In search of Sustainable Transformative Partnerships between HEIs and Schools in Mozambique
A Shakespearean Interpretation of the conditions needed to create CPD opportunities for teachers

Thesis submitted in accordance with the requirements of the University of Liverpool for the degree of Doctor of Education by

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Warwick

If music be the food of love, play on

Twelfth Night, Act I, Scene 1

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PROLOGUE

We know what we are, but know not what we may be.
Hamlet, Act IV, Scene 5

Education in Mozambique is amongst the lowest in Africa with one recent report ranking it 52nd out of 54 countries. Continuing professional development (CPD) for existing teachers is one way to improve teacher efficacy but funding remains inadequate. Partnerships between Higher Education Institutions (HEIs) and schools to develop and support CPD could be an additional solution to facilitate improved quality of teaching but the Mozambican context presents significant challenges for such partnerships.

This research had intended to establish and evaluate a transformative partnership to co-create CPD programmes that would have had the potential for greater sustainability than transactional partnerships that are influenced by power imbalances. It was planned as a Participatory Action Research (PAR) involving volunteers from two HEIs and from private and public schools in the Maputo district. However, rapid attrition from the HEIs undermined the intended partnerships and the research then shifted to an investigation of the challenges in developing sustainable educational partnerships.

Qualitative data for this PAR was collected during and after planned collaborative sessions with contributions from the original participants in those sessions and from a wider selection of Mozambican educators. The key themes emerging from the data were: (i) the politicisation of education; (ii) teacher agency (action); (iii) opportunities for advancement or change through partnerships; (iv) equity and power differentials in a hierarchy. The data was initially viewed through the lens of Mezirow's transformative learning theories. However, the focus on relationships did not fully explain the challenges of these attempted partnerships. A grounded theory approach was taken and illustrated through the use of the Elizabethan *Chain of Being*, a conservative socio-political hierarchical theory popularised by Shakespeare in his tragedies and history plays. This theory supports the correlation between the prominent themes that emerged from the study; that being the relationship between the fixed hierarchy in the educational system (including the politicising of education and equity and power differentials) and the level of teacher agency within that hierarchy and how that relationship influences the potential for change through partnerships. It highlights the need to understand and address the impact of the entrenched hierarchical power structures in the Mozambican education system and the impact it has on opportunities for advancement or change, and equity and power differentials.

The research suggests that typical models of educational partnerships in Mozambique need to be re-imagined if they are to be sustainable and transformative. They need to be developed over time to establish the trust that is necessary to overcome political concerns and thus allow for an environment conducive to co-creating opportunities for CPD. The research concludes by questioning perceptions of partnerships in the Mozambican context (and by implication the wider context of Sub-Saharan Africa) and cautions the researcher attempting PAR in a hierarchical context in particular to be mindful of their own context and the assumptions that they bring to the research. It concludes with identifying opportunities for further studies regarding context-specific understandings of partnerships in education and possible ways of implementing transformative partnerships within those contexts.

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LIST OF ABBREVIATIONS AND ACRONYMS

AISM   American International School of Mozambique
CPD   Continuing Professional Development
HEI   Higher Education Institution
IKS   Indigenous Knowledge Systems
MinEd   Ministry of Education
NQT   Newly Qualified Teacher
SSA   Sub-Saharan Africa
PEM   Petroleum Education in Mozambique
PAR   Participatory Action Research

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ACT I: THE GLOBE[1]

All the world's a stage and all the men and women merely players. They have their exits and their entrances. And one man in his time plays many parts

As you Like it, Act II, scene 7

The Stage

The broader contextual stage of this study is the desperate need to accelerate professional development for existing teachers and to increase the number of quality teachers in Sub-Saharan Africa (SSA). According to the *Learning Generation Report* (Education commission, 2017), 69% of school-going-age children in developing countries will not receive primary education in 2030. Mozambique has a current population of 13 million school-going-age children, of which only 37% will complete primary education. Currently, only 23% of those entering secondary school will complete it. The average number of years that a child spends at school in Mozambique is 2.5 years, which is 52nd (out of 54) in Africa (Porter, A., Bohl, D., Kwazi, S., Donnenfeld, Z., Cilliers, J. 2017, p 23). By 2040, 18 million children will be school-going-age in Mozambique and unless the number of teachers is increased, the current average class size of 72 will not only increase but the quality of teaching in those classrooms will be ineffective.

Due to the urgent need for more newly qualified teachers (NQTs), minimum requirements for access to teacher training programmes for primary school teachers have been reduced and the training programme has been reduced to a one-year course. However, in order to meet the demand for more trained teachers in secondary schools, the Ministry of Education (MinED) is focused on accelerating access to full 4-year teacher training programmes by expanding their University Pedagogica (UP) into several provinces in Mozambique. Despite these efforts, the supply of NQTs falls short of the demand and it is apparent that there are limited funds for continuing professional development (CPD) for existing teachers.

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[1] In keeping with the use of the Elizabethan *Chain of Being* as a socio-philosophical theory and Shakespeare's use of this to foreshadow events in his tragedies and history plays, I have referred to each chapter as Acts, followed by a quote that resonates with my thinking in that Act.

Therefore, it is imperative to think creatively and exploit all possibilities to contribute positively towards CPD. My interest in this study stems from experiences of living in a rural community and working in a private school in Mozambique for 22 years. CPD in private schools is not only beneficial but also an expectation, and I realised the importance and value of sharing CPD opportunities with public schools. Working in the private school, however, limited my insights into the complexities and challenges that public school teachers face in their profession and in their teaching environments. Additionally, the enthusiasm that teachers displayed in participating in this PAR possibly disguised the underlying challenges, particularly those regarding the impact of hierarchies, during the initial stages of this research.

In my position as a principal of a private school in Mozambique, it seemed urgent to engage in creative problem solving and partnerships to contribute towards CPD since "Partnerships are conceived as the best and most rapid solution for overcoming the challenges associated with the Millennium Development Goals" (Verger and Vanderkaaij, 2012, p. 247).

This research aimed to investigate conditions necessary that could develop viable transformative partnerships between private and public schools and HEIs with CPD in mind. Including the HEIs was imperative as they are responsible for the training programs for secondary school teachers as well as follow-up training and capacity building as per the requirements set out by MinED in their strategic plan (MinED, 2012). However, the anticipated partnerships did not materialise. The evaluation of transformative learning could not be conducted other than that of my own as the researcher going through this process of understanding the historical and political context of education in Mozambique. What transpired was a theoretical shift in this research from transformative learning theories to an investigation using grounded theory. The challenges of developing partnerships in a hierarchical environment were studied and in order to illustrate the challenges, I developed a theory using the grounded theory approach and the socio-philosophical theory of the Elizabethan *Chain of Being* to explain the gathered data.

The Set

Teacher training in Mozambique is entrenched within hierarchical structures generated by the country's socio-political history. During the Portuguese colonial period, the discriminatory practice of education in Mozambique resulted in the "native" population receiving minimal primary education. Although schooling was introduced in 1941, this was run by the Catholic Church according to the terms of the missionary concordat. Most schools were concentrated in the cities and larger towns in the southern provinces of Mozambique with large disparities between the level of teacher qualifications for rural schools and for city schools (Committee of Councillors, 2003; Afonso and Taylor, 2003). After independence in 1976, schools were established countrywide and an effort to mobilize teacher training throughout the provinces ensued. Professor Emilia Afonso of UP relates her own story of how, despite her interest in studying medicine, she was conscripted into secondary school teaching.

"In 1986, I completed my course at the Faculty of Education and then I was a teacher. One of those many people who had responded to the need for professional teachers in Mozambique's post-independence. One of those many people who had obeyed the needs of the country according to the government program and perspectives. I was not a hero. I was a number, only, within ten, a hundred or maybe a million other numbers recorded in the program of the government" (Afonso and Taylor, 2003, p 2).

After the peace accord in 1991, the *Centre 8 de Março* was created to speed-train teachers and to meet the immediate demand for specialized staff particularly in the primary schools (Committee of Councillors, 2003, p 29). The post-war focus was to allow all children free access to primary schools and to increase the number of students entering secondary schools at a minimal cost. This put pressure on the government to train new teachers, limiting funds for CPD for existing teachers (Council of Ministers, 2012, p 23). The situation remains the same today. However, the Mozambican government is committed to improving their teacher training programme which is in accordance with their *Committee of Councillors' 2003* benchmarks that include the training of teachers and the acquisition of professional skills (Committee of Councillors, 2003, p. 118). Their commitment is also aligned with target 7 of UNESCO's post-2015 goals for education which expects to "[close] the teachers' gap by recruiting adequate numbers of teachers who are well trained, meet

the national standards and can effectively deliver relevant content" (UNESCO, 2015 p. 8). A comprehensive school curriculum is in place but a concern was expressed by one of the HEI participants in the PAR that access to and availability of pedagogy and curriculum-focused CPD is limited as there is no clear national teacher education development framework (De Bastos, 2016).

The National Strategy for Development (*Estrategia Nacional de Desenvolvimento*, *2015-2035* (MinED, 2016) calls for public-private cooperation agreements. However, this has been limited to private industry. The premise is that cooperation networks are seen as "learning opportunities, learning from each other's knowledge base" (Libombo, Dinis & France, 2015, p. 119). Partnerships that are in existence between North-South HEIs and HEIs and industry are generally transactional and sustained by unequal power relationships and may be in the form of including scholarships for post-graduate studies and work placement after the studies (Kot, 2014; Zavale and Macamo,2016). An example of a co-created programme in higher education (HE) is the tripartite relationship between the HEI (Universidade Eduardo Mondelane), the government and industry (Anadarko), which have partnered to co-create a master's degree in engineering in oil and gas (Petroleum Education in Mozambique [PEM], 2014). While this programme is a co-creation of a master's programme between UEM and universities in the USA, it is still a transactional partnership with unequal power relationships due to funding coming from Anadarko which has a major share-hold in the newly found gas field in Northern parts of Mozambique. However, this co-creation of a programme creates the potential framework for CPD (Watts, Abebe, Tsegay, 2018) for university professors at UEM who teach with US professors in the programme, potentially allowing for a transformative partnership. At this stage, however, new knowledge is still generated by partners in the Global North for this programme (PEM, 2014; Sevilla, 2015). Initiatives such as these should be expanded to inter-education institution cooperatives, but no evidence is available that this has been pursued in Mozambique

The MinEd strategic plan does include the goal of collaboration, albeit that in my planned PAR, we were pursuing a different form of collaboration from that referenced, which is more transactional, encouraging support for facilities and funding. The strategic plan emphasises:

"The right of Education for all is not only the responsibility and/or duty of the State, but of each and every person: parents and guardians, families and communities, non- governmental organizations and international partners. Each of these partner groups plays a role in the supply and demand of education services, within their capacities and means and depending on the needs of the sector" (MinED, 2012, s. 2.4).

While planning and designing CPD in education has traditionally been the responsibility of HEIs and state sector parties, a collaborative approach comprising representatives of private and public parties could contribute to effective programmes being developed. Additionally, partnerships with schools and particularly private and international schools could also facilitate what Stone refers to as intercultural effectiveness between the institutions (2006). Further relationships need to be developed to tap into each other's resources. However, while opportunities might exist for private educational institutions to engage with the state in developing CPD opportunities, they first have to deal with a range of challenges that will be expounded on in this research and which include bureaucracy, lack of resources, language barriers and the different socio-economic, political, cultural and environmental contexts that the schools operate within. These challenges were all considered at the outset of this research as I anticipated that searching for ideal conditions in forming partnerships would have to consider these factors. The impact of these challenges was, however, more than I had expected.

The Protagonist: The Elusive Partnership – "*To be or not to be*"

Research in the field of partnerships between schools and HEIs in Sub-Saharan Africa such as the studies conducted by Kot, (2014) and Edge, Frayman and Lawrie (2009) are predominantly concerned with transactional partnerships. Transactional partnerships are typically defined as partnerships that are short-term and, while the contract is in place, offer services in both directions (Butcher, Bezzina & Moran, 2010). Examples of transactional partnerships include exchange programmes, policy reform or development and professional development for teachers of vocational training. This research intended to create

transformative partnerships. Transformative partnerships are defined as partnerships that are long-term and partners co-create solutions to common problems (Butcher, Bezzina & Moran, 2010). They focus on common goals that have been co-created, have mutual benefits and lead to a transformed perception for all partners. They consider all parties' assumptions and ways to accommodate those assumptions through equal participation in order to create innovative solutions to problems (Butcher, Bezzina, Moran, 2011; Mezirow, 2000; Sterling, 2006). Key characteristics of sustainable and transformative partnerships are described in the following Acts and include co-creating solutions to problems, building trust through equal voice[2] and receiving support and validation from the highest levels of authority. *Figure 1.* below summarises the key attributes of successful transformative partnerships as described by, Edge et al (2009) Greany and Brown (2015) Hattie (2014) Maher et al (2017) Miller (2015) and Smith (2016). It is relevant to note that the above - mentioned research of successful partnerships between HEIs and schools were all conducted in socio-economically and politically stable countries and were predominantly in the Global North.

1	Government initiated partnerships
2	Strategic relevance and fit for all parties
3	Equal voice for all participants
4	Flexibility
5	Commitment to time and engagement
6	Clearly defined goals for the partnership
7	Recognition of cultural differences
8	Building trust
9	Shared resources and costs

figure1. Attributes of Successful Transformative Partnerships

While some research has been conducted on partnerships between HEIs and schools regarding NQTs in Southern Africa (such as Mutemeri and Chetty, 2010), there is no

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IN this research, [2]"Voice" refers to the amount of influence an individual has in enabling action. "Vocal" refers to the individual's expression regarding an issue but may not lead to action or have influence.

research on partnerships between schools and HEIs in Mozambique concerning CPD which prompted me to look for research conducted elsewhere in this field.

On further investigation, there was very little research done using participatory action research (PAR) in Sub-Saharan Africa (SSA). It appears that PAR is seldom used in education studies in SSA and the outcome of my research may explain why. A PAR is participatory and democratic, with an expectation that all parties will participate equally. Since socio-political structures are seldom separated from education in SSA (Tikly, 2016) and education is often the voice of the ruling party, as was the case in this study, it is no surprise that PAR is met with challenges and this will be further discussed in Acts VIII, IX and X.

The premise of this PAR was that transformative learning and collaboration were crucial in order to develop authentic partnerships between the schools and HEIs that could collaboratively lead to CPD design and implementation. It involved participants from public universities and from private and public schools in the Maputo district of Mozambique. Schools and universities from this district were chosen to participate due to their location providing easier logistics to meet at the American International School of Mozambique (AISM), where the workshops would be run. The diversity of the participating educators was specifically chosen to represent all stakeholders that are directly involved in or have a need for CPD as well as acknowledging that members of faculty of HEIs are still regarded as the knowledge bearers, (Miller, 2015; Smith, 2016; Weerts and Sandmann 2008; Zeichner, 2010). Participants were invited to explore opportunities to form partnerships and collaboratively co-create CPD opportunities for teachers. While in pursuit of developing a partnership, this study intended to understand the conditions needed for creating viable, sustainable and transformative partnerships as opposed to once-off transactional events. Initially, theories such as social constructivism and Mezirow's transformative learning were considered. But as the PAR developed it became clear that a partnership would not ensue and the intended use of transformative learning theories to understand the transformation of relationships to develop partnerships was no longer feasible. After my own transformative learning through this research journey and through what Mezirow (2009) refers to as changes in habits of mind which alter the individual's frame of reference, I recognised that my proposed theoretical frame was no longer appropriate and I turned to

grounded theory to frame this research.

On further analysis, while using the grounded theory approach, and in search of a way to illustrate what I was observing, I explored the Elizabethan *Chain of Being* to formulate my understanding of this research and of the complex hierarchical structures of education in Mozambique. The *Chain of Being* is a socio-political hierarchical structure that dictates social norms and behaviours and was used by Shakespeare to foreshadow dramatic tension, should the hierarchy be disrupted.

The Plot: How it Evolved

The journey started with questions such as:

- What opportunities are there to co-create CPD opportunities for teachers in Mozambique?
- Who should potential partners represent?
- What criteria are present in successful transformative partnerships in education globally?
- What facilitates collaboration and partnership building and what stands in the way of this in the Mozambican education context?
- What, if any, transformative learning takes place in the process of partnership building?
- What is the role of contextual knowledge, including the role of different languages spoken by the participants in this process of building partnerships, and how does it influence transformative partnerships?
- How much agency does the teacher or educator have in facilitating a change and facilitating partnerships?

Table 1 below articulates the chronological journey of how the research shifted from the transformative learning theories that I assumed would evolve from partnerships, to the study of criteria needed for the development of partnerships through the lens of the Elizabethan *Chain of Being.* It highlights where the shift occurred from researching transformative learning theories to a grounded theory approach to determine conditions

needed for collaboration and partnership building, and how hierarchy impeded the formation of partnerships.

Progression from Transformative Learning Theories to a Grounded Theory approach		
Jan 2017	**Invitations sent to collaborate in developing CPD for teachers and faculty in Maputo**	
March 2017	**First meeting/ first workshop**	Focused on transformative learning theories to assess potential for partnership development.
March 2017	**Research is interrupted due to car accident**	
April 2017	**Second workshop**	I continued to focus on transformative learning, but attrition from HEI participants lead to my own transformative learning regarding the context of this study. I questioned the impact of the attrition of the HEI
March-April 2017	**Group observations and participants reflections**	As above
May 2017	**Individual interviews**	Interviews highlighted the hierarchy in education and the need for HEI to sanction projects and initiatives. Transformative learning between all participants could not develop, only my own.
June 2017	**Second set of interviews**	I interviewed educators outside of the initial workshop. Consideration was given to a shift in the theoretical approach to the research due to the lack of progress in developing CPD projects. This was followed by an extended period of struggle to interpret the data in light of transformative learning theories.
Feb 2018	**Third round of interviews**	These confirmed the themes of hierarchy impacting on teacher voice and agency which emerged from previous interviews and collected data.
Feb 2018-June 2018	**Analysis of data**	Concurrent analysis lead to a **shift in** the focus of the research
June 2018	**My reflection on the analyses of data questioning why the projects and partnerships did not develop**	**Shift to** grounded theory and search for social theory to understand the impact of hierarchies on partnerships
June 2018	**Using the *Chain of Being***	Grounded theory through the lens of the Elizabethan *Chain of Being* which dictates permitted and restricted social patterns.
June 2018-June 2019	**Further Analysis and the development of theory.**	The impact of hierarchy on teacher voice and agency and the subsequent impact on partnership development.

Table 1: Chronological progress from transformative learning theories to a grounded theory approach to the PAR

Since teacher agency was a significant criterion for the development of collaboration and partnership building, I needed to define it in the context of my research. I focused on the definition of agency by Priestly, Biesta and Robinson, who say that agency is the action taken on a future-oriented problem but with consideration of the past (2015). Agency, they say refers to the way an individual interacts with policy and then takes action on it (Priestly, Biesta, Robinson, 2015). It does not necessarily require a successful outcome.

The questions above and the development of patterns and themes through the PAR were synthesised into a question of what conditions are needed for viable and sustainable transformative partnerships that could lead to co-creating CPD opportunities for teachers in Mozambique. I believed that the appropriate first step to facilitating partnerships was to run

workshops for approximately 20 invited educators with the intention of sharing experiences and expertise. During the course of the PAR, and particularly in the workshops, I ensured that there were enough bilingual participants to encourage participation and to mitigate misinterpretation as much as possible. It was important to include HEIs as they are responsible for training newly qualified secondary teachers and to carry out the policies of MinEd regarding teacher further training. Over a 6-month period, I collected qualitative data. Daily written reflections after the initial workshops and observational notes of group activities during the workshops were collected. Semi-structured interviews based on a set of key questions were conducted and the questions had sufficient flexibility to allow participants to address issues that were of importance to them. However, since the partnerships did not develop, the high levels of frustration in trying to unravel answers to the original research questions led me to simply ask: What went wrong?

The following questions were part of my own reflections and part of my transformative learning as I realised that the initially planned partnerships were not developing.

- What is preventing the development of a partnership?

- Why have participants from HEIs left the workshops?

- Who should take the lead now?

- Is there any way to pursue partnerships between HEIs and schools in Mozambique?

I conducted further interviews with educators outside of the initial workshop participants and gathered data to provide insight into the themes and issues that were emerging from the data. I explored the established hierarchies and social systems that appeared to be preventing partnerships. I acknowledged my own perspective of partnerships, framed by my democratic Global North bias, and realised I was creating my own new perceptions (Mezirow, 2009; Taylor and Cranton, 2012). It became apparent to me that to experience transformative learning is a privilege for those with time and the tools to reflect in and on action (Schön, 1991). As a result, only my transformative learning (as a participatory researcher) will be reflected upon and referred to in this research.

During the first workshops, when it was still anticipated that the PAR would generate CPD materials, four groups began planning CPD in the areas of classroom management, physical education, special needs provision and the inclusion of Indigenous Knowledge Systems (IKS) in science. All four projects started with enthusiasm and while the aimed at number of teachers did participate and begin the process of co-creating CPD, attrition by HEI participants early in the process left the smaller partner groups without their representation. Not one project reached the goal of co-creating CPD materials that could lead to implementing a workshop or seminar for secondary teachers in Maputo.

As the research progressed, it became apparent that to foster transformative partnerships, and indeed to co-create solutions to problems such as the lack of CPD, was extremely difficult due to the social, economic, but mostly political contexts. The will of the initial participants as indicated by the enthusiasm in developing projects above was evident. However, attrition from the HEI participants early on in the process and the subsequent failure to produce a CPD opportunity for teachers, begged the question of to what extent these proposed partnerships could be developed at all. Teachers from public and private schools were eager to continue but as one participant commented in her interview that "even if the projects are successful, participants are not empowered to influence significant changes" (public university participant, 2017). It was evident that faculty from the HEIs were viewed as the knowledge bearers and their presence gave the others confidence that the project might come to fruition. It became important for me as the participant researcher to investigate the contexts that the participants were working and living in to understand how the emerging issues were impeding partnership development. Issues early on in the research included the attrition of HEI faculty, limited time for collaborative planning, language constraints, political and hierarchical influences on participation, facility and resource constraints and the lack of clearly defined objectives for developing the CPD projects. Basing my study on transformative learning theories alone was no longer an option, but the emerging issues from the workshop and interviews were indicating the significant impact of a hierarchical structure in education on the voice of teachers and the independent action that a teacher could take. I began to ask questions such as:

- What role does the government and HEIs play in developing inter-institutional partnerships in education?
- How can teacher agency be facilitated?
- How can change be encouraged and promoted at school levels?
- How does one work within the framework of the educational hierarchy?

The questions above are considered and reflected on in the final act.

Social constructivism and transformative learning theories alone did not explain the social complexities of this study. I needed a theoretical framework that would shape the emerging themes in this environment of entrenched hierarchies. Through the lens of grounded theory, I was able to examine the interrelatedness of the emerging themes and place them on an axial comparison indicating the impact of one theme on another (Birks and Mills, 2015). These correlations were further examined by revisiting the initial and follow-up interviews. Ultimately it became clear that the interrelatedness between teacher agency (action) and the hierarchy (power differentials) within the field of education played a significant role in impeding the development of transformative partnerships.

In an attempt to try to explain the data, I compared the progress, or lack thereof, which seemed to be due to hierarchies in education, to the Elizabethan *Chain of Being* and how Shakespeare used this social theory as a literary device to foreshadow chaos or tragedy when the strict hierarchy in society was disrupted. As a result, the *Chain of Being* informed the development of my theory of how hierarchy impacts on partnership development.

I compared the nine attributes for successful partnerships between schools and HEIs identified in the literature (figure. 1) to the four themes that were emerging from my data that appeared to be impeding partnership development. The themes from my research were; i) politicising education; ii) teacher agency; iii) opportunities for change through partnerships; and iv) equity and power differentials.

The findings of this research were that these four themes would need to be directly addressed within the entrenched hierarchy of education in order to form successful transformative partnerships between HEIs and schools. Politicising education, teacher

agency, opportunities for change through partnerships and equity and power differentials, were all impacted by the perceived and real hierarchy in education. Members of faculty of HEIs are still regarded as the knowledge bearers, (Miller, 2015; Smith, 2016; Weerts and Sandmann 2008; Zeichner, 2010) and teaching staff in schools are the problem bearers (Chan, 2017). Additionally, educators of HEIs in Mozambique are in essence still regarded as the voice of the ruling party. With the early withdrawal of the participants from the HEIs, the perceived knowledge bearers were no longer in the room. By comparing this hierarchy to the Elizabethan *Chain of Being*, it foreshadowed trouble in meeting the expected "action" of my PAR. In essence, I had (unintentionally) brought disorder to the hierarchy[3] of education by bringing together members of faculty from HEIs and teachers from public and private schools (without the participation of MinED) to the same table to co-create and design CPD opportunities. As with Shakespeare's plays, by disrupting the order I had led this research into unchartered and troubled waters.

Believing that "All's well that ends well," the teachers demonstrated a will to engage and a moral "will for change" (Fullan, 2001) despite the circumstances of their own work environments and despite the missing HEI representatives. I believe there is a strong case to attempt the action research cycle again taking into account the abovementioned criteria and considering the interrelated themes. Since PAR is about taking action to improve practice and if the improved practice is to improve ways of fostering partnerships, then this first cycle of action research was successful in that it forced the researcher and the participants to look for alternative pathways to partnerships within the hierarchy. Most importantly, an ambitious task such as this requires commitment over an extended period of time and it requires an in-depth and honest assessment of the strongly entrenched hierarchical socio-political and cultural environment in order to embrace the challenges rather than see them as stumbling blocks. It requires an honest reflection on imposed models of partnerships that do not necessarily match the context of SSA. An example of this is the assumption of equal voice and democracy in partnerships. The study indicated that for partnerships to develop one would need a strong voice from educators who can advocate for change within their realm of control and be supported by MinEd.

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[3] The concept of disorder when disrupting the Chain of Being, is further explained in Act III.

A Synopsis of the script- "Let us act the act" (Hamlet Act V Scene ii)

The thesis (script) is structured in the following manner:

Act II is a review of the literature informing this research. It is followed by the development of theory and the methodology of this research in Acts III and IV. Both describe the explorative journey of this research. PAR was conducted as its premise is to improve practice and, while it was not the initial intention, (which was to improve teacher practice), it resulted in the desire to improve the practice of partnership building in pursuit of improving teacher practice (Kaye and Harris, 2017). While the aimed-at projects were not met, the pursuit of transformative partnerships did lead to new understandings of the hierarchical relations in the Mozambican education context and by implication, the wider context of SSA.

Acts V and VI are an account of the two workshops held for all the initial participants in the PAR. Data collected through observations and daily activities including reflections are collated and scrutinised in these two Acts. A brief analysis is also given at the end of each Act that looks at emerging issues and themes.

Act VII is a collation of the individual interviews and written responses from participants after the workshop, while Act VIII is a collection of interviews of members of faculty and staff that were not part of the initial research but whose opinion on partnerships is valued as they have worked in more than one educational institution in Mozambique bringing comparative insights to the table. Interviewees included the director of a private HEI institution and teachers from private and public schools.

Act IX is an analysis of all the data collected and an in-depth comparison of the characteristics of successful partnerships elsewhere in the world. The act seeks to answer the research questions using the data from the two workshops and the interviews. Consideration is given to the interrelated themes and compared to the Elizabethan *Chain of Being* to answer the research questions. The final Act X proposes a possible pathway to partnerships and indicates areas for further research in this field of transformative partnerships in education in Mozambique.

Act II. LITERATURE REVIEW

"What do you read my lord?
Words, words, words…"
Hamlet, Act I, Scene 2.

My research indicates that education in Mozambique is highly politicised with an entrenched hierarchy. It also indicates that teachers' level of agency depends on their position or station in that hierarchy and that collectively these themes of hierarchy, power and politicising education impact on the educators' perception of opportunities to bring about change or facilitate partnerships as well as the types of partnerships that can be formed.

Given this context, the complexities of partnership building in education in Mozambique and SSA were further examined using available literature that includes comparative studies, reports - particularly on North-North and North-South partnerships in education - and 'grey literature' which provide context, meaning and understanding to this study. My research identified four themes that impact on the development of transformative partnerships in education in Mozambique: i) politicising education, ii) teacher agency, iii) opportunities for change through partnerships, iv) equity and power differentials. The literature review is organised into sections that I believe gave context to them and discusses i) types of partnerships in Mozambique, ii) ownership and power balance in partnerships, iii) voice and agency for teachers in partnerships and iv) politics and hierarchies in partnerships.

Underpinning all the literature regarding partnerships is the acknowledgment that the socio-political context of education in Mozambique appears to be less democratic than the Global North-North partnerships referenced in this study which also operate in economically stable environments (McLaughlin and Black-Hawkins, 2004; Greany and Brown, 2015; Maher et al, 2017; Smith, 2016; Butcher et al, 2010; Miller, 2015; Davison 2006). My study aligns more with North-South or intra-country partnerships where the

partnerships are predominantly unequal in power and influence (Chan, 2016; Gore, 2008, Tikly, 2015, 2016, Popov and Alzira, 2016; Macamo and Zavale,2016).

Partnerships: Transactional or Transformative

There is limited research on partnerships between schools and HEIs in Mozambique and SSA. Most of the literature is the grey literature and descriptive reports from funding organisations, such as the United States Aid for International Development (USAID), the Education Commission and the United Kingdom's Department for International Development (DFID). Research that is available on HEIs and school partnerships is mostly concerned with either NQTs or postgraduate exchange programmes (Kot, 2014; Macamo and Zavale, 2016; Mutemeri and Chetty, 2011) and these are essentially transactional partnerships where partners seek to meet their own goals only (Butcher, Bezzina, Moran,2011).

Some research on transactional partnerships concerning developing career opportunities for industry is available. However, in the case of Mozambique, Libombo, Dinis and Franco (2015) highlight the limited extent of these industry partnerships. Studies on partnerships between HEIs and industry in Mozambique have indicated that they are limited to transfer of knowledge or doing, using and interacting relationships (Macamo and Zavale, 2016). This is, however, not limited to Mozambique, but is the trend globally for partnerships between industry and HEIs and Global North-South partnerships in particular. Butcher et al (2010), Davison (2006), Kot (2014) and Miller (2015) all attest to the need to transition from what we know as transactional partnerships or compliant collaborations to partnerships that are generative in problem-solving and in creating new knowledge to promote sustainability. The challenge for this to happen lies in the fact that most partnerships (particularly between the Global North and South) are based on unequal power relations, mostly influenced by funding (King, 2008). Transformative partnerships need to meet several pertinent criteria, the first being that there needs to be equal voice and ownership and this can only be built over time and through trust (Edge, Frayman and Lawrie, 2009; Greany and Brown, 2015; Mason, 2008). Understanding that all partners are equally accountable and responsible for the generation of new knowledge is critical to transformation. The line between who is a

researcher and who is a practitioner needs to be blurred and inter-sectoral trust needs to be built so that all partners feel equally comfortable and validated in either the practitioner or the researcher arena (Akogun, Allsop and Watts, 2017; Smith, 2016; Watts, Waziri and Akogun, 2017).

The increase in partnerships between institutions from the Global North and the South are, for the most part, focused on building targeted capacity and narrowing the gap between the North and South, particularly in science, technology, engineering and teaching skills (Kot, 2014; Edge, Frayman and Lawrie, 2009; Vaaland and Ishengoma, 2016). These are however mostly transactional partnerships, sustained by unequal power relationships that seldom involve co-creating programmes or generating new knowledge. Examples of this are referred to by Zavale (2018) who recognises that most university-industry (particularly North-South) linkages are traditional and service orientated, with short-term, rather than long-term innovation (Zavale, 2018, p645).

Furthermore, leaders in organisations that pursue transactional partnerships are also considered to be those that are not in favour of change but would rather maintain the status quo (Butcher et al, 2010; Davison, 2006). This is particularly true of an environment where hierarchical structures are present in educational institutes such as my research and the research done by Chan in Hong Kong, where school-university collaboration is regulated by the government hierarchy (2016). For this reason, it appears that transformative partnerships that expect equal accountability and equal levels of new knowledge generation would perform better in a democratic environment, or minimally where the mission and long-term vision of the partners are similar. Miller (2015), Bucher et al (2010), Maher et al (2017) and Smith (2016) speak of triadic partners where the researcher, practitioner and student (or industry or government) form partnerships to develop knowledge that is beneficial to all. In Mozambique, the partnership formed between UEM, Anadarko and the government to implement a post-graduate programme in oil and gas engineering in 2012, comes close to a transformative relationship in that all partners have equal gain (PEM, 2014).

Transformative partnerships are based on democratic principles of equal voice and equal responsibility and this is true for the study conducted by Greany and Brown who assessed the Teaching Schools Programme in the UK where schools and universities partner to develop and implement initial teacher education and CPD. This study noted that partnerships which emphasized "school and university staff having an equal voice, with practitioner priorities and knowledge explicitly valued" (2015, p 1) were most successful in maintaining the partnership. This statement became a catalyst for me to search for successful partnerships and was the very attribute that also indicated failed or challenged partnerships. An example of such a challenge is the study by Chan (2016) in Hong Kong, who relates that CPD between schools and HEIs is part of a bidding process with the government and describes CPD as government policy-led sessions (2016, p 43). In an environment that might not be as democratic, transactional partnerships are pursued at best. Examples of democratic partnerships are readily found in the Global North-North partnerships or in economically stable environments such as the partnerships described by McLaughlin and Hawkins (2004) and Miller, (2015) who focus on relationships, ownership and accountability. Additionally, Greany and Brown (2015) as well as Miller and others (2015) emphasise that any presence of hierarchical structures will impede the development of a transformative partnership where partners have equal voice.

Recognising what partnerships look like as they transition from transactional to transformative partnerships is of value. Smith (2016) articulates this transition as moving from teacher practice schools (Mutemeri and Chetty, 2011) to partner schools (School-University Partnerships, 2016; Zeichner, 2010) and finally to university schools where there is no distinction between the researcher and the practitioner (Smith, 2016). Trust and an understanding of different cultures and a sensitivity to indigenous knowledge systems facilitate moving the partnership towards transformational understanding (Le Grange, 2001; Msila, 2012; Nhalevilo Afonso, 2013; Miller, 2015). Similarly, Kanter (1994) expresses the importance of moving to cultural integration that bridges differences in forming partnerships. Davison (2006) expresses the value of moving from compliance collaborative practice to creative co-construction, which is the highest form of collaboration and the most effective form of partnerships.

In an environment such as Mozambique where education is essentially the voice of the ruling party (Alderuccio, 2016; Francisco, 2007), a democratic approach to forming transformative partnerships remains a challenge. Additionally, it begs the question of, regardless of whether it's a transactional or transformative partnership, who owns the partnership once it is formed? In partnerships with HEIs, the tension of ownership is further heightened with government's inability to fund the HEIs comprehensively, thus encouraging partnerships with industry in particular to supplement funding.

Ownership and Power Balance

Partnerships are often fraught with tensions regarding roles and expectations and ultimately ownership of the collaboration and ownership of the knowledge generated through the collaboration. The question of who owns the partnership is debated alongside the evolution of aid and funding particularly considering North-South partnerships (Gore,2008). Shared ownership implies shared knowledge generation, shared responsibility and shared accountability (Davison, 2006; McLaughlin and Black-Hawkins, 2004). Shared ownership also implies shared cost (Edge et al, 2009; Greany and Brown 2015) and challenges the definition of transformative partnerships where there are donor or funding partners. "It is no doubt hard to construct an equal partnership when one party, for example, holds the purse strings." (Mason, 2008. p18).

If the funder is a necessary partner, the question arises as to who owns the partnership and who owns the knowledge. The PEM project demonstrates some characteristics of transformative partnerships in that the programme was co-created in a localised context, however, funded by private industry (Sevilla, 2015). The partnership was sustained for as long as all partners met their objectives, and for that amount of time, funding was made available by partners. Funding, in this case, did dictate a level of ownership of the project and the generated knowledge. In cases such as this, the resulting imbalance in ownership could create tension between the HEI and the funders (Cossa 2008, King, 2008; Mason, 2008; Popov and Alzira, 2016), particularly when the HEIs are also answering to the bidding of the government.

In the education sector, national school-HEI and school-school partnerships have met with success elsewhere where there is knowledge exchange, be that knowledge in practice or academic or theoretical knowledge (Maher, Schuck and Perry, 2017; Smith 2016) and this facilitates shared ownership.

To form a transformative partnership with mutual ownership, the status and responsibility of all those involved must be clearly defined from the start (Chan, 2016; Miller 2015). The reference to North-South partnerships by definition of economics implies inequality and suggests an imbalance in ownership from the start and must, therefore, be considered when forming partnerships. Expertise (particularly IKS) is also woven into ownership and needs to be shared, which may cause a sense of a loss of control or a loss of power for the experts (Davison, 2006; Smith, 2016). This was possibly true in my research considering that the HEI faculty are seen as the bearers of knowledge. Additionally, the power of academic expertise and its interwoven relationship with politicising education through established hierarchical structures in Mozambique (Cossa, 2011; Zavale, 2013) has an impact on partnership development since ownership of knowledge and academic expertise is controlled by the hierarchy which has historically been the voice of the state and to a large extent remains this way (Cossa, 2011). Forming transformative partnerships with parties outside of the hierarchy, therefore, might be difficult to implement.

From the literature it appears that there is little research in Mozambique regarding education on i) intra or international partnerships and ii) accommodating the local understanding of status and hierarchy in the formation of partnerships and the determining of ownership (which has implications for sustainability).

Politics and Hierarchies in Education Partnerships

Social and organisational hierarchical structures have an impact on collaboration and partnerships within the same organisations (Chan, 2016; Cossa, 2016; Watts, Waziri and Agokun, 2017) and also between organisations and external partners (Kot, 2014; Macamo and Zavale 2016; Vaaland and Ishengoma, 2016; Zavale 2018). Butcher et al (2010), Edge, Frayman and Lawrie (2009), Greany and Brown (2015), Maher, Shuck and Perry (2017) and

Smith (2016) consider the following attributes to be conducive to effective and in many cases transformative partnerships. Each of these attributes is affected by hierarchies, organisational structures and political agendas.

The first of these attributes is the role that governments play in initiating or supporting partnerships. Where governments have supported or initiated the partnerships be it North-South (Edge, Frayman and Lawrie, 2009) or in North-North partnerships (Greany and Brown, 2015) the initiatives have met with mixed success. While the highly effective partnerships in the North-South school partnerships are still transactional and focus on exchange (Edge, Frayman and Lawrie 2009), the government initiated North-North partnerships that are highly successful (Greany and Brown, 2015) are more transformative in nature. Their success in both cases is due to support from the highest level of authority within the structure or hierarchy. Secondly and related to the first attribute, is strategic relevance and fit, which is critical in the type of partnerships and longevity of the partnership and can determine both transactional partnerships, with power imbalances (Chan, 2016) or transformative partnerships (Smith, 2016). Typically, transactional partnerships, even with a strategic fit, seek stability and want to avoid change (Butcher et al, 2016), particularly in leadership where the partnership is seen to benefit a political agenda or support the political ideologies of the country (Chan, 2016, Francisco, 2007, Zavale, 2013). Where there is a minimal strategic fit, the partnerships dissipate as soon as direct funding stops (Zavale 2013) as generally the partnership is based on joint action but separate objectives and, once those are met, the funding stops. Thirdly, clear goals defined by all partners are essential for an effective partnership (Butcher et al, 2010, Chilundo, 2006; Smith, 2016) be it transactional or transformative.

Hierarchies and political agendas have an impact on the flexibility, engagement and commitment to time of the participants. An extended time-frame, that facilitates reflection and the development of a common language of understanding (Maher, Schuck and Perry, 2017), is essential for all successful partnerships and particularly those that are actively breaking down barriers of mistrust, or are working in hierarchical structures (Africa Unit, 2010; Akogun, Allsop and Watts, 2017; Mclaughlin and Black-Hawkins, 2004; Polly, 2016). The barriers are further entrenched when the leadership of both partners is not aligned in

the time given to partnerships to develop, as was the case in the North-South partnerships studies by Edge, Frayman and Lawrie (2010).

Further attributes needed for effective partnerships that are impacted by politics and hierarchies are i) the recognition of cultural difference and ii) allowing equal voice for all participants which in turn builds trust (McLaughlin and Black-Hawkins, 2004; Miller, 2015). These attributes are the most difficult to implement in an environment with hierarchical structures and limited democratic approaches to new ideas or to change.

Voice and Agency

Emerging from a socialist-communist environment where the current ruling party (FRELIMO) had implemented the existing education model under Machel, who advocated for an education programme that supported and promoted the ideals of national unity (Machel's Speech 1975, in Cossa, 2011), a long-lasting impact of a top-down structure that minimises individual voice was established (Francisco, 2007). Cossa (2011) reiterates that although educational policy has changed in Mozambique, structural changes in support of new policies and political orientations (from socialism to neo-liberalism), have not kept up with the changes and therefore hierarchical protocols continue. Francisco (2007) and Chan (2016) echo that a top-down hierarchy that represents the state will impact on teacher input (their voice and agency) in the curriculum design or delivery. Francisco (2007) states that because of the centralised education system in Mozambique, teaching staff believe that any CPD should be the responsibility of the state and not a private initiative, resulting in teachers not advocating actively for their CPD. While teachers may have voice and wish to use it, the hierarchy often limits their agency. Alderuccio (2016) and Francisco (2017) suggest that they can be prevented from being innovative and pro-active because of the belief that the state is responsible for their learning, not them.

Dawson and Sinwell (2012) and Francisco (2007) suggest that teachers need to develop voice and become change agents (activists) in the system. However, Francisco argues that teachers cannot be agents for change unless it is the change that the state dictates simply because the structures in the education system that they have come through and are still

currently working in, demand hierarchical protocols (Francisco, 2011). The power of government influencing the structures of education, therefore, keeps the state power and education closely linked (Tikly, 2016). In this environment, by bringing the teacher into the change-making arena, others in the hierarchy may feel that their authority is challenged, leading to mistrust (Watts, Waziri, Akogun, 2017). As in Chan's study (2016), teachers are expected to be the arm of the state and executors of the government policy (Francisco, 2007) making it difficult to pursue partnerships of any form and least of all transformative partnerships where teachers are expected to have an equal voice.

The paradox in this is that as Chan states, collaboration "is becoming increasingly political and highly featured in government policies" (2016, p 38) and while collaboration and partnerships are being pursued and expected, the very hierarchy that encourages this, limits shared ownership and shared voice. Two additional areas impact on this paradox of partnership building and they are the contextualizing of the partnerships by considering language and indigenous knowledge systems.

The African cosmology (world-view) that Viriri and Mungwini, (2010) reference is essential in understanding the tensions between partners with different perspectives. Language is a means of sharing meaning and also a means of gaining credibility with others in understanding their context (Krauss and Chiu, 1998). Additionally, an understanding of the world-view in terms of social and environmental IKS is also critical in developing collaborative partnerships. The African world-view and the acknowledgment of IKS, should be a vehicle for more voice for those entering into a partnership be it North-South or inter-national or inter-departmental. When partners acknowledge the IKS, they gain leverage to more voice and agency, provided the hierarchical structures allow for that voice and agency to manifest. If education and partnerships in education are to proceed democratically then one needs to ensure that all partners have equal voice and to do that one needs to acknowledge the power of language and the world-view of all those in the partnerships (Cossa, 2008; Msila 2012).

One of the biggest challenges predicted for this study was the different languages spoken by the participants and by implication their indigenous knowledge and perspective-taking

paradigm (Krauss and Chiu, 1998) that accompanies that. The challenge goes beyond fluency and understanding because the languages spoken by participants (English, Portuguese, Shangaan and Ronga[4]) have their own world-view and political context in Mozambique. "Language pervades social life. It is the principal vehicle for the transmission of cultural knowledge and the primary means by which we gain access to the contents of others' minds" (Krauss and Chiu, 998, p 41). In Mozambique, not only is the language of education Portuguese but the language spoken by educators at HEIs, who are also the voice of the ruling party, is Portuguese. Cossa (2011) references Samora Machel's speech of 1975, where he declared Portuguese to be the language of science and modernity and a unifier in the country. Language in the context of this study, therefore, defines a social *and* political membership. Considering the social membership of languages (Krauss and Chiu, 1998), English is the language of the Global North, the capitalist world and the language of many funding partners. Shangaan is the language spoken by Mozambicans. However, due to the emphasis that Samora Machel and FRELIMO put on Portuguese being the language of modernity, as well as the historical impact of Portuguese rule of only accepting Portuguese as the language of education, Shangaan, Ronga and other local languages were representative of those with minimal or no education. This, says Cossa, creates conflict and segregation within the social and educational context of Mozambique (2011) possibly impacting on voice and agency. All these languages were represented in my research.

Conclusion

When one looks at the attributes required for effective partnerships and we examine their alignment with the emerging themes from my research, it is evident that the historical and existing political structures and hierarchies have an impact on the teachers' voice and agency which then influences the development of partnerships between public and private sectors that include the HEIs. Partnerships are influenced by power and expertise, and ownership of knowledge is power influencers (Tikly, 2015). With the HEI faculty being recognised in my research as the knowledge bearers, the owners of knowledge and representative of the government, their attrition impacted on the development of

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[4] Shangaan and Ronga are the local languages spoken in Maputo

partnerships. While the contextual challenge of this study is the desperate need for teacher professional development in Mozambique and SSA (UNESCO, 2015; Committee of councillors, 2003; Porter et al, 2017; Education Commission, 2017), the implied restraints of developing partnerships because of hierarchical structures limits teacher advocacy for CPD despite revised education policy promoting teacher input (Cossa, 2011; Zavale 2013). The resulting tensions experienced in this study regarding power and equity, commitment to time and flexibility and ultimately having voice and agency in bringing about change, are echoed by research on partnerships conducted in developing countries (Zavale, 2018), inter-sectoral partnerships (Chan, 2016; Watts, Waziri, Akogun, 2017) and intra-national partnerships particularly with external funding (Popov and Alzira, 2016).

Additionally, one needs to consider the influence of indigenous knowledge systems in terms of location and language which lead to questions of "Africanising" the curriculum. Questions such as "What is Mozambican Chemistry?" (Afonso and Taylor, 2003) challenges all partners to consider the value of voice through IKS and language. This implies a paradigm shift in partnerships intended to develop CPD in education, as one has to be sensitive to remnants of previous regimes such as the Marxist theory influence on the Mozambican curriculum (the curriculum was only reviewed in 2009) as well as colonial and imperial influences such as the choice of literature that is still taught in schools. Questions such as "Why African literature is taught to African students, but never in their indigenous language?" (Mazrui, 1999 in Cossa, 2008) must be asked. In that vein does teaching Shakespeare in Africa, support a paradigm of imperialism? With this lingering debate, I will expound on Shakespeare's concern with power and politics to facilitate my understanding of the development of partnerships in Mozambican education.

Act III. THEORETICAL FRAMEWORKS

"Therefore doth heaven divide
The state of man in divers functions,
Setting endeavour in continual motion;
To which is fixed, as an aim or butt,
Obedience: for so work the honey-bees,
Creatures that by a rule in nature teach
The act of order to a peopled kingdom."

King Henry the Fifth, Act I, Scene 2

Creswell (2009) states that participatory action research is best supported and understood through a mixed theoretical lens approach (p66). The journey that this PAR took as indicated above in table 1, illustrates the dynamic approach to this research that started by investigating transformative learning theories and ended in a grounded theory developed through the lens of a socio-political theory, the *Chain of Being.* Since my PAR on forming partnerships had not developed as I had anticipated, using my initial plan of transformative learning theories to underpin this research, which assumes that there would be a paradigm shift for all participants (Mezirow, 2000; Mezirow and Taylor, 2009; Taylor and Cranton, 2012), was not feasible. I needed to explore other frameworks. Acknowledging Vygotsky's belief that learning cannot be separated from a social context (Karpov, 2014), I believed that this PAR would lead to a new level of collaborative and constructivist learning. However, both constructivism and transformative learning rely on a deep reflection of one's owns assumptions and the assumptions of others to generate reflective discourse which can only be achieved where all participate equally in discussions (Karpov, 2014; Mezirow, 2000; Moses and Knutsen, 2007; Shön 1991). Extensive discussion and discourse did not happen in my research due to reasons that will be addressed below. While the process of reflection and transformative learning did occur for me as the researcher, and to some extent for others, the workshop sessions did not provide a sufficiently robust framework for enough reflective practice to interpret any data conclusively regarding transformative learning. Therefore, neither transformative learning theories nor constructivism could be used exclusively to underpin this research.

To understand why the partnerships did not develop, I investigated the impact of the emerging themes and particularly the hierarchical context of this research. It was evident that teacher voice and agency were influenced and constrained by position in the hierarchy. These two themes were inextricably connected and led to the exploration of grounded theory. However, to explain the complex and hierarchical environment of this research, I searched for a theory that could best illustrate the emergent themes and their interconnectedness. I found this in the Elizabethan *Chain of Being*, which is considered to be a conservative socio-political hierarchy. The structure of grounded theory led to me using the *Chain of Being* to inform the development of my theory, which is that of hierarchy impacting on partnership development.

Transformative Learning Theory

This study initially aimed to understand how we gain new perspectives through social constructivism and then take action with new perspectives through a process of transformative learning (the PAR). The workshops provided an opportunity for the participants to share their world-views to understand each other's context-specific-truths. This, I had hoped, would facilitate mutual understanding that could lead to the co-creation of effective and authentic CPD. This shared understanding, however, is only the first step in developing a partnership (Davison, 2006). Taking action with that gained knowledge is far more critical since it requires the understanding of self and others through deep reflection so that new knowledge for effective problem solving is co-created (Butcher, Bezzina & Moran, 2010; Mezirow, 1990; Shön, 1991). Our reality (our truth) depends on our context and our experiences over time (Mezirow and Taylor, 2009). Therefore, forming transformative partnerships is broader than social constructivism (learning from each other) and transformative learning (learning about ourselves in the context of others). Together the two theories could have led to authentic and impactful action that accommodates all perspectives, provided each participant has equal voice.

The conditions for transformative learning were challenging in my study due to the traditionally strict hierarchical nature of the education sector, which impacts on how

individuals are permitted to take action or to collaborate. Despite the spirit of democracy in transformative learning, Mezirow also cautions the impact of "habits of expectations and directions of habit" (1990, p 121), which were evident in my research. I believed that in order for an authentic partnership to form between individuals who had not worked together before, and based on the research of successful partnerships, the criteria of trust, time and equal voice were necessary (Cummings, Phillips, Tilbrook and Lowe, 2005; Davison, 2006; Maher, Schuck and Perry, 2017; Watts, Waziri and Akogun, 2017). Conditions enabling this were absent. Because we use our prior knowledge to construct interpretations of new experiences, which can then lead to action based on our reflection in action (Schön, 1991; Karpov, 2014), placing members of faculty and staff from different institutions in the same team was my attempt at facilitating authentic reflections that would lead to understanding other contexts and possible action. However, Mezirow's reference to the "direction of habit" predetermines who would probably collaborate based on the entrenched hierarchy in education, a point I did not consider at the start and one that possibly influenced the outcome of who preferred to work together and who preferred to discontinue with the project (Mezirow, 1990).

The "direction of habit" is similar to Shakespeare's use of the hierarchical *Chain of Being* in predicting outcomes in his plays which are influenced by permissible or socially acceptable relationships. Act IX explains how the participants were willing to share similar experiences openly while not all were willing to discuss political and hierarchical issues. This "habit" of seeking first what one has in common, was evident in the smaller work teams as those with similar interests and backgrounds formed working groups. I had however not predicted the attrition of the HEI faculty, possibly indicating the sameness/difference habit as they were not familiar with an environment where team members represented all levels of the teaching hierarchy in both private and public institutions. Similarly, Davison's collaboration model cautions that a forced collaboration creates pseudo-compliance because there is a preferred status quo (sameness) that should not be disrupted (2006).

To support the "direction of habits", language and cultural contexts played a critical role in influencing assumptions of the "historical knowledge-power networks and their supporting ideologies" (Mezirow, 2000, p 7). With multiple languages represented in my PAR, the

attrition of the HEI participants (who all spoke Portuguese) contributed to the change in the direction of my study. However, in the spirit of human curiosity of each other's context (Mezirow, 2000), I pursued the goal of facilitating opportunities for partnerships and later assessed why the partnerships never developed.

For transformative learning to occur, further democratic principles are required such as; i) transparent information of the research; ii) freedom from coercion; iii) openness to alternative points of view; iv) objectivity; v) critical reflection of own assumptions and vi) equal opportunities to participate (Mezirow, 2000). Not all criteria were present for all participants, as the above assumes a democratic environment. Transformative learning is a privilege for those operating in a democratic context. Thus, transformative learning for all participants in a collaborative process cannot be the only requirement of a successful partnership, particularly in a context where established hierarchical structures constrain equal voice. The realisation of this and the interconnectedness of these attributes of voice, agency and hierarchy, led to the exploration of grounded theory for this research.

Grounded Theory

Grounded theory is a systematic approach to data identifying interconnected themes that emerge from collected data but is also an organic approach to developing a theory from the story that is being told by the data (Creswell, 2009). This seemed a suitable approach to my research as it is "designed to identify and explicate contextualized social processes" (Willig, 2013, p 79). However, Dawson and Sinwell (2012) caution against the potential bias in grounded theory developing from action research because of the nature of action research being so close to that of an activist driving social change. Developing grounded theory through action research could potentially lose its credibility if one does not balance the drive for new knowledge through research and the purpose of the research to inform change.

The need for this balance is evident in other grounded theory research in SSA where it has been used to research complex social issues set in the context of social and political change or instability. It is often used when a familiar phenomenon is observed but cannot be easily

explained due to the contexts. Mtshali's research on the introduction of a traditional nursing curriculum in rural South Africa highlights the delicate balancing act between responsive research on the effectiveness of the programme and the socio-political issues concerning the need to practically and methodologically engage with previously marginalised rural populations (2003).

Mtshali (2003), Karareba, Clarke and O'Donoghue (2017) and Ngcobo and Tikly (2010) have used grounded theory in environments that have been shaped by significant socio-political disruption such as apartheid in South Africa and genocide in Rwanda. Ngcobo and Tikly (2010) report on the correlation between effective leadership styles in schools in South Africa and the contexts of these schools, stating that there is no universal set of criteria for effective leadership styles. Their grounded theory approach allowed for an organic development of a theory that identifies effective leadership as a product of the context of the school and the community that the school is set in. Mtshali, refers to the power struggles between CBE in nursing being responsive education and a political instrument of influence. Karareba, Clarke and O'Donoghue (2017) focused on the interrelatedness of politics and culture on leadership in schools in Rwanda, highlighting that education is also connected to the cause of political conflict as well as seen as an instrument to prevent future conflict.

In all three instances, as with my PAR, political agendas contextualized and influenced the execution of action in terms of agency or leadership and were also instrumental in creating tension between two or more interrelated themes in the studies. Grounded theory, however, allows for an authentic theory to emerge that is specific to the context of that study.

While my research is set nearly 30 years after the end of the civil war, it is clear that while some education policies have changed, structural changes and hierarchies have not kept up with those changes (Cossa, 2011), which impacts on the individual's ability to take ownership of action (Alderuccio, 2016; Cossa, 2011; Francisco, 2007). Since grounded theory takes into account the relevance of one emerging theme (socio-political structures or hierarchies) impacting on another theme (individual voice and agency) within a specific context to formulate a theory or reason for behaviour, all the studies referenced above

sensitively considered the voice of all stakeholders in their studies. As with my research, the participants' voice and expression of thought were considered particularly when they shared that while they as individuals might be vocal, their voice and action is impeded by their station in the education hierarchy, limiting the effectiveness of their input? As one participant commented, "I feel that participants are not empowered to influence significant changes" (HEI participant, interview April 2017). Grounded theory allows for uniqueness in a study to emerge, especially in the SSA context where social, educational and political structures are closely tied (Cossa, 2011; Tikly, 2016).

The strength of grounded theory lies in the fact that it has an organic outcome with contextual relevance. However, the framework is a robust structure requiring the researcher to continually gather evidence, reflect on it, evaluate it and test it against further data collected. I followed a process that combined proposed structures by Birks and Mills (2015) and de Vos et al (2011).

- Initial coding and categorising of data: This was completed during the workshops and the subsequent interviews and email exchanges. The initial coding is described in Acts 5.
- Concurrent data generation: This was generated through constant questioning, reflecting and revisiting the data. Additional data was collected in the subsequent fieldwork to verify emerging themes and understand the attrition of HEI participation in the workshops (Acts VI and VII).
- Constant comparative analysis using inductive and abductive logic: Themed data was analysed according to their interrelations (Act IX).
- Reflection: I reflected on the contextual history and researched other theories and philosophies that could underpin this research, especially as the transformative learning theories and social constructivism on their own were not broad enough in scope to explain the interrelatedness of themes.
- Axial Coding: Making connections between themes developed into axial coding and demanded further fieldwork using semi-structured interviews to explore the emerging themes of hierarchy and teacher voice and agency (Act VI and VII).

- Identify the connections between core categories: Following the second round of data collected through interviews, the data was compared and contrasted to the initial data to develop a possible theory.

- Advanced coding: This led to relating phenomenon to each other. While interviews, anecdotal notes and observations were used in the initial phases for the data gathering and also to guide the second and third round of interviews, at this stage the axial coding depicted the phenomenon that was emerging. The research question was reassessed at this point. *Figure 2.* illustrates how the phenomenon emerged from conditions and contexts and then how those again relate to each other to result in inevitable consequences.

- The final phase of selective coding aimed to validate the relationships between emerging phenomena and formulate a grounded theory.

Conditions (teacher position and social standing) + **context** (social-political and respect for position) = **phenomenon** (hierarchy)

+

Conditions (hierarchy) + **context** (education is the voice of the ruling party) = **phenomenon** (level of teacher voice/agency)

=

Consequences (the higher on the hierarchy, the more teacher voice and agency)

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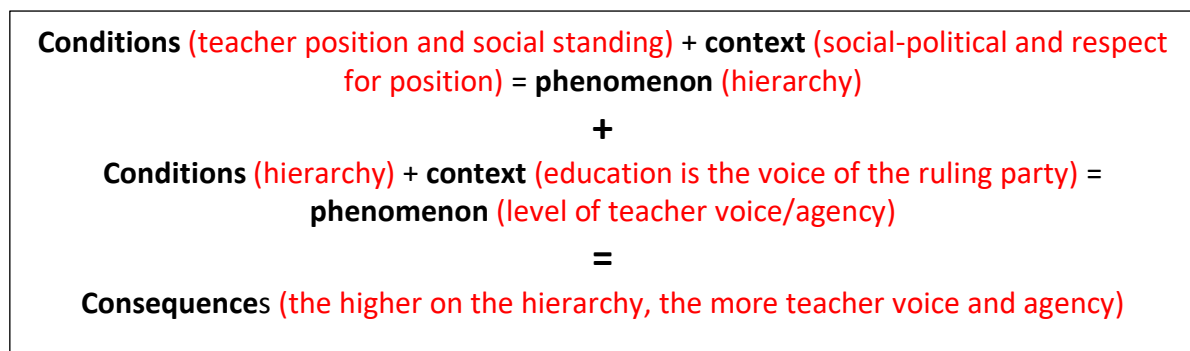
figure 2. Advanced coding: Base on Birks and Mills (2015) and Vos et al (2011)

This process of continuous review of the data led me to change direction in the research from assessing what transpires in individuals (the transformative learning) during partnership building to what conditions are necessary to begin with in developing sustainable partnerships. Grounded theory offered a solution to explaining the interrelatedness of themes emerging from the data, whereas transformative learning theories could only explain any transformation in the individual's own perspectives and assumptions.

To further analyse the relationship between the prominent themes of hierarchy and voice and agency, I plotted them on an axis to examine the effect of one against the other. If one were to place these two themes on an axis, one being teacher voice and agency and the

other being position and with that perceived power in the education hierarchy, taking the narrative from interviews into account, one could plot the different participants in this PAR as illustrated in *Figure 3.* The X-axis is the teacher voice and agency, while the Y-axis is the position on the hierarchy in education with HEIs at the top and primary education staff at the bottom.
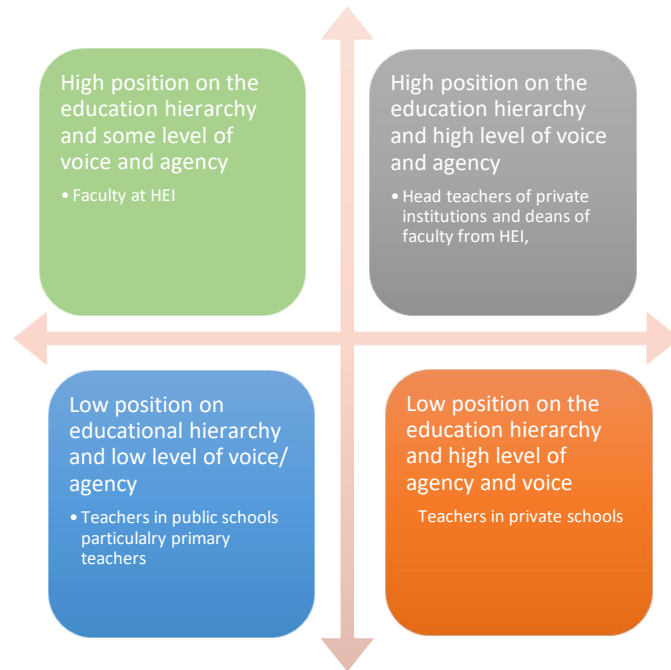
figure 3. Teacher voice and agency influenced by the hierarchy in education

While grounded theory afforded me the framework to study the relationship between emerging complex themes, it still did not illustrate the impact or consequences of these relational themes. I still needed to understand the attrition from the HEI faculty and why in the interviews, some participants did not believe that the teachers can implement changes. The interrelated themes (related to hierarchy) were inhibiting progress in partnership formation and therefore, I chose to explore the parallels between my data and the social theory of the Elizabethan *Chain of Being*.

Shakespeare and the Elizabethan *Chain of Being*

With the prominent theme of politicising education emerging from my data, it became clear that I needed a framework that would illustrate the connection between expected behaviours or the "direction of habit" (Mezirow, 2000), which in my research was the level

of teacher agency and its relation to hierarchy. The data was not presenting a democratic environment for CPD opportunities, nor was it presenting an entirely authoritarian picture either. This aligns with Cossa (2011) and Francisco's (2007) explanation of policies having developed more inclusively and democratically, while practices on the ground remain top-down and exclude teacher input. The fact that not all participants reflected deeply and openly on their contexts could have suggested that there was some restraint in sharing information. However, limited time was spent to build trust (Akogun, Allsop and Watts, 2017; Maher, Shuck and Perry, 2017). Despite this, teachers from public and private schools were eager to collaborate and develop opportunities for CPD, indicating a more democratic approach to problem-solving - even though it was potentially without one of the partners (the HEIs). The absence of HEI partners was problematic in that teachers felt that the HEI faculty were the knowledge bearers and their expertise was needed in the development of any CPD. This again resonates with Cossa (2011) and Mezirow (2000) who suggest that practices and habits have not kept up with the more inclusive policy changes.

A need arose for a theory that could best explain the impact of the strict order and hierarchies I found in my data. The theory would have to illustrate opportunities for being vocal, but not necessarily being able to take action (having agency). If one had to consider the direction of habits that appear to perpetuate social status, such as the hierarchical habits enforced by a socialist-communist environment in education in Mozambique, and one were to align that with the Elizabethan *Chain of Being,* one can draw a parallel to illustrate an emerging theory on how and why partnerships are challenged in certain environments. Shakespeare's acute awareness of permissible social behaviour within a social structure and his awareness of political leverage or constraints according to position on the *Chain of Being*, is evident in this research. To illustrate this, I will elaborate on:

- The structure of the *Chain of Being*
- Foreshadowing tragedy or chaos when the *Chain of Being* is disrupted
- Shakespeare's understanding of expected behaviour (practices and habits) in restoring balance

The *Chain of Being* as understood by the Elizabethans and used by Shakespeare in his plays is derived from Plato and Aristotle's *Scala Naturea*. It is a comprehensive description of the order of being or existence including all heavenly bodies, human life, fauna and flora right "down to the creatures of the lowest grades" (Lovejoy, 1964, location 911). According to the Elizabethan way of life, this was the order of things (Lake, 2016; Lovejoy, 1964; Usongo, 2010) that determined expected social behaviours, alliances or, as Mezirow describes it, a direction of habit (Mezirow, 1990). Any person disrupting this order would cause chaos and their lives would result in turmoil. The *Chain of Being* placed God at the top followed by the monarchs who were seen as the voice of God. This was followed by church leaders and then all nobility. Educators, who were also part of the church, were ranked high on the chain but others, particularly females, who shared knowledge outside of the church were disruptors of the chain and were often labelled as witches who were considered to be part of the 'supernatural' structure above the monarchs and thus a potential threat (Lovejoy, 1964). Some witches were viewed as part of the 'whispering campaigns' (Lake, 2016), perpetuating rumours against the monarchs and therefore committing treason. Any person who attempted to disrupt the chain would be punished by God or the Monarch (Lovejoy, 1933).

Shakespeare was seen by some as a supporter of this conservative order as he used it and the resulting chaos of the disruption of this order as a literary device to foreshadow tension or tragedy in his plays and to warn the audience of the consequences of social-hierarchical disruptions. However, he also cleverly disrupted hierarchies to predict a turn-of-events. The witches in *Macbeth,* for example*,* open the play and since their interaction with Macbeth and Banquo, two nobles, is out of the order of things, Shakespeare foreshadows a disruption in the order and sets the tone of treason for his play.

First Witch	*All hail, Macbeth! hail to thee, thane of Glamis!*
Second Witch	*All hail, Macbeth, hail to thee, thane of Cawdor!*
Third Witch	*All hail, Macbeth, thou shalt be king hereafter!*
Banquo	*Good sir, why do you start; and seem to fear*
	Things that do sound so fair? I' the name of truth,
	Are ye fantastical …
	If you can look into the seeds of time,
	And say which grain will grow and which will not,
	Speak then to me, who neither beg nor fear
	Your favours nor your hate.
First Witch	*Hail!*
Second Witch	*Hail!*
Third Witch	*Hail!*
First Witch	*Lesser than Macbeth and greater.*
Second Witch	*Not so happy, yet much happier.*
Third Witch	*Thou shalt get kings, though thou be none:*

Macbeth Act I Sc 3

The unusual interaction between these parties is not in keeping with the social order or direction of habit (Mezirow,1990) and sets the scene of political disruption from the opening lines of the play. The audience understands that there will be dire consequences because the witches are deemed as either "supernatural" or exercising treason (Lake, 2016).

Lombardo reminds us that the *Chain of Being* is the bastion of maintaining the status quo in Elizabethan England. "Every man had a place in society which corresponded to the quality of life he represented on the *Chain of Being*" (1982, p 40). The significance of this is a tendency towards what Lombardo terms determinism, i.e. keeping the status quo and supporting the regime. In pursuit of collaboration in my research, one would have to challenge the status quo by facilitating collaboration with educators on different levels of the hierarchy. However, different voices on the hierarchy could potentially disagree, raise tensions or create discourse and therein lies the danger that it could be interpreted as a "whispering campaign", as in Elizabethan England (Lake, 2010) which could be viewed as challenging the status quo.

In his plays, Shakespeare does at all times intend to restore peace and stability and it appears that the only way for this to happen is to restore the *Chain of Being* as it is intended with the monarch at the top of the chain and in doing so maintaining the status quo.

"[Shakespeare] supported early modern England's status quo and established hierarchy, which meant defending the Crown's view of divine monarchical right and opposing the radicals, often Puritan, who questioned it" (Berlatsky, 2014, par 3).

Foreshadowing tragedy or chaos when the Chain of Being is disrupted

Shakespeare used the disruption of this conservative order to foreshadow change, chaos or tragedy in his plays as well as to illustrate how politics sometimes worked (Lake, 2016). Through the plays, the audience was also cautioned that to be a social disruptor could lead to tragedy. Notably, most individuals who challenged the order knowingly in Shakespeare's plays did so out of political passion, often accompanied by a greed for power and control. This is evident in Macbeth and Lady Macbeth's desire for power and similar betrayals can be seen in the plays *Julius Caesar, Richard II, Henry IV (1 and 2) and Henry V.* A further example of greed for power in the history plays is the individual's change in allegiance when leadership is changed, thus perpetuating the direction of habit according to the established hierarchy and in so doing maintaining their own position of power and control. This is seen in *Richard II* where the Duke of York switches allegiance from his brother to that of the King only to switch again to the side of his nephew Bolingbroke when the King is defeated. Shakespeare suggests that to keep the balance of the *Chain of Being*, one should be compliant to it rather than rebel against it. This is similar to the behaviours and habits of those operating higher up in the educational hierarchy as they are seen to have the power and control to make decisions and are considered to be the voice of the ruling party. Interactions between the levels of the hierarchy should be in a manner that safeguards the status quo.

Using the *Chain of Being* in Shakespeare's plays such as *Julius Caesar,* where a nobleman kills a king, not only foreshadows political turmoil in the play, but examples such as this were used by Shakespeare as "Tudor propaganda", warning the audience of the shortcomings of civil unrest (Usongo, 2017, p 4). This would reinforce with an Elizabethan audience that they had to respect their rulers so that chaos would not ensue, and peace and stability would be maintained as illustrated in Shakespeare's second historical tetralogy (*Richard II, Henry IV* (Part 1 and 2) and *Henry V).* In a similar vein, comments made by participants in the individual interviews of my research suggested that if any initiatives came

from the lower ranks in education, they would be stopped by those higher on the hierarchy, (interviewee, private school educator, June 2017) in order to preserve the hierarchy.

This hierarchical politicizing of his plays, resonated with the emerging hierarchical themes in my research and is not dissimilar to Chan's findings in Hong Kong where CPD was a government policy-driven programme (2016).

Shakespeare's understanding of expected behaviour (Practices and habits) in restoring balance

Mason (2014) writes of the Elizabethans as a society in the transition of breaking free from feudalism and the middle ages. He references Shakespeare as understanding Marxist theory in the fall of feudalism and the rise of capitalism and the turmoil that brought to society. A similar transition is evident in my research in that there is support for partnerships in policies but not yet in practices and may be explained by Cossa, (2011) and Zavale (2013) as a possible result of the shift from socialism to neoliberalism and its impact on education. Mason (2014) explains that the Renaissance offered liberation in some areas such as freedom of religion and expression of art. However, both Elizabeth l and James l were keenly aware of the threats of political and social upheaval because of this newfound liberation. Thus, as the heads of the church and state, they still maintained the authority of the voice of God and the social order. The *Chain of Being* stood fast and since Shakespeare's plays emerged at a time of political turbulence, his underlying themes were to either support the order or to demonstrate what happened to individuals that did not. With Mozambique's recent emergence from civil war and its shift from socialism, a similar contradictory authoritarian behaviour is still implied through hierarchical structures and the direction of habit for those within the structures (Zavale, 2013) versus the policies including partnership development as referenced in MinEd strategic plan (2012).

If education is the voice of the ruling party (Alderuccio, 2016; Francisco, 2007), with the HEI at the top of the education hierarchy answering to MinEd, then the *Chain of Being* can be seen as similar with the monarch as the head taking council from but instructing the church who represented education. This PAR brought different stakeholders in education from different levels in the hierarchy to the same table and disrupted the status quo. The early withdrawal of HEI participants may suggest that participants could not see the value of the

project or it was outside of their role in education. Additionally, participation was requested from outside the hierarchy and was not a directive to participate from MinEd. Both Usongo (2017) and Parvini (2012) emphasize the power of influence in hierarchical structures and at the same time express how that robs the individual of ownership, accountability and initiative in action. This resonated with the interviewee who upon reflection of participating in this PAR cautioned "Just fly under the radar! Do not show initiative publicly" (June 2017).

Conclusion

I assumed that I had set the stage for discussion and discourse and while there was an enthusiastic sharing of experiences, not all participated equally during conversations regarding leadership and management in their institutions. I had anticipated transformative learning experiences for all, but upon reflection, I realised that to experience transformative learning is a privilege for those who have the tools and time or for those who live and work in a safe environment where one can dare to challenge the status quo without fear of repercussions. My transformative learning was significant as I had to reflect early on in the research that I had approached this study with assumptions that we could all progress to transformative learning that would lead to action. My privilege was to step aside from my perspective and re-evaluate the way forward and determine what the impact of social hierarchies would be on building sustainable partnerships. This, says Mezirow, is a reflective judgment model of transformative learning (1990).

If one considers that education was and to a large extent remains the voice of the ruling party in Mozambique, then hierarchical structures remain intact and any deviation from them may be perceived as challenging the status quo. Similarly, the *Chain of Being* kept order in Elizabethan England. It can be argued that Shakespeare was the Elizabethan version of a modern-day disrupter or social activists; however, he may also be considered as a keeper of the peace as a "Tudor propagandist" (Usongo, 2017). Shakespeare challenges and disrupts the *Chain of Being* as a foreshadowing of turmoil but not necessarily change and at the same time ensures that order is restored (the hierarchy) by the end of the play. Similarly, Francisco (2007) suggests that teachers can have a voice in education in Mozambique, thus challenge the hierarchy; however, Cossa (2011) and Zavale (2013) argue

that structures and protocols remain hierarchical and have not evolved in keeping with the modernising of education policies, thus restricting voice and restricting change.

Using the *Chain of Being* as Shakespeare did (to identify a social order and the consequences of the disruption of that order) may have indicated early on in my research that the development of partnerships between different stakeholders in education would be challenging. All of the above resulted in an analysis of recurring and interconnected themes that impacted on one another.

Unlike Shakespeare's tragedies, where the challenges are overcome and the plays do all end with a sense of progress and accomplishments because of restored order, this PAR was still pursued and while it failed in leading to the initially planned action, it did lead to a better understanding of the deep-rooted, socio-political structures that need to be addressed in order for future potential partnerships to be developed.

Act IV: METHODOLOGY

"Though this be madness, yet there is method in it"
Hamlet, Act II, Scene 2

Because I believe in learning in social contexts and through experiences, I wanted to use a methodology that would be socially inclusive as well as include me in the research directly. It was therefore important for me to consider my position in this research before choosing the appropriate methodology. Approaching this research through action research stems from my experiences and engagement in communities and community development, and from running workshops for teachers. My positionality in this study is three-fold. Firstly, as a principal and having the experiences of running workshops for teachers, I needed to be sensitive to my role so as not to appear to be coercing participation from my own school. In order to mitigate this, I invited teachers from outside of my school and from the primary school (I was the secondary school principal at the time). I purposely did not invite any teachers from the secondary school. However, through word-of-mouth some teachers from the secondary school did show an interest to participate. While I did permit them to participate, I was conscious of keeping the balance between private and public school participants, particularly since I did not have a comprehensive insight into the challenges of public schools. A majority of private school teachers would have limited that insight even more. Secondly, I was constantly aware of the fact that despite having lived in Mozambique for more that 20 years, I am still a foreigner and considered as such. However, I do believe that my years of experience here did give me a sensitivity to the education environment but not the extensive insights I came to acquire. Thirdly, I am aware that I entered this study with my own perceptions of what a partnership should look like. I approached this study with my Global North perspective where democratic principles guide partnerships. The change in my perception was to be my own transformative learning. This made me consider my position in more depth and dig deeper into what cultural assumptions and perceptions I may have brought to this research and which are important to consider in any further partnership development in the future.

Participatory Action Research (PAR) was most suitable as I would be directly involved with the sample group that represented two HEIs and several public and private schools. This sample group met through workshops with the intent of developing CPD. The two-day workshop and the follow-up sessions and meetings made little progress and instead, the study became an examination into the challenges that prevented developing partnerships. One could question if this was, in fact, action research since the initially planned projects (the initially intended action) did not materialise. However, it *is* action research, because the action was in fact to form partnerships that would develop CPD, and if PAR is to improve practice and the intention is learning (McNiff, 2013), then the results of this research will inform those who wish to pursue partnerships in education in Mozambique in future.

The Research Methodology - Participatory Action Research (PAR)

"In action research data comes through engagement with others in the action research cycles" (Coghlan and Brannick, 2005, p99) and deals with everyday issues in practice (McNiff, 2013). It is a democratic process leading to action by including representation of all stakeholders that requires personal change through reflection and change for others through action (Carr and Kemmis, 1986; Coghlan and Brannick, 2005; Elliott, 1993; McNiff, 2013). It is a cyclical process that requires time to identify an issue, evaluate it, identify interventions and implement them. This cycle of identifying, planning, acting, observing and reflecting (Trafford and Lesham, 2008) is repeated as a "generative transformational evolutionary process" (McNiff, 2013, p 66).

Kaye and Harris (2017) identify the length of time and commitment to the research as a core component of success as it facilitates values such as trust, openness and good-will (Coghlan and Brannick, 2005; Freire, 2007; McNiff,2013). Time they believe will yield longer-lasting results and improved practice. Additionally, McNiff (2013) and Mezirow (2000) encourage us to consider a change within ourselves that can then assess the environment and a possible change of our actions within that environment. It is an inclusive and democratic approach to research and "The participatory character refers to relations of co-operation, mutuality and reciprocity between the researcher(s) and other participants" (Le Grange,

2001, p 138). It is a process that embodies democratic principles as we know them in the Global North.

While CPD projects did not materialise, the PAR was successful in gaining insights into developing partnerships in the context of education in Mozambique. The study became an evaluation of what inhibited partnership development and how this could be considered in future. In this way, the research facilitated what Wood refers to as 'Mode 2 knowledge' which is 'knowledge generated within the context of application' (2014, p. 665).

Wood, like Dawson and Sinwell (2012), argues that action research is most suited in complex social contexts and encourages 'inclusive and participatory paradigms' (2014, p. 660). Inclusivity and the democratic concept of all participants having their voice represented in the process of action research (Dawson and Sinwell, 2012; McNiff, 2013; Wood, 2014), was one of the biggest challenges of this PAR since members of HEIs did not stay for the duration of the planned PAR. As with the *Chain of Being* and the hierarchical nature of my research, a democratic approach to equal participation in a setting with different hierarchies represented placed this research methodology in tension with its context.

Participatory Action Research in Sub-Saharan Africa

There appears to be less PAR in SSA, as indicated in research conducted by Somekh and Zeichner (2008). Their study of 46 action research publications between 2000 and 2008, included only two publications from SSA (Namibia and South Africa). While Somekh and Zeichner (2008) and Kaye and Harris (2017) reference AR papers that are used predominantly to foster relationships that facilitate building peace in SSA, they fail to explore fully the impact of a non-democratic environment (socially or politically) on the validity or success of AR and PAR in SSA. Le Grange (2001) argues that PAR is dominated by western ways of knowing and this may be why we do not see as much in SSA in comparison to the Global North. He argues that IKS should be adopted in PAR to facilitate more participation of all individuals and stakeholders and would be more authentically contextualised.

The Research Design

My research design is based on the four stages of planning, acting, observing and reflecting, as described by Trafford and Lesham (2008) and the PAR design cycle as explained by Carr and Kemmis (1986), Coghlan and Brannick (2005) and McNiff (2013). Workshops, facilitated by myself, were designed for approximately 20 participants representing schools and HEIs to develop CPD opportunities for teachers in Maputo collaboratively. Topics for the CPD projects were decided on by the participants after they shared their experiences and needs. The workshops aimed at establishing common ground and inclusivity for all participants by sharing their past and present experiences in education. Having lived in Mozambique for the last 20 years, I was also cognisant of cultural and political sensitivities and so chose activities that started on mutual grounds (like describing your first day of school) and moving to more in-depth discussions on sharing management concerns in their respective workplaces. The *De Bono Six Thinking Hats Protocol*[5] is an example of one of the activities used to generate discussions.

The three-day workshop was cut short to two days due to unforeseen circumstances[6]. A follow-up workshop was conducted a month later to assess any further development of group projects. At that stage, it was evident that only some groups had made minimal progress in developing a CPD opportunity.

Qualitative data were collected through observations, daily reflections and group and individual discussions during the workshops. After the workshops, follow-up interviews were scheduled with the participants and those who could not attend the interviews responded to the questions via email. These interviews were conducted in order to assess whether a collaborative approach to developing CPD was still possible and what thoughts the participants had regarding working together with teachers and faculty from other institutions. The collection, and analysis of the data is found in Act V.

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[5] The *De Bono Six Thinking Hats* protocol is used in group settings to assess situations and problem solve issues through 6 steps. The steps include assessing the current situation, determining the facts, generating a list of pros and cons to the situation before generating creative solutions to the listed challenges. See http://www.debonogroup.com

[6] My Husband and I were involved in a near-fatal car accident on the morning of the 3rd day of the workshop.

After the workshops and interviews, I interviewed three additional educators who had not participated in the first workshops in order to broaden the interpretations of data already collected and to confirm themes that were emerging. One represented a private HEI and the other two had worked in both private and public HEIs and schools in Maputo. It was not in my initial plan to conduct these interviews because my initial PAR was concerned with observing transformative learning theories of the participants. But since that did not transpire and due to the attrition of the HEI, it became essential for me to seek further explanations to the emerging themes of the hierarchical characteristics of education and how that was impacting on my PAR. Details of these interviews are found in Act VI and VII.

Once emerging themes were identified, a final set of semi-structured interviews were conducted with teachers inside and outside the initial PAR sample in order to confirm the emerging themes which at that point demonstrated a strong correlation between the hierarchy of education and teacher voice and agency. The findings of these interviews can be found in Act VIII.

Table 2. below illustrates the research design based on Carr and Kemmis (1986), Coghlan and Brannick (2005) and McNiff (2013) with notes on what transpired. No groups were successful in developing CPD opportunities for teachers, but new knowledge on partnership building in Mozambique did transpire that could be implemented in the next cycle of PAR.

Contextualising the setting: Identifying the problem (Diagnosing)	Participants represented private and public schools and HEIs. The context is a need for more CPD opportunities for teachers. The setting is a post-socialist environment where the HEIs are still essentially the voice of the ruling party. See Act I and Act II.
What is the first step? (Planning action and taking action)	Twenty participants met for two days. They worked in smaller groups of 4 or 5 to co-create CPD opportunities for teachers. After the first day of the workshops, all but 1 HEI representative left. See Act V.
Gathering evidence -phase 1 (Data analysis)	Qualitative data was gathered from observations, notes from activities and reflections after each day. See Act V
Taking action again	A follow-up one-day workshop was conducted a month later. The same methods were used to gather data. Some groups made more progress than others on their planned CPD sessions. See Act VI.

Gathering evidence phase 2 (Data analysis)	Participants were interviewed individually. Smaller groups were also interviewed. The interviews supported the process of critical self-reflection which Mezirow says facilitates transformative learning (particularly for me as the researcher). Themes began to emerge. No groups had met further to plan CPD. See Act VII.
Gathering evidence phase 3 (Evaluating and conferring action- lack of action)	Semi-structured interviews were conducted with educators outside the initial group to verify data and explore emerging themes. See Act VIII
Gathering evidence phase 4 (Evaluating and conferring action- lack of action)	I interviewed some of the original participants and teachers outside of the sample in public schools regarding the emerging interrelated themes of voice and agency and hierarchy. While there was no further development in planning CPD from the original sample, there were requests to continue meeting informally. See Act VIII.
Contextualising the evidence (Diagnosing)	Politicising education is evident through collating the data. Similar to the *Chain of Being,* voice and agency increase relative to the position in the hierarchy in education. There appeared to be a will for educators at all levels to continue to partner to form CPD. However, concern was raised that they would not have the leverage to implement change or programmes. See Act IX
Repeat PAR cycle	With the contextual knowledge gained from this PAR there would now be an opportunity to take action again to improve the practice of partnership building. A possible way forward is discussed in Act X.

table 2: The research design and summary of what happened at each stage

The Sample

Convenience sampling was conducted to represent two HEIs and private and public schools. Sending invitations to targeted education institutions was more time-efficient and ensured that there was representation from the intended targeted stakeholders. It could be argued that this meant that only the most enthusiastic educators would respond to the invitation, but change requires engagement from those who are willing to invest time. While this may have been unrepresentative of the wider teaching workforce, it does not undermine the validity of their contributions to the workshops or the research. Twenty participants made up the planning team that was intended to develop the CPD projects through collaboration. The sample was voluntary, and educators were invited through email and by word-of-mouth. While the goal was an equal number of participants from schools and HEIs, there were fewer HEI faculty that responded to the invitation. Representatives from MinEd were purposely not invited to participate as I had intended only to include educators directly involved in teacher training and professional development. If this PAR were to be repeated,

MinEd would be involved in the next AR cycle to ensure that all levels of the education hierarchy would be represented.

The Research Questions

The research question had initially been an investigation into what facilitated transformative learning for individuals through collaboration and partnership development in order to co-create CPD opportunities. However, with the attrition of the HE faculty and the lack of progress in developing CPD opportunities (the projects), the research question was revised to focus on the conditions necessary to create CPD opportunities for teachers in Mozambique through partnership development.

In order to address the research statement of this study, a contextual understanding was needed to explain the interrelatedness of the emerging themes regarding hierarchy and teacher voice and agency. Through the exploration other socio-political hierarchies in order to understand the implications of collaboration and change implementation within hierarchies, my research statement became the "Search for Sustainable Transformative Partnerships between HEIs and Schools in Mozambique: A Shakespearean Interpretation of the conditions necessary to create CPD opportunities for teachers in Mozambique".

The research statement aimed to identify a possible way forward to develop a better understanding of the conditions required for collaboration and partnership building within the Mozambican education context.

Methods for Data Collection

Tikly supports the use of a participatory research methodology, particularly in SSA as it resonates directly with policymakers, practitioners and researchers (2011) despite the challenges of time in particular. Additionally, the concept of participation and community participation predates the colonial way of excluding all stakeholders in decision making (Tikly, 2004). However, PAR assumes that all participants will have voice. Data collection happened throughout the process of the action research and included a range of data collection methods to ensure that all participants had voice. Data included observations,

unstructured and semi-structured interviews, reflections at the end of the workshops and written information collected from activities during the workshops. Additionally, semi-structured interviews were conducted later in the study with members of faculty from HEIs and schools that had not participated in the original workshops thus widening the database and confirming emerging themes (Elliott, 1993).

Observations

The advantage of the participatory researcher is that the observations of actions can and should be interpreted with an understanding of the social and organisational context (Carr and Kemmis, 1986; Coghlan and Brannick, 2005; McNiff, 2013). "It is generally assumed that the real world of the participants of a research project can only be understood if the words and expressions they use in specific situations are revealed." (Vos, Strydom, Fouche, Delport, 2011, p 329). While I had clarified with participants that I would take notes on my observations of group work and of the activities that we conducted in order to understand the reality of their worlds and to observe their interactions, I was also aware that my observations may not be seen as truly neutral as the observer could place tension on the observed and the observations can be viewed as value-laden (Carr and Kemmis, 1986). In order to mitigate this as much as possible, anonymous reflections were completed at the end of each day. These were intended to verify my observations.

Listening to the participants' stories of their lives was critical for all participants and for me as the researcher to understand contexts as well as to be open-minded to a possible mind-shift or transformative learning. Observations included gathering data on who was in the room, how the participants grouped themselves when asked to form groups and how freely they participated in group discussions and activities. My observations also included notes on gestures and body language during the activities and group interactions.

In the second workshop that was run a month later, my observations were more focused (McMillan and Schumacher, 2014) taking into account the attrition from all but one HEI participant and the pattern of hierarchy and engagement in the activities connected to that hierarchy. An example of this was in Group 2, where all the participants from the public schools turned to the teacher from the private school to direct the planning and the discussions (See Group 2 in Act VI). The level of conversation and the body language

observed, indicated that one teacher from a private school was filling in the role of the leader in the absence of the HEI participant.

While the advantages of observations as a participant researcher do include experiences first-hand, I was also cognisant of the possible tensions this method may create such as being intrusive and being a potential influencer in the perceived power differentials. Additionally, I was aware that for the observations to be of higher value, it would have been preferable to have more workshops more frequently and over an extended period of time to build trust and open-mindedness as Coghlan and Brannick (2005), and McNiff (2013) suggest.

Interviews

Unstructured interviews were conducted with the initial sample group in the first two days. They evolved from informal settings such as lunch and coffee breaks. During these discussions, I would ask the participants if they objected to me using some of their shared thoughts, assuring them anonymity. Vos et al. refer to this as "conversations with a purpose" (2011, p 348). The unstructured interviews were conducted individually or in small groups and provided me with a greater understanding of the participants' working environment as well as their perceptions of partnerships.

Unstructured interviews allow for open-ended and rich discussions (Coghlan and Brannick, 2005; McNiff, 2013), leading to broader data collection provided the participant has built a level of trust with the interviewer. The unstructured nature of an interview also gives the interviewee control on how much they wish to share or not. Coghlan and Brannick (2005) however, also caution that as a participant researcher, you could be too close to the data in interviews and assume too much without probing deeply or you may shape the interview with extended discussion.

Unstructured interviews require intensive listening skills, particularly when multiple languages are being spoken, as was the case in this environment, all the while being vigilant of leading questions, prompting thoughts and not missing innuendos in the different languages. As mentioned in Act 1, I ensured that discussions were in small groups and that

there were bilingual participants in each group. Having a peer participant speak both languages and act as interpreter when needed mitigated any possible break in the flow of thought or potential reluctance to share. These interviews and extended conversations together with gathered data from the activities and reflections guided me on formulating follow-up semi-structured interviews for educators beyond the sample group.

Semi-structured interviews are suggested when seeking specific details on a particular topic (Vos et al., 2011). However, they also allow for flexibility to pursue a discussion point that is being highlighted by the interviewee. By establishing semi-structured interviews, you maximise participation by ensuring that you are engaging in the same topics with all, thus increasing the validity of the research (Coghlan and Brannick, 2005; Tikly, 2011). Vos et al. (2011) suggest using this form of interviewing in complex situations that would allow for the exploration of several dimensions of a topic. I took notes during the interview on a pre-planned template that also allowed for the dynamic exchange of thoughts from the interviewee.

Some interviewees responded via email as they had work commitments preventing them from attending face-to-face. The email responses to questions did not allow for the dynamic extension of discussions. However, there are pros and cons to email responses. While the dynamic face-to-face interviews allow for productive discussions, one cannot ignore the fact that because I was the researcher and not fluent in their language (Portuguese), they may have felt more comfortable taking time to respond in writing-particularly as English is not their first language. Participants were also permitted to respond in Portuguese, which were translated by the liaison person identified at the start of the research process (see the section on ethics p 58). The emailed questions were the same open-ended questions that I had used in the interviews. While some responses to emailed questions illustrated a depth of reflection, it also highlighted possible missed opportunities to explore a topic further. For example, an HEI faculty member answered the questions with deep reflection on the socio-political impact on partnership building and had we had a face-to-face interview; we may have generated further discussion on the issue of time and neoliberalism which Cossa (2011) refers to as a backlash to the status quo in education.

There was a general openness in the face-to-face interviews which allowed for more opportunity to explore the answers in-depth and to venture into sensitive areas such as the politicising of education. Most felt comfortable discussing these topics as it was a confidential setting, and they might not have felt comfortable putting these thoughts in writing. While the restraints of the written email did not allow for the exploration of further meaning, they were comprehensive and could be used to support or confirm observations and face-to-face interviews (Elliott, 1993). Due to the dynamic and responsive nature of this research, a smaller group requested a group interview based on the same questions.

Documentary data collected from participants.

Documentary data included written responses in the group and individual activities. Some group activities required written responses or group generated definitions for terms such as "collaboration" or "partnerships" or written responses to the challenges of education in Mozambique. Other data included observations of group activities and two sets of daily individual anonymous written reflections. Three questions were posed each day for the reflections, but individuals could reflect or comment on anything beyond these questions if they so wished. The guiding questions had a specific focus; however, some participants explored further and reflected more deeply on their implicit knowledge (Schön, 1991) which generated further questions from the participants such as "Will we have support from the American International School of Mozambique regarding the availability of teachers to guide us in our training?" (reflection day 2, March 2017).

Data Analysis

Inductive data analysis was pursued, establishing themes as the data was collected. The themes that were prevalent from the start included the political influence on practice and the subsequent professional relationships and power differentials that accompanied that. Mutual or minimally aligned goals and outcomes was also a recurring theme. While time appeared to be a relevant issue throughout the PAR, it never developed into a theme that participants felt influenced the development of partnerships. Instead, the data indicated that professional relationships and power differentials impacted on partnership development regardless of time. These themes and their interrelatedness were triangulated

by interviewing educators outside of the initial PAR group. The iterative design of the research allowed for changes and shifts in the data collection after the initial data from the first two workshops were analysed, supporting what Creswell refers to as concurrent data gathering (2009).

Raw data was read and reorganised several times for coding to extract the emergent themes. Codes for the themes were derived directly from words and phrases used by the participants that raised issues concerning relations, control, position in institutions, time, facility and resource constraints. Bogdan and Bilken's coding lists which include setting and context codes, as well as relationship and social structure codes (Creswell 2009, p 187), were used as guidelines but were not conclusive as this would have prevented authentic and contextualised themes from emerging. Fairclough's (2004) approach to text analysis, which looks at the relationship between the text (dialogue) and the social context (who is speaking or writing) was also considered.

Finally, by being a participant researcher and being aware of the influence of my presence in discussions, the collation and analysis of documents such as the anonymous daily reflections gave some objectivity to what may have been my subjective observations.

Ethics

Ethical approval was granted on the 18th of January 2017 (Appendix J). Strategies were put in place not to expose individuals and to protect their identity as much as possible. Participation in this research was voluntary. The discussions regarding frustrations in the work environment, for example, were treated sensitively so that no member of any particular institution felt uncomfortable. This was achieved through firstly doing small group discussions at round tables, and then having only one person from each table share the collected thoughts from their table with the rest of the participants. This aimed to protect the identity of any person who might have wished to express frustration but did not want their institution identified or did not wish to stand up publicly stating their concerns.

All written reflections were anonymous, and references to the names of institutions were removed. This was only done for reflections to try and encourage more in-depth and extensive commentary. Unstructured interviews and informal discussions were held in the open such as at lunch and tea breaks. Any commentary that I recorded from these discussions was shared with individuals to check for accuracy of the discussions. Interviews were conducted in private venues of the interviewee's choice. Interview summaries were shared with the individuals before use to check for accuracy in my interpretation. Due to language preferences, individuals had a choice to be interviewed in either Portuguese or English or could have a translator or bilingual colleague present. This was only needed for one interview where the individual requested a colleague who spoke both English and Portuguese to be present. The interviewee chose the translator, and I explained the ethical approach of my study to the translator who agreed to abide by all anonymity. After the interview, I shared my notes with the translator and the interviewee (who was comfortable reading English) to check for accuracy.

A fully bilingual point-person or liaison officer was appointed for this research. Her role was to answer any questions or concerns from the participants if they needed further clarification regarding the research. It was made clear that there was no compensation for participation in this research.

Conclusion

The flexibility of PAR allowed for an organic approach to developing a grounded theory as opposed to testing a hypothesis (Carr and Kemmis, 2005; McNiff, 2013). With the attrition of most of the HEI faculty members, I had to adjust and re-evaluate the cycle of PAR to accommodate the level of frustration from some remaining individuals that felt that they would not have the power to implement their ideas without the HEI representation. The direction and pace of the PAR had to be adjusted within the workshops to accommodate potential new groups, which due to the non-linear nature of PAR allowed for the unpredictability of the attrition (McNiff 2013).

Dawson and Sinwell (2012) articulate the challenges of researching in the field of social change (and I believe my research is in social change within education) and they reflect on whether we are researchers or activists particularly in action research. With this in mind, I reflected on the purpose and end goal of my studies. The government and existing HEIs may not be able to meet the demand for CPD and solve this problem on their own. Collaboration and partnering with all educational institutions need to be reimagined to solve this problem. The nature of this study and the methodology needed to be one that was flexible and practical, allowing for possible action that could facilitate the social change that is required to develop more CPD opportunities.

 An activist pursues change or sets in motion actions that can provoke change. Having reflected upon this and having undergone my transformative learning, I would say that I am more empathetic to the challenges of CPD in this context and that while I would pursue further action research to create opportunities for partnerships, I am not an activist. Being an activist say Dawson and Sinwell (2012) puts me in jeopardy of losing credibility with academia in terms of the bias that might filter through my research. However, they suggest that PAR is a strategic methodology to use in these cases. The point being that a methodology needs to be used that can best serve the purpose of academia, as with my doctoral thesis and can be used to push the frontiers of new knowledge while at the same time support the primary ethical consideration of the study, that being social change within education. By pursuing PAR, one can attempt to integrate the social change and academia, instead of "exacerbating the divide between academics and activists (Dawson and Sinwell, 2012, p 179).

Interestingly, there are fewer samples of PAR in the field of education in Sub-Saharan Africa than in the Global North. Since PAR expects the researcher to immerse themselves into the complexities of the socio-economic and political areas of education, does that make the researcher more vulnerable and possibly less objective and therefore are they less likely to choose this route of research? Additionally, the nature of action research being similar to the actions of an activist (Dawson and Sinwell, 2012) may lead to direct conflict or bias in the research which is why it was imperative to keep the balance between private and public participants, particularly since my experience is in private schools. Conversely, as Tikly

(2004) states, the nature of PAR, as a community-oriented practice resonates with pre-colonial habits, which are more inclusive.

However, my research needed a relational approach and a methodology that could transition from the contextualised qualitative data to a grounded theory, and this could be actioned through PAR. It has afforded me the method of gathering data through relations and lead to identifying categories or themes by employing constant comparative analysis, which could emerge as a theory. If grounded theory is a cyclical process of constantly moving between the data and identifying themes from the data, then in this research it is a social process trying to identify the patterns in partnership formation which can inform social change within education. The patterns of partnership however, must be contextualised in the hierarchical structure of education in Mozambique and much like the Elizabethan *Chain of Being,* the hierarchies have established patterns of social behaviour and voice. The grounded theory, through the lens of the *Chain of Being,* was realised through this PAR and through methods of data collection that highlighted relations.

Act V: THE FIRST WORKSHOP

*Why then 'tis none to you; for there is nothing either good or
bad, but thinking makes it so.*

Hamlet, Act II, Scene2

The first workshop took place on March 2017, and the intention was to familiarise ourselves
with each other's working contexts in order to form smaller groups centred around shared
interests and expertise to develop CPD opportunities for teachers. These opportunities were
referred to as CPD projects. Additionally and most importantly, the goal was to include
representation from HEIs in this study to assess partnership capacity between schools and
HEIs as they are perceived by the teachers as knowledge experts. While this was the
intention for the initially proposed research of evaluating transformational partnerships,
data gathered from this workshop remained pertinent for the refocused research which was
establishing the criteria needed to create partnerships in a hierarchical environment.

The workshop was held over two consecutive days and conducted on a private school
campus. Greany and Brown (2015) suggest that such an arrangement is not as ideal as the
space should be neutral to avoid any sense of power or ownership. However, due to
logistics such as venue and transport, this space was the most suitable. The dates and times
were challenging as participants were not given time off from their teaching schedule to
participate, and the different school calendars had to be negotiated. Such problems are not
uncommon in SSA. In their research on North-South school partnerships, Edge, Frayman and
Lawrie (2009) reported that schools in SSA were typically not given the time or flexibility by
their respective authorities to conduct joint activities to build partnerships.

The Participants

Although I aimed at 20 participants, 22 attended the first day of the workshop. Invitations
had been sent by email and through word-of-mouth resulting in additional requests to
attend. Initial enthusiasm to attend was expressed by teachers from the public schools, as
they wished to connect with other public and private schools and were eager for any CPD

opportunities. Eleven participants represented two private schools; six represented public schools and five represented three HEIs. More than 80% of the teachers who were invited attended, but less than 50% of HEI faculty who were invited attended the first workshop. All participants were current teachers or lecturers from those institutions, and all but three were fluent in Portuguese. As noted in Act III, I was cognizant of the influences of language and the power of language, noting that Portuguese is the official language of education and formal higher education is essentially still the voice of the ruling party (Cossa, 2011; Gilbert, Fiske and Lindsey, 2010). While most spoke and understood English, three participants spoke limited English. There were, however, sufficient bilingual participants to serve as translators. Instructions for all the activities and presentation notes were delivered in English and Portuguese. Question and answer sessions, and group discussions were built into the programme at regular intervals to allow for opportunities to communicate in both languages and this maximised engagement. Appendix A indicates the institutional affiliations of the participants and their proficiency in English.

Four participants left after the first day. Two indicated that they had limited time. Two HEI faculty members never returned and gave no immediate reasons for not returning. Three of the four who did not return were from HEIs, two with limited English. The possibility of English being a barrier to their participation was explored later as a possible reason for their departure but was not a conclusive reason for attrition. The diminished HEI representation limited all groups engaging with HEIs, however, it did give room for all the teachers in the study to explore opportunities for connecting with other institutions that they may not have considered, as their inclination was to seek expertise from the HEIs.

Through a series of activities that encouraged collaboration, reflective practice, open-mindedness and the exploration of different teaching environments, participants were familiarised with each other's contexts. They shared their own life-long learning experiences, and the sharing of narratives provoked comparative discussions. Common themes in the discussions were highlighted, such as first-day-of-school experiences and the demands of parent communities in schools. Most of the participants went to school in Mozambique during the civil war, and while only primary school was mandatory at the time, their parents supported them to invest in further studies. These initial activities intended to

identify commonalities so that participants would be more comfortable moving forward in discussing differences in their teaching contexts. As a participant-observer, I shared my experiences of being educated in South Africa during apartheid, which coincided with the civil war in Mozambique.

Workshop activities

Once participants had shared the similarities and differences of their learning institutions that they currently worked at, common issues were identified. Appendix B indicates the overarching themes and the frequency with which they were raised during the different activities. Comments were written on flip-charts and collated into collectively identified overarching themes. There was much discussion around the importance of professional relationships between parents, colleagues, students and administration. The influence of language and cultural differences were discussed, not only between private and public institutions but also between schools on the outskirts of the city and the inner city. In the second activity, in particular, position, power and leadership were highlighted as having a significant impact on daily practice in schools. Mutual goals were highlighted as being important in developing any collaboration or partnership.

During these first activities, I did not differentiate the institutions when writing the comments to avoid any potential tensions regarding possible criticism of their workplace or their administrative leaders. However, teachers from both private and public schools were more vocal than the HEI representatives. Further detailed coding, clustering and frequency was completed by me after the workshops by referring to the comprehensive written flip-chart records.

The initial activities were followed by sessions dedicated to discussing the Mozambican *Committee of Councillors', 2003*, MinEd strategic plan, the UNDP sustainable development goals for 2030 as well as the African Union goals for 2063. Most public-school participants were not familiar with these documents. Only one teacher from a private school had seen the strategic plan from MinEd, but all HEI faculty were familiar with all the documents. This highlighted a discrepancy between the HEIs and public schools in particular regarding

familiarity with policies and strategic plans. Knowledge of and access to these documents was an early indicator of a theorised hierarchy, with only some levels of the education hierarchy having ready access to the documents. This discrepancy in access to policies and strategic plans supports Cossa's reflection that policies have changed at an administrative level in Mozambique, but procedures have not kept up with the change to implement the new policies in practice (2011).

Additionally, with the attrition of HEI faculty after the first day, it left a void in policy knowledge in developing the proposed CPD projects. Most teachers in the workshop were teaching and practising without extensive knowledge of the expected outcomes of the strategic plan, such as the inclusion and equity policies giving wider access to children, or the reflective competencies expected of teachers and students through the delivery of problem-solving pedagogy. After reviewing the strategic plan and some of these expected outcomes, teachers compared those to what they experience in their daily work in schools. The group followed the De Bono *6 Thinking Hats Protocol* that requires participants to list the strengths and weaknesses of their current environments and to brainstorm potential areas of strengths that could be turned into opportunities. This protocol was used to limit a biased direction of the discussion as it has strict protocols of how much time is spent on each part of the discussion. It also allowed me, as the researcher and facilitator, to be more objective in the direction of the discussion.

Discussions centred mostly around relationships in the professional setting, physical teaching environments, and having direction in pedagogical practice through establishing goals and purpose (See appendix A). The *6 Thinking Hats Protocol* in particular raised issues concerning internal and external political relations, echoing Chan's findings that teacher professional development is highly politicised and government-led (2016). The discussions prompted comments such as "Change the government's perception and start to value education-- do not be political" (Private school Participant, day one, March 2017), which is an accurate summation of the comments raised in this activity.

Most, but not all, participants were willing to discuss sensitive topics despite their potential vulnerability of being critical of other schools, institutions or even government structures. It seemed that the participants were encouraged by each other's openness and connections

were made between educators from different institutions to explore possible projects. While all teachers at public and private schools were more outspoken, the faculty from HEIs were more reserved in sharing opinions, which could have been due to their limited levels of English or their sensitivity to being critical of the hierarchy and their position in that hierarchy.

This at first appeared to be a contradiction to the final theory of this research which is that the higher the position on the hierarchy, the more voice and agency educators have, despite all levels being vocal about their situation. However, with the attrition of the HEI faculty the following day, there was a decline in confidence in putting proposals for CPD into action. This may have indicated a lack of confidence in the remaining teachers in making proposals for projects or taking ownership of projects as traditionally the ideas would have come from the HEIs. Similarly, the Elizabethan *Chain of Being* dictates the amount of action that an individual can take but does not prevent the individuals, regardless of their standing, from expressing their frustrations concerning the situation. Cassius and Brutus in *Julius Caesar* for example, have lost faith in the leadership and fear that the leader (Caesar) "doth bestride the narrow world / Like a colossus" (Act I Scene 2), at the expense of his people, leaving little room for those around and beneath him to make decisions and take action to serve Rome (Lake, 2016). Similarly, some school-staff felt that there is little they can do regarding the management of their schools and that (as expressed in the previous activities) administrators' actions are not necessarily in the interest of their teachers nor their students. Unlike Cassius and Brutus, the teachers in this PAR, may have been vocal about expressing their dissatisfaction, but they do not have the voice to bring about change due to their standing in the hierarchy.

In the interest of developing collaboration on the second day, each participant's assumptions towards partnerships needed to be explored and reflected upon (Mezirow, 2009) in order to develop mode-2 knowledge (Wood, 2014) and contribute to the development of CPD opportunities. Contributions to the partnerships could be contextual experiences or subject knowledge. Teaching staff from similar disciplines were encouraged to work together in groups and were required to have representation from at least three institutions. Initially at least one participant in the group had to represent an HEI, facilitating

partnerships between schools and HEIs. However, since most HEI faculty did not return on the second day, some groups represented two institutions only. For the most part, the participants gravitated towards those that they felt most comfortable conversing with in their own language or who were from similar institutions, holding onto familiarity or habit rather than forging new identities through collaboration (Chan, 2016; Mezirow,2009). At the same time, however, some groups expressed their frustration that the lack of HEI representation meant that their ideas would not come to fruition, indicating their uncertainty in the system if the hierarchy was not adhered to. One participant remarked that

> "Our "*Useful Plants of Mozambique*" booklet had the hallmarks of a good and sorely needed project. Unfortunately, feasibility and desirability are not enough; buy-in [from HEIs] is what is required. I am not sure what buy-in looks like because the university was absent after those initial meetings" (private school participant, April 2017).

Similarly, when the *Chain of Being* is disrupted in Shakespeare's plays and leadership is either absent or their power is usurped by those lower on the chain, tension is experienced between the characters in the play as well as by the audience who respond with an uncertainty of the potential outcome (Parvini, 2012). This is seen in the opening scenes of *Macbeth,* where witches address noblemen, in *Julius Caesar* where tradesman argue with tribunes regarding allegiance to previous leaders (Pompey) and in *Richard the Third* where Richard Gloucester shares his murderous plots to disrupt the chain to the heir of the throne. Characters may vocalise their discontent or their uncertainty, but they have no voice to carry out actions to bring about the desired change.

The groups' responses to the absence of traditional academic leadership ranged from frustration, as illustrated in the quotation above, to resignation that HEI faculty lacked time to participate questioning whether any partnerships or projects could come to fruition.

> "The professors have responsibilities to the HEIs, and they do not want to shake the boat. They do not and cannot commit to time. Also, they do more than one job, so it is hard for them to commit to time that does not pay" (private school participant who has also worked in an HEI, April 2017).

Due to the lack of HEI participants on the second day, groups turned to the private schools to take the lead. During the workshop, several questions were asked by participants regarding the next steps and who would take the lead. Teachers from the private schools felt disappointed that the HEI faculty were not present as they needed their expertise in specific fields such as the indigenous knowledge systems pertaining to plants as mentioned earlier. However, where experience in pedagogy was required, participants looked to the most experienced teachers in the group regardless of where they came from. This was an interesting shift in perception of leadership and one that was similar to studies conducted by Ngcobo and Tikly (2010) that recognised that context and need depicts the style of leadership, some being more democratic than others. However, unlike their study, which accommodated democratic and authoritarian leadership, in this study, alternative leadership was only sought when a higher member of the familiar hierarchy was not present, replacing it with what was the nearest to the existing patterns of hierarchy and thus maintaining the status quo as best as possible.

On the first day, with representation from all institutions, there seemed to be an acknowledgement of the HEI faculty in the room as knowledge bearers, leaders and problem solvers (Chan, 2016; Miller, 2015; Smith, 2016; Weerts and Sandmann 2008; Zeichner, 2010), but on the second day when most HEI faculty did not return, there was a hierarchical shift according to what was needed by the group. In this way, the groups attempted to alleviate the uncertainty of moving forward with their action.

In addition to informal feedback during lunch and tea breaks, a closing anonymous reflection was required each day from each participant. Participants answered three questions. Responses on the second day reflects the significant drop in the number of participants. Appendixes C and D summarise the frequency of issues raised in the reflections on days one and two and are aligned with the overarching themes from the first two activities. Reflections that were written in Portuguese have been translated to English. The questions were asked to determine whether individuals had gained any insights into others' contexts and whether there was any potential for partnerships.

Most notable was that the responses indicated a lower level of confidence in partnership building on the second day after the departure of most HEI representation. Furthermore, there was a greater focus on professional relationship building on the first day than on the second.

Key issues Emerging from the First Workshop

Several issues arose in the activities, discussions and reflections. In this section, I will discuss these issues and their impact on attempting to develop CPD opportunities. The substantive issues impacting on partnership building are the cultural and language influences, facilities, as well as the alignment of goals and purpose of all participants. The significance of the HEI engagement and its impact on professional relationships, power shifts and the politicising of education is discussed separately.

Substantive issues influencing partnership building

Cultural and language influences, as well as teaching contexts, were frequently referenced in both reflections and during the workshop activities. One of the respondents expressed new insights into their assumptions stating that "I got a clearer picture of how we tend to assume that education is the same just because the goal is common when it is never the same" (private school participant day one, March 2017). Another comment referencing open-mindedness stated "I learnt that to teach is a complex activity that involves several social, cultural, psychological and pedagogical competencies. The teacher is not the only one who 'knows' everything" (public school participant, day 1, March 2017). Both comments indicated insight into other's contexts and indicated a level of reflection of their own assumptions (McNiff, 2013).

Sharing teaching contexts was valuable for all as participants shared experiences concerning multilingualism in classrooms, class sizes (up to 55 students in a class) and access or lack of access to facilities and resources. The language spoken by the participants (Portuguese and English) in the workshops played a more prominent role on the second day in that questions were raised as to how this would impede collaborative project development. "How hard will this be due to language barriers. I have no idea of [language fluency] limitations faced by

science teachers or how realistic this [collaboration] might be*?"* (private school participant day two, March 2017). Despite these concerns, there was still a keen interest in developing partnerships and sharing expertise as numbers in the last column of Appendix D indicate.

While the productivity on the second day was just as constructive, it was notable that there were fewer participants and that there was only one representative from the HEIs. When reading the reflections from all participants on the second day, there was a sense of urgency that action needed to be taken with clearly articulated goals so that a product could be realised. Several of the reflection comments requested the support of the private school to continue with the projects. These questions were mainly concerned with the logistics of facilitating on-going meetings in order to develop the projects and meet the goals. Additionally, questions such as "How will we make sure we collaborate*?"* (public school participant, March 2017)*,* indicated a desire to continue with the partnership but a reservation as there was no clear pathway on how that partnership could be realised logistically and practically. This was most significant in the drop in responses to question three on day two, where 11 participants did not respond to the question, which may have signified their uncertainty of this working.

HE Participation

There appeared to be some reservation from the HEI lecturers to collaborate in developing professional development opportunities on the first day. During group discussions, they expressed their concerns regarding the level of scientific content knowledge that their students could bring to the table when collaborating with teachers. They expressed that they might not have the time to dedicate to this project. Both the professors who shared their concerns regarding academic standards did not return for the second day of the workshop. In later interviews via email, both participants reported time as being the reason for not returning. However, time was not mentioned in the reflections as an obstacle to partnership building by other participants. A third member of an HEI spoke at more length on the low priority of this research, since even if collaborations were successful, they would probably not be implemented without the approval and support of MinED.

From the start, it was difficult to confirm the HEIs' involvement. Fifteen invitations were sent out via email, and very few responded at all with only five finally participating. Several reasons may have contributed to the HEI participants not attending in the first place and their leaving after the first day. i) HEI faculty connected with many highly experienced teachers from private and public schools and were no longer the only knowledge bearers in the room. ii). HEI faculty may not have been comfortable investing time into something that they knew could not come to fruition based on the hierarchy in education. iii) Some expressed time as being challenging to commit to over an extended period. Iv) Logistics and other commitments in their profession restricted participation. This was the case for two of the four HEI faculty who had left the PAR, who were awarded scholarships to travel abroad for six months which would have contributed to their leaving the PAR.

Most HEI faculty have multiple jobs and find it challenging to juggle additional commitments. According to Zavale and Macamo (2016), 99% of lecturers take on additional work such as consulting or even non-academic work due to low salaries. Furthermore, their research indicated that the working conditions and compensation does not encourage them to reach out to companies (and less likely to schools) for CPD or to create partnerships unless it is in a private and consultancy capacity (2016). Mezirow also refers to competition as a barrier to collaboration, reminding us that the competitive world we live in "conspires against collaborative thinking" (2000, p 11) and that improved performance in a competitive world is a measure of success. It may have been that some individuals could not see the possibility for improved measurable performances; thus, its value was diminished. This was further supported by the comments made by HEI members regarding their students not meeting the high standards reflected by students and teachers in private schools, potentially resulting in a negative reflection on their performance as lecturers.

Mezirow emphasises the value of "contextual understanding and critical reflection on assumptions" (2000, p. 3) that would give meaning and reason to adult cooperation and learning and therefore relationship building. This was referenced by one participant's reflection on appreciating "The learning process through life experiences, values beliefs and culture" (participant day two, March 2017). The concept of sharing knowledge and contextualising their experiences facilitated an environment that enabled smaller groups to

start working on their CPD projects. All participants were vocal in expressing the need for and the enthusiasm for positive relations with fellow teachers in different institutions.

The need for professional relationships was highlighted in the reflections and in general discussions indicating that participants valued relationships between educators that could lead to success in projects and improved teacher practice. However, as will be seen in the following Acts, as the data collection progressed, particularly after the interviews, concerns in relations between institutions appeared to pose a threat to the success of collaborative projects. Institutional relationships in education are determined by hierarchies minimising access to each other and to the resources that they offer. For example, teachers felt deprived of knowledge and resources concerning IKS when the members of the HEI faculty did not return. Conversely, faculty from HEIs expressed their concerns regarding scientific understanding and academic rigour in the private schools versus the expectations the HEIs had of their own student teachers. HEI faculty questioned what sort of relationship could develop between teachers from these different institutions and themselves, particularly regarding facilities and access to the latest research (HEI participant March workshop, 2017). Participants from HEIs and the schools raised concerns on the gaps between research and best practice in classrooms (Group activity reflection, March workshop, 2017) and the need to build relationships between institutions to fill those gaps.

With the attrition of most of the HEI participants after the first day, questions were asked by participants as to who would drive the projects. It was assumed by the participants that without an expert driving their project, there would be less chance of success in their projects as was indicated by the group working on IKS. This resonates with Mezirow's "habits of mind" (2009) of following the known pathways of the order of things and how projects are accomplished in education in Mozambique. With most of the HEI faculty not attending the second day of the workshop, groups turned to the most experienced person in their group. In three of the groups, they turned to a teacher representing a private school to take on the leadership.

The lack of participation from HEIs however, was a concern in that one of the goals of this research was to assess partnership capacity between schools and HEIs. Long-term

commitment from the HEIs at this point of the study did not seem to be a possibility. On the first day, HEI faculty attending the workshops were seen as knowledge bearers to solve the problems that the schools would bring to the table (Chan, 2016). However, the problems that all participants were bringing to the table, including facilities, language barriers, available time as well as the need for content knowledge, could not be resolved by HEI faculty alone. While they were seen as experts in content knowledge, there were also other experts in the room from other schools. Therefore, when the HEI faculty did not return the next day, groups without their representation shifted the leadership.

Despite the attrition of the HEI faculty, teachers from the private and public schools were enthusiastic to partner on projects. Answers to the reflection question on day one, "Is there potential for partnerships?", indicated positive responses such as "Yes—I would like to integrate more" and "There is certainly potential for partnerships. It was fascinating." All participants asked for more meetings at the end of the workshop and were willing to engage in further discussions on project development. Teachers were unanimous in moving forward with a plan for CPD for their colleagues, but most HEI faculty seemed less so. Even though the second day's reflections from all participants indicated a reservation and lack of confidence in pursuing partnerships between all participants, there was a positive will to continue to pursue relations between the school teachers.

Conclusion

After two days of workshops, the abovementioned issues had emerged with the most significant being that most participants representing HEIs had left and that the other participants were looking to the private schools to take up the lead on continuing with the collaborative planning for CPD. There was no doubting the enthusiasm of the remaining participants to continue, and some had begun with constructive discussions on what could be done in terms of creating CPD opportunities.

If one looks at what transpired through the lens of the Elizabethan *Chain of Being* then, similar to the hierarchy in education, conformity and habit (Lovejoy, 1964; Mezirow, 2009) are expected depending on the individual's station. Firstly, in the Elizabethan world, the

Chain of Being should never be tampered with, and restructuring of the order would be viewed in an unfavourable light by the authority. The hierarchical and associated social behaviour became evident in these first two days when the bearers of knowledge, the HEI faculty, who were expected to be the leaders of knowledge and pedagogy, were firstly few, reserved in their commentary, were not the only knowledge bearers and did not return on the second day. With the many members of faculty, who are higher on the chain not present, all but one group were thrown into a new environment of determining leadership in this project. Anyone stepping up to the leadership role or being handed the role by the rest of the group would be taking on the responsibilities, and that appeared to be a socially and politically loaded situation because the HEIs or MinEd should be the leaders in projects regarding CPD. Pursuing this disorder in any of Shakespeare's plays created dramatic tension and foreshadowed less desirable consequences.

Regarding my transformative learning, as the participant researcher, I had to step out of my context and its associated assumptions to understand and re-imagine a new way forward with my research as the original plan to evaluate transformative learning in partnerships was no longer appropriate. This, however, was still in keeping with the PAR cycle. Kitchener and King, in Mezirow (1990) refer to this as the reflective judgement model, which forces one to re-imagine a new pathway to find meaning or truth in the situation. *Figure 4.* illustrates this model and summarises my own experience of the first two days and how that directed the research moving forward.
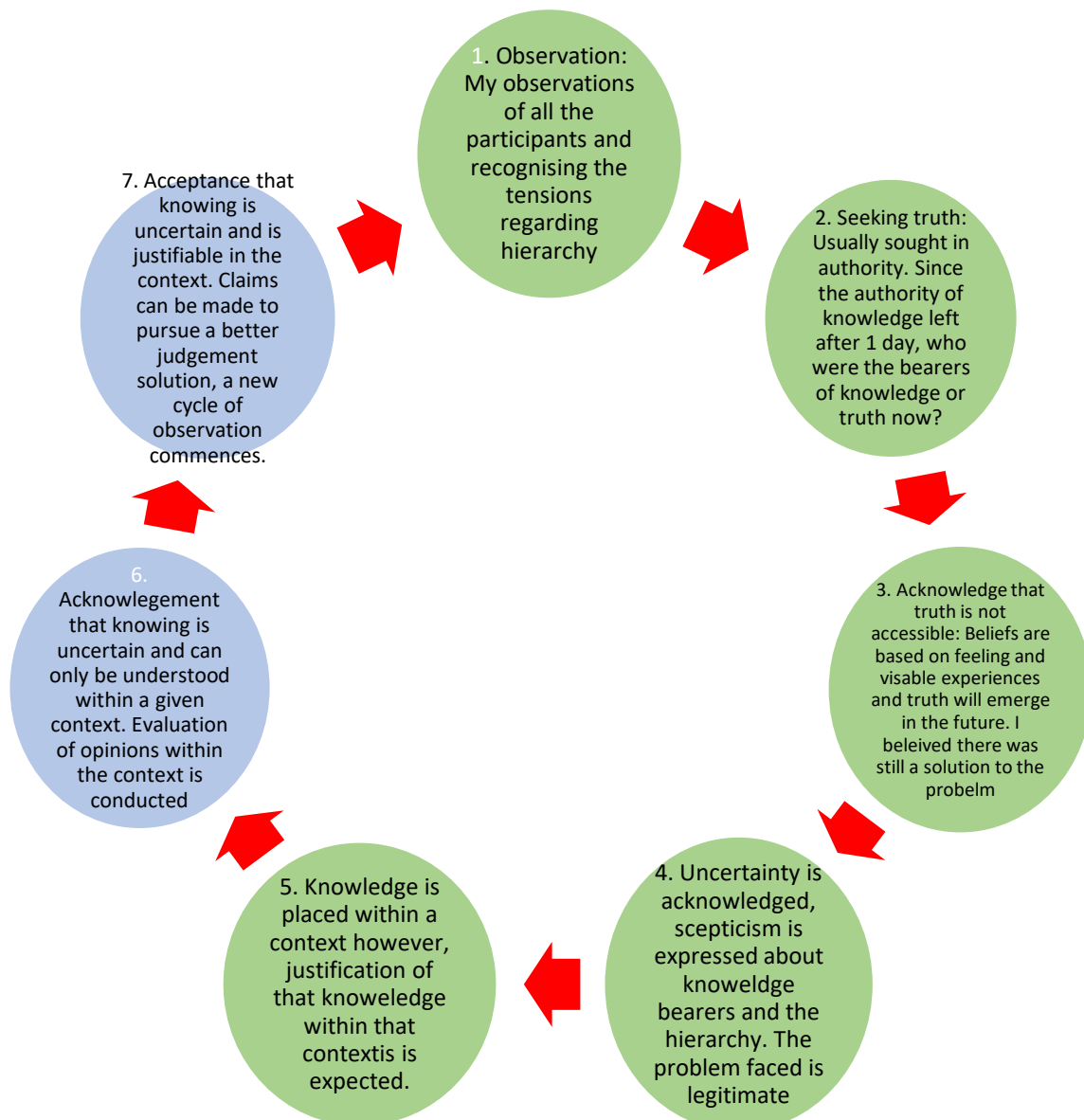
figure 4: The reflective judgement model (Kitchener and Kin, in Mezirow 1990) illustrates my process of transformative learning. The green indicates where I believe my learning was at this stage of the PAR.

Act VI: THE SECOND WORKSHOP

When shall we three meet again, in thunder lightning or in rain?
When the hurly-burly's done, when the battles lost and won.

Macbeth, Act , Scene 1

The second workshop held in April 2017 was, in fact, the originally planned third day of the first workshop which had to be postponed as mentioned before. Despite the shifted focus in the PAR, data collected from this workshop, which was initially intended for research focusing on transformative partnerships and the co-creation of CPD, remained relevant regarding the shift in leadership in the groups as a result of the attrition of HEI faculty and how that impacted on partnership development. This workshop intended to establish a common understanding, particularly concerning MinED expectations regarding partnerships and pursue small group partnerships to develop CPD opportunities for teachers in Maputo. The overarching issues from the previous workshop were used as guidelines to determine the groups' development in collaboration. The impact of cultural and language contexts, leadership, voice and agency (the liberty to take action) and finally goals and objectives were examined in each of the collaborative teams to assess their progress at that point in developing CPD opportunities.

The Participants

There was a significant drop in the number of participants in this second workshop. Of the original 22 participants on day one of the first workshop, there were now only 14 participants representing private and public schools and one representative of an HEI (Appendix E). The number of participants from the private schools remained high, and while the number of teachers from the public schools had dropped, there were still enough members to continue working on collaborative initiatives. However, there was an imbalance of institutional representation in all but one of the four working groups. This impacted on leadership in particular and is described below. The public-school participants that could not attend had notified me of transport and logistic challenges but made themselves available

for any further collaboration. The sample was still a mix of levels of English and Portuese proficiency.

Pursuing Strategic Collaboration.

The collaborative planning teams were expected to continue generating ideas to further co-create their CPD projects. The composition of team members remained their own choice to avoid a compliance-based approach to collaboration and instead generate a productive environment for co-creation (Davison, 2006; Dufour et al., 2010). Groups stayed the same as the the first workshop. The remaining HEI faculty member remained in his original planning group. In order to pursue collaboration and to build trust, it was essential to establish a common understanding of concepts such as the meaning of collaboration and engaged and authentic learning. This was done through group activities, sharing experiences, as well as reverting to the MinEd strategic plan regarding partnerships. While it was relevant to highlight partnerships as stipulated by MinEd, which is more transactional, our focus remained the pursuit of partnership development through the lens of transformation and through co-creation.

Defining partnerships between education institutions led to a focus on finding a common understanding of collaboration, engaging students and identifying effective teachers. Various group activities were conducted for the participants to share their experiences and understandings regarding these concepts. Appendix F. indicates the descriptors generated by the participants of what collaboration is. These descriptors were aligned with the overarching themes from the first workshop.

 It was evident that relationships between stakeholders in education were still the most critical issue for the participants and the descriptors indicate a desire for partnering on an equal footing to co-create projects as Coghlan and Brannick (2005) and Davison (2006) propose. With only one HEI faculty member present, it had a noticeable positive impact on that group in terms of collaboration and goal orientation as opposed to other groups who had no HEI partner. The first group moved at a faster pace establishing goals, objectives and a timeline to meet again, and they had begun planning the implementation of ideas. With

the HEI involved, the group felt that they had the liberty to move forward. While the activities highlighted the value of goals and objectives giving direction to each group, the attrition of the HEI representatives and the perceived expectation for the HEI to lead the collaborative groups, appeared to hinder the development of clearly articulated goals. Teachers who were left to take on the leadership asked: "How do I push things forward without driving the project too much?" (private school participant, March 2017). Others questioned, "I am not sure what buy-in [from the HEIs] looks like but if they were still involved our project would have more impetus" (private school participant, April 2017).

Participants continued in their original groups formed around common interests and identified needs. They proceeded to identify leadership for their groups and continued with planning their projects. Where there were no clearly identified leaders, the group discussions and objectives were less structured and the group took longer to progress towards the next steps of action. As the participant researcher, I took note of these discussions and observed group behaviours, particularly in who was taking the lead in discussions.

My observations of the groups' progress and collaboration at this point were summarised on a 1-5-point scale with 1 being little progress and 5 being extensive progress and is illustrated in *Table 3.* While spending time with each group, I determined whether they had met outside of the workshops. I also asked the groups to share their goals and tentative plans with me at the end of the day.

Group	Contact time Outside of the workshops	Clarity of a common goal	Diversity of membership (HE and public and private schools' participants)	Equal levels of participation	Total score
Group 1	3	3	4	4	14
Group 2	1	3	2	2	8
Group 3	4	4	1	4	13
Group 4	1	2	2	4	9

table 3: My assessment of collaborative progress after both workshops.

Group 1 comprised one teacher from a private school, one lecturer from an HEI and four teachers from two different public schools. While only one member of the group was currently employed by an HEI, two members had previously worked for an HEI and could relate to the HEI participant who could relate to classroom experience in schools as he does part-time teaching in a private school. This group scored the highest out of the four groups, and their discussions were productive with discourse in recognising and understanding the different contexts that everyone represented. They planned a CPD project on the topic of inclusivity of students with special needs into public schools. Their goal was clearly articulated, yet time still needed to be spent on ensuring that all members of the team agreed on what inclusivity meant and how to define students with needs. The Mozambican *Committee of Councillors, 2003* clearly states that part of the country's vision is to develop systems to accommodate students with special needs, but it does not state how that can practically be carried out and who will be responsible for taking action on this. This group's goal had value and is a strategic fit and shared mission with MinEd, a critical attribute in partnership building (Africa Unit, 2010; School-University Partnerships, 2016; Thorkildsen and Stein, 1996). The diversity in this group allowed for each person to bring different institutional contexts to the table. The levels of cooperation in this group were derived from understanding each other's context and allowing all participants to contribute with an equal voice.

The second group proposed a CPD project dealing with classroom management strategies for teachers in public schools who have to deal with an average of 45-70 students in a classroom. This group comprised two teachers from private schools and two teachers from public schools. Although they were engaged and initially had the most comprehensive timeline, they had no clearly articulated goals. With the lack of representation from HEIs, the group turned to the private school teachers to lead the discussions. Progress for this group appeared to be reliant on a leader to arrange for follow-up sessions and to lead discussions in articulating their end goal more clearly. With no-one in the group prepared to take that on, the group did not progress. While their project was valuable to the public-school classroom teachers, there was no clearly articulated link to MinEd strategic plan, and neither was it a strategic fit for the private schools. Private school teachers in this group did, however, feel that they had gained a better insight into teaching in Mozambique public

schools. "I learned that teachers work in extreme conditions trying to reach the same outcomes as me." (private school teacher, April 2017). This reflection would have supported a more realistic co-creation of a goal and project had there been more time.

Group three was made up of two teachers from an international school who were working on developing a bilingual teacher guide on indigenous plants that could be implemented in the classrooms. Despite including a Mozambique national, who understands the value of indigenous knowledge, their content and perspective might have been less inclusive as it did not account for other teaching contexts nor did it include the expert knowledge of the HEI representation that they had hoped for. They had met outside of the organised sessions on two further occasions which fostered a mutual commitment to the project and developed a level of trust in that they shared input and equal voice in the direction of the project. On these occasions, they met with members of the community to interview them on their indigenous knowledge regarding plants in the neighbourhood. What frustrated this group the most was that on the first day of the first workshop, two HEI faculty were part of their group and they had expected expertise from them regarding indigenous knowledge systems and the concept of "Africanisation" of curricular. With their attrition, the participants questioned whether attempting this project was realistic without the sanctioning of the HEI. Despite one of the members of this group commenting on the language barrier being difficult, they pursued contact and collaboration with HEIs, but to no avail. Their frustrations were shared with me during the workshop.

The final group comprised two teachers from a private school and one from a public school who were developing a teacher workshop on including physical education (PE) in daily classes. The current situation in government schools is that all classroom teachers are expected to do PE with their students despite having had no training. The initial co-created ideas from this group were feasible and a strategic fit for all participants as it matched MinEd's strategic plan as well as the strategic plan for the private school, which requires partnerships in the community. However, with no representation from HEIs, no-one stepped into the leadership role, and as such, it never went beyond the initial brainstorming phase. Although they represented two institutions that had never worked together before, there was a strong sense of equal voice and collaboration in the initial stages of the planning

due to shared interests. Public and private school teachers collaborated easily and equally generated ideas.

Overarching themes in the Second Workshop

Aligning the overarching themes from the two workshops with the progress that each group was making in developing their CPD projects, allowed further patterns to emerge, particularly regarding leadership or the lack of leadership and language. *Table 4.* summarises my observations of each group regarding the emerging themes from the first workshop. What follows is a discussion of the four groups against those four overarching themes.

Relationships between participants representing different institutions

According to the Elizabethan *Chain of Being*, behaviours and actions are determined by the relationships between people on the same level of the *Chain of Being* and between those on different levels (Aradi, 2017). Shakespeare uses these relationships to purposefully create tension and drive the plot of his plays forward, as with the meeting of the witches and Macbeth and Banquo. Bringing together members of institutions that represented different levels in the hierarchy and different cultural and language contexts, led to tension, uncertainty and frustrations in the development of planned CPD opportunities.

Through observations, discussions with groups and the collation of written reflections during the activities, it appeared that members of the groups in this research were expecting HEI faculty to take on leadership. They then had to deal with tensions and frustrations by being in a group with no apparent leadership or hierarchical structure. One member of group four expressed that "It's creating the time [for all parties to meet] that's difficult. We would have to set up ongoing sessions for a whole year --- it's difficult" (April 2017). The same participant expressed later in an individual interview that it was challenging to get HEI faculty involved because they have multiple commitments and no time (interview April 2017). Without the sanctioning of the HEI in this project, this participant and others felt that it would be frustrating to commit to a long-term project that might not meet with the approval of MinEd. In group one, however, three of the members

of the group had worked together at the same HEI in the past. This gave them an advantage as they understood the value of HEI participation, their sanctioning of a project, and the HEI participant also understood the school contexts. This group had a representation of knowledge bearers in the traditional sense (Altbach, 2007; Miller, 2015; Smith, 2016; Weerts and Sandmann, 2008; Zeichner, 2010). All members of this group had experience in public schools and could relate to the needs and contexts of those schools. All also spoke Portuguese fluently.

In contrast, both groups two and four comprised teachers representing private and public schools with no representation from HEIs. While they had never met before, members of group four had all worked in similar schools and could relate to each other's contexts, but participants in group two were unfamiliar with each other's context. While relations were professional, and there was an appreciation and openness to understand each other's contexts, there was little progress in their planning since leadership was not established in that group. The familiar hierarchical structure was not present, and when the public teachers turned to the private teacher for leadership, she did not want to take on the responsibility.

Overarching Themes from workshop 1 and 2	Group 1.	Group 2.	Group 3.	Group 4.
Relationships between participants representing different institutions	Most members had worked together in the past, providing a mutual understanding of contexts. Three have had HEI experience.	Members did not know each other nor each other's institutions before this workshop. Mutual respect but no equal voice. No identified leader. No HEI represented.	Both members were from the same school. On the first day of the first workshop, they had two representatives from HEIs. They also pursued developing relations with the community.	They had not worked together before but had a lot in common regarding experiences in Mozambique. They were very enthusiastic and appeared to be very comfortable sharing ideas. No HEI. No identified leader
Cultural and language contexts of participants	Represented four institutions with multiple experiences. All fluent in Portuguese and most in English.	Both Portuguese and English were spoken at all times. High level of interest in each other's contexts.	Both spoke the same language, and there was a mutual interest in the indigenous knowledge systems. They sought connections with the local community.	Mutual understanding of the contexts. The two teachers from private schools had worked in public schools, so had empathy and understanding. All spoke Portuguese.
Leadership and Voice	Equal voice, due to having worked together or in similar institutions before.	Members turned to the private school teacher to take the lead on this project. She did not take on the role. No leadership.	Equal voice. No representation from HEIs and they eagerly wanted the knowledge representation from HEIs. Equal leadership with equal voice.	All had an equal voice and expressed enthusiasm equally; however, no-one stepped into any leadership role. This group expressed the need to have a representative from an HEI and had at one point tried to invite a faculty member to join them, but it did not transpire. With no representation from the HEI, they did not progress.
Shared Goals, objectives and strategic fit	A clear understanding of MinEd strategic plan and have aligned their project accordingly. Needed further refinement and then execution of the action.	The goal was appropriate; however, it seemed to be more of a strategic fit and need for the public school setting and not for the private school.	Goals aligned well with MinEd and the Committee of Councillors, 2003, as well as a strategic fit for their school. Goals were clear, and a draft of the teaching booklet was accomplished.	The goals were aligned and relevant. The goals were a strategic fit for all parties.

table 4: Commentary for each group regarding the themes emerging from the first and second workshop

Group three was made up of only two members from the same school after the attrition of two HEI participants. Due to familiar working contexts, they were able to work efficiently together but were frustrated that, despite several efforts to engage the HEIs, there was no development of a relationship with faculty from HEIs. Group one and three had kept in contact with each other between the workshops, which facilitated building relationships that supported sharing ideas and promoting equal participation.

Cultural and language contexts

Common cultural and language contexts were relevant as they supported mutual understanding. While language has a communicative purpose, it also impacts on the individual' social and political perspective-paradigm (Cossa, 2011; Gilbert et al., 1998). We all learn through language and language is contextualised in its own history (Carr and Kemmis, 1986). This is particularly true for Mozambique where Samora Machel, in his independence speech of 1975, deemed Portuguese to be the language that facilitates communication of modernity and scientific knowledge (Cossa, 2011). Thus, the learning from each other's context was easier where all participants spoke the same language. The ignorance of the social and political relevance of language in this research may have contributed to groups not progressing in their collaborative projects, due to a lack of understanding of the hierarchical and political nature of education and d formal academic language. This may have been true for group two, who had to translate everything from English to Portuguese and vice-versa. Additionally, those that only spoke English would not have understood the innuendos regarding the political relevance of Portuguese and the hierarchical influences in education.

In groups one and four, all members spoke Portuguese fluently, and their planning sessions were conducted in Portuguese only. Group two needed constant translation, and group three was conducted in English only, although one member was bilingual and could communicate and translate with community members during their fieldwork.

When placing this in the context of the Elizabethan *Chain of Being*, Shakespeare not only references characters through their social standing but also writes dialogue in other languages, particularly French, to indicate political allegiance and social standing. This is

evident in the *first* tetralogy in particular where French is used to indicate allegiance and social standing, or the rebellion of nobility against the previous English rulers who were French-speaking, suppressing English to the language of the less educated (Steinsaltz, 2002).

Leadership and voice and agency

Voice in my research refers to the ability to speak up and take action (agency) or the ability to propose ideas and take actions with the confidence that their ideas will be considered (Priestley, Biesta and Robinson, 2015). Shifts in leadership were necessary with the attrition of the HEI faculty after the first workshop, and this is particularly evident in groups two and four. Neither group identified individuals with voice and agency. During my discussions with the groups as well as in reflections in the first workshops, participants asked if the private schools would take on the responsibility of hosting sessions and asked: "Will we have support from the school regarding the availability of teachers to guide us in our training?" (public school participant March 2017), implying that the private school would take the lead.

With no clear identification of leaders in the first workshop, where participants met around tables representing different education institutes, tensions and criticisms may have been suppressed by some due to the complex hierarchical environment they work within. Some others, however, had open discussions regarding their dissatisfaction for administration and leadership in education and in their institutions. Discussions regarding leadership provoked reflection for some regarding their personal roles within the proposed collaborative partnership as is seen in this reflection of; "How do I push things forward without driving the project too much? How do I make sure I leave room for the perspectives of others?" (private school participant, March 2017).

Individual roles in the partnerships were presumed by culturally perceived leadership, or habits of expectation (Mezirow, 1990), in this way, maintaining the order of things or the status quo. With members of the HEIs missing after the first day of the workshops, leadership roles shifted in each group. In group two, the teachers from public schools turned to private schools for leadership. In group four where they had no representation from HEI, they all had an equal voice, but no-one would take on the leadership role which led to no development of their collective plans. What was becoming apparent was the link between leadership and hierarchy. A lack of will or confidence to take ownership or leadership without the guidance of the hierarchy or without the familiarity of hierarchy was apparent. Any effective partnerships between universities and schools appeared to be reliant on clearly defined roles and responsibilities (NAPDS, 2016), and this was difficult to ascertain with the established hierarchical leaders missing.

Shared goals, objectives and strategic fit (shared vision)

Most groups ensured that the goals were a strategic fit to MinEd's strategic plan. However, where the goals did not match the vision for all the parties, plans did not develop as much as in the groups where there was a strategic fit for all participants. An example of this was in group two, which initially had the most comprehensive timeline of planned action, but it was not a strategic fit for the participants from the private schools in that group. The group planned to develop a workshop on classroom management for teachers who had 45-70 students in their class. The private school teachers in the group had 15 students on average in their class, and while there was an interest in each other's contexts, the planned CPD was only appropriate to the public-school participants. With a combination of no clear leaders, a lack of fluency in Portuguese and a strategic mismatch, the project did not lead to the desired action.

Attrition of HEI faculty could also have been caused by tension experienced due to the paradox of their responsibilities. HEI faculty are expected to create new knowledge, but also travel extensively at the government's demand to teach countrywide, leaving little time and available budget to generate new knowledge (Asgedom and Ridley, 2015; Zavale, 2013) Participants in the first workshop shared that there was "No link with latest research" in schools, (public school participant, March 2017), yet while this should be a goal for the HEIs,

there is also an expectation that universities support political agendas and structures (Alderuccio, 2016; Cossa, 2011; Francisco, 2007). These potentially conflicting demands for the HEI faculty may also have created tension among the faculty and teachers themselves as to what this partnership expected in terms of time, objectives and in terms of potentially critiquing their own work environment.

Altbach (2007) argues that universities have traditionally dominated the production and distribution of knowledge and that schools, especially those with limited facilities, have depended on them. This is their purpose, but it creates tension as universities struggle between their social and political responsibilities and their economic challenges. With the trend of universities in the Global North having moved from a political focus to a focus of commercial gain, even though governments are not totally out of the picture as they will always have interests in education and world trade (Altbach, 2007, p. 126), the question remains whether HEIs are still highly politicised rather than economically driven in Mozambique? If they are economically driven, then there was no economic gain for being part of this research, which may have deemed it less valuable.

Conclusion

Comments and reflections were collected throughout the activities, as the value of using reflections was a way to "provide an alternative voice for those not good at expressing themselves" (Boud, 2001, p. 10). Unlike the first workshop, these reflections highlighted frustrations especially regarding time. The fact that this PAR was disrupted and the 3rd day of the workshop had to be postponed by a month did not support the momentum of the project. Despite that, there was still not enough time given to all parties (HEI faculty included) to define the parameters and expectations of partnerships, nor to develop a trust relationship where individuals would be comfortable talking about education in the country at a practical, institutional and even political level. Dufour et al. (2010), emphasise that working in a collaborative team requires participation on an equal footing over an extended period. Setting time aside to develop these projects and to develop trusting partnerships was not feasible at this point. However, individual members of the groups indicated a

continued will to pursue, and one participant requested monthly meetings to continue discussions that could lead to the development of some of these projects.

Additionally, not enough time was dedicated to exploring the meaning of partnerships and establishing expectations from all parties. The articulation of a partnership in the strategic plan for MinEd was also not the same as the collaborative or transformative partnership we were pursuing.

Relationships between participants and the leadership role that would allow for or facilitate "voice" and agency was significant. It was apparent that there was a hierarchy in the academic world, much like the Elizabethan *Chain of Being*, and without the higher levels of this hierarchy (the HEI faculty and representation from MinEd) present, actioning the projects that were being initiated remained challenging. This was the most significant shift over the two workshops. In the first workshop, there was a level playing field on the first day when all institutions were represented. While some participants may have been reserved, there was still a high level of engagement and discussion from all parties. On the second day and the follow-up workshop, there was a shift of leadership in the groups that had no representation from the HEIs. In group two, the teachers from public schools turned to private schools for leadership. In group four, where they had no representation from HEI, they all had an equal voice, but no-one would take on the leadership role which resulted in no action. There was a strong correlation between hierarchy, leadership and amount of voice that teachers had. This was directly linked to the amount of action that the group took.

As a result, by the end of this one-day workshop, I needed to be critically reflective to foster a shift in perception and take action differently (Mezirow, 2000; Sterling, 2010). This allowed me to become aware of and sensitive to power-relations and language contexts in particular that were influencing the intended outcome of this research. I realised that I could not measure the transformative learning of any participant other than my own. The planned partnerships would not materialise in the given time as I had anticipated. Upon reflection I realised too how both aspects of language and power-relations are equally important to Shakespeare's treatment of his characters in his political plays, driving the plot

forward through tension and discord (Lake, 2016). In the next act, I will scrutinise the interviews (both individual and small group) to explore these themes further.

Act VII: THE MONOLOGUES AND SOLILOQUIES

Brutus: There is a tide in the affairs of men.
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

Julius Caesar, Act 4, Scene 3

Monologues are moments when actors speak to others on stage with the intent of bringing about action (Romans, 2018). In Shakespeare's plays, these are usually delivered by members of society with an equal or higher station than those they are addressing. An example is Brutus in *Julius Caesar* when he addresses the crowds to advise and instruct on the way forward now that Caesar is dead. "Romans, countrymen and lovers, hear me for my cause and be silent, that you may hear (Act III, Sc. 2)." On the other hand, Shakespeare uses soliloquies which are the innermost passions and usually conflicting thoughts spoken aloud to the audience by the character regardless of their station, such as Macbeth who struggles with the decision to kill King Duncan. "Is this a dagger which I see before me, / The handle toward my hand? Come, let me clutch thee (Act II, Sc. 1)". The intention of a soliloquy is to understand the inner thoughts and contexts of the character, usually illustrating their vulnerabilities (Romans, 2018). The interviews in this research were neither monologues nor soliloquies by definition but were sessions where individuals shared similarities and expressed their frustrations and hopes for action (monologue) at the risk of leaving them vulnerable given the socio-political context of their position (soliloquy). Interviews, just like Shakespeare's soliloquies, are not neutral but are contextual (Birks and Mills, 2015, p56).

In pursuit of achieving a better understanding of the themes that had begun to emerge in the workshops (relationships; cultural and language contexts; leadership and voice; and goals and objectives or strategic fit), all participants were invited to interviews two weeks after the last workshop. The interview questions were emailed to all participants ahead of time, allowing for time to reflect on their responses and to allow for those who could not

meet in person to complete the questions via email (Appendix H). In total, eight face to face interviews were conducted, and three email responses were collated. This is 11 responses from the remaining 14 participants in the second workshop. The 11 respondents represented two members of HEIs (one had attended the first workshop only), eight teachers from two different private schools and one from a public school.

Additionally, a group interview was requested by teachers who were part of the original workshops and represented a local private school. This was conducted at their premises.

Based on Fairclough's (2004) approach to text analysis as one way of looking at the relationship between the text (dialogue) and the social context (who is speaking or writing), I looked at the aforementioned themes in the context of who was being interviewed. This transdisciplinary analysis (Fairclough, 2004) was particularly relevant in establishing what the interviewees understood as "partnerships". The responses indicated a mixed level of understanding of what a transformative relationship could be, and in recognising what was needed for the development of transformative partnerships. One participant spoke of a collaboration of constructing new ideas together rather than an exchange of knowledge, but most participants made reference to an exchange of ideas only (transactional partnership). Others spoke of a level of sharing and understanding each other's points of view or perspectives and shared that they were "able to see things from a perspective that I would not normally have access to" (private school interviewee, May 2017) and that "it is an experience that allows me to appreciate people doing things" (public school email response, May 2017). This understanding of another point of view and contextual reference could have led to transformative partnerships given more time and an environment of mutual trust void of hierarchies (Akogun, Allsop & Watts, 2017; Butcher, Bezzina & Moran, 2010; Smith, 2016; Zeichner,2010). Additional time required to develop the partnerships was referenced in nine responses.

Interviews and written responses to the interview questions were analysed according to the themes that emerged from the previous workshops. Additionally, the theme of time resurfaced. Most significantly what came out of this interview process was that all interviewees regardless of their position in education believed that teaching practices needed to change in Mozambique and believed that working through partnerships would

facilitate a greater chance of developing programmes that were co-created and learner-focused.

Relationships

Three participants (one HEI faculty member and two private school teachers) spoke of creating an honest and open relationship first and that once a trusted relationship was developed, then collaboration could happen to make partnerships more equitable and sustainable. Chan (2016) notes that relationships between HEIs and schools are generally facilitated by the Education Bureau (EDB) in Hong Kong, and MinED has a similar role in Mozambique. Therefore, establishing relationships that develop into partnerships outside of the realm of the government is reliant on criteria that are echoed by Maher, Schuck and Perry (2017), McLaughlin and Black-Hawkins (2004) and Smith (2016). These are i) the individual's beliefs in collaboration, ii) the individual's identity in the collaboration and iii) the individual's interpersonal relations in the collaboration (Chan, 2016, p 16).

Feedback from the participants representing public schools indicated that their role in the partnership was to receive knowledge. One interviewee representing a private school (with public school experience), expressed the concern that not all participants understood what their role was in collaboration. He expressed that if any participant felt they were participating to "help" or they were the recipients of "help", particularly from private partners, then collaboration might not occur as the relationship would shift to the helper as being the leader and owner of knowledge. This could jeopardise the co-creation of an educational plan and either encourage a new imperialism (Tikly, 2004) or maintain the status quo of MinEd or HEI controlling professional development. Establishing equity and agency (Maher et al., 2017; McLaughlin and Black-Hawkins, 2004) requires time and trust and is in contrast to traditional transactional relationships between HEIs and schools, or HEIs and industry in Mozambique (Zavale and Macamo, 2016). Equity, agency and reciprocal practice, advocated by Chan (2016) are democratic values and pursuing those in a socio-political environment with recent Marxist ideologies would pose its own set of challenges, one being that the apparent hierarchy of academia would be challenged. While it is worth questioning whether enough time was spent on developing the relationship first and being more sensitive to the established and perceived hierarchy in education that was becoming

more prevalent, the entrenched expectations of behaviour and identity in those relationships with HEI and other teaching staff might not have changed regardless of time spent on relationship building.

Leadership (governance) and voice (agency)

The participants' perceptions of their position in the hierarchy of education appeared to influence their voice or way of contributing and interacting with others in the workshops. This was particularly evident in the second workshop where public school teachers in group two looked to the private school teachers to take the lead in designing CPD to improve teacher practice since the HEI faculty were no longer present. It was also highlighted by an interviewee who said:

"It is surprising how much the "least" person has to give, how much the "lowest" has to share and how infrequently they get to do so. How infrequently you hear someone say something that goes against the "party line" (private school interviewee, May 2017).

Additionally, an interviewee highlighted that the challenge of pursuing a partnership with an HEI, stating that "This is hard-- it's political. The professors have responsibilities to the HEI, and they do not want to shake the boat" (private school interviewee with HEI experience, May 2017). This direct reference to a politically oriented structure supported the emerging social patterns in the attempted partnership groups and supported the parallels I have illustrated in *table 5* below. It also supports what Alderuccio (2016) and Francisco (2007) refer to as the top-down implementation of education policies and practices and echoes Cossa's (2011) argument that policies in Mozambique might have changed, but practices have not been adjusted yet.

All interviewees were supportive of pursuing partnerships. However, when it came to taking action in the groups, little to no progress was made where there were no defined leaders. "We can't get together, and who must take the lead?" (private school interviewee, May 2017). One of the interviewees highlighted that education, as it is presently conducted, is based on available resources. He felt that through partnerships, one could access resources in a variety of ways, especially in terms of tapping into the expertise of all participants

(public school interviewee, May 2017). However, another participant commented that "Yes, I believe education must change. But I still feel that participants are not empowered to influence significant changes" (HE faculty email response, May 2017). This participant, (and in keeping with Fairclough's (2004) transdisciplinary analysis of text and dialogue) was a member of an HEI who could state with authority that there was little chance of any action taking place or tapping into resources outside of the established system and hierarchy. This is supported by Miller (2015) and Smith (2016), who advocate that only in an environment void of hierarchies can any action be implemented by teachers with HEI partners.

One participant from a private school expressed that professional development could grow from a space where differences could be explored. However, he was cautious of regulations and authority that may try to dictate what the professional development should look like (private school participant email response May 2017). This candid reflection highlighted the underlying concerns of being restricted by the authority. He went on to say "partnerships that are unregulated by conventional authority may lead to surprising advances for schools. Set them free and allow them to create." This call for flexibility and vitality, as advocated by Smith (2016) in ideal partnerships, is contrary to what is demanded in an environment where governance and power through institutes like education are linked (Tikly, 2015). Francisco (2007), like Chan (2016) and like the abovementioned interviewee, argue that teachers need to view themselves as subjects in the development process of education and not just objects without a voice. However, as explained by the HEI interviewee referred to above, the expected behaviours and interactions responding to the entrenched hierarchies prevent individuals from developing voice and agency. Traditionally the top-down design of the curriculum has not even allowed room for teacher input at the classroom level (Francisco, 2007). This lack of teacher-voice described by Francisco (2007) and supported by Cossa (2011) and Alderuccio (2016) explains how the hierarchies in education silence some voices and emphasise others (Alderuccio, 2016, p 38). This entrenched hierarchical pattern that impacts on teacher voice and agency needs to be understood in the context of Mozambique's recent history.

Marxist Theory was adopted by the ruling party of Mozambique in 1977 (FRELIMO) who are still the ruling party today. Cossa (2011) describes how Marxist Theory was still part of the curriculum until the curriculum reviews in 2009. Therefore, it is reasonable to draw a

parallel between the apparent hierarchy in education emerging through this study and supported by comments from the interviewees, the strict Elizabethan *Chain of Being* where relationships within the hierarchy perpetuated the rule of the Monarch who ensured the liberty of man's rights, possessions and dignity at his appropriate level (Aradi, 2017,p 218), and the hierarchical structures of a social-communist governance depicting a superstructure with education to support it. *Table 5.* illustrates the alignment of the social structures that emerge from this study and particularly after the interviews and email responses to the interview questions.

Social Structures	Marxist Theory relevant in recent history of Mozambique	Elizabethan *Chain of Being*	Hierarchy in Mozambican education as it is emerging in this PAR
Head of the Structure	**Superstructure:** Made up of the government and education to support that	**The Monarch** (appointed by God) is the head of state	**Ministry of Education (**MinED) is the head. Education is also the voice of the ruling party
Supporting Structures	**Base:** Made up of the efforts and production of the population and social relations within that production (Blackledge, 2016).	Every person has their station on the hierarchy with expected norms and behaviours. Rights and dignity of man is ensured (Aradi, 2017; Lovejoy, 1964)	Education institutes are arranged and ordered in terms of knowledge bearers and knowledge owners (HEI) and problem bearers (Schools) (Chan, 2017; Miller, 2015; Smith, 2016; Weerts and Sandmann, 2008; Zeichner, 2010)
		Upset in the order results in disharmony, chaos and is used by Shakespeare to foreshadow tragedy or conflict. Intervention is required	Blurred roles of knowledge bearers and problem bearers, causes uncertainty resulting in lack of leadership in project and possible attrition from participants.
		Intervention restores the order. Leadership is restored to the rightful place.	Intervention from HEI or MinED is required to clarify roles
Established Social Patterns	Status quo - provided structure above is not unsettled. Education is the voice of the party	Status quo - provided hierarchy is not challenged	Status quo - provided education remains the voice of the ruling party

table 5: Parallels drawn through the historical political environment and a social construct to the hierarchy in education emerging in this study.

Cultural and language contexts

Several challenges were raised by the participants, but only one interviewee spoke directly about language being a barrier to communicating in this research stating the "language barrier and cultural blindness, lack of insight into the nuances and my own preconceptions are a challenge" (private school interviewee, May 2017). One participant commented on the value of their personal experiences in different educational contexts, recognising that

"Both positive and negative, I have a wide cross-cultural experience base. I am aware of some (not all) of my blind spots. My background is who I am, for "better or worse". It will interfere and aid at various intervals." (private school email response May 2017).

This recognition of cultural and language limitations and potential enrichment was a progressive move towards a transformative learning experience (Mezirow, 2000; Taylor and Cranton, 2012) but it could not be assessed if that would transfer to a transformative partnership as enough time was not given for the partnerships to develop. Additionally, one must recognise that this deep reflection in action (Schön, 1991) came from a participant who worked in a private school, where agency is promoted, and reflective practice encouraged.

A HEI faculty member felt that it was valuable for participants to have had previous experiences in collaborative practices in order to have experienced different contexts from their own and learn to accept a different standpoint (email response, May 2017). Yet another recognised that his experience in classrooms and his lack of experience in collaboration would impact the group in different ways but that the group should see these different experiences as growth and development as they all grappled to work together (public school interviewee, May 2017). One interviewee made direct reference to having an understanding of "sociocultural [issues] which includes language, economic and political factors that could stand in the way of achieving goals" (private school interviewee who had experience in public schools, May 2017). This was one of the early direct references to the limitations of this project caused by cultural and political restraints. Others made indirect comments regarding the value of having an understanding of the socio-political and cultural contexts of all the institutions represented in the collaborative groups and how this would impact on the understanding of partnerships. An example of such a reference was made while discussing taking action in schools, when the interviewee responded saying, "I am Mozambican, so I understand the situations in classrooms in public schools" (private school interviewee, May 2107). In this case, he was referring to the logistical and managerial challenges of classrooms with more than 50 students in it, leadership challenges in the school as well as the multiple languages present in the classroom, both local languages and Portuguese. One must remember the relevance of the languages in school, in that Portuguese is the official language of education, and until very recently, local languages

were not permitted in schools as they were indicative of a lack of formal education (Nhalevilo, 2013).

Although they were intrigued by each other's work environments, most respondents expressed that the workshops and collaborative process were too new at this stage to experience new ways of thinking that would transcend their historical, cultural and language contexts. One interviewee was especially surprised by the willingness of fellow teachers from public and private schools to work together, explaining that "It is an experience that allows me to appreciate people doing things and also participating in it" (public school email response, May 2019). Similarly, another participant commented that "I am still at the beginning of it, but am pleasantly surprised at the co-operation of my partners" (private school interviewee, May 2017) However, it is this comment and sentiment that illustrates the limitations of the relationship that was built to this point and the limitations imposed by the cultural and language contexts which are influenced by the entrenched hierarchy and habits of expectation (Mezirow, 2000). There was an interest and curiosity, but no impetus to move beyond that to form partnerships without the blessing of the hierarchy.

Objectives and strategic fit

Successful school-HEI partnerships rely on explicit agreements and clear objectives (Butcher et al., 2010; Edge et al., 2009; Smith, 2016). So too these attempted partnerships needed to aim for alignment and strategic fit. This would allow for a mutual benefit for all the participants through the alignment of the expectations of MinEd's strategic plan and the mission and visions of the participating education institutions. In this spirit, all interviewees highlighted the need for shared goals and clearly defined outcomes that would be beneficial to all partners. "People have to see that their goals are addressed too" (HEI email respondent, May 2017).

The value of a strategic fit and measurable outcomes was highlighted by the request from a group of three teachers of a private school in the city, two of whom had been part-time lecturers at a university, to meet with me for a group interview. They were committed to the idea of partnerships with other private schools and expressed their vision to be a hub for public schools in their area. They raised the point that they were not hopeful that the

HEI faculty could participate, stressing that the staff of HEIs were over-worked and very busy holding down multiple jobs and that there was no direct connection between this research and their own goals nor the goals of the HEIs they represented. They anticipated no support or participation from HEIs beyond their limited involvement in the workshops and felt that it was up to the schools themselves to create opportunities for CPD for their own teachers and for teachers in public schools. They were proposing a two-fold partnership. One to work on CPD for teachers, which does, in fact, match MinEd's strategic plan, and the other for students from different schools to connect and share experiences. This school was willing to host a mini-conference for public school teachers in their area with the help of other private schools in terms of leading activities, developing a programme and sharing costs. They stressed that a partnership between schools was feasible but that it needed clearly articulated goals and time to develop an understanding of differences and similarities or contexts. During the interview, I asked them about the possibility of HEI faculty joining the project. They again emphasised the unlikely participation. Language differences in his case were not a problem, but they felt that time commitment and no remuneration was an obstacle to HEI faculty in particular. Because there was no clear objective and outcome set by MinEd to establish partnerships between schools and HEI, participants felt that "Yes things must change, but it is hard because it is political. And they do not want to change, and they do not send the money to change" (HEI interviewee, May 2017).

Time

Contrary to what had been said during the first workshop, most interviewees spoke about time being a constraint in building partnerships, particularly for HEI participants. "Time, I think is the first challenge... in this era of neoliberalism, people do not have time" (HEI faculty email response, May 2017). There were opposing views on time. While most expressed the lack of time as a challenge, especially since their respective institutions did not give them time for partnership building (the same frustrations were experienced in the North-South schools reported by Edge, Frayman and Lawrie, 2009), other participants expressed the need for "many gatherings, both formal and informal so that we can builds relations" (HEI faculty interviewee, May 2017), and "regular workshops with staff from all

the institutions" (public school email response May 2017). They felt strongly that this PAR should not be seen as a once-off session since to co-create CPD for teachers would take time as one has to "understand the contexts and values of each person in the team" (private school interviewee, May 2017). HEI participants expressed their frustrations with limited time to devote to the project. One respondent from a private school expressed that while time was a frustration, it had not caused so much frustration that he did not see a way to continue with the project. He was encouraged to be a participant and really wanted to look at all options to continue, including informal monthly meetings that could lead to partnership building.

Following on Fairclough's text analysis and interviews (2004), I collated the references to time as an issue during interviews. *Table 6.* illustrates the frequency of "time" referenced during 11 interviews and email responses and who was referred to as having little or no time.

Available time	HEI faculty	Public school teachers	Private school teachers
The number of times a stakeholder was referenced in interviews and email responses as **having no time to participate in the PAR**	7	1	3
The number of times a stakeholder was referenced in interviews and email responses as **being able to participate in the PAR**.	1	6	5

table 6: Time referenced in interviews related to specific stakeholders in the partnerships.

As can be seen in *table 6*, HEI faculty were more often referred to as having no time to meet or participate. In fact, all participants who were interviewed referred to HEI faculty as having no time to meet, excusing them because of government demands to travel at a whim or because HEI faculty have several jobs to compensate for low salaries (private school and HE faculty interviewees, May 2017) which is supported by the findings of Macamo and Zavale, (2016). Regarding this issue of time, several interviewees from the private schools called for more teacher volunteers from private and public schools to take action in this

collaborative project, since there was no support from HEI or from MinEd. However, contradicting this desire to volunteer their time, it was made clear by one of the public-school teachers that no-one would invest any time if there was no financial gain for them. "When I talk about developing a project, the question that comes is… How much shall I earn? If my answer is volunteering, I have no money to pay you for the help you will provide, [then] no one is interested in being caring. So, this is one of the biggest obstacles" (public school email response, May 2017). While teachers had already volunteered their time in this project, it was worth reflecting on this comment. It might suggest that participants initially took part to see what the benefits for themselves might be in their teaching practice, but later, when realising the extent of the project, they might have had second thoughts since without remuneration or the representatives from the HEIs and MinED, the projects appeared to be unsustainable.

Conclusion

Interviews and email responses indicated an inconsistent understanding of what a partnership is and what the responsibilities are for members of a partnership. This was evident in comments during interviews such as "I think that if there's something that would prevent a partnership from developing, it would be the way people understand the concept of a partnership" (private school Interviewee, May 2017). However, as mentioned in the introduction to this Act, the interviews and email responses expressed the will to continue to form partnerships but also highlighted individual vulnerabilities caused by political and social contexts. Not surprisingly then, factors that influenced the formation of transformative partnerships according to these interviews not only concerned the logistics of time but, more importantly, the socio-political power-relations that were impeding on teacher voice and agency and on the availability of HEI faculty as resources and assurance of sustainability. Members of the HEIs have a dual responsibility, both political and academic, and this may have created tension in their participation in this research.

Continuing to use Fairclough's analysis of text and social context (2004), collaboration was spoken about by all the participants to some degree. However, the occurrence of the word or concept was mostly used by the public and private school teachers and not the HEI faculty. Instead, HEI responses referenced time restraints, political restraints and predicted

the lack of empowerment or voice for teachers embarking on these partnerships. This questions their willingness to participate or what their role in partnership building with schools would be. This leaves the schools and teachers to develop partnerships themselves and risk implementing change which is what Francisco (2007) and Alderuccio (2016) encourage, arguing that teachers have to reimagine their role in education and develop a voice to bring about change, despite the environment where the hierarchy denies them that voice.

While language appeared not to be a constraint in fluency and communication as it appeared to be in the second workshop, the cultural and political affiliation of language did play a significant role in that Portuguese, the language of science and academia in Mozambique and other Lusophone countries (Alderuccio, 2016; Cossa 2011), did differentiate between the HEI faculty and private school participants. Private and public school participants had to negotiate fluency and "nuances" (private school interviewee, May 2017) that might have indicated political affiliation influencing knowledge production and social action (Galbin, 2014). Language remained critical in understanding the contexts of the participants.

Finally, if the modern concept of collaboration is embracing equity, reciprocity and encouraging empowerment as Chan (2016) purports, then this would challenge the prevailing norms and behaviours of partnerships in Mozambique, which are traditionally transactional in nature and hierarchical in the delivery of knowledge from the HEIs (the knowledge bearers) to schools (Chan, 2016; Miller, 2015; Smith, 2016; Weerts and Sandmann, 2008; Zeichner, 2010). In that context, this PAR, which aimed to facilitate transformative partnerships, stands in contrast to the environment it aimed to function within. This PAR was therefore not authentically contextualised, putting the whole notion of transformative partnerships into question. This reflection was my dilemma in my transformative learning in that if I were true to transformative learning and pursued a transformative partnership that exhibited traits of democracy such as; i)shared democratic values, ii) equal voice and opportunity and iii) reflective discourse in a non-threatening environment to develop voice and agency (Kroth and Cranton, 2014, Mezirow, 2000), in a context where these traits were not part of the social construct, then was it fair to measure any potential partnership in Mozambique using these criteria at all? Individuals still believed

that we needed to move forward in transformative partnerships that co-create solutions as expressed by this public-school email response.

"Whenever I hear the word partnership, I imagine a situation where there are people collaborating in order to achieve a certain goal. So, from a partnership with another educational institute, I expect to share experiences on how to construct the machines that will contribute for the construction of a better world. The partnership would show that it's possible to use local resources that would contribute to produce inquirers, thinkers, knowledgeable communicators and more caring students" (May 2017)

Relationships, cultural contexts and language, hierarchical power and teacher-voice would be explored further as I conducted interviews with members of various teaching institutes who had not been part of the original workshops.

ACT VIII: DIALOGUES ABOUT HIERARCHIES

Strong reasons make strange actions.

King John, Act III, Scene 4

As the data emerged from the previous acts indicating that hierarchical structures were potentially compromising partnerships, I conducted further interviews to investigate if this was, in fact, true. Interviewing educators who were not part of the workshops provided the opportunity to verify or contradict data concerning the relation between hierarchies and teachers and how that might impact on teachers collaborating with other institutions or with each other to develop CPD opportunities. At this stage, there was no further progress in the projects that the groups had started to develop. Groups had not met again, and there appeared to be no more communication between participants.

The first set of interviews with three educators outside of the workshops, who have HEI experience, allowed for in-depth discussions to evolve (Birks and Mills, 2015) around the themes of hierarchy and voice and agency. All three had experience in more than one institution. These interviews, I believed, gave me an insider perspective on more than one context and the interviewees provoked a broader comparative discussion. After completing these interviews, I interviewed six public school teachers regarding voice and agency and to what extent they felt they could take action to improve practice or to forge partnerships. I intentionally interviewed the public-school teachers outside of the workshops to verify or question the emerging themes, particularly those regarding teacher voice and agency and the relation to their position on the hierarchy in education. The interview questions can be found in *Appendix H.*

The first three interviews were with a dean of a private HEI in Maputo who had experience in working in public HEIs (Interviewee 1); a private-school teacher who had worked at a public HEI as well as public schools (Interviewee 2) and a private-school teacher who had studied at a public HEI and worked at public schools in Maputo (Interviewee 3). The following themes emerged from our interviews: i) a hierarchy of knowledge exists and establishes levels of influence, ii) voice and agency are relative to the position on the

hierarchy iii) the HEIs' role is political and iv) transactional partnerships exist with limited opportunities to develop further.

I was curious to see if there were similar concerns raised by teachers in public schools, who were fast-tracked through their teacher training programmes. There were four primary school teachers and two middle school teachers. During the interviews with the public-school teachers, and in an attempt to visualise their perceptions on how much influence they felt they had, I asked them to indicate on a linear scale of 0-10, with ten being high, their level of agency in making changes or suggesting changes and improvements.

Findings from both sets of interviews are discussed below indicating prevailing themes and validating the themes that emerged from the workshops and interviews before. These themes are; i) politicising education, ii) hierarchy, iii) voice and agency to develop opportunities for CPD or change.

Politicising Education

The theme of politicising education was profound in the first three interviews. All three could relate to Altbach's (2007) concept of universities being a political battlefield or a stronghold that still attempts to perpetuate the ideals of the government. Moreover, the interviewees recognised the tensions that HEIs are experiencing in trying to recapture their legitimacy and recreate their identity in neoliberal communities that have moved on from previous regimes (Cruz and Silva, 2008). All three spoke of the HEIs still being the voice of the party and that nationally "HEIs are still highly politicised where the question of position is avoided rather than challenged" (Interviewee 1, July 2017). Additionally, with limited government funds and the reliance on donor money contributing to research and teaching and learning, HEIs are at times placed in a quandary of responding to the demands of donors versus their responsibility to the state (Asgedom and Ridley, 2015; Kapur and Crowley, 2008). Since universities were at their most influential in Mozambique under the Socialist-Communist rule and policies and curricular have only recently been modernised (Zavale, 2013), the direction of habit (Mezirow, 2000) remains that faculty in HEIs operate in a strict hierarchical fashion primarily answering to the ruling party (Altbach, 2007). This, says the first interviewee, is the most critical factor that may impede partnerships in that the

HEIs are highly politicised, and it is difficult to challenge the status quo (Interviewee 1, July 2017).

For the last 25 years in Mozambique, the universities have not only had to recover from an extended civil war, but they have also had to realign their philosophies to join the rest of the academic world and develop partnerships in that new world. Therein lies a contextual conflict between developing partnerships with the private sector and answering to the demands and expectations of the government. The private sector, said the first interviewee, has the freedom to move beyond transactional partnerships and develop shared ownership of knowledge. The co-creation of knowledge with private partners has an impact on the ownership of that knowledge, which may conflict with the government's role of influence in the HEIs (Tikly, 2016). It is not surprising therefore that most partnerships between HEIs and industry in Mozambique comprise of transactional transfer of knowledge and not the co-creation of new knowledge (Macamo and Zavale, 2016; Libombo, Dinis and Franco, 2014; Zavale, 2015).

The interviewees were doubtful as to whether any authentic partnership could be developed due to the continued habits of hierarchy influenced by the government. They reiterated that for any proposals of partnerships it would still have to be decided on by "The Ministry of Education-- if it comes from them-- then it comes from the ruling party. Ideally, it should come from anyone-- but the situation is such that it needs to come from MinEd" (Interviewee 3, July 2017). This further confirmed the (explicit or tacit) need for support from MinEd for HEI faculty to engage in the type of partnerships that my PAR had intended. The politicising of education thrives in an established order or hierarchy. It is this hierarchy I wished to explore more particularly in terms of the power and authority it bestows on individuals and the impact it has on the potential for partnerships.

Hierarchy: Equity and power differentials

In *King Henry VI Part 2*, the people under the leadership of Cade rebel against the hierarchy shouting "It was never merry world in England since gentleman came up" (Act IV scene 2). Shakespeare is not only staging a historical rebellion but is illustrating contemporary tensions between classes and within the established hierarchy that was shifting due to

economic changes under Queen Elizabeth's rule (Lake, 2017). Similarly, as Mozambique continues to develop economically and politically and pursues partnerships in education and industry, so too there is tension within the established hierarchies of the HEIs and the growing recognition that this must change (Libombo, Dinis & France, 2015). However, the change in Shakespeare's play is not without rebellion and fatal consequences as seen in Act IV, Scene 2 where Cade pronounces the death of the educated for speaking out and who appear to be in support of an unfair hierarchy. This is supported by "Dick the Butcher" who calls to "kill all the Lawyers" (Act IV Scene 2). Speaking out against the hierarchy in HEIs in Mozambique is fraught with tension as interviewee two and three recall.

Interviewee two referred to several of his own experiences where he felt that he was not able to deal with students equally and nor was he treated with equity. Being obligated to work with some students at the exclusion of others due to their parents' socio-political station was neither ethical nor equitable and nor was teaching on behalf of the official faculty member and then being paid the equivalent of $10.00 per month while the faculty member conducted other private business. As a young teacher, the interviewee quickly learnt not to challenge the status quo, recognising that even if he tried to practice equity and fairness "Your hands were tied as to who should "pass" and who should "fail" in schools", or as he recalls, you would be reprimanded and threatened with failing your course if you called attention to faults in the programme or the delivery of the programme (Interviewee 2, July 2017).

Interviewee 3 believed that there was a desperate need for partnerships between all learning institutes but was doubtful that there is a will to make it happen. "It depends on the mentality of the hierarchy" (July 2017). This she felt, was the most significant challenge. Much like the other two interviewees, she had witnessed and experienced that if junior staff members or even students, initiated ideas they would be stopped by higher authorities. She shared that a student or young teacher (lower down on the hierarchy) could not be seen to be more knowledgeable than those above and especially those that had positions in the government (Interviewee 3, July 2017). Interviewee one reflected that it was and remained a prestigious position to be a faculty member of an HEI but the hierarchy, he believes, is one of an authoritarian institute. Strict protocols are in place which does not allow for teachers or students to speak to supervisors freely, even regarding fieldwork or research

(Interviewee 2). Therefore, he felt that any partnerships with schools would have to consider this hierarchy to sanction the partnership. Furthermore, interviewee 1 described the hierarchy in education as a "cascade of knowledge", with knowledge generators or HEIs at the top answering only to MinEd.

This 'cascade of knowledge' is further entrenched when one looks at the current teacher training expectations for Mozambican schools. Secondary teachers are required to complete a four- year programme and primary teachers can complete their training in 2 years. While there is a desperate need for more primary teachers, the system supports the concept of the cascade of knowledge, meaning that those who teach higher up have more content knowledge (Interviewee 1). The challenge in creating partnerships within hierarchical contexts, is that it implies that knowledge sharing can only be transferred from the top down, predominantly from the HEIs, while forming a partnership outside of the HEIs, and by implication outside of the known hierarchy, implies that knowledge can also be generated and shared by all participants regardless of their position in the hierarchy. This potentially destabilisers the concept of knowledge ownership and by implication power. The concept of authority and power was further emphasised by the third interviewee who said that "You cannot outsmart the hierarchy. If you do not have the green light from the highest hierarchy, [projects or partnerships] won't happen" (July 2017).

When the concept of hierarchy was broached with the six public school teachers, they all agreed that one needed to wait for actions to be initiated from the regional authorities. With regards to initiating partnerships for professional development, one teacher did request a morning workshop with teachers from other schools to share their experiences and expertise. However, this request was made by only one teacher who was also the most experienced teacher and the only one who had more than a one-year teaching certification, thereby making him the most senior teacher and higher on the hierarchy at that school. It was appropriate for him to propose the idea. However, since all the others confirmed that one waited to be instructed to participate in CPD and did not initiate it yourself, it was unlikely that his request would be actioned. While he was the most senior in his school, he would have to propose his ideas to the head of school, who would have to propose that to the regional directors.

In this context, the hierarchy appears to leave individuals powerless to initiate their own CPD despite their willingness to engage with CPD when offered or initiated outside of the hierarchy. It also highlights the inequity in accessibility to CPD despite the increase in HEIs in all the provinces (Chilundo, 2006). The only way to reach this equity of access to CPD, would be to create an environment where all parties recognise that knowledge can be generated outside of HEI, and beyond a hierarchy where individuals could have more voice and agency.

Voice and Agency

Agency refers to how an individual engages with policy and the context they operate in so that they can take action and create solutions to problems or generate new ideas. It also has that ability to take action that might challenge the status quo (Priestley, Biesta and Robinson, 2015). In this study agency is two-fold; i) having agency to create CPD opportunities and realise those opportunities such as the implementation of the CPD projects that were beginning to be developed in the first two workshops, and ii) having agency to develop partnerships. Existing research regarding teachers in Mozambique (and similar to the responses in my interviews with public school teachers referred to above) indicates that teachers are seen to respond to top-down instruction and view themselves as the object of teaching instead of subjects (Alderuccio, 2016; Francisco, 2007), thus demonstrating little agency. Additionally, throughout this PAR, HEIs were perceived by participants as being the problem-solvers and knowledge bearers (Miller, 2015) and schools being the problem bearers (Chan, 2016). For any teacher to demonstrate agency would be acting out of that context and not "bowing down to the authority of either institution" (Miller, 2015, p29). In all the interviews I conducted with public school teachers, they were resigned to the fact that they cannot take action if it does not have the blessing of MinEd or the HEIs. This was confirmed by interviewee 3, who reminded me that regarding the formation of partnerships required MinEd's sanctioning. "If it comes from them, then it comes from the ruling party, ideally it should come from anyone, but the situation is such that it needs to come from MinEd" (July 2017). This echoed comments made by a private school teacher, who had experience in working in an HEI, and was part of the workshops who said that forming partnerships "is hard, it's political" (May 2017). In the same way, any individual taking action outside of the hierarchy in Elizabethan England (the *Chain of Being*), would lead to disharmony and potentially be perceived by others as committing treason.

Shakespeare creates a double-edged sword by using Cade as the disrupter of the order of things and the leader of the rebellion. Cade's own newly created and perceived order (which is already a disruption to the *Chain of Being*) is in itself disrupted when Cade sends the clerk of Chartham to be executed because he is educated (for being higher on the *Chain of Being*) but is perceived by Cade to be creating a distinction between classes, thus creating hierarchies in Cade's newly established order (*King Henry VI part 2,* Act IV, scene 2).

The impact of hierarchical structures and the expected behaviours related to that were evident when I interviewed the public-school teachers who were reticent to express their criticism of their teaching conditions. In one teacher's case, 70 students were seated on mats under a tree. Unlike the clerk of Chartham, the teachers did not challenge the situation but only reiterated that they were all resigned to the fact that this is the situation, and there is little one can do. Understandably, partnerships for professional development were not a priority for them, as their primary needs for space and materials were far more pressing. Transactional partnerships supporting improved facilities and assisting in the day-to-day management of the schools would be more appropriate in these instances.

Below is a visual interpretation of the interviews conducted with public school teachers who were not part of the original workshops. *Figure 5 a*nd *Figure 6.* illustrate where the teachers plotted themselves on a scale of 1 -10 (with 1 having no agency and 10 having full autonomy to implement changes) in response to two questions. The letters indicate the individuals who responded to the questions. Question 1 asked the individual teachers to what extent they felt they had agency within their classrooms. Their responses expressed that although they operated under extreme conditions and with high levels of frustration due to the lack of facilities and over-crowded classrooms, they felt they had reasonable agency in their classrooms.
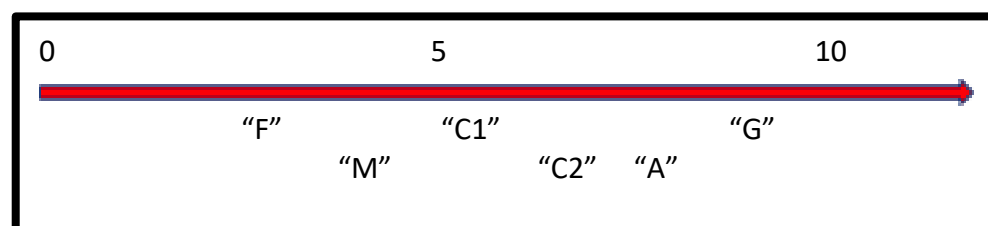
Figure 5: Agency and voice expressed by the teachers in terms of action inside the classroom.

Questions 2 then focused on determining to what extent they had any influence on their professional development and in bringing about change in their school. These scores were lower, and teachers expressed their frustration especially regarding CPD, with one interviewee expressing that "you do not ask for anything, you wait until someone tells you to go for training" (public primary school teacher, Feb 2018).

0	5	10
"C1"	"G"	
"F"	"A"	
"C2"	"M"	
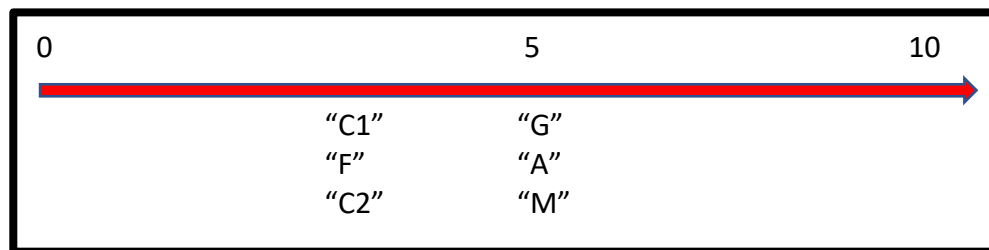
Figure 6: Agency and voice expressed by the teachers relating to their ability to ask for CPD or bring about any changes in their school.

Voice is used interchangeably with agency in research conducted by Alderuccio (2016) and Francisco (2007). As in their studies, teachers in my PAR were reticent to initiate action without the participation or sanction from MinEd or HEIs. Only private institutions have the freedom to take opportunities and make decisions regarding partnerships to meet the needs of students and faculty (Interviewee 1, July 2017). This was not the case for the second and third interviewees, whose experience in working in public schools and public HEIs aligned more with the teachers of the public primary schools and who have little or no agency to request CPD and nor are opportunities created for innovation, partnership development or merely bringing about change in their daily working environment. Their only experience with partnerships, which were transactional, was through government imposed and sanctioned structures that allowed for students to study abroad for postgraduate programmes and through pre-approved HEI partners.

The three first interviewees agreed that there were many opportunities for collaboration and partnerships, but the hierarchical context that these opportunities presented themselves in were restrictive. The mistrust in the rigid hierarchies in education compelled one to "Just fly under the radar!! Do not show initiative publicly" (Interviewee 3, July 2017). With that in mind, they expressed the importance of defining what partnerships could look like given the hierarchical nature of the environment and that foreign education systems

and ideals, such as promoting student and teacher agency, were in conflict with the socio-political context of Mozambique (Cossa, 2011). This would define the types of opportunities for partnerships that could develop. Traditionally, as is evident from the interviews, past partnerships have been transactional and sanctioned by an authority higher up the hierarchy. The suggestions of a workshop or a partnership from the public-school interviewee was not in keeping with the hierarchical protocols and if it had been well received, a transactional partnership of transfer of knowledge would most likely ensue, since universities "maintain hegemony over construction and dissemination of knowledge" (Mutemeri and Chetty, 2011 p 514).

The above confirmed that a significant theme was that hierarchy had a direct impact on the amount of voice and action an individual teacher had, specifically regarding access to HEIs or CPD. Responses in the public-school interviews highlighted the top-down education system reminiscent of the colonial and Marxist legacy (Tikly, 1999; Zavale, 2013).

Conclusion

While the first three interviewees referenced in this Act were very open in their responses and the lengthy interviews followed more of an open-ended conversation, these individuals were currently working in a non-threatening environment with less hierarchical restrictive structures in place. Their description of the hierarchy of education in Mozambique resonated with the Elizabethan *Chain of Being* and its strict social code. It also resonated with the socialist-communist background that the country had emerged from recently in that education remained the voice of the party. In this hierarchical environment, universities generate and disseminate knowledge to sustain their position of authority. The symbiotic relationship between the state and HEIs is challenging to break due to the historical habit of practice as well as their continued financial support (Asgedom and Ridley, 2015).

When analysing the data from the previous acts (the workshops and interviews with PAR participants), one sees that the previous themes are not only validated in this Act, but more clarity is given as to why some patterns were emerging particularly regarding the need for leadership in the working teams and the lack of progress where there was no HEI representative. This implies the importance of having a HEI faculty member lead the

projects. The previous themes all emerge and finally fall into four main themes that overlap and influence each other significantly. Their influence on each other will be discussed in the following Act. *Table 7.* illustrates the evolution of the themes and issues from the first two workshops. On closer investigation, three of the four themes that emerged from this final data collection are all related to relationships and the level of power and trust within the socio-political and hierarchical context of education in Mozambique. Included in the main themes is the discussion of potential opportunities for partnerships that could meet the strategic goals of all parties, but is impacted on by the three main themes of politicising education, hierarchy and voice and agency. The table also includes four issues from the first workshop that did not develop any further.

Since the purpose of this PAR developed into assessing the criteria needed to develop transformative partnerships, it appeared that while there may still be opportunities for partnerships, they would have to be re-imagined in this complex context. As interviewee 1 suggested, partnerships can be forged by private institutions as they are less controlled by the ruling party. The license and the freedom to pursue partnerships, particularly in the line of CPD through private institutions is relatively unencumbered, but as the data shows, more effective if the HEIs are involved.

Themes emerging from the first workshop. (Act V)	Themes emerging from the second workshop. (Act VI)	Themes emerging from the post workshop interviews. (Act VII)	Themes emerging from the final interview set. (Act VIII)
Relations (Parents, colleagues, students, administration)	Relations	Understanding identity in collaboration – relations and context	Voice and Agency
Cultural/language contexts	Cultural/language contexts		
Position/power shift/internal and external politics	Position/leadership shift/voice	Trust in the relationship Within a collaboration-position	Hierarchy: Equity and power differentials Politicizing Education
Goals, objectives, purpose of education	Shared Goals, objectives, purpose of education (strategic fit)	Understanding the meaning and purpose of collaboration- goals	Opportunities for partnerships resulting from and imbedded in the themes above
		Time	

Facilities/Resources/Teaching conditions
Student challenges
Goals, objectives, purpose of education
Professional Experience

table 7: Evolution of themes and issues from the first workshops to this point and indicating those themes that did not develop beyond the first workshop.

The social network and reach of the public-school teachers on the other hand, and particularly the rural public-school teachers, remains limited to their environment and they reported that they had little if any voice beyond their classrooms. Teachers in private schools could see the potential for partnerships (albeit with other private schools), and despite the partnership roles being unclear, the interviewees in this Act and those that participated in the previous workshops did see the potential for partnerships that were more than transactional. However, teachers in public schools and particularly those outside the city who are working under extreme conditions, only saw the potential for partnerships as transactional needs-based opportunities, if at all.

As I reflected on my transformative learning to understand this complex environment, I recognised that the desperate need to improve education was at the same time recognised by the authorities but also limited by the same authorities, due to the juxtapositioning of past habits and contemporary urgency. Shakespeare's staging of *Henry VI*, at a time when Queen Elizabeth's succession and continued order was being challenged (Greenblatt, 2018; Lake, 2016) during the epoch of transition from the middle ages to the modern world (Rowse, 1957), was his attempt at drawing the attention of the authorities and of the populace to focus on the needs of all people and the dangers at the same time of disrupting order. This appeared to be a similar need in my research where the education environment should make adjustments and allow for partnerships outside of the education hierarchy, at the risk of upsetting the order of things, and yet simultaneously those partnerships within or outside of the hierarchy need to be mindful and respectful of an order that is still in place.

Cade's call that "We are in order when we are most out of order" (Henry VI Part 2, Act IV, Sc. 2), was not a solution to bring about the changes needed for all. In the same way, a total revolution and disbanding of the existing education hierarchy is not a solution to developing effective partnerships that can meet the needs of CPD for teachers.

The following Acts attempt to understand the context of this study in relation to the Elizabethan era and the *Chain of Being* and how that might inform a way forward in partnership building.

Act IX: DISRUPTING THE *CHAIN OF BEING*: My Dramatic Inquiry

And hither am I come,
A Prologue armed, but not in confidence
Of author's pen or actor's voice, but suited
In like condition as our argument

Troilus and Cressida, Prologue, Lines 22-25

Dramatic inquiry (while usually associated with the teaching of performing arts) is a process of asking questions that are thematically linked across a period of time adding meaning to discourse (Rhoades and Daiello, 2016). In this manner, I approached the evidence and emerging themes gathered in the previous acts to inquire into the behaviours that impacted on the outcome of my PAR, and to answer my research question of identifying conditions necessary for transformative partnerships. Sustainable, transformative partnerships between schools and HEIs did not develop in my PAR. Through dramatic inquiry, I sought to understand the complexities of why the partnerships did not develop. To do this is I took a closer look at Shakespeare's use of the *Chain of Being* and how he used it to illustrate political and social behaviour, which I believed to be impacting on the development of partnerships in my PAR. I then drew a parallel between the *Chain of Being* and the factors that inhibited partnership building in my PAR.

The *Chain of Being* is a theory that was used to describe the constitution of the world. This was the order of things and the schemata of the universe that helped to explain or justify the consequences of actions (Lovejoy, 1936). It illustrated the universe with the earth at the centre and man as the centre of the earth and therefore the universe. Man had the angels and God above him and animals, plants and matter below. This also depicted the hierarchy of men, indicating rank and privilege by who was closest to the angels and God (nobles and magistrates) and those closer to the earth such as merchants, artisans and peasants (Lovejoy, 1936; Lombardo, 1982). The designated place for an individual was fixed, and this maintained the status quo and helped to establish rulers and regimes. Disrupting this would lead to chaos and almost cosmic consequences (Lombardo, 1982). Understanding his audience's reverence for the *Chain of Being*, Shakespeare used it as a dramatic device to

foreshadow chaos and tragedy if the *Chain of Being* was disrupted. An example of this is the warnings by Ulysses in *Troilus and Cressida*

The heavens themselves, the planets and this centre
Observe degree, priority and place…
But when the planets
In evil mixture to disorder wander
What plagues and what portents,
What mutiny…
Take but degree away, untune that string
And hark what discord follows….

<div align="right">Act l. Sc. 3</div>

The idea of ranking and the threatening doom if the ranking was disturbed, was also used by Shakespeare to caution his audience against social and political disruption (Lombardo, 1982). A parallel is drawn in my PAR between Shakespeare's use of the *Chain of Being* in his plays and the evidence that emerged of the apparent fixed order of educational hierarchies in Mozambique and the possible consequences when disrupting that order. Through this comparison, I have attempted to explain the failure of partnership development in light of my unintentional disruption of that hierarchical order.

Looking back at the successful partnerships that I referenced in Act ll, I am acutely aware of the differences in contexts, with the most apparent being that all the successful partnerships were conducted in socio-economically and politically stable countries (Australia, New Zealand, Norway and the UK). However, it is still relevant to look at the attributes of these successful partnerships and relate them to the emerging themes that came out of my study. Nine attributes were common to all the partnerships, and all nine can be aligned with the four emerging themes from this study as can be seen in *table 8.* The potential for partnerships is greater when the themes emerging from this PAR are aligned and in harmony with the attributes of successful partnerships. Misalignment or missing attributes could potentially be barriers to partnership building.

I reflected further on these themes referencing the nature and strict order of the *Chain of Being*. It is relevant to highlight that in all the successful partnerships between schools and HEIs, the authorities in education (the government or the upper ranks of the *Chain of Being*) supported change and encouraged partnerships. So, paradoxically, they pushed for new

thinking and encouraged partnerships across education institutions but maintained their authoritarian position by ordering that partnership.

	Attributes of successful partnerships	Themes arising from the data of my PAR
1	Government initiated partnerships	} Politicising education and hierarchy
2	Strategic relevance and fit	
3	Equal voice	Agency/Action
4	Flexibility	} Opportunities for advancement or change
5	Commitment to time and engagement	
6	Clearly defined goals for the partnership	} Equity and Power differentials
7	Recognition of cultural differences	
8	Building trust	
9	Shared resources and costs	

table 8: Correlation of themes emerging from this study to attributes evident in referenced successful partnerships.

In attempted partnerships that were less successful, the authorities either did not support the initiatives or did not support the logistics needed for the partnerships to develop, such as giving participants time (Edge, Frayman and Lawrie, 2009).

Attributes of Successful Partnerships

Attributes of successful partnerships referenced in Act II, (Greany and Brown, 2015; Maher, Schuck and Perry, 2017; and Smith, 2016) and summarized in the table above, can be explained further:

· The initiatives, both Globally North and South, were supported by the government.

· All studies referred to equal voice being given to all partners in order to balance power differentials.

· All studies referenced having shared goals and objectives that matched their own institution's strategic plan and mission.

· Flexibility and open-mindedness of leadership was an attribute that all participants made reference to as being essential for success.

· Commitment to time and engagement was imperative, and additionally, the initiatives all took place over an extended length of time. This was not a once-off professional development event or seminar.

· There was a recognition of educational and cultural differences and an embracing of those differences rather than seeing them as obstacles or threats.

· Building trust was a cornerstone of success that enabled equal voice.

· All partners shared resources and costs, or in some cases, the government carried some or all of the costs.

Being sensitive to the contextual differences, I compared the institutions represented in my PAR to the criteria listed above. *Table 9.* tabulates the participating institutions against these criteria. The assessment against the criteria is my own conclusion drawn from evidence based on data generated during this PAR. An 'x' indicates no evidence and a 'y' indicates evidence regardless of how much evidence there was. An overall rating was established by the majority 'x or y'. At a glance, one can see that this PAR did not meet seven out of the nine criteria and criteria 4 was only partially met. The HEI was in fact, not flexible, therefore contributing significantly to the lack of success in developing the CPD projects.

Some context-specific differences need to be acknowledged. While diversity was indicated in some of the successful studies (Greany and Brown, 2015), participants all used the same language. Additionally, participants in successful HEI and school partnerships had access to supporting infrastructures allowing for easier logistical planning such as meeting times, venues, and creating a neutral meeting space. While these were challenges in my PAR, in an attempt to mitigate the impact, I did have all materials available in both English and Portuguese and ensured that there were sufficient bilingual participants to act as interpreters when needed. Additionally, transport to and from the venue was arranged for the first and second workshops. While I cannot negate these factors, they were not significant enough to cause the failure of the PAR as there were more significant issues that arose.

		Mozambique Public schools	Mozambique HEI	Mozambique Private schools	Overall rating
1	Was this a government-initiated partnership?	x	x	x	x
2	Did participants have equal voice in all topics?	x	x	y	x
3	Were there clearly defined goals for the partnership? (This is different from defined goals for the research)	x	x	x	x
4	Were the participants flexible?	y	x	y	y
5	Was there commitment to time and engagement?	y	x	x	x
6	Was there a recognition of cultural differences?	y	y	y	y
7	Was trust built?	x	x	x	x
8	Was there strategic relevance and fit? (explicit, not implicit)	x	x	x	x
9	Were resources and costs shared?	x	x	x	x

table 9: PAR participants measured against the criteria of successful partnerships in other studies.

Further scrutiny of the nine attributes allows me to align them even more closely with the emerging themes from this study as well as compare them to the *Chain of Being* and how issues arising around these themes (such as logistics, language, time) could restrict or support the development of sustainable, transformative partnerships in Mozambique. Furthermore, this alignment allows me to address the research statements underpinning this thesis, which are; i) identifying criteria for successful transformative partnerships, ii) identifying criteria that either facilitate or impede partnership building, iii) identifying and understanding the relevance and role of contextual knowledge in transformative partnerships, and iv) how much voice does the teacher have in facilitating change.

Politicising Education

Based on the research, successful partnerships are reliant on a supporting government and a strategic fit for all participants is essential for success (Edge, Frayman, Lawrie, 2009, Greany and Brown, 2015, Mclaughlin and Black-Hawkins, 2004; Miller, 2015). The MinEd's strategic plan indicates the responsibilities of all stakeholders and partners in the "supply

and demand" of educational services to Mozambique. It is clear how the ministry defines partnerships in terms of 'supply and demand'. This interpretation pre-determines the roles of partners who revert to cultural and historical hierarchical patterns of transactional and hierarchical partnerships. In an interview with the head of a private HEI, he shared that "Traditionally, HEIs are the creators of knowledge and new knowledge, and that has been the way for 800 years, so partnering with non-academic institutions or workplaces, implies that there is knowledge of value outside of the HEIs" (July 2017). This resonates with Usongo's interpretation of the use of the *Chain of Being* in Elizabethan England which was "that it represented more the Middle Ages rather than the Renaissance, the "dark ages" when the Catholic Church controlled all cultural beliefs" (Usongo, 2017, p8).

Verger and Vanderkaaij (2012) suggest that partnerships are a rapid solution to solving problems regarding professional development. However, the authors agree that it needs to be supported by governments and leadership. While partnerships are mandated in the Mozambican educational strategic plan, it is not clearly articulated as to what the partnership goals are other than describing them as being of financial and technical support as indicated in the strategic plan of 2016. In this report, international donors/partners are reported to funding 30% of educational expenditure (2016, p21). Furthermore, MinEd's vision and mission state that:

Education and training should place great importance on building the capacity of Mozambican citizens, providing citizens, especially adolescents and youth, with practical and theoretical instruments to lead a successful life" (MinED, National Strategic Plan 2016, p 17).

In its shift from socialism to neoliberalism and with the focus on adjusting education to market demands (Bussotti and Bussotti, 2017; Zavale, 2013), MinEd further explains that building capacity can be achieved through partnerships with; i) community and families, ii) regional integration, iii) dialogue with international partners, predominantly for technical and financial support, and iv) civil society and private sector involvement.

My PAR relates to the fourth option. MinEd's strategic plan identifies civil society and private sector involvement as activities resulting from corporate social responsibility, and

this usually takes on the form of building schools, supplying equipment and offering scholarships (2016 p. 29). This is in keeping with successful partnerships between MinEd and international corporates (Chilundo, 2006). However, the strategic plan also addresses the need to "have teachers that are better prepared, motivated and supported in order to ensure that their students are learning" (2016, p. 7). While the intention of partnerships in my PAR is aligned with MinEd's strategic plan, particularly regarding CPD to improve teacher preparation, the bureaucratic restrictions of accessing MinEd and the vagueness of what constitutes partnerships did not support partnership building with government institutions such as HEIs. This would ultimately perpetuate the status quo (similar to the hierarchical Chain *of Being*) of transactional partnerships between the private sector and schools at best.

There is no doubt that the aims of this PAR could align with the strategic plans of MinEd and would meet the needs of the participating schools and HEIs. However, despite the strategic match, if only for transactional partnerships, the socio-political and hierarchical influences played a more significant role in impeding the development of the partnerships in my PAR.

The choice of words in the strategic plan of "supply and demand" clearly delineates the extent of the partnerships encouraged and supported. Understandably, the challenge for MinEd and HEIs is to develop systems that navigate between hegemony and local partnerships with shared ownership of pragmatic solutions to the problems and needs expressed in the strategic plan. Furthermore, MinEd and HEIs have had to realign their policies regarding partnerships in education, particularly in order to protect their knowledge ownership from large institutions (Cossa, 2008). However, the hierarchical and political structures that limit access to those that can make decisions is still "strongly ingrained in the socio-cultural construction of schooling and practice" (Alderuccio, 2016, p33). And while Francisco pushes for teachers to develop their own "socio-political clarity" (2007, p. 10) so that they can be agents of change, data from my research and Alderuccio's (2016) indicate that the hierarchical and political structures do not allow for that individual empowerment or voice.

To illustrate this challenge of developing individual empowerment versus maintaining established hierarchies, one can look at how Shakespeare cautioned his contemporary

leaders (Queen Elizabeth and James I) of threats of uprising or dominance – threats of disturbing the *Chain of Being-* and what the consequences of such actions could be. Shakespeare advocated for the monarch's political views on stage and in so doing, reinforced the voice of leadership and maintained the status quo (Greenblatt, 2018, Lake, 2016; Yerli, 2017). Where the tension in Shakespeare's plays rise to action and civil war, with the likes of Cade, in *Henry Vl Part 2* leading the civil unrest despite his low social standing, or where order is upturned, and Shakespeare uses the fate of Cade (his banishments and subsequent death) as a warning to the audience to not tamper with the order, Shakespeare's Tudor propaganda (Greenblatt, 2018; Usongo2017) facilitates maintaining the status quo, which is in turn maintains the royal sovereignty. Similarly, one can be empathetic to the relational tensions in Mozambique in matching global demands of collaborative practice and professional development with traditional hierarchical systems (Cossa, 2008) that are intended to protect sovereignty.

The language used in the strategic plan of "supply and demand" does not leave room for equal voice or transformative partnerships. Instead, it demands full ownership of any partnership, rather than a co-creation of solutions to problems such as CPD. Just like the words of Angelo in Measure for Measure who commands that "We must not make a scarecrow of the law, setting it up to fear the birds of prey" Act II, Scene 1), the strategic plan commands a rigid application of partnerships, maintaining the status quo and the order of things. Interviews with educators supported this stating that "even many private schools in Mozambique are still indirectly run by MinEd, and they are entrenched in the hierarchical communicative cycle" (Interviewee, July 2017); therefore, even partnerships between private schools will still adhere to the status quo.

Voice and Agency

According to the Elizabethan *Chain of Being,* teachers were part of the clergy and were higher on the chain than the public because it was believed that those that were learned were closer to the angels (Lombardo,1982). While their voices were heard by their peers and those below them, they were also heard by the Monarch. The opposite appears to be true for education in Mozambique. While educators and scholars (the church) in Elizabethan England may have had more voice and appeared to have a flexible relationship with the

Monarch, whose voice was still the final word, teachers in Mozambique appear to have little voice in bringing about change other than responding to the call of the government (Alderuccio, 2016; Francisco, 2007). As a public-school teacher reflected "you do not ask for anything, you wait until someone tells you to go for training" (Interviewee, public primary school teacher, Feb 2018).

By analysing the interviews during and after the initial workshops, one could plot the teacher voice and agency against the educational hierarchy. To illustrate this, *Figure 7.* reflects only one question, that being to what extent the individual educator felt that individually they could make a change in their environment in education- could they take action. The "x" indicates the score that the individual gave themselves out of 10 in answer to the question. From this and through evidence collected in interviews and reflections, teachers in public schools saw themselves as not having much voice or agency and being at the receiving end of knowledge coming from HEIs or MinED. It is apparent that the higher up on the hierarchy, the more voice one has and with that the license to take action.

		1	2	3	4	5	6	7	8	9	10
	heads of institutions/ deans of faculty								x	X (p)	
	Faculty of HEI							x			
	Upper secondary						X (p)	X (p) X (p)			
	Lower secondary							X (p)			
	Grade 6-7				x x			X (p)			
	Grade 5										
	Grade 3-4					x x					
	Lower primary grade 1-2				x	x					
		1	2	3	4	5	6	7	8	9	10
	Level of voice /agency **x** indicates each educator who scored themselves on agency, **p**- indicates educator in a private institute										

figure 7: Relation between hierarchy and teacher voice and agency

Due to the limited voice and license to take action that was referenced by many in my PAR, particularly with the absence of HEI faculty, and confirmed by the interviews in Act VIII, it becomes clear how challenging it would be for anyone to take action within this socio-political context. As a reminder, agency is action taken on future-oriented problems (such as

the need for CPD) but with consideration of the past (the context of education in Mozambique). Agency, in the context of my PAR, refers to the way an individual interacts with policy and then collaboratively takes action on it (Priestly, Biesta, Robinson, 2015). With this definition, it would be difficult to create opportunities for agency in Mozambique when the policies are not readily available to teachers, and action on policies needs to be sanctioned by MinEd. This is highlighted in Francisco's study, which states that teachers need to develop agency and be change-makers but yet appear to be repeaters of knowledge in a top-down education system (2007). He further highlights the lack of agency because curricula were imposed on teachers who became passive "repeaters of knowledge, as opposed to producers and caretakers of knowledge" (Francisco, 2007).

As my research was the search for sustainable partnerships, which are reliant on equal voice (Davison, 2006; Greany and Brown, 2015; Maher, Schuck and Perry, 2017; McLaughlin and Black-Hawkins, 2004; Miller, 2015; Smith, 2016), I was in search of opportunities that would allow all members to be learners and experts at the same time (Maher, Schuck and Perry, 2017). This, I believed, would facilitate authentic and creative responses to problems that could be actioned, and this co-creation of problem-solving or action would be agency. However, ironically, the opportunity for equal voice was only present when HEI faculty were present and took the lead in the working groups. This "process of social engagement informed by the past, oriented to the future and acted out in the present" (Priestly et al., 2015, p4), was present when a leader was identified in the working group, and the identified leader was a member of an HEI. With the attrition of HEI faculty, and the uncertainty of leadership, action and the impetus to take action was lost. Similarly, all voices are silenced when King Duncan is killed by Macbeth and Lady Macbeth. Chaos ensues, and order is only restored at the end of the play when the rightful king is returned to the throne or the *Chain of* Being has been restored. The potential for agency and partnership building in the context of Mozambique, therefore, appeared to be reliant on embedded hierarchical structures, or on leaders in schools that can act independently of the government and established hierarchies. The question arose as to why and when teachers might have lost their voice in the established education systems?

Francisco (2007) and Zavale (2013) believe that with the development of a modern curriculum after independence, developed by officials in MinEd, the Mozambican

population lost their voice in education. Miedema (2016) further supports this by noting that the development of the new curricula was void of indigenous knowledge, answering only to the party line, which focused on modern sciences (Cossa, 2011). Ironically, one of the working groups in this PAR was focused on the development of IKS in schools and was eager to develop a teacher PD programme for schools. With the attrition of the HEI experts in this field from this PAR, the group felt that they would not have the official backing nor the expertise to develop and implement any CPD opportunities regarding IKS.

In order to go beyond the rhetoric of partnerships (Smith, 2016) the goal was to create opportunities that would allow all educators and participants in my PAR to have voice so that they could take action. Not only would this require access to policies and the involvement in curriculum design (Francisco, 2007; Priestley et al., 2015) but it also required an understanding of what collaboration or partnerships look like for all participants. This was echoed by participants in my PAR who stated that "if there's something that would prevent a partnership from developing, it would be the way people understand the concept of a partnership." (public school participant, email correspondence, April 2017.) Where the understanding of a partnership was unclear, the accompanying action was unclear too which may have contributed to individuals not having the confidence to express themselves and that was interpreted as not having voice to take action. Not all participants in my PAR had the same understanding as to the expected outcomes of these sessions. When interviewing the director of a private HEI, he reiterated that traditionally universities only expect to operate within transactional partnerships, and thus this approach might be out of the scope of their experience (July 2017).

Additionally, the historical hierarchical notion of a "cascade of knowledge" (private HEI interviewee, July 2017) would have contributed to questioning the unusual equal distribution of responsibility in my PAR. This was emphasised by one of the participants who reflected in her interview that even if the partnership sessions were successful, she still felt that "participants are not empowered to influence significant changes" (public HEI email respondent, April 2017). That is, they are not empowered to demonstrate agency.

Resigning to the past and its influence on the present is similar to adhering to the status quo in Elizabethan England which was a form of "determinism" (Lombardo, 1982) defining the

social interactions and the license to interact and take action according to your station (Aradi, 2017). Despite the restrictiveness of past practice, there were some members of my PAR that expressed interest in developing CPD opportunities, yet by the end of the workshops, with no access to policies, nor a voice in the process of change at a HEI or ministerial level, opportunities for taking action did not develop. Thus, while they demonstrated agency within the workshops, this agency could not lead to action beyond the workshops.

Equity and Power Differentials

The hierarchical nature of education impacts on the individual's sense of equity and the perceived and real power differentials. The perceived power differentials stem from the historical directions of habit (Mezirow, 1990) and entrenched hierarchies. The perception or reality of the hierarchy impacts the expectations in a partnership, including shared responsibility, shared goal setting and shared costs. For example, goals that are set by the government (Chan, 2016) or costs that are covered by private investors, may even influence the values of profit versus academics (Zavale, 2018), and all impact on a fair and equal partnership where either the holder of the purse strings or the ruling party has an impact on the power differentials (Mason, 2008). Action, therefore, is inextricably linked to the hierarchy.

On an individual level, the impact of contextual and hierarchical identities can lead to tensions when there are several different contexts represented at the same table. Successful partnerships referred to in Act ll, where differences were embraced, and partners had equal voice, were able to see their differences as strengths and were not constrained by structural limitations. (Greany and Brown, 2015). Unlike them, when differences are challenged in a hierarchical environment, trust is often compromised (Cummings, Phillips, Tilbrook, Lowe, 2005; Fullan, 2001; Zavale, 2018). While the word "trust" was not mentioned by any person directly in an interview, there was an underlying concern that the process of developing CPD could not be fulfilled either because there was not enough time, or that critical representatives were not present in the groups and the process therefore without them was not validated or trusted. This was highlighted by one interviewee who

stated that "It will work if you are prepared to do all the work and not take the credit. You have to allow the authorities to take the credit" (interviewee July 2017).

What transpired in my PAR was an environment where equal voice was presumed by the researcher and only through my transformative learning did I realise that despite a semblance of equity in this PAR, that may have led to partnerships, the broader education environment in Mozambique, still operates according to entrenched power differentials based on hierarchy.

Similarly, "Any disruption to the established order of creation, as stipulated in the Elizabethan line of thought, was believed to be able to provoke disorder and its repercussions could be felt widely" (Usongo, 2017, p9). Throughout the interviews, these widespread repercussions were alluded to if anyone challenged the hierarchy by taking action or assuming leadership or power.

Opportunities for Action – a result of the aforementioned themes

While opportunities for action and building partnerships seemed viable during the workshops, what was not prevalent was the authorisation or implied authorisation from MinED to execute or implement the action after the workshops, thus rendering any attempt at action futile. The requirements to engage in transformational partnerships goes beyond the flexibility and commitment to time. It also requires the willingness of all levels of the educational hierarchy to be open to change. From the interviews and observations, there appeared to be little resistance to new ideas, but rather an entrenched perception of who should come forward with the ideas and who is permitted to action them. This tension is caused by the perceived roles of knowledge creators (HEIs) and the recipients of knowledge (schools). Considering Priestley, Biesta and Robinson's definition of agency (2015), this could explain where the limits to opportunities could have originated. As in the previous section on voice, opportunities can only be taken if and when the individual is permitted to take action. In my PAR, participants needed to engage in future-oriented action (the need for more CPD for teachers). However, they were influenced by what they brought into this PAR in terms of their own contextual bias and their professional past that was situated in a

socialist-communist education system with the ingrained perception that HEIs are the only ones who create new knowledge or solutions. With this past, despite being future-focused and despite having the opportunity in this PAR to develop solutions, action was not taken beyond the workshops. With the absence of the hierarchical structures in this PAR and the omission of MinEd, while there was some level of trust, there was an absence of leadership required to sanction the planned actions. Additionally, participants indicated that in the absence of the hierarchy (HEI faculty), any action might not be accepted as solutions since they are being created by those "lower" on the educational hierarchy. Creating opportunities to engage over a more extended period might have allowed for the development of a transformative experience for all partners, despite hierarchy. However, only with an appreciation of each other's context, both past and present, and respect of the hierarchy, could it have led to opportunities to co-create future-focused goals (Priestley, Biesta and Robinson 2015).

Conclusion

The themes are all tightly interwoven. Politicizing education and the fact that education appears to be the voice of the ruling party has an impact on the level of voice and agency an individual has which is also influenced by their perceived and real position on the hierarchy in the education system. However, two themes emerged more prominently than the rest. These are the link between the hierarchy in education and the level of teacher voice and agency.

The implications of that are that to co-create CPD for teachers through partnerships, demands both the trust to challenge the status quo by some and the releasing of authority by others. To do this at all, would be a privilege for only a few in Mozambique. Additionally, there is the underlying tone in MinEd's strategic plan where partners are defined according to "supply and demand" which implies that the partnerships, if any, will be at the command of the authority and this says Aradi aligns well with the implied subjugation of the Elizabethan public as they adhere to the order of things in the *Chain of Being* (2017).

Act X: EPILOGUE

If we shadows have offended,
Think but this, and all is mended,
That you have but slumber'd here
While these visions did appear.
And this weak and idle theme,
No more yielding but a dream,
Gentles, do not reprehend:
if you pardon, we will mend:

A Midsummer Night's Dream, Act V, Scene.1

Shakespeare's ultimate attempt at illustrating the repercussions of disorder is his use of the fairy Puck in *A Midsummer Night's Dream* who creates chaos in the woods and disrupts the order of the *Chain of Being*. Through comedy, Shakespeare manipulates his audience to laugh through the disorder and by the end of the play asks for forgiveness for this folly. With the hierarchy restored, Puck requires the audience to regard this disorder as merely a dream. The disorder he has created cannot possibly be real. My research disrupted the order through an unconventional process of bringing educators from different levels on the hierarchy to the same table to design CPD, and while the attempted collaborative CPD projects failed, a better understanding of partnership building within a hierarchy ensued.

My PAR attempted to create long-term transformative partnerships, and the failure to do so highlighted the need for a deeper understanding of the context of what partnerships could look like in order to; i) respect the hierarchical context ii) ensure equitable ownership of new knowledge and iii) take future-focused action to improve teacher practice. It highlighted that in order to develop sustainable, transformative partnerships, it requires an honest reflection on the context of the proposed partnership and an honest assessment of the intention of all stakeholders in that partnership.

The premise for my research was my belief in social constructivism and that we find meaning in complex situations by analysing our interactions and experiences with others in different social contexts (Karpov, 2014). Through social constructivism and the exploration of transformative learning theories, I initially believed that all participants in this PAR could collaborate to co-create effective and authentic partnerships that would contribute to CPD.

Instead, I realised that these theories alone did not provide the scope to understand the social and political context of the attempted partnerships. This realisation was my journey of transformation. I recognised that transformative learning was my point of privilege alone and not the outcome for all participants as I had initially imagined.

Only through my reflection, could I see that the data, while different from what I had hoped for, had its own important story to tell (Creswell, 2009). The story of intertwined themes such as hierarchy, voice and agency that are influenced by historical and political contexts, became a richer and more authentic narrative that needs to inform partnership development in education in Mozambique today. *Figure* 8. illustrates the framework of my argument. It illustrates that in my study, hierarchies are established to perpetuate the voice of the ruling party and to maintain the status quo. These established hierarchies are sustained by – and limit – the level of voice and action individuals can take. Only the upper echelons of the hierarchy can engage with policy to bring about change. This leaves little opportunity for those further down the hierarchy to bring about change through action or partnerships.

All of this is influenced by the cultural, historical and social contexts of the country. While the groups developed common goals, and a certain level of trust was gained, only with extended time would these goals have had the chance to develop further, while building a stronger level of trust (Coghlan and Brannick, 2005; Freire 2007; McNiff, 2013). Within these parameters and the constraints of time, teacher voice and agency, the opportunity for sustainable partnerships is difficult. Through repeated cycles of gathering, analysing and gathering more data, and following a grounded theory approach, what was at first a failed research of transformative learning theories became an authentic understanding of the contexts for partnership building in Mozambique. *Figure 8* illustrates how the themes of politicising education, hierarchies, voice and agency, are interconnected and impact on opportunities for change. It then illustrates how opportunities for change through partnerships could develop further in an environment where cultural and historical contexts are acknowledged and where trust is built over an extended period to develop and accomplish those common goals.
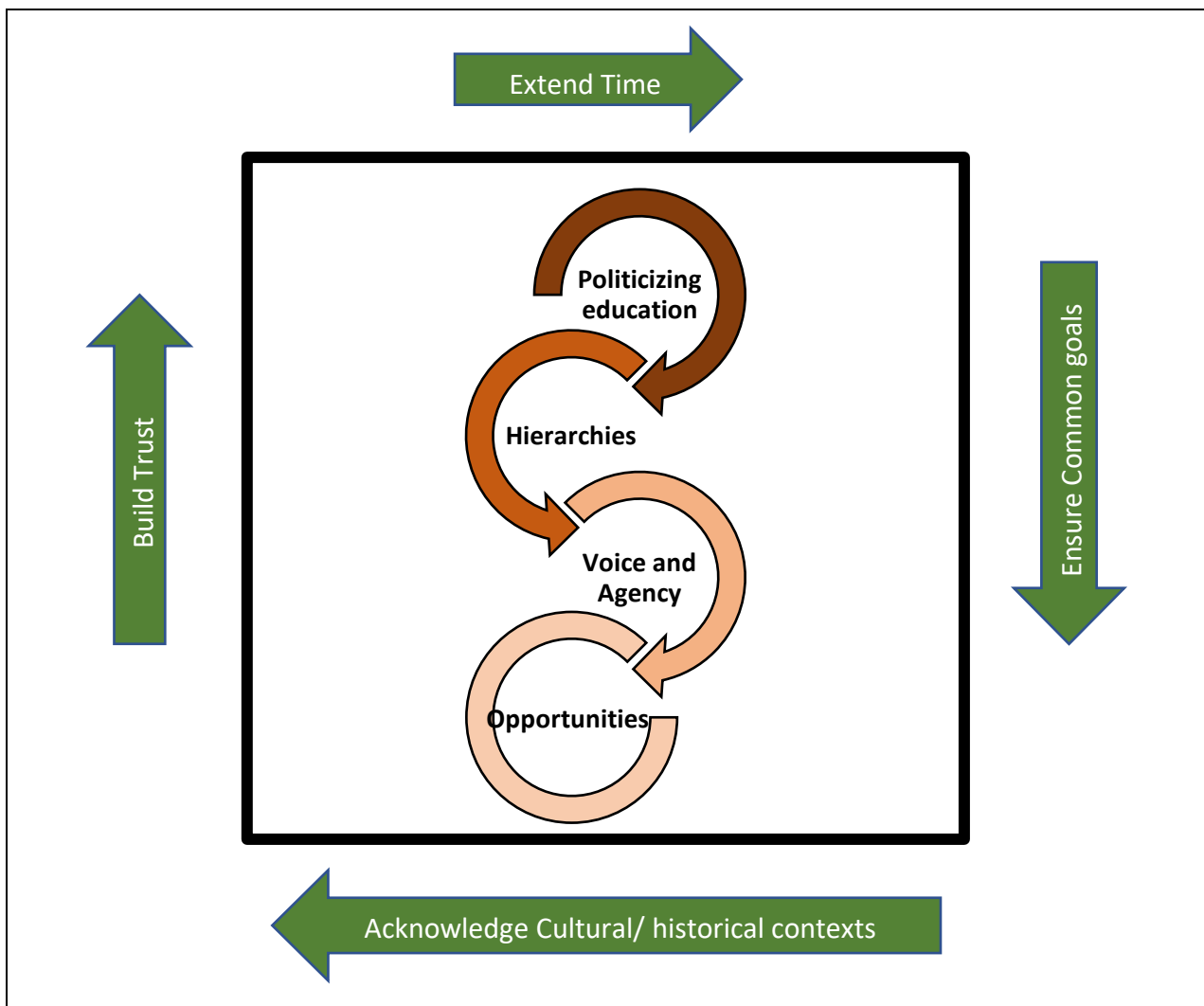
figure 8: The interconnected themes of this PAR framed by essential criteria that could facilitate the development of transformative partnerships.

Through the lens of my transformative learning, and respecting the complex socio-political contexts of this study, I developed a theory acknowledging the impact of hierarchy on teacher voice and agency, and how that would influence the potential for partnerships.

The use of the Elizabethan *Chain of Being* served to illustrate the socio-political hierarchy and the consequences of disrupting that hierarchy which can be seen in Shakespeare's plays. By drawing a parallel between my data and the *Chain of Being*, I could step back to look more carefully at the processes that I had been involved in, and attempt to understand the hierarchy and its implications on partnerships more objectively.

Looking at the interrelated themes and their impact on opportunities, which in this study was to develop transformative partnerships between HEIs and schools, I will attempt to illustrate what conditions are required to move forward with viable and sustainable partnerships between HEIs and schools that can lead to CPD. I also identify alternatives and future opportunities for research in this field.

Politicising education: The role of the government in developing partnerships

Education remains politicised and hierarchical despite the shift from socialism to neo-liberalism (Bussotti and Bussotti, 2017; Zavale, 2013). MinEd's strategic plan emphasises that the education sector "will continue to improve the quality and relevance of post-primary education to strengthen its role in the economic, social and political development of our society" (MINED, 2012, p35), thus emphasising the political responsibility of schools and HEIs. The strategic plan also states that:

Through its National Development Plans the Government continues to prioritise investments in Education to empower citizens to develop their self-esteem and patriotic spirit so they may actively engage in reducing poverty and promoting the country's economic, social, political and cultural development (MinED, 2012, p 10).

The strategic plan places political responsibility on educational institutions. By doing this, tensions between the role of HEIs of knowledge generation on the one hand and the government's political agenda on the other, impacts on the nature of potential partnerships, be they between schools and HEIs or between HEIs and industry. The tension is further heightened with governments not being able to fund the HEIs comprehensively. The HEIs pursue additional funding, and this semi-autonomous state places the HEIs in conflict with the government and the funders causing a potential power imbalance (Cossa, 2008; King, 2008; Mason, 2008; Popov and Alzira, 2016). This tension could jeopardise potential partnerships with the private sector or limit the partnerships to short-term transactional partnerships (Zavale, 2018). Most partnerships that do exist in education in Mozambique are transactional by nature or constitute a memorandum of understanding that comprises of providers of services or funding for schools, materials or technical advice as is indicated in MinEd strategic plan.

If this is the context of education, then forging partnerships that are future-focused and mutually beneficial in meeting the needs of CPD for teachers becomes challenging. Cossa (2011) and Francisco (2007) note that while policies have changed and are future-focused, it is the day-to-day implementation and monitoring of these policies that remain challenging which was evident in my research when teachers shared their frustrations regarding facilities, teaching conditions and the need for more PD. Therefore, rather than only seeking partnerships externally and with industry or funders, the focus should be internal where long-term partnerships between schools (both private and public) and HEIs should be pursued. The danger of these internal partnerships, however, particularly if monitored by MinEd, is that they could lead to compliance-based partnerships (Davison, 2006).

The potential tension of compliance-partnerships because MinEd would instruct the formation of them, versus the lack of any partnership because MinEd has not sanctioned them, leads to what I experienced; a stalemate in moving forward in partnerships between schools and HEIs.

A possible way forward would have to be to propose partnerships to all the stakeholders ensuring a strategic fit for each party. Clear articulation of the objective of the partnership and clear alignment with MinEd strategic plan would be imperative. Given the entrenched hierarchical status within education, the proposal for such a partnership by MinEd might, however, threaten the very core value of such a transformative partnership by overshadowing equal voice.

Hierarchies: How to work within that framework.

While PAR is suitable for complex social contexts (Dawson and Sinwell, 2012; Wood, 2014) such as education in Mozambique, it is a democratic process (Le Grange, 2001) and hierarchical social systems such as education in Mozambique are not necessarily democratic since not all educators have equal voice. This was particularly emphasised by the three educators interviewed in Act VIII, who reiterated that the "cascade of knowledge" and "the entrenched 800-year-old hierarchy" would not allow for teachers to take the initiative to develop partnerships. The research methodology of this PAR, therefore, creates tension within the context of the study. For the research to be successful according to a global-north-mindset, it needed all participants to shift the hierarchical "habit of mind" (Seligman,

1997; Mezirow, 2009) of following top-down instructions (Alderuccio, 2016; Francisco, 2007) and realise that all participants could be problem solvers regardless of station or position on the hierarchy. However, the perception that equitable partnerships can only happen in an environment void of hierarchies (Miller, 2015; Zeichner, 2010) is potentially a biased global-north measurement for partnership success. A localised understanding of partnerships is needed to contextualise this PAR and determine if transformative partnerships can be forged despite and within established hierarchies. Hierarchies, as illustrated in the Shakespearean plays referenced throughout this study, are established and remain the constant factor throughout history to maintain order. This is no different from the hierarchy that has remained a constant throughout the history of Mozambique, and that has transgressed through Portuguese colonialism and Socialist-Marxism, to neo-liberalism struggling in what some now classify as a new authoritarian regime (The Economist Intelligence Unit, 2019). Thus, successful localised partnerships need to be reimagined within this hierarchical context. Primarily, from the data of my study, HEI faculty need to take an active leadership role in developing partnerships and developing projects such as those that were attempted in this PAR.

Respect for this context is critical, and understandably stakeholders in these potential partnerships must negotiate the intricate pathway between shared goals and shared knowledge, at the risk of losing autonomy or the threat of hegemony (Tikly, 2015). Within the hierarchy, an influential teacher voice still needs to surface so that participation can be encouraged to develop collaboratively articulated outcomes to problems such as the need for CPD. In all the referenced successful partnerships, stakeholders had clearly articulated multifaceted goals allowing members of a partnership to contribute according to their strengths. In most cases, there was a directive from the ministry which supported the goals developed by all participants regardless of their standing in the hierarchy. Clearly defined goals were measurable, and partnerships could be held accountable for meeting those goals. Goals would have to be developed with transformative partnerships in mind rather than transactional, which means that all stakeholders need to be part of the goal-setting process, implying a temporary suspension of the hierarchy. This would encourage the formation of local partnerships with partners who have a variety of experiences and expertise. The willingness of the participants in my PAR indicated a desire to participate.

Participants in the first two workshops requested further meetings despite the hierarchical challenges indicating a will to engage in partnerships. "I think that sustainability in partnerships can be created by maintaining some regular workshops with all the staff from the educational institutions" (public school participant, email response (May 2017).

Ideally, a pilot group of representatives from MinEd, HEI and public and private schools could have met and collaborated on a way forward modelling equal voice and input into partnership building while respecting institutional cultural diversity and the established hierarchy. This study purposely left MinEd out in the initial stages to allow for open dialogue of those directly involved in teaching, but it became apparent that as one interviewee reported, "The ministry of education-- if it comes from them-- then it comes from the ruling party, ideally it should come from anyone-- but the situation is such that it needs to come from MinEd." The inclusion of MinEd is imperative.

Teacher voice and agency: How to facilitate that

The hierarchy in education is established and entrenched and, with that, the expected behaviours and protocols limit the full participation of all educators. Respecting the hierarchy at the same time as creating opportunities for teachers to give their input into change and development such as creating CPD opportunities, is the fundamental challenge of this study. Establishing trust and openness would be a critical first step in developing partnerships between institutions and would require sincerity and commitment to the purpose of the partnership (McLaughlin and Black-Hawkins, 2004; Smith, 2016). Individuals would also have to challenge their established role behaviour (Butcher, Bezzina, Moran, 2010; Fairclough, 2004; Seligman, 1997), which in itself would be a transformative learning experience. This would be particularly significant for leaders in schools or HEIs since leaders in hierarchical environments tend to be averse to change and skeptical about the adoption of new policies and procedures (Verger and Vanderkaaij, 2012).

Implementing partnerships with equal voice while acknowledging the hierarchy seems contradictory. Having an equal voice is also the most challenging of all the attributes that constitute successful transformative partnerships. Having equal voice is a sign of a mature partnership that has reached a level of trust over an extended period and operates without

fear of consequences or compromising one's organisation (Davison, 2006; Miller, 2015). A shared voice implies shared ownership and shared responsibilities and shared goals that meet everyone's need, "people have to see that their goals are addressed too from the partnership (HEI email response May 2017).

From the interviews with participants and also the interviews conducted with educators outside of the original workshop, there seemed little chance that equal voice could be accomplished as the implication of shared responsibility was also contradictory to the top-down social-political habits of society in Mozambique. While MinEd takes all responsibility for education, training and development, only with the equal voice from all participants in a partnership can one move from compliance-based partnerships to the next levels in partnership building which includes the co-construction of solutions (Davison, 2006). Reaching a common understanding of the terms of partnerships and accompanying norms and responsibilities would be the necessary first steps between institutions. Given the entrenched hierarchical habits, this will be a difficult step to take, unless one considered omitting some levels of the hierarchy when designing partnerships, such as was suggested by the private school teachers who wished to become a hub for local schools in their area without the support of the HEI (Act VII).

During the first and second workshop in this PAR, it was encouraging to see the full participation of the teachers from both public and private schools. It was suggested by participants from schools that we continue with informal meetings inviting faculty from HEI and schools so that over time, a level of confidence and trust could develop. Since the proposals came from school teachers themselves, there is potential for developing partnerships between schools only and while omitting the HEIs and MinED in these meetings, data from Act VII and Act VIII, suggest that the presence of HEI would be highly valuable.

Opportunities for change: How can this be facilitated?

Acknowledging the hierarchy is imperative and necessitates understanding the roles and expectations of all participants in any partnership. A middle-out approach of heads of schools and teacher leaders developing partnerships (Cummings et al. 2005) may be an alternative and cost-effective approach. However, there are risks with this model that

include a lack of political support for the adoption of proposals generated in these partnerships. The model requires middle managers to have a certain amount of authority in the schools to facilitate change or implement ideas resulting from the partnerships. Usually, these innovations do not get funded or resourced and, as is the case with this PAR, the participants lose heart and champions for the cause suffer disillusion and burn out (Cummings et al., 2005). This approach, however, may be a way forward that respects the hierarchy as well as maintains the status quo, but does foster leadership development in the middle of the hierarchy. While this would challenge all participants to be open-minded to the process regardless of their academic position, we need to recognise that the hierarchy will prevail, but that within that hierarchy one can create partnership opportunities, particularly between schools. By selecting their partners and with the inclusion of exchange visits to each other's schools, one would create personal connections facilitating the desired partnerships (Edge, Frayman and Lawrie, 2009). Being flexible and open to new ideas and at the same time sensitive to the context and available time is critical to move forward.

Many of the participants in this PAR could not commit to an extended period, leaving some feeling frustrated that they could not complete what they set out to do. It is evident from the research that an extended timeline should be shared with participants upfront so that potential partners can commit to that time and with that allow for deeper and more meaningful engagement. More importantly, release time from their already full schedules would not only facilitate the process of partnership building, but leadership would be validating and supporting the initiative, and this added value (from higher up the hierarchy) would be well received by all participants who seek support for action.

All of the above would require more research into the implications of power and the impact on voice. Further research on internal partnerships and understanding the local perspectives of hierarchies and the associated norms and behaviours is imperative. The inclusion of indigenous knowledge systems in a PAR, which includes the sensitivity to the role of language in Mozambique (Carr and Kemmis, 1986; Cossa, 2011) would, I believe, facilitate more understanding and ultimately encourage more participation in partnerships because it is more inclusive.

Conclusion

This study aimed to create an environment that would facilitate partnerships that could develop CPD opportunities for teachers in Mozambique. The PAR model, which is highlighted as a democratic process (Coghlan and Brannick, 2005; Elliot, 1993; Le Grange, 2001; McNiff, 2013), is also referred to as a strategic methodology that bridges academic research with social change (Dawson and Sinwell, 2012). It is appropriate for identifying a problem in a complex context and enables devising intervention for immediate impact (Le Grange, 2001). However, despite the anticipated devised interventions not materialising, the more profound challenge of hierarchy and voice was highlighted which not only impacted on the process of this PAR but more importantly offered valuable insights into potential partnerships for the future.

The outcome of this PAR calls for a creative and alternative look at how PARs could be conducted in Mozambique. In the spirit of action research, the models used such as the reflective cycles, need to be seen as flexible frameworks and not as a given linear or sequential process (McNiff, 2013). This means that the process of planning, implementing, observing and reflecting, before another cycle of PAR is conducted, can be modified to suit the context of this research.

Action research, and in particular participatory action research conducted in a hierarchical environment, is challenging. This study explored the challenges and identified explicitly what should be considered when conducting PAR in a hierarchical context. The researcher must consider their own positionality and be keenly aware of their own assumptions and indigenous knowledge that they bring to the research because this could influence the expectations of the partnership and the outcome of the research. As a researcher I approached the idea of partnerships with my Global North and democratic mindset believing that a successful partnership can be measured in a specific way. The outcome made me question what partnerships should look like and whether they should be democratic to be successful and it made me question if this is a Global North perception only.

Tikly (1999) found that the top-down model of management in education, when used in SSA, excluded local teachers. My study found that teachers in Mozambique were likely to

self-exclude themselves because of the entrenched hierarchical structure and, while this PAR failed to meaningfully engage them in creating CPD opportunities, the knowledge this research generated allows for a greater understanding of how to address this deep-rooted structure.

Since politics and education are inextricably connected (Tikly 2016), partnerships, particularly with external parties, in the context of hierarchies need be a delicate dance between hegemony on the one hand and protecting sovereignty on the other, particularly regarding new knowledge generated through such partnerships. The contribution of this study to research is that it cautions the researcher attempting PAR in a hierarchical context in particular to be mindful of their own context and the assumptions that they approach their research with.

The challenge in this research and in any further PAR remains that in order to give teachers voice when including multiple levels of a hierarchy would require a shift from a colonial and Marxist top-down legacy (Tikly, 1999) to an inclusive model of teacher's voice regardless of levels which would validate their input and could promote teacher status (Cossa, 2011). A process of repeated PAR (which goes beyond this current research) could potentially lead to an inclusive approach (within the teachers' domain of influence) in developing CPD opportunities as opposed to the current exclusive design and deployment of CPD which is summarized by this participant who stated that "You do not ask for anything; you wait until someone tells you to go for training" (public primary school teacher, Feb 2018).

Using the *Chain of Being* in this study provided a lens to examine how educators within a hierarchy interacted. By drawing parallels with Shakespeare's use of the *Chain of Being*, I was able to identify or understand potential areas of tension and possible repercussions. The *Chain of Being* predicted the constitution of the world then (Lovejoy, 1936) and it was fixed. Similarly, hierarchy predicts the constitution of education in Mozambique now and appears to be the only constant throughout the history of the country.

By using the *Chain of Being* as a social theory to illustrate hierarchy and the impact of hierarchy in partnerships, as well as looking at potential repercussions if the hierarchy is disrupted, the question arises as to whether partnerships can develop from informal

settings as proposed by some of the participants in this PAR. In that forum, a shared vision and shared language could develop and would allow for a sense of equity through understanding each other's point of view (Cranton and Taylor, 2012).

However, it was the understanding of each other's point of view that was the most critical and fundamental learning in this PAR, without which I do not believe a transformative partnership could exist, be it formal or informal. More importantly, through this research process, it was my transformative learning that enabled me to be more sensitised to the contexts in Mozambique and to re-examine my values and assumptions, originating from the viewpoint of my experiences in a private school and my Global North democratic mindset. It is this focus on the researcher's transformation that goes beyond action research. Somekh and Zeichner (2009) refer to the importance of contextualizing action research where teachers contribute to new knowledge, but they fail to evaluate the impact of the contexts and assumptions of the researcher. Walker (1994), on the other hand, recognizes the value of reflective practice of teachers during their action research and the value-laden and political impact it has on outcomes. In addition to the focus on the teachers in this PAR, I also reflected on the researcher in the PAR, which forced me to consider the context of the participating researcher, their indigenous knowledge and value-laden assumptions, and how transformative learning for the researcher is critical in order to assess the outcomes of any PAR more objectively and responsibly. Mezirow encourages us to generate opinions and interactions that are more justified (2000, p 20). To do this Sterling suggests one has to progress through three levels of knowing which are i) starting with doing more of the same thing in the hopes of bringing about change - such as many of the transactional partnerships referenced in this study, ii) changing one's thinking through reflecting on assumptions and values - which could have developed from this PAR if more time had allowed for understanding the contexts, and iii) shifting one's way of knowing that frames all interactions with the world, thus recognising one's own paradigm and recognising the need to make a shift (Sterling, 2010, p 22-24). The final level of knowing is the most difficult to achieve as it could potentially imply subjugation for some and hegemony for others (Aradi, 2017; Mungwini and Viriri, 2010). This transformative journey was my point of privilege, and I believe should be the focus for all researchers who attempt PAR because the process allowed me, the participant researcher, to reflect on the true purpose of

partnerships and what these partnerships should look like within a given context so that the research and subsequent actions can be sustainable and responsible.

Can one still hope to pursue a transformative partnership between public and private schools and higher education institutes to co-create opportunities for CPD? The answer has to be yes. Mozambique has one of the lowest education attainment rates in the world. The dire need for teachers in Mozambique remains high. Eighteen million primary and secondary school children will need teachers by 2040. With the largest number of youth who potentially will not attend school in Mozambique, the risk of instability remains high unless basic services such as education are provided (Porter et al., 2017). Ensuring that adequate numbers of properly trained teachers graduate is imperative, the cost of which is high. This makes it even less likely that CPD will receive adequate funding. To meet the goals set out in the Mozambican strategic plan of ensuring that all children have access to primary school education and that the number of students who have access to HEIs increases, everyone in Mozambique has a responsibility to contribute to the need through effective and sustainable and transformative partnerships. A "one-way flow of 'development knowledge' reflecting the dominance of the western models of development" (African Unit, p 9), is to be avoided.

Therefore, despite the challenges of creating favourable conditions for partnerships, further PAR is recommended to pursue viable and sustainable partnerships within a context that is different from the Global North. It means that participants in the PAR, must be acknowledged within the contexts of their environments and that the action, must be focused on improved practice within the realms of their control. The education context in Mozambique is highly structured and hierarchical - and will remain so. The work to be done is to research and develop transformative partnerships respecting that hierarchy.

> "This is hard--- it's political… I have the content knowledge, and I have experience in Mozambique. We must push forward; we must try to do the partnerships- we can all learn from each other" (HEI participant, interview May 2017).

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Universidade Pedagogica: https://www.up.ac.mz//
Universidade Eduardo Mondelane: https://www.uem.mz/

APPENDICES:

Appendix A: Participants in Workshop One

Participant	Gender	Institution	Languages spoken	No students taught in a classroom
L	M	PRIVATE	English/no Port	20-30
B	M	PRIVATE	English/Port	16
G	F	PRIVATE	English/Port	12
J	F	PRIVATE	English/Port	15
A	M	PRIVATE	English/Port	20-30
I	F	PRIVATE	English/Port	12
O	F	PRIVATE	English/Port	16
L	F	PRIVATE	English /no port	15
L	M	PRIVATE	English/Port	15
U	F	PRIVATE	Port/English	15
L	F	PRIVATE	Port/English	15
H	F	PUBLIC	Port/no English	45-55
L	F	PUBLIC	Port/English	45-50
M	M	PUBLIC	Port/ French /English	35
E	M	PUBLIC	Port/English	45-60
T	F	PUBLIC	Port/English	50-60
S	M	PUBLIC	Port/English	54
A	M	HE	Port/no English	40
E	F	HE	Port/English	20-30
F	F	HE	Port/no English	35-40
A	F	HE	Port/minimal English	60
A	F	HE	Port/ Spanish/minimal English	16

Overarching themes	Activity: Similarities and differences in work environments	Activity: The 6 Thinking Hats protocol. De Bono
Professional relationships (Parents, colleagues, students, administration)	10	14
Cultural/language influences on practice	7	5
Position/ power /internal and external political influences on practice	1	11
Professional Experience	7	3
Time	1	
Facilities/Resources/ Teaching conditions	3	20
Student challenges (academic and behavioural)	1	2
Need for goals, objectives and purpose of education	2	15

Overarching themes	Question: 1 What did I gain today?	Question: 2 What questions do I still have?	Question 3: Is there potential for partnerships? Yes No N/R		
Professional relationships (Parents, colleagues, students, administration)	6	5	16	0	6
Cultural/language influences	4	2			
Position/ power /internal and external political influences on practice	1				
Professional Experience	4	1			
Time					
Facilities/Resources/Teaching conditions	2	2			
Student challenges (academic and behavioural)		1			
Need for goals, objectives and purpose of education	1	1			

Appendix D: Collation of Responses to Reflection Questions on Day Two and their Alignment with Overarching Themes from Activities in Appendix B.

Overarching themes	Question: 1 What did I gain today?	Question: 2 What questions do I still have?	Question 3: Is there potential for partnerships? Yes No N/R		
Professional relationships (Parents, colleagues, students, administration)	5	1	7	0	11
Cultural/language influences	3	1			
Position/ power /internal and external political influences on practice	1	3			
Professional Experience	1				
Time					
Facilities/Resources/Teaching conditions	2				
Student challenges (academic and behavioural)					
Need for goals, objectives and purpose of education		5			

Appendix E: Participants in Workshop Two

Participant		Institute	Language of teaching	Returned/left
L	M	PRIVATE	English No port	R
B	M	PRIVATE	English/ Port	R
G	F	PRIVATE	English/Port	R
J	F	PRIVATE	English/port	L- no reason
A	M	PRIVATE	English/port	R
I	F	PRIVATE	English/port	R
O	F	PRIVATE	English/port	R
L	F	PRIVATE	English No port	R
L	M	PRIVATE	English/port	L- no reason
U	F	PRIVATE	Port/English	R
L	F	PRIVATE	Port/Eng	R
H	F	PUBLIC	Port No Eng	R
L	F	PUBLIC	Port/Eng	R
M	M	PUBLIC	Port/ French /Eng	R
E	M	PUBLIC	Port/Eng	L-travel constraints
T	F	PUBLIC	Port/Eng	R
S	M	PUBLIC	Port/Eng	L- travel constraints
A	M	HE	Port/no English	R
E	F	HE	Port/ Eng	L- scholarship to study abroad
F	F	HE	Port/no Eng	L- scholarship to study abroad
A	F	HE	Port Minimal English	L- no reason
A	F	HE	Port/ Spanish/mini mal Eng	L- no reason

Appendix F: Alignment of Descriptors of Collaboration to Themes from Workshop One

Themes from workshop 1	Descriptors of collaboration from activity 1 in workshop 2 and their alignment with the themes of workshop 1
Professional relationships (Parents, colleagues, students, administration)	Working together, interact, partnerships, networking, cooperation, all-in-the-same-boat, united
Cultural/language influences	Learn from each other, dialogue, seeing other ideas, diversity, exchanges, communicating, accepting difference, listening, reflect
Position/ power /internal and external political influences on practice	Receiving and sharing, linked management
Professional Experience	No reference made in workshop 2
Time	As above
Facilities/Resources/Teaching conditions	As above
Student challenges (academic and behavioural)	As above
Need for goals, objectives and purpose of education	Share strategies, moving forward, common objectives, building a future, problem solving, working towards new ideas

Appendix G: Interview Questions sent to Workshop Participants: May 2017

1. What do you expect from a partnership with another educational institute?

2. What do you think would prevent a partnership from developing? What would the challenges be?

3. What impact can your background and experience have on a partnership?

4. Do you believe teaching has to change in Mozambique? If so how will partnerships influence this?.

5. In your opinion, can partnerships contribute to Professional Development? If so how and if not why not?

6. How can we create sustainability in partnerships?

7. Have you experienced any frustrations with this process so far?

8. Have you experienced any new way of thinking in this process?

9. What is standing in your way of developing your project?

1. Do you believe there is a need for partnerships- and if so what should that partnership look like?

2. What do you believe would be the greatest challenge in creating partnerships between HEI and public and private schools?

3. What do you believe is the role of HE in Mozambique today?

4. If you believe that partnerships have value, who should initiate them?

Interview Questions for Public School Teachers Beyond the Initial Participants

1. What grade do you teach?

2. How many years of teacher training did you receive and where was your training?

3. How many years of experience do you have?

4. How many students are in your classroom?

5. To what extent do you believe you have a voice in making changes within your classroom?

6. To what extent do you believe you have a voice in bringing about changes in your school- can you ask for professional development?

Appendix I: Experience and Qualification details of Public school Teachers beyond the initial participants.

Teacher	Grade currently teaching	Number of student in the classroom	Number of years of teacher training	Years of teaching Experience
"C1"	6, 7	42	1	3
"F"	6	47	1	2
"G"	3	50	2	14
"A"	1	64	1	2
"C2"	2	57	1	3
"M"	4	70	1	3

Appendix J: Ethics Approval Letter.

UNIVERSITY OF LIVERPOOL | ONLINE PROGRAMMES

Dear Colleen Fletcher

I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.

Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)	
Review type:	Expedited	
PI:		
School:	Lifelong Learning	
Title:	Creating Continuing Professional Development Opportunities for Teachers in Mozambique through Higher Education and School Partnerships	
First Reviewer:	Dr. Lucilla Crosta	
Second Reviewer:	Dr. Morag Gray	
Other members of the Committee	Dr. Martin Gough, Dr. Rita Kop, Dr. Baaska Anderson, Dr. Kalman Winston	
Date of Approval:	18/01/2017	

The application was APPROVED subject to the following conditions:

Conditions		
1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.

UNIVERSITY OF LIVERPOOL | ONLINE PROGRAMMES

This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,

Lucilla Crosta

Chair, EdD. VPREC

Appendix K: Participant Information Sheet

UNIVERSITY OF LIVERPOOL

Participant Information Sheet

Research Project Title:

Creating Continuing Professional Development Opportunities for Teachers in Mozambique through Higher Education and School Partnerships

December 2016. Version 5

Dear Colleague

You are receiving this invitation because I appreciate your expertise and passion for teaching and learning and would welcome your input in collaboratively developing a workshop for teachers in Mozambique. I would like you to be part of my research that looks at what changes happen within us, the designers of the workshop, and how we collaborate with other educators from different institutions to develop effective continuing professional development opportunities for our colleagues in Mozambique.

This study will be conducted through a week-long series of network meetings where we will explore concepts such as indigenous knowledge, transformative learning, collaborative planning and design, and reflective practice. As a member of this team you would automatically be part of the research and would agree to my observing and interviewing you on the experience that you will have going through this process. The end result of the week-long session would be that you will have collaboratively designed a workshop for teachers in Maputo along with one or two other members of the design team in your specific field of interest and expertise.

It is important to understand that participation in the research is a condition of participation in these network meetings.

The network meetings and research will take place at the American International School of Mozambique.

You do not have to be fluent in Portuguese or English, but you must have a reasonable working level of English in order to be part of the planning and design team. Members of the team that you would be working with come from Higher Education Institutes in Maputo, the American International School of Mozambique and from high schools in Maputo. It is intended that the design team will be made up of about 8 to 12 educators.

Please do note that your participation is voluntary. At no point will participation or non-participation in the network meetings and the research have any impact on your role in the institution where you work or have any influence on your performance evaluation in your institution. As a volunteer you would be expected to give up about 20 hours of your time for the network meeting sessions. and then to you would be expected to run your developed training session for teachers after the week-long planning time.

You will be reimbursed for any necessary travel expenses incurred when attending the network meetings. However, there will be no other payments for taking part in this study.

Purpose

There are few opportunities for teachers in Mozambique to further their training and professional development. The purpose of this study is to see if through partnerships between government/state schools, and private schools and HEIs, we can create effective professional development for teachers in Mozambique.

This study is an action research project. If you choose to join the team, we would undergo a series of meetings together looking at different topics such as indigenous knowledge and reflective practice, as we work towards collaboratively developing professional development workshops for teachers in Mozambique. These meetings will be observed by me for the purpose of the research and you will also be interviewed in groups and/or individually according to a schedule that I will share with you at the start of the network sessions. This schedule will be planned to match your commitments and time schedule. T he research will be used to inform the future development of such opportunities to create continuing professional development resources for Mozambican teachers.

Questions you might have.

Do I have to take part? Participation is on a volunteer basis only. You do not have to take part in this project.

What will happen if I take part? Participation requires you to be a part of the research programme too which looks at how the partnership between faculty from schools and HEIs develop and how that can influence developing effective professional development for teachers.

As a participating researcher, I will be observing our sessions and I will also interview each participant individually and/or in groups. A schedule of the sessions will be shared with you . Any group interviews will take place at the American International School of Mozambique. Individual interviews will also take place there unless you would prefer to be interviewed somewhere else in which case we will mutually agree an appropriate location when you can be interviewed in private. It might be necessary to interview you after the network meetings have finished. In this case, we will mutually agree a time and place for the interview.

Will my participation be kept confidential? Yes, all information gathered by me will be kept in the strictest confidence. I will use pseudonyms and codes in all my writing when making reference to our sessions and to our interviews. If you have any concerns about your contribution to the research, we will discuss them before they are used and I will seek your approval to use those contributions before they are included in any publication.

However, it is important to note that should you and your team wish to print and publish any of the materials that you have designed through this research, you would be free to do so. Please bear in mind that this could lead to your identification as a participant in the research.

What will happen to the results of the study? The results of the study will be shared with you and with my professors and with the University of Liverpool. The results will be used in my thesis and published papers through this study. All data will be kept for 5 years after the study. Results will also be shared with the represented institutions to facilitate further possibilities for CPD development in Mozambique.

What if I stop taking part? It would be good to take part for the entire week. However, if for whatever reason you can no longer take part, you would simply let me know. You can withdraw at any time during the study. I will request from you at that point if I may still use the data that has been collected while you were a participant. If you do not wish me to use this data, you would be free to ask not to have it used.

Are there any risks to me participating in the study? There are some small potential risks associated with taking part in this study.

Research like this usually tries to make the contributions of participants anonymous so they cannot be identified. However, it might be possible to identify you as a participant if you and your team choose to publish work based on the network meetings.

I will also provide you with a summary of your contributions to the research (i.e. what you say and do in the meetings and what you say in group and/or individual interviews) so that you can check it for fairness and accuracy. If you are worried about being identified in any publication of the research (e.g. because of what you have said) we will discuss how that information will be used. If we cannot agree on how that information will be used, I will not use it.

You might feel uncomfortable discussing your experience and views in the network meetings. One of the purposes of the research is to find out how this can affect these sorts of collaborations between different institutions. You might also feel uncomfortable taking part in group interviews but you do not have to contribute to them. Also, you will have the opportunity to talk about how you feel contributing to the network meetings and group interviews in private one-to-one interviews with me. If you feel uncomfortable in these one-to-one interviews I will simply stop the interview.

I am happy to talk about any other concerns you might have and you can also discuss them with my supervisor if necessary. His contact details are below.

What are the benefits of partaking in this study? The benefits of partaking in this study are that you would be contributing to creating professional development opportunities for you and your colleagues and other teachers in Maputo. Additionally, all materials that you and your team develop during this week can be added to your professional portfolios.

What if I have a problem/complaint? Should you have any concerns about taking part in this research, you are welcome to discuss them with me. However, if you want to talk to someone else in confidence, you may contact my supervisor at the University of Liverpool:
  Dr. Michael Watts
  michael.watts@online.liverpool.ac.uk

Or you may wish to contact the Research Participant Advocate at liverpoolethics@ohecampus.com

If you do make contact with them, you would need to make reference to the name of the study and the researcher.

Additionally, I will appoint a liaison officer (who will not be taking part in the network meetings or research) and you can talk to her/him in confidence should you have any concerns. S/he will also have the contact details of my supervisor and will be able to discuss any concerns in confidence with him.

When do I have to sign up? It is important that you sign up within a week after receiving this invitation. This will give you time to think about taking part in this study. To sign up you can email me directly at
Colleen.fletcher@online.liverpool.ac.uk

How many people can participate in this research? The ideal number of participants would be 8-12 members.

Who can I contact if I have further questions?
Please feel free to contact me regarding any further questions, I would happily answer via email, or would meet with you in person.
Colleen.fletcher@online.liverpool.ac.uk
Or
+258 843217651
+258 21491994

Please print and keep a copy of this information letter for your own reference.

I look forward to hearing from you

Colleen Fletcher