

APPENDICES

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* (Enclosed laser CD)



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Transcripts



TRANSCRIPTIONS: EC & MP

**GROUP DISCUSSION; FOCUS
GROUP, PRA-BASED
ACTIVITIES, INTERVIEWS.**

Transcriptions- Video/Audio

Ngilandi 2010- 19th May

AUDIO-DIGITAL VOICE RECORDER NGILANDI

REC 001- PHASE 1- DEFINITION- CONCEPTUALIZATION OF POWER & PARTNERSHIP

Interviewer- Beth: Thank you for Adapting and accommodating us- Siyabonga- R is not here with us, she is attending a forum, but she will be here over the weekend on Friday- Dankie,.

Once again, we are in a room with people from the varsity. We appreciate and we hope we make an impact in your school- over to you B

Int.: thank you ladies; it's a pleasure to meet you again. Alright, thank you L. It's a pleasure to be welcomed here again, i kind of disappeared. I appreciate the time you have committed to meet with us and also working with L and R. I am back to ask about the project, how you have been interacting with the project. My purpose here is to find out how have been your experiences working in the project within the community and with the people from the university. In order to do that, we will do four activities, as we share our experiences and perspective on working in the project.

First of all I want you to help me understand something-here is a paper, I want to understand issues of power. You always use the word power all the time, don't you? In relation to this project that you have been working on since you started-remember the time when you met with H and T. What is your definition of "power"? How does power happen- describe power to other people. Brainstorm on that as a group- what do you think power is?

Int. - I am going to give you time so that you think about power. Discuss and write your thoughts on the provided paper. If you have got any questions, please do not hesitate to ask?

DEFINITION OF POWER PHASE 1

Int.: if I came to you and asked what power is, how would you respond? In siSwati power is "Amandla"- could you tell us your understanding of the meaning of "Amandla"

T1:- when you first came here, we thought that may be you wanted to change something. So we think power is to follow our dreams.

Int.- okay, write that (what you said): bring change, dream, hope

T1:- Even if something is difficult on our side, with strength, power we will overcome-no matter how challenging situation. With power, we can achieve

Int.: - so you say P is hope, optimism, strength, overcome barrier? You see, we could have just used the word "amandla" from the beginning

INT.:- ok, thank you. Now, what is your understanding of the word partnership?

T1- : partnership is 2 or more groups working together

INT.:- what else. What is partnership all about?

T1:- it means, let's say in production, if you are working together, you share ideas, if one fail, then you all fail.

T2- Partnership is about what you both what wants to achieve-achievement

Power is achieving goals

Power is agency to bring change; overcoming challenges/problems

Positive attributes of power

Partnership as working in a team
Partnership as consultation

T1- in partnership, you make sure that every time you combine your ideas as a team.

Beth- and what else?

T2- partnership is about achieving and having common goals. What we want to achieve. It's about commitment

Beth- T2, you said you are in a TLO. What else do you expect in TLO members?

T2- I think partnership is about cooperation

Beth- okay, thanks. Anything else you thinking of. Think of marriage?

T2- oh, yes, partnership we have to faithful, there must be trust.

Beth- I think that's enough for definition on our two concepts. Perhaps its time to move into our other activities.

Partnership
as sharing
information

Working as a
team with same
vision

being honest,
trust and
respect

POSTER PHOTOS ACTIVITY-PHASE 2

Beth- You been working together with L and R since 2005, first with T and H from the University of Pretoria

Beth- since 2005, we have been working with Ngilandi

Beth- Now what I want to understand, you have so far given explanation or rather definitions of your understanding of what "power" and "partnerships" mean to you. You have mentioned "making decisions, hope, ability to change, etc, etc and in partnership you mentioned working together, trust, etc etc. Now I want to bring you back in memory lane through pictures which are in poster style since 2005-2010. (*Showing posters of pictures*) do you remember the pictures? When you look at these pictures, I want you to indicate when you felt you had power or felt powerless for each year. I want you to share with me your experience of what was going on in each year as you participated in the project and how you were feeling particularly in relations to power and partnership.

Beth- if you feel you had power in a particular year, use the power "tool" to indicate. You will see that on each poster, there is a straight line drawn, and on each end there are two words "power or powerless". The word power is to the far right while the word powerless is to the far left. So if you think you had power the "power tool" will indicate towards the far right if you had less power it tool will be placed towards the left. How much did you have for each year and don't mind to look at your definition of power and partnership. I want to understand in my study, if you had power, did you feel like you were making decisions. How did you educators experience power in a partnership?

(Educators look at the posters- they start with picture posters for year 2005-2010;- they brainstorm)

Beth- think about how you felt as you were part of the project over the years, what were your experiences

(Educators going over the pictures)

T1- WE WERE EXCITED TO BE Part of the project, but we were wondering why the two white ladies we here for? So were afraid because we were not confident, vey scared. We thought that may be what we would say will be wrong.

Beth- so you were scared in 2005, worried?

Beth- what else was going on in your mind? What did you think about the people from UP who were with you in the project?

Enthusiastic yet
suspicious

T1- at first we did not know what is it they wanted from us? What was it that they expected from us> I thought it was a one time off visiting, I did not know that it would last long. After that they kept on coming.

Mistrust of academic researchers

Beth- what did you feel when they kept on coming?

T1- I was excited, it showed that they were serious, they kept coming because they were going to help the community coz it was the first time I felt I wanted to help the community- but I did not have strategies and what is it I can do for them (community). As time goes on my eyes were open, I knew what should have be done for the community. They helped us a lot, because this partnership with them opened our eyes.

Openness, begin to trust and gaining knowledge

Beth- okay, thank you. I want you to talk about 2005. Remember we discussing power. Kindly look at the 2005 poster photos again to remind yourself where you were in that project. Tell me how you felt and experienced in terms of power, were you bale to influence and make decisions at that time. I would like to know why you put the power tool on that point in the line. Why lots of power.

T1- okay, alright-mmmm, I think we put the power tool there because; first of all, we were not confident, not making much influence. We were not sure at that time if we could influence teachers and the community.

Not yet sure about intention, still silent, not making impact

Beth- you mentioned that power is decision making. So are you saying according to 2005 you were powerless and not making decision.

T1- mmm, yess, not able to decide.

Beth- partnership- you mentioned that partnership is when two or more people work together and other things.

In 2005, felt powerless since not in change of running the project

Beth- (repeats all the descriptive words of partnership as stated by the educators)

Beth- so in 2005, what were you thinking about partnership in the project?

T1- hahahaha(laughing)

Beth_ what was going on, share with us? What were your experiences, how was partnership like in 2005.

T1- yeah, there was partnership, but it was a new project and we were not sure about what we were expected to do. However, we had trust that what the UP people brought to us will take us somewhere, but we did not trust them. We thought, what is it that they wanted from us, especially from this area, they came far from Pretoria. We were asking, why, why, why, why. What is it that they wanted to achieve? We thought may be they wanted to expose us, or area because it's a rural area.

Not in control, but fear and mistrust of academic researchers, not feeling like equal partners. No voice.

Beth- how about cooperation?

T1- mmm, there was cooperation, we worked together as a team, we had a common goal- to, to to, to-what can I say, to say to help reduce problems of HIV/AIDS and help the learners who are affected and infected..

Team work

Beth- but would you say at the very beginning both of the two partners were really sharing ideas? Educators vs. UP people

T1-through their guidance, we were able to share ideas of what they wanted. In 2005 it was mostly the idea of UP people.

Project dominated/led by academic researchers

Beth- so are you saying the goal was of the UP people?

T1-yah, yah, goal of partnership came from the UP people, it was one sided.

Beth- ok, thank you. Are you happy or would you like to add something more?

Project initiative led by academic researchers

T1- no, we fine.

Beth- Ok, now we go to 2006. I see you power tool is large, moving more toward the power side on the right.

T1- yes, ok

Beth- and why are you saying lots of power in 2006. Why?

T1- hahahahaha (laughing).

Beth- share with us. Why are you saying lots of power, what is going on? How are you experiencing the whole project?

T1- oh boy, you know in 2006, we felt we were powerful because through the project we managed to divide the activities within the project on our own and able to manage the project, we were able to influence the community. As you can see from the pictures, there were lots of community people participating, for instance some were doing bead project. They we able to participate, even the garden. That is I say we were in control with lots of power, we decided on our course of action.

Agent of change- influenced and controlled direction of project. Capacity to coopt community members . level of responsibility increased

Beth- you mentioned that partnership is acting. Can you explain and elaborate that in relation to 2006.

T1- yah, we acted according to what we wanted. You know, one thing is overcome barriers; our community, most of them are not working, a lot of them, but in 2006, community members we able to do bead work through our initiative, items that we made we sold, these members stress were overcome, because what they did would take them far.

Achieving own dreams and vision & making impact in community

Beth- as educators, what we you doing and feeling such that you would say you overcame barriers.

T1- wow, we educators were excited, happy and confident

Beth- why

T1- what we wanted to do was achieved, we were able to achieve because power is about change, power is about making decision and we were able to influence.

Achieving goals,
transforming
lives

Beth- you mentioned that power is about achieving dreams, now were you able to live the dream in 2006?

T1- our dream came to be because we wanted a garden and reaped what we sore.

Exercising
agency and
acting on it to
achieve goals

Beth- okay and...mmmm...oh, you mentioned that power is about instructing people to do what you tell them. Can you explain that experience in relation to 2006

T1- yes, yes, yes, 2006. We had community members in 2006 who came to here to join us in the project and we told them what to do and they complied. And they also took what they learnt here to their community.

Provided
leadership,
guidance and
being able to
bring in
community

Beth- would you like to add anything on power in 2006?

T1- I think power is hope and strength; they are able to make a living. We were taking lead, mentoring others. Power is about, is about our voices being heard, we were heard, and we decided on the project. We picked the area(activities to do within the project) and we divided ourselves in activities.

Give others
opportunity &
leading them.
Making decision
& initiating

Beth- Ok, now lets talk about partnership in 2006.

T1- ok, trust was very very strong. You know when we produced; we took our products and gave it to them.

Mutual respect,
trust for each
other(researchers
& educators)

Beth- how about commitment and cooperation

T1-yes, yah, yes. We are looking for change. Learners come from primary school. If they can be supported from there, I think they will continue what they are doing here.

Beth- Amm- 2009-10..mmm you say power is about acting. Can you share with us about your experience on acting in 2009-10. What we you doing to act?

Agents of
change,
providing
leadership &
capacity to act
and influence
Empowering
others

T1- 2010, we went to the neighbour schools several schools, we were acting because we sat with primary school educators and explained what we were doing and why we decided they should join the group and again we managed to divided ourselves since big group now(language+ literacy, garden, career guidance and counselling, staff abilities)

Beth- being able to divide group into four sections, could you say its about decision making?

T1- yes, of course its part of decision making.

Beth- Am gonna do the last activity. Ok thanks.(chit chat). Ok now we have talked about partnership and power.

(Hand out clouds and suns as part of next activity)

Beth- on the sun rays, I would like you to state in which sun rays made you feel powerful and on the cloud one, state your challenges both in relation to power and partnership in your participation in your project. In the clouds, state the things that made you have power as a challenge, write the word and that experience and moment, and on the sun rays write things that made it possible that you have power and partnership. Think about the activities that you have thus done throughout the project

T1- okay so we write the challenges in the clouds and all good on the sun rays.*(educators brainstorm on the visual activity of clouds and sun rays)(group discussion on and they write as well on the visual activity)*

***2006 posters on power**

T1- WE divided the project on how to manage it in order to influence the community- see- community members. They did a bead project here at school, participate. They participated in the garden, garden was blooming in 2006. We had lots of power in 2006

Beth- you are saying that power is acting. Can you explain in relation to 2006.

T1- yah, we acted according to what we wanted to do.

Beth- using the characteristics of power that you have mentioned could you go step by step and tell us what power is?

T1- you know another thing is overcoming barriers. We had community members not working in 2006. A lot of them came to school and they were able to participate in the project by doing the bead work project. Items were sold and we received the money from our project. These members of the community, their stresses were overcome. They knew that what they were doing would take them somewhere .

Beth-But then you as educators how were you feeling such that you overcame barriers

T1- We were excited, happy-what we wanted to do , we were able to do, we saw change- we were able to come with activities and do them

Beth- Is that so in 2006? You mentioned that Power is dreams. Can you explain that in 2006

T1- oh, dreams did come true. We wanted to have a garden and we were able to make a garden, that is achieving a dreaming. If you are able to dream about something and make it happen in reality, that's is power.

Beth- You also mentioned that Power is about making people do things that you instruct them to do. Could you explain that.

Initiating,
leading &
capacity to act

Achieving own
vision & goals

Able to work
with community
social problems.
Providing
psychosocial
support.

Sense of self
identity,
achievement

Capacity to act
in achieving
goals

T1- yes, yes, yes

Beth- Share with us about instructing people to do things

T1- we instructed them what to do , even now people are living out of what we showed them.

Providing leadership

Beth- anything on power-e,g, you talked about leadership

T1- Aaah, no

Beth- Anything else, you mentioned power as hope, strength

T1- Yeah, power is the strength to do things, like I said earlier, we were able to act

Capacity and capability to act

Beth- Alright

Beth- where is this picture. Think of the time, who was taking the lead in 2006 on the project?

T1- I think the leadership was coming from both of us(the group members here at school and the university researchers). The university researchers mentored and us and we were able to lead the community member and lead them

Empowering co-investigators, forging equitable & mutual benefiting p/ships

Beth- is leadership=decision who to do what?

T1- We the educators decided on what to do on the project. We decided which project was fir for our area and then we divided among us who will do what

Beth- would you say that in the partnership, is the power the ability to decide

T1- yes, yes, yes, of courses power is about deciding what to do, like we decided in this project.

Taking lead, deciding what to do

Beth- okay, thanks, lets now talk about **2006 in** relation to partnership. You defined partnership is a character of trust. Could you elaborate on that?

T1- the trust in 2006 between the educators and the university people was very very strong.

Beth- How and Why

T1- you know when we produced our beads in the project, we took our products and gave them to the university people to sell on our behalf. We trusted them, however by giving them our beads, we didn't know if they will come back again or what would happen to our products. But they did sell the products and gave us our money to the school. That was the building of trust. To believe that you can give someone your things and get what you ask for. For us trust was built through such experiences.

Building mutual rapport, based on strong relationships

Beth- How about commitment and cooperation. You defined these words as part of partnership. Did it increase or decrease? Please explain.

T1- aaahh, I can say it was strong commitment, as much as the people of Pretoria, we could see that they were committed to the project, they did not look into us only. They came kept checking the progress of the project, visited a lot here.

Consultation with members

Beth- so in that increasing in commitment?

Beth-So was partnership less or more strong?

T1- I will say partnership was stronger.

Beth- You defined partnership as working together. Did you work together or not and explain on that please?

T1- we worked together

Beth- The way you tell the story, its really good, its like I was there. I am picturing the whole process.

T1- (she chuckles- laughs)- wow, really?

Liesel- when someone tells a story very well and clear like the way you do, we say its “ _____ ”(in Afrikaans), we say its like we are hanging on your lips.

T1- yah, okaayyy

Beth- Okay T1, this is now the pictures of 2008-2009. The project is continuing
Liesel- yah, this is when Beth entered the picture.

Beth- yes, you met with me for the first time. The project is ongoing 2008-2009

Beth- in this phase the partnership changes- UP to now a certain partnership 2005-2007 existed. I feel we should talk more about the partnership. Can you remember who the partners are at this stage of the project. Initially you mentioned that a partnership is 2 or more members. So who do you think are all the partners now. Think of all the seminars we had in 2008-2009.

T1- mmmmh, I think here is Amazingwe- we met a group from Port Elizabeth and also a group from Pretoria Shoshanguve and met more people from the university and US. Now we have increased. It started with 2 groups , now it is 4 or more groups, the partners are many.

Beth- Okay, now that we are in 2008-209 and we have met at PE and at Amzingwe, you realized that there are other groups, how did you feel when you saw all these groups

Beth-In terms of power

Beth- yah, in terms of power especially that you had to interact with the larger group

T1- ooh, ooh, we had to make presentations in the large groups. It was a scary feeling, especially if you are not aaahh, used to present in a big group. First for me I was scared, meeting different people from different provinces- yaah I was scared, you power feel challenged.

Beth- okay, did you think you were making decisions at this seminar?

T1- aahh, yes- did you say “ I was making decision”

Beth- you have shown in the poster pictures for 2008-2009 that you had “less” power. Why do you think you had less power compared to 2006?

T1- I think here (2008) we were a big group. Yah, u know, when you are in a big group its not the same as in your small comfort groups where you are able to influence- But in a big group there are challenges. Sometimes you want to present, but are afraid that you will be asked questions left right centre.

Beth- you say there are more challenges in big group, its like you back to basics, make it difficult to have more power

T1- yes, yes, yes

beth- so what kinds of challenges are there?

T1- you know, I am thinking of of of—not being confident. It’s a challenge- you you think what will I be saying to a group. You are afraid not being able to answer questions that you might be asked: what will people say when you speak- will I be able to give correct answers?

Beth- Oh, T2, welcome back, we are sharing our experience-how we felt by participating in the project since 2005. We are telling a story- we thinking back. When did we feel we had power and when did we feel we were powerless-what we were going through

Beth- wait a bit, in 2005, T1 looked at the photos and the power tool “indicator” and decided when you guys felt power or less power beginning in 2004, she said in 2004 there was no power. Then she said the following she felt

Increase in networks-group enlarges

Self confidence challenged

Group dynamics in size pose challenges to attributes of power

Self confidence challenged.

power because she felt change, making decision and the structure of procedures in place. She said you had hope, that's why she said you felt power
Beth- then she said in 2008 you felt less power because the group got bigger with more people involved- new things

Beth- is there anything you would like to add T2? Did we explain well what T1 said?

T1- (explains to T2 in siSwati language)

T2- well, during this time(2005) everything was new to us, I did not know what was expected of us. But I told myself that, may be if time goes by, things will be unlocked as we continued. In 2006 I felt really engaged in the project. We came up with different activities for the project, garden, information centre, bead work. This is the only activities that survived, there were lots of challenges, for instance the community thought they going to gain cash fast- they didn't know that it will take time to benefit. In our community there is too much poverty. The community hoped to gain from the project, when they did not get money right away, they started withdraw

Novel situation, not sure of what to do and expected of us

Beth- are you happy that you experienced a lot of power in 2006

T2- yah, we experienced lots of power- the community also turned up in large numbers

Beth- now moving over to 2008-09

T2- it was a big group- sometimes, hei, the confidence, standing in front of people from different places and walks of life. You are not sure if what you say is appropriate- we were reserved- lack of confidence

Lack of confidence, not sure of what is expected

Beth- so you agree with T1, that power decreased a bit in 2008

T2- yah and look at the way other groups tells us about their activities they do like at Cebelihle-counselling centre-lots of good things and food hampers. Then you ask yourself what you doing for the community- you become tiny.

Group dynamics- intimidated by others achievement or progress

Beth- Yah, when you compare yourself

T2- yah, when you compare yourself-the way they do things- I feel like a small person

Beth-in that partnership- you feel a bit powerless

Beth- okay ladies, we continue. Remembers that your definition of power and partnership is guiding you on how you feel and experience things. We are now in 2009-10. Look at the pictures

Beth- partnership-power has changed. Look at the pictures, who are the partners. Who have you brought into the project?

T1- in 2009-10 we joined by more educators here in school. Before we were only four(4), now joined by 8-10 people in this group.

Increasing partners/members

Beth- so your family is increasing: As family increase- what happens when you look at characteristics of your defined partnership?

T1- mmm, I can say here, aahh, as a group we do share ideas, but the problem is we don't have enough time. Time is not on our side.

Lack of time to meet as a group

Beth- okay, is it a barrier in partnership

T1- we share ideas on one to one, not in meeting group.

Beth-I see that power is more again in 2006. Why? Why power more now.

T1- mmm, may be in 1st place we were able to influence educators before they were not able to see our vision and goals and managed to talk to them and explain; on how school will benefit in project. School benefit if all of us part of project.

Able to make others buy into our vision



Beth- so you say being able to make someone see your vision and believe in it and you felt powerful that

T1- secondly being able to influence our neighbor primary. We are giving to train them- this project not only be in Ngilandi, but start in neighboring schools. I think now we are in power.

Beth- could we say power is about bringing change because you are able to planta seed in other areas?

T1- yes, yes, yes(nodding)

END OF VIDEO RECORDING/ TRANSCRIPTIONS

Transferring /
sharing
knowledge to
others

Port Elizabeth: 3/19/ 10 : A

Beth-Can we start with group 1- S's group pliz- challenges for partnership- your stumbling block

T1- ok, we had fear of change- of colleagues who came from outside to meet new people especially white ones. We had fear of over load with work. Third, we asked ourselves, why and what are they coming to us for-may be they want to expose the area, the community. Why a black school, why not a white school. We wondered if they wanted to use us as a ladder for their own benefits. Why?

Our challenges now is rape cases, they are not attended well. Low learners attendance by SAPA. No social workers. We have to teach our own classes and in addition deal with problem of slow learners. There is no preparation we get from the department on how deal with this issues. There are no remedial classes, we are not employed as remedial teachers, we are employed as normal teachers. It is difficult to help low performing learners because we our own classes. We don't have social workers to help us, the rape cases have increased. OBC issues are not addressed well, we as teachers assist to a certain extent/.

Beth- if you think of stumbling blocks of power and partnership between R and I and teachers, what can you say? What is the challenges between teachers to have power now?

T1- aaah, there is no stumbling block between us now because if we want something from you, we come straight to you and also the principal is a link between us and you. We work together with principal and you. Its easy now to work with you, its easy for you to come to our school. Researchers have been eye opener to us, we are able to see challenges in our communities. We no longer blame anyone, like the government, now we are able to our power. We are able to use resources we have in our community, before we did not know that there are some resources within the community. We are at ground level. Now its easy to put it at the centre(power tool) because we had resources centre, visitng of community- feed of community, recognition by the learners and parents. Opening resources centre was the great achievement for us. Being facilitator is the greatest power we got, its more than a tool we got. We are supported by management, working with people that are not involved, but when you convince them, you get power, they understand.

We have facilitated workshops, we managed to plough back e.g. Charles duna, Xoleka P.S.....snr schl. We have babies, we have big "mabele"- community can suck from our breast. We are cows. Also being able to visit with learners homes, going to municipality(grants, RDC houses) grant they qualify for. We have volunteers and caregivers- visit learners give report.. we have beautiful school garden, we have attended workshops with HOPE world wide. All done we done during school holidays, so we are using our time, our family time. We are supports by other educators! Wow! They support us. Most of the educators support us fully, now we work with OVC, SASA, ABSA, muslim school.

WE working extra mile. Our school is a self renewing school. No school fund school

Beth- Ok, thank you. Lets give them a hand.

T2- all the achievements and challenges they mentioned are true. We agree with them 100%.

Mistrust of academic researchers, fear of extra work

Other social problems encountered by learners & educators

Easy to approach others, mutual respect; empowering others; environment enabling

Agents of change, being capable to initiate and bring about results

Providing leadership, sharing information with others. Transfer of knowledge and skills. Increasing networks and assisting others to receive social services. Support from other educators

Beth- oh, you agree 100%

T2- yes, 100%. We work hand in hand with community.

T3- I think she left out something if I may add.....recognition from the community and education department

Beth- may I ask something, you say initially some people were not sure about what you were doing? Tell us more please.

T1- we were not sure of what was expected us to do, we were afraid of you. Not sure what to do by then. By now it has all changed.

Beth- how is the relationship with the school and L and R? In 2003?

Beth- remember you said partnership is trust and loyalty. At beginning in 2003, did you feel trust and loyalty?

T5- no we did not want to ask them. We did not want to talk about anything. We thought they coming with something new, to tell us what to do, but to our surprise, everything came from us. They asked questions like what do you do, what do you do, then they wrote down what we said. It means we had the knowledge, we didn't know we had it. They didn't come up with the knowledge. We say ok, these are our friends now, we had simunye moment.

T6- before there was fear because people talking- people are coming here to do our studies, they want us to give them information and other things. We thought they wanted information to write a book and go and forget about us. But when we came there ...ok, there was language barrier, you spoke english to us and then talk to yourselves in " afrikaans' ...and then I said, oh gosh, this is what I heard, its happening(t6) laughing loud- my fears were confirmed? But as time goes by I saw honesty in you, you wanted us to grow. We were eager to work. You enlightened us, the disease (hiv/aids)was not part of us. We called the disease by referral names, we never talked about it, it was for others...and then you guys came here, ok, now we are free, we are owners. I wrote that in my sticker. And you know what, before you came, we didn't talk about HIV/AIDS. What is it..it had a name-"that thing". We referred to as "he died of what is it". Thank you guys. We are now learners in the community of govern Mbeki now we gong far. We want to thank you. Its not a joke.

T7- in other schools, researchers are not welcome.

T8- we see people who are going to help us.

T1- people who are helping, giving us strength, what we are doing to the community is benefiting, because now, our learners work with learners and community, things are easy.

beth- so those are the things that make power possible in partnership, when teachers come together to do something meaningful in the communities?

T1- yeah, yes, now its no longer about you guys, researchers and us, it's the community, it's the collaboration. Whole community collaborated

Beth- thank you so much

T1- talking about HIV/IADS was not part of our language, in those days but now its gone. It was new and scared, all those things, but gone are those days, people come and ask for our help, the number of parents and learners are interested have increased. I call it collaboration- its like a 3 legged pot. At school is learner and educator and parents but we add more, its researchers, educators, community, this 3 legged pot is growing. Its no longer few people, that is we are using many pots, we put more fire, that means we cooking ok. We are what we are because of you. We are where we are because of you. Thank you.

Support/recognition from others like

Not knowing what to do

Mistrust of academic researchers

Not open about discussing hiv/aids

Work as a system in empowering community

Working for community social transformation

Enabling environment to discuss any issues. Collaboration, working as a system

T2- and you know what, we are working in harmony as masizakheni group. We never tire, we are working together in terms, so when we work as a group it's a partnership. I know parents, other stakeholders and they know us. Even when we don't like something, you can voice it. You know what to say.

Team work, mutual consultation, coordinated structures

Beth- what are other things that make partnership possible- you already mentioned that fear to go away, there got to be trust and work together to accomplish goals

T4- yes, yes, mmm

Beth- you also mentioned communication, what other things make power possible in a partnership

T4- togetherness, communication, sharing information, having a common goal, no double standards, no one has final say, final say come from us all

Information sharing

T5- and the other thing is willingness, love what we do.

T6- partnership is "imbiza ye sixhosa" (3 legged pot). Also issue if language, accepting our own mother tongue. Sometimes its easy to explain in our language. We first explain to each other in our mother tongue, just like you explain to Ronel in Afrikaans, that is power

All of us having equal voices and working as team

T8- the problem of language barrier was there

T9- I like that word of imbiza ye sixhosa I ya nyamezela. You can put it on long hot fire, but it wont burn, it lasts long. We are going to be like that. Imbiza ye sixhosa iya nyamezela. You should know that it lasts long, always re use it. We are that pot masazakheni. Now I know you (L, UP researchers, B from Bots), the pot keeps on adding, we know other teachers from shoshanguve, MP, dean of UP, amazingwe-wow!

Effective and coordinated structures

B 3/19/10 Cebelihle PE

T14- ok, the question here is what do you think power is? Alright.....

Group-(they brainstorm in IsiXhosa)

T14A- we say power is being in control of doing things, to be able to do things in your way and brings confidence and boasts self esteem. Make one to see unforeseen things. Do you understand what I mean, when I say unforeseen things. Okay

Being initiative, capacity to act

Group- laugh-hehehehehehe

T15- power makes you strong and gives you respect. Power gives you courage , you don't fear to do things.power makes you to be independent, it gives you goal. If you are in power you should have goal, there will be someone who can come to you and try to change your mind, but if you got confidence and know what you are doing, having deep understand. Power must be about deep understanding, so that you argue, explains things, do research and come back with feedback. Do you understand what i say, when you are in power there is no one who can change you. Power gives you freedom of speech, when you got power you approach things with open mind and differently. Power is that high order thinking, you take things seriously.

Expressing ones opinion without fear, enabling environment

Beth- thank you

Group- clap hands

Beth- thank you so much. Now lets listen to Z group. Can you tell us what do you think power is?

T2- aah, power is to be well informed, able to follow ones reason, one is not afraid, capable of taking risk. Power is able to balance situation. Power is a leader who can reason and not take orders, thats all

Beth- thank you

Group- clap hands

Beth- okay

T18- capability to follow own reason, you work with someone with other people, you give them rules. Power is when you got vision and follow that vision. mmmm Mandisa talked about something not absolute and elaborated on that aahh.....(mandisa intervene), ok, ok

T19- what you think power is? Power is knowledge of knowing. How do you do it. You have to plan, when you have power you organize, take responsibility and must delegate, discuss and analyze. How? With power you must create better living and be passionate and pass iton to community-nation and country and the world(*am thinking levels of power as researcher*). Where? Power start within yourself and then empower your environment, community, nation. You have power you work with those around you.

Having knowledge and information and being able to act at different levels

Beth- wow! Lovely. Thank you. Anyone would like to add something

T19A- power is delegation. I like it. When you have power, you must know everything, so that when someone come to you, you must have deep understanding, it makes it easy to argue, when you have power you don't take any information as absolute. You evaluate.

T20- I don't think power is knowing everything, you can know some.

T21-I think power is not only about control, you have to listen to others ideas. Even in your house with your children. You listen to them. You don't work alone, you don't control or abuse power, that why here we define power as to organize, plan discuss in your group. It doesn't mean you now everything, so power is working with others.

T21A-I think she meant not to know everything per-say, but when power must be accountable, so that a leader in power look for more knowledge to avoid confrontation so that you learn more.

T22- what I meant is must have deep understanding, evaluate, discuss, explain do research about what you want, that's what I meant.

Beth- alright, thank you ladies.

T1- what do you think partnership is to you, ok. Partnership is working as group, share knowledge and ideas together, to share to agree, to be actively involved both parties there must be mature respect needed, consultation and decision making done by partners, not individual or certain groups.

Team work, mutual respect, sharing information and full participating, mutual consultation

Beth- thank you very much

Group- (clap hands)

Beth- alright

T2- to us partnership we mean to work together closely, aah, share ideas information as partnerships, you become brothers,when it comes to decision making, you are on the same level. No one is beyond other becoming one minded as you share information and exchange. Learn from each other.

Developing strong relationships

Beth-Thank you

Group- clapping hands and laughing

T3- aah, those parties are highly involved, you work together, reach agreement, good relationship. Both parties must be knowledgeable, confidentiality, loyalty that's is all.

Beth- thank you. Would you like to add anything else?

T4- in partnership, only time when you use "I" is when you contribute an idea, but when you make decision as a group/ partners.

Beth- alright- thank you.

Not about individualism

VISUALS- CLOUDS/ SUN ACTIVITY-

Explaining the activity

Beth- we got drawings of clouds and suns. Group access to clouds (small, big, medium) share with us, when did you feel power using the sun, share experiences of when you felt you are powerful and use the clouds to to share the challenges as worked in the partnership in the project.

Beth- In the beginning it was L and R , now we have more people. When did you feel power, which incident, what happened. In the clouds, what clouded you, what made you feel powerless or no partnership? Share your experience. What made power possible, or partnership possible and what made it not. Use some of the good and cloud for the challenges.

Beth- this activity- now that you have defined power and partnership. you been working with L and R since 2003 in star project, working together

T1- and with each other

Beth- Yah and with each other. What do you think partnership is. Explain to me. Your experience with partnership. what do you think partnership is in the project

PE- VIDEO 3/19/10 (2)

2010-03-19 15:30 CLOUDS VISUAL ACTIVITY

Beth- ok, will start with T's group 1- report to us your challenges for partnership. what clouded you, your stumbling block.

Group1- ok, in 2003, we fear of changes, especially meeting new people more especially the white one's. the fears of overloading of work on top of the one e already have and the third we asked ourselves, what were they coming to us for> may be they want to expose us the area, community, why a done a black schools instead of white schools there are lots of white schools but they chose this one, why> doing this as a ladder for their own benefit? Our challenge now is rape cases (this is repeat from the 1st one).

Esp the OVC issue, have baggage of problems at home

Beth- what is the stumbling block for you to have power in the project

Group- So far,no stumbling blocks, if we want to reach you, its accessible

Beth- so if I hear you, if there is a problem, we could talk

Group- success-formation of the working group, giving food hampers, feeding community with soup from Muslim. WE have opened the resources centre, we are now facilitators in this protect-oh, wow, greatest power we have-the tool. The support by the management. When you educate a woman, you educate a nation. We plough to the nation, all are women. We now have 5 babies(schools). We got big mabele lidhle in Xhosa. Everyone can suck- got a long breast, we are cows now. Visiting the teachers(visit them, know the

Fear of change brought by outsiders
Overload of work responsibilities

No problems-free to discuss issues

Creation of networks, effective & coordinated structures. Agents of change

background of leaders),), its our duty to inform. Organizing school clothes, buying food, money for transport, we buy meds(supplement). Cell buddies(learners to learner))- having volunteers and caregivers- great achievement, relief for us. They give us report, feedback, that is wow! Excellent. We attend workshops naming of learning centre by deceased learners. Working extramile self renewing school now. We overcame our fears. We felt power through these activities.

Providing
leadership &
empowering
others

(1) POSTER PICTURE ACTIVITY

Remember the 1st day. Look at the picturers. Pictures will help you remember the things that you did in a long time.

POSTERS

How have you felt power in that relationship or there were this felt not. There were times in project you were lost or part of project from 2002. Times when you felt not sure, not making decision. To do that, we have photographs. I will give the pictures.

END

TRANSCRIBE THE WRITINGS

PORT ELIZABETH- 19/3/10

TRANSCRIPTIONS OF VISUAL ACTIVITY

PHASE ONE: CONCEPTUALIZATION OF MEANING OR DEFINITION OF "POWER"

WHAT DO YOU THINK POWER IS ?

GROUP1

To be able to do to things

To be in control

It brings back confidence and boost self esteem

It makes one to be bale to see unforeseen things

It makes strong and gives you resistance

It drives away fears

It gives you courage

It makes you independent

It makes you to face reality

When you have power it gives you backbone

It gives you freedom of speech

When you have power you approach things with deep understanding

GROUP 2

To be well informed

Not being afraid of taking decisions

Capability of following your visions

Not being afraid of facing any challenges

Capable of taking risks

Able to balance situations

Not easily moved

If you have power you become a leader who can reason (not boss)

GROUP 3

Power is the knowledge of knowing how to do things. Lead motivate, persuade people

Why do you do that thing

Where do you that

For whom you do that e.g.

e.g HOW

planning

organizing

resources

delegation

discuss

analyze/ evaluation

WHY

To promote better living

To develop a person , community, country, world

WHERE

With yourself

With your environment

Community

WHOM

To the people you work with (around you)

Capacity & capability to influence and act.

Making decisions, capability, act

Capacity, enablement, act

PHASE ONE: CONCEPTUALIZATION OF MEANING OR DEFINITION OF "PARTNERSHIP"

WHAT DO YOU THINK PARTNERSHIP IS ?

GROUP 1

Both parties are highly involved
You work together
Debate
Reach agreement
Good relationship- will enhance
It broadens awareness
There must be trust and transparency
Both parties must be humble and knowledgeable
They must have confidentiality and loyalty
Mediator when there is a problem
Attend workshops, seminars etc to equip themselves

Building rapport, mutual respect, team work

GROUP 2

To work together closely
To share ideas, information
To have brotherly trust amongst partners
To be on the same level when it comes to decision making
In partnership you become open minded through exchanging of ideas
Every partner contributes towards the wellbeing of the partnership
In a partnership- you learn from each other

Working as coordinated system, sharing information

GROUP 3

Working together as a group
Given chance to participate fully
To share ideas and knowledge together
You have to disagree in order to agree so as to come with solutions
To be actively involved both parties
Mutual respect is needed
Consultation
Decision making is done by partners not individuals

Team work, information sharing,

PHASE THREE: REFLECTING ON FACTORS THAT HINDER POWER / PARTNERSHIPS INTERACTIVE VISUAL ACTIVITY USING CLOUDS

Fears of change that come from outside (new people) 2003
Fearing of overloaded work, by work on top of the one we already have
Asking questions-why they are coming to us-may be because they want to expose the area
Why this done on black schools instead of white schools
Doing all this being used as ladders for won benefits
Rape cases not attended well some being forgotten because of slow process or no attention at all. SAPS
Not having social workers, school psychologists, remedial educators and getting no help from dept of educ
In 2003, we were fearful, especially with language barrier
Not sure of content-unsure
Issues of trust in 2003

Fear/ mistrust of others. Lack of resources/ support

PHASE FOUR REFLECTING ON FACTORS THAT ENABLE POWER / PARTNERSHIPS INTERACTIVE VISUAL ACTIVITY USING SUN RAYS

Commitment, confidence, eagerness, acceptances, willingness
Loyalty, caring, loving,
Recognition- 1st December- counseling room, gardening
Partnerships created- olive leave seed, peace, H.A.C., ABASA
Created kitchen soup through Muslim
Have had health volunteers
Met other teachers from different schools (provinces)
Became facilitators to two other high school and primary school
At the end – owners- hurray!!!
Were supported by management
Being thanked for help by learners and parents (show gratitude)
Able to open resource centre/ support centre
Recognized by the community
Attending workshops
Addressing OVC problems- life skills programmes
Able to visit child headed families
Able to form working groups (information, support, and garden)

Being appreciated and recognized
Offered support
Opportunities for learning and growth
Creating networks

PHASE TWO : LOCATING POWER RETROSPECTIVELY IN A VISUAL ACTIVITY USING PHOTOS

GROUP 1-NOV 2003

The power tool on November 2003 poster was placed towards (lack of power)

Why?

We knew nothing and we were not sure of what was expected of us.
We were actively involved in discussion and answered what ever we know. We were not intimidated at all
After informative meeting, we felt confident about issues affecting us for long
At first we felt as if they came to add more on a lot of work we have but after that we found out they came with solutions
We had a feeling that nothing would change, but were wrong. At the end most changed

Not sure of what to do.
Pessimistic about outcome

2004-2006

The power tool on 2004-2006 poster was placed in the middle (in between lots of power and lack of power)

Why?

We were confident because it was us who were actively involved as we know the problem facing the community we work in.
Through working with us as educators, we were able to identify our problems and how to address them
They were giving us changes to explore not to be stumbling block on what we know (experiences).
They were supportive and gave us strength in what we were doing all the time.

Changing perspective, offered support

2007-2008

The power tool on 2007-2008 poster was towards lots of power

Why?

We were very much sure of ourselves.
The progress was unbelievable
We were facilitators that were ready to help other schools and communities around

Being achievers/ optimistic and acting

We had more power- adopted two schools
First we were unsure if could facilitate
They let us to do everything- watching us
They gave us strength and courage, confidence
We were able to claim back that we “can”
We were decision makers- we love that

Capable acting,
leading,

MID 2009

The power tool on mid 2009 poster was towards lots of power

Why?

We as educators, we felt in control and being decision makers, i.e. we managed to facilitate workshops with 2 high schools and 1 primary school of our community (on our own)
We were able to introduce Liesel and Ronel that we are working with (making appointments, leading in conversations with the schools)
The discussion with the schools progress was done by us in their presence
We did follows ups and gave them suggestions were possible to cater for their challenges (as babies)

In control,
capable,
leading,
initiating

GROUP 2-NOV 2003

The power tool on November 2003 poster was placed towards (lack of power)

Why?

We felt unsure as to what are they bringing to us and what is expected of us
After the introduction of the programme, we began to trust and open up more to R and L. They also on the other hand trusted us and had confidence on us, because they kept on visiting us and updating us
Interacting with them we began to identify resources as well as challenges within our school community.
The relationships are from time to time as they further introduced other researchers to the project.

Not sure of
what to do

The power tool on 2004-2006 poster was placed in the middle Why?

They further introduced us to other researchers that is when we felt more powerful and trusting them.
The bond with them began to be stronger.
We gained a lot from them which couldn't do on own without them e.g. body map, how to make memory box, and how important is it to have it.
More educators joined the group after seeing how good it is and how we interacted with researcher.

Partners
increase,
sharing
knowledge from
each other

2007-2008

Power tool toward “lots of power”

We felt very powerful to introduce the programme to other schools. We ourselves decide on the schools we chose NOT the researchers.
The bond is stronger than before, they just come and observe the progress
We believe that they have faith in us to take this programme further.
They introduced us to other educators from other provinces- we felt very honoured and powerful

Transmitters of
knowledge and
skills.
Empowering
others

The power tool on 2008-2009 (SEMINARS)poster was placed towards lots of power

Why?

We felt more powerful when we went to a seminar in Amazingwe with other educators, universities, researchers.

There we shared our different experiences, learn from others and others gained from us.

We gained more relationships with other educators from other provinces.

We confidently made presentations in front of entire audience we have mentioned above

We felt very honoured. We had courage to talk to other people.

NOVEMBER 2009

THE POWER TOOL ON MID NOVEMBER 2009 POSTER WAS PLACED NEXT TO THE "LOTS OF POWER"

We had more power now that we trained other schools and they taking the programme further.

We have powerful relationships with the University of Pretoria, and with other educators from other provinces and other neighboring schools-they were eager to join the programme.

Knowledge transmitters, gaining self confidence

Being leaders, empowering others

GROUP 3-SEMINARS 2008-2009

The power tool on 2008-09 posters was placed LOTS OF power

Why?

This was a great time to present what we were capable of doing in eastern cape

We could reflect back on our achievement in programmes and projects we have done

We had opportunity to hear what others were doing(in other provinces) to learn from them

We were able to share our experiences with other provinces (teachers, universities) confidently. We felt in control

We managed to build relationships with other educators from different provinces. We could make powerful arguments (giving examples of how other schools do it e.g. males at high schools)

MID 2009- lots of power

Why?

We gave reflection to other researchers as to how the programmes has progressed back dating it from 203-2009.

How we have managed to overcome our challenges e.g. the OVS's (their statistics, the donors, home visits, food parcels)

We visited our baby schools to see if they had progress, we had interviews with them, we were pleased to see the programmes progressed that far.

Being achievers, networking, agents of change

Leaders, capacity to bring change

GROUP 4-NOVEMBER 2009

The power tool on November 2009 poster was placed LOTS OF power

Why?

BY the end of 2009 we were able to make interviews with Emzomncane about their progress

Since we managed to get sponsors for soup (to feed our community) we suggested to them as how to go about finding sponsors, the care giver and to open their own support centre for their community

Mentors and initiators of change

We were the facilitators sitting behind the table taking notes and asking questions (evidence) photos

Leaders in sharing knowledge

We were in control (as educators) and confident.

We were doing everything- the researchers were the onlookers.

2004-2006- power tool in the middle

Why?

We started to have confidence as teachers

Self confidence, strong relationships with others

The interaction and the discussions made us strong and powerful

We as teachers were able to identify problems in our classes and whole school

The program itself created good relations between the teachers, learners and the community

The program led us to understand the potential weaknesses and strengths about decision making

2007-2008- lots of power

Why?

During this time we re very powerful and clear

Taking the projects to other levels

Educators name was changed to facilitators

We did not own the project we shared it with outside world.

Our powerful and strong minds made other teachers to see the need for help

Number of schools are flocking to our school for help

The department of education has confidence in our school and sending other schools to come and see the display of (masizakheni)

We are taking our own decisions and we are proud of ourselves

MPUMALANGA- 19/3/10

TRANSCRIPTIONS OF VISUAL ACTIVITY

PHASE ONE: CONCEPTUALIZATION OF MEANING OR DEFINITION OF "POWER"

WHAT DO YOU THINK POWER IS ?

RATE OF DOING WORK (HOW FAST DO YOU DO WORK)

Movers and shakers

AMOUNT OF EBNERGY YOU PUT TO ANY GIVEN RESPONSIBILITY OR TASK

PEOPLE DO WHAT YOU INSTRUCT THEM TO DO

ABLE TO INFLUENCE

Sgb(FORMULATE POLICY)

POWER IS ACTING

MAKE DECISIONS IF WHAT TO DO AND NOT TO DO

POSITION GIVES POWER

LEAD

BRING CHANGE

HAVING DREAMS

HOPE, OPTIMISM AND STRENGTH

OVERCOME BARRIERS

Work as a team

WHAT DO YOU THINK PARTNERSHIP IS ?

TWO OR more groups working together

Sharing ideas

Production

Put effort- otherwise what you want to achieve can't materialize

Commitment

common goal

Cooperation

Faithfulness, reliability, trust

Shared vision,
loyalty,
equitable
relationships

PHASE FOUR REFLECTING ON FACTORS THAT ENABLE POWER / PARTNERSHIPS INTERACTIVE VISUAL ACTIVITY USING SUN RAYS

Making decisions about the activities we wanted

Influential(able to increase the group members)

Commitment (the bead work project succeeded)

We managed to act. We took initiative to influence our neighboring school to join us.)

Common goal (assisting the community to alleviate poverty)

Sharing ideas as group members

Support from the school principal (he gives us time during school hours to engage with our partners)

Trust from the community members

Recognition by the department of education

Referring other schools

Involvement with the community at large

Head hunted by outsiders/ schools- our school is a light house

Training other schools, felt very powerful

Enabling
environment,
inclusiveness,
equal voices,
support

Facilitation,
leadership

PHASE THREE: REFLECTING ON FACTORS THAT HINDER POWER / PARTNERSHIPS INTERACTIVE VISUAL ACTIVITY USING CLOUDS

In 2003- we were not sure of what was expected of us

2004- it was a learning curve

2005- Trying to understanding some of the learners problems

Not sure of
what to do

Version Jan 2011-01-22

Power is achieving goals

Power is agency to bring change; overcoming challenges/ problems

Positive attributes of power

Partnership as working in a team; Partnership as consultation

Partnership as sharing information

Working as a team with same vision

being honest, trust and respect

Enthusiastic yet suspicious

Mistrust of academic researchers

Openness, begin to trust and gaining knowledge

Not yet sure about intention, still silent, not making impact

In 2005, felt powerless since not in charge of running the project

Not in control, but fear and mistrust of academic researchers, not feeling like equal partners. No voice.

Team work

Project dominated/led by academic researchers

Project initiative led by academic researchers

Agent of change-influenced and controlled direction of project. Capacity to co-opt community members . level of responsibility increased

Achieving own dreams and vision & making impact in community

Achieving goals, transforming lives

Exercising agency and acting on it to achieve goals

Provided leadership, guidance and being able to bring in community

Give others opportunity & leading them. Making decision & initiating

Mutual respect, trust for each other(researchers & educators)

Agents of change, providing leadership & capacity to act and influence; Empowering others

Initiating, leading & capacity to act

Achieving own vision & goals

Able to work with community social problems. Providing psychosocial support. Sense of self identity, achievement

Capacity to act in achieving goals

Providing leadership

Capacity and capability to act

Empowering co-investigators, forging equitable & mutual benefiting p/ships

Taking lead, deciding what to do

Building mutual rapport, based on strong relationships

Consultation with members

Increase in networks-group enlarges

Self confidence challenged

Group dynamics in size pose challenges to attributes of power

Self confidence challenged.

Novel situation, not sure of what to do and expected of us

Lack of confidence, not sure of what is expected

Group dynamics-intimidated by others achievement or progress

Increasing partners/members

Lack of time to meet as a group

Able to make others buy into our vision

Transferring / sharing knowledge to others

Mistrust of academic researchers, fear of extra work

Other social problems encountered by learners & educators

Easy to approach others, mutual respect; empowering others; environment enabling

Agents of change, being capable to initiate and bring about results

Providing leadership, sharing information with others. Transfer of knowledge and skills. Increasing networks and assisting others to receive social services. Support from other educators

Support/recognition from others like

Not knowing what to do

Mistrust of academic researchers

Not open about discussing hiv/aids

Work as a system in empowering community Working for community social transformation

Enabling environment to discuss any issues. Collaboration, working as a system

Team work, mutual consultation, coordinated structures

Information sharing

All of us having equal voices and working as team

Effective and coordinated structures

Being initiative, capacity to act

Expressing ones opinion without fear, enabling environment

Having knowledge and information and being able to act at different levels

Team work, mutual respect, sharing information and full participating, mutual consultation

Developing strong relationships

Not about individualism

Fear of change brought by outsiders; Overload of work responsibilities

No problems-free to discuss issues

Creation of networks, effective & coordinated structures. Agents of change

Providing leadership & empowering others

Capacity & capability to influence and act.

Making decisions, capability, act

Capacity, enablement, act

Building rapport, mutual respect, team work

Working as coordinated system, sharing information

Team work, information sharing,

Fear/ mistrust of others. Lack of resources/ support

Being appreciated and recognized; Offered support; Opportunities for learning and growth; Creating networks

Not sure of what to do. Pessimistic about outcome

Changing perspective, offered support

Being achievers/ optimistic and acting; Capable acting, leading,

Partners increase, sharing knowledge from each other

Transmitters of knowledge and skills. Empowering others

In control, capable, leading, initiating

Not sure of what to do

Knowledge transmitters, gaining self confidence

Being leaders, empowering others

Being achievers, networking, agents of change

Leaders, capacity to bring change

Mentors and initiators of change

Leaders in sharing knowledge

Self confidence, strong relationships with others

Taking the projects to other levels

Movers and shakers

Work as team, results oriented

Shared vision, loyalty, equitable relationships

Enabling environment, inclusiveness, equal voices, support

Facilitation, leadership

Not sure of what to do

"Imbiza ye IsiXhosa iya nyamezela"- Educators as agents of transformative social change		Educators construction of understanding and meaning of power and partnership		Educators expressing the capacity to act through the power they gained		Factors educators influencing power in participatory partnership(s)	
Agents of knowledge transfer	parents	forging equitable and mutually beneficial partnerships	UP researchers	Capacity to empower others		Promoting power	
	schools		peers			Hindering power	
	Wider community		Wider community				
Agents of bringing resources		Enabling environment		Capacity for leadership and mentoring			
Agents of creating community networks		Capability and initiative		Taking action/lighting the fire			

THEME 1: “Imbiza ye IsiXhosa iya nyamezela”- Educators as agents of transformative social change	
SUBTHEMES	CATEGORIES
1. Agents of knowledge transfer	parents
	schools
	Wider community
1.2. Agents of bringing resources	
1.3. Agents of creating community networks	
THEME 2: Educators construction of partnership	
2.1. forging equitable and mutually beneficial partnerships	UP researchers
	Peers
	Wider community
2.2. Enabling environment	
2.3 Capability and initiative	
THEME 3: Educators expressing the capacity to act through the power they gained	
3.1. Capacity to empower others	
3.2. Capacity for leadership and mentoring	
3.3. Taking action/lighting the fire	

THEME 4: Factors educators influencing power in participatory partnership(s)
4.1. Promoting power
4.2. Hindering power
THEME 5: Educators understanding of power
5.1 Enabling environment
5.2 Capability and initiative

TRANSCRIPTION FROM NGILANDI- INTERVIEW NOVEMBER 2010

DUMI, BETH, RONEL

B- hi T, how are you doing? It's a pleasure to be back here again, remember we met last time and I asked about partnership and power on the project that you working on. When I got home I realized that there were things that I had to ask, that I needed more information on. So today I will focus on 3 things/questions. I just want to find out about how you see things and they way you have experienced being part of the project.

R- Want to find out about the power you been referring to since 2004, when Hermien and Tilda had the power, they told you the plan, decided what to do. Today you got the power; you take the lead and do everything. At the beginning T & H took the lead, you were not given direction to be in charge of the relationship. At the beginning T & H told you when to come –set up appointment BUT today you decide when to come, this day and that day, you decide on the date. How did you view power?

B- Let me remind of how you described power from the last time I visited (she narrates the definition from last interview).

D-then you want me to explain...okay, aahh! May be I can say, what I learned from H & T is that I managed to learn and I see its working now. When I facilitating the project I thought I wont be able to do that. Now that I have power you can make decision and lead other people to follow you when you request them. If you are in power, other people will follow instructions. I think power has influence, what we training them, they do, and they have managed. Moving from this point to higher level coz they present to us and explain steps that they took.

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T- aahh, aaa, mmmm(agree) the environment is good. The environment at school is great the support from my colleague, they explain. At workshop environment is excellent, there is support, you are free, everything is open, you don't feel left out. I am able because there is encouragement.

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T- we are stronger, we have changed, now we make decisions and influence other groups (educators) they see what we are doing? They help us.

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B would you say that by participating they have unleashed the potential in you, being able to plant the seed in other areas

T- yes, yes, I am prepared and able to do because I am empowered.

B/R- yep that is very very powerful. Beautiful, thank you very much. Do have inspired me. Do have anything else .

T-(laughs off) giggling, you are welcome. I want to take it from there. I was waiting for the presentations to finish.

TRANSCRIPTION FROM NGILANDI- INTERVIEW NOVEMBER 2010

HENRY, BETH

B- in your own words, what do you think power is

H-own und, if look at power, I will define it not using any reference-power is ability to do something, ability to something stems from a number of factors from vision, vision that you carry enable you to have more power, another factor is the people involved, enable you to do something, that vision of resources, enable you to have power, human resources, network as resource and also other factor is ability to carry out something, further mission, the vision and mission enable to carry you to have power: vision and mission as enable to carry you have power. Vision and Mission as factors and resources, network, how what enable to do is how you put places together, enable carry out whatever coordinate activities-you need people involved. You lay your vision end of day realize vision that gives you more power. Yah, may be I will be there.

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B- you mention network, could you please give examples of such network, who

H-you know, the net work we have now is meeting other colleagues from other provinces, and they help us to see how far we are with the projects. Also our department and school to have it as a community. We have forge hands with local clinic, the learner get resources. Another network is social workers; they are involved with the school once a week. Also with Agriculture, Masibuele, how can they help with project- garden, to meet us half way? But they think that as educators we want to benefit- but we are facilitators, we want to bring in community members, so that they benefit. We also bring in more of our colleagues to get our vision, especially that we started as five. The school accepted us.

B- what are the factors that have helped you to gain power or to be in power. Of course you mentioned that you are in power because you have now counseling centre, garden. You have partnership with the community. But what factors enabled you to have that power to be where you are now.

P- one factor is that help me to have power is to be open minded, mobile in the mind, to think of alternatives everyday. I present an idea; I sit down and think about it. How can it better tomorrow? One

thing to **have power is research, read books** go into the internet. Also talk to people, share with people get more information and get power.

B- I think from you what you tell me I see Henry before the project and Henry during the project. You have changed. Could you share with me if you see yourself to have changed before and during the project?

H- yah, you know prior to the project I was reserved, a bit conservative, kept to myself, I had lots of thought but kept them to myself. With this one, I have changed a lot. I now speak out, able to modify a lot of things, like network am now capable. The project has changed me and it has helped me to be more dynamic, I move and make things happen and better, am growing and making whatever.

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H- I would say more. I would say yes. I have changed a lot of people, other people are thinking differently. They also want to do more project, even my colleagues. **Working together people can do more.**

B- how have your relations changed with the researchers at UP. How has your relationship changed in the project in terms of power?

H- I think they are open, they advise us, and they help us to analyze ideas. They help is, they are open, allow us free movement, don't forget your vision. They helped us analyze our visions and situation. They helped to look at our situation and not to compare ourselves with others.

B- would you say they allowed you to be more powerful?

H- yes, we have weaknesses, but they have helped us to decide. They have an impact in our strength, analyze own situation and use own strength.

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H one factor is time, why – because of the environment- not giving in 100% going extra mile in the project. We have not analyzed our sacrifices, how much time we are giving. We can't rely on department time alone, what we can do outside school time. Getting people to the project and align and fine tune the mind set within the vision and mission. Some get in but the mind is not set and level of understand of what getting in is attitude. Others get in for external motivation, some people contribution is zero, they have not moved an inch. We need a strategy of how to unlock the mind. Cooperation. The mind there must be a leader able to lead. Their input/participation need mind of person to be fine tuned to unlock it.

B- Any other factors?

H- yah, people lack the commitment and ownership of the project, they expect the initiator to always lead, always there running around, like today, this day was long set, to make an appointment, you know people should learn to scribble on diary. By the time you have reference, you should commit. Like I said this mind needs to be fine tune, mind set. I think this is challenge I can elaborate and quote some recent examples. We know that people make appointment, you have to show up except if its an emergency. Make arrangement. That come through mind tuning, let it not be responsibility for X n Y only. Time commitment. We need to network more, that entails commitment to vision and mission and fine tuning of mind. We have opened up UP partnership, they are open, they allow us to have extra network its not like when you have a major sponsor and there are conditions attached.

B- wow! Interesting, could you elaborate, you say you have partnership with UP and they allow you to have more partners with other.

H- you know UP is very open, they gain from us as well, it's a mutual relationship, we gain from them too. The school gained from UP, like help with library. They never stopped us from partnering with others, for example our library partnered with Peace Corps from USA, they brought us books. The volunteer's are able to get us free books. UP does not stop us from talking with Peace Corps. They have also put us on map of the university, like the department of engineering. Engineering students come here. I would say R n L are nice people, its matte of good working relations.

B- When you say, you remind of what you did with "snakes n knobkerries". May be one day you will do own "snakes n knobkerries" with own team.

H- there are people who are looking at what pioneers are doing. They talk out there. What is my input in whole project so that I can say here is the output. Our planning as a leader of group is to review to look at our achievements and challenges. We need to paint a different picture for 2011.

B- tell me about all kinds of partnerships.

H- one thing I forgot about in partnerships is organizations dealing with human issues, we have a project being run by a graduate from another university.

B- okay, besides challenges of sacrifice, time, fine tuning the mind, would you say you have a voice in your own participation. Is it UP telling you what to do or you are the one in change

H-yah, we are in change. Varsity just advise, we also have to sort out our challenges and just inform varsity. We have had a career day the other time, it was started by varsity students, it was successful. Then later we initiated, we started in 2009 by inviting police SAPS and invite people from different varsities. How do we involve the whole school? It has since become an annual event. We have a voice. We set agenda, initiate and propose ideas.

B-do you think that trough this project you have been able to learn how to solve problems that you encounter in the community.

H- yah, I would say starting from the “snakes and knbokeries” enabled to think about challenges of community and how to solve them. It has helped us to come up with ideas, it help to open us up, broaden my wings.

B-any other way that the project has increased your power.

H- my power has increased, being able to make mind change, use of resources that are available like HR, people part of the project. Get people to commit more.

B- do you feel more powerful comparing 2004 and 2010

H- I feel empowered on average basis, a, very empowered, because now I can make network with other people and commitment because of the number factors that I leant, working together with other. Working together we can do more. I have all these ideas. The project has empowered me a lot

B- okay H, thank you very much for taking time from your busy schedule to create time to talk with me. Ngiyabonga

TRANSCRIPTION FROM NGILANDI- INTERVIEW NOVEMBER 2010

DUMI, BETH, RONEL

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H one factor is time, why – because of the environment- not giving in 100% going extra mile in the project. We have not analyzed our sacrifices, how much time we are giving. We can't rely on department time alone, what we can do outside school time. Getting people to the project and align and fine tune the mind set within the vision and mission. Some get in but the mind is not set and level of understand of what getting in is attitude. Others get in for external motivation, some people contribution is zero, they have not moved an inch. We need a strategy of how to unlock the mind. Cooperation. The mind there must be a leader able to lead. Their input/participation need mind of person to be fine tuned to unlock it.

B- Any other factors?

H- yah, people lack the commitment and ownership of the project, they expect the initiator to always lead, always there running around, like today, this day was long set, to make an appointment, you know people should learn to scribble on diary. By the time you have reference, you should commit. Like I said this mind needs to be fine tune, mind set. I think this is challenge I can elaborate and quote some recent examples. We know that people make appointment, you have to show up except if its an emergency. Make arrangement. That come through mind tuning, let it not be responsibility for X n Y only. Time commitment. We need to network more, that entails commitment to vision and mission and fine tuning of mind. We have opened up UP partnership, they are open, they allow us to have extra network its not like when you have a major sponsor and there are conditions attached.

B- wow! Interesting, could you elaborate, you say you have partnership with UP and they allow you to have more partners with other.

H- you know UP is very open, they gain from us as well, it's a mutual relationship, we gain from them too. The school gained from UP, like help with library. They never stopped us from partnering with others, for example our library partnered with Peace Corps from USA, they brought us books. The volunteer's are able to get us free books. UP does not stop us from talking with Peace Corps. They have also put us on map of the university, like the department of engineering. Engineering students come here. I would say R n L are nice people, its matte of good working relations.

B- When you say, you remind of what you did with "snakes n knobkerries". May be one day you will do own "snakes n knobkerries" with own team.

H- there are people who are looking at what pioneers are doing. They talk out there. What is my input in whole project so that I can say here is the output. Our planning as a leader of group is to review to look at our achievements and challenges. We need to paint a different picture for 2011.

B- tell me about all kinds of partnerships.

H- one thing I forgot about in partnerships is organizations dealing with human issues, we have a project being run by a graduate from another university.

B- okay, besides challenges of sacrifice, time, fine tuning the mind, would you say you have a voice in your own participation. Is it UP telling you what to do or you are the one in change

H-yah, we are in change. Varsity just advise, we also have to sort out our challenges and just inform varsity. We have had a career day the other time, it was started by varsity students, it was successful. Then later we initiated, we started in 2009 by inviting police SAPS and invite people from different varsities. How do we involve the whole school? It has since become an annual event. We have a voice. We set agenda, initiate and propose ideas.

B-do you think that trough this project you have been able to learn how to solve problems that you encounter in the community.

H- yah, I would say starting from the “snakes and knbokeries” enabled to think about challenges of community and how to solve them. It has helped us to come up with ideas, it help to open us up, broaden my wings.

B-any other way that the project has increased your power.

H- my power has increased, being able to make mind change, use of resources that are available like HR, people part of the project. Get people to commit more.

B- do you feel more powerful comparing 2004 and 2010

H- I feel empowered on average basis, a, very empowered, because now I can make network with other people and commitment because of the number factors that I leant, working together with other. Working together we can do more. I have all these ideas. The project has empowered me a lot

B- okay H, thank you very much for taking time from your busy schedule to create time to talk with me. Ngiyabonga



Appendix H:

Member Checking

MEMBER CHECKING

LIMPOPO: JULY 2011

- 1. 15 participating teachers met in Limpopo to confirm findings of the study.**
- 2. We exchanged pleasantries and I subsequently explained the purpose of this exercise.**
- 3. Matrix of each individual theme written on manila paper.**
- 4. Explained each theme/subtheme/category in detail to participating teachers.**
- 5. For each theme/subtheme/category I had to find out if teachers confirmed that was a true voice, experience and knowledge of my interactions with them.**
- 6. I gave prompts and cues of the PRA-based activities we did together, thus leading me to conclusion by summarising what they said in a table form**
- 7. Teachers confirmed and agreed with each and every theme/subtheme/category and further offered more explanation.**
- 8. The summary of the below table is indeed a true reflection of what transpired during data generation activities; it is based on the stand point of teachers.**
- 9. My supervisors were in attendance to witness the member checking exercise.**

ⁱ Summary of themes, subthemes and categories

THEME 1: THE NATURE OF POWER IN PARTICIPATORY PARTNERSHIPS	
SUBTHEMES	CATEGORIES
Subtheme 1.1: Characteristics of power	Leadership
	Decision-making
	Empowerment
	Achieving personal goals
	Appropriating (owning) power
	Trust
Subtheme 1.2: Factors impeding power and partnerships	Time constraints
	Lack of commitment
	Work overload
	Limited confidence
	Lack of role clarification
Subtheme 1.3: Power dynamics	Trust and confidence
	Knowledge brings ability
THEME 2: PARTICIPANTS' UNDERSTANDING AND MEANING-MAKING OF POWER AND PARTNERSHIPS	
Subtheme 2.1: Forging equitable and mutually beneficial partnerships	University researchers
	Peers
	Wider community
Subtheme 2.2: Establishing an enabling environment	Local level enablement
	National level enablement
THEME 3: THE ROLE OF AGENCY IN RELATION TO POWER AND PARTNERSHIP	
Subtheme 3.1: Agency	Capacity to empower others
	Capacity for leadership
	Taking action
Subtheme 3.2: Participants as agents of social transformation	Transferring knowledge
	Providing resources
	Creating community networks

10. Teachers were excited about the themes that developed out of our many months of working together.
11. In the end, teachers felt that I truly represented their experiences as is, as captured in all activities we did together.
12. Teachers look forward to reading the final document in thesis format.

ⁱ 19 July 2011 Zebula Resort- Limpopo



Appendix I:

Thematic data analysis

THEMATIC ANALYSIS/ CODING

Power is achieving goals

Power is agency to bring change; overcoming challenges/ problems

Positive attributes of power

Partnership as working in a team; Partnership as consultation

Partnership as sharing information

Working as a team with same vision

being honest, trust and respect

Enthusiastic yet suspicious

Mistrust of academic researchers

Openness, begin to trust and gaining knowledge

Not yet sure about intention, still silent, not making impact

In 2005, felt powerless since not in charge of running the project

Not in control, but fear and mistrust of academic researchers, not feeling like equal partners. No voice.

Team work

Project dominated/led by academic researchers

Project initiative led by academic researchers

Agent of change-influenced and controlled direction of project. Capacity to co-opt community members . level of responsibility increased

Achieving own dreams and vision & making impact in community

Achieving goals, transforming lives

Exercising agency and acting on it to achieve goals

Provided leadership, guidance and being able to bring in community

Give others opportunity & leading them. Making decision & initiating

Mutual respect, trust for each other(researchers & educators)

Agents of change, providing leadership & capacity to act and influence; Empowering others

Initiating, leading & capacity to act

Achieving own vision & goals

Able to work with community social problems. Providing psychosocial support. Sense of self identity, achievement

Capacity to act in achieving goals

Providing leadership

Capacity and capability to act

Empowering co-investigators, forging equitable & mutual benefiting p/ships

Taking lead, deciding what to do

Building mutual rapport, based on strong relationships

Consultation with members

Increase in networks-group enlarges

Self confidence challenged

Group dynamics in size pose challenges to attributes of power

Self confidence challenged.

Novel situation, not sure of what to do and expected of us

Lack of confidence, not sure of what is expected

Group dynamics-intimidated by others achievement or progress

Increasing partners/members

Lack of time to meet as a group

Able to make others buy into our vision

Transferring / sharing knowledge to others

Mistrust of academic researchers, fear of extra work

Other social problems encountered by learners & educators

Easy to approach others, mutual respect; empowering others; environment enabling

Agents of change, being capable to initiate and bring about results

Providing leadership, sharing information with others. Transfer of knowledge and skills. Increasing networks and assisting others to receive social services. Support from other educators

Support/recognition from others like

Not knowing what to do

Mistrust of academic researchers

Not open about discussing hiv/aids

Work as a system in empowering community Working for community social transformation

Enabling environment to discuss any issues. Collaboration, working as a system

Team work, mutual consultation, coordinated structures

Information sharing

All of us having equal voices and working as team

Effective and coordinated structures

Being initiative, capacity to act

Expressing ones opinion without fear, enabling environment

Having knowledge and information and being able to act at different levels

Team work, mutual respect, sharing information and full participating, mutual consultation

Developing strong relationships

Not about individualism

Fear of change brought by outsiders; Overload of work responsibilities

No problems-free to discuss issues

Creation of networks, effective & coordinated structures. Agents of change

Providing leadership & empowering others

Capacity & capability to influence and act.

Making decisions, capability, act

Capacity, enablement, act

Building rapport, mutual respect, team work

Working as coordinated system, sharing information

Team work, information sharing,

Fear/ mistrust of others. Lack of resources/ support

Being appreciated and recognized; Offered support; Opportunities for learning and growth; Creating networks

Not sure of what to do. Pessimistic about outcome

Changing perspective, offered support

Being achievers/ optimistic and acting; Capable acting, leading,

Partners increase, sharing knowledge from each other

Transmitters of knowledge and skills. Empowering others

In control, capable, leading, initiating

Not sure of what to do

Knowledge transmitters, gaining self confidence

Being leaders, empowering others

Being achievers, networking, agents of change

Leaders, capacity to bring change

Mentors and initiators of change

Leaders in sharing knowledge

Self confidence, strong relationships with others

Taking the projects to other levels

Movers and shakers

Work as team, results oriented

Shared vision, loyalty, equitable relationships

Enabling environment, inclusiveness, equal voices, support

Facilitation, leadership

Not sure of what to do

"Imbiza ye IsiXhosa iya nyamezela"- Educators as agents of transformative social change		Educators construction of understanding and meaning of power and partnership		Educators expressing the capacity to act through the power they gained		Factors educators influencing power in participatory partnership(s)	
Agents of knowledge transfer	parents	forging equitable and mutually beneficial partnerships	UP researchers	Capacity to empower others		Promoting power	
	schools		peers			Hindering power	
	Wider community		Wider community				
Agents of bringing resources		Enabling environment		Capacity for leadership and mentoring			
Agents of creating community networks		Capability and initiative		Taking action/lighting the fire			

THEME 1: “Imbiza ye IsiXhosa iya nyamezela”- Educators as agents of transformative social change	
SUBTHEMES	CATEGORIES
1. Agents of knowledge transfer	parents
	schools
	Wider community
1.2. Agents of bringing resources	
1.3. Agents of creating community networks	
THEME 2: Educators construction of partnership	
2.1. forging equitable and mutually beneficial partnerships	UP researchers
	Peers
	Wider community
2.2. Enabling environment	
2.3 Capability and initiative	
THEME 3: Educators expressing the capacity to act through the power they gained	
3.1. Capacity to empower others	
3.2. Capacity for leadership and mentoring	

3.3. Taking action/lighting the fire
THEME 4: Factors educators influencing power in participatory partnership(s)
4.1. Promoting power
4.2. Hindering power
THEME 5: Educators understanding of power
5.1 Enabling environment
5.2 Capability and initiative



Appendix J:

Research journal



Appendix K:

Ethics clearance certificate



Appendix L:

Consent forms



Appendix M

Field notes

Field notes

Date	Place	Event/activity
March 2009	Amanzingwe	Seminar on partnerships: How teachers perceive themselves in a STAR project

Get teachers to be in groups of at least 4.

1. Explain purpose of the exercise- request groups to draw pictures depicting their role in STAR- how do they perceive themselves.
2. Each drawing to be accompanied by narrative
3. Do group presentations (observed that all pictures portray a positive picture on community capacity building- they see themselves as change makers- doing this job from the heart, very passionate about being part of STAR- they have valuable assets , which they are tapping into)
4. Do journal reflection

Date	Place	Event/activity
March 2010	P.E.	Data collection using various PRA-based activities

1. Get teachers to do various PRA-based activities.
2. Meaning making of concepts (important to understanding teachers meaning of the words partnership and power); follow with group discussions.
3. Do the photo poster activity and the sun ray/clouds activity: follow with focus group (be mindful of guidelines for conducting focus groups)
4. Do get markers, plenty of paper, voice recorder, video recorder (tape each activity both audio and video)
5. Do observe cues for behaviour
6. Prepare snack before getting to business (good for creating rapport and ease of interaction)
7. Do reflections on research journal

Date	Place	Event/activity
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May & November 2010	M.P.	Data collection using various PRA-based activities
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Get teachers to do various PRA-based activities.

1. Start with photo poster activity- (its very time consuming)
2. Meaning making of concepts (important to understanding teachers meaning of the words partnership and power); follow with group discussions.
3. Do the sun ray/clouds activity: follow with focus group (what are lessons learned from P.E)
4. Do get markers, plenty of paper, voice recorder, video recorder (tape each activity both audio and video)
5. Do observe cues for behaviour
6. Prepare snack before getting to business (good for creating rapport and ease of interaction)
7. Do interviews
8. Do reflections on research journal

Date	Place	Event/activity
July 2011	Limpopo	Member checking

1. Time to check out if findings are true representation of the voices, experience and knowledge of teachers as potrayed in the various data collection techniques.
2. Write themes/subthemes/categories on manila paper
3. Explain the purpose of the activity- since march 2009 to date, this is what they said (do they agree or disagree)
4. Check if there are discrepancies, thus need to augment information (well, teachers confirmed and agreed with each theme-good_
5. Do reflection on research journal