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UNIVERSITY OF CAPE TOWN

FACULTY OF HUMANITIES

UNDERSTANDING AN EDUCATION

PARTNERSHIP:

THE CASE OF GET inSET

A MINOR DISSERTATION SUBMITTED IN PARTIAL

FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF

MASTER OF PHILOSOPHY

(Education Administration Planning and Social Policy)

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ABSTRACT

The word, 'partnership' has become a buzzword in not only an educational context but also in the broader, global context of development. This study focuses on one particular educational partnership i.e. the Partnership established to plan and manage GET inSET, a teacher in-service (Inset) project in the Western Cape. The Partners in this project were the Western Cape Education Department (WCED), four education Non Governmental Organisations (NGOs) and a Funder, the D G Murray Trust (DGMT). My study endeavours to understand the nature of this partnership i.e. exploring and understanding this very complex social process of collaboration.

In this dissertation I firstly present a selection of writing, which describes different perspectives on the changing roles of the State and Civil Society. I secondly discuss what has previously been written by others with respect to partnership in the domains of organisational development and education and present a framework of the 'What' and 'How' of genuine partnerships.

I then present the methodology that I have used in this research. I have framed this study within a qualitative paradigm and have interpreted the perceptions of individual's understanding of this partnership. Data for the research was obtained through conducting semi-structured interviews with key players from one of the organisational structures of GET inSET. Convenience sampling was used to select the sample of four respondents. I discuss the analysis of my data within the frameworks of the authors who have previously examined genuine partnerships and conclude that GET inSET cannot be called a genuine partnership. In the final instance I propose the use of an instrument when establishing or assessing genuine partnerships between the State and Civil Society.

DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.



L. Cumpsty

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TERMINOLOGY

GET inSET Project

GET inSET was the name of the entire project. I use this as an umbrella term. Within the GET inSET Project, I refer to the GET inSET programmes, the GET inSET partnership (the Partnership) and the GET inSET partners (the Partners).

GET inSET Programmes

These refer to the actual Inset programmes delivered in the GET inSET Project.

GET inSET Partnership

The Partnership refers to the complex social relationship of collaboration between the four NGOs (the Education Support Services Trust, the Western Cape Primary Science Programme, and the Schools Development Unit), the Western Cape Education Department and the D G Murray Trust.

GET inSET Partners

These are the actors from the Education Support Services Trust (ESST), the Western Cape Primary Science Programme (PSP), the Schools Development Unit (SDU), the Western Cape Education Department (WCED) and the D G Murray Trust.

ACRONYMS

CBO	Community Based Organisation
DfID	Department for International Development
DGMT	The D G Murray Trust
EMDC	Education Management Development Centre
ESST	The Education Support Services Trust
IDT	Independent Development Trust
Inset	In-service teacher training
MEP	The Mathematics Education Project
NBI	National Business Initiative
NDA	National Development Agency
NGO	Non Government Organisation
PSP	The Western Cape Primary Science Programme
RDP	Reconstruction and Development Programme
SANGOCO	South African NGO Coalition
SAS	Subject Advisory Services
TIP	The Teacher In-service Project
TSP	The Thousand Schools Project
WCED	Western Cape Education Department

CHAPTER 1

INTRODUCTION

1.1 Introduction to the Partnership and the Problem Statement

The word, 'partnership' has become a buzzword in not only an educational context but also in the broader, global context of development. This study focuses on one particular educational partnership i.e. the Partnership established to plan and manage GET inSET, a teacher in-service (Inset) project in the Western Cape. The Partners in this project were the Western Cape Education Department (WCED), four education Non Governmental Organisations (NGOs) and a Funder, the D G Murray Trust (DGMT). My study endeavours to understand the nature of this partnership i.e. exploring and understanding this very complex social process of collaboration.

Throughout this research report I have attached specific meaning to the following terms:

- **GET inSET Project:** GET inSET was the name of the entire project. I use this as an umbrella term. Within the GET inSET Project, I refer to the GET inSET programmes, the GET inSET partnership (the Partnership) and the GET inSET partners (the Partners).
- **GET inSET programmes:** These refer to the actual Inset programmes delivered in the GET inSET Project.
- **GET inSET partnership:** The Partnership refers to the complex social relationship of formal collaboration between the four NGOs (the Education Support Services Trust, the Western Cape Primary Science Programme, and

the Schools Development Unit), the Western Cape Education Department and the D G Murray Trust.

- GET inSET partners: These are the actors from the Education Support Services Trust (ESST), the Western Cape Primary Science Programme (PSP), the Schools Development Unit (SDU), the Western Cape Education Department (WCED) and the D G Murray Trust.

In Chapter 2, I will provide the reader of this research with the background to the establishment of the GET inSET Project and will briefly present the context in which the Partnership operated.

1.2 A Brief Description of the GET inSET Project

GET inSET, a project initiated and funded by the DG Murray Trust focused on teacher and institutional development in primary schools in the Western Cape. GET inSET is repeatedly described in the documentation kept from inception, as a partnership between the Funder, NGOs and the WCED, hence the need to investigate the nature of partnership.

I will present a more detailed description of the GET inSET Project in Chapter 2 and will locate the GET inSET Partnership within a broader discussion on partnership in Chapter 3.

As a brief introduction, the collaborating organisations in the GET inSET Project were:

- The Educational Support Services Trust (ESST), which produced a range of education materials designed to develop children's cognitive abilities and supported teachers to use these materials;
- The Mathematics Education Project (MEP), which has since evolved into the Schools Development Unit (SDU), at the University of Cape Town. MEP developed materials for teachers and pupils, offered courses, some of which were accredited and also worked alongside teachers in their classrooms;
- The Western Cape Primary Science Programme (PSP), which focussed on supporting teachers in the Natural Sciences as well as in language, history and geography, through workshops and classroom support;
- The Teacher In- service Project (TIP), which concentrated on the development of schools as effective organisations and which was able to manage and facilitate change and development;
- The D G Murray Trust (DGMT), a private education and welfare trust and
- The Western Cape Education Department (WCED).

The following account briefly encapsulates the activities of the GET inSET Project from inception to the closure in April 2002.

The year, 1997 was devoted to setting up the structures and the framework within which the Partnership between the WCED, the D G Murray Trust and the four NGOs would operate. Extensive work was done to facilitate communication and relationship building between organisations which previously had not worked together. Furthermore, the WCED identified the schools (85) in which the

programmes were to operate. The collaborating NGOs devised the programme for the first year based on what they believed teachers and schools in the Western Cape needed. They had all previously offered their programmes in the Western Cape and thus were relatively accurate in drawing up the programme. GET inSET was initially conceptualised as a supply driven intervention.

In 1998 the schools were supplied with materials e.g., science kits, teachers and learners books from ESST as well as issued with vouchers from MEP which allowed them to choose teaching and learning aids for mathematics. The year 1998 also saw the start of implementation where the NGOs presented workshops and courses in three geographic areas (Athlone, Mitchells Plain and on the West Coast). Intensive school-based development work commenced during the fourth quarter of 1998 although some schools had already requested assistance during the third quarter. Furthermore, an external, formative evaluation of GET inSET was done. The first interim report of this evaluation was presented in August 1998 and contained recommendations with regard to the Partnership and other relationships within GET inSET.

Course work and school support continued in 1999. A second formative, external evaluation was conducted which focussed on the teachers' perceptions of the GET inSET programmes. At the end of 1999 a decision was taken to work intensively in 14 schools on the West Coast with only a workshop programme continuing in the other two areas. An external, formative evaluation of the impact of GET inSET on the learning of learners in the Intermediate Phase was undertaken.

The years 2000 and 2001 were devoted to managing the curriculum through the structures within all 14 of the West Coast schools. A two-day conference was held to enable the teachers from these schools to share their experiences with each other. A limited workshop programme was presented in the Athlone and Mitchells Plain areas.

The programme activities ended in December 2001 with a formative review of the learnings in each of the 14 West Coast schools happening from April to June 2002. A summative review of GET inSET's experiences of evaluation was conducted in March and April 2002.

This research is concerned primarily with the Partnership, which was the means through which the GET inSET Project operated so the discussion in Chapter 2 will focus primarily on partnership issues within the GET inSET Project.

I started my research by finding out what had previously been written by others with respect to partnership. The focus of Chapter 3 is thus the international and South African literature that framed my research i.e. the thoughts, words and theories of others that provided a framework within which to understand the nature of this partnership.

In Chapter 3, I start with the bigger picture, the macro perspective and describe why it was necessary for agents of the State (WCED) to enter into a collaborative relationship with agents of Civil Society (the DGMT and the NGOs) in order to train teachers in the Western Cape. The first section of Chapter 3 introduces a

selection of writing, which describes different perspectives on the changing roles of the State and Civil Society.

1.3 The Changing Roles of the State and Civil Society

Globally, the role of the State has received increasing attention. The same may be said of the South African context from the early 1990's to the present. The advent of a new political dispensation heightened expectations in education and other sectors with regard to the role that the State would play. The World Development Report 1997 suggests that contrary to the State being seen as the sole provider of goods and services, the role of the present State is that of, 'partner, catalyst, and facilitator' (World Bank 1997: 1).

In many ways the new democratic State in South Africa was expected to become the sole provider of goods and services and furthermore in doing so, would redress the imbalances of the past. This was totally unrealistic, but what roles were the agents of the State and Civil Society able to play? NGOs were forced to work with the State in order to survive hence the interest in and the discussion of these new relationships in the first section of Chapter 3.

As one of the Partners in the GET inSET is a private trust, I will briefly discuss the role of Funders of education initiatives in the first section of the literature review (Chapter 3) as well.

As can be seen from the above paragraphs, the domain within which the collaboration under discussion took place was education. In the second section of

Chapter 3, I will describe the GET inSET programmes in relation to the writing of Dalin (1994 & 1998), Fullan (1993), Hargreaves (1997) and others who provide theories of how, when and where change happens in the context of Inset.

1.4 Teacher Development and Change

The GET inSET Project has been described as an innovative, Inset initiative that has drawn on the collaborative experience of four Western Cape NGOs, the WCED and the DGMT. The four NGOs have focussed on the teacher as the agent of change in the delivery of the GET inSET programmes. Dalin (1998:145), Fullan (1993:18-19), Hargreaves (1997:72) and others propose that the teacher is central to change in education. They furthermore propose that there needs to be an enabling environment which allows the teacher to act as an agent of change. Dalin (1994:12-13) examines the school context which either enables or disables the teacher to be the agent of change, in detail. In the second section of Chapter 3, I will therefore discuss the work of the authors cited above and will relate it to the collaborative presentation of the GET inSET programmes.

The third section of Chapter 3 examines the concept of partnership in detail.

1.5 What is Partnership?

In the third section of Chapter 3, I will present and discuss literature which defines partnership, discusses the role of partnership as well as the principles of partnering as partnership is the specific focus of this research. In this regard I will refer to literature from the domains of social development, organisational development,

educational development and change as well as South African literature on education and business partnerships.

My first memory of the word partnership is that of choosing a partner to play a specific game at school. Later memories of the word include partnership as related to legal partnerships between lawyers. At present it is politically correct to refer to a long term companion as a partner as they could be of either gender and not necessarily married. The Oxford Paperback Dictionary (1988) defines the noun, partnership as, "One who shares with another or others in some activity, especially in a business firm where he or she shares risks and profits". The dictionary definition is a starting point for understanding how the four NGOs, the WCED and the Funder collaborated with each other but does not allow for an exploration of the nature of this partnership.

Mohiddin proves a useful working definition and proposes that partnership is the, "... highest stage of a working relationship between different people brought together by commitment to common objectives, bonded by long experience of working together, and sustained by subscription to common visions" (Mohiddin 1998:3). Hauck & Land (2000:10-13) elaborate on the definition and provide a functional framework which has assisted me in understanding the nature of the Partnership. The previously mentioned framework, drawn from the context of international development, will be discussed in detail in the third section of Chapter 3.

The nature of a successful partnership is described in a framework proposed by Hardman, Raubenheimer & Mtshontshi (1996:8) who initiated and researched partnership projects and came up with a conceptual framework for considering successful education business partnerships in the South African context. This framework will be discussed in the third section of Chapter 3 together with that of Hauck & Land (2000:10-13).

The literature review in Chapter 3 will describe various other partnership frameworks within the South African context. Notwithstanding his research in 1996, Hardman (2000a:1) proposes that, "Partnership is a suitcase word. It means different things to different people in different contexts". An example of one of the first attempts to foster collaboration between NGOs on a large scale in South Africa was the Thousand Schools Project (TSP) which operated from approximately the beginning of 1995 to the end of 1997. Implementation of this project took place in a very different context to which GET inSET was operating in but should nevertheless inform the partnership debate in some way, as the TSP was also an Inset project. In the final evaluation of the TSP, Mouton (1998: iii) argued that, "some forms of collaboration among NGOs materialised" and "while the TSP did not lead to effective partnerships in school improvement, it did provide NGOs with new opportunities to network and share ideas" (Mouton 1998: xv).

Since the Thousand Schools Project, there have been many other Inset initiatives that have sought to bring role players together to deliver educational services. Hardman (2000b) argues that at present no one partnership can claim to be

representative of national policy on educational partnerships as there is neither the policy frame work or support mechanism for partnerships. Bearing Hardman's (2000b) previously stated argument in mind, it is not the intention of this research to make generalisations across partnerships but rather to explore and understand the nature of one specific partnership. I will however, after I have stated my conclusions on the Partnership in Chapter 5, make recommendations in Chapter 6 which possibly could be used as a checklist when considering partnerships in the future.

One of the international authors consulted, Rudduck (1992:207-208) elaborates on the 'value' element to education partnerships element and proposes a five-point framework to measure the success of an educational partnership. Her framework together with that of Watson & Fullan (1992: 220-221) will be discussed in the third section of Chapter 3.

An operational framework to understand the nature of the Partnership has been drawn up from the proposals of Rudduck (1992:207-208), Watson & Fullan (1992:220-221) and Hardman (2000a: 1). My research tries to understand the local knowledge (perceptions of the respondents in this research) in relation to the theory mentioned above. This will be reported in the Results and Discussion sections of Chapter 5.

Having reported on what others have written on partnership in Chapter 3, my following chapter (Chapter 4) focuses on the research methodology that I adopted to understand the nature of the Partnership.

1.6 Methodology

The methodology for this research is described in detail in Chapter 4. In brief, I have framed this study within a qualitative paradigm and have interpreted the perceptions of individual's understanding of this partnership.

Data for the research was obtained through conducting semi-structured interviews with key players from one of the organisational structures (Steering Committee) of GET inSET. Individual respondents were contacted to clarify that the recorded and transcribed data obtained from the interviews, was correct. Convenience sampling was used to select the sample of four respondents. The reasons for this approach as well as why I decided to use interviews as my tool to gain an understanding of the nature of the Partnership, will be discussed more fully in Chapter 4.

The framework for the questions that were asked of respondents was derived from the literature on partnership, which was discussed in Chapter 3. I have described in detail how I analysed the data obtained from the interviews and have attached the transcribed interviews as Annexes 1-4.

1.7 Conclusions and Recommendations

In the first section of Chapter 5, I report the results of my research. I have quoted extensively from the transcribed interviews as I believe the respondents opinions and perceptions of the Partnership have been critical in leading me to the conclusions that I have drawn.

The second section of Chapter 5 is devoted to bringing the words of the respondents and those of the authors I have consulted, together. I discuss the analysis of my data within the frameworks of the authors who have previously described this complex social relationship i.e. partnership and present the conclusions that I have drawn from this research.

In Chapter 6, I present my recommendations and propose, from these recommendations, a framework for examining similar collaborative initiatives.

University of Cape Town

CHAPTER 2

THE HISTORY AND BACKGROUND TO GET inSET

2.1 Introduction

The focus of this chapter is the GET inSET Project. I will firstly describe the educational context within which the Partnership was created. I will then describe how the project was conceptualised and the purpose of the Partnership. The third section of this chapter focuses on the structures of GET inSET and then closes with brief sections of the implementation of the programmes and the evaluation processes.

2.2 Introduction to the Education Context in which the Partnership was Created

During 1995, all the separate education departments, created by the Apartheid State, were amalgamated into one National Department of Education. This process was repeated in each of the provinces. There was both optimism as well as pessimism about how the new departments would function. I have previously discussed the great expectations the nation had with regard to redress. These often unrealistic expectations were also echoed in the education sector.

Late in 1995, the State standardised education spending across the provinces. Redress funding was allocated to provinces which had previously been disadvantaged by the Apartheid State. The Western Cape was not seen to be a disadvantaged province and as a result was allocated less resources. Coupled with the above, the State embarked on a process of rationalisation and redeployment of

teachers which also had a huge impact on the size of classes and the number of educators in the Western Cape.

O'Connell quoted in Rousseau (2002:1) sketched the scenario which the Western Cape Education Department (WCED) was faced with in 1996/7:

- Pupil-teacher ratios averaged 40:1 i.e. classes were far bigger than previously;
- Rationalisation and redeployment was in full swing where most schools were losing up to three teachers through the process;
- The WCED was faced with serious budget cuts and had few material resources at its disposal;
- There was discussion about the implementation of a new curriculum which worried the WCED and teachers alike;
- The WCED was in the process of appointing officials into its new structure but at the same time was already negotiating with an overseas Funder to fund the development of a process of systemic re-organisation of its structures.

It was during this time of great change, that the idea of a partnership to plan, manage and implement a new Inset initiative in the Western Cape was born.

2.3 The Conceptualisation of the Partnership and the GET inSET Project

The idea and initial conceptualisation of a collaborative project happened within the D G Murray Trust. Staff members, who having received numerous appeals from NGOs in the Western Cape, observed that there were a multitude of NGOs involved in relatively small teacher upgrade projects in the province and that they tended to duplicate and overlap one another in focus. There was furthermore an

opportunity for collaboration with the WCED which previously did not exist. The DGMT believed that it could make resources available in order to support the work of the WCED.

In 1996, the D G Murray Trust staff held initial discussions with senior staff of four of the more experienced and established NGOs operating in the Western Cape. These organisations were:

- The Educational Services Support Trust (ESST), which produced a range of education materials designed to develop children's cognitive abilities and supported teachers to use these materials. The DGMT had been funding ESST since 1990;
- The Mathematics Education Project (MEP), which has since evolved into the Schools Development Unit (SDU), at the University of Cape Town. MEP developed materials for teachers and pupils, offered courses, some of which were accredited and also worked alongside teachers in their classrooms;
- The third NGO was the Primary Science Programme (PSP), which focussed on supporting teachers in the Natural Sciences as well as in language, history and geography, through workshops and classroom support. The DGMT had been funding the PSP since 1992;
- The fourth NGO was the Teacher Inservice Project (TIP), which concentrated on development of schools as effective organisations, which were able to manage and facilitate change and development.

These NGOs together with the DGMT staff drew up a document of intent, which focussed on three elements of whole school development viz. teachers building up

confidence through being more competent; teachers supported by well designed learning materials in mathematics, science and languages and schools managed by confident and competent principals who could motivate and support their teachers (Project Proposal: 1996 1-2).

A few weeks later, through the participation of the WCED, two further focus areas were added, namely the development of a model which could inform future policy with regard to collaboration between agents of Civil Society i.e. the DGMT and the NGOs and agents of the State (Rousseau 2002:8-10) and overall, a new model for the provision of Inset in the Western Cape. It was thus at this point, that the idea of a partnership became a reality (Fredericks & Edmunds 1998:1). Within the Project, the Partnership was thus seen both to be the means by which the Inset programmes would be planned, managed and implemented as well as a means to an end in itself i.e. the development of a new process of collaboration between the WCED, NGOs and the DGMT.

It was proposed that the envisaged project, with its structures and programmes would be further conceptualised by a committee comprised of representatives of the WCED, the DGMT and the NGOs. This committee would also be tasked with guiding, managing and continuously evaluating the implementation of the proposed programmes. The programmes would be jointly implemented by officials of the WCED and NGO field staff (Campbell & Miszewski 1997:1-3).

In October 1996, funding for the GET inSET Project (an initial eighteen month period) was approved by the Trustees of the D G Murray Trust. Subsequent

funding was approved on a year to year basis. At the beginning of 1997, the structures of the GET inSET Project were set up.

2.4 The Structures of the GET inSET Project

Figure 1 (on the next page) is included as an aid to understanding the structures of the GET inSET Project and the relationship between the Partnership and the programmes. The whole GET inSET Project is outlined by the solid lines. Despite the impression created by the graphic, it was not the intention to create a 'Mickey Mouse' Project! The broken lines indicate both the participation of the partnering organisations and the relationship between the Partnership and the programmes.

The first structure which was established was the Steering Committee. This structure was the first site for the implementation of the Partnership. The Partners on the initial Steering Committee were:

- The Superintendent General of Education of the WCED, Mr Brian O'Connell;
- The Director: Human Resources WCED, Mrs Linda Rose;
- Mr Paul Norton of the DG Murray Trust;
- Mrs Kate Miszewski of the DG Murray Trust and
- One representative from the NGOs, Prof A Sinclair of ESST.

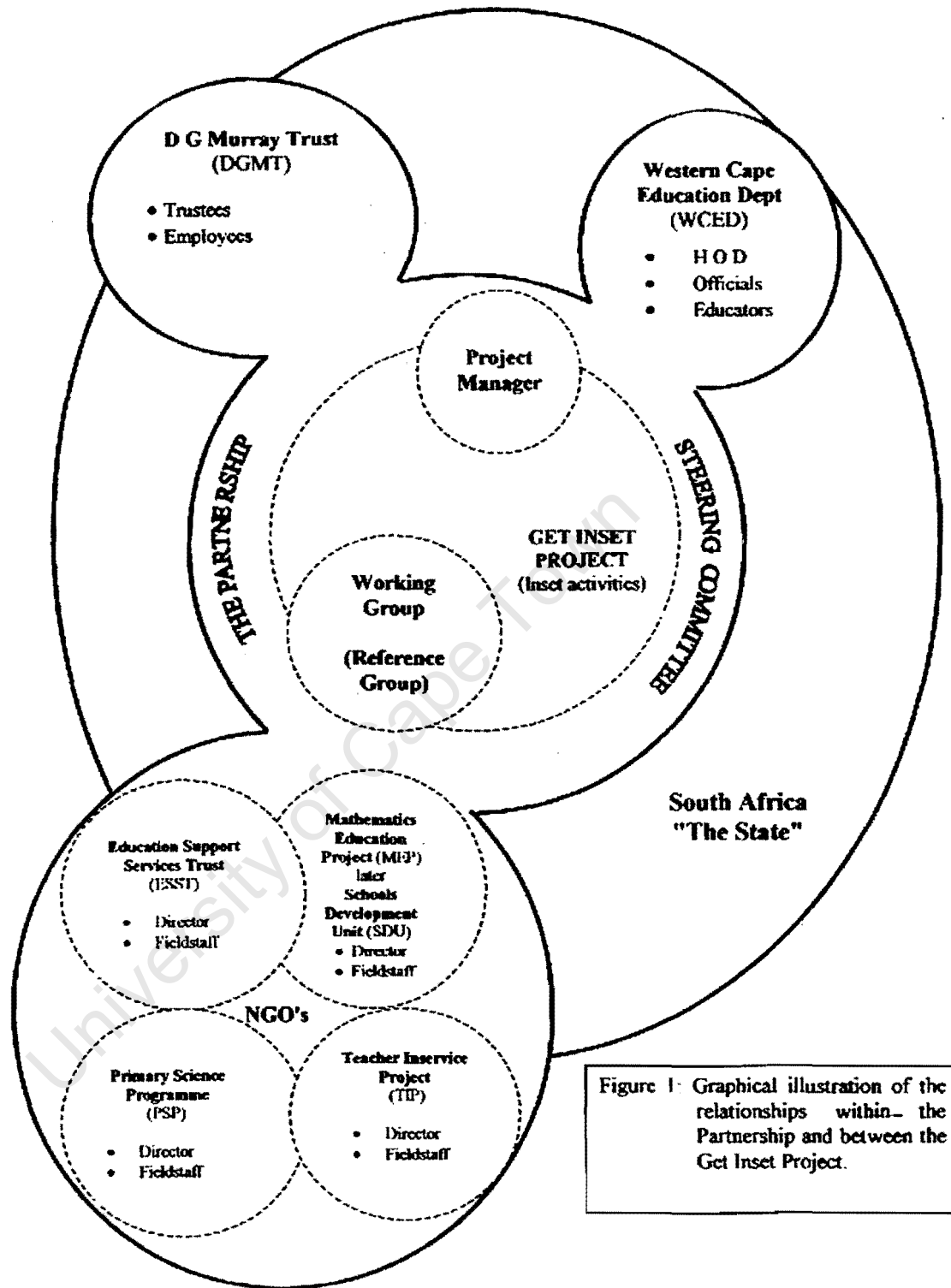


Figure 1: Graphical illustration of the relationships within the Partnership and between the Get Inset Project.

The purpose of the Steering Committee was to steer the Partnership and the GET inSET programmes. At the first meeting of the Steering Committee, Mr O'Connell proposed that one of the objectives of the Partnership would be to enable different parties to work together effectively in pursuit of a common set of goals (1997: Meeting No 1).

At a later date the WCED officials were invited to participate in a seminar where the GET inSET Project and the Partnership was introduced to them. At this seminar, Mr Schreuder, one of the WCED officials proposed that among others, the aim of this collaborative venture was to provide capacity building for the WCED officials and NGO fieldworkers (Letter to WCED officials: 1997).

Two paragraphs in the project proposals submitted to the DGMT (1996: Project Proposal; 1997: Project proposal) and the presentation to the Trustees of the DGMT made by Mr Campbell and Ms Miszewski (1996: Presentation to the D G Murray Trust) proposed the roles of the Partners.

Their proposal was that the NGOs would concentrate on the delivery of the programmes while the WCED would be asked to support GET inSET by providing the assistance of the circuit and area managers and the Subject Advisory Services (SAS). They were furthermore requested to provide office space for GET inSET and assistance with communication to schools about the programmes. At that early stage it was also suggested that the WCED could possibly second five teachers to assist with the delivery of the programmes.

Returning to the first meeting of the Steering Committee, it was decided to appoint a Project Manager whose role would be to take responsibility for the overall co-ordination of the GET inSET programmes. It was proposed that the Project Manager would be the liaison between the Steering Committee and the other role players. The Project Manager would report to the Steering Committee and would provide leadership and direction in the shaping and development of the GET inSET programmes. The Project Manager was appointed and started work on 1 July 1997.

Furthermore, at the inaugural meeting of the Steering Committee (1997: Meeting No 1), it was also decided to establish a second structure. This structure was to be called the Working Group and membership thereof was required to mirror that of the Steering Committee i.e. to further embed the Partnership. The first Working Group comprised:

- Two representatives from each NGO i.e. eight in total;
- Two representatives of the WCED;
- One representative from the D G Murray Trust and
- The Project Manager.

The purpose of the Working Group was to co-ordinate the working relationships of the NGOs and the WCED within the framework of programme implementation and serve as a reference group to the implementers (NGO field staff and WCED officials) of the envisaged programmes. The Working Group was responsible to the Project Manager and the Steering Committee (1997: Meeting No 1).

The Steering Committee held forty-two (42) meetings from April 1997 to April 2002. The composition and representation on this committee changed in 1999. The initiative to restructure the Steering Committee came from one of the Funder's representatives (1998: Meeting No 15). The restructuring did not happen until a year later (1999: Meeting No 23) when the Steering Committee was reconstituted as follows:

- Three representatives from the WCED (SAS, Curriculum and Human Resources Directorates);
- All four of the NGO Directors;
- Two representatives from the DGMT and
- The Project Manager.

The Chairperson stated that the reasons for extending the Steering Committee were that in the past the Steering Committee had operated somewhat remotely to the action of the programmes and previously representation (on the Steering Committee) was not balanced which placed both the NGO Partners and the WCED in a disadvantaged position (1999: Meeting No 23). At this point in time when the Steering Committee was extended, it would seem that the Working Group disbanded. The Steering Committee was always chaired by an individual from the DGMT. The Project Manager was the chairperson of the Working Group.

The DGMT was the major Funder of GET inSET and contributed R8.2 million towards the project. The other Funders were the WCED which contributed R50 000 and the Rockefeller Brothers Fund which made a contribution of R828 000.

The implementation of the GET inSET programmes will be described briefly in the following paragraphs. No emphasis has been placed on description and discussion of implementation as this falls outside of the research brief.

2.5 Implementation of the GET inSET Programmes

The initial programme implementation took place in Athlone, Mitchells Plain and the West coast areas. The programmes focused on the following areas:

- Teacher and educational management development
 - Foundation Phase, Intermediate and grade 7 teachers with specific emphasis on mathematics, science and languages.
 - Management and governance of schools through capacity building of school managers.
 - A commitment to meaningful learning through the integration of thinking and language skills and integration across learning areas.
 - The implementation of Outcomes Based Education (OBE) and alternative forms of assessment.

- Human resource development within the WCED and NGOs
 - Building an active collegial and working partnership with designated departmental officials whom would ultimately be able to sustain the work of the project and expand it to other areas of their jurisdiction after the initial process.
 - Developing the capabilities of specific teachers to play an active role in the GET inSET provision in schools in their areas.

The programmes operated initially in 85 schools through a wide net provision of materials to learners, teachers and principals. Short workshops and courses were presented according to the needs of the teachers (outside of school hours, during weekends and during school holidays). Intensive school-based teacher development work was offered by the NGO staff members where and when requested to do so by the teachers. Ongoing support to build the capacity of schools to become effective, functional organisations, which could further effect change in other schools, was presented mainly by the TIP staff. The facilitation of teacher-participation in developing learning outcomes programmes and support materials for their learners was encouraged. For the final two years of the programme the focus was on managing the curriculum throughout the school in fourteen (14) schools on the West Coast.

The information presented above, was obtained through the scrutiny of the Project Manager's monthly reports to the Steering Committee and the evaluation documents. From the above it can be seen that methods of implementation changed over the course of programme implementation. The numbers on the programmes remained fairly constant with eighty-five (85) schools being involved from 1997 to the end of 1999. This changed in 2000 and 2001 when the focus of the programmes changed to only fourteen (14) schools in the West Coast area.

The final paragraphs of this chapter are devoted to a brief description of the evaluation processes undertaken by GET inSET.

2.6 The GET inSET Evaluation Processes

The process of evaluation was on the agenda of the Steering Committee very often during the planning phase of GET inSET. The intention was to employ an external consultant who would document the Project throughout its lifespan as well as conduct impact assessments of the programmes annually (1997: Meeting No 1- 8). The documentalist was never employed nor was a baseline study conducted. It would seem from the documentation that the formative, external evaluations were one of the most contested areas of GET inSET (Soal 2002:21).

Three formative, external impact assessments were commissioned by the Steering Committee. These were:

- The Interim Evaluation of the GET inSET Project conducted by Fredericks and Edmunds in 1998. This evaluation covered the first six months of programme implementation and was the only one to evaluate the Partnership (Fredericks & Edmunds: 1998).
- The 1999 Evaluation which was conducted by Ms A Schaffer and addressed issues of teacher satisfaction with the programmes and materials (Schaffer: 1999) and
- An empirical study of the first year of GET inSET's Atlantis-Malmesbury Special Project. This evaluation measured the impact of programme implementation in the classroom as well as learner performance (Schaffer: 2001).

A further summative evaluation was conducted to review the GET inSET experiences of evaluation (Soal: 2002). Soal (2002:21-24) made critical

recommendations around issues, which were problematic throughout the GET inSET Project. She argued that from the start of the project governance issues, strategic objectives, expectations and roles were not clear. This had an impact on the evaluations that were conducted. She stated that it was critical to look at the role of the Funders and power issues in any project but this was not done in any of the GET inSET evaluations. She further argued that provision for evaluation as part of management practices, should have been made from the beginning of the Partnership. This was not done and meant that the Partnership did not place itself up for review during the four-year period.

Extensive internal reviews were conducted between the implementers of the programmes as well as between the implementers and the teachers but those reviews will not be discussed as they fall outside the domain of the Partnership.

In closing this section of Chapter 2, I would like to refer to comments and recommendations made by the Project Manager to the Trustees of the D G Murray Trust. When GET inSET had completed its work, the Project Manager was asked for her impressions of the project and recommendations for the future. Much of what she said is relevant to both the evaluation issues (Soal 2002: 21-24) but also to the planning and management of the programmes and the Partnership. Rousseau (2002: 4) recommended that the roles of the Partners should have been clarified from the beginning of the Partnership. She even went so far as to recommend that there should have been a formal agreement between all the Partners, specifying their roles and responsibilities. The Project Manager furthermore proposed that there should have been agreement on strategic

objectives of the Partnership which should then have been revisited throughout the lifespan of GET inSET. She argued that leadership and power issues should have been addressed by the Steering Committee but were never put on the agenda.

Many of the issues mentioned in the previous paragraphs will be discussed again in Chapter 3 in relation to the literature on partnership.

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CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

The focus of this chapter is the literature that framed my research process i.e. the thoughts, words and theories of others that provided a framework for the research.

I will firstly introduce a selection of writing, which describes different perspectives on the changing roles of the State and Civil Society. I chose to explore this literature as my research is concerned with a partnership between agents of Civil Society and agents of the State. I will thus briefly discuss the changing role of the State and agents of Civil Society in the South African context. The partnership, which is the focus of my research, is a collaborative effort between a Funder, four NGOs (agents of Civil Society) and the WCED (agent of the State). The partnership was considered to be an example of an innovative, participative and democratic way of working towards educational change in the South African context.

I will thus secondly briefly describe who the actors are in bringing about change in education and how this change happens within the context of teacher development. I will thirdly present and discuss literature which defines partnership, discusses the role of partnership as well as the principles of partnering as this is the specific focus of my research. In this regard I will refer to literature from the domains of social development, organisational development, educational development and change as well as South African literature on education and business partnerships.

3.2 A Brief Review of the Roles of the State and Civil Society

In present times, global tensions in many instances revolve around democratisation and civil rights. These issues are directly related to the role the State plays in either supporting or minimising civil participation in its political, economic and social development. The World Bank Report (1997:3) proposes a strategy to make every state "... a more credible, effective partner in its country's development". The proposed strategy is to firstly align the role of the State to what it is capable of delivering and secondly to raise the capacity of the State by revitalising civil participation.

My research is directly related to the second aspect of this strategy in that it examines how agents of Civil Society support the work of the State through collaborative participation on matters of educational importance.

In essence, the fundamental role of the State according to the World Bank (1997:4) is to get the basics right i.e. to establish an environment which is safe and secure, provide the infrastructure for social services, protect the environment and the vulnerable and to establish an enabling economic climate. This, the World Bank argues should be accomplished through comprehensive and implementable policy frameworks (World Bank 1997:5). I believe it is important to briefly track how the roles of the State and agents of Civil Society have changed in the South African context over approximately the last two decades.

The role of NGOs as agents of Civil Society during the apartheid years in South Africa is extensively documented. In the South African context, the term NGO

has been used to describe voluntary organisations, non-profit organisations and much more. NGOs have operated across a spectrum of disciplines and have focused on issues ranging from the alleviation of poverty, health, welfare and education. From the term itself, it is apparent that these organisations operate outside the sphere of the State.

International literature, reflecting the trends of the 1960's and 1970's reveals similar tendencies to what was happening in South Africa in the 1980's and early 1990's. Archer proposes:

In the 1960's and 1970's, NGOs tended to focus on developing education initiatives independently of the state – identifying alternative approaches, supporting experimental schools or promoting non-formal education. This was particularly notable in Latin America, where the popular Education Movement, based on conscientisation and the mobilisation of grass roots organisations, tended to locate NGOs firmly in opposition to government.

Archer 1994: 223

Pre-1994, there was a proliferation of anti-apartheid NGOs in the education sector in South Africa. Education NGOs in South Africa were seen as innovative, understanding of the conditions under which black teachers had to work, doing equity work, i.e. working with those who did not have access to state funding and also with those who had no opportunities to gain the qualifications that others in the privileged sectors were able to.

The majority of funding for Inset activities came from overseas and this was paid directly to the NGOs. NGO education initiatives were predominantly supply driven and very few questions were asked about the quality and impact of these interventions. There were 'quality' organisations, but quality was largely self-

regulatory. In other words, many organisations were effective but many were not. Unlike programmes in El Salvador (Archer 1994: 223) NGO personnel in South Africa were well trained and qualified. Participation on their Inset programmes was voluntary.

After 1994 and the democratic elections in the country the roles of NGOs changed dramatically. For the first time in the history of the Apartheid Struggle, the National and Provincial Departments of Education were seen to be legitimate. Many of the NGO personnel were appointed into positions in provincial or national departments. Bi-lateral funding became the mechanism whereby foreign development aid came into the country. Initially, before and while the new structures were settling there was a drive on the part of the NGOs to seek government endorsement of their programmes.

In many ways the new democratic State in South Africa was expected to 'get it right' straight away, become the provider of the above and redress imbalances of the past. The State has since 1994, developed a plethora of policy frameworks, among which are innovative education policies which seek to address the past and allow all children to become prosperous and useful members of society, but the State lacks both the human as well as resource capacity to do this on its own.

The CASE & SANGOCO report (2000:27-28) proposes that the Reconstruction and Development Programme was the first blueprint of how the South African State would work together with Civil Society and ensure development. Post RDP,

one of the structures that were seen to facilitate collaboration between the State and Civil Society in a formal way was the National Development Agency.

In 1997, the report on structural relations between the State and Civil Society argued for "...a need to open, harness the energies and resources of NGO's/CBOs" (Advisory Committee to Deputy President 1997:10). This report has, amongst others, led to the legislated establishment of the National Development Agency (NDA). Operations have commenced but the organisation has been plagued by many delivery issues and furthermore does not provide definite guidelines on how collaboration between the State and Civil Society organisations should happen.

In the final instance, the State remains the biggest investor (at approximately R40 billion per annum) in development in South Africa and accordingly its role remains to deliver to scale (Keeton 2000:2). Reverting to the World Bank question (1997:3), what then is the role of Civil Society in revitalising the capabilities of the State?

Keeton (2000:2) proposes that large development agencies such as the National Development Agency, foreign donors and the Business Trust (a national organisation receiving its resources from large companies in South Africa) have a role to play in not only supporting the government through the provision of financial resources but in capacity building as well. She argues that they have the resources and that their focus and drive should be on removing the structural blockages in the education and development system. They are able, as outsiders, to effectively define problems and shift delivery where they see the need. Their

position is usually to buy in the service of other service deliverers or to call for contractors on projects. Hardman (2000b:4) suggests that these 'macro structured' organisations and projects have a role to play in policy development and the building of capacity in order to implement the policy. He is in agreement with Keeton and proposes furthermore that they link strongly to government policy and facilitate the interactive development and implementation of policy. They are thus collaborative at the highest level and are structured to represent the strengths and interests of key stakeholders (Hardman 2000b:4).

Other role players in the South African context are the corporate donors. These are really business entities that are looking to put private resources into public benefit. At the forefront of most of these initiatives are marketing, sponsorship and public relations as their participation in development is contingent on profits generated within their companies. Nevertheless they remain an important source of resources which allow others e.g. NGOs to continue their work (Keeton 2000:2).

Closely linked to the above are private trusts and foundations e.g. the DG Murray Trust. They are similar but in many instances larger than companies with corporate social investment portfolios. Keeton (2000:3) calls the grants from these organisations, 'philanthropy in the best sense'. One of the roles of private donors is to be innovative. Major international examples here are Rhodes Scholarships and the Nobel Prize. Private trusts and foundations do not have to report back to shareholders and therefore have far more freedom than either business or Government itself, to take risks. They by no means can match, in their individual

capacity, the funding that the State or foreign governments make available for education and development but must still be viewed as important players in the development arena. What then is the role of NGOs, as agents of Civil Society, in relation to the World Bank strategy (1997:3)?

Many NGOs in South Africa battled to adapt to conditions within the new democracy but were still viewed as vital to the furtherance of education in the country. Manganyi (1995:4) proposes that the role of NGOs in education is to provide the means by which the State may expand its services without expanding its structures and innovate and challenge existing education policies and practices.

Mohiddin (1998: 5) argues that NGOs have become a very important sector in education and development in that they are able to mobilise human and material resources and respond to needs far quicker than the State is able to do.

Kraak (2000:18-19) proposes that two myths permeate the South African NGO sector namely that there has been a decrease in donor funding and that changes, i.e. expectations of donors, are being forced on them. He argues that funding to the NGO sector has not decreased and that NGOs should view the opportunities for capacity building and improved sustainability of their organisations as challenges. He however calls for vigilance with regard to power and governance issues when entering into collaborative relationships either with the State or Funders (Kraak 2000: 18-19).

The opportunities still exist for agents of Civil Society to play a meaningful role in education and development in South Africa. A deeper understanding with respect to how and when collaboration is effective and efficient needs to be built up in order to maximise these relationships. In researching a specific relationship between agents of the State and agents of Civil Society, I hope to contribute towards this debate within the domain of education. As my research falls within the domain of teacher development, I propose to briefly describe who the actors are in bringing about change in education and how this change happens.

3.3 Teacher Development and Change

Hargreaves & Fullan (1998:v) propose that globalisation is constantly pressurising those who work within the school system to adapt to external changes. In an effort to meet the demands placed on the system, teachers are reaching out to further enrich and stimulate learners in their care. Hargreaves & Fullan argue that: "The best way to deal with what's 'out there' is to move towards the danger" (Hargreaves & Fullan: 1998:72). Translated into action, this means forging relationships with parents, communities and business, approaching changes in government policy with purpose and networking with others in the profession. They thus advocate an active approach to dealing with change.

Related to the above, Dalin (1998: 145) proposes that teachers are able to become agents of change i.e. able to change their own practice but also that of others. They are most effective when they are trusted by their colleagues and are able to offer assistance over a sustained period of time. Fullan 1991, quoted in Dalin (1998:145) proposes that teachers use new ideas and methods in their teaching

when these ideas and methods are real and specific enough to be easily implemented; there is sufficient personal contact and support during the time when they are trying out these innovations in their schools and when school communities and state officials adopt a positive attitude to change.

Similarly, Dalin (1994:12-13) proposes that schools are the site of change and that schools thus need to be actively and creatively involved in the change process. He proposes that education systems need to support the innovation and learning happening at the schools for it to be effective. He argues that teachers are life-long learners and that positive collaboration with similar networks is essential for their success.

All the above have been important issues in my research when considering whether the Partnership was successful in steering GET inSET towards presenting easily implementable programmes, supporting teachers and working towards positive change in the schools.

The GET inSET assumptions about effective Inset have been summarised by Rousseau (2001:11-17). She proposed that:

- Schools participating in the GET inSET programmes were at different stages of development and needed different forms of support;
- Teachers were viewed as active agents in their own development and thus teacher development was central to change in the schools;
- Teachers would not attempt change if their schools were not supporting environments and

- Teachers and schools needed to be guided to understand their own needs before they could take action.

Many of the above assumptions necessitated collaboration between the many role players in the field of education. The next section of this chapter thus moves onto gaining a better understanding of the chosen method of collaboration namely, partnership.

3.4 What is Partnership?

3.4.1 Introduction

Partnership is described in the literature in a variety of ways. Authors consulted propose that the word, partnership is amongst others:

- A 'buzz' word (Mohiddin 1998:1);
- Overused and used incorrectly to describe a variety of relationships (Siddiqi 1999: e-discussion week 1 & Fowler 1999: e-discussion week 1);
- A '... catch word and is used indiscriminately' (Petkova 1999: e-discussion week 1);
- A 'something-nothing' word (Wambia 1999: e-discussion week 1) and
- A 'suitcase' word (Hardman 2000a:1) that could have a variety of meanings dependent on who is using it and in what context it is used.

Patrick Fn'Piere (1999: e-discussion week 2) suggests, from a macro perspective that the essence of all the discussion around partnership is really a discussion about the formation of new relationships within the context of transformation and change. Looking at partnership from a micro perspective, there is general

agreement that certain principles distinguish a partnership relationship from other forms of collaboration.

3.4.2 The Principles of Partnership and a Working Definition

Mohiddin 1998:2-3; Fowler 2000: e-discussion week 1; Hauck & Land 2000:1-2; Hardman 2000b:1) propose that there are principles that distinguish partnership from any other form of collaborative relationship. These may be summed up as follows:

- Partnership is a bond that unites members of a group working together;
- A partnership and its members have common objectives;
- There is mutual trust and respect between members of a partnership;
- Partners are accountable to each other and the partnership;
- Partnership implies a sustained relationship over a longer period of time;
- There is sharing of resources in a partnership and sharing may be done in an equal or equitable way and therefore
- There are benefits in belonging to a partnership.

While the above authors agree that there are principles that define partnerships, there is very little agreement on these principles. The list above is thus a collation of principles (and by no means an exhaustive one), which remains open for debate.

One can continue mining the literature on partnerships indefinitely to find a definition that is acceptable to all. A useful, working definition of partnership is proposed by Mohiddin. He suggests: "... partnership is the highest stage of

working relationship between different people brought together by commitment to common objectives, bonded by long experiences of working together and sustained by subscription to common visions” (Mohiddin 1998:3). Linked to the concept described above is the notion of the purpose of partnerships. This further clarifies the concept of partnership.

3.4.3 The Purpose of Partnerships

At a macro level, there has been a drive since the 1970s and 1980s to make the relationships between the North and the South, the developed and the developing world (just two of the many terms used in the domain of development) more transparent. Globalisation has played a role in highlighting the relationships between Funders and the recipients of large scale development aid. Mohiddin (1998:1-2) proposes that some partnerships are no different to the forms of relationship that existed between colonial governments and their colonies. Fowler (1999: e-discussion week 1) is in agreement with Mohiddin when he argues that the use of the term, partnership often hides the true purpose of the relationship i.e. that of mystifying and obscuring the traditional power relationships between the haves and have-nots.

Van Laerhoven (1999: e-discussion week 1) proposes that the purpose of partnership is to build capacity between agents of Civil Society as well as between the State and agents of Civil Society. Hauck & Land (2000: 3-4) elaborate on this concept and propose that through partnership, the capacity of actors in Civil Society may be strengthened in order for them to meaningfully participate in the process of policy formulation, implementation of projects with the State but also

to develop innovative ways of achieving on-going and equitable relations between themselves and the agents of the State.

Hardman proposes that, "... most development projects are complex and a project management framework with multiple stakeholder participation provides the framework for success" (Hardman 2000a:1). He thus suggests that the purpose of partnership, in some instances, can be to spread the risk across a broader base of resources. His suggestion that those on the receiving end of development projects are capacitated through participation in a partnership process, is similar to that of Van Laerhoven (1999: e-discussion week 1) and Hauck & Land (2000:3-4).

Hardman (2000b:1) suggests that within the South African context, one of the purposes of partnership is to mirror the democratic process that has been sweeping through the country since the early 1990s. He argues that partnership has both a strategic as well as a politically correct appeal for both the State and Civil Society. This position is shared by Hauck and Land (2000:3-4) and who also suggest that in the grant making context the purpose of partnership is to guide beneficiaries to taking ownership of initiatives; improve co-ordination of funded activities as well as how Funders relate to their beneficiaries and to ensure greater cost-effectiveness of funded initiatives.

Coupled to a description of the purpose of partnership, some authors propose a tentative typology of partnerships. Within the context of social development, the literature makes a distinction between, partnerships as a means to an end i.e. a process that allows for the development of the principles collated previously

(Mohiddin 1998:2; Lozano 1999: e-discussion week 1) and as an end in itself (Mohiddin 1998:2-3; Robin 1999: e-discussion week1). Lozano (1999: e-discussion week 1) furthermore proposes that a combination of the two is possible.

Sophie Robin (1999: e-discussion week 1), refers to a draft typology of partnerships proposed by Marlynne Hopper. This generic typology is related to the purpose of partnerships. She proposes that a consultative partnership is rather like a network among organisations where information, ideas and opinions are shared. A co-ordinative partnership focuses on synchronising activities of organisations where the focus is efficiency and effectiveness. A complementary partnership is where organisations agree to work together, have a common vision, set common objectives and work together on a project/activity. A critical partnership is the highest level of partnership where organisations do the above but furthermore consider all partners as indispensable. This form of partnership has a strategic and long-term focus.

Hardman (2000b:2-8) proposes a tentative typography of education business partnership projects in the South African context. These are:

- Macrostructured organisations and projects that are designed at a national level between organisations operating in the domains of policy development and capacity building to implement this policy e.g. the National Business Initiative (NBI). Meyer (1997:1) cited the Further Education and Training Task Team as an example in this instance. Hardman includes development aid projects (systemic interventions) in this category as well e.g. Imbewu Project

programmes with local Higher education institutions as an example of the above.

- Foundations and Corporate Social Investment Funds that operate within the country and which in many instances have their own individual criteria for participation;
- NGOs themselves who create partnerships amongst themselves as well as with Funders e.g. the Primary Science Programme.
- 'Organic' partnerships which are created by educators and schools with local and national companies to, amongst others, further the specific interests and needs of the schools (Hardman: 2000b:7).

Authors cited possibly would not agree with the two typologies presented above and this leads to my next argument which is critical for the understanding of partnership. Despite the many reasons for wanting to establish partnerships and the many purposes partnership could serve, many of the authors consulted argue that in reality, authentic/genuine/critical partnership is a myth and that not every collaborative relationship should or need be called a partnership (Mohiddin 1998:1; Robin 1999: e-discussion week 1; Crane 1999: e-discussion week 1; Fowler 1999: e-discussion week 1; Hardman 2000a & 2000b; Hauck & Land 2000:1). In the South African context, Meyer (1997:3) makes a critical comment about partnership. She argues:

'Partnership' can be a soft, sweet-talk term which fits in very well with the sentimentality of the current South African socio-political context ... In practical terms it is of limited use as a conceptual basis for collaborative projects. In many cases it would be more helpful (clearer) if the actual nature of the relationship is acknowledged e.g. a contractual relationship.

Meyer 1997:3

As stated in the above paragraphs, there are many different points of view on partnership and criticism thereof. Nevertheless, the study of partnership needs to happen in a systematic way. Hauck & Land (2000: 10-13) propose a tentative guide on how to approach, manage and implement genuine partnerships. This research is concerned with understanding a specific partnership so frameworks of this nature were a useful tool. For this reason, the Hauck & Land (2000:10-13) framework as well as those of Hardman (2000a:1), Watson & Fullan (1992: 220-221) and Rudduck (1992: 207-208) are described below. These frameworks embody much of what has previously been discussed in this chapter.

3.4.4 The 'What' and 'How' of Genuine Partnerships

Hauck and Land (2000:10-13) propose an indicative guide on how to plan, implement and manage a genuine partnership. Their guide originates in the domain of development with particular emphasis on the Funder beneficiary relationship. They propose that partnerships are most effective when partners have a strong value base and have a similar conceptual understanding of the proposed project or problem. Similar interests and needs furthermore contribute to the success of partnerships. They argue that when partners identify the strengths and capabilities they bring (individually) to the partnership and recognise the strengths and capabilities of the other partners, the partnership is strengthened. Furthermore if the partners plan and divide responsibilities according to these identified strengths and weaknesses, the partnership process is less likely to lead to imbalances in power.

Hauck and Land (2000:10-13) believe that partners should be upfront about their motivation and self-interest in partnering and should enter into the partnership from an organisational rather than an individual perspective. They stress that the partners should have no hidden agendas. They recommend the formalisation of the partnership through letters of intent, memoranda of understanding stating the basic reasons for partnering and clarifying viewpoints and perspectives. Their advice to partners is to plan small interventions until they all are comfortable with the capabilities, capacity and understanding of each other. Lastly they suggest that sufficient contact time should be made available to establish the partnership but also to implement the proposed activities/project.

As stated previously, resources and power are in many instances the downfall of partnerships. In order to minimise the effect of both resources and power, Hauck & Land (2000:11-12) propose that genuine partnerships can only be realised when all partners can assess their own capacity for partnership and which capacity can then be made public in a partnership forum. They believe that all partners should bring resources into the partnership and that these resources should be given 'weighting' upfront.

With regard to people themselves, Hauck & Land (2000:11-13) propose that all partners should have equal roles and responsibilities and that leadership and management issues should be carefully defined. They suggest that the structures and processes for programme implementation should be well defined. They furthermore propose that the partnership should be based on an organisation to organisation approach rather than between individuals in the organisations. They

finally propose that proactive thought should be given to managing potential internal tensions within partnering organisations, by the partnership.

Hauck & Land (2000:12-13) propose that the partnership process may be effectively managed if:

- Partners share a common understanding of effective ways of working and communicating;
- Partners are proactively aware of potential cultural, gender and interpersonal differences between them and are able to devise concrete strategies to minimise their effect;
- The outcomes and outputs are carefully defined and revisited regularly;
- Information is shared transparently and feedback is supported with fact and figures and;
- Partners share both the successes and failures attributed to the partnership in an equal way.

Watson & Fullan (1992:220-221), within the context of school university partnerships propose a similar framework for understanding partnerships. The importance of their framework to this research is related to the composition of the Partnership. Two of the NGO Partners were attached to universities and the eventual beneficiaries of GET inSET were schools and educators in the Western Cape.

In comparison with the Hauck & Land (2000:10-13) framework, the simple framework proposed by Watson & Fullan (1999:220-221) is less comprehensive

on the 'how' of partnerships but reflects similar concepts. They propose that the partners need to define and operationalise the following aspects of partnership:

- The context i.e. the background of the partners, history of the partnering institutions, main reason for joining the partnership;
- The rationale i.e. purpose of the partnership, objectives of the partnership, assumptions of success for the partnership;
- Structure of the partnership i.e. organisational arrangements, governance, decision making, communication, co-ordination;
- Focus of the partnership i.e. agenda, vision, issues, what they will do;
- The process i.e. development over time, relationships, power and influence, interaction of organisational cultures and
- Tracking of the partnership i.e. substantial changes, long and short-term impact.

Similarly, Rudduck (1992:207-208) proposes a framework for testing the efficiency and effectiveness of partnerships between universities and schools. She suggests that close attention needs to be paid to respect by and for the partners and the recognition of needs within the partnership. She furthermore believes that there should be a shared commitment by the partners and importantly a commitment to clarifying the principles and purposes of the partnership. She stresses that enough time should be allowed for the partnership to develop and to do its work. She raises an issue that none of the other authors consulted raise namely the acceptance of a shared perception that teaching is one of the 'impossible professions' (Sykes & Elmore 1988 cited in Rudduck 1992:207).

Hardman (2000a:1), in contrast, proposes a framework that focuses on a combination of the 'what' and the 'how' rather than just the 'how' of effective partnerships. The framework is drawn from successful business education partnership ventures. He proposes that partnerships need to have a policy framework that guides the mutual interests of all the partners. The partners need to identify areas of self interest and work at them so that they become areas of mutual interest. Furthermore he believes that partnerships need champions who are prepared to play a leadership role in their (the partnership's) development and progress. He also emphasises that partnerships need to focus on issues which are beneficial to all concerned and that partnerships need commitment, time and resources to be effective.

In summation of all the discussion that I have presented in the preceding paragraphs, I have inserted a table on the following page. Table 1 is adapted from the work of Rudduck (1992: 207-208), Watson & Fullan (1992: 220-221), Hardman (2000a: 1) and Hauck & Land (2000: 10-13) and represents a summary of the 'how' and the 'what' of successful, genuine partnerships.

Table 1: The How and What of Partnership

	Rudduck	Fullan & Watson	Hardman	Hauck & Land
<u>The Beginning</u> Needs and interest	Recognition of needs		Framework that guides mutual interests	Similar needs and interest Strong value base Identify own strengths and capabilities Articulate motivation and self interest
Principles and purpose	Commitment to clarifying principles and purposes	Purpose Objectives Assumptions of success Vision	Identification of areas of self interest and work at them to become areas of mutual interest	Similar conceptual understanding of project or problem
Respect	Respect		Focus on issues beneficial to all Commitment	Recognise the strengths and capabilities of others Formalise the process
<u>The Process</u> Time	Change is a slow process	Development over time	Need time, commitment and resources	Allow sufficient contact time
Sound governance, management and communication	Acceptance that teaching is an impossible profession	Organisational arrangements Governance Decision making Communication Co-ordination Relationships Power and influence Interaction of organisational cultures	Champions who can play a leadership role	Equal roles and responsibilities Plan and divide responsibilities according Leadership and management issues clarified Structures and processes clearly defined Information shared regularly Awareness of cultural and gender differences
<u>The Reflection</u> Continuous clarification and measurement	Commitment to clarifying principles and purposes	Tracking of changes Measurement of long and short-term impact		Revisiting outcomes and outputs regularly Sharing both success and failure

The theoretical frameworks discussed above were used to draw up the questions for the interviews with the respondents on this research project. This process is described in the following chapter. Chapter 4 focuses on the methodology which was used to understand and unpack one particular partnership namely the GET inSET Partnership.

University of Cape Town

CHAPTER 4
RESEARCH METHODOLOGY

4.1 Introduction

The focus of this chapter is on the methodology used to explore, unpack and understand one complex collaborative social relationship described as the Partnership.

In this chapter, I will firstly endeavour to describe why I saw, partnership, as the central problem in this investigation. Secondly, I will discuss my research strategy. I will, using a model adapted from Chenail and Maione (1997:3) as my frame of reference, describe my approach to my research. Finally, I will describe my research design in detail. Throughout this chapter, I will cite various authors in support of my use of specific research tools.

4.2 Rationale for the Research

4.2.1 The Research Problem Statement

A new discursive space has been created in the field of education service provision since the first democratic election in South Africa in 1994. New models of Inset provision have emerged. Innovative and participative ways of implementing these Inset models have come to the fore. There is now collaboration between the education departments, service providers and others where once all these groupings worked in isolation. My curiosity was pricked by the latter. I was interested in finding out if the Partnership (between NGOs, a Funder and the Western Cape Education Department) that was created to plan, implement and

evaluate the GET inSET programmes within the GET inSET Project, was successful.

4.2.2 The Macro Perspective to the Research

Briefly, from the discussion in Chapter 3, it is apparent that Globalisation has affected the role that the State plays in, amongst others, service provision and policy determination in education. Furthermore, the 'privatisation' of education has become more apparent in that partial responsibility for the funding of education has increasingly been decentralised (Archer, 1994:223). Major changes in the political arena in South Africa have influenced education provision, policy formulation and implementation at both a National and a Provincial level. The changing role of Non Governmental Organisations (NGOs) and Funders, as agents of Civil Society, during and after the Apartheid years in South Africa, was discussed in Chapter 3. This research foregrounds understanding one area of collaboration between the State and Civil Society, namely a partnership which was created as the means for implementing the GET inSET Project.

4.2.3 The Micro Perspective to the Research

The background and history of the establishment of the Partnership to plan implement and evaluate the GET inSET Project as well as details about GET inSET itself, was discussed in Chapter 2. I was employed by the D G Murray Trust in September 1998. This was approximately eighteen months after the Partnership was established and eight months after implementation of the GET inSET Project had started. The Partnership within the GET inSET Project was a major focus of my work at the D G Murray Trust. I was expected to spend 25% notional time (in relation to time spent on approximately 130 other education

projects across the country, which were funded by the DGMT) on activities associated with the Partnership, and the GET inSET programmes.

I had no prior knowledge of the Partnership and the GET inSET Project and had to revert to documentation to increase my understanding as quickly as possible as I immediately became a member of the Steering Committee (this structure and its role has previously been discussed in Chapter 2). The GET inSET Project was repeatedly described (in the documentation kept from inception) as a partnership between the DGMT, NGOs and the WCED. The GET inSET Project involved multiple levels of collaboration and was planned and driven by a partnership comprising DGMT staff members, WCED officials and NGO personnel. GET inSET documentation, previously referred to in Chapter 2, spoke of the novelty of working in collaboration with others in the changing field of Inset provision. Before 1998, I had experience of working in collaboration with other NGOs and Education Departments but lacked both the theoretical understanding as well as practical experience of working in what appeared to me a formal partnership.

The initial starting point for this research was establishing in my own mind, the distinction between the Partnership and the GET inSET programmes within the GET inSET Project. My aim was not to undertake an impact evaluation of the entire GET inSET Project but was to explore and understand one particular partnership between the State and agents of Civil Society (agents being the NGOs and the DGMT). Throughout the duration of the GET inSET Project, I endeavoured to see the Partnership and the GET inSET programmes as two distinct yet very closely related entities. This became a routine while I was doing

my research and, one which I considered part of my "Plumb Line" i.e. that which made me keep my focus on the research problem (Chenail, 1997:3).

I discovered that I knew very little about partnership, thus it became important to me to fully explore the concept. As it can be seen from the discussion in Chapter 3, there are varying definitions of partnership, various interpretations of the role of partnership as well as very little information on education partnerships in the South African context. Partnership theory became the second part of my Plumb Line (Chenail, 1997:3) and to which I constantly referred. I will discuss my approach to the theory in more detail when I describe my choice to adopt a subjective approach to data collection and analysis.

4.3 The Research Strategy

I initially turned to the literature on social theory and research when I started my research process. I found the description of the differing approaches to the study of behaviour as set out by Cohen & Manion (1980:38-42) very useful. They propose that the study of behaviour is governed by two paradigms viz. the normative and the interpretive paradigm. They group various social theories and approaches to research under these paradigms. I used their summation of the two paradigms to systematically locate my research within the interpretive paradigm (Cohen & Manion 1980:41). Furthermore, I was able to identify my approach to research as being subjectivist and the methodologies that I adopted were primarily phenomenological and ethnographic. Please refer to Table 2 (inserted below) throughout the discussion. This table was adapted from Cohen & Manion 1980:41.

Table 2: Differing Approaches to the Study of Behaviour

Normative Paradigm	Interpretive Paradigm
Society and the Social System	Individual
Unidentified forces regulating behaviour	Recursive human actions
Positivist	Post-positivist
Objectivist	Subjectivist
Objectivity	Subjectivity
Objective	Objective
Generalising	Interpreting the specific
Explaining behaviour	Understanding actions
Assuming the taken-for-granted	Investigating the taken-for-granted
Macro-concepts: society, norms, roles	Micro-concepts: individual perspective, negotiated meanings
Structural	Structuration, Phenomenology, Ethnography
Scientific experiments	Interviews, role-plays, questionnaires etc
Quantitative	Qualitative and Quantitative

The discussion that follows explains my reasons for the adoption of particular strategies on my research journey. The decision of whether to adopt an objectivist or subjectivist approach to my research was firstly guided by my reflection that the Partnership was not an object but one that existed and was held together in the minds and actions of the Partners. This challenged my beliefs about the actions of individuals and the structures of society.

The foundation of my understanding in this regard may best be described in terms of the Theory of Structuration of Anthony Giddens. He argued:

The basic domain of study of the social sciences, according to the theory of Structuration, is neither the experience of the individual actor, nor the existence of any form of societal totality, but social practices ordered across space and time. Human activities ... are recursive. That is to say, they are not brought into being by social actors but continually recreated by them via the very means whereby they express themselves as actors. In and through their activities agents reproduce the conditions that make these activities possible.

Giddens, 1984:2

Translated into my area of interest this meant that the Partners actively created the Partnership and that the Partnership recursively regulated the actions of the Partners. As the Partners reflected on their action and changed their actions, so the Partnership changed and once again recursively regulated the actions of the Partners.

I thus needed to look closely at understanding the actions of the Partners creating a partnership and how the Partnership recursively impacted on the actors. I was not trying to control the actions of the Partners in an objective, experimental way or to generalise across partnerships but wanted to subjectively examine one particular partnership in detail. This assumption then led to my decision to collect qualitative data and furthermore how I would analyse the data. Cohen and Manion (1980:8) suggest that a more subjectivist approach is best accommodated by the collection and analysis of qualitative data.

Robson (1993:8) suggests that both the purpose of the enquiry and the research question itself, have an influence on whether an objectivist or subjectivist research strategy is adopted. The purpose of my research was primarily to explore and to describe rather than to explain. Thus according to Robson's suggestion a subjectivist approach would have been the most appropriate strategy to adopt.

Huysamen proposes: "Qualitative field studies may be employed with great success in the description of groups, (small) communities and organisations, and in the development of theories on the functioning of such units ..." (Huysamen 1994:165). His proposal seemed appropriate to the nature of my research on a

small partnership. A further consideration in choosing an appropriate research strategy became apparent as I reflected on my own position in relation to my research.

I was working for one of the Partners, the D G Murray Trust and represented the DGMT on one of the Partnership structures. I was thus both the researcher and a participant in what was being researched. This informed my decision to adopt a subjectivist approach to my research as I was not comfortable with the idea that I could be totally objective about my research.

Objectivity was no less of a concern to me even in adopting a subjectivist approach to my research. Besides, objectivity, authors consulted (Robson 1993; May 1993; Cohen & Manion 1980; Chenail, 1995 & 1997; Combs 1995) cited the following checks and balances needed in the collection and analysis of data associated with subjectivist research:

- The researcher needed to observe and question in such a way that they did not overtly effect or influence that which was being observed or questioned;
- The researcher had to keep his or her expectations and biases in check;
- The researcher had to be as open and detailed in the collection, recording, analysing and reporting of data in order for others to be able to critically appraise but also if necessary, replicate the research;
- The researcher needed to ensure that the data remained the "star" (Chenail,1995:2) in the research relationship and
- The researcher needed to constantly focus and not allow the research process to become muddled, too big and out of alignment with the initial question.

As stated in the previous paragraph, I was concerned about how my role would affect my research as I was an 'insider' i.e. a partner in the Partnership. Robson defines this relationship of the researcher to the research as follows: "The practitioner-researcher is some one who holds down a job in some particular area and at the same time carries out systematic enquiry which is of relevance to the job" (Robson 1993:446). I considered myself to be a practitioner-researcher and actively sought ways and means to make this role explicit throughout the research process. I discovered a model called the "Y of the How" in the field of psychology, designed by Chenail & Maione (1997:3) which became a useful tool to me. I was able to adapt this model to my own research process which allowed me to continually make sense of my work. This model served as my Plumb Line (Chenail, 1997) throughout.

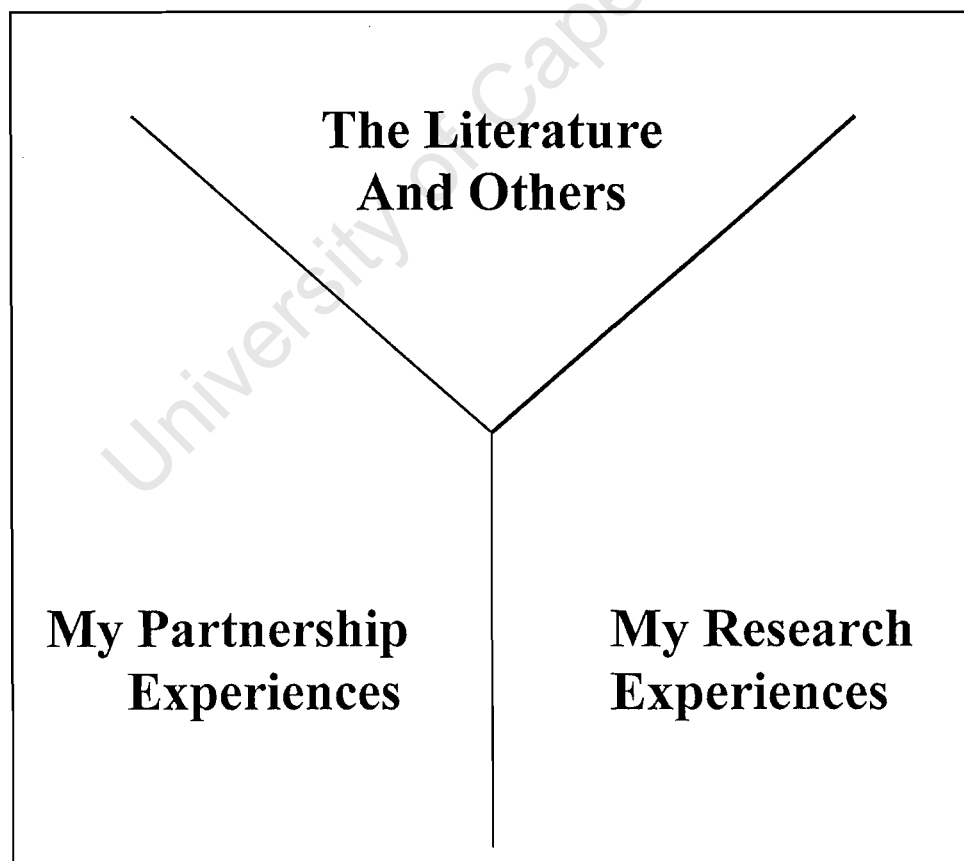


Figure 2: Y of the How

The three different areas that have been created by the Y are all separate yet connected. The left hand section represents my own experiences of partnership. They may be experiences from the past but also experiences that are located in the Partnership. These were gained mainly from personal reflection on my actions. The top section represents the literature discussed in Chapter 2 as well as other conversations about partnerships and change in education. The right hand section represents my own experiences within the context of this research. All these areas are connected and affect each other. It was through this representation that I was constantly able to check whether too much of my own experience of partnership was intruding into my research or whether the literature needed to play a greater role.

Within the interpretative paradigm, adopting a qualitative approach I have primarily used phenomenological methods in my research. My interest was in understanding the Partnership and how successful the Partners perceived the Partnership to be. The problem and my research question lent themselves to the gathering of rich and detailed data. Lester (1991:1-4) proposes that phenomenology is predominantly concerned with:

- Perspectives of individuals;
- Personal knowledge and subjectivity;
- Interpretation;
- Gaining insight into the motivation and actions of individuals and
- Discussion rather than explanation.

He states that: "The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation" (Lester 1991:1) which I believed the purpose of my research to be.

My research furthermore incorporated elements of ethnography. Robson (1993:148-150) proposes that ethnography seeks to discover through and with the researcher (ethnographer) the rules and traditions of a group. My research was primarily concerned with the perceptions of the Partners but as I previously argued the actions of the Partners created the Partnership and the Partnership was maintained through their recursive actions i.e. rules governing their actions and the rules of the Partnership.

Further references will be made to the literature on research methodology and the literature discussed in Chapter 3 in the detailed description of my research process.

4.4 A Detailed Description of the Research Process

4.4.1 Data Collection

4.4.1.1 The Interview as my Method of Data Collection

I decided that face to face interviews with the Partners would be the best way to answer my research question i.e. to discover what views the Partners held of the Partnership. Robson defines the interview as, " ... a kind of conversation; a conversation with a purpose " (Robson 1993:228). The definition of an interview by Cannel & Kahn cited in Cohen & Manion (1980) is more specific and starts to clarify the roles of the interviewer and respondent. They argue that the interview

is, "... initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, predication, or explanation" (Cohen & Manion, 1980:291). I was particularly interested in how the Partners described the Partnership. The format for the interviews was semi-structured (Robson, 1993). I made the choice for the following reasons:

- I wanted to collect enough data as I was only expecting to conduct a small number of interviews (see paragraph 4.4.1.3) but
- I also wanted to focus my data collection on the research question so that the analysis phase would be manageable. As May notes: " Qualitative information about the topic can then be recorded by the interviewer who can seek both *clarification* and *elaboration* on the answers given" (May, 1993:93);
- Reflecting on my own need to continually make the distinction between the Partnership and the GET inSET programmes, I did not want to be constrained by a set of questions that could not be modified. I needed to be able to focus the respondent on the Partnership if necessary and
- By semi-structuring the interview I would to some extent be able to control my own bias (Cohen & Manion, 1980:301-304).

Robson (1993:229-230) suggests that there are both advantages and disadvantages to interviews as the method for data collection. The advantages he cites are flexibility and richness/depth of understanding created through the conversation. He mentions bias and time constraints to both the interviewer and the respondent as disadvantages to this method of data collection. This point of view is shared by Lester (1999:1-4).

Lester (1999:1-4) proposes that interviews are well suited to the phenomenological approach. He suggests the following principles when making decisions on data gathering methods in relation to the phenomenological approach:

- Minimum structure and maximum depth and
- Balance between keeping the focus of the research and undue bias by the researcher's actions.

I could have used questionnaires, participant observation methods, focus groups and interviews as the tools for my research but I was constrained by the limitation of gathering data for a minor rather than a full dissertation. I was furthermore constrained by time as I was only a part-time researcher and held down a full-time job while conducting the research.

I chose to use face to face interviews rather than written questionnaires for the following reasons:

- The respondents were all extremely busy people who are involved in many other projects. I was constrained by time and needed to collect the data within a limited period of time. If I had chosen to rather send out a questionnaire there could possibly have been a delay or a non-return of the questionnaire. The delay in getting responses would have held up the analysis process (Cohen & Manion, 1980:291-294);
- I was well known to all the respondents. They were furthermore accustomed to my asking them to make the distinction between the Partnership and the GET inSET Project. They knew that partnership was a particular area of interest to

me. It was thus not difficult to establish rapport with the interviewees and the period of habituation was minimal. I was very aware that there could also be a disadvantage in face to face interviews, rather than questionnaires as I was considered to be an 'insider' to the working of the Partnership as well as to the day to day operations of GET inSET (Huysamen, 1994:144-146) and

- There was a danger in conducting interviews rather than asking respondents to complete confidential questionnaires in that all the NGOs receive funding from the DGMT over and above funding for the GET inSET Project. The responses to the questions posed could therefore be exaggerated in an effort to ensure that future grants were not placed in jeopardy. I had to openly acknowledge this with the respondents.

May (1993:95-96) suggests that one way in which to recognize and systematically control bias in an interview is to look very carefully at what questions are asked, how they relate to the research question and the manner in which they are asked by the interviewer. I next discuss how I constructed the questions for the semi-structured interviews.

4.4.1.2 The Interview Questions

My first step in drawing up the questions was the literature. I searched the literature and made the decision to use the frameworks of three authors who described successful partnerships. These frameworks are presented in brief as they have already been discussed in detail in Chapter 3.

Rudduck (1992:207-208) proposes that the success of partnerships in an educational context depends on the following factors:

- Respect and recognition of needs within the partnership;
- Shared commitment;
- A commitment to clarifying principles and purposes;
- Recognition that change is a slow process and
- Acceptance of a shared perception that teaching is one of the 'impossible professions' (Sykes & Elmore, 1988 in Rudduck, 1992).

Hardman, Raubenheimer & Mtshontshi (1996:6-10) initiated and researched partnership projects and came up with a conceptual framework for considering successful education business partnerships in the South African context. The main points of their framework are that:

- Partnerships needed to have a policy framework that guides the mutual interests of all the participants;
- Parties need to identify areas of “self interest” into “mutual” interest;
- Partnerships needed champions who are prepared to play a leadership role in their (the partnership's) development and progress;
- Partnerships need to focus on issues which are beneficial to all concerned and
- Partnerships need commitment, time and resources to be effective.

Watson and Fullan (1992:220) propose a framework for understanding education partnerships. They consider six factors viz.:

- Context: background, history, main reason for joining;
- Rationale: purpose, objectives, assumptions of success;

- Structure: organisational arrangements, governance, decision making, communication, co-ordination;
- Focus: agenda, vision, issues, what do they do;
- Process: development over time, relationship, power and influence, interaction of organisational cultures and
- Beyond the partnership: substantial changes, long and short-term impact.

There were commonalities between the three frameworks that suggested arrangement of the questions around a simple project management cycle i.e. visioning, planning, implementing and evaluating. The project management cycle became the framework to which I built in the elements suggestive of values e.g. power and commitment.

I initially drew up an interview questionnaire with six questions but added a seventh during the second interview. I reworked the wording of the questions numerous times so that they would be unambiguous and easily understood by the respondents. The questions were open ended as I wanted each respondent to elaborate on their perceptions and not just give a yes or a no answer. I tested the questions with a colleague who had limited knowledge of the Partnership to determine whether she understood them but also to gauge the length of time each interview would take. The questions were:

1. From your perspective, do you think that all the Partners had sufficient common needs and interest to make the Partnership a success?

2. From your perspective, was a plan and common vision identified by the Partnership? Was it adequately conceptualised and formulated?
3. Was the membership of the Partnership sufficiently representative?
4. From your perspective, were you happy about how the Partnership conducted its business? Specifically, could you comment on:
 - 4.1 The participatory ethos of the Partnership;
 - 4.2 The communication within the Partnership;
 - 4.3 Administration;
 - 4.4 Leadership and
 - 4.5 Any other aspects of the working of the Partnership.
5. Are you happy about your participation in the following aspects of the Partnership?
 - 5.1 Planning of implementation;
 - 5.2 Management of implementation and
 - 5.3 Evaluation of implementation.
6. What could you suggest would have added more value to the Partnership?
7. What else would you like to share with me with respect to the Partnership?

4.4.1.3 The Selection of the Sample of Respondents to be Interviewed

Initially convenience sampling (Robson, 1993:141) was used i.e. my first criteria for the selection of the respondents was that they had to be available to be interviewed. This might seem very obvious, but the Partnership had officially

concluded its work at the end of 2001 and the Partners were already engaged in other activities and were under no obligation to engage in reflection on the Partnership. My first step was thus to contact all the members of the Steering Committee, which as discussed in Chapter 2, was the structure tasked with leadership and management of the Partnership. When I knew who was available to be interviewed, I then applied the second criterion.

My second criterion was that my sample had to include a respondent from each of the partnering organisations in the Partnership i.e. an NGO respondent, a respondent from the Funder and a respondent from the WCED. According to Huysamen (1994:44) this method of selecting respondents purposefully, "... is the most important kind of non-probability sampling". He termed this form of sampling, 'purpose' samples (Huysamen, 1994:44).

The third criterion was that my sample had to include respondents of both genders. This was not true quota sampling (Huysamen, 1994:44) as I made no attempt to select respondents in corresponding proportions to gender composition on the Steering Committee. I was not able to apply the principle of quota sampling to race but was fortunate that my eventual sample comprised both white and black respondents.

My fourth criterion was that there had to be respondents who had been part of the Partnership since inception as well as those who had become partners at a later stage. I drew up a matrix with the criteria of availability, gender, race, founders and joiners (those who were not part of the conceptualization of the Partnership) as my

horizontal axis. I recorded the names of the Steering Committee on the vertical axis and was thus able to select four respondents out of the ten members of the Steering Committee. The selected respondents were:

- Mr Paul Norton: Chief Executive Officer of the D G Murray Trust, Funder, white male and joiner;
- Ms Marlene Rousseau: GET inSET Project Manager, white female and joiner;
- Dr Lydia Abel: previously Manager at ESST and now Director of the Schools Development Unit at UCT, NGO, white female and founder;
- Ms Linda Rose, Director, Human Resource Development at the WCED, black female and founder.

4.4.1.4 The Preparation of the Respondents before the Interviews

Robson (1993:470-475) proposes a list of ethical principles to consider when conducting social research. Amongst others, he proposes that:

- The researcher must always consider the ethical implications and psychological consequences for participants engaged in the process of research;
- The researcher, where possible needs to inform the participants about the objectives of the research and be as transparent about what would be expected of them. The respondents should be informed of how the research would be used and if and where the results would be made public. Bearing this in mind, I initially made the appointments with my four respondents telephonically. After the initial contact, I sent them a letter by e-mail confirming the appointment and also describing my research. I attached the interview questionnaire for them to reflect on before the interview and

- Participants have the right to confidentiality. I informed all the respondents that they could choose to make their comments off the record before the actual interviews took place. I re-iterated this at the beginning of each interview. After each interview had been transcribed, I e-mailed the transcription to each respondent to add, delete or correct anything that I had unintentionally misrepresented.

4.4.1.5 The Interviews

The four interviews were conducted between 7 January and 15 March 2002. My original intention was to conduct all the interviews in January before the respondents became too busy. I was able to conduct three interviews in January but had to delay the fourth until the respondent returned from abroad.

The detail of the interviews is as follows:

- Interview 1

Date: 7 January 2002

Respondent: Ms Marlene Rousseau, GET inSET Project Manager

Transcription: Annex 1

- Interview 2

Date: 15 January 2002

Respondent: Mr Paul Norton, CEO of the D G Murray Trust
Chairperson of the Steering Committee

Transcription: Annex 2

- Interview 3

Date: 25 January 2002

Respondents: Dr Lydia Abel, previously Project Manager ESST,

Presently Director of the Schools Development Unit,

UCT and Ms Marlene Rousseau

Transcription: Annex 3

▪ Interview 4

Date: 15 March 2002

Respondent: Ms Linda Rose, Director Human Resource Development,
WCED

Transcription: Annex 4

The interviews ranged from approximately one hour to ninety minutes. The longest interview was the joint interview with the GET inSET Project Manager and the NGO respondent. The interview questionnaire was followed throughout each interview. I was able to clarify perceptions at necessary intervals during the interviews and often had to ask the respondents to relate their answers to the Partnership rather than the GET inSET programmes. As previously stated the interview schedule was only tested for clarity and length, so the first interview with the GET inSET Project Manager was essentially the trial run. The interview went off well and the data was included in the analysis. An additional question was added to the interview schedule at the request of the second respondent so the first respondent was invited to be present in the interview with the third respondent. I do not believe that this was an irregular procedure, as permission was obtained from the NGO respondent to include the Project Manager in the interview. The Project Manager used the opportunity to comment on the additional question that had been added to the schedule after her interview. The focus of the third interview was on the comments of the NGO respondent with limited input

from the Project Manager. I believe that as the NGO respondent is an experienced academic and has an assertive personality, the presence of the Project Manager in the interview would not have intimidated her (the NGO respondents) or changed the way in which she responded to my questions.

The four interviews were recorded in their entirety on audiotape. The respondents were asked before the interview whether they agreed to the taping of the interviews. I made cryptic notes while conducting the interviews. I returned to these notes when correcting the first draft of the transcribed interviews.

Each interview was transcribed by an individual who had no knowledge of the research question and who did not know any of the respondents. This was done within three days of each interview. Once I received the transcripts, I re-listened to the recordings to fill in gaps where the transcriber could not hear clearly. I also used my own cryptic notes for this purpose.

The transcripts were then sent to each respondent. Only one respondent made use of the opportunity to change what was originally recorded. Once the entire data gathering process was complete, I started on the analysis. The transcribed interviews are attached in their entirety as Annexes 1, 2, 3 and 4.

4.4.2 Analysis of the Data

The raw data from the interviews was considerable as is apparent from the attached transcripts in Annexes 1, 2, 3 and 4. Miles, 1979 quoted in Robson (1993:370) describes qualitative data as an 'attractive nuisance'. He suggests that

there are numerous computer software packages that enable the researcher to manage the raw data in a systematic way (Robson 1993:371). To me it was extremely satisfying to read the transcribed texts which constituted my raw data. Although there was a copious amount of data it did not seem unmanageable to the extent that I needed a specialized software package. I was able to use my usual word processing software package to assist me with the analysis and management of the data.

I was very aware that personal bias could affect how I approached the analysis of my data, what data I included and what data I left out. Robson (1993:374) stresses the importance of consistent, systematic reflection on the implications of personal bias when working with qualitative data. In this regard, Chenail (1995:1-2) proposes that as there are so many methods that could be used to analyse qualitative data, the most important factor is, openness. He suggests that the researcher provides as much background to whatever methods he/she uses and walks the reader of the research systematically through the process. He furthermore proposes that the data should "be the star" (Chenail 1995:2). He stresses triangulation of the data with other research as well as the literature used as background to the study.

Lester (1999:2) suggests a very simple process of firstly identifying key themes and issues. He argues: " The aim should be to be faithful to the participants, and to be aware (in so far as possible) of biases being brought to the inevitable editing which is needed; there is an ethical issue about misrepresenting, distorting or

deleting findings when they have been provided in good faith by participants" (Lester 1999:2).

I will thus systematically walk the reader of this research through the steps that I took when analyzing the data but also offer the reader the opportunity to see the data, attached as Annexes 1, 2, 3 and 4, as the "star" (Chenail 1995:2).

When all the interviews had been done and all the transcriptions completed, I merged all the transcriptions from separate documents into one document. I read through the whole document. As soon as a pattern emerged from the data whereby the different respondents said the same thing but in different words, I summarised these thoughts. At the end of the first reading, I had five short summaries. After re-reading the document again, I was able to combine some of the summaries and identified three themes relating to the respondents understanding of the Partnership.

These three themes were:

- The lack of reflection on the Partnership itself;
- The alliances and different forms of collaboration within the Partnership and
- The historical, educational context within which the Partnership was created and in which it did its work.

I will elaborate more on these three themes at the beginning of Chapter 5 when I report on my findings.

On further reading, I classified, "... a process that involved breaking the data into bits and bringing it together again in a new way" (Smit 2001:71), the information into three categories. These categories responded roughly to the project management cycle that had been my framework when I drew up the questions for the interviews. I named the three categories:

- The Beginning (of the Partnership);
- The Process (of the Partnership) and
- The Reflection on the Partnership.

I broke each category down further into sub-categories. These subcategories were as follows:

- Category 1: The Beginning (of the Partnership)
 - Sub-categories: Needs and Interest, Common Vision, and Goals and Objectives;
- Category 2: The Process (of the Partnership)
 - Sub-categories: Structures, Roles and Communication and
- Category 3: The Reflection (of the Partnership)
 - Sub-categories: External and Internal Evaluation, Learnings, Questions.

I have inserted a table, Table 3 on the following page, which graphically explains my organisation of the data during and after the analysis.

Table 3: Categorisation of the Data

	Category 1			Category 2			Category 3		
	The Beginning			The Process			The Reflection		
	Needs & Interest	Common Vision	Goals & Objectives	Structures	Roles	Communication	Evaluation	Learning	Questions
Theme 1: Lack of Reflection on the Partnership									
Theme 2: Alliances/ Collaboration within the Partnership									
Theme 3: Historical Educational Context									

Once I had identified the three themes and had drawn up the categories and sub-categories, I cut and pasted (on the computer) all the data into the categories and sub-categories. I assigned a colour to the data from each respondent, so that when it came to reporting on the data, I could ascribe specific data to specific respondents.

As I was interested in allowing the words of the respondents to be the star (Chenail 1995:2), I then highlighted passages which not only spoke for themselves but emphasised what I wanted to suggest.

Once I had done this, I worked sub-category for sub-category and drew a conclusion from each one. After this process was complete, I wrote (reported) the results of each sub-category also bringing in the themes. This work is presented in Chapter 5.

4.4.3 Reporting of the Results, Discussion and Recommendations

It has been my intention throughout this chapter to provide the reader of this research with a detailed background on how I conducted my investigation. I have included as much detail as possible in an effort to firstly describe the rigour with which the research has been conducted and secondly to make it possible for others to replicate the process.

The results, discussion and recommendations of the process are reported on separately in Chapter 5 & 6.

CHAPTER 5

RESULTS AND DISCUSSION

5.1 Introduction

The focus of this chapter will be the analysis and discussion of the responses of the four interviews conducted with members of the Partnership.

As described in Chapter 4, interviews were conducted with the following members of the Partnership:

- Interview 1: The GET inSET Project Manager, Ms Marlene Rousseau;
- Interview 2: The Chief Executive Officer of the D G Murray Trust and Chairman of the GET inSET Steering Committee, Mr Paul Norton;
- Interview 3: The Director of the Schools Development Unit, UCT and member of the GET inSET Steering Committee, Dr Lydia Abel and Ms Marlene Rousseau and
- Interview 4: The Director, Human Resource Development of the WCED and member of the GET inSET Steering Committee, Mrs Linda Rose.

A number of direct quotations will be used in this section. Perceptions and direct quotations will be referenced by referring to the number and page of the specific interview as the four directly transcribed interviews are attached in their entirety as Annexes 1, 2, 3 and 4.

The Partnership was conceptualised as the driver or vehicle through which the GET inSET Project would be implemented. It has been very difficult both during

the data collection stage (interviews) as well as during the analysis to make a clear distinction between the Partnership and the working of the GET inSET programmes. In many instances, what has happened (or not happened) within the Partnership has influenced the GET inSET programmes and visa versa.

The results of the analysis of the data will be reported within the framework presented as Table 4 on page 78. I will discuss the categories i.e. the beginning phase of the Partnership, the Partnership processes and the Partnership's reflection processes separately and then present a summary of all the conclusions from the categories in paragraph 5.5.2. Before presenting the results, I will briefly elaborate on the three major themes that are apparent throughout all three categories.

Theme 1: There was very little critical reflection by the Partnership itself. As the GET inSET Project was conceptualised, planned, implemented and evaluated, the Partners themselves did not reflect on what they wanted to achieve within the Partnership.

Theme 2: There were a multitude of alliances and collaborative relationships within the Partnership – the Steering Committee was a collaborative relationship between high ranking WCED officials from the Province, the Funder and the NGOs; there was collaboration between the WCED officials in the Districts and the implementers of the GET inSET programmes and there was a collaborative relationship between the different NGO staff members implementing the GET inSET programmes. Within some of these relationships, there was critical

reflection on the GET inSET programmes but very little attention was paid to the greater Partnership as a means in itself.

Theme 3: The historical, educational context within which the Partnership was implemented in the Western Cape was described in Chapter 2. Briefly to recap, teachers were demotivated; the size of classes was big; redeployment and retrenchment of teachers was in process; and in addition the various Apartheid education departments were being incorporated into one provincial department. The latter was both a positive development as the WCED was seen as a legitimate and representative department but also meant that they had to work in a more democratic and transparent way. There were furthermore two systemic initiatives (the introduction of Outcomes Based Education and the reorganisation of the WCED structures into Education Management Development Centres, EMDCs) which played a role in the way the Partnership was conceptualised and implemented.

These three themes are apparent throughout the analysis of the data collected and will be further elaborated on in the following sections. This research is concerned with unpacking and understanding the Partnership and with the emergence of the first two themes, a further question becomes apparent i.e. should this endeavour be classified as a 'genuine' (Hauck & Land 2000:10) partnership. This critical issue will be discussed in the discussion section of this chapter.

The framework for the reporting of the results appears on the following page.

Table 4: Framework for the Reporting of the Analysis of the Data

	5.2 The Beginning Phase			5.3 The Processes			5.4 The Reflection		
	5.2.1 Needs & Interest	5.2.2 Common Vision	5.2.3 Goals & Objectives	5.3.1 Structures	5.3.2 Roles	5.3.3 Communic ation	5.4.1 Evaluation	5.4.2 Learning	5.4.3 Questions
Theme 1: Lack of Reflection on the Partnership									
Theme 2: Alliances/ Collaboration within the Partnership									
Theme 3: Historical Educational Context									

5.2 The Beginning Phase

5.2.1 Needs and Interests of the Partners

All the respondents acknowledged that the initial impetus for the establishment of the Partnership came from the Funder's representative who had first hand experience of many Western Cape service providers offering in-service training (Inset) programmes to the same educators in the Province and saw the need for collaboration on a different level between the WCED, NGOs and Funders. The data suggests that numerous needs were articulated by the Partners (Interview 1). Among others, respondents cited the following needs as being the impetus for the establishment of the Partnership:

- The need for a changed approach to Inset. Three of the NGOs had been contracted to do work on the Thousand Schools Project (TSP). From the responses of the NGO respondent and the Project Manager, it was clear that they did not consider the TSP to be a particularly successful project for various reasons but saw the need for collaboration with the WCED and other Inset providers (Interviews 1&3). The Project Manager suggested: "I think there was an interest beginning to emerge to see what the other NGOs were doing and particularly what their approach to teacher and school development was" (Interview 1:117);
- The need for the WCED to be seen as working together and not against other service providers. The WCED had not been involved in the TSP but the Head of the WCED, Mr Brian O'Connell saw that the WCED needed to engage with other Inset providers. The WCED respondent suggested: "Brian ... said it many times that the system would not be able to do it on its own" (Interview 4:214) and

- The need for the staff of the DGMT to become more involved in its projects. The DGMT respondent argued that the Trust wanted to have more confidence in the projects it was funding and that it wanted to become an active participant in some of the programmes i.e. the DGMT wanted to move away from just being a cheque book Funder (Interview 2).

All the respondents cited the need to have a more co-ordinated approach to Inset provision across the Province. (This was subsequently borne out by the previous MEC for Education of the Western Cape, Ms Helen Zille who actively campaigned for the regulation of Inset in the schools by all service providers, including the WCED). The responses to the question of whether there were sufficient common needs and interest to make the Partnership a success were similar across the interviews. Respondents argued that initially the needs and interest in the formation of a partnership were those of individual organisations, but as time progressed common needs and interest emerged to some extent. The Project Manager suggested that, "... there were numerous needs that were articulated in 1997 which formed the basis of the Partnership that steadily emerged" (Interview 1:113). The Funder's response was that the development of common needs and interest was a process: " I think that perhaps some of the needs were common at the beginning but there was a definitely a process where needs and interests became common to the Partnership throughout the lifespan of the Partnership" (Interview 2:149). I believe that at this point in the initial discussions between Partners, the issue became the planning of the GET inSET programmes in delivering a new model of Inset, rather than the Partnership itself. The question

then arises, if the common needs and interests were not made apparent in the beginning stages of the Partnership, did the Partners have a common vision?

5.2.2 A Common Vision for the Partnership

It was very clear from the responses of three of the four respondents that a common vision for the Partnership was not identified by the Partners. The three respondents not only speak of the lack of a common vision within the Partnership but also internally within the Partners' own institutions (Interviews 1, 2 & 3). The Project Manager stated very clearly: "I want to say that the vision was identified by the field staff and me with the participation of the NGO directors and lesser participation by WCED. Again, this vision was specific to the work we were doing in schools and again it did not look at some of the aspects, which it should perhaps have done" (Interview 1:122). The view that the Partnership did not have a common vision is corroborated by the Funders representative. He responded:

So the common visions and needs – the initial contact I had with the WCED was via Brian O'Connell – at Steering Committee level – enormous enthusiasm, but looking at it from a macro type perspective, when you got down to the Subject Advisory Services, I don't think the enthusiasm or the realisation of what this thing could mean had been cascaded down sufficiently. ... I guess from what I have just said, the vision was not clearly understood or as common as it could have been.

Interview 2:148

The NGO respondent cited the issue of a common vision as one of the most difficult things that the Partnership had to deal with. The difficulty stemmed from the difference in the understanding between the Partners. She argued that from their perspective, the NGO Partners believed that, "... a vision isn't something that you draw up, stick on your wall and it is there for life" (Interview 3:179). She

furthermore argued that among themselves the NGO Partners had a clear vision of what they wanted to achieve but this was not shared by the Funding and WCED Partners. She also suggested that the NGO Partners did not link their programme vision with specific goals for implementation. The Project Manager argued that the WCED and the Funder essentially left the visioning exercise up to the NGO Partners which immediately created an imbalance in the Partnership. This had serious implications and weakened the Partnership as there was a vision for the programmes but not for the Partnership.

In direct contrast to the arguments presented above, the WCED representative perceived there generally to be a common vision within the Partnership. In response to my question of whether the Partnership established a common vision, she proposed:

Yes, I think the people who originally sat around the table had a common vision. All be it a simplistic one – because the vision was that yes, there is all of this to be done, here are people willing to do it, they are willing and eager to work with other people with whom they have never worked before, isn't that wonderful. In the process of doing that let's learn to work with each other. Let's find out what's going on in each other's heads, let's use the opportunity to refine this common vision.

Interview 4:215

The discussion in the following paragraph corresponds very closely to those above. It was difficult to separate the vision and the goals of the Partnership as they were closely related. The criticisms and perceived weaknesses in the planning by the Partnership, voiced by the respondents, referred in many instances to the lack of a common vision and goals for the Partnership itself.

5.2.3 The Goals of the Partnership

Three of the four Partners stated that goals for the Partnership were never articulated. They argued that there was not a:

- long-term / macro plan for the Partnership;
- declaration of each Partners' individual goals and
- decision on the time-frame for the Partnership.

With respect to the goals of the Partnership, the Project Manager succinctly argued: "The goals that were identified by the Partnership were in fact the goals of the NGOs, service providers, and I think that is one of the weaknesses of GET inSET. I think that each one of the Partners should in fact have identified goals right at the start of the project" (Interview 1:119). This argument was taken up by the Funder's respondent. He argued that the Partnership had no overall goals and objectives, which had an impact on the GET inSET Project itself and which he perceived to have no measurable goals and objectives.

On analysis of Interviews 1, 2 & 3, the reasons for the lack of the above included:

- The lack of explicitly clarifying the roles of each Partner at the outset of the Partnership;
- The lack of adequate and / or appropriate representation on the structures that were set up to plan the Partnership;
- The lack of communication between the Partners and within the Partners' own institutions and
- An initial and episodic mistrust and lack of understanding between the Partners.

All the above relate to the processes of the Partnership as well. These will also be discussed under paragraph 5.3. The discussion that follows identifies the three major themes that were apparent throughout the beginning phase of the Partnership.

5.2.4 Discussion of the Three Major Themes Running through the Beginning Phase

Themes 1, 2 and 3 will be referred to by putting a number in square brackets after the discussion relating to the responses of the respondents. To recap the three themes were:

- Theme 1: Lack of reflection on the Partnership;
- Theme 2: Alliances/collaboration within the Partnership and
- Theme 3: The historical education context within which the Partnership happened.

From the outset, the collaboration between the WCED, the Funder and the NGOs was referred to as, the Partnership. Throughout the interviews, the respondents referred to the Partnership (Interviews 1, 2, 3 & 4) but closer analysis revealed that there was little understanding and no reflection on what a partnership really meant [1]. In addition, the respondents suggested that within the Partnership, there were various other partnerships within and between individual institutions [2]. The common misunderstanding about partnership was very clearly apparent in these instances.

The four respondents perceived that within the WCED particularly, there were divergent views on partnership and that there were very few officials who

understood what the Partnership within the GET inSET Project really meant [1&3]. The most pertinent responses were those of the Project Manager and the WCED respondent. The Project Manager proposed:

However, if I think of individuals that I have come to know in WCED, I think perhaps there were two that really stand out as having a theoretical understanding as well as a practical understanding of the GET inSET Partnership... I would certainly say that other people I have met in the WCED including people who are very high up in the hierarchy had little, if any, understanding for the first two to three years of the purpose of a partnership.

Interview 1:114

Her response linked with the third major theme viz. the historic, educational context during which the Partnership was conceptualised [3]. The respondents noted that this was the first partnership where there was proposed formal, collaboration between the State and Civil Society (a Private Trust and NGOs). The WCED and the NGOs needed to try different ways of working together. The WCED was in the process of amalgamation and was defining its role in the provision of service to Public schools and educators as well as with NGOs and Funders. They had a point to prove that their *modus operandi* was different from that of the Apartheid regime. The WCED respondent argued, "... the Education Department's people, they were still grappling with the issue of outside service providers treading, coming into, their terrain" (Interview 4:213).

She summed up the difficulty of the situation as well as the lack of understanding of the real meaning of Partnership when she stated:

It depended on the levels of peoples understanding of what needed to be achieved. A visionary like Brian saw that we had entered this whole new era where it would never be the same again and we needed to undo all the wrong things of the past, we needed to get people to catch up, and therefore the partnership was a critical vehicle for that. We needed to begin to impact on each other so that we could find the common ground to attend to the needs out there.

Interview 4:215

Throughout the period of conceptualisation of the GET inSET Project, there was no further attention paid to defining the Partnership itself other than establishing who would be involved [1]. The Project Manager lamented the lack of documentation for this period. Both she and the Funder's respondent had not been employed at the time of conceptualisation and could only report on what they had heard from others involved at the time (Interviews 1 & 2).

The NGO respondent clearly identified the lack of experience on the part of the WCED in planning the Partnership. Because of the historic context [3] where NGOs, Funders and the State did not work together she argued: "I think also that this was the first project of its nature in which the Department had been involved and they actually didn't know what to do with it. It was like a hot potato that kept going from this one to that one ... it never found a real home (Interview 3:182).

The respondents all commented on the high level of WCED representation on the Steering Committee. The participation of the Head of the WCED was appreciated by all the respondents but they questioned whether he was indeed the correct

representative. He played a major role in the Partnership but due to the other alliances among the Partners [2], some respondents felt that his goals for the Partnership were not adequately communicated with other WCED officials. The Project Manager and the NGO respondent further questioned the role of the NGO representative on the structure set up to steer the Partnership. He was a Director of one of the NGO partnering organisations but did not communicate well with the other NGOs or within his own organisation [2]. As with the WCED above, the individual should not be seen to be the problem but the cause should rather be sought in the structures planned by the Partnership. The planning of delivery of the GET inSET programmes was done exclusively within the NGO alliance and not within the broader context of the Partnership [2]. These major themes will be discussed further in paragraph 5.3.4.

5.2.5 Conclusions Drawn about the Beginning Phase of the Partnership

The responses of the Partners reflect clearly that only superficial attention was paid to planning the Partnership itself. The planning was skewed towards the planning of implementation i.e. the programmes, which was left to the NGO Partners to do. The WCED and the Funding Partner had very little input into the planning of delivery of the GET inSET programmes, thus drawing the focus to the other alliances and collaboration between groups within the Partnership. The Funding Partner proposed that the programmes were planned but not how the "collective group" was going to work together (Interview 2:158).

I argue that among the Partners there was no agreement on a common vision or goals for the Partnership but that the Partners' needs and interests became common

to the Partnership through a process. The words of the Project Manager succinctly sum up this position. She proposed:

... in a sense there were two thrusts to GET inSET. There was the work that we were doing within schools and then there was understanding partnerships and at no point, because both the Department and the D G Murray Trust hadn't put forward particular goals related to their own interests, we were not in a position ever really to look carefully at the Partnership so that what we can vision, that we have been talking about to date, was the work in schools and that was really the responsibility of the NGOs. So, I think there was a skewing immediately in relation to who was responsible, who was learning, who was having to answer to the Partnership.

Interview 3:181

5.3 The Processes of the Partnership

5.3.1 Structures of the Partnership

The institutions represented in the Partnership did not change throughout the duration but Partners' representatives changed continually. This was perceived to be both a strength and a weakness during the various phases of the project cycle (Interviews 1, 2 & 3).

As described in Chapter 2, two formal structures were set up within the Partnership. The Steering Committee was seen as the governing body of both the Partnership and the GET inSET Project. The Working Committee essentially represented the delivery arm of the GET inSET programmes (Interview 1).

Three of the respondents argued that the initial representation on the Steering Committee was a major weakness in setting up the Partnership (Interviews 1, 2 & 3). A structural imbalance was created when the NGO Partners were represented on the Steering Committee by the Director of one of the NGOs. As may be seen

from the discussion under paragraph 5.2.4, this individual was seen as 'remote' (Interview 2:156) from both the Partnership and the GET inSET Project. The NGO respondent and the Project Manager argued that the NGOs were initially relegated to the second tier of the Partnership and this did not bode well for the establishment of a common vision and goals for the Partnership. (From the conclusions reported in paragraph 5.2.5, it is apparent that common goals and a common vision for the Partnership was not identified).

The balance in the structure was corrected well into the life of the Partnership, when at the suggestion of the Funder, the NGO representation was strengthened on the Steering Committee (Interview 2). The four NGO Directors became full members of the Steering Committee. The Funder's representative argued that the representation on the Steering Committee once again was unbalanced as he believed that the NGO Partners then, because of their number, could influence the workings of the Partnership (Interview 1). The above is an example of where there was some reflection on the Partnership itself, but from the responses it was clear that all the Partners were not fully satisfied by the implications of the changes in the Steering Committee. It is also apparent that these dissatisfactions were not openly spoken about by the Partners. This issue links to a further major weakness identified by the respondents.

The major weakness that was identified by three of the respondents was that outside of the Partnership structures, there were the Trustees of the D G Murray Trust who had a major influence not only on the Partnership but also on the GET inSET Project. The Funder's representative argued that, " ... I think there was a

gap between what our Trustees saw the project to be and the way the representatives saw it" (Interview 2:157). Having acknowledged this he furthermore argued, "... I think the Funder played too dominant a role in the Partnership" (Interview 2:157). The Project Manager and the NGO respondent suggested that there was a power imbalance between the Partners (Interviews 1 & 3). They argued that this relationship was no different from the traditional Funder beneficiary relationship because the D G Murray Trust was the major Funder for the GET inSET Project. These three respondents, having perceived there to have been an imbalance in power argued that this issue was not reflected on and brought out into the open in the Partnership. The Project Manager and the NGO respondent suggested that among others the following were reasons for the issue not being brought out into the open (Interviews 1 & 3). The two main reasons cited were:

- The gender composition of the Steering Committee where the NGO representatives were all female and who would, rather than cause conflict and issue challenges in the Steering Committee, work through the issue in other indirect ways and
- The fact that the Partner NGOs were all receiving substantial funding from the D G Murray Trust for other aspects of their work and did not want to jeopardise further grants.

The NGO respondent mentioned a further imbalance viz. the racial composition of the Steering Committee (Interview 3). No other respondents mentioned this issue but it links with the macro context in which the Partnership was happening. At both a national and a provincial level in education, there was transformation taking

place with respect to gender representation in bureaucratic structures. This transformation was not mirrored within the Partnership.

The major imbalance in power relations between the Partners had further implications which will be further discussed in paragraph 5.3.2.

5.3.2 Roles in the Partnership

The respondents were all in agreement that roles were not planned, discussed and agreed to within the Partnership (Interviews 1, 2, 3 & 4). The Partners assumed the traditional roles that they were accustomed to playing in the delivery of the GET inSET programmes rather than in the Partnership e.g. the Funding Partner assumed the role of setting up the financial systems and ensured financial accountability and the NGOs assumed the role of service delivery. There was no change from the traditional Funder beneficiary role i.e. the Funder's representatives adopted a business model whereby the DGMT was paying for services and thus could control the operations. The WCED's role was never perceived to have been clearly understood or articulated either within or between the Partners. The Funder's respondent questioned whether the Partners had ever asked the question: "To what degree do we overlap, substitute or combine?" (Interview 2:159). Three of the respondents argued that none of the Partners could challenge weaknesses and imbalances that they perceived in the adoption of these roles (Interviews 1, 2 & 3), in the delivery of the GET inSET programmes or the lack of discussion about roles and responsibilities for the Partnership for the following reasons:

- The gender and racial composition of the Steering Committee;

- The traditional Funder beneficiary relationship adopted by the D G Murray Trust and
- The influence of the D G Murray Trustees from outside of the Partnership structures.

As can be seen from the above, the roles in the Partnership received no attention. I would like to expand further on the important issue of leadership of the Partnership. The representatives of the Partners were all experienced leaders in their own right and brought a range of skills into the Partnership (Interviews 1, 2, 3 & 4) yet this advantage or strength of the Partnership was never recognised. Instead, the Funder's representatives assumed the leadership role in the Partnership. There was an ideal opportunity to change this imbalance when the first Chairperson of the Steering Committee retired from the DGMT but the Partners did not challenge the automatic assumption of the Chairpersonship by the new Funder's representative (Interview 3). The Funder's representative remarked that he had tried to move the role of Chairpersonship to the WCED but this had not been successful (Interview 2).

The method, by which this was done, emphasised the lack of open discussion and approach to issues within the Partnership. The Chairperson of the DGMT had requested the WCED representative on the Steering Committee to take over the role of Chairman. The NGO Partners were seldom given the opportunity to interact with the DGMT Trustees and were never offered the opportunity of assuming the Chairpersonship of the Steering Committee, even though they had the necessary skills as well as the experience to do so (Interview 3).

The co-ordination of the GET inSET programmes was initially a contentious issue within the Partnership. The initial Funder's representative on the Steering Committee assumed the role of Project Leader for the GET inSET programmes but was subsequently made to withdraw by the DGMT Trustees. This matter was not discussed openly within the Partnership. The NGO respondent remarked that the NGOs were uneasy about the appointment of a project co-ordinator as they had no input at the level of the Steering Committee (Interview 3). The NGO respondent furthermore remarked that the job description for the co-ordinator was drawn up by the DGMT and not by the Partnership. This trend was continued when the NGO representatives once again worked outside of the Partnership structures and suggested the name of a person whom they believed they could trust and work with on the GET inSET programmes (Interviews 1 & 3).

All the respondents argued that the Partnership had not defined the co-ordinator's role sufficiently (Interviews 1, 2, 3 & 4) but remarked on the growth of the individual who not only became the co-ordinator of the programme activities but also played a leadership and management role within the Partnership.

The NGO respondent, the Project Manager and the WCED respondent all commended the Funder's representatives for the way in which they had participated in and administered both the Partnership and the GET inSET Project despite the perception that there was an imbalance in power relationships (Interviews 1, 3 & 4). The third issue that was highlighted in the interviews was the communication within the Partnership.

5.3.3 Communication in the Partnership

The respondents all referred to the different processes of communication within the Partnership (Interviews 1, 2, 3 & 4). Very simplistically described there were three processes of communication namely:

- The day to day communication e.g. face to face meetings, telephonic and e-mail discussions ;
- The understanding of what was being communicated and
- The communication between Partners that led them to learn from each other and change their perceptions.

All the respondents agreed that during the planning phase of both the Partnership and the GET inSET programmes the day to day communication was effective and efficient but did not evolve beyond the superficial. The Partners knew they brought differences into the Partnership and from experience knew that trust was an essential element of partnership, but these major issues were never openly discussed within the Partnership. The NGO respondent succinctly summed up the difficulty of not having understanding between the Partners. She argued, "... I think that whoever goes into partnerships in the future needs to understand that as much as you like each other, as much as you may have many things in common ... no matter how well you get on and like each other, the differences sometimes can be very difficult" (Interview 3:186).

The WCED respondent remarked on the time spent in engaging with each other. Unfortunately, this once again was not on the Partnership level but at the level of

NGO representatives and the WCED staff working at district level and mostly between the NGO deliverers of the GET inSET programmes (Interview 3).

5.3.4 Discussion of the Three Major Themes Running through the Partnership Processes

Once again, Themes 1, 2 and 3 will be referred to by putting a number in square brackets after the discussion relating to the responses of the respondents.

As stated previously, it was very important for the WCED to be very visible as far as representation was concerned in the Partnership [1]. The Project Manager argued that WCED representation on the various structures was "unique" (Interview 1:124). She furthermore argued that, "... today there is no other partnership that has the same level of representation from the WCED in its various forums" (Interview 1:128). The Funder's respondent concurred with her but argued despite the very visible representation of the WCED on all the structures, there was no one individual who championed the Partnership in the WCED (Interview 2). The Project Manager argued that: " I think a great deal of energy was given to trying to draw the WCED into The Partnership ..." (Interview 1:128).

One question which was never resolved within the Partnership was whether the educators were partners or beneficiaries [2 & 3]. There were differing points of view (Interviews 1, 2 & 3) and this once again pointed to the alliances and other collaborative relationships within the Partnership. The NGO respondent and the

Project Manager reported that within the NGO grouping [2], some of the educators were seen as partners in the roll out of the programmes (Interview 3).

The Project Manager summed up the historical educational context [3] and the participation of the WCED in the Partnership when she said:

I also want to say that I certainly think there was a great deal of idealism around the Department of Education's participation in the project. My personal position was that it was unlikely that one would have a high level of commitment from people like Subject Advisory Services personnel given their particular role in doing OBE training across the Province ...

Interview 1:127

The issue of communication and learning is one example of the alliances within the Partnership [2] and was clearly identified by three respondents (Interviews 1, 2 & 3). The Project Manager suggested that, "... learning happened in different sites in the Partnership" (Interview 3:189).

5.3.5 Conclusions Regarding the Partnership Processes

In conclusion I argue that the very important issue of roles and power relations within the Partnership was never acknowledged or discussed within the Partnership and that amongst others, a minor issue such as the participation of WCED officials on the GET inSET programmes received much more attention.

Furthermore a major partnership principle i.e. leadership, was not adequately conceptualised or implemented within the Partnership. There was little reflection and no open discussion on the impact of the Funder assuming the leadership role.

It suffices to say that on a superficial level, the communication between all the Partners was excellent but that this level of communication did not deepen into a real understanding of partnership principles and the changing of attitudes and behaviour in genuine partnership relationships.

I would argue that within one grouping i.e. that of the deliverers of the GET inSET programmes, there was evidence of communication that led to the generation of new levels of practice and knowledge. Unfortunately, this was not within the Partnership.

There was exceptional commitment to participation in the Partnership but without an understanding of what genuine partnership entailed.

This concludes the section on the Partnership processes. The following section of this chapter reports the responses of the Partners to the reflection processes of the Partnership.

5.4 The Partnership's Processes of Reflection

5.4.1 Evaluation of the Partnership

The respondents all mention that a major weakness of the Partnership was that it was never formatively or summatively evaluated. There is overall consensus that there was no evaluation of the Partnership itself besides a few questions directed at the Partnership in the 1998 external, formative evaluation (Interviews 1, 2, 3 & 4). This was due partly to the fact that there was no visible separation of the Partnership and the GET inSET programmes. The Project Manager argued that,

"... we weren't evaluating the Partnership because we never set clear goals. So the people whose work was actually being evaluated was in fact the NGOs and the fieldworkers" (Interview 3:204). Only on reflection were the respondents able to separate the evaluation of the Partnership from that of the GET inSET programmes. The Funder's respondent argued that overall, evaluation was not well understood and that expectations were diverse (Interview 2).

The four respondents furthermore reported that the Partnership did not play a successful role in conceptualising, managing and implementing the recommendations of the three external formative evaluations of the GET inSET programmes. Three of the respondents argued that the DGMT Trustees had influenced the external evaluations to such an extent that the focus of the GET inSET programmes changed (Interviews 1, 2 & 3).

The WCED respondent approached evaluation from a macro perspective and described her understanding of evaluation and the criticism of the NGO Partners as follows:

But you see it is because education globally was going in that direction where governments were requiring greater accountability and why should Funders not require greater accountability. But the NGOs were still in their qualitative 'touchy feeling' paradigm and so it didn't sit well with them to make that shift and for me on a number of occasions I used to say to myself, isn't it amazing that the people who talk most about change, are the people who resist it most.

Interview 4:227

Despite this perspective offered by the WCED respondent, the NGO respondents argued that the WCED played no role in conceptualising and managing the evaluation of the GET inSET programmes (Interviews 1 & 3).

I would thus argue that one of the weaknesses in the evaluation process of the GET inSET programmes, was that there was no attempt by the Partners to oppose the suggestions of the Funders (Interviews 1 & 3). This created a great deal of mistrust between the Partners but the Partnership played no role in trying to make sure that the meaning of formative and summative evaluation processes was understood by all. The Partners all had varying experiences of evaluation and instead of working through this issue as the Partnership and those, who had more knowledge taking a leadership role, this area was critically ignored. The Funder's respondent suggested that the NGO Partners should have taken the lead at this stage which would have helped the Partnership manage the GET inSET programme evaluations much better (Interview 1).

The reasons for the lack of challenge presented by the NGO Partners was once again the balance of power in the Partnership, the gender distribution on the Steering Committee and the fear of jeopardising future grants from the DGMT (Interview 3).

The NGO respondent and the Project Manager reported that there was a great deal of internal evaluation, reflection and learning that happened between the fieldworkers and the WCED district staff but the same could not be said of the Partnership (Interviews 1 & 3). The question arises then, if there were no

formative or summative evaluations of the Partnership, what has been learnt about the Partnership.

5.4.2 What has been Learned through the Partnership?

The reported learnings of the Partnership will only be listed in bullet form as they will be elaborated on in the Discussion and Recommendations sections. The major learnings are as follows:

- There needs to be more research on the role of partnerships in times of great change (Interviews 2, 3 & 4). This relates directly to the third theme viz. the historical educational context in which the Partnership happened. There was and still is no formal policy on how the WCED intends to work with agents of civil society;
- The importance of deciding on the vision for the partnership, drawing up objectives for the partnership, assigning roles in the partnership which as far as possible balance the power relations and long-term planning for the partnership (Interviews 1, 2, 3 & 4). This relates directly to the second theme which emerged from the responses viz. the alliances and collaboration within the Partnership and
- The need for there to be a continuous research component embedded in the partnership processes in order to document a partnership throughout its life span (Interviews 3 & 4). This relates directly to the first theme viz. the lack of reflection on the Partnership itself. The evaluation issue was a critical one if the Partnership wanted to make any recommendations about future collaboration between the State and Civil Society but this was not accomplished successfully by the Partnership (Interviews 1 & 2).

My research is really the first attempt to reflect on and understand this Partnership and has raised more questions than I have been able to discuss. The data obtained from the interviews has been examined thoroughly, but I believe could be analysed further. The submission of a minor dissertation rather than a full dissertation precludes this. Two further critical questions were raised by the respondents for which this research has no answers.

5.4.3 Further Questions regarding the Partnership

The respondents, after being members of the Partnership for up to four years, reported that they did not have an understanding of if and how the Partnership had contributed anything to theories of change in education (Interviews 1,2,3 & 4). This highlights the lack of critical reflection of the Partnership on itself.

The second unanswered question related to if and how the Partnership complimented the work of the WCED i.e. the State (Interviews 2 & 4). There was no reflection on the role of the Partnership in relation to the changing role of the State.

5.4.4 Conclusions Regarding the Reflection of the Partnership

There is only one conclusion that I can draw from the responses of the respondents. The critical issue of reflection and evaluation was never addressed within the Partnership. Furthermore the Partnership could and should have played a role in the evaluation processes of the GET inSET programmes. The respondents report that the critical issue of evaluation was badly handled throughout the lifespan of the Partnership.

This concludes the section where the results of the analysis have been presented. The conclusions from this section will now be discussed in relation to the literature on partnership.

5.5 Discussion of the Conclusions Related to Partnership Frameworks

5.5.1 Introduction

In this section of Chapter 5, I will draw all the conclusions that I discussed in paragraphs 5.2.5, 5.3.5 and 5.4.4 together. These conclusions have in essence been drawn for me by the respondents.

In the second instance, I will again present a framework that I discussed in Chapter 3 to illustrate both the 'what' and 'how' of partnership. This framework is adapted from the work on successful, genuine partnerships by Rudduck (1992: 207-208), Watson & Fullan (1992: 220-221), Hardman (2000a: 1) and Hauck & Land (2000: 10-13).

I will then discuss the conclusions from my research in relation to the partnership framework mentioned above after which I will state and discuss my own final conclusion in relation to my understanding of the Partnership.

5.5.2 The Summary of All the Conclusions Regarding the Partnership

Drawn from the responses of the Partners, a summary of conclusions is reported as follows:

- Although this initiative was called the Partnership, there was little understanding of the concept of partnership;

- Only superficial attention was paid to planning the Partnership itself;
- The needs and interests of the Partners were not articulated in the beginning but, through a process, became common to the Partnership;
- Each partnering organisation did not articulate its own objectives in the beginning and as a result the Partnership had no objectives;
- A common vision for the Partnership was not identified;
- The roles in the Partnership were not defined thus leading to imbalances in power and the undue influence from persons outside the Partnership;
- Communication on a superficial level was excellent but did not lead to an understanding of the principles of partnership or generate new knowledge and practices with regard to partnership;
- The Partnership itself was not evaluated;
- The Partners did not fulfil their role in the evaluation processes of the GET inSET programmes but
- There was exceptional commitment to the Partnership by all the Partners.

5.5.3 Summary of the 'How' and 'What' of Partnership

Table 1 (on the next page) is adapted from the work of Rudduck (1992: 207-208), Watson & Fullan (1992: 220-221), Hardman (2000a: 1) and Hauck & Land (2000: 10-13) and represents a summary of the 'how' and the 'what' of successful, genuine partnerships.

Table 1: The How and What of Partnership

	Rudduck	Fullan & Watson	Hardman	Hauck & Land
<u>The Beginning</u> Needs and interest	Recognition of needs		Framework that guides mutual interests	Similar needs and interest Strong value base Identify own strengths and capabilities Articulate motivation and self interest
Principles and purpose	Commitment to clarifying principles and purposes	Purpose Objectives Assumptions of success Vision	Identification of areas of self interest and work at them to become areas of mutual interest	Similar conceptual understanding of project or problem
Respect	Respect		Focus on issues beneficial to all Commitment	Recognise the strengths and capabilities of others Formalise the process
<u>The Process</u> Time	Change is a slow process	Development over time	Need time, commitment and resources	Allow sufficient contact time
Sound governance, management and communication	Acceptance that teaching is an impossible profession	Organisational arrangements Governance Decision making Communication Co-ordination Relationships Power and influence Interaction of organisational cultures	Champions who can play a leadership role	Equal roles and responsibilities Plan and divide responsibilities according Leadership and management issues clarified Structures and processes clearly defined Information shared regularly Awareness of cultural and gender differences
<u>The Reflection</u> Continuous clarification and measurement	Commitment to clarifying principles and purposes	Tracking of changes Measurement of long and short-term impact		Revisiting outcomes and outputs regularly Sharing both success and failure

5.5.4 Discussion on Conclusions and Partnership Frameworks

I would now like to present what I discovered when I related the conclusions obtained from analysing the responses of the Partners to the work of Rudduck (1992: 207-208), Watson & Fullan (1992: 220-221), Hardman (2000a: 1) and Hauck & Land (2000: 10-13) as proposed in Table 1.

Needs and interest: There were indeed needs and interests that led to the NGOs, the Funder and the WCED wanting to collaborate. These needs and interests became common to the Partnership over a period of time. The Partners were committed to working together but there was little understanding of the principles of partnership and how these should have been applied in the Partnership.

Principles and purpose of partnership: There was little understanding of the principles of partnership and therefore a framework to guide the Partnership throughout the process was never adequately conceptualised. I believe that this may be closely related to the context in which the Partnership happened. The Partnership was the first of its kind in the Western Cape where there was a definite commitment to exploring new kinds of relationships. I do not believe that there were any hidden agendas but a real lack of understanding of the principles and the purpose of genuine partnership hampered the process. The context and the hopes for the Partnership are reflected in the words of the respondent from the WCED.

A visionary like Brian saw that we had entered this whole new era where we needed to undo all the wrongs of the past, we needed to get people to catch up where they needed to catch up, and therefore the Partnership was a critical vehicle for that.

Interview 4:215

Sound governance, management and communication: As there was no guiding framework, the Partnership had no common vision. No objectives for the Partnership were set and the roles of the Partners were never discussed. This led to an imbalance in power relations and the formation of smaller alliances and collaboration between some of the Partners. There is evidence that respect was built up between the Partners but this did not lead to a change in attitude or behaviour. Furthermore the Partnership was not strong enough to withstand pressure from the outside i.e. they could not openly address issues relating to the Trustees of the DGMT and confront the impact of decisions made outside the Partnership. This related directly to the year by year funding of GET inSET and showed a lack of understanding with regard to the time it takes for real development to happen. The Funder's respondent conclusively argued that throughout the life of the Partnership, "... the intention was open, but whether it was effective at all times is probably another issue" (Interview 2:160).

Continuous clarification and reflection: The lack of continuous clarification and reflection within the Partnership and on the Partnership itself was I believe possibly the biggest weakness of the Partnership. If the Partnership had objectives, these could have been used to continually measure where the Partnership was in relation to its vision. Furthermore crucial issues that arose within the governance, management, leadership and communication areas could have been addressed in a constructive way. The responses of the Partners reflect the depth of their feelings and experiences in this regard.

The Project Manager proposed:

... we have learnt so much and I think we have done some cutting edge work into development in education. And yet we can only talk at the level of generalisations, we can't contribute to some of the current academic work that is happening and debate.

Interview 3:209

The WCED respondent similarly proposed:

... if you think of all the really pioneering and groundbreaking stuff that this Partnership did, or achieved ... but perhaps while it was happening we weren't able to say to each other hold on, you know we are doing ground breaking work here, so let us not be hamstrung, let us not be hung up on what the here and now is, let's say to ourselves, that we are going to go somewhere that we have never gone before.

Interview 4:227

The NGO respondent suggested that:

... we've been very industrious and I think the other issue is that we've worked hard; we have worked extremely quickly so that you have gone from one thing to the next in the blink of an eye without capturing the success that you had.

Interview 3:211

All the above and the questions that still remain unanswered have provided me with the means to report on the final conclusion that I have drawn from this research.

5.6 The Final Conclusion

Having presented the responses of the Partners in relation to the work of others, I argue:

- There was collaboration between the Funder, the NGOs and the WCED;
- The relationship was different in some ways to previous relationships between the State and Civil Society but

the complex social relationship of collaboration within the GET inSET Project cannot be called a partnership.

It was politically correct at the time to call this form of collaboration, a partnership. The relationship reflected the willingness of people to work collaboratively and to put the interest of education first but in the true spirit of education development, their collaboration fell short of being a genuine partnership. The actors did not have a common vision, there were no common goals decided upon by the Funders, the NGOs and the WCED and the relationship reflected the traditional Funder beneficiary struggle for power and control. There furthermore was no reflection on the partnership process.

In concluding I use and adapt the words of Mohiddin (1998:3) again. The GET inSET Partnership cannot be described as the highest stage of a working relationship between different people brought together by commitment to common objectives, bonded by long experiences of working together and sustained by subscription to common visions. Having introduced my final conclusion, I will present my recommendations in the next chapter.

CHAPTER 6

RECOMMENDATIONS

6.1 Introduction

At the end of Chapter 5, I concluded that the complex social relationship between the actors of the State (WCED) and the Civil Society actors (the NGOs and the Funder) did not constitute a genuine partnership but a form of collaboration.

GET inSET is not the only initiative to be called a partnership. There are many other examples of collaboration in education within the South African context. Furthermore, there are very few individuals who honestly believe that it is the sole responsibility of the State to provide for all the educational needs of the Nation. As a result different forms of collaboration between the State and actors of Civil Society will remain in the spotlight for a long time in the future.

Partnership with the State will thus remain the politically and ideologically correct term to describe these relationships but I believe an important legacy of GET inSET is to promote the idea that every form of collaboration need not be called a partnership.

Having examined the GET inSET relationship, I now propose an instrument to be used by NGOs, other Funders and interested parties when either building relationships with the State or reflecting on their collaboration with others. I believe that the word partnership should be used correctly and that the instrument

could be used to improve the practice in the domains of education and development.

The instrument is by no means final and complete and I hope to refine it through further trials and the feedback which I receive from others. My intention is to offer the instrument as a service to others in the education sector and thereby hope to contribute to the debate and policy of how actors of Civil Society and the State may collaborate effectively as genuine partners. I would also make the references I have used and my Table 1 available to interested persons to support their use of the instrument. This instrument would seem to be common sense to most but as I have learned through this research on the GET inSET initiative, there is often little time to reflect and consider the relationship itself when one becomes involved in the partnership activities.

The instrument is grounded in the reality of the South African education context where change has been and will be the only constant for the next decade or more.

6.2 My Instrument for Establishing and/or Assessing Genuine Partnership

		YES	NO
1.	Have you reviewed and unpacked other kinds of possible collaboration?		
2.	Do you want to establish a genuine partnership?		
3.	If your answer to the above is YES and if you are considering a partnership with the State or any other organisation/s, have you found out whether there is a policy outlining the State's or the other organisation/s approach to collaboration with other parties?		

4.	Have you found out as much as you can about your partners e.g. do they have experience of working collaboratively, what are their governance and management structures and are they financially viable?		
5.	Have you determined the strengths and weaknesses of your own organisation and that of your partners?		
6.	Has each partnering organisation stated its own interests in the partnership and what needs it believes will be met through the partnership?		
7.	Has each partnering organisation stated their goals, objectives, purpose and vision for the partnership?		
8.	Have you determined the common purpose, goals, measurable outcomes and a common vision for the partnership?		
9.	Have you defined the time-frame for the operation of the partnership?		
10.	Have you determined what resources each partner will bring into the partnership? Have you given the resources a weighting to ensure that there is a balanced provision of resources from each partner?		
11.	Have you designed a contract or agreement which binds the partners into the partnership and formalises the relationship?		
12.	Have you set up sound governance and management structures for the partnership?		
13.	Are you critically aware of leadership issues within the partnership? Have you built in processes which enable the partnership to reflect on and deal with these issues if necessary?		

14.	Have you determined the roles of each partner within the governance and management structures in accordance with their strengths and weaknesses?		
15.	Are you critically aware of potential cultural, gender or power imbalances in the partnership?		
16.	Have you created mechanisms for the open resolution of potential conflict within the partnership?		
17.	Have you determined the most suitable means of communication for the partnership?		
18.	Have you set up structures that facilitate regular communication between the partners?		
19.	Have you created regular, scheduled opportunities for reflection on the purpose, goals and objectives, vision and outcomes of the partnership?		
20.	Are you keeping thorough documentation of the partnership process as well as the activities of the partnership?		
21.	Have you scheduled regular formative evaluations of the partnership process and the partnership activities?		
22.	Have you allowed sufficient time for setting up the partnership, building trust between the partners as well as the proposed partnership activities?		
23.	Are you determined to enjoy building the partnership?		
24.	Are all the partners committed to building the partnership?		

ANNEX 1

Interview 1

Respondent: Ms Marlene Rousseau (MR)

Title: Project Manager of the GET inSET Project

Date: 7 January 2002

Lynn: Marlene the GET inSET Partnership was established as a vehicle to enable the stakeholders to achieve their goals. I know there are certain features that are associated with success in partnerships such as the GET inSET one. I would like you to comment on the presence or absence of such features in the Partnership.

From your perspective, do you think that all the partners had sufficient common needs and interest to make the Partnership a success?

MR: OK, I think certainly from my perspective, and I think from the perspective of the Funders, of the WCED and of the individual NGOs there were numerous needs that were articulated in 1997 which formed the basis of The Partnership that steadily emerged. What might be useful just for me is to articulate each of the partners needs one by one and then perhaps make some more common points later on. Let me start with the WCED.

If I think back to the starting of GET inSET, the WCED was approached initially by the DG Murray Trust with the motivation that the Trust would like to engage in a very big Inservice training project - the biggest they certainly had been involved

in up to that stage. The DGMT was only prepared to do so with the active participation of the WCED. Now, as both of us know, certainly in 1997 no active partnership had pre-ceded the formation of GET inSET. The very big national Thousand Schools Project had really hardly touched on the engagement of the WCED. The WCED was certainly not considered a partner in that project. So, if one puts on the cap of the WCED, I think there were very few people in the WCED at that time who had an understanding of the benefits that The Partnership could bring other than the very obvious benefit of financing certain aspects of school improvement. However, if I think of individuals that I have come to know in WCED, I think perhaps there were two that really stand out as having a theoretical understanding as well as a practical understanding of the GET inSET Partnership. That was obviously Brian O'Connell and Linda Rose and I know that both of those were people were part of the initial think tank within WCED. I would certainly say that other people I have met in the WCED including people who are very high up in the hierarchy had little, if any, understanding for the first two to three years of GET inSET of the purpose of a partnership. Your question really looks at whether there were sufficient common needs and interest and I recall that within WCED's camp, it was certainly a minority position within WCED and I think that really has pointed to the considerable problems we have had with WCED over the period of time. The problems haven't certainly been simply on the level of working for the bureaucracy. I think, the key problem, the core of the problem has been the very impoverished perspective of the purpose of partnerships. I think there has been a very, very slow shift. I think that happened predominantly in 2001. I think it was linked to the battles that were fought in GET inSET, but more broadly, I think when some of the NGOs started

participating in WCED's Learning Areas Committee forums. Some of the key people began to understand the importance of having NGO expertise within the forum. So that is really my comment from WCED's perspective.

Certainly from the Funder's perspective, both Kate Miszewski and Donald Campbell who were the initial DG Murray Trust people, said very strongly that the reason for this larger project was to put all their eggs into one basket rather than have a number of very small projects operating in the Western Cape. I think that that really was the initial almost dynamic thrust behind GET inSET and that was the position that was taken to the NGOs who then responded. I don't want to say more about this because I think that is part of GET inSET that you know very well. Perhaps what I should do is talk a little bit about the NGOs.

If we think back to that period to the partnership that NGOs had been involved in, the Thousand Schools Project. Three of the four NGOs that participated in that project had all found it a difficult national project to be involved in. If one looks back at some of the comments that NGO managers made at that time, there was a hope that the new partnership that was emerging would be able to address many of the problems that had arisen in TSP.

Lynn: Talk about some of the problems that you thought this new partnership would address.

MR: Well, let me first say that I was not involved in any of the NGOs at that time so I am speaking from hearsay not from concrete knowledge of understanding. But I

think back to comments people have made to me during the three to four years. I think the one thing was the problem around the conceptualisation of what school improvement and school development meant. A position I think had emerged from the TSP national office, which was not seen to be a useful position. There were also problems around the actual; I think you could call it the implementation, of the project. NGOs in the Western Cape participating in the TSP thought that implementation was not co-ordinated. There was a fairly messy arrangement – that is the word that quite often is used - NGOs being called in to work in schools and arriving at schools and finding difficulties and problems.

Lynn: My second question is on planning the common vision, implementation and management, which is really, what you are referring to in the TSP context.

MR: I'm not going to go into detail, but what I do want to say is that there were problems around the actual conceptualism of the project, around the fact that there was very poor administration of the project. There seemed to be poor leadership as well. I think there were insufficient structures where decisions could be formulated and problems could be solved. Perhaps also we would say today that the fact that they did not have WCED participation would also have been a failure or a weakness of that particular project.

Lynn: Marlene would you like to comment briefly about the needs and the interest of the NGOs in The Partnership.

MR: I think there was an interest beginning to emerge to see what the other NGOs were doing and particularly what their approach to teacher and school development was. You must remember at that stage even the Inset Providers Coalition did not exist so there was very little contact other than at a personal level between the NGOs. There certainly was an interest from MEP, PSP and TIP to understand one another's processes and ways of working and there were certainly differences at the start of the project. I think those differences were probably not very clearly taken note of. I know that the NGOs met over a period of months and sought to find a common grounding, but there is no documentation of that period and I also wasn't around then. I think it is unfortunate that there was no documentation of that process. The one point that I have made is that there was a sense of being curious about one another's practices. There was also the realisation that when you work in isolation, and if you only work from particular specialised area, for example mathematics education or natural science education, that you working with a very small number of people within the school and if you are wanting to bring about school wide change that you needed to work more broadly with the bigger critical mass of teachers within a school.

Lynn: So the NGOs saw The Partnership as an opportunity to do that?

MR: Absolutely and I think there was also was an eagerness to work with the WCED in a close relationship. Especially as at that stage, MEP had small projects that had been running with the maths educators within WCED and they were very excited by the collaboration and there was interest in seeing how their interest could extend more broadly. There was certainly a great deal of idealism at that

particular time. If you think back to the context of schooling you realise it was at that stage where the rationalisation processes were really intense within the Western Cape Education Department so amongst the teaching core there was definitely a great deal of disinterest and apathy and anger. So, that was the reality in which we were beginning to move into and work within. Ok, I think that is all I want to say about that for the moment.

Perhaps the other comment I would make at this point is that, right from the start there was an interest in developing new material to put into schools. And, although that was a part of, I think, each individual NGO's practise, there was the realisation that, if one was working across some of the key Learning Areas in the school, a project that could find the finances to develop new learning resources at school level, would compliment OBE. You will recall that the initial budget, the first year and in fact into the second year of the budget, I think almost a third of the budget was allocated for materials provision. So that was also a very important aspect of working with schools, there was the sense that not only were teachers being invited to participate in courses or could invite Inset providers to work in the schools, but that materials would go alongside the work that was happening.

Lynn: Were they important to The Partnership, the materials?

MR: I think it was very important for The Partnership but again I wasn't there during those early discussions. I wasn't there when the budget was drawn up, but the very fact that a part of the budget was set aside for materials provision must have meant

that there was very careful discussion, and in talking to people who were part of the 1997 discussions, the plan in fact made this the only project or the first project that was seriously putting materials into schools. So it was seen to be a key aspect of the GET inSET pilot project.

I think it is also quite interesting to comment here, especially if you look at some of the earlier documentation, the word that is used is a pilot project. That in itself is problematic and was never really picked up during the life of the project but I won't go along that point right now.

Lynn: OK, Marlene let's move on to the second question then. From your perspective was a plan and common vision identified by The Partnership. I'm really asking you was this vehicle, The Partnership, to run a project adequately conceptualised and formulated.

MR: There are two comments that I would want to make immediately. The first one in fact refers back to the previous comment. The goals that were identified by The Partnership were in fact the goals of the NGOs, service providers, and I think that is one of the weaknesses of GET inSET. I think that each one of the partners should in fact have identified goals right at the start at the project.

Lynn: And that was not done?

MR: It was not done and I think had that been done it would have given some coherence throughout the four-year period of the project. The goals that have been

set by the NGOs are very specific to their in-service programme provision and they did not look at The Partnership. They did not look at either a macro or micro level in how the WCED was interested in understanding in the project, and neither did the Funders really articulate clearly their vision. So certainly, I think that was a weakness and one that should be looked at in future projects of this nature. Then, just to refer to the common vision, I think that you have the copy of a document that was generated during 1997 where it was the NGOs again that spent a lot of time discussing what they felt a successful school would be. That certainly from a perspective of the four NGOs is seen to have been an important process and an important document that was generated.

Lynn: But are you saying that the WCED wasn't involved?

MR: Wasn't involved, the document would have been brought to the various forums that existed at the time and they would have been asked to comment and make their revisions, but certainly it was generated over a period of probably 2 or 3 months, and as I say it really was a vision of what an ideal school would look like. I have a problem with that particular form of visioning of a project, particularly I find it quite a sort of liberal approach to looking at the reality that is written. I'm more keen to look at what exists on the ground, to look at a multiplicity of scenarios, and then to identify a vision but as I say this preceded my time and certainly was a vision that was identified right then. The plans, there was never a macro plan that was drawn up for a 3 or 4 year period. A plan was drawn up on an annual basis but that plan spoke very specifically, to what the field staff intended doing over the course of a year.

Lynn: That was more of a management plan rather than a macro-plan?

MR: It was definitely. I would say the visioning came when at the end of the preceding year we would have done a very careful strategic look at what had been achieved during the year and drawing from that, we would pull out what we felt were the strategic objectives for the following year. So certainly, it was not just a management plan. I would call it a strategic plan rather than a management plan. And that plan would change from year to year and if you had to go back and look at some of the feedback that we got from the DPPs (the Decentralised Participatory Planning sessions), it is quite interesting to see the development within schools because one can see quite clearly what questions are being asked by the teachers at the time over a four year period and the changes, the shifts, in the questions. I know that Lydia has often said it is quite a pity that that particular process was never studied quite formally. I think it was quite a clear process.

Lynn: Did that process have a knock on effect in The Partnership itself because that is essentially, what I want draw you back to. Was the WCED involved in this process?

MR: They were and they were on the platform there helping at the sessions and I think initially and maybe for the 1st or 2nd year DGMT might have been there but probably less so. Probably less so because the Funder wasn't seen to be as crucial as the participation of the WCED at that point.

Lynn: Were all the partners involved?

MR: I would say that WCED was involved and the NGOs.

Lynn: I think you have answered it by saying that the Funder wasn't as involved in that specific process as the other partners.

MR: Again, I want to comment on you asking about a common vision. I want to say that the vision was identified by the field staff and me with the participation of the NGO directors and lesser participation by WCED. Again, this vision was specific to the work we were doing in schools and again it did not look at some of the aspects, which it should perhaps have done. So that links back to what I commented on in the previous question. The one thing that I am not going to do now, but I might need to come back to later on is, you asked me about the vision and the plans and I said it changed from year to year. Now I said it changed in relation to the strategic analysis of the development in schools. I think that is a very important point and I do not know whether you would perhaps want some examples of what I am referring to, because if you do, that is something I will perhaps come back to.

Lynn: And relate it back to The Partnership?

MR: Your question, was the composition of The Partnership sufficiently representative? Would you perhaps tell me what you are meaning there before I respond to the question?

Lynn: Going back to the needs and the interest in The Partnership. I am interested to know whether the representation satisfied the partners and whether there was ever a question as to whether other partners should be brought in.

MR: Do you mean other partners or do you mean the representivity from within that partner? I think it is a very important question and a question, which is certainly pertinent for partnership, set up in 1997 with four participating NGOs. At the end of 2001, we really had a situation where there were three participating NGOs and one NGO had more or less closed down. I think it is an interesting question and is one that we didn't really entertain during the life of the project and perhaps it was to our detriment, in that a partnership could have fixed members, which stayed in place for the duration of a project, but on the other hand, one could also draw on additional partners. So, if I think very practically of our particular partnership, at the side of the partnership there was a particularly strong person within the ESST who was going to take responsibility for development of reading in GET inSET schools and that person soon left the ESST.

Lynn: So it is really a person?

MR: There was a particular person – a person who had particular skills, which were then no longer within The Partnership. So what we did within The Partnership, as you know, is that we said there were four participating NGOs and we would draw on other expertise when it was needed and that happened throughout the four year period and that included working with READ, working with individual people like Karen Morrison who was known to be a Human and Social Science textbook

writer, so there were a basket of people we drew upon. But in fact, the partnership itself was a fixed partnership. Certainly from the perspective of WCED, the representivity in the project was particularly unusual – there is no other – today there is no other partnership that has the same level of representation from the WCED in its various forums.

Lynn: You are almost moving into the second part of the question now Marlene about people in The Partnership.

MR: Well, the point that I want to make and I want to make it is that the WCED representation within GET inSET was unique. That in fact it grew throughout the life of the project. Initially, as you know, the people who had been involved were really the top leadership people within WCED, and as the project progressed, there was a realisation that one needed to work more carefully with different levels of WCED head office personnel. You might have forgotten, but I think one of the very important things that Brian O’Connell did during his period of participation in the Executive Committee, was that the Steering Committee, on two occasions he called together a forum in the Paarl office of Subject Advisors and Circuit Managers to talk about GET inSET which is something that certainly never happened again. I think he was very cognisant of the importance of involving that layer of people within the project.

Lynn: Don’t you want to come back to the WCED having a particularly unusually high profile in this partnership? Would you like to comment on the other partners as

well, the NGOs because initially there was only one NGO represented on the Steering Committee or do you want to take that up under another question?

MR: I was going to pick it up under the point here about participation in The Partnership. Let's come back to it later on. Just to make a general point, which is the point, that the Leadership of the NGOs played an increasingly important role in The Partnership at the Steering Committee level during the 3rd and 4th year of the project.

Lynn: Question number four. From your perspective were you happy with how The Partnership conducted its business and specifically would you comment on the participatory ethos, communication, administration, leadership and any other aspects?

MR: I think the first thing I would want to say. It took me a while to think through this question and it struck me that what I was thinking about was that within The Partnership there is a partnership within a partnership and I think that talks a little bit about the different levels at which knowledge is generated, at which questions are raised, at which strategic decisions and understandings are come to and are shared. So, I think that when we are talking about partnerships it is quite important to just hold on to the fact that you are not talking about a static or very contained structural delineated dimension, but that you are actually referring to a number of forums where knowledge is generated. So, it is a complex business and the questions which referred specifically to communication even administration, really need to be seen within that multi-levelled scenario. Because one might talk

at one level with certainly about the Steering Committee as being one forum in which The Partnership exercises its character but then that was simply one of a number of forums. That is perhaps the contextual comment I would like to make.

Then I would like to look at the participatory ethos of The Partnership. I think from an operational perspective, the one thing that a partnership needs to allow over a period, is differing participatory entry points, ins and outs of a partnership. And I think what I am saying is that it became quite clear that if one looked for example at The Partnership within the NGOs and those in the partnership of field workers, there were times during the life of the four year period where one of the NGOs might have been particularly committed to another project outside of GET inSET and that its organisational and leadership capacity were to some extent withdrawn for a period of months from GET inSET. That certainly happened and The Partnership needed to be able to accommodate that movement. Equally, there was a period when one of the NGOs was in a particularly difficult position. At a national level, the NGO was being closed down. So once again, energies were drawn away from The Partnership.

Lynn: Marlene you have just spoken about partnership within the NGO grouping. Please focus your thoughts at the broader level. Was this the same, were there times where the WCED for instance was in and out of The Partnership and wasn't perhaps as committed to participation at all levels?

MR: It is quite a difficult question to talk to because there are so many levels within a partnership so that even if you take the Education Department, once again, there

were different departments certainly dipping in and out of the project which depended very much on what GET inSET had identified as its business for that particular period of time. There was a time when we tried to work very hard with Subject Advisory Services. I think back to 1999 and if you go back and look at the minutes, that were taken particularly from the Working Committee meetings, there was a great deal of argumentation and debate and anger at the low level of participation from the Subject Advisory Services. There was a period of time when a person like Hennie Mentz, who was designated to represent Brian Schreuder at the Working Committee level, was particularly involved and then there were times when he was not involved. So the participation is certainly something that shifts over time and that I think at the leadership level one has to be aware at any point of time. Quite often one had to make a decision simply to go ahead with what one had rather than put things on hold until such time as one had the kind of participation maybe that one would have liked. I also want to say that I certainly think there was a great deal of idealism around the Department of Education's participation in the project. My personal position was that it was very unlikely that one would have a high level of commitment from people like Subject Advisory Services personnel given their particular role in doing OBE training across the Province, and yet, within The Partnership, within certainly the Steering Committee and certainly I think the NGOs, there was a belief that there should have been a far more dedicated response and participation by the Subject Advisory Services.

Lynn: Do you think this made The Partnership less successful or more successful?

MR: I think a great deal of energy was given to trying to draw the WCED into the partnership and there were numerous meetings when I went through to WCED's head office and within the presence of Brian O'Connell or Brian Schreuder, and they then called in people (Theo Smit) on both occasions and really put him on the carpet, and those sorts of meetings have ramifications I think at all sorts of levels. But I think a great deal of energy was specifically put into trying to draw Subject Advisory Services specifically into The Partnership. You know the way we moved around that was to seek individual participation of members in a very quiet way. But on those particular occasions we were able to do that because of the relationships, we had already forged with some of the people in the WCED. There was, I believe, a fairly official position from the Subject Advisory Services that they would not engage themselves in the activities of the GET inSET partnership. So for example, on occasions when we had a Subject Advisor who had worked in the West Coast region and was due to co-run a course, he ended that process because he was suddenly needed elsewhere and had to be withdrawn after we had spent possibly a month working with him. This was particularly frustrating certainly from our side and no doubt from his side as well.

Lynn: Can we leave that there and move on to the communications aspect of The Partnership?

MR: I think that this is possibly one of the key elements of collaboration. When I spoke to people in the Thousands Schools Project at the end of 1997 and asked what if anything would, they identify as a key area in the partnership, the issue of communication was raised as probably one of the most important. It is certainly

something, which I spent a great of my time trying to bring on board and I think happened in a range of forums. We had for the first few years a Working Committee, which was an attempt to bring; in fact, it was the only forum in GET inSET where anybody who participated in GET inSET could come into the forum. There was a Steering Committee. There was at some stage, at the end of the second year, when I realised that the communication amongst actual field staff was not strong enough and as a group needed to forge their own identity. A GET inSET identity rather than a NGO identity where we created an additional forum within GET inSET and that we called a field staff forum, which met fortnightly.

Lynn: And were all the partners involved in that or just the field staff (NGOs)

MR: It was simply the field staff and I. A very small type meeting that proceeded for 2000 and 2001 and was a critical development within The Partnership. You must remember that when I was employed I was employed to co-ordinate. If you go back and you look at the documentation around my employment, it was to co-ordinate the business of The Partnership although it became quite clear into the second year of The Partnership that one needed to do far more than simply co-ordinate the activities of the four NGOs and of the forum itself. I think that for quite a number of years, probably somewhere into 2000 but I would say for the first two and a half years, I would very frequently send out updates over e-mail to the various people in The Partnership. I know for example people like Linda Rose and one or two other people have said that was particularly useful. So that when people 'dipped' out of GET inSET, as I mentioned earlier there is a lot of dipping in and dipping out, I was told to keep people up to speed with the developments

within The Partnership and quite often these updates would also include reminders of what they still needed to be doing. Certainly, in the last, as I said year and a half, I played lessor role and I think perhaps that over the last year and a half specifically a lot of the leadership within GET inSET in fact has taken place in the forum of the field staff and me to a large degree. So in a sense we, I think we felt more comfortable in making decisions and forging ahead that we had before. There are all sorts of reasons why that might have come into being but I think that is one of the realities.

Lynn: Do you want to move onto the leadership question then – seeing that you are talking about the leadership aspect now?

MR: I think it is a very interesting question and some sense it would be nice to have a great deal of time to talk around this particular issue. If you look at GET inSET as a broader forum, there were a range of people who had been working in the area of education for quite a period of time, for many years, and were seen to be very experienced leaders. I think who you would recognise as having leadership qualities and who had leadership positions within the organisation and here I refer to people within WCED as well as people within the NGOs. So it is quite interesting to hear what your particular comment would be on this, but I think that within GET inSET you had a forum of people who were experienced, who had held leadership positions over a number of years, who were important in conceptualising the actual GET inSET partnership and giving leadership to The Partnership over the four year period.

Lynn: Can you come back to your 'dipping' in and 'dipping' out again, as that is part of the leadership question?

MR: It certainly is part of the leadership question. If we have a look at each one of the partners, you would see that there were shifts in leadership positions. If you look at the D G Murray Trust, there was a total change of leadership between Donald Campbell and Kate and then when you and Paul took over there was shift in GET inSET and how that took time to impact on GET inSET. For example, you know both Kate and Donald had worked in Cape Town for many years and understood, I think, to a fair degree the context and the NGOs. Then when you and Paul took over, I think you still had to build up that understanding of the Cape Town situation and an understanding of who these people were in GET inSET and what their strengths were and what their weaknesses were. Certainly, within WCED we saw different people come in to the Steering Committee. Brian O'Connell participated for the first two years and that was taken over by Brian Schreuder and more recently by Jenny, so we seen three people from WCED. Within the NGO group, we have seen Jane leaving and Gwynne taking over. We have seen the demise of ESST. We have seen Sue who certainly at times was particularly caught up in the broader restructuring of the WCED and more recently has taken sabbatical. So certainly, the comment I made earlier on about partnership consisting of a range of people who bring different skills to bear at any point in time is an important point. Certainly, I also alluded early on to my particular role. I was the sort of the newcomer to the field. I had certainly not worked in an NGO and neither had I had a leadership role before. My role was to co-ordinate the work of The Partnership. In itself, I think I have learnt a great deal during the

four-year period and would probably work in pretty similar ways if I had to do work like this again and in other ways I would make changes. I think that is true of anybody who has been involved in the project. I also think that probably the biggest development has happened at the level of the field staff. I think that there are two or three people who have exceptional abilities at that level and I think those abilities and skills have really developed over the last two years. I am very excited by that because I think that what is has done is bring in people other than white into a leadership position and I really hope that in the years to come that some of the people in GET inSET will be given opportunities to grow and develop at that level. I certainly think they have the capacities to do so.

Lynn: You have mentioned the field workers, the NGO side. Has there been the same kind of growth in the WCED, are we talking about all the partners here now? We have talked about the Funder; we have talked about the NGOs.

MR: I find the question quite difficult to answer. I think really what has happened within the WCED, because of the recent setting up of the EMDCs, I think there is a totally different decentralised participatory form of engagement that had now been set in place and I think it is going to be particularly interesting to see what emerges. It is too early now as the EMDCs are in the process of conceptualising their own work for the next decade or so. So, in a sense what GET inSET saw was the end-state of a particular phase of WCED and as GET inSET closes down, WCED is moving into a new phase of operation and I think one that will be probably significantly different to what has happened before.

Lynn: Marlene would you like to move on to any other aspects of the working of The Partnership?

MR: I think one of the other pointers quite interesting to speak about is the role of the schools within The Partnership. Because in a sense, they had been the recipients of our work and they were clearly never identified as a partner and I think that certainly was an appropriate decision at the time. We have occasionally over the four-year period when we have had various strategic forums, invited schools to participate and I think that has been important. But still somehow, in the back of my head there is a sense that we perhaps could have given a little bit more attention to bringing the voice of the schools into some of the more formal GET inSET forums. Now, I have not got any particular thoughts and there are various ways in which this could have happened but it is just a comment I would like to make.

Lynn: So, perhaps you're going back to the question of maybe The Partnership wasn't sufficiently representative enough. Maybe, that is how The Partnership could have been expanded by hearing the voice of the schools, seeing the schools as more of a partner.

MR: It is difficult, as I know for example somebody like Sue Davidoff has a very clear position that the schools are not a partner, they are recipients of a service. I think that we weren't really keen to, at a structural level, for example have teachers in our forums just for the sake of having teachers present. But perhaps one of the things that, when I was interviewed for the position at GET inSET, I said that I

would like to do was to have started what might simply be called a teachers' magazine. I think that is something that would have been very exciting to have done had there been the scope to do something like that. Our team was so small it certainly wasn't ever a priority or perhaps even feasible, but that might have been one avenue where we could have gauged the teachers own understanding and voice to have emerged more strongly within GET inSET. That is just a comment I wanted to make.

Lynn: All right, so let's move onto Question 5 then. Do you feel happy about your participation in the following aspects of the partnerships: planning of implementation, management of implementation and evaluation of implementation?

MR: If I look at those three, I would say that I have been very engaged in 5.1 and 5.2 and to a far lesser extent, 5.3. My role really in 5.2 was simply a consultative role and to be available to the evaluators, but no more than that. Certainly, a lot of my time was spent in the planning of the actual project itself and I think that was appropriate. It was partly, I think I was the one person on the project who had an overall vision of what each of the NGOs could offer and what their strengths and weaknesses were. So, it was critical that my engagement, I normally led the planning sessions at the end of each year and I did that throughout the project, was here. At an implementation level, I think I spoke earlier of how we realised at the end, well into the second year, that the management of implementation needed far more hands on attention and that was when the kind of the fortnightly field workers forum was instigated and was retained throughout the last few years of

the project. I have never done a breakdown carefully of how I spent my time in the project, but probably at least 60% of my time was spent doing planning and management of implementation of the project. Over the four-year period I ran language courses and it hadn't been my intention when I started working at GET inSET but when Denise left ESST there was a gap and we could not find somebody to work at the foundation phase level and so other than working at an implementation level, I also ran courses. We had at some point tried to find a local person to work alongside me and somebody from the Catholic Institute worked with me but she wasn't very effective and so we only did that for a few months and let go of it.

Lynn: Relate that answer back to The Partnership. How was this accommodated in The Partnership?

MR: There was quite a bit of debate at the start as to whether I should take on work outside of the management of the project. I think there were two different positions. There were some people who felt that it should not happen – that my role should be simply to work at the level of co-ordination, insuring coherence of leadership and there were others who felt that it was quite acceptable and perhaps even appropriate to be able to do some of the work on the ground. I think that initially I felt very strongly that I would like to retain that role within GET inSET but I also realised that as time went by that it certainly wasn't sufficient. That I wasn't really doing a service to the teachers or to the project itself because our experience did show up that course work in and of itself, was limited. It did need a follow-up service and I certainly wasn't able to provide that. So, although I

might have been able to introduce some innovative ideas, the question really remains as to what extent those ideas might have been taken up in classrooms. So, you are saying to me how do we relate it The Partnership itself? It certainly was nice having to put my attention elsewhere but it was a very small proportion of my attention. But I think it was a weakness.

Lynn: Marlene, were you talking about your participation as a possible weakness?

MR: I think there was a weakness. I think that it would have been better all round had we had an external person or an internal person who could have taken on the role of providing language awareness workshops for teachers at the Foundation Phase level. Then, I think you want me to talk about my participation in the evaluation of implementation. Now I am not too sure as what you are you referring to in this question. Are you referring to our own internal evaluation of the implementation of the project as well as the external?

Lynn: Both internal and external.

MR: I think that because it is the one interesting area that we haven't really looked at here in the questions and that is the question of evaluation. I think from certainly from my perspective there are a great deal of questions around the external evaluation – the purpose of the external evaluation in the project. And perhaps it is that position that is more broadly shared by other partners as well. Just perhaps to be more concrete. During the first two years, we were so, in the sense unimpressed, with the external evaluation process in GET inSET that we ran an

internal con-current assessment procedure of our own working. Simply because we felt that, the larger external evaluation wasn't really helping us to understand the work that we were doing in The Partnership. I think that is something that we are looking at more carefully now. When you set up a project that really has to discover ways of working, one is not even sure exactly what is on the agenda, how in fact do you design an evaluation process that can be of use to the project as it unfolds? And I think that question was never raised at the start of GET inSET and again I would like to comment and say that I think that part of this complexity is that certainly within the four NGO directors there were differences of opinion as to the purposes of an external evaluation. I think they were never thrashed out in open.

Lynn: You have just mentioned within the NGOs, what about in the broader partnership, the WCED, the Funder?

MR: Well I mean it is an interesting question because the WCED had almost no contribution or involvement in the development of the evaluation plan throughout the four-year period. Again that was probably because there might not have been a need for them to be involved. After all what was being assessed was the NGO's work with schools. I refer to my earlier point. Had we from the start established some goals that would have been important for WCED to formulate, we then might have been able to engage them meaningfully an evaluation process. But as they were in a sense not part of the evaluation procedure, there was not perhaps a need for involvement. So it is a complex issue and I think it is something that needs very careful thought in future work.

Lynn: Comments about the Funders and participation in the evaluation.

MR: I should also say that I think what was quite interesting about GET inSET was that there was right from the very beginning, early days, and I'm thinking January/February 1998, there was a very clear sense that this project needed to be evaluated on an annual basis and that we should try and identify the evaluation team as soon as possible. I think that is somewhat unusual because I think some times evaluation processes only get put into place when a project has already been operating for a period of time – perhaps a year. So I think there was certainly an understanding that evaluation was particularly important. Perhaps what there isn't certainly at Cape Town at the moment is enough knowledge around different forms of evaluations and I think that is the broader context we find ourselves in and I would certainly say that this position is probably shared by DG Murray Trust as well as the WCED and the particular NGOs. I think there is obviously from the DG Murray Trust perspective, there was a need on an annual basis to have an external source commenting on the validity of this project and whether the project was in fact achieving any of it's goals.

Lynn: But, if there weren't any goals?

MR: There weren't goals that were set. There were not goals that were specific to the actual Trust or specific to the WCED. There were however a series of goals that were very specific to the NGO work. So you have a very unequal relationship there – which is I think somewhat of a problem because I think it is a skewed situation. I think everybody in this project had very clear goals when they started

out and I think the goals shifted but I think that is appropriate. So to a large extent, the evaluations I think did take place on an annual basis were really formulated around the need for the D G Murray Trust to have an annual reading and assessment in fact not an assessment and evaluation of GET inSET but that was I think a fairly limited purpose for the evaluation.

I think one has to look at this agenda issue. And I think that when you notice that all four of the NGO directors are women, I think that also impacts on the way that business is conducted. So that I was often quite surprised at how unready some of the directors were to comment critically on problems that they saw in the project in open forum and I think partly it is related to the way quite often women do not want to be seen to be obviously stirring the pot and making waves. Their way of working is often more cautious, more careful and trying to address the issues outside of the main forum. I think it is a problem because there certainly were moments that during the life of the project where I felt that issues were not being brought to the table, but I think there was a double issue here in that the NGOs themselves were also receiving funding for other projects other than GET inSET from the DG Murray Trust and I think that also put them in a position where they felt that they had to be quite cautious about criticisms and particularly criticisms of the Trust.

Lynn: So, Marlene this is an issue that in The Partnership was not sufficiently addressed.

MR: I think it is a problem. I think there is in fact no harm at all in talking about differences of opinion and having differences of opinion because we have been

very clear right from the start in GET inSET that there are different sectors and sectors have different interests and if you acknowledge that position as we have done, it should have been easier to upfront perceived problems. To some extent that did not take place during the life of this project and I almost think that there is a need for outside agencies to do some, I do not know what you would call it, awareness-training work around these issues of leadership. I think they are critical issues.

Lynn: Yes, because if you look at the context in which many of the NGOs operate most of the directors are women and so this is not only a problem that has surfaced in The Partnership but is probably more far reaching than we expect it to be.

Do you want to make any comments or should we move on to the last question?

MR: I think perhaps to further add another layer of complexity to what we have been talking about. I think there are different styles of leadership and within GET inSET, I think what we have tried to do, given the range of partners and range of organisations, is to try and work from the consensus basis and that it certainly how I would identify the form of leadership that has taken place within The Partnership. That generally was the way in which the issue played out and only on occasion would I have to take a very firm position and insist that a different way of proceeding take place (which did happen on at least two occasions). But that was just a comment about leadership.

About the next question – I think I am going to say a few things and I have probably said them already so I'll try not to dwell on the points. But I think that in many ways this particular partnership was skewed towards only examining the work, the thoughts, the strategies, the theoretical assumptions of the NGOs who were working in the field. And, I think through that particular process all sorts of patterns were put into place. Which included, which then ran through to the ways in which evaluation processes were implemented. So what I would comment on in terms of my own learning in this project is that I think an enormous amount of information has been learnt throughout the life of this project. You know if you think back to four years ago and to where we are today, I think everybody from WCED to the NGOs to yourselves, to myself have learnt an enormous amount and I think that will certainly take that knowledge with us into our future work.

Lynn: Into future work or into future partnerships?

MR: Well I think into both, but I mean one of my recommendations would be that there should be more of an acknowledgement of what each of the constituent partners wants to achieve throughout the particular life of a project and I think that those goals if you like, should be articulated. I think they should be reassessed on an annual basis. So that is the one comment I would like to make around The Partnership. I think that one has to really scrutinise what one needs and one talks about involvement from any one of the partners. Rather than make very large claims which, and I use an example that was used in GET inSET, that this project must be used to empower officials within WCED. Now, one can understand that comment but it is a very wide encompassing objective or outcome and if one is

going to put forward something like that, then one really needs to look at quite carefully what one is actually referring to. What I would say is that, and it links to what I said earlier on, I think one of the reasons why you put a partnership into being is that each party should offer different skills or resources and these resources. It could be human resources, financial resources, whatever physical resources but the purpose of a partnership is to bring together a grouping of people who work in the field. You will have differences, and if they are able to work together, can make more of a dynamic probably impact on the work that they do. I can see where there has been very clear shifts in the ways in some of the NGOs are working and I would say those shifts have come about through their involvement in The Partnership. But I am quite sure that, in a similar fashion, WCED has discovered new or different ways of working. It's a pity these things are really articulated in separate discreet forums so my comment just kind of backs the fact that I think the partner in a partnership or consortium has specific skills that they bring to bear in a project and that needs to be given more of an upfront position and cognisance within a partnership.

Lynn: Marlene, just another question then. Have these specific skills, maybe strengths, moved from the position of individual to an organisation or from a person to The Partnership? These individual strengths or specific skills that individuals or organisations have brought to The Partnership, have they become common in The Partnership, shared by The Partnership?

MR: I think that if you look at what has happened in the forum of the field staff. I think there are practises there that have developed in the course of their working for

GET inSET that are different to their previous ways of working or understanding and I think that when these people return back to their organisations for some of them will dissipate because they will go back into unitary ways of working and I think that is a pity. I certainly think that there is a knowledge, which is specific to the GET inSET Partnership, which I am not sure exists elsewhere. I can only talk about the Western Cape. So I think that there is a body of knowledge, which is now specific to the GET inSET Partnership. It is not owned by one particular person or a field worker but it is the composite collection of The Partnership. And I think we have seen, if we had to be thorough and take a register and look at some of the teachers and I think especially if you look at the Professional Development Team, we would see that there are teachers now who are working outside of their own narrow bands of expertise within their schools. So you will find teachers, your Foundation Phase teachers who are now running some of the workshops and seminars in the Intermediate Phase of their school and you might find Intermediate Phase teachers who are running workshops for High Schools.

Lynn: Is that a spill over from The Partnership?

MR: I think it is a specific spill over from the way in which The Partnership has worked in the schools. I think there are teachers now who are working in the management frame work, a leadership frame work in schools who were four years ago quiet classroom teachers. I think there have been a lot of people who have been affected in that way. There are even teachers who are now working outside of their own Learning Area specialisation.

Lynn: So Marlene you have made two additional points now. Essentially, that the whole partnership is skewed because each partner didn't have an opportunity to articulate their specific goals. Related to that, that there should be clearly articulated, clear communication about what each partner is actually bringing in to the partnership and how that develops. Secondly, there is a definite body of knowledge specific to The Partnership that has emerged from the merging of the knowledge and the skills and the strengths that everyone has brought.

MR: Just the other point, which I didn't come across myself but I think, is quite obvious, is that a partnership isn't a defined entity. It is a quite a shifting moving construct that within itself has its own times of strengths and weaknesses and different inputs and that sort of thing. One so often is included to look out and look at the work that is happening in the field and not actually look what is happening within the mechanism itself.

Lynn: Any more thoughts?

MR: I think that I haven't spoken about this, but it is sort of implicit and maybe I should point explicitly. I think that the thing The Partnership has not done is that it has not really forced the WCED to look at the role of partnerships or the role of NGOs in this period of time. I think that is a major issue and if I was involved within any other partnership project, I would foreground this question. It would be one of the leading questions that I would put on the agenda explicitly at the start and I would run through with it every single year and I would get people to talk to it.

Lynn: Marlene you say only the WCED. Could I take it wider as the Education Departments?

MR: I think one actually has to address how partnerships and how NGOs compliment the work of the State, how they are different and how they are the same. I think it is absolutely critical. Otherwise one is working in a scenario where, in some senses, the Get Inset Partnership might just be a hand-out – it is just some resources made available for the improvement of schooling generally and it is very wonderful concept an ideal but it does not impact on people's understanding of who the participants are.

Lynn: Thank you particularly for your last point but also for the time you have spent preparing and talking to me.

University of Cape Town

ANNEX 2

Interview 2

Respondent: Mr Paul Norton

Title: Chief Executive Officer of the DG Murray Trust and Chairman of the Steering Committee

Date: 15 January 2002

Lynn: Paul, The GET inSET Partnership was established as a vehicle to enable stakeholders to achieve their goals. I know that there are certain factors that are associated with the success (or not) of a partnership such as The GET inSET Partnership. I would like you to comment on the presence or absence of such features in The Partnership.

Question 1

From your perspective, do you think that all partners had sufficient common needs and interests to make The Partnership a success?

Paul: OK, what I will do is that I will quote from the notes I have made and after that maybe we could have a general discussion or you could prompt me with some questions. Undoubtedly, yes. Reasons being a more co-ordinated approach to in-service training were necessary within the WCED - as borne out by subsequent policy statements by the past MEC, Helen Zille. In addition, in some areas there was and still is a distinct lack of in-service training in WCED schools. For the

NGOs, the service providers, similarly, a better co-ordinated approach towards programmes was needed and I think importantly a greater degree of accountability for delivery and they had resources available, which needed to be used in the right way. From the Funder's perspective, we would like to have felt greater confidence in what we are funding and that programmes are being co-ordinated, managed, planned and controlled. I think The Partnership with us being a partner facilitated 'input and check' if I can call it that. I think it is important to note that, this was the first partnership involving these parties. There hadn't as far as I know, been a prior partnership, so the 'feeling the way' period and process was lengthy but at the same time absolutely essential. So, yes, the need was definitely there. I think the commitment, the interest was there, and from that point of view, the seeds were there to make The Partnership a success without any reservation at all.

Lynn: Paul you said that the needs and the interests were there, but were they common enough in The Partnership? Do you think people, the different partners, came into The Partnership with their own needs, own interests that were met by The Partnership or do you think The Partnership developed these over time?

Paul: Undoubtedly, I think the needs became more focussed and more co-ordinated through the process of time. It is possible that the commonality of needs was not addressed at the outset. I don't know, I wasn't actually there, but yes, one can't help feeling that initially anyway, certainly from the NGO's point of view, 'supply' rather than demand probably was the main driver. From the WCED's point of view, I believe it was a case of volume rather than focused quality, which

was the prime motivator - let us get as many schools as possible into this programme. Whereas from the Funder's point of view and I wasn't here at the time nor were you, we would like to have seen the 'most for our buck'. So, yes I would guess that's not entirely identifying commonality of needs is it? But the fact is that there was a need, put it another way, I don't think this project could have been done without a partnership. I don't think it would have worked. So the commonality of needs could have probably have been given a bit more attention upfront.

I think that perhaps some of the needs were common at the beginning but there was definitely a process where needs and interests became common to The Partnership throughout the lifespan of The Partnership.

Lynn: Can we move onto Question 2?

From your perspective, once again, was a plan and common vision identified by The Partnership? Was that plan and common vision adequately conceptualised and formulated?

Paul: Yes, what I have written here is 'identified' yes, conceptualisation and formulation probably not adequate.

Lynn: Why do you say that?

Paul: The issues that come to mind are first of all objectives/purpose. We mentioned it earlier. I don't think the scope or size of the project was given sufficient thought or attention. Secondly, I think certain parties might have seen this as a task-based rather than a goal-based exercise, which is natural. The deliverers in other words, the service providers think of things in form of a task whereas others looked at what is delivered in the end (or should have looked at what was to be delivered at the end as the prime objective). Then I think very importantly, and I wasn't quite sure under which question to talk about this, I am not sure that the roles of the different partners were sufficiently explored and understood. I think of the management and administration of the project. I think of the interface, the basis of interface with the WCED head office, if I can call it that, and the schools, and the way in which it was going to happen was sufficiently attended to. So, I think the roles of the partners could have been better defined or better thought about. Probably a lot of time was wasted as a result. The Steering Committee and the so-called Working Committee, which was to me a large, uncoordinated grouping of people initially, became rather unwieldy with the change in population from the WCED. The Working Committee eventually evolved into various sub-committees, which were probably a lot, more effective. But that was probably 2 or 3 years down the track and that's why I say a bit of time was wasted. A plan formulated? There could have been more regular assessment.

Lynn: What do you mean by assessment, Paul?

Paul: Measurement – discussion of the effectiveness of The Partnership and its working. We get here to the question of task-based delivery. Where yes, we did this course,

that course and the next course and we did this school based work. It was all about tasks that were physically delivered rather than how we were doing as a collective group. We start moving towards that in the first evaluation I think. But then an enormous time was spent, I suppose necessarily, in making friends with each other and dispelling mistrust and but that happened over time and tended to be used as a yardstick. Well this is a successful partnership because we are not sniping at each other any more and we are not protecting turf, which initially we probably were. So, yes obviously there are other factors far more important factors that determine whether partnerships are successful or not. But, maybe when we do the assessment that we are talking about, there should have been factors or milestones if you like, other than we are getting on with each other, we don't feel intimidated, etc. Talking about the common vision - the role of the WCED is important here and the representation of the WCED.

Lynn: Would you first like to talk about the role of the WCED?

Paul: The main arm of the WCED I think they are called SAS – Subject Advisory Services – I think they tended to be intimidated by this project in that they thought somebody was trying to do their job for them and that myth if you like (which is too strong a word) could probably have been dispelled earlier on. So the common visions and needs – the initial contact I had with the WCED was via Brian O'Connell – at Steering Committee level - enormous enthusiasm, but looking at it from a macro type perspective, when you got down to the SAS level (if I could call it that), I don't think the enthusiasm or the realisation of what this thing could mean had been cascaded downwards sufficiently. Which tended to

encumber The Partnership, the delivery from The Partnership? I think it became a bit laboured in the process as a result. That might have to do with personalities involved but my guess is it probably also had to do with communication per se. I think there is another issue here and I'm not sure whether I have mentioned it before. I think another thing that we must mention upfront is duration. Certainly from a DGMT, the Funder's point of view, I don't believe the duration of the project and the time frame, which goes hand in hand with the financial commitment, was pre-formulated or pre-agreed. I think it probably took a year and half before people really started addressing this and saying guys do you know how long this thing is actually going to be? This is borne out by the fact that we didn't really approach other Funders until well into the contract. In fact it was into the last quarter of the project before the one external funder then came on board.

Lynn: What impact did this have on The Partnership - all the uncertainty about the duration? Should the partners have taken more responsibility? Should some of the partners have said how long is this really going to be? What do we need financially?

Paul: When you set goals in a set of ledgers they have to be within time frames. If you don't have an agreed time frame, it is fairly difficult to match the goals with the expectations and I think the WCED just had that hope at the back of their minds that this thing would go on and on. I think right now as we sit here, that hope probably still lies somewhere and obviously from the NGO's point of view, yes 'have people want work – the longer it goes on so much the better'. Whereas the

Funder had to provide the brake – I suppose brake is the right word – how far, when do we stop – where should we be?

Lynn: Are you saying there wasn't a conscious decision taken by The Partnership to actually talk about this – it was left up to the Funder to put on the brakes because of the financial side.

Paul: I don't think that's a reason not to have a partnership though. It is something The Partnership should have grasped and addressed and didn't. But we were moving to a situation here where I think the Funder was tending to call the shots more than it had originally intended or envisaged. For what reason, I am not quite sure, but the Funder provided the Chairman of the Steering Committee, which was a very passive grouping of people initially and subsequently that method changed. The Steering Committee was expanded and it became more of a Steering/Working Committee if I can call it that. But then again it was the Funder all the time, I felt, who was playing too much of a role in the delivery process in The Partnership.

Lynn: Perhaps we can come back to that Paul because we are going to look at roles and we are going to look at representivity in The Partnership as well. Are there any more points on that question?

Paul: I am not sure that I have really addressed your visions issue adequately. I guess from what I have just said, the vision was not clearly understood or as common as it could have been. And, you know some of the reasons why - we have already spelt out the number of schools and the duration. This evolved subsequently as

well when we eventually got to the 12 or 14 schools, I think there was commonness of vision then, but I really don't know. When we initially set the objectives and the goals should we have said yes, we are starting with 75 schools or whatever it is but we are going to end up with 12 or 14. I don't actually think that was thought about and a group of key teachers or PDT's a Professional Development Team, which eventually evolved. I guess it was inevitable but it wasn't planned. What eventually came up in the GET inSET Story was a major, probably the major determinant in the success of this partnership. Had there been another part of the WCED involved, we might have had a very different project - it might have been worse, I don't know. We tended during the course of The Partnership to relate criticism to a specific WCED person – maybe which was wrong.

Lynn: Were you looking for a champion?

Paul: Yes.

Lynn: Paul, I believe we are moving into the next question – the membership of The Partnership being sufficiently representative.

Paul: You are saying the membership and the structure – is that the next question?

Lynn: Yes. Are you saying (if we are looking initially at The Partnership) there was WCED representation but the Funder was looking for specific people to play a

role? Maybe the composition of the bodies should have been different right from the beginning?

Paul: Let's just talk about the comment in the GET inSET thing, which I haven't read again – GET inSET Story. What you said to me once is that curriculum people rather than subject people that should have been involved in The Partnership. Are we saying then that The Partnership was more about curriculum in the end than about individual subjects? Now, was this a fundamental flaw in the conceptualisation and setting the objectives? We didn't say this thing is about curriculum rather than about subjects or why did this happen? So I guess objective and goals has to get on the wash line here as not having been sufficiently well identified. If we agree with that comment that was made in the GET inSET Story, I am assuming that we do agree, maybe it is going to come up in this question. The role of the project manager or project leader could also have been better defined and revisited from time to time and I guess Marlene probably wondered what exactly was required and what wasn't required.

Lynn: She talked about a shift – she was appointed as a co-ordinator and through the lifespan of the project she realised that it was more than co-ordinating that was required. She was expected to play more of a management role or a visionary role – she has commented on that.

Paul: You see Lynn if she was the co-ordinator there should have been a lead partner. Somebody had to manage this thing. You can't all be co-ordinators. Somebody

has to drive this thing and she ended up driving it – maybe that wasn't the original intention.

Lynn: Let's come back to the representivity of The Partnership.

Paul: Do you mean the nominees – the people appointed by the various partners? At the outset or what – at what level?

Lynn: You can tell me about representivity at the outset – you might talk about the evolution of representivity.

Paul: Let's talk about the NGO's as service providers if I may. Initially at the Steering Committee level, we had one person representing the NGOs. But that one person was in my opinion, very remote from the project. He never attended a so-called Working Committee meeting so had no feel for what was happening and was not, I would have imagined, sufficiently briefed as to the goings on. So that to me was an unqualified failure - the initial representation from the NGOs on the Steering Committee. We then went totally the other way, which in hind site was also wrong by giving all four NGOs a voice on the Steering Committee. What we should have done is had a partnership within The Partnership which had a spokesman or a lead service provider partner. It wasn't made easier by the fact that the person who tended to be the lead NGO partner and whose voice was respected became ill and actually left The Partnership. So, I guess the voice of the NGOs was a bit strong purely because of the numbers involved. There were four of them on the Steering Committee and of course the task orientation, which I

mentioned earlier, and the goals/objectives tended to have an undue bias from the NGO side. A champion? I don't believe The Partnership had a champion within the ranks of the WCED. What we tended to do was to rely on seniority. When we got a bit frustrated we would kind of whistle blow in somebody's office and make a noise and say please use your boot and it worked to an extent but nobody championed the GET inSET cause from the WCED's standpoint. So I would say their representation tended to be fluid and somewhat inconsistent. Let's leave it at that.

Lynn: Let's talk about the Funder's representation in The Partnership.

Paul: We had two representatives at Steering Committee level and very strong representation, in fact sole representation on the administrative level. We actually did the administration, which I think was good. The administration I think was quite well done. As far as the representation is concerned, I think there was a gap between what our trustees saw the project to be and the way the representatives saw it. Again, possibly it was communication – I don't know – I'm not sure that there was commonness of understanding. But, having said all that the representation was at a senior level from the Funder and I have said it earlier I think the Funder played too dominant a role in The Partnership.

Lynn: Perhaps that leads us into the next question, really looking at how The Partnership conducted its business unless you have something else to say about the representivity.

Paul: Your question was actually was it sufficiently representative – the notes that I have made here - there was too strong a bias towards the NGOs and we could have I guess had a stronger representation from the WCED. Not necessarily in terms of seniority, but in terms of people on the ground. We tried that later on. There was a fellow, I can't remember his name, but I think he only came to one meeting and as you know the project was already in its closing phases then. So, their on the ground representation could have been better. You don't want to talk about representation or relationships between the NGOs?

Lynn: That I think is covered in the participatory ethos, the communication – unless you want to talk about it now, that's fine too. From your perspective were you happy about how The Partnership conducted its business, not delivery by the service providers but really delivery by The Partnership. So let's start off with the participatory ethos of The Partnership.

Paul: What does that mean - participatory ethos?

Lynn: Was there commitment to participate at all levels, was there openness in the way business was conducted, was participation seen as necessary?

Paul: Lynn, it had to grow and it did grow – no doubt about that. I don't believe there were hidden agendas or questionable practices or anything like that. It hasn't come out yet and I'm not sure if this is the place to say it, but there was a stage where we asked, do the NGOs think GET inSET or do they think specific NGOs and I suppose you have got to say for a successful partnership they should have

been thinking GET inSET all the time – they definitely weren't. It is something that had to be deliberately worked on. More so with some NGOs than others and I guess part of the issue there, was that of materials – where materials were branded in the name of partners rather than in the name of GET inSET. So, it is quite difficult to say to an NGO you are actually GET inSET, you are not such and such an NGO, but then the materials they were delivering were the NGO's materials they were not The Partnership's materials. So, something could have possibly been done a bit better there. The ethos, I suppose trust comes into this. I think that towards the end it was pretty good. The breakthrough was the 14 schools no doubt about it where I guess SAS were to an extent sidelined in that phase of the project. Not unwillingly – they were quite happy to almost makeover to GET inSET part of their function and maybe that is something that should have been thought out at the beginning of The Partnership as well. To what degree do we overlap, substitute or combine? We didn't do that in as much detail as we should have and I guess if there were to be a second partnership that's one of the issues we would look at straight away. For a start it would engender trust right up front – well it would certainly help doing that – that's your turf, this is my turf, this is our common turf – let's get that clear – maybe we could have done that.

Another issue on partnership is question of size in relation to the whole being. For the Funder this was our biggest project. For the NGOs it was probably if not their biggest project, certainly one of their biggest projects and there were full time people – full time people – I stress that from the NGO's on this project. From the WCED point of view this was a drop in the ocean plus they were in the process of major structural change themselves, which again points to the reason

for the need for a champion, which was lacking. You know that drop in the ocean becomes a droplet without a champion.

Participatory ethos – working together – I think it was reasonable – nobody withdrew or took a total backbench on this thing. I think initially there were some queries around one of the NGOs but I think they came through more strongly when the management of the curriculum and governance issues started coming up – they in fact took the lead role there. There was buy-in without a doubt.

Lynn: Do you want to move into the communication aspect – communication between the partners – you said there wasn't a hidden agenda – so communication was real, was open?

Paul: I think the intention was open, but whether it was effective or not at all times is probably another issue. Again, just talking about The Partnership – I don't know if I was close enough to be able to comment too strongly on that. I would certainly see a problem in communication between the schools and the GET inSET office and work delivery programmes and that I guess is not part of The Partnership. What we did, we devised a thing called a Finance Committee. This was about communication when you think about it. We initially had that Steering Committee which I was very unhappy with and we had a Working Committee. Then we interposed this thing called a Finance Committee between the Steering Committee and the Working Committee and in fact the Finance Committee was a communication forum. It used to talk about goals and objectives and also about budget. There was probably an undue bias towards budget because it was driven

by the Funder and then subsequently we restructured the Steering Committee and did away with the Finance Committee – that is really the way it happened and that was about communication – there is no doubt it – it was a process of honing the communication or improving the communication. Physical side, communication – I’m not sure that having GET inSET sitting in an office in the WCED run down building was a positive factor – probably not, I would like to know what Marlene thought about that. But you know, the tools of the trade were not denied to GET inSET, I mean the e-mails and the computers – there was no constraint I don’t believe, whatsoever, as far as facilitating communication, was concerned. But, yes again I’m afraid the communication with the WCED was a problem – it could have been better because of the fact that there was no nucleus – no common person and no champion. We had a couple of meetings where NGOs were invited to the Funder’s offices and met one or two of the trustees of the Funder – the Funding organisation. Maybe there could have been more of those.

Lynn: Do you want to talk about administration of The Partnership?

Paul: Yes, as I said earlier that was done by the Funder, the DGMT. I think it was fairly rigorously controlled – I’m talking about financial administration here of course – administration doesn’t only mean finance. I think that was adequate. As far as administration – are we talking between the partners now or of The Partnership?

Lynn: Between the partners and of The Partnership.

Paul: Of The Partnership itself, it also went through phases, and improved greatly when we employed a part time person or who eventually became a full time person I think as an administrator. But, we probably underestimated the administration burden / workload. I can't really comment on the standard of that administration – it seemed to be fairly OK to me. We haven't mentioned costs here yet.

Lynn: Did the costs come into any other aspects of the working of The Partnership? Do you want to talk about them later or do you want to talk about them now?

Paul: I'll talk about them now. The basis of compensation or be it remuneration of the NGOs was extremely generous from the Funder's perspective. This was done for two reasons: firstly we didn't want to feel that we were constraining actions or input by short-changing people and secondly the NGOs had a loud voice, which probably was the more appropriate answer, and the loudest voice came from the NGO with a bureaucratic management structure from what I could make out. This did in fact impact on the conduct of The Partnership. I believe that because the funder was very conscious of the need to measure delivery and also of the need to have a fixed duration for the project, it couldn't just wander on and on. This probably did impact on the relationship between the Funder and the NGOs. The third partner, the WCED, took no part in this forum, this discussion at all and was quite honestly not interested in it. This is where the question of roles of partners needs to be very clearly understood. Upfront, if you are the administrator, you are the budgeter. I guess measurement of delivery is a factor. You're going to come to that at the end.

Lynn: Can we leave that to the end then?

Paul: All right, can I just look at the notes that I made under this. You are under leadership now.

Lynn: We are going to move onto leadership next.

Paul: Participatory ethos developed rather than being accepted at the start. The 'my turf' syndrome had to be overcome as well as the engendering of trust. All right – leadership administration. Can we talk about leadership?

The Funder assumed the title or the position of leader I believe – that's my perception. You know the other partners might not think that we were the leaders at all – in fact they probably don't.

Lynn: But it was never articulated?

Paul: We assumed the mantle. I made a comment here. One of the NGOs should have been appointed to this role as the lead partner, the managing partner rather than the Funder and I guess that had an impact on the cost of the project as well. There was nobody in there watching the costs to the degree that they might have. We tried to pass off the leadership, if I can call it that, or I did. I'm talking at Steering Committee level, to the WCED, but for one reason or another that didn't work. The reason for doing that was to try and create a bridge for continuation of the project of picking up the seeds that the project was to sow. I guess we are at

another objective or goal here now – it wasn't spelt out, at the end what do we want and how does the end go into the future? You know we couldn't have done it with any certainty but we should have approached it – what do you call it, an exit strategy.

Leadership, we mentioned it earlier, I 'm talking about chairmanship of the Steering Committee, but leadership in the form of Marlene's role as well is an issue here. You said earlier she was appointed a co-ordinator, not a leader, but we expected her to be leader. Again, partners could have very easily sat down and said, what do we expect? - But didn't. We just let it happen and it happened fairly well. I think she developed tremendously during the project – no doubt about it. I should have said that earlier, much earlier – she did, undoubtedly, so did the administrator. They developed into a nice little team.

Lynn: What have you got under 'other', Paul or do we move onto the next question?

Paul: 'Other' aspects? I think we have covered them and I can't think of anything else.

Lynn: So, let's move onto Question 5

Do you feel happy about your participation in the following aspects of The Partnership: planning of implementation...

Paul: Yes, you have specifically said your participation....

Lynn: 'Your' meaning Funder ...

Paul: Yes, our role as a partner. By implementation do you mean delivery? I'm not sure that's our role or should have been our role to see that the implementation happened. So, I didn't really see that our role should have been more positive, more forceful in setting the goals and the objectives.

Lynn: So, maybe you are talking about the management of implementation. Yes, the goals, managing how it should have happened.

Paul: So, planning, I don't believe we played a major role and I don't think it was our role to do so. As far as management of the implementation is concerned, let me refer to my notes. At times the basis seemed to be somewhat ad hoc responding to requests from schools rather than sitting down and planning with schools, i.e. supply rather than demand driven at times. That's an observation, it is not anything more than that. As far as management of implementation is concerned, the scope of the project changed significantly over the passage of time and I have asked the question, did the 14 West Coast schools come about by default or by intention? Within the 14 schools, I am very happy. I think we probably had a major role in eventually getting that to happen. Together with the WCED, in the person of Brian Schreuder. It was Brian Schreuder who actually broke the previous mindset or changed the previous mind set.

Lynn: Can I just come back to the Brian Schreuder bit? Do you think that this was one of the times where the Funder pulled rank and said, 'Right, we want this to happen. Get it done.'

Paul: Absolutely no doubt about it, Lynn, I won't name names but the first whistle blow was when Brian Schreuder ... Brian Schreuder's representation or position on the Steering Committee was the culmination of having stirred the nest a bit. There was an interim stage where somebody else, who has now retired, came and actually attended one of our trustees meetings and gave a very good account of himself and of the project, I believe. He didn't have the time or the capacity to devote too much time to the project and that resulted in Brian coming on board. Brian was able to give us a wider perspective of happenings within the WCED not only as regards GET inSET that I think definitely helped the ethos, the confidence within The Partnership. But at the same time he was fairly remote from the grass roots level as well. Management and implementation I keep tempering that with the fact that the project went through distinct phases of workshops and school-based work and culminating in conferences and culminating in the 14 schools.

Lynn: What part did The Partnership play in managing that process, or did it just happen?

Paul: It couldn't have happened without consensus but I think it tended to happen. I'm talking about the schools again. When there was a more participatory or more hands on input from the WCED things happened. I don't think it would have happened had there not been that intervention, that deliberate intervention from the WCED which was actually seen as a concession, almost a favour. You do this, we leave it alone. Am I happy with the management of implementation? In the end I think the result was probably fairly satisfactory, but I am not convinced

that there was deliberate management of the progress towards these various goals or milestones.

Lynn: So Paul, maybe that moves us into the evaluation aspect. Are you happy about your participation in The Partnership's role in evaluation?

Paul: Are you talking about the external evaluation? I think the evaluation process or appreciation of the evaluation process has been a major weakness in The Partnership, which need not have been so. It was not well planned or understood by the different partners – expectations were different and I want to stress that this does not detract from the need for a partnership. In fact it probably is one of the reasons for a partnership, for having a partnership in that there must be some commonness of understanding as to why you need an evaluation and what do you want to achieve by it. As we leave the project I think there is a sense of emptiness as far as the evaluation goes. I don't want to lay blame at the door of the partners here I think it goes deeper than that. I'm not sure if the Funders/trustees have a common understanding of what should come out of or what the purpose is of an evaluation and what it should show. You know it is not just about figures. There have been major errors if you like, like the base-line data. We have spoken about that ad nauseum. It was not prepared or compiled at the start of the project and it should have been. Then secondly the appointment of the evaluator was a, if I can call it, a somewhat laboured and painful process. I remember the first evaluator and particularly the WCED. The first evaluator was in fact a nominee from the WCED and I don't think that person is actually an evaluator

although he is an educator. So, what was the question evaluation of implementation?.

Lynn: Did The Partnership manage this well?

Paul: No, badly I would say. And, this of course put the evaluator in a difficult position. The evaluator at that time and I think we had three or four because they weren't sure what was expected either.

Lynn: Do you think this comes back to original common goals and objectives, if we had common goals and objectives we would know what kind of 'bite' we would have to measure?

Paul: Partially that and also the roles of partners. If the Funder doesn't have a sufficient appreciation of what evaluation is about, one of the other partners should have been tasked with short listing evaluators. So, yes certainly it falls into both camps. But again, it was left to the 'old funder', I think, to fix the terms of appointment and the remuneration of the evaluator.

Lynn: Anything more on that one Paul or do you want to move on to the next question?

Paul: What would you suggest would have added more value to The Partnership? I think we have probably been through most of this – better understanding of the roles and objectives – longer term planning – transition to the 14 schools could have taken place earlier had the WCED been more forceful at an earlier stage. An

ability to cut through the bureaucracy of the WCED and align GI with their programmes. Better communication from the WCED and commitment to the project as happened later on (EMDC implementation would have changed this significantly). The position of the project leader/manager could have been more clearly defined and understood, i.e. what were the deliverables and expectations. Participation by the WCED in management should have been at a level closer to the coalface. The one person, from the WCED, who was there from start to finish and I might be wrong, was somebody from their personnel department – Linda Rose, who I guess is not close to the coal face. Now to me that is something pretty fundamental, I am not belittling what she did at all but it was just wrong. I have mentioned it as well a partnership within a partnership as far as the NGOs are concerned. What I am saying is how many partners were there actually? There should have been three, a funder, the so-called client or WCED and the service provider. Not four service providers. I think that could have cut out a lot of the problems and then flowing from that the earlier definition of who was to lead and manage the project. What do you mean by value to the partnership – have I already answered that?

Lynn: You have answered that because that is the question is put there to corroborate your earlier answers. You were saying where things were successful. You have now talked about the goals and objectives – talked about the commitment at grassroots levels, you are talking about the inter-relationship, and you are talking about the NGO's commitment to the partnership. What else would you like to talk to me about?

Paul: What else would you like to share? The concept of a pilot project was erroneous. I asked myself what is a pilot project? Is there such a thing? So maybe our departure point was somewhat optimistic. I think we have learnt both in this project and in other projects with which we were involved that replicability is a relative kind of a concept. What has that got to do with a partnership?

Paul: I think my main issue is just kind of confirming or reinforcing what I have said before. I believe defining the roles of partners is absolutely fundamental. When you put a partnership together it is fundamental to formulate those roles. They can change – but they must be understood and certainly if we were to do another one, I would actually put that on the table right away. The engagement with the client or the WCED in this case, has to be very clearly spelt out. Next time round we would certainly endeavour to do that. The method of engagement and means of contact.

Lynn: Does that also not relate to your previous points about the roles?

Paul: And, then duration or such extensions. Duration and the hereafter need to be thought about. Have you learnt more about partnerships from The Partnership? You personally and have you been surprised?

Lynn: The groundbreaking stuff has been that the roles were not predetermined and that the exit strategy wasn't predetermined. When they started everyone just floated on and that to me those were absolutely fundamental to a partnership. The power within The Partnership was never addressed.

Paul: The balance of power and the source of the power?

Lynn: These were never addressed. And whether it was because the NGOs were afraid of the DGMT not funding their other activities, whether they didn't say to us -- look we like you playing a role and the administration etc, but you can't prescribe to us about evaluation, about way the project should be done. They never said that to us -- so that is something that I would do differently.

Paul: If there had been a lead partner amongst them, they might have thought about things like that -- they might have thought about it, but just didn't want to say it as you say, I don't know.

Paul: But we haven't dealt much on what was good. We have tended to be fairly critical, fairly negatively critical.

Lynn: Do you specifically want to tell me what was good? You said that this was the first time that there was a partnership - this kind of partnership was entertained in the DGMT.

Paul: Yes, I should have said that. I think there were certain, again I wasn't there at the time, misgivings or queries as to how successful or whether we should embark on a project of this nature at all. I think the other thing, the time commitment was fairly substantial but not out of line. I guess when you think about the money you should be prepared to devote time to it.

Lynn: What is the best thing that you have got out of this partnership – what impacted most on you as the representative from the funder?

Paul: Well I was completely raw as far as education was concerned so I have learnt an enormous amount of firstly how the WCED or I guess any other education department is a bureaucracy and a ship that moves very slowly and one has to learn how to deal with frustrations as a result.

Lynn: Would you have picked this up if you the Trust wasn't in this partnership?

Paul: Yes, but it would have taken much longer. I guess not, I would never have been as directly involved and I guess you know you have got to look at what the knock on effects have been. We talk about the WCED Trust and where we are now and we know all the people and so on. Would that have been the same without GET inSET?

Lynn: Well if you compare it to other provinces, no.

Paul: And then similarly from an NGO point of view. I have got to know how they think and how they move or don't move and the somewhat lack of financial discipline and accountability. In addition, from our own point of view, the need to have a manager or leader for a project of this size and not be overly ambitious. I think that's all I've got to say about these questions now.

Lynn: Paul, thank you for your participation in my research. Thank you for the time that went into your preparation of the questions and the time you spent with me this morning.

ANNEX 3

Interview 3

Respondents: Dr Lydia Abel and Ms Marlene Rousseau (MR)

**Title: Project Manager, ESST and later Director Schools
Development Unit, UCT**

Date: 25 January 2002

Lynn: Hi Lydia and Marlene, the GET inSET Partnership was established as a vehicle to enable the stakeholders to achieve their goals. I know that there are certain factors that are associated with the success or not of such a partnership. I would like you to comment on, the presence or absence of such features in the GET inSET Partnership.

Firstly, from your perspective do you think that all partners had sufficient common needs and interest to make the Partnership a success?

Lydia: I thought about that one and I scribbled down some answers and my first instinct was to put yes and certainly for the three NGOs at the beginning. I mean look, the fourth one was brought in because of the specific need, which was recognised from the beginning. The Funders at the time initiated the whole process, so there was a synergy between the Funders and the NGOs. The Department on the other hand, while I think that they recognised the need for it, was in such a state of flux at the time. I was thinking of the very first meetings that we had, which was

before Marlene came on board. They were at the ESST offices, that was Nicoll Fasan, Linda Rose, and I think Mackie Kleinschmidt. If I think back to that meeting, they were very excited about it, especially Linda that it was going to be a collaborative process – I think we were looking at the backwash from the Thousand Schools Project where they hadn't really been involved to any great extent. Nicoll kept raising the question, yes, but how will the Department be involved and what do you expect the Department to do and I think there was a little bit of ambivalence and a kind of think well kind of go away and do your thing and then we will see where and how we can fit into it. I think that because everybody was in acting positions at the time in the Department that also, I can't remember what Linda Rose's position was at that time, but she wasn't in the position that she is in now and she didn't have the kind of authority then to drive it and Nicoll, although we thought he was in a high position, was at that time already negotiating to leave. So perhaps there wasn't that kind of a commitment and the other thing, which was sort of a grey area when Brian Schreuder came into the discussions later, was he kept saying you need to build capacity, but when there was never an opportunity to sit down and unpack what he meant by build capacity. So I think there was a sense that GET inSET was going, in fact I think it was articulated by Ansie du Toit at the time - this is a very good project for those people and I actually remember using those kind of words. So, we were going to work with those people that the Department was not really going to pay much attention to one way or another at that moment in time. So I think that even from the start, the Department was not fully engaged.

MR: At a conceptual level, yes but at a person power level we had an engagement that we hadn't seen anywhere else in our history of partnerships.

Lydia: I think that that came a bit later and that was, I think you are right, that a conceptual level, they didn't really get involved with it. They didn't see that as being their job or their role. Once we went out to, and I mean it was very much – well go to the areas and see what you are going to put together. They got involved very much in the terms of choosing the schools and they really drove that process quite carefully, but once we got out to the schools and the circuit/area managers got involved, the whole thing shifted. I mean, Mr Cicero and Boonzaier who was there from the very beginning, where over the moon, because they hadn't really been involved in any way with TSP. They felt really “miffed” about being left out and I think in general, there were not at that time many NGOs working up on the West Coast. ESST had been working up there quite a lot but there were very few and there was a sense that “well we were being neglected” up on the West Coast. At that level there was a much closer engagement.

MR: I also want to say that I think that part of the reason why the circuit managers responded because I think if you look at the Department, those people in particular were actually in contact with schools, where if you looked at the people in Head Office, they were involved in many committees but they did not have real experiential relationships with schools.

Lydia: It was a very at arms length kind of thing. There is one other point that I wanted to make. Now, Hennie who in the beginning was, I can't remember where exactly

he was, but he wasn't really involved with GET inSET. He became involved through Nicoll and I think as there was a connection around the Cognition Project, which was sort of starting at the same time, and Hennie kept trying to get the conceptual understanding located in the Department around the fact that he saw GET inSET doing cutting edge research as to what the needs were, how they should be addressed and that kind of thing which he felt the Department couldn't do. Theo Smit on the other hand, was a total nuisance in the beginning, we were treading on his toes, there was no question about it and I think the Subject Advisors picked up very strongly that negative attitude that came from him and that was a really thorny issue. Were you already on board when we had those meetings at UCT – I think it might have been before you joined.

MR: I think that as I joined, I remember going to one meeting at UCT – a Board Meeting of the WCED personnel.

Lydia: But was that a very fiery meeting? Well then maybe that was the one that I was thinking of that it was torturous relationship and what they did at that meeting was to say, to demarcate, this is what Subject Advisory Services will do, which was the actual sort of subject specific training. And then they, it was Ansie du Toit, had a whole list of other things which included things like group work and methodologies and so on and she said well that's what you people can do and there was a very clear division between them and us. The funny thing is that on an individual level, I think that we had a relationship with many of the Subject Advisors. There were one or two that toed that sort of party line and that were, the one woman on the West Coast, extremely difficult at the end. I think it was that

kind of clash of concepts and demarcation or areas that was a real thorny issue around and I think it was about this understanding of what were the common needs and interests.

Lynn: So you are saying, yes, there were common needs and interests but just elaborate on the common part. Were they really common because from what you have said to me now everyone seems to have had their own agenda?

Lydia: I think there was an understanding that schools needed to be helped to move forward. I mean this was the very very – it was before Curriculum 2005 even came into being; morale was desperately low in schools. Nothing was happening; there was a real feeling of anti-success in schools where nobody wanted to see any one teacher rise above the others. So, there was a real feeling that you couldn't take out these teachers and work nicely – play, play nicely with them – and then let them go back and do their things in the schools, which I kind of think was what the Department had in mind when they spoke about capacity building. There was definitely common interest and common needs with the principals. I mean I don't think – I can't think of one incident actually – not even one, where a principal turned around and said I don't want this kind of work in my school. I think that what the TSP had done was to open the eyes of schools to the fact that there are people out there who can offer services to help the schools and that the schools needed, help to get even just off the ground. There was a lot of conflict in the schools in terms of management. Cliques that you know, this one went with that HOD, there were terrible rivalries in schools, which principals where really for the most part unable to deal with and I think they didn't really understand, I don't

think, what we were offering by way of school management assistance, but they knew that they needed something and I think that that was an area and again there was a division between their school expectations and what we had to offer.

MR: I just want to say I think that was where there has been very significant success because that particular weakness that you have identified, we saw that very strongly even up the West Coast. It was marvellous being in schools that were not really dysfunctional but if one goes into the schools around the Atlantis and Malmesbury now there have been such shifts in a far more kind of broader based leadership potential within schools, that has been exercised by teachers and principals being by and large really supporting that. I think that is really, that is due to the work of GET inSET.

Lydia: I think that, there was definitely a common interest in need around that but it took some time to negotiate what that actually meant in practice and it took the schools a bit of time to actually buy into the process. I think that everybody recognised and that I think including the Department and I think that in the early days, the Circuit Managers were, I mean they were desperate to see, they could see what was going on in the schools and they were desperate to see these problems dealt with. It was a huge issue and I mean I think, that at some point, we discussed the nature of these schools and I mean there was definitely an identification of schools that on the surface appeared to be well-managed and well-run and I think that's the point that Marlene's making. But that underneath that were a cauldron of all kinds of things that nobody wanted to go through and I think that was something that was really difficult for the Department to actually acknowledge. I think partly

to blame for the neglect of the West Coast in terms of provision because on the surface they seemed to be well-managed, well organised, teachers were in classrooms, I mean the fact that no learning was happening in the classrooms was another story, but there were those kinds of perceptions that nobody needed help up there.

Lynn: Can we then perhaps move on from the common needs and the interest to what you have started talking about this common plan and the common vision of this partnership.

Lydia: I think when I saw this question I started to laugh because for me this has been the most difficult part of the whole project and I have written here the visions were not always aligned between the Department, the Funder, the NGOs and I think let me take a step back. I think that all the NGOs had been exposed to the work of Peter Senge, one way or another. There had been a few kind of workshops through the TSP and various other things that work had just become known and I think we had all latched on to the idea that emanated from that, that a vision isn't something that you draw up, stick on your wall and it is there for life. And that it was very – we came with the understanding that, yes, we had a vision and I think at one of the very first meetings that when Tip got involved we were at Sue's house and we developed this vision of what we thought was a good primary school – it was that mind map that you have right from the beginning. So, we had a very clear vision, but at the same time, the vision didn't have concrete steps. I think in the first evaluation they kept on saying, but yes what is the goal – what do you want to achieve? The vision was to provide for needs in a responsive way so

there was no way that you could set out with a concrete goal with steps leading up to it that were easily defined and that created huge problems. Both with the Funders and with the Department and with the evaluation ultimately – the first set of evaluations and I think that in a sense it confounded the problems that were simmering under the surfaces because when we had a meeting to decide on the kind of evaluation we would have like to have seen. At the very first meetings, and Charlotte called it – she wanted it documentalist and I think that word, I hadn't seen it or heard it before but now people talk about it and in reality that's what we should have had because what we needed was somebody to chart the course so that we could stop at various points and see where we had come from and on that basis re-shape the vision and the mission and where we were going. It was impossible task to get that past DG Murray on the one hand because they had a very fixed idea of what an evaluation was and then when we did find somebody that we thought might do that, they nearly fell off their perch, because the price that she quoted I think was nearly as much as the price that everybody else was working for, so that and they couldn't understand the value of it and the need and that that would have been money really well spent and I am sure I don't know, I think in the end they probably spent it anyway with less results because for me that 1st evaluation was very unsatisfactory. It was because of this disjunction between the vision and the mission and I think Jane was really the champion at that time of this and I don't know, we went to one meeting with the Trustees and I think they just saw Jane – it was Jane and myself that went and I think they saw these two women sitting there and they decided that they were not going to listen to anything that they were saying. We could have been talking to the wall and I mean Jane I think is quite eloquent and puts her case well and you

know she really was passionate about it and somehow we just didn't make a dent and I think it all stems from an understanding and sort of the accountant's view of where this vision should be going and a service provider's view. In fact, I mean the notion of being a service provider is still quite a contentious one and so that whole process and of course the Department was never part. They never came to those meetings at which we were trying to thrash out the vision. I mean Hennie was there some of the time, Linda was there some of the time, but they were never there with any kind of weight.

MR: Lydia, the one point that I made was that in a sense there were two thrusts to GET inSET. There was the work that we were doing within schools and then there was understanding partnerships and at no point, because both the Department and the DG Murray Trust hadn't put forward particular goals related to their own interests, we were not in a position ever really to look carefully at The Partnership so that what we can vision that we have been talking about to date was the work in the schools and that was really the responsibility of the NGOs. So, I think there was a skewing immediately in relation to who was responsible, who was learning, who was having to answer to The Partnership.

Lydia: I think that it goes even further than that and maybe it is part of the reason for the Funders and the Department saying well, you have got your vision now go and play kind of thing, but at no point could we really interrogate the role of the Department in the light of the vision and I think that was a serious defect and if that, I mean, I think that the Funders wanted to see The Partnership as part of the vision, but it never got any teeth and nobody took responsibility in a sense and so

that one could never interrogate that and I remember one of the what was her name, the first evaluator, Allison Edmonds, she had one – we put in one of the questions was how the Funders and the WCED but it never got filled out because nobody every came to those meetings. It is not a fault but it was a fact.

MR: That is a very interesting fact because if we had to go into a partnership again today we would probably be housed either clearly within the Curriculum Services division or within the EMDC. And then there would be a real grouping of people, part of the problem was the actual, the system within the Department and that there wasn't a particular grouping that was particularly interested in this project. There were leadership people, I think, Linda Rose, Hennie Mentz – people from different areas of within the Department – but there wasn't a core group who said we have a particular input.

Lydia: I think also that this was the first project of its nature in which the Department had been involved and they actually didn't know what to do with it. It was like a hot potato that kept going from this one to that one and I think in the beginning Brian Schreuder took a real interest and I mean his capacity building and all that kind of stuff and then he past it on to Linda – you know what I mean – it never found a real home and I think now and maybe that is one of the outcomes is that they have – the whole thing around the EMDC has forced them to examine this role and where would they put future partnerships. I think that other partnerships that came after had a much easier time in the sense of buy-in from the Department at all levels than we did. Because we were these strange and I mean we had come out a really adversarial relationship between NGOs and the Department. There was a

lot of not distrust, but unease with some of the people. You are you, you dress in sandals, you are not wearing suit and grey shoes, and it is still there today. Definitely, I find it even at national level and it amazes me that people who come from an NGO background and land up in the Department suddenly change their clothes and they have become completely different they are like shed everything that they had in their past and I would really have thought that they would have taken some of that ethos and pathos and interest into the Department and changed the Department but obviously the Department was stronger than them. Well, I mean we see it with teachers as well. You know when they try and go back into a school and in the beginning when they tried to change something as one teacher they couldn't do it.

Lynn: I think if we can move into, we are already moving into membership of The Partnership – was that sufficiently representative?

Lydia: You know I don't think the word representative was in people's discourse at the time, but clearly looking now, no, it definitely wasn't. There was no doubt that the original Steering Committee was, I don't want to call it "cabal" but it actually was, it was a cabal. I mean they were all men, certainly from my point of view having Dries St Clare sit on it who was only there because he was friendly with DCC. I mean he never ever bothered to find out what was going on or whether it was going on, I mean only at a superficial level when it involved money. And, I think that was their real interest. They weren't really interested in what was being delivered, only what it was costing. And the communication with that Steering Committee was very fragile, that comes in later on. So, the NGOs were in a

sense relegated to a second tier and I think that in itself also created an unfortunate repercussion because the Department kind of sat on that committee unsupported by the NGOs and I think that when Brian O’Connell sat there he sat there as a kind of philosophical head which was not the kind of role that we would have wanted a Departmental representative to play. He was being questioned about things like, how the Department was going to take on this project once it had run its course and those kinds of things and in a sense, it wasn’t really a Steering Committee because of that.

Lynn: Can you move into a later phase of the Steering Committee – your comments on the process that happened in that body?

Lydia: Well, I think that eventually it became quite clear that the so-called “working group” - Working Committee and the Steering Committee really had no links. It was, we used to have meetings and we would send them our minutes and never get responses, we would never see the minutes of their meetings. I used to see them by default because Dries used to say, here read it and tell me if there is anything I need to know and I can’t actually remember what was the actual change when the NGOs became represented on the Steering Committee, what the actual turning point was.

Lynn: There was a committee called the “Finance Committee” – which essentially looked at finances and costings, but it was the four NGO leader representatives and the feelings that came out then, the questions that were answered.

Lydia: So, I mean in answer to the question about representation, no The Partnership was very peculiarly represented on the various committees and one was isolated from another. Once that step happened, I think the whole nature of the Steering Committee shifted immediate and the discourse became different. I mean, if I think about it, we very rarely discussed money issues because that would be devolved to the Financial Committee anyway but we discussed issues of real importance and I think that having Brian Schreuder and the NGOs and other people on that committee, meant that Brian often had to answer questions that he didn't really want to answer. I mean there were numerous occasions when he would say alright I will tell you, but you know and I think that was extremely helpful for us to have the big picture of where the Department was going, what their thinking was and it really did help to shape the project in the end. So, that kind of representation I think was very successful and very helpful. When I saw that question and you will see here I have gender and colour written down and I think on the colour we score very badly.

Lynn: Was it ever an issue that was openly discussed though?

Lydia: It was discussed at ESST by our facilitators from the other provinces. They were all very kind of upset about it. They were also upset at the mix of schools but I mean that doesn't really fit in here and they just felt that it hadn't been discussed, but I don't remember us ever really talking about it at any stage. And then so to from a gender point of view had this complete imbalance, they were all women in the NGO sector and all men on the other side other than you and Kate, so it was a bit skewed and I don't think these issues – there weren't probably as prominent

and discussed and the other layer of representation which was missing most definitely, the schools or the teachers. It was brought up right in the beginning by PSP, it was part of their model to have a like a school representative, body, committee, to be part of a working group and I think that at various times we sought of made little attempts to do it, but it never really got off the ground and I think the closest we got was when Lennie Davids was allocated to the Steering Committee. I'm not sure that we could have done it differently, given the geographical spread and the difficulties with getting people to and from anywhere. I think that in a sense the professional teachers' team became that sort of a thing. It became the sounding board in lieu of something that was more effective. But I really do think that was a missing link and in some way we should tried perhaps harder to do that, but I think we were doing so many things that that was just one that we didn't get to.

Lynn: If you are happy with that, we can move on. This is quite a busy question – once again, we'll take them one by one. From your perspective were you happy about how The Partnership conducted its business and then specifically could you comment on the participatory ethos of The Partnership, communication within The Partnership, administration, the leadership and any other aspects of the working of The Partnership.

Lydia: I think the participatory ethos of The Partnership again was different depending on which partner you were and certainly amongst the NGOs, in the beginning, it took us, we really had to work at it, and I think that whoever goes into partnerships in the future needs to understand that as much as you like each other, as much as you

have many things in common, so what I was saying is that no matter how well you get on and like each other, the differences can sometimes become very difficult. At the curriculum meeting the other day somebody said it is like an arranged marriage – so we are talking about something else, but it struck me that's what GET inSET was. It was an arranged marriage. The participants didn't always have an exact say in what was going to happen – there were different weights given to who said what. It took a long time. I would say it took us the first eighteen months to really, I'm talking from the NGOs now, to feel really comfortable with each other, with the kind of work that we were doing and not that there was distrust it was just different and one didn't always know what the other one was doing and that kind of, I mean it goes to the communication and I think that certainly more than in any other project that I have known of, we really worked at communicating. We had these retreats and we would meet and discuss things and the issues would come up and I think we really made a huge effort to break down the barriers and I think that the way in which the field workers are working today is testimony to that and it is not easy, I think I really do want to raise that flag that you can want it but if you don't work at it, it is actually not going to happen and you have to continue to work at it. I think you could see it very strongly when you people came on board, then it threw into relief what we had achieved because then new people would come in and kind of be sitting there thinking, my God, you know, how do I do this sort of this thing and how do I fit in because there was already such a, the kind of communication you get in a family where you don't actually have to say the whole sentence but somebody knows what you are talking about and there was that kind of discourse and I can't remember, but it was either Gary or Gabiba who said, I feel like I'm watching a

tennis match. She couldn't find, it may have been Gabiba, the place to kind of break into the conversation because everybody was like completing each other's sentences.

Lynn: Lydia you were talking about within a grouping within The Partnership.

Lydia: That is what I am saying that on that level, there was a very strong participatory ethos, the communication worked really very and I think that in a sense that worked against us when we were trying to participate with the Department and with other people because they didn't share or we weren't able to communicate that kind of feeling that we had and so the communication with the other partners was not always as clear cut and easy.

MR: I want to say something about the word communication. I think it is word itself that needs interrogating. I think that at one level interrogation can mean passing information from source A to source B. Now, if we take for example the WCED, there were, I think GET inSET probably more than any other NGO grouping filled several of WCED's filing cabinets. I think there was a great deal of information, but that isn't is what communication is about

Lydia: I want to deal with that under admin.

MR: Communication has got something to do with learning. Learning and sharing and if you are not part of something, if you are not inside and learning, then you miss out on all sorts of levels.

Lydia: You miss out, but that is exactly the point that I'm trying to make. You are absolutely right and I think with some people in the Department there was very good participation and communication. With others it just never got off the ground and they just felt, and I mean now that I am just thinking about it, maybe they felt excluded because this was such a close-knit club and I mean if Gabiba who was part of it, felt odd, then perhaps some of the Department people just felt that they couldn't break into this "magic circle" kind of thing. I mean it is not something that I had thought of before, but perhaps we were all very busy doing and kind of confident and going about our work and everybody knew what everybody was doing. So if you were a Department person who didn't quite know what was going on, maybe you just thought well I'm not going to go down that road and that by the very nature of what we were doing we excluded people. It is possible.

Lynn: Would you say it would have been the same with the Funder?

MR: I know that there were times when you would say well I feel that we should be doing more of we should be having more forums and there were many points when I thought you know we are almost running at an optimum level in terms of forums within GET inSET. For me, I had to think a lot about learning and where learning comes within a partnership and I think I have taken on the view point of the current thinking around people who work in the field of ethnography, because I think the learning happened in different sites in The Partnership. It is very difficult to have access to that learning if you are not in that particular little node, so for me the word communication is really a word we've got to interrogate and

unpack – it is not an easy concept at all if we are talking about communication in a way that engages an understanding or the support of a project. So, I think it is a complex area and we talk a lot about communication being critical. We all know that it is critical, but we really have to try and use other words in a sense.

Lynn: This is an issue once again that wasn't highlighted in The Partnership.

Lydia: No, I think we were so busy trying to do communication that we never really thought about what it meant and I think the point that Marlene makes is very valid and it ties into what I'm saying about feeling excluded. I don't know and I have a sense that maybe there were times when you felt excluded in the very beginning. You know, coming on board and not quite being part of the process yet and wanting to make your mark and maybe feeling excluded by the dialogue of things that you perhaps weren't quite aware of and I do think that is an important issue that one doesn't notice and I think that just personally, I know that sometimes I do that because I think people are on board and part of it, but they are not and then I kind of have to wake myself up and say hang on and go back a few steps. I know I'm guilty of doing that, but perhaps as a group, we were just doing more of the same. So where we thought we were being inclusive and communicating, maybe we weren't always doing it.

MR: It is a really interesting area of conversation – Linda Rose often says that of all the NGOs there is no grouping that has done as much as keeping the Department informed around its work, as GET inSET and she often talked about it – e-mailed her all kinds of information we felt would update. So she thinks it is quite unique

and she often commends us on that and that's true, but it is a complex issue as to how people create joint venues.

Lydia: I can only go back to this curriculum thing that I've been sitting in and one of the women from the management committee said. Although she doesn't read all the e-mails that come across, she likes to get them from all the Learning Areas because then she has a sense of the dialogues that are going on at any one time so that when she comes to a meeting she kind of has the background and I think on that level that Get Inset did really well - I mean that is what Marlene is saying - we sent letters, we invited, we had different kinds of forums and different people, different parts of the Department came to the different forums, so there was in a sense a great dissemination of information around GET inSET. The different forums that we had for the different levels of Departmental people and I mean not everybody attended everything and not everybody came all the time, but I think that there was a sense and certainly in the last year or so, there was much more of a sense of people coming because they wanted to know what was going on. They had heard about this or they had heard about that and they wanted to come and hear first hand. That was a shift from the very beginning where we kind of had to say - we need you to come, it is compulsory, it is this and that and I think that was a big shift. I think in a sense that was part of that process was because we kept everybody informed all along the way. I think from the schools' point of view they were very - the communication at that level was excellent.

MR: The other thing I also said was that partnerships need to allow – there is an ebb and flow – particularly because organisations have their own internal priorities or crisis, whatever and if you look back at GET inSET, there was a time when TIP was unable to really participate at a kind of leadership level and there were times when PSP were going through a crisis and then there was a shift from the earlier ESST to when you came on board. So a partnership somehow has to be able to hold that capacity – that there is definitely a movement.

Lydia: Yes, there is a movement of people and which inevitably shifts things, but you try and hold the centre core that you still keep on delivering and I think that is actually important. I mean to have held it together for four something years is actually an achievement.

Lynn: Could you move on to administration and leadership now?

Lydia: Who's administration? Just in general. I think the administration was an extremely difficult job and the burden of it obviously fell on the GET inSET office and I know those kinds of conditions. I think the fact that they were able to set up a data basis and document information to the extent that were able to, was absolutely amazing. I think, and I would be sure, that the other organisation would agree that having to communicate with the office forced all of us to jack up our communication in general and to make our record keeping better and all those kind of things were forced upon us because of a sudden we had all these schools and we had to know which teacher was in which classroom in which workshop and who was getting books and who wasn't getting books and I mean

in the beginning there were quite a few blipses. But in general, I think the administration has been amazing to the extent that we would know which school had attended workshops, which schools hadn't and therefore should or shouldn't get books. I mean that one time I remember sending the van to go and collect books back from some schools because they hadn't attended workshops so I think the fine degree of information gathering was amazing. I would wonder whether the Department has the extensive information about schools that we have accumulated over the period of time and how the schools have changed. I think it is just incredible and that we moved from sort of typical NGO recording of information on newsprint and pieces of paper to archiving it on computer and really sophisticated record keeping. I think it is admirable.

MR: Even at the level of the resources that accompanies course work, there was nothing shoddy or quick, slapdash, it was really well delivered and very carefully planned. I think that has also been remarkable.

Lydia: Then I want to say on the other side, the issue of the administration by Funder, keeping track of whose hours, which hours, when, who, what – that people actually did get paid what they were supposed to be paid, when they were supposed to be paid, it really ran very smoothly. I mean, I have been part of numerous projects – you get paid six months after the date, then they lose your invoices or they dispute the fact that you were actually at a workshop or whatever; we never had those kinds of conflicts. I don't think I can think of a single incident, where there was a conflict over payments or admin or furnishings of receipts or anything of that nature. I think that, I certainly for

myself have learnt an enormous amount about budgeting, which I didn't know before and I mean, that was directly as a result of working closely with the Funder around the finances. I think all of us just kind of had a wake-up call about what budgeting really was and meant and how it should be affected. I think the administration has been exemplary – I really do. Even to the extent of booking cars and venues, the booking of venues has been a nightmare throughout the project and keeping schools informed of changes in venues, and changes in workshops. I mean there were one or two occasions where either the presenter didn't turn up or the school didn't turn up, but I think they were really few and far between if you take the big picture into consideration and the difficulty. The venue story was a nightmare especially here in the Mitchells Plain area where people from Guguletu didn't want to go to Mitchells Plain and from Mitchells Plain didn't want to Guguletu and Bontehewel wanted there own and we really tried to accommodate that as far as we could. I think, the one thing that I just want to mention, and I have said it before, because I actually feel sad that his role has been kind of lost in the crag mine, that a lot of that, the administration, the communication between the schools and the offices was done by Ajam and because of who he is and rather than because of what he is, he was able to effect a lot of these things. I know several occasions where he would be running around the day before a workshop, running to every school to ensure that they were coming, that the right teachers were on board and where principles hadn't been coming, he would go and see them and say – now what is going on here and I think in that way he was able to pick up a lot of problems that might otherwise have become problems and resolve them. I think that really in the scheme of things, his role has not been really recognised. I know sometimes he is a

difficult person to deal with, but on that level I think that what he was able to do has often been the downfall of other projects where you don't have somebody who can be literally in the schools at the level of the principal making sure that what is supposed to happen actually does happen. I think it is key role that that communication because principals don't always read their pamphlets and they lie on their desk or they don't give them to the right person. I think somebody there to ensure, if you are not in the school regularly, I think that is the issue and then it broadened out because now we have lots of people who are in the schools. I think that is the issue and it may it goes back to what you were saying where the learning happened, is that the school can't learn if the person who is helping the school to learn, isn't actually in the school. I think it is really crucial, because when a teacher, it is much like a child in a class asking a question and the teacher says we will deal with that tomorrow. When the teacher or the principal has a question, you say we will deal with it tomorrow, and then they forget it and you never deal with it – it becomes an issue. I think it is the same kind of thing that having the presence in the school, and I think we were one of the first projects, there are several others that are doing it now, but at that time I don't think there were any that were so heavily into school based work.

Lynn: Comments about leadership?

Lydia: The leadership question for me was a very interesting one and if I go back to the very beginning I remember sitting with Jane and Kate and saying who is going to be in charge and she said, I am, Kate. She in the beginning I think bullied DG Murray Trust on the one hand and liased with quite nicely on the other hand and

we were quite happy with that kind of relationship, we had a very good relationship with her. At some point DG Murray suddenly, I don't know whether they decided that that Kate was spending too much time on this or whatever the reason was, they then decided that they needed a project manager. I think that created at the time a little bit of tension between the NGOs, because certainly I know that ESST would have liked to have seen me as the project leader, I think PSP would have liked that job because they were going through their own traumas at the time and it was a very difficult period. they said submit names, and then this one didn't like that person and that one didn't like this one, and eventually they advertised it and I think before Marlene, there was another round of people and they chose somebody that nobody really liked. It was very difficult because – we kept saying but the project is on the roll already – is the project manager going to come in and tell us all what to do and shift our goals and there was a lot of sensitivity around that. I think, I can't remember who it was, but maybe somebody from TIP said then, well maybe what we've got to do is put our heads together and come up with names of people. I can't remember I think Marlene's name was probably one of those at the time and she was like suggested by two of the organisations. I didn't know her at the time. But it must have been very difficult for her coming in, in the beginning although she knew some of the people, I think there was still a little bit of strain around coming in as a new person as project manager.

Lynn: Was there an expectation that this new person would tell you what to do?

Lydia: I think when he Trust, not Kate, the trustees and it could have been at a trustees meeting kind of put their view of what this project manager was going to do, and I think the NGOs original understanding was that that could be a financial kind of position. Then it kind of shifted, and they said well you know you are all doing different things and we want somebody that can pull you all together and make sure that you all do what you say you are doing and they have got to check up that you delivering the goods and that you are not asking for money – claims that were fictitious claims and so on. I think there was a real uneasiness around that kind of thing that this person was going to come now and stand behind us and check – it was kind of a bit of slur on our integrity I think. I think it was really only after there was that sort of first round and then after that somebody came up with Marlene's name and I think there were one or two other names, but they were people that were known to the various NGOs that they felt that they would be comfortable with and those names were submitted saying to the extent – well if it is not these people, then we don't want anybody kind of thing, because we wouldn't be comfortable with it. That goes back to that representation because we were not represented on the Steering Committee where those kinds of decisions were taken and that was kind of presented to us as fait accompli. This is the job description – I think what happened after that is that they asked us to write a job description for what we saw as a project manager and I think that was kind of more or less then accepted, which was a bit different to what had originally happened. It was a bit different to what had originally come from the Steering Committee.

MR: If I go back I have a piece of paper that has my about seven points on it as to what I was meant to be doing – they worked and they were co-ordinating the activities ensuring that the communications that took place – ensuring that the financial statements and they were accurate. That was the level at which my role.

Lydia: That as the original job description which was a very far cry from what you landed up doing – I think that what you landed up doing, sat well with the NGOs because we realised and I don't know if we ever voiced it, but certainly that we needed you to represent us and our views on the Steering Committee when you made your reports. I mean it was obvious very soon, that Marlene was far more in sink with our thinking than you were in sink with that other sort of admin type role of the job. I think it has worked really well – I think we have had an amazing relationship – I keep saying that I mean there are twelve of us, that have worked together over the years – I can't think of one occasion where there has been heated words – we have certainly argued, but I don't think that it has ever blown into a fight or a whatever and I think that Marlene's leadership was largely to take the credit for that because you were able to recognise situations that were difficult and I think that was really important. You created forums to talk about them and I think your leadership was very much around the participatory kind of ethos where it was never imposed and I think the whole idea of forums and the way they were structured, was really important.

Lynn: Thanks for that. Can we move on to the next question?

MR: I want to say something about leadership – for me it is quite important and something I have learnt through the processes. Leadership is also exercised in a multi-levelled way and that various people have very particular strengths and I think that has been incredible with GET inSET so that you I think even when we talk about the word leadership it is quite important to try and unpack what we mean by that. I think if you look at the people who have been involved in GET inSET, I think it is not often that you will say well there are not clones of people around – people have got very particular strengths they bring to a specific project and I think it has been fantastic to work and to acknowledge that.

Lydia: And I think there has been a real synergy. If I can just pick up on that – I think actually it is very important that even amongst the four NGO managers and then amongst the field staff and I don't think it was ever explicitly discussed, that different people took responsibility for different things and took leadership at different points to actually raise issues and deal with them. Nobody ever just came and put an issue on the table and then said, it is not my problem. People did take responsibility for doing aspects and its almost as if their identities were crafted in such a way to fill the gap and I think that amongst the field staff certainly most of them took leadership in their role of what they were doing in the schools, they became models for the people that they were working with and I think that has been a really important role – the fact that and it has been commented on several times and it is maybe a silly thing, but the extend to which the field workers work hard, has been a model and created some amazement amongst teachers.

Lynn: Can I bring it back to The Partnership. Lydia, are you saying that The Partnership was successful in that it accommodated all these various strengths?

MR: At least behind that, certainly from perspective, and I think it is something that I bring to a project because it is something I believe in is that when you can harness that, which is when you get synergy. So the bigger the product you actually have – it is a far stronger product because there are just so many components to it.

Lydia: I think that within The Partnership to keep those balls in contact without banging and hitting each other was an amazing thing.

Lynn: Do you feel happy about your participation representing your organisation (partner) in the following aspects of the partnership: planning of implementation, not talking about real implementation, the planning, the management of the implementation and then evaluation. We are now slightly digressing to the three principles of mediation in support of the question.

Lydia: The first one is intentionality and reciprocity, which is getting your point across and engaging your audience. The next one is meaning that you need to make your meaning clear and if people don't understand you, it is your fault and not their fault. The other one is transcendence, which is taking what you do out of its immediate context and environment and trying to apply it somewhere else. In reality that is what we are trying to engage with here and to unpack The Partnership in terms of those things so, we are trying to transcend GET inSET in terms of The Partnership and say, what are the principles that need to be

unpacked so that you can inform other partnerships. I think that is a very important thing, because South Africa is high on partnerships and they don't always understand what it means.

Lydia: I think that any partnership and we haven't really spoken about there are power relationships – we have spoken about obliquely. It is very important to understand what those power relationships are because they go across things like gender that was a very strong issue in GET inSET in the beginning that there were the women on the one side and the men on the other. I don't know if the men noticed it, they probably didn't but certain we were very aware of it.

Lynn: Unfortunately that is also puts The Partnership into a different perspective because the women were from the NGOs and the men were from the Funders side. Can we move back now onto Question 5 – planning, management and evaluation of implementation.

Lydia: I think the short answer is yes to the first two and the evaluation has been a contentious issue since the beginning. I explained some of that earlier so I don't need to go back over that. Again, I think there is a lot of power relationships in those evaluations about whose evaluation it is and the purpose of evaluation and now towards the end we are getting close to the kinds of evaluation we would have liked to have had in the beginning. Maybe it wasn't possible, perhaps we weren't clear enough either and therefore not able to articulate our needs well enough to get those needs met.

Lynn: So once again the learning comes into The Partnership?

Lydia: I think there has been a huge learning around evaluation for all of us. It has been remarkable we started off with that computerised point-based questionnaire. Oh, it was a nightmare – sitting there and trying to answer those questions intelligently – it was like sheer torture and I don't think that is what evaluations are meant to be and I think there needs to be a lot of learning around evaluations for people who are in partnerships. I would imagine that it is something that needs to be popularised because if you look at Curriculum 2005 and OBE implicit in all of that is self-monitoring and self-evaluation. It is a really hard concept that I would defy almost the majority of people in the DoE nationally, to really explain what that means in actual terms. It is a thread that runs right through because there is self-evaluation and self-management for teachers, for the Department. They are doing the systemic evaluation, they have got the appraisal thing, but if you don't ask the right questions you don't get the right answers and if you can't read the answers you still are not going to be able to do anything with the evaluations that you get. That is something that one needs to learn and it is really important.

MR: Why at the beginning, first of all, we spent so much time talking about what we were doing with schools and our work and our approach and our understandings. Why do you think as a grouping we didn't sit down and actually thrash out what we believed evaluation should be?

Lydia: I think we did try but it just, I would actually go as far as to say it defeated us. I think that the very first evaluation that I participated in with ESST was conducted by an American outfit called, Improving Educational Quality. It was the same kind of evaluation and what the problem is that they tried to capture what you say and do into one sentence. It is kind of like trying to put on shoes that don't quite fit you – they are either a half a size too big or half a size too small – the question doesn't really fit the answer and what you do doesn't fit into the counter and it is very uncomfortable. All evaluations were like that in the beginning and ESST was funded by US Aid for a long time so we had been subject to these things year after year and I found all of them a nightmare because of the same kind of feeling. I don't know what the answer is to that because I suppose you do need some quantitative questions to justify the kind of money that you spend.

Lynn: But we did have answers to quantitative questions in the daily running of the programme.

Lydia: It was even things like how many workshops were there, how many teachers attended the workshops. Those were the easy ones, but when they tried to extend that further to what did they think and how did they think, it became really difficult.

MR: How do you measure take-up?

Lydia: That was a really important issue. How do you measure take-up, how do you value success? It is a crucial issue and I think that there were a number of national conferences held around evaluation in the mid 1990 and I think one of them was held by JET in Johannesburg that I went to and the man from Standard Bank said there is only one bottom line – we want to see an improvement in the children’s marks. And that was all he was interested in. All the research showed that when you change and you have innovations and you do things differently marks can actually go down because you are not measuring the things that are changing, it is not impacting on actual studying, I don’t even want to use learning, in the short term and that wasn’t recognised.

MR: Just the fact that we weren’t evaluating The Partnership because that we never set clear goals. So the people whose work was actually being evaluated was in fact the NGOs and the fieldworkers. That certainly was a huge part of the project, but it certainly wasn’t everything in the project.

Lydia: We also weren’t able to evaluate the relationships and that was a difficulty because had we those, the difficulties would have been thrown into relief at a far earlier stage and maybe something would have been done about them earlier.

Lynn: What would you suggest would have added more value to The Partnership?
Marlene, this is a new one for you. I added this question after your interview.

Lydia: I thought about this along time because I actually thought it was a very difficult question to answer. I was trying to think, yes. I think there are all those things

about the engagement of the Department and if the Department had not been itself in such a state of flux, maybe if we had had a teacher committee on board, it might have made things a little easier from the beginning.

Then, I think that the one thing that would have added value would have been, if from the beginning we had had longer term funding. I think that was always a problem for us. From the beginning it was year to year and it is really to conceive of a developmental project focusing on change that can happen in a one-year period. It was a terrible constraint, because we didn't know from one year to the next whether we were going to run the next year.

MR: Any documentation, Lynn this was before your time, when I would write reports and I would put any comment that alluded to something we were thinking of for the next year, I was actually told to take that out of my report and that happened on several occasions. It is really to the detriment of the project.

Lydia: It hamstrung us.

MR: You have to have that kind of four year vision and then you have your kind of year by year vision.

Lydia: In fact when Mr Rockefeller came to speak to us, and he stood up and he said he can't understand how a project like this isn't running for ten years. He is absolutely right, if we had another six years to run, there would be no bounds to what you could have achieved.

The only other thing and it sounds a bit funny because we have written up and documented absolutely every syllable that was done, but it hasn't been written up academically.

MR: Absolutely, research component. That's what's missing

Lydia: I think had there been an imperative from the start, it would have been better than the evaluations that we could have done.

Lynn: Could I come back to your – the question of the longer term funding – talk about it in relation to The Partnership – what would that mean to The Partnership?

Lydia: It was extremely difficult in terms of a) from the Department's point of view – it was a constant worry for them – I think that possibly the Department saw value in GET inSET but couldn't really put much store by it because it could be gone tomorrow. I think that coloured a lot of their thinking.

MR: They talked frequently about fly by nights. There is a deep seated fear of that.

Lydia: Having engaged and got involved and then tomorrow you are not kind of there. The irony is that now four years down the line where the Department could be giving another life, they seem to be strangling it at the source, but that is probably another issue. From the NGO's point of view, it was very difficult because there was no possibility for long term budgeting and in a sense, certainly I know from ESST it probably MEP as well, I don't know about the others. We

were at times using other people's funding to keep GET inSET kind of going. I don't think that was a healthy kind of situation to be in.

Lynn: What would have added value – can you think of ways in which this could have been resolved within The Partnership?

Lydia: I think it was also around the goals, because I think there was, had we sat down and discussed the implications of a one year or a two year or a three year project, we would have perhaps raised those kinds of issues and then that would have spoken to the goal. The goal was very clearly from the Trustee's point of view, that this project was given legs to make an impact, to show the Department what it should be doing and then the Department must take it over. There was never thought given to it being a long-term intervention.

Lynn: Marlene, do you want to add anything on that? Let's go back to the research component now.

Lydia: I think the research component has always been a thorny issue for me. I have always wanted to do it but somehow and it ties back to the money as well because nobody pays you to do the writing and the research and I used to say to ESST when I get time to sit down and write. If I have got to work out my eight hour day and account for every hour in terms of money, who is paying me to do the writing and the research and at the end of the day one just doesn't have the time and the mental capacity at the end of a day to sit down and write up what you do. So, the writing would be reports. There was never really time to sit

down and reflect on the reports in a very meaningful way. There would be a phone call that your reports are due yesterday kind of thing and so you would put them together and as reports they would be fine, but from a research point of view, I think we missed a lot and you raised the issue of ethnographic research just now and for me that is a crucial element that is missing. I know from my own point of view, it just was not something you can do, it is time consuming and I think we tried to get people to keep the fieldworkers to keep diaries; we went through that sort of process. But, if you don't do anything with the diaries at the end of the day it doesn't go anywhere.

MR: I think it is a very important question, because I think that in partnerships, I think all of us have learnt through this, that whatever comes from 2002 onwards that one has to build in a research component especially in a partnership.

Lydia: You can take it even further, I think that South Africa as a country has a very bad research track level. There is no emphasis on research – it is not valued.

MR: We have spoken about talking to various academics and have tried to get them engaged and tried to get people on board to do bits of research, but it never materialised. I almost think from a central position, when one draws up a new budget for whatever, it has got to be built in and we find somebody, it is either part of fieldworker's jobs or there is an official researcher.

Lydia: In terms of the ethnographic research the fieldworker should be doing there own research and to focus it and put it together, but the other issue is that had we put a budget for research at the beginning of this project, I can tell you now there is

no way in heaven or hell that we would have got money to do that. Because it wasn't part of the climate at the time – the whole emphasis was on that deficit model – there is something wrong with the schools – go out and fix it and nobody really was interested to know what the teachers thought or what the children thought or whatever. It was very difficult for me, coming out of my doctoral thesis, which was completely ethnographic and not being able to do that. That is why I kept, it was only now that I threw out all the newsprint from all the workshops that we did at the very beginning when we moved out of ESST because I just couldn't keep them any more. I always intended to back and write it up and do it and so on.

Lynn: Relate it back to The Partnership for me?

MR: I think it, what I have said before, but my sense of going forward, we have learnt so much and I think we have done some cutting edge work into development in education. And yet we can only talk at the level of generalisations, we can't contribute to some of the current academic work that is happening and debate.

Lydia: You can only talk from your own sense of what is an issue.

Lynn: I want you to bring it back to The Partnership issue

Lydia: I'm not sure what you mean?

Lynn: Do you think it was the role of the NGO partners to be more emphatic about this?

Do you think that maybe the Funder should have been more sympathetic?

Lydia: I don't think it was part of our discourse at that time – I just don't think it entered – that is what I am trying to say is that the whole focus was going into schools and getting the schools right. There was not focus on recording the information – even to the extent that we didn't get what Charlotte called a documentalist, which would have been that sort of research role. I think that at some point, Jane actually did try to get somebody to come and research something. There were issues around it and you see the other thing is that, and that is what I picked up overseas, is that both in America and in the UK and in Australia, there is an imperative on universities to do the research and to publish which doesn't exist in South Africa. It is not part of our discourse and I think that we have a responsibility to actually make it there upfront.

Lynn: Let's move onto the last question – anything else you would like to share with me about The Partnership?

Lydia: Well, I think the downside and it is around this research – is that we have done so much and that I am very conscious of reading the GET inSET Story and thinking that not what is missing are the little things, the fine grain changes, the whole climate that has changed in schools that we are not picking up strongly enough. The discourse amongst teachers, the kinds of conversations that they are having, that have changed, that we have missed out on that and I am sure that even the children and the parents have changed their thinking and their attitudes.

We don't know that because it wasn't of interest to collect it and I think the whole thing was driven by whose interests and what people wanted to know, so that was the kind of work that we did.

MR: The NGOs, I think until quite recently have been so focused on getting out there and doing the work and I think that has to be challenged that kind of perception as well.

Lydia: I think the thing is that in GET inSET we've been very industrious and I think the other issue is that we have worked hard, we have worked extremely quickly and that things have moved quickly so that you have gone from one thing to the next almost in the blink of an eye without actually capturing the success that you had. In a sense that was driven by the Department because we were not pushed but pulled to cajoled into participating the training for OBE which wasn't necessarily a bad thing but it wasn't part of our agenda. That was a decision that we had to take – are we going to be part of the training, are we not and we actually took a decision not to be part of the training and then went into the training because nobody else was going to do it. And it was kind of; well nobody else is going to do it the way we would do it, so we had better do it. That is really how the twelve schools project came about because we didn't just want to leave them floundering in that morass out there. There were all those kind of issues. And on the other side it has been an absolutely incredible experience and I think because ESST had projects running in the different provinces and so I was able to compare – this was far in a way – the ESST facilitators from the other provinces it would be the first thing on the agenda when ever we would have

our work seminars – what is happening in GET inSET, what materials have you got for us and because of the sharing that had happened in Get Inset, we were able to share things that weren't necessarily part of ESST, things around the management, around the signs, around working methodology, around ways of dealing with issues that really rubbed off a lot on how things were done in ESST.

Lynn: Thank you both for your time.

University of Cape Town

ANNEX 4

Interview 4

Respondent: Mrs Linda Rose

Title: Director, Human Resource Development, WCED

Date: 15 March 2002

Lynn: Linda the GET inSET partnership was established as a vehicle to enable the stakeholders to achieve their goals. I know that there are certain factors that are associated with the success or not of a partnership such as this, and I would like you to comment on the presence or absence of such features in the GET inSET partnership. From your perspective, do you think that all the partners had sufficient common needs and interest to make this partnership a success?

Linda: At the point where The Partnership came into being, or was being set up, I don't think all the partners had a sense of common needs, because if you take the Education Department's people, they were still grappling with the issue of outside service providers treading, coming into, their terrain. They had gone through a difficult time where schools accepted outside service providers and chased them away. I think there was still a little bit of hurt and soreness about that and in a sense the Education Department officials, remembering that they were grappling with the whole business of coming together, the ex departments having different understandings of what officials should be doing in supporting, that aside, they were still in a mode of trying to re-capture the space that they felt to be their space. So, I imagine in the heads of many officials there was these ideas that in

actual fact those other people don't really understand what the needs of the schools really are. Nobody had ever said it in the way I am saying it, I am getting behind what I think was demonstrated in people's behaviours and so on. I am drawing conclusions that may not be there at all.

Lynn: Oh no, it has been said before.

Linda: The whole idea of common needs was not a clear enough concept. I think in the head of Brian O'Connell and maybe one or two other people, there was an acknowledgement that, you know deep down if you actually go to the root of it, there are common goals, common objectives, but there isn't a common understanding of how that is going to be achieved. Bearing in mind the historical bit that I have just mentioned and the interpretation of what those needs would have been.

Lynn: So, partners have come into this partnership with different understandings of the needs out there and not a common need across the partners, NGOs, WCED and Funder.

Linda: Brian's need would have then that and he said it many times that the system wouldn't be able to do it on its own. Let's take that one as an example, and then there would have been officials who would have said, ja sure, the system can't do it on its own. But then there would have been people who would have said well even if we can't do it on our own, it is our job to do it on our own.

Lynn: So, from the WCED perspective then, yes there is also a varying interpretation?

Linda: It depended on the levels of peoples understanding of what needed to be achieved.

A visionary like Brian saw that we had entered this whole new era where it would never be the same again and we needed to undo all the wrongs of the past, we needed to get people to catch up where they needed to catch up, and therefore the partnership was a critical vehicle for that. We needed to begin to impact on each other so that we would find the common ground to attend to the needs out there.

Lynn: That is absolutely fabulous, so that we could find the common grounds?

Linda: This was my understanding of what The Partnership was about and why I from a personal perspective, through my weight behind it, because at the point when I arrived from England, the amalgamation had taken place, but I could see that this was a way of dealing with what needed to be done.

Lynn: Absolutely, I think that is probably one of the clearest descriptions of this partnership vehicle of using it to find the common road. OK, so now we have got the needs, we have talked about the needs now, now we move onto the plan and the vision, identified by The Partnership. Now, was this adequately, to your mind, conceptualised and formatted. Once again, we are looking at the common part of this.

Linda: Yes, I think the people who originally sat around the table had a common vision.

All be it a simplistic one – because the vision was that yes, there is all of this to be

done, here are people willing to do it, they are willing and eager to work with other people with whom they have never worked before, isn't that wonderful. In the process of doing that let's learn to work with each other. Let's find out what's going on each other's heads, let's use the opportunity to refine this common vision. I don't think we ever said that we have a common vision – vwala. I think there was understanding that we would be going through a process to develop our understanding of what that common vision is. So as the meetings were scheduled and run, that process of establishing the common vision was unpacked and unpacked is actually the right word because in trying to that very often questions were raised, lots of questions were raised and suddenly problematic issues were put on the table, such as well how do we as the Departmental officials even fit meeting with you into our very busy schedules. Or, you people aren't talking to the National Department, the National Department and the Provinces are conceptualising Curriculum 2005, you people don't know that, so how do we even speak to each other on common terms, on terms of mutual understanding. So, as those questions were raised, they were actually questions about, do we have a common vision, what are the things that are needed for us to have a common vision.

Lynn: That is absolutely fine, because you followed through from using The Partnership as a vehicle to understand each other, now you saying The Partnership has moved into a role of a vehicle to discover these common visions?

Linda: Of course, an important element of a partnership is to have a common vision, but that that common vision is understood in the same way by all the people and I

don't think that that was always the case. We would go through, Marlene facilitated some of the most amazing growth-type experiences in those kinds of conversation and then we would go away thinking, OK we all understand it in the same way, low and behold two weeks later, we would have some questions which demonstrated, OK, there were people there who didn't understand it. Or maybe there were people there who chose not to understand it; I think I must put that on the table as well.

A very important aspect of partnership and of achieving this common vision is trusting the other person – that they are coming with integrity and so on. Trust is something which I think is located at different levels. So you have trust at the level of individuals, do I actually trust Marlene to do something in the best interest of the project or in The Partnership or do I think that at a personal level XYZ are actually doing this for their own interest. Now, as long as that kind of debate is going on inside of people, the trust or mistrust shifts to the level of the professional and The Partnership itself. And I do believe that there were people whose personal doubts impacted on, their and of course even there personal doubts were on all sides, were rooted in their perceptions and their assumptions. For example, the service providers generally had an assumption that the people in the education system don't really understand education and that their understanding of how education works and ought to work is the only way that you can think of an education system and what it needs to do for society. That comes out of their background that comes out of where they have come from.

Lynn: The context of education and before the mergers?

Linda: In the beginning, they often said things that made, that rubbed the officials up the wrong way because it was condescending. I think over time, they began to realise that wow, there are people in the education system who can think, and who have a deeper understanding of education, and there are people who genuinely want to see this country succeed and are not only there for their own interests.

Lynn: And sort of not only putting bureaucratic stumping blocks in the way.

Linda: And at a systemic level which many of the people had not worked at before, there are big picture things that people are working towards. For example, everything I do I see in terms how this must make South Africa the kind of society in which I would like to live and stay and work and so on.

Lynn: OK, so that has given me an answer about the process once again that The Partnership went through to achieve the common needs, common visions

Linda: The interesting thing is that as we got to the end of the project, I think and like we were even sitting in the Baxter, I was still getting these insights of and it was almost as though I was saying to myself, really to have reached this level of consciousness about what we were doing, and to realise now that we were doing things and some of them were the right things but we didn't realise the impact of it at that time in itself is a wonderful almost point to have reached.

Lynn: Yes, it is a milestone. OK, that answers that one quite nicely, now do you think that the membership of this partnership was sufficiently representative?

Linda: Well, I mean those were the three main role players, right. But it is clear that quite early on we realised that we actually needed to bring in the actual beneficiaries that we were targeting, OK. Then so, quite soon we brought the EMDC, the area officer staff in and then even the teachers in on the participatory planning and other meetings where teachers were involved. So, I think that and one doesn't have to be apologetic about that because when you are at the conceptualisation phase and when you are at the phase of getting the various major stake holders to just agree to the concept, then it is difficult to bring in people like teachers and so on. Maybe at that point we - it is also an insight that we gained as the project went that the best people to tell you what their needs are, are the target group. But you see that was also part of our history, this whole idea that people who are going to deliver whatever, are the people who take these decisions disregarding the other. So, this project actually early on began to demonstrate the benefits of bringing in the really important people. From a managerial perspective, I think it was sufficiently representative. I mean in the early days the Head of the education himself was there, the managers of the relevant service providers were there, Paul and before Paul, Donald Campbell, they were there and it was always good for us to have that when at this managerial level because it always made us as the WCED realise how serious the other partners were about the concept and the process. I think Brian, that in itself was responsible for the fact that he took played the role that he did because he saw it as being a really serious effort and with integrity.

Lynn: Just looking at the composition of the Steering Committee initially where you only had Dries from ESST representing the NGOs?

Linda: No, I think soon we got all of the NGOs on, no definitely, from that I would say, because Dries often spoke from an ESST perspective and not – definitely and so that is why I say, initially OK but from there on Dries on his own could not speak for all of them, and bringing the leaders of all the NGOs in was a very good idea. Although at that point, each of them still continued to speak from their own organisations and that in itself was a process that they had to go through where they had to realise while I'm thinking about funding for my organisation and what we are doing, we actually need to be talking as a collective. Then from the perspective of the Funders, well it was Donald and Paul and so on, and once in a while, we met Jeremy, when there was a meeting of the Trust and so on, and essentially only Brian really got to meet the Trustees. So we only heard second hand what the Trustees views were and generally they were from a Funder perspective. Perhaps it would have been nice for the members themselves to have met the trustees because there is no doubt in my mind that Paul himself has undergone a huge change as a person and as professional. I don't hope that you are going to quote me, but because for me it was wonderful to see how over the last two and half year that he has been three years.

Lynn: He has been with the Trust for over 4 years ...

Linda: No, but with GET inSET, when Donald left, that whereas at the beginning he was only interested in the financial statement. How he became interested in the educational perspective and I think the fact that both his children are now going education is a kind of cherry on the top for me. Because if his children had to take these decisions four years ago, he would have said, not on your life are you

going to go into education, it is a mess. I suppose people don't know anything about finances and so on and so on.

Lynn: You have actually given me a perspective because you have told me about how the NGO leaders themselves changed thinking from their own organisations and then thinking as the collective, you having the funder changing a perspective from a totally narrow stereotyped accountant's view to someone who started understanding development.

Linda: Maybe one should say something about the Education Department itself. Initially it was Brian and me and then Brian began to realise, when he had to step down, he brought Brian Gilbert in, now Brian Gilbert probably also thought a lot like Brian O'Connell but he was beginning to think already that you know, you actually need representation from the Curriculum Section. Maybe that will help them to buy in and maybe they will be able to bring the perspective of classroom practise and so on more strongly than this managerial perspective and this whole business of we actually need help and let's work with people who can give us help. So when Brian Gilbert stepped down and Brian Schreuder came in, of course, he pushed that perspective although there were times that I felt that he pushed a perspective very strongly in mitigation of why the curriculum people behaved in the way in that they did. I mean I tried to always show that it is not actually like you are saying, yes there are elements of it that are right, but to tell you the truth from the point where I am, in a neutral position, I don't quite agree with everything.

Lynn: So, therefore your role as part of human resource development understanding people was absolutely crucial in this partnership, because you were able to pull together the vision at the top.

Linda: I tried to do that because I am in a place where I can do it. I value that space that people must be able to say, well in actual fact she's coming from a perspective that's taking the facts of the matter, the historical context, the political context and she is trying to give a neutral view. There are no vested interests.

Lynn: Now, we move onto the specifics of The Partnerships itself. Maybe you have talked about the participatory ethos of The Partnership but maybe you would want to talk some more about that. Communication, I think we have probably touched on it again, let us hear what you feel about it. Administration, leadership

Linda: I think I must say something about the participatory ethos of The Partnership. While I have said that it didn't always turn out the way that that was intended, I think from the side of the Funders, this was the first time in my career that I had come across an outside group, interest group, that showed such an absolute commitment to total participation. Which went out of its way to try and make it, to build this participatory ethos. In fact, I used to go away and I used to say, I am so humbled, I am so embarrassed that a Funder should teach me what I ought to have known as an educator. I think all credit should go to the Funder for the extraordinary steps to which, lengths to which they went to get this participatory ethos going.

The communication within The Partnership, here I am talking about across. I think the communication in terms of the managerial aspects, the administrative aspects, were very very good and that was largely due to Marlene's role. Ditto for the administration. If points were raised about somebody didn't get this or that was overlooked, Marlene would quickly deal with it, sort it out. She would have detailed plans and if something was raised, as a minor thing, Marlene would quickly set up a process to address it, so she was excellent there. The leadership that she demonstrated was quite extraordinary together with the DG Murray Trust. The communication and I am sure that she had to have lots of conversations with the Funder who was actually her employer and that I am sure. That the leadership from the Trust itself was really commendable.

Now, from a WCED a number of problems. Because we had the visionary leadership of Brian O'Connell, but that had to be translated into actual managerial processes and procedures. Brian being the kind of manager that he was, he refrained from actually giving people directives and instructions. He wanted people to understand why this was the right thing to do or the right way to go and so sometimes I used to want to say to him, why don't you just tell so and so to do it and to tell you the truth on one or two occasions I actually said I actually did. And then he would schedule a meeting and have the people there but still try to get themselves without saying this is what you do. He was never a dictatorial type of person. So, I think because we know him to be the kind of higher order thinker that he was, bringing that depth as well, yes he showed leadership. That is what leaders need to do. That kind of leadership did not always succeed with the officials because they were coming from a totally different mindset.

Yes, all they were saying that is not the way I believe it to be, so I hear what you are saying, so thank you very much and I just carry on and do my own thing. Because of where I was at that point, I could not play the same kind of leadership role that Brian could play, but I tried to play a supportive role of him and of what he was trying to do.

Lynn: And, I think as much as you say, that Marlene met with the DGMT, I am sure that there were many occasions where you met with Brian and did that same kind of helping, to facilitate, you know when you were in meetings with others that were relevant to this project.

Linda: He would call me up and so on and that you are absolutely right. Any other aspects of the working of the partnership. Well, I just think that as we moved towards the end, these things just improved tremendously. I mean if one just thinks of how the West Coast people for example, began to look very sincerely at 'revolutionary' ideas. Revolutionary in adverted commas and but of course there you had a context that was right and ready, so you can see that a lot depends on the individuals, a lot depends on the working relationships that already exists and on the readiness of the people for something. There is no doubt in my mind that there is a right time for everything.

Lynn: Let us move on, now I am asking you about your perspective, your Linda Rose and WCED perspective, you know what are your feelings about your participation in the following aspects of the partnerships, the planning of implementation, not

real implementation, the planning and then management of the implementation and evaluation.

Linda: Well, I suppose the first thing I need to say is that as the years went by and I got sucked into lots of other things here in the WCED, so my participation tapered off a little bit. Whereas before I was at every planning meeting, there at the Wynberg area office, it reached a point where I attended meetings only when I was in Cape Town. It was uncanny the way it turned out that whenever there was a meeting, I was in Pretoria in the last I would say two years, but there was always an opportunity at the Steering Committee meeting to get the gist of it and to ask questions. So, at that level I think I always had a handle on what was happening.

The same with the management of the implementation, we got good reports from Marlene, we could question things. We could say even when it came to spending of money on particular implementation, one could say at the Steering Committee level, we don't think that you might whatever and of course the reports that came back afterwards, Marlene always structured them in such a way where she didn't only report on what had happened but also the insights and the learnings that had come out of it and so, next time, when somebody planned something, hey but didn't we say last time that we would not consider such a proposal again or that we would actually try and do it differently. I often tried to bring in things what we had decided on a previous occasions and that we shouldn't now go back on it of if we did, we there proper justification for that.

And, in the evaluation of the implementation well there I basically I was always one of the people who was interviewed and the inputs that I could give were not on the level of what happened out there in the workshops and so on, but on the level of how it was conceptualised, how it was turned into business plans and activity plans and the input that we gave there, but I never really had an opportunity to deal with the evaluations of what actually happened in workshop number.

Lynn: With your experience with quality assurance, that is your job – you were able to give input into the whole evaluation aspect?

Linda: Yes, I was very happy when we started talking about that the evaluations should be about what learners are able to do. So that we don't only think in terms of what the teacher has learnt but that the real test case is whether the learners have benefited. So when the evaluations started moving into that realm, that coincided with my understandings of where the national quality assurance process was going and I filtered that in.

Lynn: I find it absolutely incredible that at that meeting that Penny Vinjevold was when Angela presented her evaluation and Penny said you have got to test learners – look at the educators closely you can't just use perceptions and the reactions that that evaluation caused within the ranks of the NGOs, and here through a process, national provisional process, Penny Vinjevold is now Chief Director Curriculum Services.

Linda: But you see it is because education globally was going in that direction where governments were requiring greater accountability and why should Funders not require greater accountability. But the NGOs were still in their qualitative touchy feeling paradigm and so it didn't sit well with them to make that shift and for me on a number of occasions I used to say to myself, isn't it amazing that the people who talk most about change, are the people who resist it most.

Lynn: Now, what do you think would have added value, more value, to The Partnership, on reflection. You've said when you were sitting in that the final meeting at the Baxter, your mind was still going, what would have added more value to The Partnership, not to implementation but to the concept of partnership?

Linda: Well, I think what always adds value is to know what you know now, to have known it at the beginning which of course is impossible because that is what's this whole process was about. I support what I am saying is for us to always to be thinking futuristically, but taking into account what exists. In a sense, we were doing that because if you think of all the really pioneering and groundbreaking stuff that this partnership did, or achieved, it actually was doing that. But perhaps while it was happening we weren't able to say to each other hold on, you know we are doing ground breaking work here, so let us not be hamstrung, let us not be hung up on what the here and now is, let's say to ourselves, that we are going to go somewhere that we have never gone before. But that it is going to enrich us as individuals and as professionals and even if we find out that, wow that was really totally off the mark, then that in itself would have been used as learning and been

valuable. In the process of trying to be so careful, we might have missed the opportunity to say that to ourselves.

But I think that is in the nature of being a human being and it is in the nature of dealing with change, because GET inSET actually came into being at a time when the whole concept of change being the only constant had not reached South Africa yet. Only after GET inSET was already off the ground, this whole concept of, you know the only constant is change, it is never going to be the way, you actually have to project to the future, etc, etc. We were in it already, and even in that sense, GET inSET is for me, I learnt more from GET inSET than I had learnt from any other process before. You must bear in mind I had just come back from the United Kingdom where they were already eight years down the line and the course I had completed was all about change management and change and etc, etc, so I had all the theory and somehow, the GET inSET process enabled me to see that in practice. But I must admit that I missed out on many opportunities to make the links or at the right time. I made the link six months later.

Lynn: I think maybe what you are saying to me is that maybe we didn't create the space to reflect on the groundbreaking stuff that was actually happening – maybe there wasn't time?

Linda: Well, we were dealing with, spending such a lot of time on dealing with people's personal fears, people's personal difficulties, by personal in their personal life, I mean individual, that because it was so important to get everybody on board you see. Maybe, with hindsight, I realise that now what I ought to have done if I had

had the insight at that time, if I had realised at that time what I only realised later, I should have come back and said, guys this is what is happening in the big world out there. This is what I have just learnt about, the changes, the new paradigms, etc. etc. I think maybe I shouldn't beat myself up because I couldn't have known that that would have been the problem at the time.

Lynn: I just put this question in for the sake of just seeing, whether we have progressed enough in our thinking about partnership after the process.

Linda: Perhaps one of the things that would have added is what we said earlier on that you have got to think very, the role players, the stake holders must be clarified right at the outset, and that even if you have just one or two of the actual beneficiaries at the beginning it is important.

Lynn: Your final comments...

Linda: I have told you everything; I even went now where I didn't want to go. But it is an insight that came to me now because of the fact that I had done of the studies, I was virtually the only person in the WCED who had come out of there into this organisation which had been formed while I was away and I ought really to have been able to do something at that time, but I myself was kind of finding my way. Perhaps to share anything ... I think the WCED has learnt a lot about how to deal with other people and groups who deep down have the same objectives as we have. Because the objective of DGMT is not to give money to people, it is contribute to the development of this country and to respect the credentials and

bona fides of other parties and not always to make assumptions that their interests are of a less deep nature than ours. That is going to take a lot of doing but we learnt a lot and I think as the whole education system itself has evolved, now that we are talking about learner achievement is important. Now that we have got this wonderful human resource development strategy for the country. That human resource development strategy built part of that being the skills development – the national skills development strategy – I have just come back from this meeting, so I can say partnerships like these are important in terms of getting us there because we are not only talking about developing the teachers, we are not only talking about getting learner outcomes better, we are also talking about a nation at work for a better life for all. A much broader vision and that all the little pieces as long as they are working towards that, we should think about how better to accommodate the little pieces in terms of this over arching vision for South Africa.

Lynn: So, this partnership was an enabling vehicle to be able to start looking at that?

Linda: If you think of the service provider protocol now, the service provider protocol, a lot of the insight that we are now in the protocol, would have come out of GET inSET – what we learnt out of GET inSET.

Lynn: GET inSET provided the fertile experimentation ground to develop some of the insights about?

Linda: How one would work with service providers and other parties and partners.

Lynn: Thank you very much Linda for your input and the time you have shared with me.

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GET inSET Documents

1. Minutes of the meetings of the Steering Committee

Meeting No 1: Minutes from the inaugural meeting of the Steering Committee held at Norwich Oval, Claremont on 17 April 1997.

Meeting No 2: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 13 May 1997.

Meeting No 3: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 10 June 1997.

Meeting No 4: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 22 July 1997.

Meeting No 5: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 12 August 1997.

Meeting No 6: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 16 September 1997.

Meeting No 7: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 24 October 1997.

Meeting No 8: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 2 December 1997.

Meeting No 9: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 27 January 1998.

Meeting No 10: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 23 February 1998.

Meeting No 11: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 19 March 1998.

Meeting No 12: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 5 May 1998.

Meeting No 13: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 9 June 1998.

Meeting No 14: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 4 August 1998.

Meeting No 15: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 15 September 1998.

Meeting No 16: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 28 October 1998.

Meeting No 17: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 2 February 1999.

Meeting No 18: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 9 March 1999.

Meeting No 19: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 13 April 1999.

Meeting No 20: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 21 May 1999.

Meeting No 21: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 29 June 1999.

Meeting No 22: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 12 August 1999.

Meeting No 23: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 20 September 1999.

Meeting No 24: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 21 October 1999.

Meeting No 25: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 18 November 1999.

Meeting No 26: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 9 February 2000.

Meeting No 27: Minutes from the meeting of the Steering Committee held at Norwich Oval, Claremont on 15 March 2000.

Meeting No 28: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 8 May 2000.

Meeting No 29: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 17 August 2000.

Meeting No 30: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 11 September 2000.

Meeting No 31: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 18 October 2000.

Meeting No 32: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 11 December 2000.

Meeting No 33: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 19 February 2001.

Meeting No 34: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 10 April 2001.

Meeting No 35: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 22 May 2001.

Meeting No 36: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 19 June 2001.

Meeting No 37: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 29 August 2001.

Meeting No 38: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 9 October 2001.

Meeting No 39: Minutes from the meeting of the Steering Committee held at the Cape Town Teachers Centre, Claremont on 26 November 2001.

Meeting No 40: Minutes from the meeting of the Steering Committee held at The Cape Town Teachers Centre, Claremont on 31 January 2002.

Meeting No 41: Minutes from the meeting of the Steering Committee held at Douglas Murray House, Claremont on 4 March 2002.

Meeting No 42: Minutes from the meeting of the Steering Committee held at Douglas Murray House, Claremont on 15 April 2002.

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3. Miscellaneous Project Documentation

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