <p>35 It was also inspiring, yet daunting, working with people that have developed or been 36 involved in a project such as FLY. As a researcher, continuous emersion in similar studies 37 and engaging in discussions with FLY researchers assisted in feeling somewhat less ‘lost’ in 38 the maze of evolving constructs, such as resilience. After spending much time engulfed in 39 broadening my knowledge of rural school communities, I took note of the importance of 40 staying abreast with the evolution of concepts and the topic at hand (for me, an important 41 research area was the changing definitions of resilience over time as well as partnering with 42 rural schools). Through this, as a researcher in FLY, I was immersed into learning and 43 growing in a positive psychology lens and learning how to apply my research within local 44 and international models of resilience. I was pleased, at the conclusion of my study, to be 45 able to have used an internationally recognised model of building resilience in a largely</p> | <p>Connectedness at national and global levels</p> |
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| | 46 | remote and resource-scarce school. I was highly inspired to see that there were several | |
| | 47 | research endeavours occurring simultaneously within the scope of the FLY partnership. I | |
| | 48 | was also pleasantly informed from my research study, just how valued partnerships are in | |
| | 49 | rural schools. As I worked as a social scientist in this research experience, I noticed just | |
| | 50 | how necessary research is required to open up channels for partnering with resource-scarce | |
| | 51 | schools and communities. I believe that research bodies such as the NRF also acknowledge | |
| | 52 | this, as they saw the value in the research conducted within FLY. I was fortunate in my | |
| | 53 | research experience to have been a part of this. | |
| | 54 | I hope that future engagement through FLY and similar partnerships will continue to | |
| | 55 | mutually learn from and support resource scarce communities in South Africa – both in | |
| | 56 | career facilitation, educationally-based support, as well as preventative programs, so that | |
| | 57 | these communities can be better equipped to navigate through the many challenges. | |
| Participant 4 | 58 | FLY has been only one of the collaborations between the University of Pretoria and Edith | |
| Questionnaire | 59 | Cowan University, but is indicative of the way in which international relationships can be | |
| | 60 | nurtured, and research endeavour can be maximised as we learn from each other. | |
| Participant 5 | 61 | I think it was a great opportunity for me to get to know the participants in their natural | |
| Questionnaire | 62 | surroundings. It helped me to co-supervise the students as I could offer my expertise to | |
| | 63 | them in order to work in that particular rural school context. There were always a relaxed | |
| | 64 | environment as I could see the teachers have bought into the project and they realised how | |
| | 65 | they benefit from the project with its different strands of research. | |
| Participant 6 | 66 | Firstly I feel privileged to be part of the FLY project. As mentioned, all parties involved in | |
| Questionnaire | 67 | this project benefitted in some way and are still benefitting [refer to question 2]. | |
| | 68 | Relationships play a crucial role in any partnership. I think it is important to consistently | |

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| | 69 70 71 | build, maintain and manage relationships with research partners. Collaboration and relationships should be leveraged to make synergy, common goals and mutually beneficial outcomes possible. | Mutuality of goals and outcomes |
| Participant 7 Questionnaire | 72 73 74 75 76 77 | I was able to engage with participants in their environment when doing research. I felt encouraged when I realised that I was not only doing research, but the participants gained from the research as they were empowered with the skills that were beneficial in their lives. I was able to collect my data within an environment that was conducive for the participants as they were used to their environment and they did not feel intimidated, as such they were free to share their experiences with the researchers. | |
| Participant 8 Questionnaire | 78 79 80 81 82 83 84 85 86 87 88 89 | <ul style="list-style-type: none"> - I enjoyed working and getting to know the Grade 9 learners - I gained experience on community engagement, on cross-cultural competence and working with learners in a rural school setting - I had the opportunity to practice educational psychology skills - Group cohesion [as MEd students] was established and long term friendships was established - Opportunity to learn from fellow students was created. The group provided support and encouragement on this uncertain endeavour/ journey - I found communication with learners [language barrier] challenging - Having to bring/ transport all materials and stationary was a challenge as space was limited - I disliked travelling for distances and being away from family | <p>Connectedness and support</p> <p>Communication barriers</p> |
| Participant 9 | 90 91 | My experience is through the eyes of the two students I supervised. It has not been easy for them to collect data because of the distance [the school is too far from Gauteng] and the | |

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| Questionnaire | 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 | time has proved to be a problem [research time was limited and thus rushed] especially when data collection is combined with service learning visits. This is an area that requires changing to ensure that students are given enough time to engage with their data and research. My own perception is that, students who collect data at Ngilandi with the full [an in most cases too much support] support of the supervisors are not engaging more with their research, there is too much reliance on supervisors and their independence as researchers has not been tested compared to other students who do research in different settings. I think, students will answer this question differently, but I have observed through engaging with students [as a supervisor in the FLY project] that they enjoy the advantage of finishing on time due to speedy ethical clearance and focused area. Again, the funding they receive serves as an advantage to them because they can augment their research needs. I however, find that my research focus has shifted and even though I engage with FLY project as a research partner, my research focus [as I would like it] are not catered for in this project and especially this year, have found myself being drawn into too many areas and for my academic career, it helps if I focus more on my current area of research because it will benefit me. I enjoy being part of FLY but, I have to learn to limit my involvement so that I can grow in my area of focus as well. | |
| Participant 10 Questionnaire | 109 110 111 112 | I think more departments should invest in collaborative research projects like this one. I found a lot of comfort in working in a team of researchers – bouncing ideas and supporting each other and learning from each other. My identity as researcher would not have developed the way it did without the community of practice I was part of. | Connectedness and support |
| Participant 11 Questionnaire | 113 114 | N/A | |

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| <p>Participant 12</p> <p>Face-to-face</p> | <p>115</p> <p>116</p> <p>117</p> <p>118</p> <p>119</p> <p>120</p> <p>121</p> <p>122</p> <p>123</p> <p>124</p> <p>125</p> <p>126</p> <p>127</p> <p>128</p> <p>129</p> <p>130</p> <p>131</p> <p>132</p> <p>133</p> <p>134</p> <p>135</p> <p>136</p> <p>137</p> | <p>As a researcher it's an excellent platform for you to learn more about your specific field if you want to emmm... I think having the opportunity to be part of this space where you have so many years of experience to build on is very enriching because you can literally compare what you find now, with what was found in the past. I know that this gives opportunity for future research. So you have a rich field in which you can do your research in. And as a researcher, its a valuable space to be in...like we have... emm I mean I spoke to some teachers and you can see that they literally don't want it [research projects] to end because they see the benefits and for someone who is conducting research and is involved in this service, having the input of the people over a number of years adds value to your research, and your reflections. As a researcher, having the confidence of knowing you can go back to a particular place and know that you are not there to exploit them [participants] and that you are not there to just use them but rather to co-generate knowledge. You aren't coming there with an opinion. I like that the community also gets to share and participate. They [participants] also get the information [research results]. The [participants] also have access to the knowledge generated. They are free to come here [the University of Pretoria] and gain access to what we have found. This gives you as researcher peace of mind... that if you emmm leave... the partnership is an on-going project. Emmmm so those... Partners may still gain access to what they need even after you leave. To what you found, what we did and how. They get feedback. So altogether, for someone who is doing research, there's a community where you have community members, staff members [teachers] and parents and learners and you are the researcher going into that space... its enriching, its safe and secure, collaborative. And so you as a researcher can come into that space not feeling that you are using them [participants] but rather you feel like you are giving back your knowledge</p> | <p>Social justice approach</p> <p>Enablement in a rural setting</p> <p>Connectedness and support</p> |
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| <p>138 139 140 141 142 143 144 145</p> | <p>generated, you are giving back to the community. Also, the collaboration is good. I am passionate about one thing and my colleagues are passionate about other things but we come together to collaborate and the students. So it gives us the opportunity to come together, like a meeting point, to see where the others are and where you can work together. So it's a nice environment for researchers not just local but international as well. So there's an opportunity to learn from others who are experts in their field and partner up with other researchers. So there is a world of knowledge in this partnership and that's not easy to come by.</p> | <p>Connectedness at national and global levels</p> <p>Social justice approach</p> |
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In-case analysis

PARENTS: THEMES AND CATEGORIES

| THEME ONE: HE-CE PROVIDES HUMAN CAPITAL SUPPORT TO A MARGINALISED COMMUNITY | | |
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| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 1.1 Subtheme: Career guidance and support in high-risk school | This subtheme includes data related to human capital support for students in a high-risk school. | |
| 1.1.1 Category: HE supports students in career guidance and choice | This category includes data related to support for students in career guidance and choice. | This category excludes data that do not relate to support for students in career guidance and choice. |
| 1.1.2 Category: Motivating students in their studies | This category includes data related to the role of HE in motivating students in high-risk school. | This category excludes data that do not relate to the role of HE in motivating students in high-risk school. |
| 1.1.3 Category: HE advises students | This category includes data related to HE advising student about university admission requirements and the application process. | This category excludes data that do not relate to HE advising student about university admission requirements and the application process. |
| 1.2 Subtheme: Language development in a cross-cultural setting | This subtheme focuses on data related to HE-CE partnership that facilitates language development in a cross-cultural setting. | |
| 1.2.1 Category: Language development of students | This category includes data related to students learning English as a language of instruction at a high-risk school. | This category excludes data that do not relate to students learning English as a language of instruction at a high-risk school. |
| 1.2.2 Category: Cross-cultural interaction between students and outside world | This category includes data related to cross-cultural interaction between students and the outside world. | This category excludes data that refers to students interacting with others within their environment. |
| 1.2.3 Category: Local ideas and knowledges are acknowledged | This category includes data that promotes the recognition of local ideas, knowledges and the knowers with the goal of enhancing cognitive justice. | This category excludes data that do not refer to the promotion of recognising local ideas, knowledges and the knowers with the goal of enhancing cognitive justice. |

| THEME TWO: POSITIVE SOCIAL DEVELOPMENTS OF STUDENT AS A RESULT OF CE-PARTNERSHIP | | |
|---|---|--|
| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 2.1 Subtheme: Building future leaders | This subtheme includes data related to developing students into future leaders. This process involves sharing information, knowledges, enhancing awareness about taking responsibility and developing future leaders. | |
| 2.1.1 Category: Sharing information and knowledge to develop moral values in students | This category includes data related to sharing information and knowledge with the hope of directly or indirectly developing moral values in students. | This category excludes data that do not relate to sharing information and knowledge with the hope of directly or indirectly developing moral values in students. |
| 2.1.2 Category: Students' responsibility to their local community | This category includes data related to enhancing awareness in students to take responsibility in the development of a local community. | This category excludes data that do not relate to enhancing awareness in students to take responsibility in the development of a local community. |
| 2.1.3 Category: Develop future leaders | This category includes data related to parents' expectations of the development of students into future leaders. | This category excludes data that do not relate to parents' expectations of the development of students into future leaders. |

| THEME THREE: BARRIERS IN THE HE-CE PARTNERSHIP | | |
|---|--|--|
| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 3.1 Subtheme: Socio-economic challenges | This subtheme focuses on the socio-economic challenges with specific reference to financial and geographically widespread environment. | |
| 3.1.1 Category: Financial challenges | This category includes data related to financial challenges. | This category excludes data that do not relate to financial challenges. |
| 3.1.2 Category: Inspiring student to keep away from drugs | This category includes data reflecting the challenges of the partnership in inspiring students to keep away from drugs. | This category excludes data that do not reflect the challenges of the partnership in inspiring students to keep away from drugs. |



TEACHERS: THEMES AND CATEGORIES

| THEME ONE: HE-CE PROVIDES HUMAN CAPITAL SUPPORT TO A MARGINALISED COMMUNITY | | |
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| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 1.1 Subtheme: Career guidance and support in high-risk school | This subtheme includes data related to career guidance and psychosocial support for students and teachers in a high-risk school. | |
| 1.1.1 Category: HE supports students in career guidance and choice | This category includes data related to support for students in career guidance and choice. | This category excludes other data that do not relate to support for students in career guidance and choice. |
| 1.1.2 Category: HE advises students | This category includes data related to HE advising students about university admission requirements and the application process for bursaries. | This category excludes data that do not relate to HE advising students about university admission requirements and the application process for bursaries. |
| 1.1.3 Category: Sharing information and knowledge to develop moral values in students | This category includes data related to sharing information and knowledge to develop moral values in students. | This category excludes data that do not relate to sharing information and knowledge to develop moral values in students. |
| 1.2 Subtheme: Teachers' development | This subtheme includes data that relates to teachers' development. | |
| 1.2.1 Category: HE supports teachers in career development | This category includes data related to support for teachers in career development. | This category excludes data that do not relate to support for teachers in career development. |
| 1.3 Subtheme: Teachers' expectations of material gain from the CE-partnership | This subtheme includes teachers' expectation of material gain from the CE-partnership. | |
| 1.3.1 Category: Expectations of support | This category includes data related to the teachers at a high-risk school having expectations of support through counselling centre infrastructure. | This category excludes data that do not relate to the teachers at a high-risk school having expectations of support through counselling centre infrastructure. |
| 1.3.2 Category: Laboratory equipment expected | This category includes data related to teachers' expectations of the provision of laboratory equipment and library materials for the high-risk school. | This category excludes data relate to teachers' expectations of the provision of laboratory equipment and library materials for the high-risk school. |

THEME TWO: HE USES CE-PARTNERSHIP AS RESEARCH SPACE TO BUILD KNOWLEDGE

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|--|--|
| 2.1 Subtheme: Intervention to develop the marginalised community | This subtheme focuses on the intervention process aimed at developing the marginalised community. The intervention process includes resource mobilisation, creating insight and awareness and developing awareness about human rights. | |
| 2.1.1 Category: HE mobilise local resources | This category includes data related to participants mobilising local resources for facilitating social change. | This category excludes data that do not relate participants mobilising local resources for facilitating social change. |
| 2.1.2 Category: Insight and awareness | This category includes data related to increased levels of insight and awareness as a result of participating in CE-partnership. | This category excludes data that do not relate to increased levels of insight and awareness as a result of participating in CE-partnership. |
| 2.1.3 Category: Human rights | This category includes data related to increased levels of awareness about human rights as a result of participating in CE-partnership. | This category excludes data that do not relate to increased levels of awareness about human rights as a result of participating in CE-partnership. |

THEME THREE: HE-CE PARTNERSHIP PROMOTES SOCIAL CONNECTEDNESS

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|---|--|
| 3.1 Subtheme: Social connectedness through CE-partnership | This subtheme refers to the process of promoting connectedness between teachers, students, members of the academic staff and parents. | |
| 3.1.1 Category: Connectedness between and support among students and teachers | This category includes data related to connectedness and support between students and teachers. | This category excludes references to connectedness and support that do not relate to students and teachers. |
| 3.1.2 Category: Connectedness and support between the teachers and academic staff | This category includes data related to connectedness and support between teachers and academic staff. | This category excludes references to connectedness and support that do not refer to teachers and academic staff. |
| 3.1.3 Category: Connectedness and support between parents and academic staff | This category includes data related to connectedness and support between parents and academic staff. | This category excludes references to connectedness and support that do not refer to parents and academic staff. |
| 3.2 Subtheme: Connectedness across national boundaries | This subtheme focuses on connectedness across national boundaries. | |
| 3.2.1 Category: Awareness of connectedness at | This category includes data related to increased | This category excludes references to increased |

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| national and global level. | levels of awareness of connectedness at national and global level. | levels of awareness of connectedness at national and global level. |
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THEME FOUR: BARRIERS IN THE HE-CE PARTNERSHIP

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|--|---|
| 4.1 Subtheme: Socio-economic challenges | This subtheme focuses on the socio-economic challenges with specific reference to financial challenges, widespread geographic and rural environment and social behaviour. | |
| 4.1.1 Category: Financial challenges | This category entails data related to financial challenges. | This category excludes data that do not relate to financial challenges. |
| 4.1.2 Category: Geographical challenges | This category includes data reflecting the challenges of the partnership that is in geographically widespread and rural environment. | This category excludes data that do not reflect the challenges of the partnership that is in geographically widespread and rural environment. |
| 4.1.3 Category: Social challenges | This category includes data related to social challenges such as drugs, teenage pregnancy and child-headed households as factors that hamper CE-partnership. | This category excludes data that do not relate to social challenges such as drugs, teenage pregnancy and child-headed households as factors that hamper CE-partnership. |
| 4.2 Subtheme: Operational challenges affecting HE-CE partnership | This subtheme focuses on operational challenges as a factor that affects HE-CE partnership. The operational challenges include poor communication and consultation, difficulty with reading and writing skills, conflicting expectations, lack of equipment, lack of commitment, lack of innovation, lack of cooperation, lack of scope clarity, workload, teacher turnover and lack of regular feedback sessions. | |
| 4.2.1 Category: Poor communication and consultation | This category includes data related to poor communication and consultation as a factor that hampers CE-partnership. | This category excludes data that do not relate to poor communication and consultation as a factor that hampers CE-partnership. |
| 4.2.2 Category: Students struggling with reading and writing skills | This category includes data related to students at a high-risk school who are struggling with reading and writing skills. | This category excludes data that do not relate to students at a high-risk school who are struggling with reading and writing skills. |
| 4.2.3 Category: Conflicting expectations | This category includes data related to conflicting expectations among the participants as a factor that hampers CE-partnership. | This category excludes data that do not relate to conflicting expectations among the participants as a factor that hampers CE-partnership. |
| 4.2.4 Category: Lack of commitment | This category includes data related to a lack of commitment as a factor that hampers CE-partnership. | This category excludes data that do not relate to a lack of commitment as a factor that hampers CE-partnership. |

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| 4.2.5 Category: Lack of innovation | This category includes data related to a lack of innovation as a factor that hampers CE-partnership. | This category excludes data that do not relate to lack of innovation as a factor that hampers CE-partnership. |
| 4.2.6 Category: Lack of cooperation | This category includes data related to a lack of cooperation as a factor that hampers CE-partnership. | This category excludes data that do not relate to a lack of cooperation as a factor that hampers CE-partnership. |
| 4.2.7 Category: Workload and unclear scope | This category includes data related to workload and unclear scope as a factor that hampers CE-partnership. | This category excludes data that do not relate to workload and unclear scope as a factor that hampers CE-partnership. |
| 4.2.8 Category: Teacher turnover | This category includes data related to the high-risk schoolteacher turnover as a factor that hampers CE-partnership. | This category excludes data that do not relate to the high-risk school teacher turnover as a factor that hampers CE-partnership. |
| 4.2.9 Category: Lack of regular feedback sessions | This category includes data related to a lack of regular feedback sessions as a factor that hampers CE-partnership. | This category excludes data that do not relate to a lack of regular feedback sessions as a factor that hampers CE-partnership. |



STUDENT-CLIENTS: THEMES AND CATEGORIES

| THEME ONE: HE-CE PROVIDES HUMAN CAPITAL SUPPORT TO A MARGINALISED COMMUNITY | | |
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| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 1.1 Subtheme: Career guidance and support in high-risk school | This subtheme includes data related to career guidance and psychosocial support for students in a high-risk school | |
| 1.1.1 Category: HE supports students in career guidance and choice | This category includes data related to support for students in career guidance and choice. | This category excludes other data that do not relate to support for students in career guidance and choice. |
| 1.1.2 Category: Motivate students in goal setting for the future | This category includes data related to the role of HE in motivating students in a high-risk school. | This category excludes data that do not relate to the role of HE in motivating students in high-risk school. |
| 1.1.3 Category: HE advises students | This category includes data related to HE advising students about university admission requirements and the application process for bursaries. | This category excludes data that do not relate to HE advising students about university admission requirements and the application process for bursaries. |
| 1.2 Subtheme: Student development of academic and social skills | This subtheme includes data related to students developing academic and social skills. The categories include study skills, respect, taking responsibility and extra-mural activities. | |
| 1.2.1 Category: Study skills | This category includes data related to students learning study skills. | This category excludes data that do not relate to students learning study skills. |
| 1.2.2 Category: Cross-cultural communication skills | This category includes data related to students learning to communicate in a cross-cultural environment. | This category excludes data that do not relate to students learning to communicate in a cross-cultural environment. |
| 1.2.3 Category: Respect for humanity | This category includes data related to students learning to respect others. | This category excludes data that do not relate to students learning to respect others. |
| 1.2.4 Category: Increased awareness of the need to take responsibility for their future | This category includes data related to students taking responsibility for their future. | This category excludes data that do not relate to students taking responsibility for their future. |
| Category: Extramural activities | This category includes data related to students learning extramural activities at a high-risk school. | This category excludes data that do not relate to students learning extramural activities at a high-risk school. |

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| 1.3 Subtheme: Students' expectations of material gain from the HE-CE partnership | This subtheme includes students' expectation of material gain from CE-partnership. | |
| 1.3.1 Category: Sharing visual data | This category includes data related to students' expectation of material gain from CE-partnership. | This category excludes data that do not relate to students' expectation of material gain from CE-partnership. |

THEME TWO: HE PROMOTES SOCIAL CONNECTEDNESS

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|--|---|--|
| 2.1 Subtheme: Social connectedness through CE-partnership | This subtheme refers to the process of promoting connectedness between high-risk school and other education institutions. | |
| 2.1.1 Category: Future expectations of connectedness to other education institutions | This category includes data related to students' future expectation of connectedness to other education institutions. | This category excludes data that do not refer to future connectedness to other education institutions. |

THEME THREE: BARRIERS IN THE HE-CE PARTNERSHIP

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|---|--|
| 3.1 Subtheme: Operational challenges affecting HE-CE partnership | This subtheme focuses on operational challenges affecting HE-CE partnership. The operational challenges include the language barrier, time constraints and the visiting schedule. | |
| 3.1.1 Category: Language barrier in culturally diverse society | This category includes data related to language as a factor that hampers CE-partnership. | This category excludes data that do not relate to language as a factor that hampers CE-partnership. |
| 3.1.2 Category: Time constraints | This category entails data related to time constraints as a factor that hampers CE-partnership. | This category excludes data that do not relate to time constraints as a factor that hampers CE-partnership. |
| 3.1.3 Category: Visiting schedule | This category includes data related to the visiting schedule to a high-risk school as a factor that hampers CE-partnership. | This category excludes data that do not relate to the visiting schedule to a high-risk school as a factor that hampers CE-partnership. |



ASL STUDENTS: THEMES AND CATEGORIES

| THEME ONE: HE-CE PROVIDES HUMAN CAPITAL SUPPORT TO A MARGINALISED COMMUNITY | | |
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| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 1.1 Subtheme: Career guidance and support in a high-risk school | This subtheme includes data related to career guidance and psychosocial support for students and teachers in a high-risk school. | |
| 1.1.1 Category: HE supports students in career guidance and choice | This category includes data related to support for students in career guidance and choice. | This category excludes data that do not relate to support for students in career guidance and choice. |
| 1.1.2 Category: HE advises students | This category includes data related to HE advising students about university admission requirements and the application process for bursaries. | This category excludes data that do not relate to HE advising students about university admission requirements and the applications for bursaries. |
| 1.2 Subtheme: Teachers' development | This subtheme includes data that relates to teachers' development. | |
| 1.2.1 Category: HE supports teachers in career development | This category includes data related to support for teachers in career development. | This category excludes data that do not relate to support for teachers in career development. |
| 1.3 Subtheme: Student development of academic and social skills | This subtheme includes data related to ASL students developing academic and social skills. | |
| 1.3.1 Category: ASL students develop career counselling skills in a cross-cultural environment | This category includes data related to ASL students developing career counselling skills in a cross-cultural environment. | This category excludes data that do not relate to ASL students developing career counselling skills in a cross-cultural environment. |
| 1.3.2 Category: ASL students undergo practical training in the real world | This category includes data related to ASL students experiencing CE in practice in a marginalised community. | This category excludes data that do not relate to ASL students experiencing CE in practice in a marginalised community. |
| 1.3.3 Category: Respect for humanity | This category includes data related to ASL students learning to respect others. | This category excludes data that do not relate to ASL students learning to respect others. |
| 1.3.4 Category: Emotional experiences | This category includes data related to emotional experiences during CE. | This category excludes data that do not relate to emotional experiences during CE. |
| 1.3.5 Category: Flexibility and adaptability | This category includes data related to ASL students' experience of being flexible and adaptable during CE. | This category excludes data that do not relate to ASL students' experience of being flexible and adaptable during CE. |

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| 1.3.6 Category: Reflective and critical thinking skills. | This category includes data related to ASL students developing reflective and critical thinking skills. | This category excludes data that do not relate to ASL students developing reflective and critical thinking skills. |
| 1.3.7 Category: Self-esteem and self-confidence | This category includes data related to ASL students shifting from low self-esteem and self-confidence to achieving self-esteem and confidence. | This category excludes data that do not relate to ASL students shifting from low self-esteem and self-confidence to achieving self-esteem and confidence. |
| 1.3.8 Category: Trust | This category includes data related to ASL students learning to trust. | This category excludes data that do not relate to ASL students learning to trust. |
| 1.3.9 Category: Open up horizons for ASL students | This category includes data related to challenging ASL students to think outside of the box. | This category excludes data that do not relate to challenging ASL students to think outside of the box. |

THEME TWO: HE USES CE-PARTNERSHIP AS RESEARCH SPACE TO BUILD KNOWLEDGE

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|--|--|
| 2.1 Subtheme: Intervention to develop the marginalised community | This subtheme focuses on the intervention process aimed at developing a marginalised community. The intervention process includes resource mobilisation, recognition of local knowledges, facilitating development through PRA, social justice, sense of belonging, empowerment and creating insight as well as awareness. | |
| 2.1.1 Category: Mobilisation of local resources | This category includes data related to participants mobilising local resources for facilitating social change. | This category excludes data that do not relate to participants mobilising local resources for facilitating social change. |
| 2.1.2 Category: Recognition of local knowledges | This category includes data that promotes recognition of local knowledges and the knowers with the goal of enhancing cognitive justice. | This category excludes data that do not refer to the promotion of recognising local knowledges and the knowers with the goal of enhancing cognitive justice. |
| 2.1.3 Category: Facilitating development in a rural setting | This category includes data related to HE using the PRA approach for facilitating development in a rural setting. | This category excludes data that do not refer to HE using the PRA approach for facilitating development in a rural setting. |
| 2.1.4 Category: Social justice approach | This category includes data that enhance awareness about the social justice approach with the aim of developing a marginalised community. | This category excludes data that do not refer to enhancing awareness about the social justice approach with the aim of developing a |

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| | | marginalised community. |
| 2.1.5 Category: Empowerment | This category includes data related to using information and knowledge to empower others. | This category excludes data that do not relate to using information and knowledge to empower others. |
| 2.1.6 Category: Insight and awareness | This category includes data related to increased levels of insight and awareness as a result of participating in CE-partnership. | This category excludes data that do not relate to increased levels of insight and awareness as a result of participating in CE-partnership. |

THEME THREE: HE-CE PARTNERSHIP PROMOTES SOCIAL CONNECTEDNESS

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|--|--|---|
| 3.1 Subtheme: Social connectedness through CE-partnership | This subtheme refers to the process of promoting connectedness between ASL students, supervisors and students. | |
| 3.1.1 Category: Connectedness and support between ASL students and supervisors | This category includes data related to connectedness and support between ASL students and supervisors. | This category excludes references to connectedness and support that do not relate to ASL students and supervisors. |
| 3.1.2 Category: Connectedness and support among ASL student peers | This category includes data related to connectedness and support among ASL student peers. | This category excludes references to connectedness and support that do not relate to ASL student peers. |
| 3.1.3 Category: Connectedness and support among student peers | This category includes data related to connectedness and support among student peers. | This category excludes references to connectedness and support that do not refer to student peers. |
| 3.1.4 Category: Connectedness and support between students and ASL students | This category includes data related to connectedness and support between students and ASL students. | This category excludes references to connectedness and support that do not refer to students and ASL students. |
| 3.2 Subtheme: Connectedness across national boundaries | This subtheme focuses on connectedness to other education institutions across national boundaries. | |
| 3.2.1 Category: Increased levels of awareness about intercultural connectedness across national boundaries | This category includes data related to increased levels of awareness about intercultural connectedness across national boundaries. | This category excludes data that do not relate to increased levels of awareness about intercultural connectedness across national boundaries. |
| 3.2.2 Category: Increased levels of awareness about national and global responsibilities | This category includes data related increased levels of awareness about national and global | This category excludes data that do not relate increased levels of awareness about national and |

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| | responsibilities for global citizens. | global responsibilities for global citizens. |
| 3.2.2 Category: Future expectations of connectedness to other education institutions | This category includes data related to participants' future expectations of connectedness to other education institutions. | This category excludes data that do not refer to future expectations of connectedness to other education institutions. |
| 3.2.3 Category: Future expectations of connectedness to business partners | This category includes data related to future expectations of connectedness to business partners. | This category excludes data that do not relate to future expectations of connectedness to business partners. |

THEME FOUR: BARRIERS IN THE HE-CE PARTNERSHIP

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|--|---|
| 4.1 Subtheme: Socio-economic challenges | This subtheme focuses on the socio-economic challenges with specific reference to financial challenges, geographically widespread environment and social behavioural problems. | |
| 4.1.1 Category: Financial challenges | This category entails data related to financial challenges. | This category excludes data that do not relate to financial challenges. |
| 4.1.2 Category: Geographical challenges | This category includes data reflecting the challenges of the partnership, which is geographically widespread. | This category excludes data that do not reflect the challenges of the partnership which is geographically widespread. |
| 4.1.3 Category: Social challenges | This category includes data related to social behavioural challenges. | This category excludes data that do not relate to social behavioural challenges. |
| 4.2 Subtheme: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership | This subtheme includes data related to participants' perceptions of power dynamics as a factor that hampers CE-partnership. | |
| 4.2.1 Category: Roles perceived as unequal power relations | This category includes data related to participants' perceptions of unequal power relations as a factor that hampers the partnership. | This category excludes data that do not relate to unequal power relations as a factor that hampers the partnership. |
| 4.2.2 Category: Unrealistic expectations of benefits | This category includes data related to unrealistic expectations of benefits as a factor that hampers CE-partnership. | This category excludes data that do not relate to unrealistic expectations of benefits as a factor that hampers CE-partnership. |
| 4.3 Subtheme: Operational challenges affecting HE-CE partnership | This subtheme focuses on operational challenges as a factor that affects HE-CE partnership. The operational challenges include communication barriers, time constraints and poor administration at a high-risk school. | |

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| 4.3.1 Category: Communication barriers | This category includes data related to the language and communication barrier as a factor that hampers CE-partnership. | This category excludes data that do not relate to the language and communication barrier as a factor that hampers CE-partnership. |
| 4.3.2 Category: Time constraints | This category includes data related to time constraints as a factor that hampers CE-partnership. | This category excludes data that do not relate to time constraints as a factor that hampers CE-partnership. |
| 4.3.3 Category: Conflicting expectations | This category includes data related to conflicting expectations among the participants as a factor that hampers CE-partnership. | This category excludes data that do not relate to conflicting expectations among the participants as a factor that hampers CE-partnership. |
| 4.3.4 Category: Lack of background knowledge | This category includes data related to ASL students, who lack background knowledge about HE-CE partnership. | This category excludes data that do not relate to ASL students who lack background knowledge about HE-CE partnership. |
| 4.3.5 Category: Balance between work and studies | This category refers to the tension between work and studies as a factor that hampers CE-partnership. | This category excludes references that do not refer to the tension between work and studies as a factor that hampers CE-partnership. |
| 4.3.6 Category: Lack of regular feedback sessions | This category includes data related to the lack of regular feedback sessions as a factor that hampers CE-partnership. | This category excludes data that do not relate to the lack of regular feedback sessions as a factor that hampers CE-partnership. |



RESEARCHERS: THEMES AND CATEGORIES

| THEME ONE: HE-CE PROVIDES HUMAN CAPITAL SUPPORT TO A MARGINALISED COMMUNITY | | |
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| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 1.1 Subtheme: Career guidance and support in high-risk school | This subtheme includes data related to career guidance and psychosocial support for students and teachers in a high-risk school. | |
| 1.1.1 Category: HE supports students in career guidance and choice | This category includes data related to support for students in career guidance and choice. | This category excludes data that do not relate to support for students in career guidance and choice. |
| 1.2 Subtheme: Teachers' development | This subtheme includes data that relates to teachers' development. | |
| 1.2.1 Category: HE supports teachers in career development | This category includes data related to support for teachers in career development. | This category excludes other data that do not relate to support for teachers in career development. |
| 1.3 Subtheme: Mobilisation of HE's resources towards achieving sustainable CE-partnership | This subtheme includes data reflecting HE's mobilising resources towards achieving sustainable CE-partnership. The process involves providing localised support, human resources and working on mutual goals and outcomes. | |
| 1.3.1 Category: HE provides localised support to address psychosocial problems | This category includes data related to HE providing localised support as the participants address psychosocial problems. This support involves using locally existing resources to enable the participants to solve their problems. | This category excludes data that do not relate to HE providing localised support as the participants address psychosocial problems. |
| 1.3.2 Category: HE uses human resources to build a sustainable collaborative CE-partnership | This category includes data related to HE using human resources to build a sustainable collaborative CE-partnership. | This category excludes data that do not relate to HE using human resources to build a sustainable collaborative CE-partnership. |
| 1.3.3 Category: Mutuality of goals and outcomes | This category includes data related to mutuality of goals and outcomes of CE-partnership. | This category excludes data that don not relate to mutuality of goals and outcomes of CE-partnership. |

| THEME TWO: HE USES CE-PARTNERSHIP AS RESEARCH SPACE TO BUILD KNOWLEDGE | | |
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| Subthemes and categories | Inclusion criteria | Exclusion criteria |
| 2.1 Subtheme: Intervention to develop the marginalised community | This subtheme focuses on the intervention process aimed at developing the marginalised community. The intervention process includes recognition of local knowledges, facilitating development through the PRA and social justice approaches. | |

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| 2.1.1 Category: Recognition of local knowledges | This category includes data that promotes recognition of local knowledges and the knowers with the goal of enhancing cognitive justice. | This category excludes data that do not refer to the promotion of recognising local knowledges and the knowers with the goal of enhancing cognitive justice. |
| 2.1.2 Category: Facilitating development in a rural setting | This category includes data related to HE using the PRA approach for facilitating development in a rural setting. | This category excludes data that do not refer to HE using the PRA approach for facilitating development in a rural setting. |
| 2.1.3 Category: Social justice approach | This category includes data that enhance awareness about the social justice approach with the aim of developing a marginalised community. | This category excludes data that do not refer to enhancing awareness about the social justice approach with the aim of developing a marginalised community. |

THEME THREE: HE-CE PARTNERSHIP PROMOTES SOCIAL CONNECTEDNESS

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|---|--|
| 3.1 Subtheme: Social connectedness through CE-partnership | This subtheme refers to the process of promoting connectedness between ASL students, supervisors, students and parents. | |
| 3.1.1 Category: Connectedness between and support among ASL students and supervisors | This category includes data related to connectedness and support between ASL students and supervisors. | This category excludes references to connectedness and support that do not relate to ASL students and supervisors. |
| 3.1.2 Category: Connectedness and support among ASL student peers | This category includes data related to connectedness and support among ASL students peers. | This category excludes references to connectedness and support that do not relate to ASL students peers. |
| 3.1.3 Category: Connectedness and support among students | This category includes data related to connectedness and support among student peers. | This category excludes references to connectedness and support that do not refer to student peers. |
| 3.1.4 Category: Connectedness and support between students and parents | This category includes data related to connectedness and support between students and parents. | This category excludes references to connectedness and support that do not refer to students and parents. |
| 3.2 Subtheme: Connectedness to education institutions across national boundaries | This subtheme focuses on connectedness to other education institutions across national boundaries. | |

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| 3.2.1 Category: Awareness of connectedness at national and global level | This category includes data related to increased levels of awareness of connectedness at national and global level. | This category excludes data that do not refer to increased levels of awareness of connectedness at national and global level. |
| 3.2.2 Category: Future expectations of connectedness to other education institutions | This category includes data related to participants' future expectations of connectedness to other education institutions. | This category excludes data that do not refer to future expectations of connectedness to other education institutions. |

THEME FOUR: BARRIERS IN THE HE-CE PARTNERSHIP

| Subthemes and categories | Inclusion criteria | Exclusion criteria |
|---|--|--|
| 4.1 Subtheme: Socio-economic challenges | This subtheme focuses on the socio-economic challenges with specific reference to financial and geographic widespread environment. | |
| 4.1.1 Category: Financial challenges | This category entails data related to financial challenges. | This category excludes data that do not relate to financial challenges. |
| 4.1.2 Category: Geographical challenges | This category includes data reflecting the challenges of the partnership, which is geographically widespread. | This category excludes data that do not reflect the challenges of the partnership which is geographically widespread. |
| 4.2 Subtheme: Perceptions of inclusiveness and exclusiveness in the power dynamics of a CE-partnership | This subtheme entails data indicating perceptions of participants in relation to power dynamics in CE-partnership. | |
| 4.2.1 Category: Roles perceived as unequal power relations | This category includes data related how participants perceive power in relation to their role as a factor that hampers CE-partnership. | This category excludes data that do not refer to how participants perceive power in relation to their role as a factor that hampers in CE-partnership. |
| 4.2.2 Category: Unrealistic expectations of benefits | This category refers to any material benefits that are not within the scope of CE-partnership. | This category excludes benefits that are within the scope of CE-partnership. |
| 4.3 Subtheme: Operational challenges affecting HE-CE partnership | This subtheme focuses on operational challenges as a factor that affects HE-CE partnership. The operational challenges include the language and communication barrier, time constraints and poor administration at a high-risk school. | |
| 4.3.1 Category: Language and communication barrier in a culturally diverse society | This category includes data related to the language and communication barrier as a factor that hampers CE-partnership. | This category excludes data that do not relate to the language and communication barrier as a factor that hampers CE-partnership. |

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| 4.3.2 Category: Time constraints | This category includes data related to time constraints as a factor that hampers CE-partnership. | This category excludes data that do not relate to time constraints as a factor that hampers CE-partnership. |
| 4.3.3 Category: Poor administration and record keeping at high-risk school | This category includes data related to poor administration and record keeping at high-risk school. | This category excludes data that do not relate to poor administration and record keeping at high-risk school. |

