

THE ROLES PLAYED BY RELATIONSHIPS OF ARAB EXPATRIATE TEACHERS IN LIBYA: A CASE STUDY

By

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Submitted in accordance with the requirements for the degree of PhD

The University of Leeds

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11/2004

I confirm that the work submitted is my own and that appropriate credit has been given where reference has been made to the work of others

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Acknowledgements

I thank those ETs (Expatriate Teachers) who have been patient with my intrusion into their lives. I also thank the deans of the Local University and the Local Faculty, Libyan teachers, students and employees in these institutions, who have given me valuable help in carrying out this study.

To my mother and deceased father. To my wife who stood by me in the stressful as well as the joyful of moments and was a great contributor to bringing this study to light. To my daughter Tasneem and my brother and sisters who were also supportive.

To all my friends and relatives who gave their support both at home and during my stay in the UK.

Finally, to both my supervisors, Angi and Dr Wedell who supported me through every moment of this research and were a great source of encouragement and inspiration.

Abstract

A high proportion (see tables in appendix A) of those teaching in Libyan Higher Education institutions are expatriates. The current study looks at the human environment surrounding Expatriate Teachers (ETs) in Higher Education Institutions in Libya and probes the extent to which relationships with people around them enable ETs to maximise their contribution to the education system in Libya. Various fields in the literature on socio-cultural context, help in social relationships and mentoring have been consulted to illuminate the types of help and relationships ETs should ideally obtain in a host context.

This case study investigated six Arab ETs. Data collection methods included interviews, shadowing, and classroom observations. Data showed that ETs receive enabling social help through their relationships with others, who in these cases were found to act as contextual mentors to ETs, playing roles similar to those expected from mentors in the literature on mentoring. Other relationships, however, were found to constrain ETs' ability to contribute to the success of Libyan Higher education in terms of its ability to develop well-qualified, capable expert graduates who would help in Libyanisation and national development in Libya. It was found that factors specific to the Libyan context over the last century were found to affect ETs' relationships to make them rather constraining.

The study therefore demonstrates/contributes to knowledge in the field in the following ways. It confirms the existence of a natural form of mentoring (contextual mentoring) that involves not only close relationships but other people around it. It also shows the importance of context in shaping human relationships, especially in mentoring. It also looks at an area of the literature on ETs' that had little attention: the human environment. Moreover, the study alerts those working in educational change to the fact that educational change is not only what is understood as innovation, but there are forms of contextual disruptive changes that affect relationships.

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Abbreviations

Appearing throughout the thesis:

LI1	Local Institute 1	LI2	Local Institute 2	LF	Local Faculty
TESOL	Teaching English to Speakers of Other Languages	ET	Expatriate Teacher	LU	Local University
ELT	English Language Teaching	WG	Wadi Ghibli		

Appearing mostly in the introductory chapter:

RCC	Revolutionary Command Council	GPC	General People's Congress	RCt	Revolutionary Committee
CM	Council of Ministers	BPCt	Basic People's Committee	MPC	Main People's Congress
BPC	Basic People's Congress	MPCt	Main People's Committee	PCtR	People's Committee of the Region
PCR	People's Congress of the Region	GPCt	General People's Committee		

Appearing in the literature review and the data presentation, chapters 3 through to 7:

ZPD	Zone of Proximal Development	C	Context	S, s	Student
SR	Person in Special Relationship with an ET	H	Head	/	of
D	Department	Int	Interview	CO	Classroom Observation
Shad	Shadowing	Ep, ep	Episode	SA	Staff Affairs
SE	Study and Exams	Res	Residence	Q	Question

General definitions

ET in Libya: A non-Libyan adult teacher whose permanent residence is outside Libya and who joins the Libyan context for the purpose of work.

Relationship: The state of affairs that exists between/among two or more people. It is the state of affairs as contributed to by the people involved in it and by any other people or factors.

NB: I use the abbreviation SR (Special relationship) in the table above throughout the study to denote the person in the relationship with the ET not the relationship itself.

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1. INTRODUCTORY CHAPTER

*ETs stands for Extra-Terrestrials
and Expatriate Teachers.*

Holliday (2002:11) describes how an Egyptian woman new to the city went through a process of watching people in a restaurant and learned how to order her meal without being noticed as different. Although Holliday talks of this as everyday ‘interpretive research’ aspects of which can be reflected on in systematic research, there is a very important issue in his anecdote related to the current study: being *new to a situation*. The aspect of newness, relative to an existing population, pertains to expatriate teachers (ETs), as imaginary extra-terrestrials would be, in some way, visiting our planet.

When entering a new context, we ask ourselves ‘how do they do this and that *here?*’ and what other things do they do *here?*’ and ‘How am I going to do this and that *here?*’ ‘Can I do the things I have to or like to, the right way *here?*’ All these questions, likely in a new cultural context, imply relationships to new *people*.

During my work as a TESOL teacher in Local Institute 1 (LI1) in Wadi Ghibli (psuedonym), Libya, and through my involvement with colleague expatriate teachers in the work place and other activities, I heard some ETs complaining about their work in Libya, while at times some praised the actions of some people there. Complaints about confusions increased as we in LI1, as those in other institutions involved, encountered difficulties when recurring cycles of organisation/restructuring in the form of affiliations of our institution happened in relatively short periods of time (two cycles in one academic year).

These personal observations sparked certain thoughts about what the ETs encounter in Libya as *a relatively alien* environment to them. The research topic, focus and questions took various twists and turns in the quest for what I will be looking at in respect of the ETs in Libya.

The woman in Holliday’s example watched others in order to learn how to act among ‘people’ and interact with them so as to avoid embarrassment or problems, to buy her meal and to enjoy it. I chose to study the role people play in the lives of these ETs. I chose to look at how the relationships ETs have at work and in life there affect their doing their job in the Libyan work environment. I am not arguing that what ETs encounter is different from what Libyan teachers do. However, being in an

environment that is not their own, the ETs position is likely to be more sensitive because of the relative absence of support granted by the social ecology of a home country.

1.1. Aim of research

The current study then focuses on the relationships the ET has with people in the host environment in Libya. In particular, it probes the roles these relationships play in making the ET's work more or less problematic and more or less comfortable. The research question in chapter 3 will distil this topic further.

1.2. Plan of the introductory chapter

In the rest of this chapter, in 1.3, I will present the rationale for choosing to study such a topic. In 1.4, I will explain the plan of the thesis. In 1.5, I will provide a background to the context of the study that might set the scene for the study and illuminate subsequent stages of the research.

1.3. Rationale of the study

I will present two types of rationale: literary and contextual.

1.3.1. Literary rationale

The literature on expatriate teachers (ETs)

Literature that tackles the experiences of ETs has been rather classroom-centred, or teaching centred, with concerns about their relationships with learners, and how the ETs apply new methodologies, syllabi, educational programmes and materials, or investigate the effects of outside culture on classroom practice (Holliday 1994, 1996, Coleman 1996, Cortazzi and Jin 1996, Wedell 2000). Although many of these accounts focus on how the outside social environment impinges on classroom practice, there has been little written about the ET's life in and out of the classroom and how these factors link together to form a coherent picture that can account for the influence other people have on their performance.

The literature on personal relationships

There are extensive accounts that describe personal relationships from social and psychological perspectives. There are studies of friendship development (Berndt

1996, on African and Asian Americans, Yingling 1994, West *et al* 1996 and Werking 1997 on friendship across genders). There are studies of intimate relationships (Lea and Spears 1995, Sharpsteen 1995, Wood 2004). Some studies focus on children's relationships to family, peers and the wider society (Pettit and Lollis 1997, Mills *et. al* 2004).

Examples of studies that tackle relationships in marriage are: (Dickson 1995, Milardo and Allan 1997 and Uebelacker *et. al.* 2004). Others explore family relationships (Altman and Ginat 1996, Hooley and Hiller 1997).

However, in the literature, very little is found on the relationships of teachers, especially expatriates, and how these contribute to or affect aspects of their life and work. A look at what might be the leading source about them: the *Journal of Social and Personal Relationships* can exemplify such a scarcity. It, presumably, has been left to researchers in education and teacher education to do the job.

Nevertheless, in the latter field, in terms of relationships, focus has been on what happens between the teacher and the learner, mostly in class (e.g., Kottler and Kottler 2000), where the prime concern is how the teacher gives rather than takes. Where concern has been shown to assist teachers, it has assumed the opportunistic nature of trying to make teachers produce better teaching with less concern about their own well-being (Claxton 1989).

Despite such a scarcity of information about ETs' relationships, the literature on personal relationships has helped towards an understanding of some aspects of ET relationships as humans (chapter 2) and there have been helpful aspects of such research in the way of how to study relationships (chapter 3, p 67).

Literature then rarely tackles the subject of ET relationships in the places where they live and work. Probably some of the most important assets, or obstacles, for those ETs are the *people* with whom they work or live in the new environment. This importance stems from the fact that these people will act as *experts* in some respect so as to socialise the ETs, having spent time in the context before the ET arrived (chapter 2). However, for the similarity I seek to establish between an ET and an in-service mentee, the literature on mentoring will be used (chapter 2).

1.3.2. Contextual rationale

Abu-Hilal (2001:208) notes that in the Arab World in general, research in education has not been taken seriously. ETs in Libya are no exception. There has been no attempt to probe their conditions.

Furthermore, ETs constitute a significant part of the teaching cadre at the tertiary level in Libya. The reasons for and the history of this phenomenon will be seen later in this chapter. A look at the tables in appendix A shows that the number of ETs is significant. It is only prudent and logical then, that if we aim, first of all, at the well being of teachers in this important sector of education, and second, the well-being of our education system itself, including students and what they can contribute to society, we must look at whether these teachers are enabled to do their job.

1.4. Plan of the thesis

In the rest of this introductory chapter, in section 1.5, I will present a background to the context of the study, which will incorporate some aspects of the history of education in Libya and some features of the socio-cultural context. This will support the rationale presented above in terms of why there are significant numbers of ETs in Libya. It will also serve to inform the reader's mind in preparation for the rest of the study, especially the presentation and discussion of findings.

In chapter 2, there will be a literature review that places the study in the context of the existing literature. In the review I will look at the importance of people in an ET's life by looking at what is involved in his/her acculturation. By looking at mentoring, I will explain the concept of contextual mentoring and the concepts that lead to the research question. I will also discuss a framework for analysing and discussing the findings, drawing on the literature on mentoring and other relevant fields.

Chapter 3 will tackle the research process. The first section (3.1) will outline the research question and sub-questions. 3.2 will deal with the research design, much of which is based on a feasibility study I carried out in the field in 2002. Some aspects, such as choice of research strategy and design, will appear in this section. In section 3.3, I will describe how the design was applied in the field and how it *felt* compared to the design in 3.2. Through this I aim to convey to the reader the experience, the expectations and the interface between them, and how the social

experience appears to be on paper and in reality. In 3.3, I will describe how the data analysis was carried out.

Chapter 4 will tackle the presentation of the analysis of the data. The presentation will be in the form of pen-portraits of ET cases. In the first part, there will be an introduction that explains the various sections of the chapter. After that, I will present the part of the data that pertains to the two institutions in which the study took place, which serves as a general background to the work environment of all the cases. The introduction will also explain the structure of the portraits and the relationships among the various sections and parts of each portrait. Although all six case portraits were completed, I will present three, for reasons of space. I will, however, refer to the other three and quote from them when comparing all the cases in chapter 5.

In chapter 5, the cross-case analysis, I will discuss the findings across the cases. At the outset of that chapter also, there will be an introduction explaining the stages of cross-case analysis, and what is included under different headings and the relationships among the various sections and parts. The discussion proper will prepare for chapter 6 in which the response to the research question is concentrated, drawing on the framework developed in chapter 2. There will be a comparison among the six cases in terms of how the findings relate to each, and how the cases are similar or different in terms of the same thematic findings (see chapter 5).

Chapter 6 will be allocated to discussing and interpreting the findings arrived at in chapter 5 to finally respond to the research questions. The latter part of this chapter will tackle recommendations that I shall put forward, based on the discussion, to encourage a better socio-professional environment for ETs to work in.

Chapter 7 will be the conclusion. It rounds off what has been encountered in the study both as a written and a research experience. It will also reflect again on the literature and try to summarise the contribution of the study, possibly enriching the literature about ETs and mentoring. In this, we might look at possible ways of filling gaps in the literature or supporting existing concepts and practices.

I will now turn to look at the contextual background.

1.5. Contextual background

In this section, I will present some background about the country and the town in which the case ETs work. In 1.5.1, I will start with a historical social background of

education in Libya, in which it might be necessary to explain some of the phenomena we might encounter in the data. It will also provide a historical background for the rationale for choosing to study ETs at the tertiary level.

In 1.5.2 I will provide a brief sketch of the town in which the study took place.

1.5.1. History of Education in Libya

In this chapter, I will look at the history of education in Libya. We will do this in the light of two main features of the Libyan context: the political and the socio-cultural dimensions. This will provide the necessary background, which might shed light on the data, to the reality in which ETs operate in Libya. Also, reasons for the shortage of Libyan teachers are also discussed. Before we examine education in Libya, it is important to look, at least briefly, at the general historical background of the country, which might give us insights into what currently happens. I will describe two main periods:

- *The pre-monarchy period* (late 1800s to 1951). The reason for choosing to start from here is because the country had been under the Ottoman Empire for hundreds of years: this presumably entailed relative stability during the Empire and until the end of the nineteenth century, when major changes to politics and the society occurred near the end of the Empire.
- *The monarchy and beyond*, where I will move more closely to the changes in the education system.

I am using the expression ‘intervals of change’ simply to refer to the major historical changes, such as new governments, new ideologies or systems.

The pre-monarchy period

In the past the Libyan people lived mostly as peasant nomads, travelling from a place to another in pursuit of such things as water and pasture. This lifestyle led to a preoccupation with the struggle against the harsh reality of survival. People had other priorities than education, which were independence and the associated resistance activities.

The close of the nineteenth century witnessed the decline of the Ottoman Empire, whose last domain in North Africa was Libya (Wright 1981:67). There were repeated famines during that period (Pennel 1982). These were aggravated by heavy

taxation, especially after the introduction of the Ottoman Land Code in 1858 (See also Ahmida 1994:36). After that, Italy saw Libya as a gateway to unknown lands and ‘as an overland link to its new East African possessions of Eritrea and Somalia’ (Wright 1981:70). This led to its taking over of Libya in 1911.

Another major change occurred within the Italian colonisation period itself, when the orientation of the colonial government shifted from: (i) radical governance (from 1911-1922), recognising the local state of resistance, to (ii) the Fascist period (from 1922-1938), when Italian supremacy was determined to tolerate no compromise with resistance. (See e.g., Ahmida 1994:141).

Relating these two periods to education, the first period was characterised by a liberal ideology that, to some extent, granted Libyans national and individual rights. Until 1922, Libyans could attend schools side by side with the Italians, as well as the French, the Turks and the Jews. However, the sort of education offered was of the Italianised type. Italian was the first language (L1), and the whole curriculum was based on learners as citizens of Italy.

However, the policy of the second period of the Fascists was:

exemplified in educational policies. Instead of trying to Italianize the natives, for example, the fascists wanted to keep pure Italian culture away from the natives. Arabic was the language for education and Italian was only optional. The natives were offered education only up to the sixth grade; beyond this time they were used as (sic) laborers. (Ahmida 1994:135).

This may account for the withdrawal from the Italian schools and the flourishing of the Koranic schools in which the student population in 1934-35 constituted 89.8% of the total Libyan student population (Steele-Greig 1947:35).

By 1943, the Italian colonisation was brought to an end by the Allied Victory of World War II, another major, but historically short interval of change. This time, Libya was to undergo a multi-faceted colonisation, where Britain assumed suzerainty over Libya and controlled mainly the eastern and western parts, France controlled the southern parts (Ismael and Ismael 1991:488) and America had its largest military base outside the U.S. (Wheelus) in Tripoli.

Another major change occurred in 1951, when a monarchy was installed under King Idris I. In December 24th 1952, Libya was the first country to be granted independence under the auspices of the United Nations, yet still under the influence of the military presence of the aforementioned powers. King Idris was not seen as doing

enough to remove such influence, and this enraged the Arab people, which led to his overthrow in 1969. Until the 1950s, there was no discovery of oil in Libya, and the people were poor and sometimes struggled with famine. After the discovery of oil, the scene changed a lot. This historical situation led to a turbulent status of education, hence shortage of Libyan teachers. Such shortage has further historical origins, which we see next.

The monarchy period and the shortage of teachers

In discussing the monarchy period, we will draw more closely on the lack of teachers in certain disciplines and the reasons for this scarcity. Such a shortage is attributed - in addition to the historical political changes mentioned above - to three more significant factors related to the history of the education system in Libya:

Religious and academic orientation

The original orientation of the education system since the Ottoman Empire mentioned above was *religious* as opposed to, presumably, a *secular* position. This continued even through the monarchical period. The role of the religious schools (*zawaya*) became more important than that of the state schools, less so in the monarchy - although it should be noted that King Idris himself came from a religious background: the Sanusiya.

An academic orientation is the tendency to teach conceptual rather than practical disciplines. Even the way scientific disciplines were taught, (which were also studied along with religion and Arabic language) was affected by the way the main subjects (religion and language) were taught. They were taught in a preaching way, so to speak. This was *academic* orientation, as opposed to *vocational* orientation, which, together with the former *religious*, as opposed to *secular* orientation, led to the creation of the vocational gap still felt today. This combination led to what Deeb and Deeb (1982:45) describe as:

the dilemma faced by most Arab students in the Middle East today of vocational versus academic training. It is no secret that there is undoubtedly a bias in the school and university curricula of Libya as well as in those of other Arab countries toward an academic rather than a practical education.

Such a *religious* and *academic* bias, led to a divergence in favour of the humanities in education. The result was of little concern for the sciences, especially

their practical component. After the 1969 revolution, the sudden demand to include scientific subjects was followed by a scarcity of teachers, particularly in scientific disciplines, which, in turn, led to the employment of expatriate teachers.

Administrative orientation

The second factor was that, after independence, the system of education was developed first to compensate for the administrative vacuum created by foreigners leaving their posts. There was also an increasing demand by Libyans, with support from the British Administration at the time, for more Libyan nationals in different administration posts (Deeb and Deeb 1982). Therefore, the teacher-training option was not the focus of attention then.

The age of the education system

The third factor that contributed to the lack of Libyan teachers that is historically originated is the fact that the education system had undergone changes resulting from the revolution (see below) while it was still developing, when it moved suddenly from the immaturity of development to the demand for a modern state. This is evident from data published by the Ministry of Planning and Development (1968:56). It shows clearly that in 1967, only two years before the revolution, most of the student population, about 86.7%, was still at the primary school stage. There was an additional 11% at the intermediate stage. This indicates that the system was still in its early stages and there was little emphasis on teacher-training beyond intermediate-level teaching.

The improvement in education, in the light of the turbulent history of the country that we have seen in what has preceded, did not reach the stage of training enough teachers to cope with the next stage: the revolution and post-revolution era. From 1969 onwards, that stage demanded a sudden increase in educational opportunities in the move towards the development of a modern state. Especially after the nationalisation of oil companies at the beginning of the 1970s, financial resources became suddenly available to do what the country had long been hoping to do: build a modern state.

Thus, to summarise up to this point, the pre-monarchy period was characterised by struggle, famine and violent political changes in which education could not be consolidated. In the monarchy period, education was predominantly

religious and academic and the education system was still in its infancy stages and teacher-training for the tertiary level has not been reached. We will now see how the subsequent political stages connect to this in terms of shortage of teachers. I will now discuss how the shortage of Libyan teachers affected the next stage.

The revolution and beyond

The revolution abolished nearly all the government structures and introduced new ones, although some of the elements based on the constitution of 1951 remained. Power was in the hands of the RCC (the Revolution Command Council) which had the authority to appoint what was called the CM (Council of Ministers), later to disappear in 1977. The RCC exercised most of the decision-making.

The revolution and the lack of teachers

One of the strategies heavily relied on was that of expatriate teachers recruitment. Teachers mostly from Arab countries were employed under a strict code of standards. Ensuring quality, the then Ministry of Education followed a policy whereby target teachers were identified through an accountable body, mostly the ministries of education of the target countries.

Most teachers came from Egypt. This reflected the then shared ideologies with the sister revolution of Egypt in 1953. There were also teachers from Tunisia, Palestine and the Sudan and from other African countries. Some of the teachers at the tertiary level were employed from Europe, Eastern Europe, the U.S. and Canada.

It has to be said that in the long run the country made great efforts to tackle the teacher problem. Significant results were achieved in training considerable numbers of teachers to serve in the primary, intermediate and secondary schools. However, teachers for the tertiary level were/are in short supply because of the lack of resources and expertise for training students at a postgraduate level, which was and still is required for a teacher to be a university lecturer. This was largely in the area of sciences and foreign languages, but some efforts were/are made in postgraduate studies in the humanities, which produced satisfactory results and where the teacher shortage was almost solved. However, even after this achievement, there are factors that have recently contributed to the decline in the number of Libyan teachers, specifically in the sciences and in the special case of the English language:

- Free education and health are provided by society to all its members, and therefore privatisation has been excluded. The result has been static salaries for teachers and a low income, especially after the sanctions of the United Nations on Libya in 1992. Teacher status was low, which led to students studying for certificates to obtain jobs other than teaching.
- Wages were frozen to a specific limit under Act 15/1980. The demands of life increased in every sense year by year. Yet, individuals who worked in the public sector, like teachers, had the same salary from the 1980s onwards, plus insignificant bonuses that were wiped out by taxation (Act 15 is currently being reviewed).
- The Students Administration Project (see below) had adverse effects on the educational system in that the ability of the tertiary institutions to establish postgraduate studies in areas in which there was a lack of teachers was reduced still further. The project alienated the staff members of the universities who became distrustful of the education system as a whole.
- The education system had been accustomed to expatriate teachers working in Libya. Seemingly, it became a part of the educational culture to recruit them.
- Political orientation towards particular countries at a given time, as we shall see later, usually results in decisions to recruit expatriate teachers, regardless of whether there are sufficient Libyan teachers.
- As for English, in terms of shortage of teachers, it has suffered both in school and at the tertiary level. Some of the Libyan workforce had been trained after the revolution, but all the other factors mentioned above applied to them as well. ELT teachers' status was affected still further by the campaign against ELT (see below) in the mid 1980s. After the elimination of English (p 15), ELT teacher training ceased, and it was not resumed until very recently.

Even if one or more of the factors above was not present in any case, the rest persist, resulting in the Libyan teachers' distrust of what the education system offers them. The result has always been the recruitment of expatriate teachers.

1977 and Beyond

In 1977, the political system in Libya changed radically from that of a republic to a system unlike any other in the world. The system (Peoples' Authority) implied

the involvement of all the people in making and implementing decisions concerning home and foreign matters. The country acquired its new name, *Jamahiryia* (state of the masses), whose meaning reflects the underlying ideology just mentioned.

The RCC (the Revolution Command Council) was replaced by the General People's Congress (GPC). The CM (Council of Ministers) was replaced by the General People's Committee (GPCt), as Esmael and Esmael (1991:490) describe, although there is a slight difference in relationship and function between the constituents of the old and the new systems.

People meet in the Basic People's Congresses BPCs (subsidiaries of the MPC, the Main People's Congress, which supervises the BPCs in each town and represents them in the GPC). Decisions are then taken by the MPCs to the GPC which meets three times a year, finalising decisions in the shape of acts (including modifications of existing ones). Then the GPCt supervises its subsidiaries in the towns to execute what has been decided in a reverse cycle. The Revolutionary Committees RCts were created and their task was to guide the People's Committees (PCts) and induct Libyans into the new system. These were installed in every work place, including educational institutions. The basic flow of action is represented in figure 1.

Figure 1: flow of action in decision making and execution of policies



However, apart from the normal thrice-yearly cycle, in exceptional circumstances the cycle is activated and the people meet to tackle an emergency situation.

Political factors affecting education

Shifting political orientation

Education seems to be heavily affected by the political orientation of the country. Interaction between home and foreign policies can be unpredictable, hence the results. An example is the immediate topic of concern: expatriate teachers. Very markedly, the nationalities of expatriate teachers are determined by the existing relationship at the time of recruitment between Libya and other countries. A show of sympathy or solidarity may now be the drive behind the majority Iraqi expatriate teaching force. The situation changes according to politics, thus a teaching force from

another country might dominate if it was needed by Libya. In fact, the two fundamental foreign policy orientations, anti-Imperialism and Arab unity (Ismael and Ismael 1991:504), used to reflect very clearly such trends.

Short intervals of change

One may have observed the successive historically short but major political changes in the history of the country. I will summarise them in the following table (changes which have not already been described will be tackled below):

Table 1 Intervals of change in the history of education in Libya

	Change	Period	Duration	Main features
1	Italian colonisation phase 1	1911-1922	11years	Radical government: Libyans could attend school side by side with Italians and others.
2	Italian colonisation phase 2	1922-1938	16 years	Fascists: Libyans were offered education only up to sixth grade.
3	Multi colonisation	1943-1951	8 years	Britain, the U. S. and France each controlled a part of the country
4	The monarchy	1952-1969	18 years	Establishment of the modern Libyan education system. Discovery of oil.
5	From the revolution to the declaration of the five points	1969-1972	3 years	All legislations and laws were disabled and new ones were introduced.
6	Peoples' Authority	1977-	27 years until now	Authority of the people: a completely new rule system, based on mass participation.
7	Students Administration	1983-1990	7 years	Power was in the hands of students: heads of academic institutions were students.
8	Deleting English	1986-1992	6 years	English was the medium of instruction: degradation of attainment in other disciplines as a result.
9	United Nations sanctions	1992-2000	8 years	Lack of foreign expertise and technical resources.
10	Decentralisation	2002-	2 years until the time of writing study	Towns and their surrounding regions now have more autonomy and control over resources.

The latest change in government structure was the decentralisation that took place in 2002 (Elmajdob 2002:35-6). According to this, more autonomy was given to the MPCs and MPCts (Main People's Congresses and Main People's Committees) to run matters and manage budgets within their region as they saw fit (a region is a city

or town and its surroundings). An MPC's name changed into a People's Congress of the Region (PCR) and also an MPCt became a People's Committee of the Region (PCtR). Seven secretariats (ministries), among which was the Secretariat of Education were suddenly dismantled completely, apparently to allow for more regional autonomy. Only an interim skeleton agency was left to clear the aftermath of abolishment of such secretariats (The Services Administration). In 2004, attempts are being made to restore the secretariats, and the picture seems bound for more changes.

Politics in education

The Peoples' Authority core ideology behind the new system led to a profound overhaul of the education set-up. Students, for example, felt responsible for the education process that went on on their behalf. Supported by the political powers, they suddenly overran the education system and took control in what was then called The Student Administration Project in 1983.

Apart from fact that this in itself was yet another profound short interval change (nearly six years from the start of the People's Authority in 1977), one can imagine the situation in which control had been in the hands of teachers at all levels, being placed overnight in the hands of students with little planning, interaction or mediation. Every aspect of education, except assessment, was then run by the students. Chairs of departments and institutions were also held by students, which also had an effect on assessment. This is an aspect of the difference between politics in theory and ensuing practice (Ismael and Ismael 1991:489).

The students gained a special position. Through them, political ideologies were encouraged and promoted. An example of their special status is that many of those in power positions in the educational institutions have had a personal history with the students' movement in a way or another, or have been known to advocate the students' revolution.

English language politics and the education system

Shortly after the implementation of The Student Administration Project, another political educational change appeared which was a turning point for the education system. As a result of the political clash in the mid-1980s between Libya and the West, English, understood as the western community's culture language, was removed from the curriculum at each level in 1986, similar to the case in China.

Students who began to study in departments of English in the universities were diverted to other departments. Added to the fact that this was yet another major change in a short period interval, nearly three to four years since the start of the Student Administration, this procedure was found to profoundly affect the education system as a whole. In nearly all science departments, the medium of instruction was English. When teaching English deteriorated, so too did science teaching. This seems to have infiltrated all other disciplines and related educational processes resulting in people's mistrust of education aims.

In 1991-92, English was officially reintroduced into the system. However, the long-term effect is still very evident today. This was another short interval (1986-1991) change, but with a long-term knock-on-effect. Training English language teachers ceased in the meantime, and even when teaching English resumed, it took some time for teachers to be trained. However, having returned, English proved popular, maybe as a reaction to the period of its absence. The system of government also affects education:

Power fragmentation

In practicing the People's Authority, decisions and their modifications come from the masses. Even in cases of poor implementation or practice of the system, these masses can still affect decisions and actions because people participation is considered crucial and systematically checked. Therefore, power, presumably, is vested in a whole population, where it becomes very difficult to predict the sort of decision and/or modification. Thus, decisions and changes sometimes arrive at institutions that did not directly request them.

To summarise the situation of education during the revolution up to the present, the main points are:

- The shortage of teachers inherited from the monarchy was resolved by employing ETs from countries with whom Libya had good relationships at the time.
- Economic reasons kept the status of the Libyan teachers low, and the political empowerment of students led to the alienation of staff, and a decrease in enthusiasm and control over educational institutions.

- The trend of major short interval political changes has continued in the foreign and home affairs of Libya up to the present, contributing, too, to a lack of clarity about educational aims, and using education for political ends.

Now we turn to socio-cultural factors that might have interacted with the previous historical and political ones, to produce high levels of unpredictability.

Socio-cultural factors

Tribal collective structure

Libya has a tribal structure which imposes sets of behaviour on both individuals and institutions. The power of the tribe is strong in nearly every aspect of Libyan life, even the political system. Some writers go so far as to say that the Peoples' Authority is an echo of the power dispersal that characterises tribal systems (Deeb and Deeb 1982:111). Describing the Libyan tribal system, Evans-Pitchard (1949:59) writes:

is a system of balanced opposition between tribes and tribal sections from the largest to the smallest divisions, and there cannot therefore be any single authority in a tribe. Authority is distributed at every point of the tribal structure and political leadership is limited to situations in which a tribe or a segment of it acts corporately.

Such a system still has a remarkable hold despite the imposing of global changes on such cultures. A tribe also acts to protect and care for the individual in what might be compared to the collectivist description of culture (Hofstede 1994, Triandis 2001, Carpenter 2000) where the person is cared for within the collective. In a Libyan tribe or a family, people usually rally to assist an individual in many matters, such as in social situations, disputes or financial difficulties. This reflects the encouragement of such an individual to adhere even more strongly to the collective.

Social life in Libya centered traditionally on the individual's family loyalty, which overrode other obligations. Ascribed status often outweighed personal achievement in regulating social relationships, and the individual's honor and dignity were tied to the good repute of the kin group. (Allrefer website, 2004)

Another factor that contributes to unpredictability in education might be how new appointees act:

Prominence

An aspect of Libyan culture, probably in other contexts, is that when somebody is appointed to a relatively important position, they tend to act in a manner in which the prominence of their actions may be noticed. Some might call this a show of power. However, this might also be a display of prestige that is granted by the possibility of changing things without great consequences. Therefore, a new person in the chair tends to overhaul the underlying system. Significant numbers of personnel are usually changed, old regulations modified, new ones introduced, old ones revived and so on. As a consequence, a lot of the decisions that are made concerning education change swiftly in an unpredictable manner with regard to their content (what) and process (how).

Therefore, shaping the particular educational context is usually very characteristic of the people's fingerprints rather than the recognised (predictable) fingerprints of a common system. The next factor that affects education and which might be important in understanding the environment in which ETs work is socio-cultural help:

Socio-cultural help

One of the strongest influences on education is an aspect inherent in the tribal culture in general, that is, the tendency of tribe members to help each other, sometimes against the rules. This is encouraged by the security the tribe offers its members. Many jurisdictional powers fall flat in the face of the tribal powers. Socio-cultural help is also multi-dimensional. It can be inter or intra-tribal where one helps another from his tribe or another from another tribe. Tribes also help other tribes. They are also known to form coalitions in Libya. Tribal laws were even more effective than political or jurisdictional ones in some cases.

To summarise the socio-cultural factors, one can see that many people influence decisions through tribal power over legislation at times, granting tribal members power and confidence in that direction. This interacts with the changes mentioned earlier in that it increases unpredictability because many people can change things. Also there is a tendency for new appointees to change whole systems over which they take control. To begin to form a picture about what it is that ETs should do for education in Libya in the context of things we have described so far, let us now try to describe their job as ETs in Libya.

ETs job in Libya

In this study, I am particularly concerned with the extent to which the people surrounding ETs enable them to contribute to Libyan education. To do so, it is necessary to explore what it is that education in Libya requires ETs to do.

There is no statement that specifies what the ET is expected to contribute to education in Libya, except the job description on the cover of the ET contract (Appendix D) that says ‘teaching staff member’ (A statement in paragraph 6 that is aimed at describing duties merely states that the teacher should adhere to the valid legislations at the time, which denotes mainly administrative concerns). Since the job description as a teaching staff member applies to Libyan teachers as well, I looked for details of job description for Libyan staff in the regulations manifest of the General People’s Committee (2002) to see at least what the blueprints of a teaching staff member’s job are. I found no details of what exactly they, too, should be doing with learners or to what end. The manifest only regulates such things as appointment, salaries, workload, degrees, bonuses, punishment, and the logistics of their status as teaching staff.

I then turned to the mission descriptions of the tertiary level institutions. The Objectives of Local Institute 1 (1993:13) read:

To provide teaching both theoretical and practical necessary to prepare highly qualified engineers both technically and scientifically to create a human basis for development in Libya.

The aims of the Local Faculty, Wadi Ghibli read:

to make it possible for the local members of society to acquire higher education certificates, to provide the region with scientific and vocational expertise. (LF website).

One of the common goals then is to provide towns with the necessary *well-qualified* and *expert* graduates both in terms of knowledge and practical application of that knowledge to relevant fields that development in Libya (and in towns) requires. Thus, the ET’s mission, as inferred from this, is to help learners to become well-qualified and be experts in what they do after graduation.

Another basic situation is that in which the reasons for employing expatriates is treated. Some Arab countries now seem to realise that they should reduce their reliance on the expatriate workforce. Two such examples where countries have been working to that end are Saudi Arabia (Mahdi and Barrientos 2003) and Oman (Sultanate of Oman, Ministry of Education 2001). The project in Oman for example,

which is run in coordination with the University of Leeds, aims at developing the *capacity* of Omanis to take on key roles in education. Among those are tertiary-level students who are then expected to be key operators of education, instead of the expatriates.

One can also see this as a basic ideal aim for education in Libya, which has similarities to these countries in relying on expatriates. As the tables in appendix A show, ETs, most of whom are Arabs, constitute the bulk of the teaching staff in those institutions. Also, according to the LI1 prospectus (1993), the number of Arab ETs was 16, compared to only 4 Libyan teachers (*ibid* p 97). Therefore, the ETs who work at the tertiary level in Libya should make the basic contribution of helping to educate Libyan students to gain the necessary skills and qualifications that would enable them to pursue postgraduate studies and thereby produce qualified Libyan teachers for the tertiary level. They should also help students to gain higher levels of qualifications and expertise to help in the process of development in Libya in their relative fields. I will reflect on how ETs can help students become qualified experts by looking at their main professional role as teachers in chapter 2.

1.5.2. Contextual background to the study

Frequent abbreviations in this section:

LU: Local University.

LF: Local Faculty.

LI1: Local Institute 1.

The town of Wadi Ghibli

According to LI1, Wadi Ghibli's (pseudonym) prospectus (1976:7-8), the town is 176km from Tripoli the capital and 120km due south of the Mediterranean Sea. The prospectus describes the contrast between it and larger cities:

The quiet regional flavour of [Wadi Ghibli], with its surrounding desert and mountain scenery of surprising beauty contrasts with the hustle and bustle of large coastal cities, which can be reached in a couple of hours by means of the good road connections (p8). [*my brackets*].

Social characteristics of Wadi Ghibli

The town's social structure is largely tribal, where much of what we mentioned (pp 11-12) applies. The situation is now different, of course, from the time

the prospectus was written, in terms of the size of the town and its connection with other towns and cities, especially the fact that the means of communication have developed a lot, but the tribal structure still features strongly. Much of what was said about a tribal structure in Libyan towns holds good in Wadi Ghibli.

As with almost all the Libyan cities and towns, Wadi Ghibli people are Muslims, except for some of the expatriate community workers who come with foreign firms that provide technical services such as electricity power stations and road building, as well as medical services. In the teachings of the religion, social life asks people living in the same neighbourhood to provide assistance for each other as a way of life.

Tribal power

I have mentioned that changes to the political system had been happening since the beginning of the 20th century. Despite those changes, the tribal structure is the only social aspect that seems to remain relatively stable. There were changes to the way the tribal system operates, affected by the changes in politics, such as altering the terminology and status used for tribal leadership. However, the power of the tribal social structure seems to have remained effective up to the present day. For example, the tribal divisions used to have one leader each who acted, along with senior members of the families within each tribal division, to resolve social disputes between other divisions and even within a tribal division.

The extent of the tribal power led the political system to harness such powers by recently formalising their role in what is now called the Tribal Leaderships. These, in addition to the old role just mentioned, now have their say in formulating policies and assisting in resolving matters, including those which have a formal or jurisdictional nature. Nowadays, there is much coordination between the People's Congresses (the main unit of the political system) and tribal leaderships committees.

Conclusion

I have attempted in this chapter to present the rationale for the study, which looked at the dearth of literature on ETs both in the general literature and that concerned with education in Libya. Then I presented the plan of the chapter. After that I moved on to look at the context of the country in which the study took place.

Several aspects of the socio-political and socio-cultural reality that might illuminate various aspects of the study have been exposed.

We have seen that the Libyan education system has already relied heavily on expatriate teachers. The history of such a system indicates that it is subject to constant changes in the political and educational system, with major and minor changes occurring at relatively short intervals. Converging political and socio-cultural factors seem to produce a recipe for changes that yield unpredictability in educational decisions and practice. Expatriate teachers entering such a new situation (or any new environment for that matter) deserve to be studied to see if they are able to work in such a context. The ETs job in Libya does not seem to be well-described and therefore their contribution can only be inferred from the mission of tertiary-level institutions which implies that the ETs' contribution should be that of producing well-qualified and expert graduates to assist Libyan development.

The social structure of Wadi Ghibli is characterised by much of what is described in the contextual background: a tribal society in which the display of tribal power still holds good and is being harnessed in much of life's activities in Wadi Ghibli, as well as in other towns in Libya. Having seen such an environment with its continuously changing nature, we now turn our attention to the ETs. We will see in the next chapter, that it might be demanding for them to enter new contexts, not to say relatively unstable ones.

CHAPTER 2: LITERATURE OVERVIEW

Introduction

In my attempt to explore the extent to which ET's relationships help them to do their job efficiently in the Libyan environment with its own socio-cultural characteristics, thereby maximising their contribution therein, as described in chapter 1, I need to look first at why ETs need helpful relationships. Then I look at what a 'helpful relationship' is and what kind of 'helpful' relationships all ETs ideally need.

I start by looking at why ETs need help in a host context. In order to do that, I look at the complexity of what an ET has to deal with in such a context in the process of acculturation.

2.1. Context and culture

2.1.1. Context

Here, I will first explore the intricacies of what is involved in the ET's acculturation, starting with those involved in all teachers' acculturation. I will describe that by looking at components of the socio-cultural context:

Malderez and Wedell (1999) consider context as having three basic interactive and interdependent components: place, time and people:

Place

They (*ibid.*) recognise place as having visible and invisible features, which may be recognised as the visible physical dimension and the invisible culture that is linked to the visible side. The following table gives a hierarchy of place and its visible-invisible aspects:

**Table 2: context as place: visible and invisible hierarchies
from Malderez and Wedell (1999)**

Visible aspects of the context of 'place'		Invisible aspects of the context of 'place'
Classroom	P E O P L E	Aspects of classroom groups
School/institution		Institutional culture
Village/town/city		Local attitudes
Region		Regional educational culture
Country		National educational culture and socio-political belief system
Part of the world		Balances of power and philosophical traditions
World		Human-ness

As Malderez and Wedell (*ibid.*) explain, for example, features of classroom size, number, facilities and materials will have a bearing on aspects of teaching and learning, and the norms and behaviour in the class. Also, invisible classroom aspects are affected by other invisible aspects of place, such as institutional culture and further on by concepts of human-ness.

Similarly, the levels of the visible side affect each other and affect and are affected by the invisible side. All aspects on either side contribute to others on both sides so that the table above is dynamic and interactive. It is only that some aspects may be particularly manifest at times.

Time

This can be considered as the chronological continuum along which events, including place and people occur. It includes the past, present and future of things, and the duration of events. It is even considered a crucial factor in implementing new programmes, and an insufficient allowance of time may be a reason behind the failure of some plans (Wedell 2000). Understanding the past is crucial for assessing how it influences the present and thus for planning the future in education.

People

This is the category that makes decisions about education, collaborates in shaping the history of things, plans, implements or fails to implement. People have desires, goals, thoughts, beliefs, ideas and relationships. They learn and reflect what they learn upon themselves, children and society. They have ways in which they express their psychological state towards particular matters. They act in certain ways, individual and collective.

These components are the ingredients of any context, and if the teacher is to function effectively in any context, s/he should try to understand the relationships among these components *in their context*. Thus, an ET should take these three elements into account when joining a new culture and understand how they interact to affect him/her in that culture. To locate these concepts in the cultures an ET joins, I first look at what culture is:

2.1.2. Culture

In attempts to describe a culture, we usually try to describe the world, of which we only know the part that we have experienced. Different foci are emphasised in different definitions of culture, but there seem to be two main broad recognitions: (i) the first is that there is an invisible underlay to (ii) a visible physical dimension. As an invisible system underlying group social behaviour, Goodenough (1957:167) defines it as:

whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role they accept for one of themselves.... It does not consist of things, people, behaviour, or emotions. It is rather an organisation of these things. It is the forms of things people have in mind, their model for perceiving, relating, otherwise interpreting them.

Scollon and Scollon (1995:126-7) define it in an anthropological sense. They write:

any of the customs, world view, language, kinship system, social organization, and other taken-for-granted day-to-day practices of a people which set that group apart as a distinctive group.

An invisible part of the culture is variously termed (Malderez and Wedell 1999:33-34). Cortazzi and Jin (1994:76) describe it as 'patterns of thinking and frameworks of interpretation'. Hofstede (1991:112) terms it a 'common mental programming within people belonging to the same group'.

Therefore, the visible aspect of culture, the social behaviour, is attributed to, and inferred from (Malderez and Wedell 1999:34) those invisible norms people hold as valid in maintaining their relationships through, and for, survival. Such a belief system makes actions of a member of a group intelligible to a fellow member of the same group (Scollon and Scollon 1995).

The element of emotions as well, has been included in the definition to suggest that culture is 'not emotion-free' (Malderez and Wedell 1999:36). Trice and Beyer (1993:2) recognise that the belief system they call 'ideologies' is shared and 'emotionally-charged'.

Others add the element of learning to the definition of culture: It 'derives from the social environment not from one's genes' (Hofstede 1991:5). Some added the dynamic participation of learners of group cultures, so that they not only learn, but they participate in shaping the culture, analogous to aspects of the socio-cultural

theory of learning below. Such cultural learning then is ‘both historically given and in the process of being created’ (Chick 1989:243).

In conclusion, ‘culture’ can be understood in terms of visible behaviour and invisible underlying, emotions, social learning and participation in a given context (both of which shape the other). The importance of the above discussion is that there is a lot involved in teacher’s acculturation. According to the above, a teacher ideally has to:

- Understand the links between the visible and the invisible aspects of place both in his/her work and outside, and how those at work and outside link.
- Understand and respond to people’s behaviour on the basis of a complex shared belief system.
- Understand how that belief system is affected by time: how those beliefs were in the past and how they might change in the future.
- Understand the effects that all the above may have on him/her and his/her students in class.
- Take all that into account in his/her practice in class and out of it.
- React appropriately to those intricacies and manifest that reaction in producing good graduates for their society.
- Keep an eye on significant changes to any elements of his cultures to modify his/her responses accordingly.

Types of cultures

From the above definitions, it might be understood that any group that shares something can be a culture. Therefore, members of a nation can be a culture. Within a nation, a town, a district, an ethnic group, an institution, a group of institutions, a family, a group of families, a group of friends or even two friends can form a culture. Perhaps, even a person alone can have his/her personal culture, encompassing all his/her history, experience, relations, concerns, plans for the future, emotions, problems and so on.

According to this, culture can be *multi-layered*. Merchants for example, can share a culture, but within that culture, merchants of different types of goods can form sub-cultures. Similarly, Teachers can be a culture, and within that grouping, teachers of different subjects can be sub-cultures (see e.g., Cortazzi and Jin 1994).

This suggests *multi-dimensionality* where a person can be a member of different cultures at the same time. A teacher can be a member of: the overall teaching profession, the culture of the native teachers in his/her country, the culture of teachers in his/her town and institution. S/he is also a member of the discipline of, e.g., English around the world, and of English right down to the institutional level. Within all this, sub-cultures like TESOL, linguistics and literature can be identified. The same teacher is a member of other cultures outside work, family, tribe and particular social groupings.

The notions of *multi-layeredness* and *multi-dimensionality* lead us to say that there is an element of *multi-interaction* among various layers of a culture, other cultures and layers of various cultures at a given time, acting on an individual as a participant. Teachers of English, for example, interact with those from other disciplines, in the case of ESP, and teachers in general can meet at the level of the umbrella teaching culture in unions or similar general bodies, locally, nationally or internationally. They may also interact with bankers and merchants and their sub-cultures in encounters that need their participation.

An individual then is a constant switcher between such flows of different cultures and sub-cultures, taking part in them, affecting, changing and being affected and changed by them. In so doing, s/he switches between whole codes of standards, norms, language(s), registers, genres, behaviour, emotions and the like, from one culture to another, to one sub-culture, or from one sub-culture to another.

In conclusion, contexts and their cultures are intertwined concepts. An analysis of the components in any context clarifies the culture of that context. Members of cultures recognise each other's behaviour and language (Crystal 1987:39) using the set of shared norms most intelligible and suitable for them, also consistent with the usage and modification of artefacts in Vygotsky's terms (1978, see below). Cultures are multi-layered, multi-dimensional and multi-interactive. A person can be a member of different cultures and subcultures at the same time.

Therefore, from 2.1.1 so far, the teacher ideally has to:

- Understand and appropriately act on the multi-layeredness, multi-dimensionality and multi-interactiveness of their cultures (3ms).
- Understand how these concepts affect them, their students in and out of class, and the outer context, starting from the immediate educational institution,

including the people and regulations in it, to society, including policy-makers and what they do.

- Understand how they affect them, thereby affecting their relationship to their students.
- Build this into their teaching and behaviour both in class and outside.

In order to describe how such complexity relates to and affects ETs, I go on to compare the cultures of a native teacher and of an ET. I first describe the cultures of an indigenous teacher.

Native teacher's cultures

Fig. 2 depicts the local teacher as a member of different cultures, and being someone interacting with other cultures who can be affected by all of them. Teachers of discipline X in fig. 2 are an example. The outside arrows show that there are interactions in different directions among the dimensions (Ds) and their ingredients. PL, T and PE represent place, time and people, referred to earlier, which are ingredients of any dimension. The four Ds are just for illustration and they may vary from a culture to another.

Fig. 2: teacher of X as a member of different interactive cultures

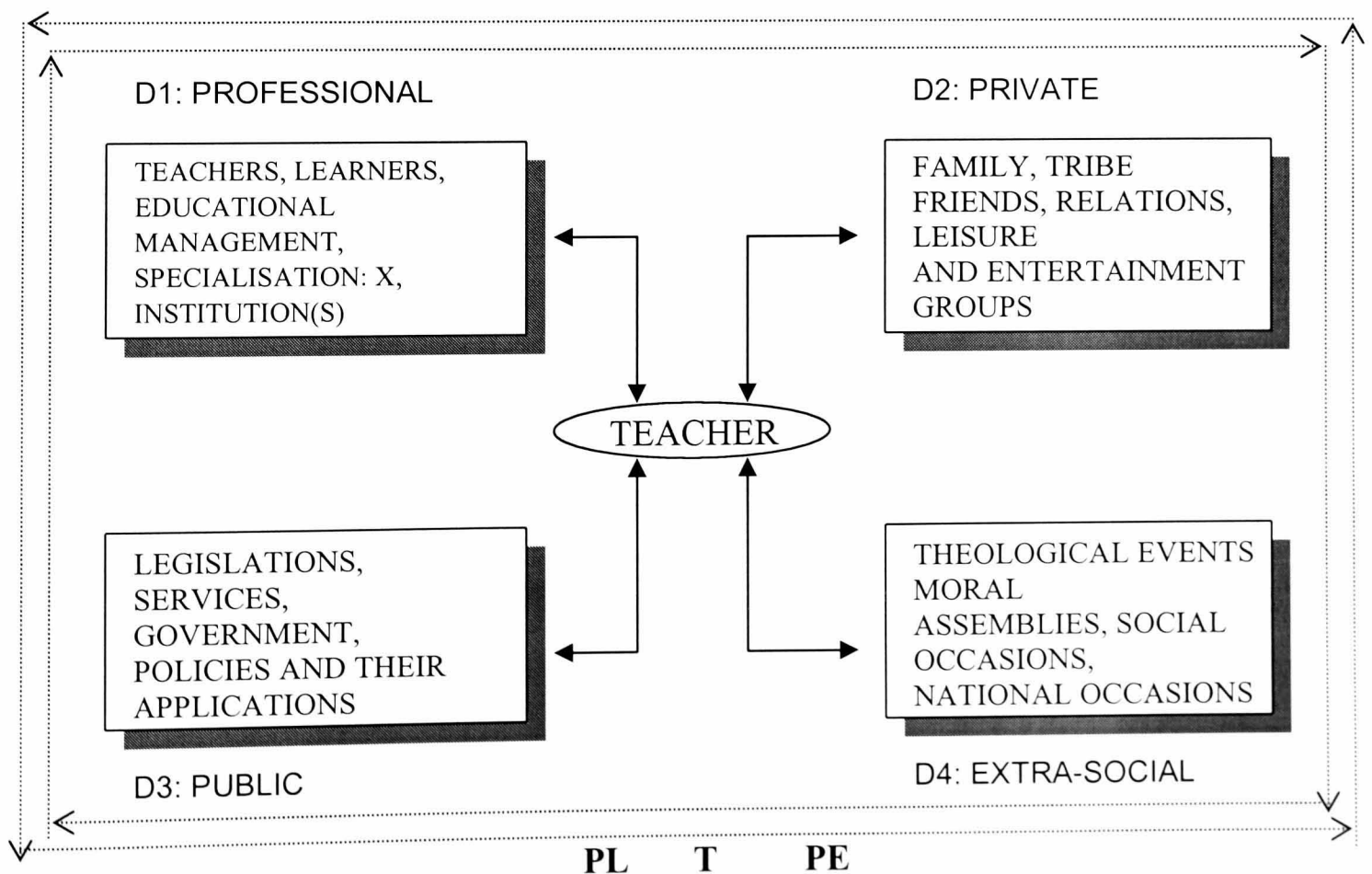


Fig 2 means that a teacher of specialisation X is a member of the teaching profession culture and the sub-culture of teachers of X while being a member of other cultures, such as teachers in general, as well as those cultures outside work, such as a tribe and leisure group. The concept of culture in the life of an ET can be even more complicated because it incorporates a multiplicity of cultures that the ET has to understand and compare to his existing knowledge of the same cultures in his/her home environment.

Cultures of expatriate teachers

The experience of an expatriate teacher is more complex than, say, a national teacher in that it encompasses: (i) the culture of the *host* community with all the dimensions outlined above (fig. 2), and other dimensions that might be added to fig. 2; (ii) the culture(s) of the previous context(s) s/he had been part of in the past; and (iii) the interactions and sub-interaction that occur among such contexts might be more complex than for a national teacher.

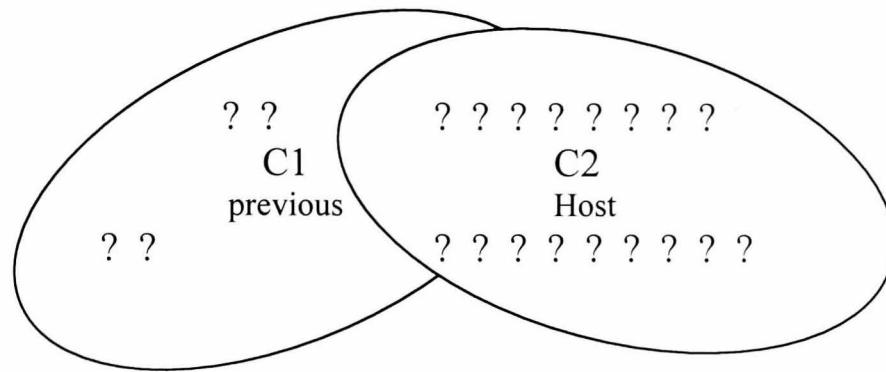
There is a significant distinction to be made concerning the inclusion of the host culture in an expatriate's culture. Firstly, in his/her national culture, which could be (ii) in the above paragraph, the ET grew up learning for a relatively long time in his/her home country (which we might call phase 1 novice-ness). However: (i) An ET, by definition, will not have absorbed and assimilated all the elements of the host culture (hence more question marks in the host context, ellipsis in fig. 3). (ii) If we agree to the '3ms' concept (multi-layeredness, multi-dimensionality and multi-interactiveness), then elements of the host culture which the ET has not learned or experienced, will still exert a profound effect on his/her career when joining the new context. The ET's life might be more complicated when the old set of national cultures interacts with those of the new context, especially when differences are marked.

In fig. 3 below, I demonstrate how expatriate teachers differ from national teachers (shown in fig. 2). I will not replicate fig. 2, considering fig 2 above as representing each ellipsis in fig. 3 below. C1 stands for any previous context, while C2 stands for the context current to the ET. The more question marks the less experience of the various cultures in that context is likely to be.

Added to this complexity is the possibility of an expatriate teacher having spent time in more than one host context. The last host context then might be C3, C4 and so on.

Moreover, the periods between joining these host contexts and the frequency of returning home might be of importance. Consider teachers on lending programmes (where, for example, in Egypt and Syria a teacher is appointed by his/her own government to teach in another country for some time, then appointed in another country for another period). These might go home, possibly for vacation, before going to another new country.

Fig. 3: the overlapping interactive contexts of ETs



Having collected the intricacies of at least two countries' cultures, with all the interactions mentioned earlier, and with an emphasis on the fact that the ET might join the host context with relatively little knowledge and experience about it, the ET can be called here a phase 2 novice. Novice-ness here is more marked than in phase 1. Hence, help from the *other* is crucial. In 2.2 through to 2.5, I expand on what exactly the ET ideally needs to be helped to do, and the types of help in relationships that can effectively achieve what is needed.

To round off issues up to this point in chapter 2 and to link the preceding to a discussion on types of help, which is next, we have discussed the complexity of the socio-cultural context in an attempt to show the complexity of what an ET's acculturation to a host context incorporates. I have highlighted the fact that due to the complexity of the cultures acting on an ET, the need for help and support from people is paramount in order for acculturation and contribution to happen and be maximised in the host context in as comfortable as possible an environment.

Now I look at helpful relationships in the literature by discussing the types of help that people offer each other that seem relevant to an ET, which, if they already existed in an ET's relationships with those around him/her, the above can happen.

2.2. Help as scaffolding: A socio-cultural view of learning

The complexity of the new context suggests that one of the important needs for an ET then is that of *learning* about such a context. This can happen in two ways, each of which is important: learning through socialisation with people in the context, and through scaffolding. I postpone tackling the former to the discussion in 2.3 through to 2.5 because it pertains to the second type of help we are dealing with and I now start describing what is meant by ‘scaffolding’ and how it relates to helping ETs.

At this point it must be emphasised that I am using the literature on scaffolding for two distinct (but mutually overlapping) purposes: (i) Looking at scaffolding help will enable us to discuss its role in acculturating the ET (scaffolding *for* the ET). (ii) To study the extent to which ETs’ relationships enable them to help learners learn (scaffolding *by* the ET).

In Vygotsky’s socio-cultural theory (Vygotsky 1978, Lantolf 2000), learning takes place through social interaction. In this process, an important tenet of learning in Vygotsky’s view is that the human mind is *mediated* (Lantolf 2000). Learning takes place where people interact and engage in activities to create their world using ‘artefacts’, which are physical and symbolic tools, with language as the foremost symbolic tool. We use these tools, and modify them in the process of evolution, to establish an indirect ‘*mediated*’ relationship ‘between ourselves and the world’ (*ibid.*), including other people. Thus, learning takes place socio-culturally, and the subsequent world is socio-culturally created.

In attempting to describe how schooling impacts on intelligence, Vygotsky described a metaphorical site where social forms of mediation develop: the Zone of Proximal Development (ZPD). ZPD in Vygotsky’s view (1978) is the difference between what a person can achieve when acting alone, and what the same person can accomplish when acting with *support from someone else and/or cultural artefacts* (Lantolf 2000:17) (my emphasis). Within this zone, higher mental abilities are first distributed between the individual and other person(s) and/or cultural artefacts on the ‘intermental plane’, and later capacity is carried out by the individual acting via psychological mediation on an ‘intramental plane’ (Lantolf 2000). ZPD then is a place where sharedness works on the mental processes within the learner and between him/her and others and/or artefacts to form learning.

This form of help necessarily involves the presence of some characteristics in people who can provide mediation or with whom to share learning. The teacher for

example is more experienced and/or developed in areas learners need most in their learning. This view of the relationship between the learner and the caretaker brought about the concept of a novice and an expert, although many have questioned the transmission model from the expert to the novice (Kuutti 1996, Wells 1998, Swain and Lapkin 1998).

It might be true that the eventual one-way transmission of learning goes against the very concept of mediation and the collaborative creation of the world. However, a degree of expertise and of novice-ness should be admitted because: (i) learning implies a need to know; (ii) since knowledge is socially obtained, there must be a degree of transmission; (iii) transmission of social knowledge can be *shaped by interaction*, but it still exists in one way or another, if knowledge is to be socially passed on to learners. In other words, transmission of knowledge seems to occur through interaction albeit *shaped* by such interaction. Therefore, ZPD can be conceived of as ‘the collaborative construction of opportunities’ (Lantolf 2000), or ‘affordances’ (van Lier 2000) where one is a novice at times and an expert at others.

In an attempt to investigate how expert knowledge comes about, Bereiter and Scardamalia (1993:221) maintain that:

expertise is a process that generates expert knowledge through the continual reinvestment of mental resources into addressing problems at higher levels.

This means that experts are not people who just happen to exist before the novice. Rather, expertise is a process in which conscious thinking about what to do with the novice is done.

Bruner (1985:32) outlines Vygotsky’s approach to describing how experts (teachers) play a key role in the mediation of knowledge and pass it on to novices (learners). According to Bruner, Vygotsky attempted to:

find the manner in which aspirant members of a culture learn from their tutors, the vicars of their culture, how to understand the world. That world is a symbolic world in the sense that it consists of conceptually organised, rule bound belief system about what exists, about how to get to goals, about what is to be valued. There is no way, none, in which a human being could master that world without the aid and assistance of others for, in fact, the world *is* others (ibid.) [*my emphasis*].

Thus, the role of the teacher is to assist the learner in achieving a level of performance within the ZPD which the learner would be incapable of whilst acting independently and will subsequently be able to achieve alone (Scott 1998:48). Wood

et al (1976) use the metaphor of ‘scaffolding’ to refer to the manner in which teachers can assist learning in the ZPD. Bruner (1978:19) describes scaffolding as:

The steps taken to reduce the degree of freedom to carry out some tasks so that the child can concentrate on the difficult skill she is in the process of acquiring.

Gibbons (2002:10) explains scaffolding, in its more usual sense, as that temporary structure which is put up to support a building, which is taken down as the building is finished bit by bit. This process has become central to many teaching practices worldwide, mentoring which we will encounter later certainly being one, and also learning at school. This puts the teacher (who is usually at the expert end of the relationship) in a critical position where s/he should be aware of the distance between what the learner can achieve without his/her support and what the same learner cannot do without such support (see also Maybin *et al* 1992:186).

As Gibbons maintains (*ibid.*), Vygotsky (1978) argues that the only ‘good’ learning is that which is ahead of actual development. The teacher, this implies, is someone who is responsible for starting new steps and knowing where to place them (Malderez and Bodoczky 1999:21) in the shape of tasks and activities for learners in a manner that reflects that those steps are *barely* reachable by the learner.

2.2.1. Oral scaffolding

As language has been placed at the foremost of symbolic tools and maybe the most important interaction medium, oral scaffolding forms a significant part of helping others learn. It usually takes on the form of cues (hints) or instruction (orders). These will ultimately indirectly lead to the learner accomplishing the learning task. Examples will be seen later.

As seen in 2.2, an ET is a novice in any new country s/he joins for work. Therefore, in terms of the complexity of the context, the ET enters as a phase 2 novice (see 2.2), the complexity which is shown in the 3ms, it is essential for ETs to be helped to learn systematically about their new environment by means of scaffolding. I will now describe why it is that the ET ideally needs scaffolding help as an aid to learning in the new context. It must be emphasised that my focus in this study is *not* on professional development. Rather, it is to do with the ET learning about the new context as a process of acculturation and learning to fit in; that is, those aspects of that

context that ETs need to learn before they can operate at their own level of professionalism in the host context, and maybe later develop professionally:

Learning 'about' the context

In this process of learning, ETs need to learn about the cultures in C2 (Context 2) explained in 2.1.2, and how these relate to C1. In doing this, ETs need learning as knowing (information), and learning as doing, that is, doing the things that living and working in the new context require.

Learning as knowing

Examples of what the ET needs to know are:

Let us take the classroom at the top of the visible side of the hierarchies (table 2, p 22) as an example. The ET in Libya, for example, needs to know:

- Why the classroom is designed like that
- S/he needs to link this to the other layers of the visible side of the hierarchies:
- How the whole institution was built: was it converted or purpose-built?
 - What explanations can be found for why it is as it is?
 - What relationship, if any, is there between classroom space, size and layout and the original purpose of the building?

Linking this again to visible hierarchies further out:

- What is the physical history of the institution in the town?
- What is its physical history in relation to the other institutions in the town?
- What characteristics of the particular town were used in determining its selection as a site for building the institution?
- What is the town's name (for example Wadi Ghibli) and what does it signify with regard to its physical world?
- How do all these things seem to the ET?

Linking these to the invisible side of the hierarchy, starting with the classroom again:

- Who are the Libyan learners in that class: from which tribe?
- How have they been socialised into the classroom?
- Does the physical classroom reflect anything about their identity and their needs?

- What can be inferred from this about the culture of the institution?
- What relationships to the Libyan staff in the institution do the learners have?
- What purpose do the Libyan people of the town consider the institution serves?
- Do its aims suit what the learners in the class and those inside and outside the institution aspire to achieve or need to achieve?
- What support is there from the Libyan national and/or local authorities at that time for the educational process inside that institution?
- What support was there in the past and from which authorities?
- What does the town's name tell us about the Libyan people's culture there?
- How are the town's culture, politics, power and social life reflected in the classroom? How are these aspects about the town seen by others in the country?
- How does education in the country look at the town and the institution: What aims does the education system see for the institutions to achieve?
- What resources, curricula, guidelines and other measures does education provide to achieve all these aims?
- Where do teachers fit into all that? Libyans? ETs?

Learning as doing

Examples of what the ET needs to learn to do in a new context are:

- How to approach people.
- How to address people.
- How to ask for assistance from particular people.
- How to respond to certain student behaviour.
- How to respond to behaviour of others at work and outside.
- How to respond to gender sensitivities.
- How to respond to certain problems, proposals, requests and assistance others create/offer.
- How to respond to the same issues according to who is involved.

Learning about these things does take place through socialisation with people in the host context. As might be suspected, however, the process of learning about all these issues cannot easily be relegated only to normal socialisation with people. There

is no guarantee that normal socialisation will enable the ET achieve the systematic learning about all the above issues, that brings together learning as information and as how to do things. It should be noted that the examples I have given above of what the ET needs to learn are only a tiny side of all the things ETs need to learn.

ETs in general ideally need some sort of 'scaffolding' help in order to be able to continuously establish themselves properly within the new country and the local context. Such process of acculturation as learning to fit in is essential for the ET to be always clear about what needs to be understood, how to act in relation to all the people around, to understand what needs to be done and to contribute in a manner that people in the host education environment (and the ET) truly need.

Examples of how to help the ET achieve this through scaffolding might be:

In helping the ET to learn information about, for example the history of the town, the helper, using scaffolding, can give the ET a title of a book, or any written work that charts the required information. The helper might then prepare some basic questions and discuss what the ET has read, and may give feedback, or relate what has been read to other relevant issues at the ET's work and outside. This way, the ET not only learns information from a recognised source, but learns information him/herself (including how to find it).

In helping the ET learn how to approach certain people, for example to request something, the helper might first 'model' the approach event themselves – discuss salient features of the event, then ensure the ET has noticed important features. Then, the helper lets the ET try him/herself, while being with the ET. The encounter might be discussed after it ends.

Acting like this, the helper (who we will later call contextual mentor) enables the ET to know information, how to find out information for him/herself in the new context, how to address people, and how to do the things on his/her own. This is essential because the helper might not be around all the time.

Learning 'through' the context

This is basically the teachers' need to improve: to be better at what they do. This is usually termed (continual) professional development. For a teacher, this involves improving their knowledge about the subject matter of their specialisation, and the ways in which they can help learners learn what they need to learn about that specialisation, similar to what Higgins and Leat (2001:60) label as subject knowledge

and pedagogical knowledge. Kaagan (2004:1, see also Neil and Morgan 2003) recognises the purpose of teachers' professional development as:

enhancing the performance of schools as successful organisations, ones in which both staff and students are active and productive learners. (*my emphasis*).

Thus, aspects of helping teachers (hence the ET) develop, depend, as a departure point, on the extent to which they are able to carry out their basic duties, helping learners learn, at the level of expertise they bring with them to the host context. People around the ETs then need to enable them to help learners learn. Only then, helping the teacher (ET) develop professionally can be sound. Professional development of ETs is not the focus of the current study. However, since the study deals with relationships, it might reveal something about the extent to which these relationships provide the appropriate ground for professional development as just described.

Learning 'for' the context

This is basically the process by which the ETs learn how to combine what they have learnt 'about' and 'through' the context, and put the outcome of this process into practice with learners. Teaching mathematics or language to a Libyan learner, and ways of improving on doing this, might differ from teaching a Turkish learner the same, and from ways of improving on doing this.

I now describe the second type of help, social help, which is ideally necessary to support the ET, through living in and learning about the new context, to make such a learning experience more comfortable and rewarding. In so doing, I will try to emphasise the view that help, and human relationships in general, should be studied in relation to their socio-cultural context. I will then go on to describe what I see as types of social help.

2.3. 'Social helping' behaviour

Another type of help, which is quite distinct, but related to the scaffolding type, is what might be called social help. Few accounts have looked at concepts related to the process of help from a social perspective. Though primarily concerned with social mobility patterns between working and middle-class families in England, Devine (2004) studied how families with children from both classes who achieve

middle-class jobs, help their children to do so through education. She reports several patterns of help that can be characterised as physical (for example cleaning children's rooms during exams), experiential (parents telling children about their own experiences) and psychological (encouragement).

Research on help has mostly been associated with pro-social behaviour (Isenburg and Fabes 1991, Clary and Snider 1991), especially its relation to empathy and altruism (Clark 1991). Although help is usually associated with pro-social behaviour in the literature, it is still largely discussed from somewhat psychological perspectives, as linking it to empathy and altruism might show. It has also been discussed from a cognitive processes perspective, attempting to model cognitive processes in developing pro-social behaviour (Bar-Tal and Raviv 1982). I now look at why people help because intention can define action in all types of help.

2.3.1. Intentions in help

While the impetus behind scaffolding is the intention to teach, there is often personal impetus behind social help. Wuthnow (1991, especially pp.49-85) reports on people who were involved in helping others voluntarily or upon request. The motives for help reported can be classified generally as social: e.g., finding social recognition and avoiding loneliness; extra-social, such as abiding by religious or moral teachings [or by cultural norms mentioned below]; personal, either psychological, such as finding self-fulfilment, or materialistic. Some general psychosocial motives behind impetus for help, such as the innate characteristics of humans, were also discussed.

Midlarsky (1991) argues that helping is a form of coping on the part of the helper, in that helping is 'a behaviour that may plausibly predict positive psychosocial sequelae to stress' (*ibid.* p. 239). That is, especially in the case of helping people close to oneself, the helper sees that an end to the helpee's trouble can help the helper as well: a coping perspective. The implication here might be that if we want to encourage supportive helping behaviour we should encourage people to be close, where help might occur as a supportive behaviour and as a coping strategy.

Thus, an ideal situation is where people develop a sense of expertise that extends beyond just being the ones before the ET in a host context but ones that can develop the proper intention (scaffolding or social) whenever needed. I now look at the importance of considering context in studying human relationships.

Context impinging on relationships

As an aspect of human relationships, research on help has been treated mostly on the dyadic level, as the above accounts in 2.3 show:

While relationship research is no longer as individualised as it once was, the dominant framework is still relatively narrow and concerned mainly with the particular individuals who are the direct actors in the relationship in question. (Adams and Allan 1998:2).

Some consensus seems now to have been reached that human relationships are context-controlled (Wood 1995, Duck 1998), and it is no longer appropriate for sociology to consider it sufficient to study human relationships mainly in the realm of psychology (Adams and Allan 1998). Cited in Luria (1987, xii), Bruner (1987) argues:

Explanation of any human condition is so bound to context, so complexly interpretive at so many levels, that it cannot be achieved by considering isolated segments of life in vitro.

On the whole, since the concept of help has been closely associated with pro-social behaviour, as shown above, and has extensively studied psychological and psychosocial elements of the process, it seems that analysing what different people, or cultures, understand as help is not sufficiently covered. Consider, for example, criminals helping each other in carrying out a robbery, or tribal members helping each other in bringing a man to a sacrifice platform. Another view that might contribute to the concept of help is one which combines both psychological and psychosocial aspects with socio-cultural behaviour. That is, we need, in addition to what is in it for the helper and the helpee:

- What types of behaviour are generally perceived as help at a particular time in a particular place by people, i.e., help in a socio-cultural context?
- How conformative is behaviour which people hold as 'help' in a particular culture to what the literature considers as pro-social behaviour?
- What are the reasons for *patterns* or trends of helping behaviour that exist within a social group at a particular time?

I will demonstrate in 2.5 how help can be perceived differently according to the socio-cultural context, therefore calling for a *contextualised* study of relationships. In this study, I will be looking at these context-specific (2.5, pp30-31) types of help in the environment around the ET and how they can affect their relationships and hence

their job and contribution. However, I now turn to identifying various sub-types that might be recognised in social help.

2.3.2. Types of social help

Situational help

In this sub-type, the primary impetus is helping people because they *cannot* do the job themselves because of situational factors which, if removed, they would be able to do. This applies to emergencies, mostly where the helpee is preoccupied with things other than the job s/he is being helped with, or is physically and/or psychologically incapable of carrying out at the time of the emergency. Parents cleaning children's rooms during exams, in Devine's account above, might be one. This form of help does not necessarily include jobs that the helpee has not learned by the time of the emergency.

Beyond ZPD help

The second is where the job is beyond the ZPD of the learner (see 2.2) and the learner has to be helped with it until s/he is ready to learn it (i.e., until the caretaker recognises the learner's ZPD readiness to work on the activity). On the physical plane, the child is helped with tying a shoelace because of insufficient development in dexterity or other factors that make him/her incapable of doing it at an early stage. Similarly, a sister calling her mother to attend to her brother for one reason or another because he is too young to speak represents the same type of help on the symbolic (linguistic) plane.

Cultural help

In the third type of social help the impetus is cultural. It is the type of behaviour people hold as an accepted norm of behaviour among themselves that members of any culture do for each other as a form of abiding by cultural norms (see 2.2.2). Inviting someone to dinner while they might not actually be hungry might be one. This type of behaviour may be transformed, when it is passed from one generation to the next. Leontiev (1978) draws on Vygotsky's account of development in human behaviour: He describes collective hunting activity in some tribes. In this, certain groups are assigned different tasks to help each other hunt. Some beat drums in the bushes to help the others by scaring animals towards those who, in turn, kill

them, while others are assigned the responsibility of distributing meat. This hunting behaviour turned into a fun activity when people discovered how beating the drums can be fun. The motive shifted from that of a biological need to having fun.

Along similar lines maybe, in Libya at least, people in rural areas still visit patients in hospitals bringing them food cooked at home, although this might even go against hygiene guidelines and practice. In the past, when famine struck (1.5.1, p 6), people used to help each other by providing food, the thing needed most. Thus, food is still considered the thing to bring to people when visiting them. This occurs even in social family visits up to the present. Whilst the motive in the past behind such activity was averting death by famine, now it seems to have become a form of social etiquette.

Socialising help

Just accepting someone in socialisation events might be a form of help. The help the helpee receives here may be that of helping to become a member of a socialisation group. This, along with the other types mentioned above, can bring about a feeling of acceptance and social integration. In every type of social help maybe, the helpee is relieved of something that others do for him/her for a reason. In socialising help, the helpee may merely be relieved of being excluded. However, this is very important for ETs because, as mentioned earlier, social acceptance leads to integration, both of which are important prerequisites for a maximum contribution to be made and also for other types of social and scaffolding help to exist.

Oral social help

We mentioned oral help as scaffolding in the form of cues or instructions. Oral help can also be social help. One of the principal forms is what we usually term 'advice'. Advice can be about what to do, where to go, how to behave and may even be on what to say. Primarily, (although the case might not be quite so clear cut) advice is a form of social help in the seemingly main role it plays in enabling someone to cope with a situation. The summary table below gives a hint about what types of help we have discussed so far, what they mean and how they differ.

I will now summarise the types of help discussed so far in table 2:

Table 3: summary of types of help

	Type of help	Example
1	Scaffolding:	Helping a learner learn how to draw a straight line. Holding a model picture in which a straight line is drawn for the learner to see might be a form of scaffolding. Giving prompts such as: what do we need to draw a straight line? Is this the right way we put the ruler on the paper? Might be a form of oral scaffolding.
2	Social help:	Situational help: calling 999 for an injured person because (s)he cannot move. Beyond ZPD help: doing the 'putting on' a child's coat and buttoning it up <i>for</i> him/her because s/he is too young to do it. Cultural help: bringing food as a part of visiting someone who is not actually in need. Socialising help: allowing a stranger to engage in chat. Advising a new employee of approaching certain people and how to approach them to have a problem at work solved might be a form of oral social help.

It was argued that help should be studied in its socio-cultural context in order to see how different cultures perceive it.

The basic role of scaffolding then is to help people *learn* how to do things on their own, while the role of social help might be for the helper to enable the helpee to carry on with other things than the thing s/he is being helped with. That is, doing it for them or relieving them of the burden of doing those things. This seems to me the most important distinction between help as scaffolding and help as a social behaviour. Now I look at how the two types can ideally relate to each other to support learning and social integration for the ET.

2.4. Interaction between scaffolding and supportive social help

While distinct in classification, scaffolding and social help are phenomena that occur in the life of the same person. As a human being then, for ideal development, learning, social integration and a better psychological and physical state, helpers need to incorporate the best of both aspects of help in their behaviour when teaching learners. This constitutes help as scaffolding and help as a supportive pro-social behaviour. This is true in the case of helping ETs as well.

An example that brings social help and scaffolding closer together is one of a classroom activity where a learner is required to carry out a task that requires certain materials. The teacher cuts out pieces of paper for the learner's task because there is not sufficient time is, a form of *social help that supports* a learning task. Tying the

shoelace for a child too young to do it, is a form of socially supporting the child to walk so that other learning activities can take place until the child is ready to learn the task of how to tie the shoelace.

Thus, as a part of the same human life, the two types of help are intertwined and interdependent. This is an important concept that seems to have been considered in a particular area of literature, that on mentoring. In addition to combining both social support and scaffolding in studying mentoring relationships, the field seems pertinent to our ETs because of the similarity between (i) an ET and a mentee, and (ii) an ET's relationships in a host context and mentoring relationships. I will look at the literature on mentoring in 2.6. I will now demonstrate how help can be perceived differently in different socio-cultural contexts. Through this, I will demonstrate how both types of help, scaffolding and social, can interfere, if not guided, and the people involved are made aware of the effect of this interference, to reduce the effective roles each can ideally play.

2.5. Interference between scaffolding and social help

I will first describe an example to explain the view that some forms of social help can interfere with scaffolding to reduce its effect. The example is derived from Wertsch *et al* (1984) based on Leontiev's (1978) work on activity theory. In a cross-cultural study of how this theory can contribute to our understanding of humans' mental and social behaviour, they studied how parents and teachers help children complete a copying task.

The task provides a model (a part of a farm) and pieces to construct a similar one. In teaching the children how to construct a copy, teachers in urban areas only gave children strategic clues as to how to complete the task, ranging from telling them to look at the model provided, to supplying linguistic cues such as 'Are you sure this is the correct place?', 'what comes next?' to scaffold the completion of the task. On no occasion did the teachers instruct children directly to pick up pieces and put them into certain places. Nor did they pick up any pieces for the children.

On the other hand, the mothers of children in rural areas doing the same copy task with their children did not instruct their children to look at the model, as the teachers above did, to help the learners learn how to work with models, but they looked at the model themselves and used instructions to make the children do the

moves. Thus, they said things like ‘pick up the’, ‘put it here’. Lantolf (2000:10) writes:

In a sense, the rural mothers used their children as tools to construct an accurate copy of the model, without imparting to their children an understanding of what the task was about.

The motive behind the mothers’ controlling rather than teaching behaviour was, as the study concludes, a socio-economic one. In that rural community, living relies on manufacturing and selling pottery, clothes and similar items where error leads to loss of money, which is critical in already impoverished communities. The production process has to be error-free or discarding faulty items would lead to a waste of money and time needed for redoing other items. Thus, the mothers’ goal was to produce an error-free copy, not to help the children learn how to copy the model (Lantolf 2000).

While teachers clearly know that children should learn how to work with models, mothers seem to help their children construct something accurate rather than to learn how to do similar ones in the future, which returns us to the issue of intention discussed earlier. Although the process is much more complicated than that (not least in the fact that mothers did not pick the pieces themselves and put them in their places), a definite line seems to be recognised in this example between social help and scaffolding. What the teachers seem to do then is to help the children learn how to copy the model while the mothers seem to more or less do the copying themselves, trying to make the child *produce* an error free copy, rather than learn from a process of attempting to construct a model.

This leads me to say that in some forms of help which are originally directed at learning and development, caretakers might assist an end ‘product’ oriented task that deforms the original ‘process’ oriented task. This might apply to educational situations where caretakers, be they parents or others, might answer homework questions for the child rather than give him/her clues as to how to do it, a case of social help interfering with scaffolding.

This interference with scaffolding might reflect what we said earlier (p 38) about how different cultures or peoples can perceive help differently, thus intentions vary according to contextual factors. An implication might be that we cannot question what people do to seemingly help their children in a particular context until we have investigated the context of the motive behind what they perceive as help.

Thus, we can see how the literature on help in social relationships associating it with pro-social behaviour has not always sufficiently taken into the account various factors involved in what it means to help. More importantly, types of help that interfere with scaffolding which take on the shape of patterns (adopted by many people in a certain context) such as cultural help, can be more difficult to correct even when their context has been thoroughly investigated and shown that such cultural help is actually hindering. This usually requires well-thought-out detailed plans to encourage rather than create a better environment in which these types of help can be corrected.

Having discussed types of help, interaction and interference between them in 2.2 through to 2.5, two important outcomes emerge that are important as to how the ET can be enabled to maximise the contribution while obtaining other social and personal benefits such as acceptance and comfort at work and outside. The first outcome is that the ET should ideally gain scaffolding help to enhance acculturation to the new context (scaffolding *for* the ET, as I called it earlier), and social help to enable integration, acculturation and acceptance, which are pre-requisites to being able to carry out duties as described in the next paragraph.

The second outcome is that ETs should work on scaffolding learners (scaffolding *by* the ET): helping them learn, helping them do the things needed for the development in their country (and their own development) on their own, during their study and once they graduate. In so doing, they will need to work on helping learners learn aspects of the 'overt' curriculum (instruction), and the hidden curriculum (social norms and values) (Snyder 1971, Giroux and Purpel 1983, Lynch 1989) that best serve/suit them and their society. This brings about well-qualified, expert, skilful learners/graduates who are capable in their areas of specialisation in a manner that suits their context. Among these are graduates who are capable and skillful enough to pursue postgraduate studies in education to compensate for the deficit in the national teacher force at the tertiary level, thereby bringing about a Libyanisation of education as well. More importantly, since we are concerned with ET relationships, such relationships should enable the ET to act as described in this paragraph.

To summarise, there are two types of 'helping' behaviour: one is learning-oriented 'scaffolding' and the other is social help. The latter might have more than one form: helping because of the helpee's lack of ability at certain times, help because the helpee is not ready to learn, help as a form of adhering to certain socio-cultural

norms and help as accepting someone's socialisation. Both types (scaffolding and supportive social help) are interdependent.

Thus, for ETs I emphasise the importance of the existence and interaction between supportive social helping behaviour and scaffolding to promote learning about the context and social integration therein so that they become able to contribute their best to the host educational context in a manner appropriate to what education in that context needs: producing capable, well-qualified and expert graduates. Since perceptions of what counts as help varies according to socio-cultural contexts, it is also necessary to consider such contexts in order to understand then encourage an environment in which both supportive social help and scaffolding can operate. Also, examining the types of help students receive from others and how that affects the ET in scaffolding their learning can give a view about the extent to which relationships enable the ET to do the job as required above.

I now turn to consider how mentoring may contribute to bringing scaffolding and supportive social help together to help the ET. I will also provide the rationale for choosing mentoring as the basis for data analysis and interpretation. An important aspect in this is the similarity I seek to establish between mentoring and the ET's relationships with those people around him/her in the host context.

2.6. Mentoring and 'contextual mentoring'

2.6.1. Introduction

Little is found in the literature on the *relationships* of ETs in their host context. I chose to look at mentoring because of the potential similarities between a mentee and an ET in entering a new context. This might help us make informed sense of the ETs' reality in the case study in the light of such literature, at least by analogy. Establishing such similarities will not only provide a basis for how to go about the various stages of the research, but also a basis for what types of data to look for, how to collect them, and finally how to analyse and interpret such data: what types of people, what to look for in them and how to look for such things. I start by describing the type of mentoring an ET needs, and may actually be receiving (if ETs survive and work there must be some form of contextual mentoring). In examining what contextual mentoring is, I start by comparing the ETs' and the mentees' needs.

2.6.2. Contextual mentoring

Comparing mentees and ETs

Different accounts in the literature on mentoring focus on different aspects of mentoring. Some are concerned with how mentors develop as learners and how they benefit from the experience with mentees (where mentees act sometimes as mentors) (Herman and Mandell 2004). However, what concerns us here is what mentees receive from the mentoring situation, because I am going to use that to compare an ET to a mentee, and what we are looking at in this study is the types of help the ET receives.

Gibbons (2004:1-2) collected a number of definitions of mentoring. The first recognises the intention and transmission of knowledge from the mentor to the mentee:

1. Mentoring is “A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship...mentoring is not two people who just spend time together sharing”.

Thomas Addington and Stephen Graves

Another definition recognises learning through care and mutual sharing of knowledge:

2. “Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey”.

Suzanne Faure

The next definition recognises the role of relationships as the basis for being realistic and finding professional meaningfulness:

3. “Mentoring is an important adult relationship since it creates a legitimate and special space where people can take chances by trying to be authentic about, and find meaning within their real-life professional experience”.

D Doyon

Some take mentoring as a path to improvement:

4. “The purpose of mentoring is always to help the mentee to change something -- to improve their performance, to develop their leadership qualities, to develop their

partnership skills, to realise their vision, or whatever. This movement from where they are, ('here'), to where they want to be ('there').

Mike Turner

As in definition 1, the following recognises the expert-novice transmission of knowledge model:

5. "Mentoring is an intense work relationship between senior and junior organisational members. The mentor has experience and power in the organisation, and personally advises, counsels, coaches and promotes the career development of the protégé".

Anne Stockdale

Mentoring is also thought of as a chance for exploration:

6. Mentoring is about letting people explore options. (Glover 2002:29).

Let us now examine in table 4, by looking at the above definitions, something of what both a mentee and an ET ideally need, in the new work situation for which mentoring is needed (mentee) and in the new workplace in the new country (ET):

Table 4: similarity between mentees' and ETs' needs

	Need	Mentee	ET
1	To share knowledge about content (Addington and Graves).	e.g., content of new work situation: duties, code of practice, syllabus...etc.	e.g., content of new work in the new country and workplace: duties, code of practice, syllabus...etc.
2	To share experience and life wisdom (Addington and Graves, Faure).	Experience of others that lead to learning values and norms of those related to the new work situation.	Experience of others that lead to learning values and norms of those related to the new country and workplace.
2	To be supported in learning through the mentoring relationships (Faure).	Learning as knowing information about the new work situation, its aims, agendas, resources, plans, people, places, history, ...etc, and learning as behaviour: how to act regarding the new work situation parameters such as acting in power dominated relationships, rituals, social activities, norms ...etc.	Learning as knowing information about teaching and education in the new society, its aims, agendas, resources, plans, people, places, history ...etc, and learning as behaviour: how to act regarding the new societal parameters such as acting in power dominated relationships, rituals, social activities, norms ...etc.
3	To have an opportunity in which to try to be authentic about, and find meaning within real-life	Opportunity to try to be realistic in understanding any gaps between expectations before joining the new work situation and what exists within it. Finding meaning about what happens and what should	Opportunity to try to be realistic in understanding any gaps between expectations before arriving in the new country and workplace and what exists within them. Finding meaning

	professional experience. (Doyon).	happen is partially acquired through this process.	about what happens and what should happen is partially acquired through this process.
4	To be helped to improve performance (Turner).	Improving actual work strategies, techniques, materials, management of time ...etc in the new work situation.	Improving actual teaching strategies, methodologies, techniques, materials, management of time ...etc in the new country and workplace.
5	To be helped to develop leadership qualities (Turner).	Leadership qualities needed for a new situation such as a senior job where leadership qualities are needed.	Leadership qualities needed for the ET, for example, in leading students into learning in the new context.
6	To be helped to develop partnership skills (Turner).	Partnership as collaboration with those in the new work situation and partnership as being a member of a culture of the new situation or workplace.	Partnership as collaboration with those in the new workplace <i>in the new country</i> and partnership as being a (temporary) member of a culture of the new country and workplace throughout the sojourn.
7	To be advised (Stockdale).	Advised of what to do in encounters with people as a result of being in the new work situation.	Advised of what to do in encounters with people as a result of being in the new workplace and country.
8	To be counselled (Stockdale).	Similar to advice, but more so in events which have already occurred as a result of being in the new work situation and need psychological support more than in advice.	Similar to advice, but more so in events which have already occurred as a result of being in the new country and workplace and need psychological support more than in advice.
9	To have the chance to explore options (Glover).	Options that at the end contribute to success in the new work situation.	Options that at the end contribute to success in the new country and workplace.

Having seen what a mentee and an ET ideally need, we can see that both have a lot in common, which enables me to say that, at least by analogy, an ET *is* a mentee in his/her new context. Although we encountered some definitions above, a broad definition draws general similarities between mentoring and what I suggest to be contextual mentoring for ETs. Malderez (2001:1) describes mentoring as:

Very, very broadly, these days the term mentoring is used to describe the support given by one, (usually more experienced) for the growth and learning of another, as well as for their integration into and acceptance by a specific community.

Overall, in Malderez's definition, as the mentee needs to be supported in his/her growth, learning, integration into and acceptance by a specific community in a new work situation, the ET too needs support in learning about the context, integration into it and acceptance by the new community. If the ET is able to survive

and somehow continue work in the host context, then there must be a form of contextual mentoring. An important distinction between mentoring and contextual mentoring is that while scaffolding in mentoring focuses on educating the ET (see roles of mentors below) and promoting his/her professional development, contextual mentoring utilises scaffolding to promote acculturation first; learning about the context. It serves as a healthy social ground for the professional development of ETs to happen, the latter not being my focus. Promoting professional development in an educator role (see below) might be considered as a later stage in contextual mentoring. I now go on to describe who I think are potential contextual mentors for an ET.

Potential contextual mentors

An ET will ideally choose someone to show him/her the ways through the new setting and act out many other roles that assist the ET's adaptation, acculturation and integration into the host context. Therefore we can make an analogy between a mentor and what we will later call SR (Special Relationship [I remind the reader that SR denotes the person not the relationship itself]). The existence (or lack of it) of the relationship with an SR in the ET's life will presumably make a big difference because SRs are likely to be closer to the ET than others and are likely to provide help to the latter.

There is similarity between informal mentors and SRs in that in both cases mentors and mentees *choose* each other, compared to those paired in a formal process:

Formal mentors are part of organised schemes and will often have some kind of 'role title' (though it may or may not be mentor). 'Informal' mentors act as such by a form of mutual consent with their mentee, and are not part of any formal scheme. (Malderez 2001:5).

Bennetts (1995:38, see also Colley 2003:42, Johnson-Bailey and Cervero 2004) defines informal mentoring as 'those alliances which happened naturally and spontaneously at any age, either in work, academic or life settings and were not the product of planned mentoring programmes. Bennetts (1995:39) describes how the absence of 'power games' is a key factor in successful mentoring relationships. Recently, informal mentoring has been adopted in formal programmes across professions and businesses when formal pairing processes collapse (Scott and Sweeney 1999:47, Glover 2002).

An ET will ideally look for people who can act as informal mentors who can help him/her understand the new job context and life outside and adapt to them. An ET will need someone to help him/her understand students' behaviour and what it might mean in the new context, staff and how they are different or similar and in what respects. An ET will need help to understand study matters, resources, possible tensions in or out of work, methods of teaching prevalent in the new place and ways of communicating ideas and concerns to different people, in addition to other ongoing forms of support throughout the sojourn.

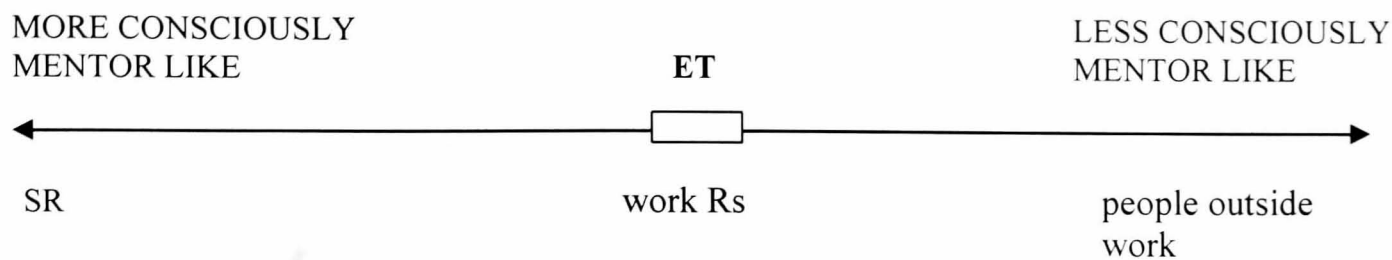
ETs' needs outlined above are only aspects of what the ET needs to know and ideally obtain assistance to understand and experience. The impact of suddenly dropping in on a situation, where all these aspects (consider the complexity of teacher's cultures in 2.1 above, especially 2.1.2) interact, ideally calls for assistance. This assistance from appropriate people is to induct the ET, being a phase 2 (and phase 1) novice (2.1), and sustain a source of support in the new context.

Outside work, the ET will need to go around fulfilling his/her living needs and manage them in a minimally troublesome way. The need to know places, people, what these people do and how they do things that the ET needs, down to where best to purchase a certain item, calls for guidance and support, right from the start.

Looking at a mentoring situation only in terms of a dyadic relationship between a mentor and a mentee might be a narrow view of mentoring (Malderez and Bodoczky 1999:22). The same is true for contextual mentoring. What makes those around the ET potential contextual mentors is the fact that *all*, especially those at work, are likely to be aware that the ET is a person coming from another country. This awareness is very important in that subsequent behaviour is likely, consciously or not, to be *set* differently with the ET than for nationals. Therefore, I consider *all* those the ET finds in the new context and those s/he chooses as SRs or informal mentors, as potential *contextual mentors*.

They will, however, differ in the degree of closeness, and maybe contextual mentoring contributions, to the ET: someone chosen by the ET whether at work or outside, as SR, if any, is then situated at one end of a consciously mentor-like continuum. Those who are not chosen, but have some type of work relationship with the ET, can be further along the mentor-like continuum, while those outside work may be at the other extremity (fig. 4).

Figure 4: potential contextual mentors for an ET



The continuum above then represents the range of possible contextual mentors and will be reflected in the sample in the research strategy in chapter 3.

To summarise 2.6.2, the ET's needs and the mentees' needs have a lot in common. The people around the ET are potential contextual mentors, amongst whom those who are potentially closer and those less so, in the relationships with the ET. They range from those inside to those outside work, from whom SRs (persons in Special Relationships) are similar to informal mentors.

What we will do next is to explore the functions (roles) that mentors play in mentoring in general, which are perhaps applicable to all the people on the continuum above. I aim through this to see in chapters 5 and 6 the extent to which these functions exist in the ETs' contextual mentoring relationships, thereby verifying (or not) the existence of contextual mentoring, i.e., whether what people around the ETs do is similar to what we find in these functions. I also wish to bring in the issues of help discussed earlier, to see how types of help map onto the role functions we are going to discuss.

2.6.3. Role functions of a mentor

The Literature on mentoring reports on 'productive' and 'unproductive' mentoring relationships and some describe the literature on mentoring as promoting:

stories of happy endings is hardly surprising, for who would (or dare) to wash dirty linen about unproductive or failed relationships in public, let alone define such failures as mentoring. (Colley 2003:34).

According to Scott and Sweeney (1999:45), Clutterbuck Associates' Mentoring Schemes has found that 1 in 3 schemes lasts less than 2 years, and 2 needed revitalising during that period. Thus, I consider that a natural and fruitful way to look at mentoring and contextual mentoring is by looking at the productive and the unproductive sides, the combined understanding of which is likely to give a more

comprehensive picture and enable suggestions for better ways forward to be more realistic and manageable. I now look at some productive functions of mentoring.

The productive functions of mentoring

Although productive functions seem to exist largely in theory, one cannot deny their existence in practice. The literature tried to study mentoring in terms of whether it is considered a function or a relationship. Alleman (1986) had a list of 9 functions from coaching to personal sponsorship. Kram (1988) put 2 lists of functions: career-related and psychosocial.

Colley (2003:31) argues that if we treat the definition by functions, the list would grow and grow, since mentoring has been applied in so many fields that the list is inflated: teaching, coaching, advising, guiding, directing, protecting, supporting, sponsoring, challenging, inspiring, motivating, befriending...etc, whereas others describe the mentor's role as a talent spotter (Glover 2002). Anderson and Lucasee-Shanon (1995:29) describe the distinctive essence of mentoring as its combining of the above developmental functions with 'an ongoing care relationship'.

Definitions then seem to represent two major views of what mentoring is: (i) mentoring is about functions, (ii) mentoring is about functions and relationships. Most of the functions can be incorporated somewhere under Malderez and Bodoczky (1999) classification in table 5 below.

It might be possible to include many role functions into the table. However, other role functions might exist. I added the functions of the roles of a mentoring relationship in other accounts from the literature to table 5 (underlined). I mention them in preparation for chapters 5 and 6 where we analyse and discuss the findings.

Table 5: roles of a mentor, adapted from Malderez and Bodoczky (1999)

ROLE	FUNCTION
1 Model	- To inspire <u>Serving as a role model</u> (Kerry and Mayes 1995:28). - To demonstrate. <u>Demonstrating and explaining.</u> (Turner and Bash 1999:68).
2 'Acculturator'	- To show mentee the ropes. <u>Giving advice</u> (Turner and Bash 1999:68, Schmidt et. al. (2004). <u>Discussing problems and dilemmas</u> (Turner and Bash 1999:68). - To help mentee get used to the particular professional culture <u>To help mentee become part of the school community</u> (Wildman

	<p>1989).</p> <p><u>To give the mentee that particular advice about the circumstances of the class and the children that the student should bear in mind when planning to support and foster learning (McNamara 1995:64).</u></p>
3 Sponsor	<p>- To 'open doors'</p> <p>- To introduce mentee to the 'right people'</p> <p><u>Seniority of the mentor enables them to give the mentee access to other senior colleagues and allows them to suggest future career moves to both the mentee and the appointing colleague. (Turner and Bash 1999:68).</u></p> <p>- To use their power (ability to make things happen) in the service of the mentee</p> <p><u>Providing resource and consultancy service (Andrews 1986).</u></p>
4 Support	<p>- To be there</p> <p><u>Give the candidate access to resources and information (Parsloe 1995).</u></p> <p><u>To give personal support (Wildman 1989).</u></p> <p><u>Motivating (Parsloe 1995).</u></p> <p>- To provide safe opportunities for the mentee to let off steam/release emotions.</p> <p>- To act as a sounding board – for cathartic reasons</p> <p><u>Sympathising (Parsloe 1995).</u></p>
5 Educator	<p>- To act as a sounding board – for articulation of ideas.</p> <p><u>Committing time to listening and answering mentee's questions. (Turner and Bash 1999:68).</u></p> <p><u>Encouraging the reflective practitioner (Andrews 1986, Feiman-Nemser 1992).</u></p> <p>- To consciously create appropriate opportunities for the mentee to achieve professional learning objectives.</p> <p><u>Observing and giving feedback. (Turner and Bash 1999:68).</u></p> <p><u>Advising on curriculum management (Andrews 1986).</u></p> <p><u>Advice and instruct without interfering, allowing candidates to pursue and explore ideas even though they may not be optimum (Parsloe 1995).</u></p> <p><u>Setting targets for further development (Turner and Bash 1999:68).</u></p> <p><u>Helping with lesson and long-term planning (Andrews 1986, Wildman 1989).</u></p> <p><u>Supervising classroom research (Andrews 1986).</u></p> <p><u>Providing knowledge about the candidate's area of interest (Parsloe 1995).</u></p> <p><u>Help mentee form his/her philosophy of education, his/her own philosophy as to how children learn. (Feiman-Nemser 1992).</u></p> <p><u>Adding on mentee's responsibilities bit by bit (Feiman-Nemser 1992).</u></p> <p><u>Open to giving mentee any type of suggestions, feedback, criticism (Feiman-Nemser 1992).</u></p>

The roles of a mentor seem too elastic to be classified. A role might overlap and interact with another so that it is not possible to recognise them as separate. This delineation might be noticed in table 5 and the expansions I have made. For example, one cannot clearly see where a *supporter* role ends and where an *educator* role begins, where an *acculturator* role begins and where a *supporter* role begins, and so forth.

However, some roles seem to be offset, so to speak, towards each of the five major roles of a mentor. For example, to give the mentee that particular advice about the circumstances of the class and the children that the student [ET] should bear in mind when planning to support and foster learning, might have some element of an educator as well as an acculturator role. However, an educator's role reflects mostly helping the mentee to do things so that in the future s/he will be able to do them alone, thus reflecting scaffolding help. The other roles incorporate help as doing things for the mentee, with less obvious impetus for help as scaffolding, thus reflecting supportive social help.

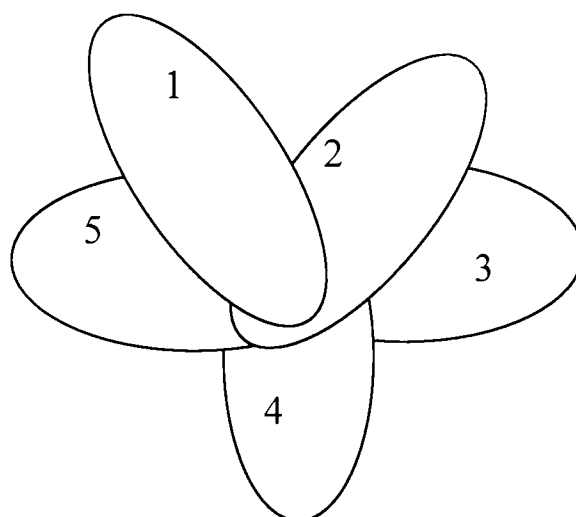
The delineation among roles might not reflect the difficulty and ambiguity in classifying such roles, so much as the interdependent nature, mentioned at the end of 2.6, of supportive social helping behaviour reflected in most of the roles, and learning-oriented help 'scaffolding', reflected mostly in the *educator* role. We might visualise the interaction among the five categories in table 2 as that set out in fig 5 below (numbers correspond to roles in table 5).

It seems that the roles of a mentor revolve around enabling: promoting learning, professional performance and development, integration and whatever makes the life of the mentee (and mentor) more easy and rewarding through doing this.

Contextual mentoring does not consider the role of *educator* as simultaneously happening alongside the other roles, early on when the ET starts work in the host context. However, it advocates the use of the main property of an *educator*'s role (scaffolding), to another end: teaching the ET about the context. That is, the ET should feel acceptance and support through social help manifested in the other four roles (and scaffolding help in the *acculturator* role), before we can start to think of helping them develop professionally through an *educator* role. When the human environment enables the ET to be accepted and to contribute at the level of professionalism they bring with them to the host context, then an *educator* role can begin.

An *educator* role pertains to learning ‘through’ the context as described in 2.2 (p 35), and thus is more concerned with professional development. Professional development cannot be effective unless there has been contextual mentoring first.

Fig. 5: overlapping mentoring roles



I have so far looked at what might be recognised as the productive role-functions of a mentor. These seem to incorporate both help as scaffolding, reflected mainly in the role of a mentor as an *educator*, but maybe not limited to that role, and also the social-help type reflected mainly in the other roles, both of which were discussed in 2.2 and 2.3. Deriving from the earlier argument that context can have profound effects in shaping human relationships, I now turn to describe how context impinges on mentoring relationships, which should alert us to the importance of context in ETs’ relationships.

Unhappy experiences of attempted mentoring?

As Merriam (1983:169-70) notes, most mentoring accounts do not tackle the negative effects of mentoring. This, which Scandura (1998) calls ‘the dark side of mentoring’, may have resulted from the pressure on commissioned studies ‘to produce conformational rather than genuinely analytical or critical’ research (Stronach and Morris 1994). The following account describes how mentoring encounters can go wrong. I here look at power dynamics and educational change and how these can transform the mentoring situation.

Power dynamics in attempted mentoring

Although the power of (contextual) mentors can be productive, as in the roles mentioned in 2.6.3 above where mentors use their power to make things happen,

another unproductive side to power relations is characteristic of mentoring experiences. I am therefore distinguishing between what mentoring should be and what it seems to be in practice in the literature.

Colley (2003) outlines the experience of mentoring within the New Beginnings project, aimed at the social inclusion of young disaffected people in preparation for employment. The project was run in a partnership between the WellTEC (Wellshire Training and Enterprise Council) and the UoW (University of Wellshire) sponsored by the Youthstart Initiative. Several factors led to the New Beginnings demise. Among them was the power dynamics and abuse of power.

Colley (2003:147-152) draws on the work of Pierre Bordieu (Bordieu and Wacquant 1992, see also Gay and Stephenson 1998), to describe the interplay between 'field' and 'habitus' power. 'Field' refers to the structure (context) within which 'habitus', the second type operates. i.e., differences in power between the mentor and the mentee arise from both contextual and personal variables, each of which can be more manifest at times, but both of which interact to produce relative power positions between (contextual) mentors and (ETs) mentees.

Among several factors, some of which relate to educational change, both 'field' and 'habitus' power differences contributed to the collapse of the project:

The scheme tried to cater for the needs of local employers and young people, but the needs of employers quickly became dominant...Mentors were treated as a vehicle for the authority of the scheme and its staff. (Colley 2003:150).

The other type, 'habitus', also characterised the mentoring relationships in New Beginnings, resulting in creating a social rift rather than a bridge between mentors and mentees:

mentors such as Jane and Karen saw their own value systems as superior to those of their mentees, and saw the culture of the working class as deviant (Colley 2003:150).

This then suggests that there needs to be a great deal of empathy, selflessness and genuineness to promote harmony between mentors and mentees, and contextual mentors and ETs. Power then can be understood as a combination of both 'field' and 'habitus' types in continuous interplay. Another aspect that we have already mentioned, which also contributed to the New Beginnings collapse, is educational change, which is also a contextual factor seemingly overlooked by implementers.

Educational change and (contextual) mentoring

Another feature which seems to be a stumbling block in the way of many educational enterprises, with mentoring and contextual mentoring in their midst, is poor planning and implementation of innovation. However, this is when programmes for change are planned and executed. The literature on educational change seems to fall short of taking into account contextual changes that can occur unpredictably to affect innovation programmes and/or educational institutions.

Throughout his work (1982, 1991, 1999, 2001, 2003), Fullan outlines factors influencing educational change experiences that succeeded and those that failed such as taking into account (or failing to) the views and concerns of the recipients of change and the need to make innovation meaningful to them. Other factors are related to a consideration of the emotional and physical rewards of those implementing the change (Wedell 2000). Not all planned change might be aimed at innovation however. Some might be a result of: a) social behaviour permeating education which can be contextually accounted for. b) the need for immediate problem-solving, as well as c) changes that influence a person or an institution, the origin of which is located somewhere else, with no intention on the part of that person or institution to change and/or no knowledge of such a change prior to implementing it.

What I take educational innovation to be, then, is the change which originates in some way or another from the same people in educational institutions who implement it, or at least the change which they are told about well in advance so that they adjust to receiving the change and act on it. (On educational change see also, House 1974, House and Lapan 1978, Huberman and Miles 1984, Rosenholtz 1989, Levin 2000, Fielding 2001).

Constraints occurred to the mentoring experience in the New Beginnings, which we might locate somewhere within the types a), b) or c) two paragraphs above. As the project was running, changes from the outside contributed to other internal forces that brought about the New Beginnings' demise. Colley (2003:150) describes forces such as the government's proposing the abolishment of TECs (Training and Enterprise Councils) altogether and replacing them with the Learning and Skills Councils. Among these changes was the development of the new Learning gateway (DfEE1999) in which the leading role was allocated to the careers services, and the introduction of personal advisers in a mentoring role for young people (Colley 2003:70). These 'shifted the balance of power in respect of WellTEC's autonomy

over New Beginnings and its trainees. In particular, it undermined the rationale for providing volunteer mentors' (Colley, *ibid.*).

Thus, educational change can be considered a constructive force at times when it reinforces the implementation of the aims of a mentoring programme, but there are cases where it contributes to constraining mentoring situations in a way that changes the mentoring relationships from productive to unproductive roles.

Thus, mentoring is a condition in which the roles of a mentor, in the relationship with the mentee, are those of *model, acculturator, supporter, sponsor* and *educator*. Failed experiences of attempted mentoring are those in which contextual factors contribute to bringing about unproductive experiences. Thus, mentoring may be something, and the experience of mentoring may be something else. Scandura's 'dark side' of mentoring (1998) may better be expressed as 'dark experiences' of mentoring.

I thus define mentoring as the relationship between a mentor and a mentee, situated in its larger context, that ultimately leads to adaptation, learning and contribution to the new work situation, and which is socially supported by people. Following from this, I define contextual mentoring as the relationship between an ET and contextual mentors, situated in its larger context, which ultimately leads to adaptation, social integration and contribution to the host educational context, and which is socially supported by people. Now I describe what I mean by the enabling/constraining property of relationships.

The 'enabling/constraining' property of relationships

In what has preceded in our discussion on mentoring, it seems that the core characteristic of mentoring is one of enabling the mentee (and the mentor) to do something of what they set out to do in their relationship in its contexts (dyadic and wider socio-cultural). Constraining occurs if/when mentoring situations are not well thought out and/or implemented, where little attention is paid to what the wider context might bring to the mentoring situation. Looking at all the definitions and accounts again, one can clearly see the 'enabling' property which the research topic will orbit. I draw parallels between 'enabling' and the productive functions outlined in 2.6.3, which reflect supportive social help and scaffolding help (2.2, 2.3). I also draw parallels between 'constraining' and the unproductive functions that might result from negative contextual effects on ETs' relationships.

One can apply the enabling/constraining test to any of the mentoring roles and functions in the whole of the mentoring literature. I will now use a sample of the above definitions to explain more the enabling property, followed by examples of how contextual effects might turn a potential mentoring relationship into a constraining one:

Enabling

Definition 1: Conveying content and life wisdom: enabling.

Definition 2: Supportive learning relationship: enabling.

Caring: enabling.

Sharing knowledge, experience and wisdom: enabling.

Definition 3: Creating space for finding meaning within the real life professional experience: enabling.

Definition 4: Help the mentee to improve their performance: enabling.

Help the mentee to develop their leadership qualities: enabling.

Help the mentee to develop their partnership skills: enabling.

Help the mentee to realise their vision: enabling.

Constraining

Deducing from the discussion on power dynamics above, that relationships are a vehicle for the power and control of others rather than for empowering the mentees: constraining. Deducing from the same discussion that mentors see their social values as superior to mentees, resulting in a social rift: constraining.

Enabling then happens when the role function of a particular behaviour in a relationship yields, encourages, implies or enhances productive or positive consequences that contribute positively to the ET's doing his/her job and maximising his/her contribution to the host context. Conversely, constraining occurs when unproductive or negative results are the consequence.

Conclusion

In what has preceded in this chapter, I have discussed the complexity of what an ET needs to learn about and adapt to, through looking at the literature on socio-cultural context. I then looked at what was involved in learning from a socio-cultural point of view and what was involved in social help. Finally, I went on to look at the

literature on mentoring, and on some of the phenomena that seem to affect mentoring programmes. I will now summarise the argument arising from each topic to consider what follows in this study.

2.1. The ET is someone who joins a new national culture other than that of his home country (phase 2 novice). Cultures are multi-layered, multi-dimensional and multi-interactive. These 3ms are even more complicated for an ET who, ideally, has not only to work and live in a new socio-cultural context, but also to socially integrate into the new environment in order to be able to contribute to the host educational context as best as s/he can. Thus all this calls for help from those around the ET to provide such an environment in which helpful supportive relationships can exist.

2.2. There is a type of help (scaffolding) oriented towards helping people learn.

Because the ET joins a new socio-cultural context suddenly, and because this context is so complicated and multi-dimensional, there is a need for the scaffolding type of help to enable the ET achieve optimum learning about the context in the crucial process of acculturation.

Scaffolding implies expertise on the part of the helper. An ideal expert is not someone who happens to know more, but one who learns throughout his/her experience to create opportunities for the learner to learn. Also, the ET needs to learn 'about' and 'through' the context, where our focus is on helping the ET learn 'about' the context, while 'through' the context is concerned with professional development that could only be effective if the former has been optimally achieved.

2.3. Another type of help that the ET needs to complement the former in achieving a successful expatriate experience, is social help in which I have identified some sub-types: 'situational', 'beyond ZPD', 'cultural', 'socialising' help and 'oral' help. Social help is not learning-oriented but it supports the ET to achieve social acceptance and integration in order to be able to maximise their contribution in producing good learners for their society.

Also, help can be perceived differently and one should look at it in its socio-cultural context, to identify whether or not what the literature takes as supportive prosocial behaviour is understood as such in different cultural contexts.

2.4. Scaffolding and supportive social help can ideally come together to provide an ultimate environment for an ET to achieve ideal social integration, acculturation and contribution. Both types are interdependent and support each other.

2.5. Social help can interfere with scaffolding to make it less of a learning encounter. In situations intended for helping learners learn, caretakers might have different agendas. Hence: ETs might be helped in ways which can interfere with their learning. Students, ideally the principal relationships of an ET, might also be similarly socially helped in a way that interferes with their learning, either by the ET or others. Since the principal teacher role is that of scaffolding students' learning, investigating whether relationships enable the ET to achieve that might give valuable information about such a principal relationship to the ET and how that enables him/her to do the job.

Because social help might be a coping strategy in close relationships on the part of the helper, encouraging people to be close might be an effective way of promoting such a type of help.

Ideally, in trying to integrate both scaffolding and supportive social help in attempting to help the ET learn and socially integrate into the host context, one should work on, among other things, encouraging people around the ET to develop both types of intention (socially helping and scaffolding) and to use them appropriately.

We should investigate contextual factors that lead to any patterns of help that we see before deciding whether or not these are genuinely enabling or constraining, in order to be able to suggest ways forward: contextual mentoring for ETs.

2.6. There is a lot in common between an ET and a mentee in terms of their need for both types of help outlined above in their best supportive manner. As there should be mentoring for a new in-service mentee, there is also a need for contextual mentoring for an ET. The differences are (i) that all the people around an ET can be considered potential contextual mentors. (ii) Scaffolding help in contextual mentoring is used to promote the ET's learning about the context in an *acculturator* role for the particular relationship with the ET. In mentoring literature, scaffolding is used in the role of the *educator* to promote the mentee's (and arguably the mentor's) professional development. Promoting professional development in an *educator* role (which is not the focus of this study) can be considered as a later stage in contextual mentoring, after contextual mentoring in its earlier form begins to prepare the human environment and after maximum contribution of the ETs begin to take effect.

Enabling in theory, and in some cases, where mentoring has achieved what it sets out to do, is what mentoring is all about. Failed experiences are due to less consideration being given to contextual factors that lead to the demise of many

mentoring programmes. Thus, mentoring and contextual mentoring should consider contextual parameters very carefully in order to be able to study mentoring and contextual mentoring experiences, and to suggest ways forward.

The productive role functions of a mentor reflect both supportive social help and scaffolding while unproductive ones are due to the poor consideration of the contextual factors just mentioned. Productive ones lead to enabling, and unproductive ones lead to constraining. These will be used to analyse the extent to which an ET's relationships with the people around him/her enable him/her to do the job efficiently.

Looking at contextual factors, that seem to yield enabling or constraining results in the mentoring and contextual mentoring relationships, can reveal much about why the ETs' relationships are as they seem. I have discussed how contextual phenomena, such as power dynamics and educational change, can have unproductive effects on (contextual) mentoring relationships.

Thus, we can now begin to conceptualise the main topic of the research question: In the light of: (i) The fact that teachers' acculturation involves a complex of interactions, and that ET's acculturation involves a multiple of complexes of interaction, which calls for special support by people throughout the expatriate experience; (ii) The fact that, having compared ETs to mentees, much of what the mentee needs the ET also needs; (iii) The assumption that much of what mentors do and say might also apply to contextual mentors for similarity or analogy between mentoring and contextual mentoring. Having emphasised the importance of people and what they do and say (their behaviour) in an ET's life I establish the general research question:

To what extent do people (potential contextual mentors) around ETs support ETs in doing their job in a manner that enables them to contribute to education in Libya?

This topic will be refined as research questions in chapter 3, the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter tackles the design and implementation of the research strategy. In 3.1, I present the research topic question and the questions generated from it. I will also: (i) in 3.2, outline the default design issues felt suitable prior to data collection. (ii) In 3.3. I will reflect on how the design was applied, the changes, encounters and the rationale for modifications. I aim through (i) and (ii) to share my research experience as thought of and as felt *in situ* so that the experience might resonate with other researchers designing and working on case studies of a similar nature. 3.6 will tackle the issue of how the data was analysed.

3.1. THE RESEARCH QUESTION

TO WHAT EXTENT DO RELATIONSHIPS WITH ETs ENABLE THEM TO MAXIMISE THEIR CONTRIBUTION TO THE LIBYAN EDUCATION SYSTEM.

To investigate this, six questions have been generated:

3.1.1. Who are the people with whom case ETs claim to have or have had a special relationship?

3.1.2. What are the activities all those identified as SRs (Special Relationships), as well as others, engage in, in relation to the ET?

3.1.3. To what extent do those activities match what the ET expected?

3.1.4. What types of help seem to be missing in these relationships that might support ET acculturation and their contribution to the Libyan education system.

3.1.5. What types of help seem to be available in these relationships that might support ET acculturation and their contribution to the Libyan education system.

3.1.6. What explanations can be given that will help:

- ETs to understand how to function better in the Libyan system and possibly elsewhere.
- Those who relate to ETs to capitalise on helpful features of their relationships with ETs, to amend unhelpful behaviour, and to try to adopt other helpful behaviour in relating to ETs to enable them to

acquire what is missing in 3.1.4 and capitalise on what is available to them in 3.1.5.

- Policy-makers to establish mechanisms to support/encourage the above.

3.2. Default design

3.2.1. Quality and quantity

A look at the history of research shows two ends of a continuum concerning how research is carried out.

Qualitative research emphasises and is concerned with:

qualities of entities and on processes and meanings that are not experimentally examined (if measured at all) in terms of quantity, amount, intensity or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape the inquiry... They seek answers to questions that stress *how* social experience is created and given meaning. (Denzin and Lincoln 2000:8) (their emphasis).

Holliday (2002:4) describes it as:

It is these qualitative areas in social life – the backgrounds, interests, broader social perceptions – which defy quantitative research that qualitative research addresses... Rather than find ways to reduce the effect of uncontrollable social variables, it investigates them directly.

Quantitative research is:

the measurement and analysis of causal relationships between variables, not processes. Denzin and Lincoln (2000:8)

Holliday (2002:2) gives a broad but brief definition in that quantitative research concerns ‘counting’. The difference between these two domains does not necessarily imply conflict. Each has a purpose, and much of the research intentions, questions, ideologies, settings, constraints and pragmatics will determine where the researcher will be situated along the quantitative-qualitative continuum.

What kind of flowers people buy most in a certain place might provide scope for doing marketing research that looks at the numerical relationships within the flower trade in that place. Why people like certain types of flowers might relate to qualities and feelings and thus is likely to be more in the realm of psychology and sociology. However, the matter might concern where a research emphasis is that determines a research orientation. Even within each one, some aspects of the other are

sometimes needed to explain issues. Quantitative analysis might assist in explaining certain qualities and vice versa. Some writers elaborate on the origin and development of the two paradigms (Chambers 1971, McClymer 1980, Cohen 1981, Vidich and Lyman 1985)

Since the current study looks primarily at what happens between people, as the research questions might indicate, the orientation will clearly be qualitative, using quantity as an explanation of issues pertinent to relationships where (if) needed. Now I turn to describing the research strategy which I think enables me to answer the research question.

3.2.2. Case study research

Because I am studying social behaviour that needs to look deeply into the qualities of people and the circumstances surrounding their relationships that shape such relationships (see Denzin and Lincoln 1998, 2000, Silverman 2001, Holiday 2002), a case study looks a more suitable choice for the in-depth investigation of social phenomena. A case study is defined as:

A strategy for doing research which involves an empirical investigation of a contemporary phenomenon within its real life context, using multiple sources of evidence. (Robson 1993:146).

an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance. (Adelman et. al. 1977, quoted in Bell 1999:10)

As Robson (1993:148) notes, case studies were previously designed loosely. The questions, the data, the conceptual framework and the theoretical framework emerge after considerable experience in the field. On the other hand, there are strictly designed case studies where everything is devised in advance, and is abided by throughout. This end of the continuum is similar to surveys and experiments in their pre-specification of the content and method of the research. There are case studies that can fall in between, with a semi-structured design.

Each of these orientations is more suitable for different types of investigative purposes. As Robson (1993:149) puts it, if the purpose is exploratory in novel situations, tight structure is not possible. Capturing human experience is an act that cannot be fully predetermined. If, on the other hand, the purpose is confirmatory, i.e., to confirm previous findings, then pre-structure could be sound.

Thus, one can say that a semi-structured case study is where a default design can be outlined, in respect of the research questions, data collection/generation (see below) instruments, what types of data to expect, where and how to obtain such data and other issues that one can think of, prior to being in the field. These aspects, or some of them, then might be rethought and modified in the light of what the situation brings to the research experience, and in the light of the data collected/generated. My strategy will be a semi-structured one where a default design is put forward and commented on as to what changes took place in the field.

3.2.3. Ethnography

We are not in the realm of studying how ethnography developed (although see Sachs 1947, Boeke 1964, Lugard 1965, Smith 1965, Hosle 1992, Vidich and Lyman 2000). Ethnography comes from the Greek word '*ethnos*' used to 'denote a people, a race or a social group' (Smith 1989:31-38, quoted in Vidich and Lyman 2000:40). When combined with the term 'graphic', it refers to a sub-discipline called descriptive anthropology which describes the ways of life of human kind (Vidich and Lyman 2000:40). Peacock (1986, quoted in Vidich and Lyman 2000:40), defines ethnography by saying that it:

refers to a social scientific description of a people and the cultural basis of their peoplehood.

Robson (1993) describes ethnographic activity as exploratory, aiming to:

develop a theory about how participants accomplish the various actions taking place in the group (p148).

Thus, it seems that ethnography specialises in the description of human behaviour and the case study provides the opportunity for an in-depth investigation, which seems more suitable when it comes to the study of human behaviour and what it might mean than, say, experiments and surveys. Case study and ethnography are taken by some (see for example Cresswell 1998) to be separate research strategies. However, a case study can be *ethnographic*. Ethnography in this case might be understood as an *orientation* of a case study rather than a basis for the design of the various research components: a case study dedicated to the understanding of human behaviour, which seems suitable for the current research. Looking at what is involved in researching the social nature of human relationships, one might advocate an ethnographic case study:

- *Sociality of investigation*: what relationships are about is social in nature. If people create their meanings in relation to the meanings other people create for things (Mead 1934), then the study of human relationships needs to be social in nature.
- *Totality of investigation*: All what happens in relationships cannot be broken down into separate elements for the purpose of studying the nature of social relationships.
- *Naturality of investigation*: Relationships are real-life encounters, which are best investigated and understood as such.
- *Intrinsic need for rigour*: What happens in relationships is not always straightforward to understand. Thus, looking in depth at the context and the circumstances, as mentioned earlier in chapter 2, is likely to unravel more information that can account for the nature and extent of relationships. This is based on the argument that human relationships are context-controlled (Duck 1998, Wood 1995).

3.2.4. Methodological Concerns

Ethics

Any disciplined conduct that involves participation of humans is rightly subjected to rigorous examination of the extent to which it preserves the well being of those involved. At the time of doing the feasibility study (see below), I did not find any ethical guidelines for research in Libya. Therefore, I planned to follow those of the University of Leeds. I aimed at considering two issues most associated with ethical practice:

Informed consent

Participants should be explicitly told of what their participation and information disclosure would entail (Burman *et al* 2001, Robson 1993, 2002, Punch 1994, Kent 1996).

I planned to provide the ETs with information about what I intended to do, what their role would be, and what that would entail, as well as what I might offer them in return, e.g., a copy of the outcome. Appendix F is based on Stake (1995) for that purpose. For other participants (interviewees), I intended to provide a simple

letter from the University of Leeds describing what I wanted to do and explain it orally. As for the students, I aimed to tell them in groups about the general topic but not to give much detail: Silverman (2001:270) describes the researcher's 'pondering' over the dilemma of wanting to give full information and not contaminating the research by being too specific. I chose the following sentence that I saw might achieve such a balance:

I am here doing research to learn from the experience of our expatriate teachers, and I do not in any way evaluate your work or your teacher's.

Anonymity

This suggests that the identity of the participant should be protected. However, anonymity can never be attained completely, not least because participants themselves might disclose information (Mahon and Glendinning 1996), let alone the need to expose the research findings in some way, of which an integrative part is describing the participants. All institutions, places and people were given pseudonyms.

3.2.5. The case study

Validity

There have been concerns about whether participants give misleading information, whether intentionally or not (Robson 1993, Yin 1994). A way to reduce this effect, especially in studying relationships, is offered by the multiple methods for data collection in the case study. They enable hearing from participants and seeing them enacting their parts in the relationships, which is something the researcher can do.

Representativeness?

This is not considered an issue in a case study because it is not meant to be (Stake 1995). Resonance (Mason 2002) is thought to be more relevant here, where the research process and its findings find *resonance* with participants, those who relate to the study in any way, as well as those who might read it.

When we understand what goes on and the circumstances in which particular relationships took place, the social experience of other people finds its echo in ourselves even though we have not been in similar encounters. The experience of a

teacher can be understood by people in other professions, or other people, so long as that experience, as far as possible, is explained in its contextual entirety. People are able to identify within a particular case issues, problems, solutions and whether what is intended or carried out as a solution can work. A case, however, can resonate more with those who relate to the experience of its participants more closely than others: teachers of the same discipline, grade, school, town, other educationists and educational administrators and further out in our description of teachers' cultures in chapter 2.

The feasibility study

During months 5 and 6/2002, I visited some institutions in Wadi Ghibli, including the institution in which I worked. I talked to the ETs, deans, employees and other teachers. I will refer to examples of the feasibility study in explaining some of the design issues.

The aim was to investigate preliminary information about the ETs and the institutions in which they work, and to see *how feasible* it would be to do the study. The agreement of the ETs and other parties was obtained. The initial thinking about matters such as sampling and instruments took place during the study.

The sampling strategy

I have classified the sampling strategy into three parts according to Miles and Huberman's (1984:38) classification. They put forward four layers of a sampling strategy. However, the fourth (processes) seems to me intertwined with, and in many respects can be explained within, the third (events).

Setting

The choice of the setting was made according to the following criteria:

- *Resonance*: I thought that, to be able to say something from the outcome of the study that resonates with Arab ETs in Libya (and maybe others), more than one institution should be investigated. The study of one institution would show institutional issues and effects on relationships, whereas studying more than one institution would manifest inter/cross institutional issues, and issues that are more common to the town and country.

- *Inter-institutional relationships*: The feasibility study showed that the institutions in Wadi Ghibli have ties. Many ETs live in one institution and work in another, as is the case of those ETs living in LI1 campus (see tables 1 and 2, appendix A). I thought that there might be cooperative and sometimes symbiotic inter-institutional relationships which might call for the study of more than one institution.
- *Town*: the above criteria argue for a multi-institutional study. However, I thought that studying other institutions in another town would not be possible if we were to choose the in-depth study.

Therefore, two tertiary level institutions were chosen from Wadi Ghibli, a medium-sized town that might have things in common with small villages as well as large cities: LF (Local Faculty) and LU (Local University). I will give some background information about both in chapter 4.

Actors

ETs

As it is an in-depth study, and with a time-limit of several months only, I chose to study six Arab ETs. They were identified according to the following criteria:

- *Nationality*: since the target group was Arab ETs, the fore (primary) criterion was choosing ETs from different Arab nationalities. I recognised that this would resonate less with the overall sample, the majority of which were Iraqi teachers. However, the justification for this was that, given the high degrees of unpredictability in the socio-political system, this majority might not hold (see 1.5.1, p 12). Moreover, as the feasibility study showed, other Arab nationalities have begun recently to arrive in the country (see tables, Appendix A).
- *Length of experience in Libya*: I chose to study ETs from different experience ranges. This might give an idea about their adaptation and development there. This is the first tail (secondary) criterion.
- *Accommodation*: Where an ET lives might have significant effects on their relationships. Most ETs in Wadi Ghibli live on the LI1 (Local Institute 1) campus, but some live in the accommodation of other institutions, such as the

Youth Hostel, while others live among the population in private accommodation (see tables 1 and 2, appendix A).

These are the criteria that I could accommodate in choosing the ETs. The more criteria that were included (such as age, specialisation and profession) the less likely it was that one could accommodate them. Therefore, I tried to accommodate the three criteria above, and hoped that the sample would provide variation in other criteria. I obtained the agreement of most of the ETs chosen (asterisked) during the feasibility study in 2002. Table 6 provides a summary of the ETs and criteria according to which they were chosen:

Table 6: criteria for choosing the ET sample

	ET/institution	Nationality	Experience in Libya	Accommodation	M status
1	Hilal* LU	Mauritanian	1-2 years	Youth Hostel	Single
2	Habib* LU	Tunisian	1-2 years	LI1 Campus	Single
3	Murad* LF	Syrian	6-7 years	LI1 Campus	Married
4	Safi* LF	Egyptian	7-8 years	LI1 Campus	Married
5	Afif- LU	Palestinian	10-11 years	Private	Married
6	Ibrahim* LF	Iraqi	5-6 years	LI1 Campus	Married

I found that this sample provided variation in other criteria as well. For example, there was variation in age, from 57 years for Afif to 34 years for Hilal. Also, some were accompanied by family while others were not, as was the case of Murad and Safi respectively.

Other actors

This category reflected the people who I thought were likely to be involved in contextual mentoring for ETs on the continuum described in 2.6.2. They ranged from SRs who the ET might choose as more or less informal mentors, to those at work, to those outside. Those near the middle of the continuum were roughly identified through the feasibility study, while SRs and those outside work had to be presumed as normal human relationships such as family, friends and other daily contacts.

It was thought that it might be too difficult to interview or talk to all of these, but I intended to observe the ET in an environment in which he (*all case ETs were male*) interacted with them. The following is a synopsis of the work relationships encountered in the feasibility study, or those informal ones, presumed to exist as normal human relationships with the ET.

SRs

These are the people the ET elects as those who are important in his/her life. Although I have placed them on one end of the continuum in chapter 2, the rest of which represents work and outside work relationships, SRs might actually be in work and/or outside work relationships that make a marked difference to the ET's life. It was not possible to determine the likely types of events in which I would find the ET in action with them until they had been identified as work-related or not. Thus, the events I identified (p 73) might apply to an SR.

Work relationships

- *Deans* of the two institutions were approached and their permission was secured.
- *Heads of academic departments* to which each ET in the sample belonged: Some were approached such as the Head of the department of Law in LU, while it was planned to approach others who would be needed at the outset of data collection.
- *Students*: since I could not identify which students the ET would teach during the data collection period, I did not approach any during the feasibility study. I planned to contact them at the beginning of data collection.
- *Heads of departments of staff affairs*: These are the people who carry out formal work for the ETs. Both of those in LU and LF were contacted and their permission obtained.
- *Other employees*: I assumed that some might be needed during the course of data collection and analysis.

Out of work relationships

- *Family*: for those with families, the kind of domestic relationships might affect their attitudes towards work. No family members of any ET were approached. This was because the family is difficult to approach in Arabic traditions. However, I planned that, after talking to each ET, I would probe the extent to which the family was accessible.
- *Other presumed relationships*: such as residence mates, in the case of Hilal. None of them was approached because they also had to be identified through

the ET. In this category, I planned to observe the ETs' relationships with people from the neighbourhood as well. There were also those who provided public and private services, whom the ET would need for processing paperwork and purchasing things.

Events

These are the occurrences where I thought I best collected data about the particular relationships.

Work relationships

- *ETs and employers:* deans, heads of departments of staff affairs, heads of academic departments, or other employees: Events to study that were thought to shed some light on the ET's relationships with these were events in which one or more of them and the ET were present, having something to do or say together. Meetings, chat, when the ET showed a need, or desire, to meet any of them, and other emergent interaction events that were thought might arise.
- *ETs and students:* the best chances to see their relationship in action I thought to be lectures, tutorials, and before or after those events where more informal activity might take place. These three types of events were thought to highlight the difference between the status of their relationships in formal and informal settings.

Out of work relationships

- *ETs and family:* If permitted, a family gathering was deemed to be an opportunity to investigate how the family related to the ET in the Libyan environment. Nevertheless, whatever was to be investigated, it was deemed that the ET had to be present, or be aware of it. I also considered that this has disadvantages in that seeking an independent view from a family member would not be possible. However, an advantage was believed to be the help the ET gave in encouraging them to talk. This, I believed, depended on the atmosphere created by the researcher and the ET to achieve it. I believed that there was really no solution to this until data collection had begun.

- *ETs and other presumed relationships*: These were the residence mates and possibly neighbours of some of the ETs, especially those who lived outside educational institutions campuses such as the Youth Hostel and the private home. The events that I regarded as likely to shed some light on the ET's relationships to those were their activities during out-of-work (and possibly at work) hours, and socialising in their residence or with neighbours.

This was a rough classification of people and events that I planned to focus the attention on. I foresaw that the people, events or even settings that were to be studied was something to be refined by the research experience, according to the circumstances.

Data collection/generation instruments

One might argue that, in using self-report methods, data is generated through interaction between the researcher and the participant. In observation methods, data is in the form of things to see and hear and the researcher records them (more or less collection).

I planned the study so as to incorporate a multi-method approach. As Ickes (2000:158-162) argues, there is a trade-off between methods that could be used to study relationships. Observational methods, for example, are interpretive and lack the views of the observed. Self-report methods, on the other hand, can lead to choosing perspectives over others, indicating the pre-assumption that certain perspectives are more valid. It is also argued that there is an interdependence of behaviour in relationships (Kelley 1979, Shotter 1992, Rusbolt and Arriaga 1997, Acitelli *et al* 2000). This suggests that observing relationships in action is among the preferred methods.

Therefore, to arrive at a more comprehensible picture of the ETs' relationships in which an attempt at 'thick description' (Holliday 2002:77 citing Geertz 1973) is made, methods from both *self-report* and *observation* were planned. To choose a multi-method approach in this sense, it was thought likely that convergence or triangulation of data obtained by different methods and from different sources would provide as comprehensive a picture as possible of the said relationship (Stake 1995, Duck 1990, quoted in Ickes 2000:162).

Interviews

I planned to try to carry out semi-structured interviews with ETs and others. Also, other forms of interviews were not excluded from consideration, where needed, such as structured or focused ones. The interview was planned to serve as an investigation method of what the ET, and others, understands about the different facets of his relationships, and the meanings he attaches to these facets (Berg 1998). The main type of interview planned was semi-structured. This has the advantages of guiding the interviewee to what the researcher needs to know, yet allowing room for elaboration and freedom for issues to emerge (Robson 2002: 270-71).

Robson (2002: 272-73) discusses some more advantages and disadvantages of interviews. Advantages include: (i) Providing explanations to what lies behind actions: a short cut rather than observing to find out why participants do what they do. (ii) Non-verbal cues can enhance and sometimes reverse meanings or put words in a more meaningful context. Disadvantages include time consuming elements: their arrangements, recording, transcription and so on. There is also the issue of memory where participants might not remember relatively distant past events. Also, an effect might be that participants give answers because *an answer* is required.

Interviews then, especially those that are unstructured, demand a considerable skill and experience from the interviewer (Robson 2002: 273) to spot and tackle issues on site. However, there is a sense in which interviewing can be an art, since there is a sense of socialisation in it that makes it an organised social encounter to find out something. (For more on advantages and limitations of interviews, see e.g., Weiss 1994, Fontana and Frey 2000, Silverman 2001).

ET interview 1

Since I was aiming at eliciting the personal view of the ET about the extent to which his relationships with his SRs and others help in his work-life and in maximising contribution, which is very important because ETs can act (or not) on what they believe, the interview seemed to be the choice. The limitations of the interview were thought to stand in the way here, as what the ET says cannot be taken for granted as being what they actually do. However, the rest of the enquiry stages would, I hoped, tackle any anomalies in that respect. It was intended that, in ET interview 1, I would try to initiate the answers to question 3.1.1 through to 3.1.5 above. Appendix F comprises the default ET interview.

SRs' interviews

I planned to carry out the SR's interview after shadowing the ET (see below). This is because the content of this interview was thought to arise from the ET's interview 1 and what he would be seen doing during shadowing. It was planned that questions for interviews subsequent to ET interview 1 (among which are SRs interviews) be designed after responses from ET interview 1 had been obtained and after shadowing the ET had ended. This was to allow for iterative interaction of SR interview with what preceded it.

General formal interviews

These are the interviews with people who have a direct formal relationship general to all ETs in an institution. Examples are the dean and the head of the department of staff affairs. I also planned for these to be designed after the SR interview stage to allow for more understanding of the ET work conditions, after having observed ETs and obtained initial responses from ETs and SRs.

ET interview 2

This is where the ET's views and actions are revisited and explanations of any emergent issues since interview 1 are sought. This interview was thought to put right any misinterpretations by the researcher about issues since interview 1, and possibly gain more insights and deeper understandings of ET perceptions of all emergent issues.

Observation

A significant part of what goes on in human relationships is what people do, how they do it and how they signal what they do to themselves and others. This cannot be understood as fully as possible unless we relate what participants in a relationship say (in, for example, self-report methods) to what they actually do as they act in a context and in a context of interaction (Walker and Trimboli 1989, Wood 1995:144, Duck 1998:1-35). Therefore, 'a natural and obvious technique is to watch what they do', and then to record, describe, analyse and interpret what has been observed (Robson 1993:191, Fraenkel and Wallen 2000). Although Robson calls observation a 'natural and obvious technique' (*ibid.*), one might call it a method more suited to verification and triangulation of self-report methods.

Advantages and disadvantages of observational methods

Robson (1993) points out that some advantages are:

- *Observation is direct*: it does not depend on what people say, but looks at their behaviour directly, and can make salient the seeming matches and mismatches between what people say and do (Oskamps 1977, Hanson 1980), or cause their words to be visited and original interpretations of meanings checked. It is also likely that observational methods can show discrepancies between what observees say and do and the researcher's interpretations of these.
- *Complementary*: they can complement what other methods can achieve.

Robson (*ibid.*) mentions some disadvantages:

- *Observer effect*: which cannot be avoided (except in pure observation (Robson 1993) where the observer uses only devices for recording), can take different forms. Such an effect (the Hawthorne effect) can make the observee overenthusiastic or reluctant, or merely change his/her behaviour.
- *Time-consuming*: as there is usually a lot to be observed. Human behaviour, its changing nature with people, places and circumstances, and the way behaviour is signalled in different situations make what is to be observed unmanageable, unless there is a strategy.

For ethical reasons, pure observation was not an option. I thus planned to carry out participant observation (Robson 1993:191, Fraenkel and Wallen 2000). I anticipated that the observer effect could not be eliminated here. One of the ways suggested, through the work of Clifford Geertz (see Angrosino and Mays de Perez 2000), to reduce this effect, is to try to describe people's cultures through empathy. This was questioned because of the researcher's legitimate interaction with the researched (Sewell 1997, Angrosino and Mays de Perez 2000) and the shared co-construction of reality between the researcher and the participants.

Awareness of the two disadvantages above must always keep in mind that:

- *The observer effect*, while inescapable, can be thought of as a part and parcel of a social experience of all parties where they co-construct reality. I aimed at putting forward a description that allows for multiple interpretations (including mine). Suggestions that the researcher should be as unobtrusive and uninteresting as wallpaper (Glesne and Peshkin 1992) might not reflect the reality of having to make relationships of some sort with participants, not least

the need to interact with them now and then. Therefore, I saw myself during planning the strategy as a researcher and as a part of the potential relationships that I construct and investigate with people, while observing parts (including my part) of the structure of relationships.

- *The time consumption* was planned to be reduced by selecting snapshots or frames of reality the researcher thinks can say something about the pursued issue (for example in classroom observation below).

The social work environment in the institutions I visited seemed to offer a chance for shadowing and visiting them. The feasibility study (Elmajdob 2002) indicates that most of the information obtained was through visiting people in their workplaces, where people gather to chat while the employee, whose office they were in, works in that atmosphere. The observer effect, I anticipated, would be greater in classroom observation, where a researcher-observer is a relatively new phenomenon to people in Wadi Ghibli.

I developed a calendar (Appendix I) the aim of which was not so much to adhere to its day-to-day activities, because I expected that studying people was unlikely to be plannable in such a strict timetable. Instead, the calendar was a very rough tool to plan the overall time needed for the data collection period. I aimed at trying to deploy three types of observation:

Observation methods

Visits

I planned to visit the institutions I intended to study a week after arrival. This was just to keep track of any changes or phenomena that might be of relevance to the data. However I intended to do them when no other work was required at that point. There was no time-limit set for these visits, as I predicted that they would continue until the end of data collection. I also proposed to visit the ETs in their homes when possible.

Shadowing

I arranged for this to take place in two stages: (i) initial shadowing day (shad 1 in the calendar, appendix I). This was where I would go round with the ET, possibly on the same day I interviewed him. I thought that this would help me know the ET in action and see how he interacted with people, as well as who these people were. I

thought that this would give me insights into unforeseen issues that I might consider in the main shadowing later. (ii) I also intended to have four days of main shadowing for each ET (shad 2 in the calendar, appendix I): possibly, one of which would be during the weekend. This would enable me look at the formal and informal life of the ET and the people involved in it.

Shadowing tools

One cannot go around without being clear about what to look for (which explains the status of the relationship in question) nor can one be sure of what to find - hence an exploratory study. A point of departure was offered by the literature concerned with researching relationships:

- To study any relationship one has to look for observable signs put there by the relationship participants (encoding) for observers to interpret (decode) (Duck 1998, Patterson 1992). Therefore, we should look at what people *do*, what they *say*, and *how* they say what they say. Thus, activities, topics, VC and NVC (Verbal and Non-Verbal Communication elements) that accompany them might be important to notice as a context for interaction. I planned to try, when I feel that note-taking is not so unfamiliar to people in the particular situation, to take notes on whatever happens to be at hand (pocket notebook, for example). Then, it was planned, the information would be written neatly on a separate sheet of paper. The card in appendix H1 is designed to help me 'notice' issues which might be pertinent to relationships.
- To study what happens in, and the status of the relationship, one should not separate the aspects in the above paragraph and look at them discretely, because we cannot understand the relationship in question unless these features are observed in context and in the context of interaction (Walker and Trimboli 1989, Wood 1995:144, Duck 1998:1-35). Therefore, I identified an episode as a unit of analysis of data from shadowing for which the card in appendix H1 applies.

An episode is a coherent social event with participant(s) interacting with the ET. It starts when the ET meets someone, or some people, and ends when he/they leave.

As the feasibility study showed (Elmajdob 2002), people socialise even at work. It would not appear exceptional to walk around with people even at work. I met

most of the people during the feasibility study under similar circumstances. The purpose of shadowing was to complement what the ETs say in interview 1 and to see whether people other than those they mention appear important in enabling them to work. It was to see how they act, in relation to their views about their SRs and others. It was also to look at the extent to which what the ET thinks his relationships offer him is reflected in practice. Also, how an ET acts with people *in general* can be a valuable window on how s/he might be acting in relation to the people he mentions as important, in an enabling (or less so) way, but who might not be seen acting during shadowing.

Classroom observation

As mentioned in chapter 2, one of the most important relationships that can affect the ET's ability to do his job might be that with his/her students, with whom s/he, presumably, spends most of his time at work. Therefore, it pays to investigate the status of their relationships. Appendix H2 is a classroom observation card which was designed to help me note down aspects relevant to the ET-student relationship.

Although classroom activities and talk during them can also say something about the students' relationship with the ET, I decided to focus primarily on what happens outside the domain of pedagogic activities (pedagogic in the narrow classroom instruction sense).

Therefore, I thought of appropriate moments for it: the beginning and the end of classroom time. I aimed at trying to take notes on what they say and do the first and last fifteen minutes of the lesson I observe. Activities, such as greeting the class, informal talk at the beginning and the end, and leaving the class, might say more about the informal classroom relationships. Classroom etiquette and behaviour mostly directed at the ET might explain how the ET's relationship with the students enables him to work or not.

I also did not exclude the possibility of noting some snapshots of the normal instruction activities they carry out. Moreover, matters such as which student talks most to the ET, or the ET talks to most, whether the ET calls students by their names, who he calls and so on might emerge, I thought, as important in the way of the student-ET relationships. Apart from the 30 minutes' systematic observation, I planned to just keep an eye in case something in the middle of the lesson emerged. Also, some of the most important moments were also thought to be those before and

after class where the ET and students talk informally. For this, I thought of using shadowing as mentioned earlier.

Progression of data collection

A six months calendar for data collection was designed that summarises the proposed research progression. Each week of the data collection period planned incorporates days for preliminary analysis and iterative interaction with the data. The progression of data collection as suggested in the calendar (appendix I) was as follows:

- *ET Interview 1*: Preliminary interview of ET to investigate which relationships made a difference to him (SRs and others) (*because case ETs are male as mentioned earlier, I am using 'he', 'his' ...etc. when reference is made to them*).
- *Shadowing 1*: Preliminary shadowing day, possibly on the same day of the interview, to see how the ET interacted with people in general.
- *Shadowing 2*: The main shadowing process, to investigate what exactly the ET did and said to people, whether the SRs he mentions in interview 1 in any way appear at that stage as important, and whether any other people do so. Three weekdays' shadowing were planned, one of which included classroom observation, and a weekend day for each ET. Shadowing 2 then incorporates four days in total.
- *SR interview*: interviewing the people the ET elected as SRs in interview 1 to see the matches and mismatches between what they and the ET said, and the perceptions and interpretations of both concerning their relationship.
- *Key formal relationships interviews*: I identified some key people who might have a considerable impact on ETs. I chose to interview the deans and the heads of departments of staff affairs of the two institutions. I planned to do this next to see their views and interpretations of their relationships to the ET in question and possibly other ETs.
- *ET interview 2*: this was planned basically to revisit the ET's perceptions and views on the issues raised and observed after interview 1. It was designed to investigate issues related to what the ET said in interview 1, what was actually happening and what other people said about the relationship in question. It

was also thought to shed some light on how I understood or interpreted things up to this interview, and how the ET and other parties interpret and act the various aspects of the relationship.

Summary of 3.2

I have outlined, in what has preceded in this chapter, the initial design for a case study of six Arab ETs in two institutions in Wadi Ghibli, LF (Local Faculty) and LU (Local University). It has been argued that a qualitative ethnographic case study might be suitable for this purpose because of its suitability for an in-depth investigation of human relationships. The design was thought to be a default one, aspects of which were developed on the basis of the situation in the field as a feasibility study in 2002 revealed, and aspects of which could change during data collection. I now describe how the various aspects of the design were applied.

3.3. IN THE FIELD

I present a chart in figure 6 below summarising the main research events that took place. I do not include institutional visits here because of space and because they are general activities. Some abbreviations used in figure 6 are: Int. (Interview), CO (Classroom Observation). Shadowed COs mean that students did not attend.

3.3.1. Methodological Concerns

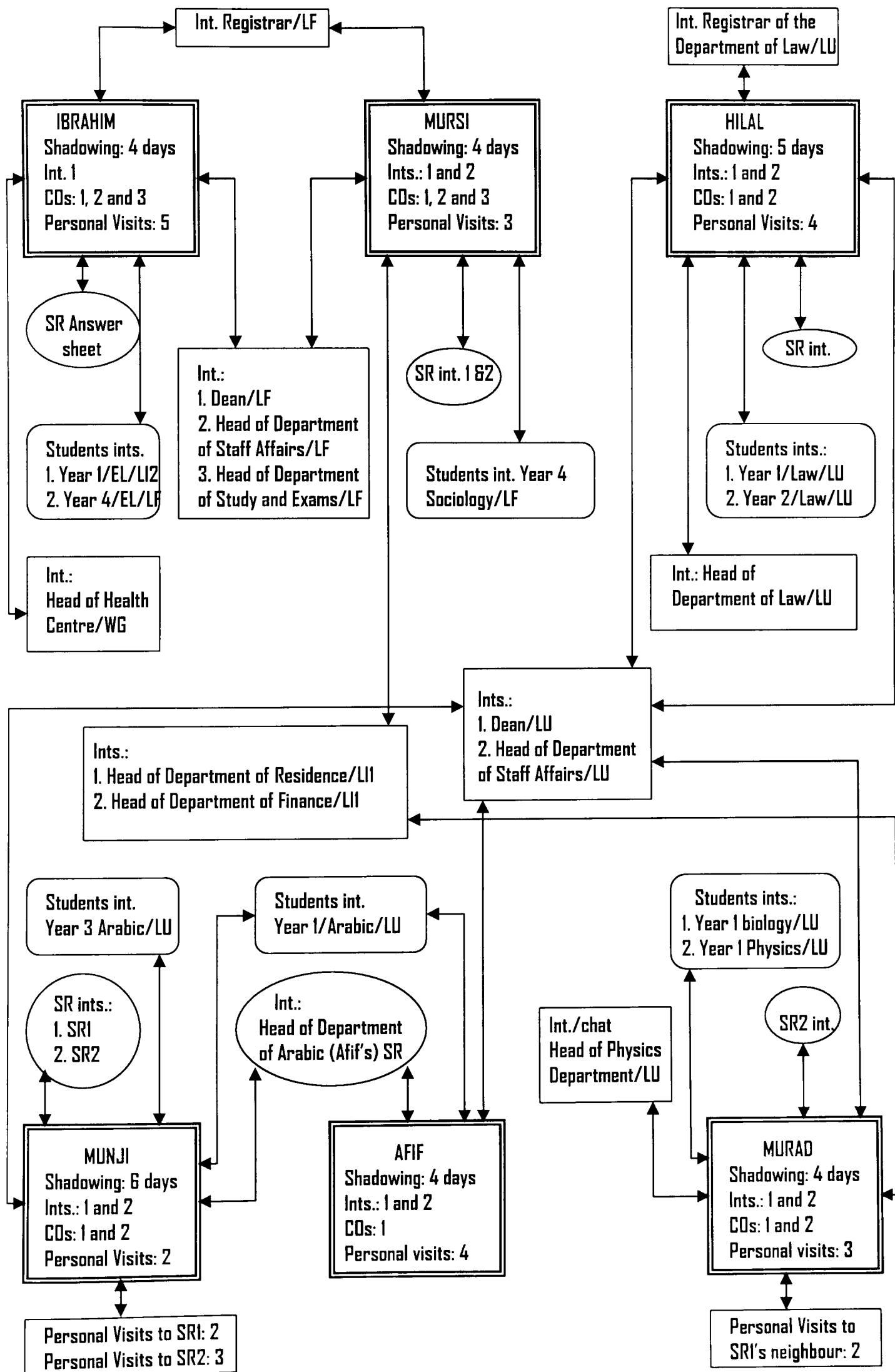
Ethics

Informed consent

Every ET received the designated document about what participation entails and what the benefits can be for the ET and others who might relate to the study (3.2.4 p 67). Other participants were given a letter from the University of Leeds, School of Education, explaining briefly what I do and asks for help in that respect. Both documents were translated into Arabic for those who did not read English.

There were instances where I was apparently trusted, e.g., when the Head of the Department of Economics (Munji's SR1) pushed the letter back to me at the moment I intended to give and explain it to him (Interview Log/Munji's SR1). At the end of each interview, people were told to delete or add anything they liked. The ETs were asked at the end of interview 2 to confirm their consent (or otherwise) to the inclusion (wholly or partially) of any data the researcher would like to include in the

Figure 6: main research events



thesis, or for any publication. All ETs gave their declaration of consent at the end of interview 2.

Having decided on how much to inform the participants about what the researcher would be doing, a sufficiently general and ambiguous statement (*friendly vagueness*) had been given to them, each according to their position in the research. For example, the introductory statement given to students (which remained as in 3.2.4, p 68) does not tell them which aspects of the ET I would be studying. Yet, it tells them that the researcher is interested in their ET's experience, labelling such experience as expertise.

Anonymity

The ETs and others were assured of anonymity. They were told that names would not appear, despite the fact that some wanted their names or the institutions' names to appear, such as the dean of the LU.

As I found, the way to approach people, is to do so through others most of the time, which confirms the importance of relationships over official systems in Libya, reminiscent of the tribal social structure mentioned earlier. In some cases where I did not know a participant previously, those who were mutual acquaintances were approached as third parties. At times, the third party did not ask what the purpose of meeting the participant was. When they asked, a very general answer was given. An example was the way I approached Munji's SR2, via one of my distant relatives. When that relative asked, I told him that I needed this person for a study-related matter.

Nonetheless, I faced harder decisions with some ET's relationships. At times, the way to an SR was only through the ET himself, as was the case with Murad's SR2. This, in addition to the unavailability of a third party, was because: (i) This SR was not too educated (early primary education only) and likely not to have had a research encounter. (ii) He was a compatriot of Murad and Murad seemed the most likely person to explain the matter. However, measures were taken against information 'spoonfeeding' when I visited SR2 with Murad, and quickly interviewed SR2 after Murad has left.

There were instances where the ETs were approached via other ETs, such as the case of Munji, who was approached via Habib, his compatriot. However, on the level of the final written work, all the participants were reassured of anonymity. All

were given pseudonyms, together with the institutions in which they worked, and other institutions involved, and the town itself.

3.3.2. The sampling strategy

Setting

As mentioned in 3.2.5 (pp 69-70), the study of one institution would highlight institutional issues and effects on relationships, whereas studying more than one institution would show inter/cross institutional issues, and issues that were more common to the town and country. ETs from two different institutions were studied, LF (Local Faculty) and LU (Local University) in Wadi Ghibli.

As for inter-institutional relationships, during data collection LF was in its final year before being affiliated to LU in the academic year 2003-4. This proved to have an impact on some ETs (see for example Ibrahim's pen-portrait and chapter 5).

Actors

ETs

As for nationality, the six Arab nationalities selected were adhered to. However, replacements were made on site that affected the criteria according to which ETs were selected. When it was not possible for the same ET chosen to be studied, the closest matches in the criteria were sought. Two changes took place on site: Habib the Tunisian (single) was replaced by Munji the Tunisian (married). Munji's relationship to his family proved a fertile ground for data about his relationships (see chapters 5 and 6). The reason for this replacement was:

On Sunday, 2/2/2003 I visited Habib. He was about to go out to work. He immediately remembered my research and I asked if he was still ready to start. Still one week to go for LU to close for the 2-week vacation. LF had already started the vacation this week so I took the opportunity to shadow another ET while LU is still in session. Habib told me that unfortunately he was going to Tunisia on Tuesday 4/2. 2 days are not enough. He suggested we start with these 2 days and then when he returns from Tunisia we finish. I said that that might not be suitable. I asked him if Munji was available. He replied yes. I told him that I'd try Munji and if he was not available I would return to him. (From Interview Log/Munji).

The second change was replacing Safi with Mursi, who had two years less experience in Libya. However, both were colleagues since their school days, nearly the same age, both married and both away from their family. The reason for this replacement was that Safi was in his home country at the time of data collection.

Other actors

SRs were identified in interview 1 with each ET. Some SRs were found to have past relationships, such as the deceased Afif's SR2. Some SRs were Libyans as was the case of three ETs. There was a case where it was difficult to approach an SR, Murad's SR1:

I took the necessary steps to approach that SR for an interview. First, I approached a Libyan neighbour of his who claimed he knew SR1 well, telling him that I needed SR1's help in my research. On 19/3/2003, we visited him and that neighbour left us alone to talk. Although I told SR1 that no one (including that neighbour) knew about the nature of my intention, it appeared to me that SR1 was either wary of tape-recording or being interviewed in the first place. He kept asking questions about the nature of the topic investigated:

-He asked what subject was that. I explained that it was about the people factor in the social environment around an ET.

-He asked in what ways did I think that was important.

-I told him in ways of ET adapting to and working in the social educational environment in which he operated. (From Interview Log/Murad's SR1).

SR1 promised an interview the day after. I visited him alone on the 20th. He was a little late for the appointment. But as he was visiting a clinic I asked him if it was better to postpone the interview should he so wish. He agreed. Asking him when it would be possible to hold an interview:

He said that he would tell the neighbor of the suitable appointment 2 days later. I asked the neighbor if SR1 has told him anything. He said no. (Interview Log/Murad's SR1).

I visited SR1 on Monday 24th. He refrained from being interviewed, telling me that he was a sociologist himself and that he knew what being researched entailed. Since Mursi was a sociologist as well but was one of the most illuminating cases, it seemed to me that maybe this SR's academic experience involved some unpleasant research experiences. On 26/3 I gave a sealed envelope to Murad to give to SR1 in which there was a questions paper to answer instead of an interview. He refused even the written questions this time. I visited him and thanked him for being patient with me and apologised for any inconvenience.

I felt from the look on his face that he might be feeling guilty that he had disappointed me, which is the case with most Arabs when they cannot satisfy one's wishes. He asked if I needed any other form of help like designing the research tools.

I did not want to leave him thinking that he had disappointed me. I told him that he would be the first to know.

Other contextual mentors were identified through the ET as well, and/or through observation of the ET with others. i.e., those who the ET mentioned or were seen acting in a relationship with the ET. Some of these were expected to play a principal role in ETs' lives such as students, deans (for their authority over the institutional environment), and HD/SAs, Heads of Departments of Staff Affairs (for their operation of ETs' welfare). Groups of students observed in COs (Classroom Observations, see below) were interviewed together with deans and HD/SAs in LF and LU. Other actors were interviewed only when seen or reported as having acted in relation to the ET. Examples were: (i) the case of the registrar in the D/Law/LU where he was found of relevance to issues pertaining to Hilal's relationship with his students, (ii) the registrar/LF for the same with Ibrahim, and (iii) HD/Fin/LI1 (Head of Department of Finance in Local Institute 1) for relevance to Murad's relationships (see chapter 5).

Events

Events were of mainly three types: (i) Those encountered during observational activities such, as shadowing, COs and visits; (ii) Those I selected for my institutional visits, such as Institutional Visit 3/4/2003 where I chose to attend celebrations or other events, such as the LU assembly in preparation for the 7th April (students revolution) anniversary on 3/4, and the ceremony for that occasion 7/4/2003; Or (iii) those private activities of ETs I selected for attendance, such as the outing activity Hilal's group of friends organised on 22/6 (Private Visit 22/6/2003). There were also cases where planned activities were cancelled for various reasons, such as the Nawrouz (spring) Festival Kurd ETs intended to organise, but cancelled because their compatriots engaged in the disturbance in the Gulf during the war on Iraq. Many instances of all three types proved revealing in terms of issues related to the ETs' relationships (see chapter 4).

3.3.3. Data collection instruments

The case study incorporated the designated multi-method approach of observational and self-report methods. However, there was a case where a hybrid method of a visit chat/interview was created on site. During my visit to the LU

(Institutional Visit 1/5/2003), I sensed a will to talk on the part of the Head of the Department of Physics, LU; the department in which Murad worked. Not having prepared any questions, and feeling that that could be the most suitable time to talk to him, I improvised some questions, asking him permission to write his answers down for my research. He agreed. Despite being unplanned in advance, the questions seemed to be satisfactorily relevant to Murad's relationships case (see the second theme in chapter 5).

There were two cases where shadowing episodes turned into something similar to the COs in the case of Hilal's shad eps. 2 and 3, 1/3 where Hilal volunteered to invigilate with his SR and asked me to join him. Some shadowing episodes turned into an actual CO where Murad was doing the teaching on behalf of one of his Libyan colleagues in shad. ep. 4, 13/3.

There were also cases where COs turned into opportunities for ET disclosures, as in Mursi's CO1 and 2, when students did not show up for the lectures and I was able to gain insights into Mursi's relationship to them and to others. Moreover, there were cases where meetings to approach participants for interviews turned into observation events (p 90) that revealed issues relating to or affecting ETs' relationships to those approached, directly or indirectly.

Apart from these instances, most of the time, instruments generally worked as intended.

Interviews

Approaching/reminding participants

Because interviews were generally the first instrument to be put to work with every participant, the record I kept for how participants were approached (for those decided after ET interviews 1) and reminded (for those who were approached during the feasibility study) incorporated a record of how each was approached/reminded. This record was a file called the Interview Log. It contained three stages: (i) before, (ii) during and (iii) after the interview, with 'before' charting the approaching/reminding, 'during' interview execution and 'after' the post-interview stages. These mapped participants' behaviour or events that I thought potentially relevant to the research methodology/data. These logs were for me experiences to be learned from in their own right.

Choice of place of interview, timing and suitability of atmosphere where privacy could be ensured were paramount, for a relaxed interview. Mostly, choice of place was left to the participants as a whole, except for a few cases of group interviews such as those of the students:

I asked the Head of the Department of Study and Exams, LF, to allow me a venue to meet students. He said I could go to one of the halls upstairs. They (students) gathered in one of the lecture halls (Interview Log, students of year 4 Department of Sociology, LF).

I approached the Head of the Department of Staff Affairs, LU, to arrange for a venue for me to meet some of the students. Halls were very hot today. We needed an air-conditioned place. He took me to the language lab technician, who had the keys. He welcomed me, and my students. (Interview Log, Students of year 1, Department of Arabic, LU).

It can be seen from this anecdote that relationships were not only crucial for an ET, but also for me to get things done. As can be seen from the above example, I tried to make sure that my participants are comfortable. Also, where any behaviour could damage any property or was malicious, it was immediately discouraged. During the same interview:

a student went to sit on one of the lab chairs. He started to touch one of the buttons on the electronic panel. I stopped him immediately saying 'stop it please'.

The interview log length depended on the story of how easy it was to get hold of and approach a participant. For example, the 'before' stage in Interview 1 Log, Afif was above 900 words, while it was only above 100 for that of the Head of the Department of Finance, LI1.

Personal relationships were crucial not only to get things done, as mentioned above, but also to approach participants who I did not know before:

I told my friend that I needed to talk to him (Munji's SR2) concerning a certain matter. He told me that we would go to him the day after at work. I asked if it would be interrupting his work-time. He laughed at me and told me that the British corrupted my nature. We drove off on Tuesday 6/5/2003 to SR2's workplace and went upstairs looking for him. (Interview Log, Munji's SR2).

Not only encounters upon data collection contributed to the research process and methodology. Many others rooted in the feasibility study, where some people were approached then, did as well. In addition to awareness of my research on the part of the participants who I met during the feasibility study, which led to smooth re-approaches for data collection, encounters in the feasibility study shaped some of the

very technical elements of the research methodology. For example, during the feasibility study, I noticed how people addressed each other and how power dynamics seemed to affect it. This helped me choose the language and other subsequent interactional features for the interviews and other encounters carefully (see for example the choice of language, p 93).

There were cases where an approach for an interview gave way to observation. Thus, the Interview Log was not only the place to document an approach event, but also a place where observation data was sometimes recorded. In the following example, while I was waiting for the interview with the Head of the Department of Law, LU, a Libyan teacher from the exam committee came in to discuss a new piece of legislation and how to apply it:

They were discussing a decision that modifies it (*a current act*) and another that made an exception for next years' students. I listened. But the extent of change made it difficult for me to understand. I didn't know which legislation was the first, which modified it and when the exception was and why. (Interview Log, Head of Department of Law, LU).

Documenting the interviews

The interviews were carried out as planned although there were some technical faults with the recording instruments. On two occasions the recorder stopped during the interview, one of which was tackled by asking the participant (Hilal's SR) to repeat the lost part the day after. The other was in an interview with some students where I knew of the problem immediately and wrote the answers. Errors were also made when audio backup copies were made, resulting in accidentally erasing parts of the original recordings on two other occasions.

The recorder used was a new pocket microcassette recorder (Olympus Pearlorder J300), which I bought from the UK. However, it seems that the dusty weather and heat might have worked on its mechanisms. Backup copies were made in an audiotape format.

On two occasions there were interviews when only a part of which was intentionally audio-recorded. These were instances where female students refrained from having their voices recorded because of the sensitive female position in the society as in Interview Students of year 4 of English, LF, Ibrahim's students. In these instances, I left the choice to the student to record or not. Male students recorded more often.

On 7 occasions, none of which was with an ET, interviews were not audio recorded, but written as notes on answers according to the participant's wish, such as the interview with the Registrar of the Department of Law, LU and the Registrar of the LF. In two other cases participants answered on question papers without the researcher's presence (the second and third bullet points below). Some of the reasons for not tape-recording were also:

- The first was the nature of the participant's work and their expressed wish not to record because of that. This was Interview of the Dean, LU. I had been looking for the dean who gave me appointments that he could not keep because every time I visited him for the interview I found him busy, even at home once. When I realised that I might not be able to interview him this way, I asked him for an appointment early in the day so that we could be alone.

This could not be obtained either. On 6/7/2003:

I followed him to the foyer in front of his office. He entered and I allowed him time to prepare himself into the office ... I then asked the secretary's permission to enter and she said "go ahead". I proceeded to the door, when someone entered the office with me. He started talking to the dean The dean abruptly ended his talk with the man saying that the matter he was talking about was closed. Another person came in and sat down. He was apparently a relative of the dean ...

Other people came in and sat down, talking about matters not entirely related to the University, some telling stories about their life. (from Interview Log, Dean, LU).

During a short interval when the office was clear, the dean asked me to go ahead. When I asked him for permission to record, he said that he did not know who would enter the room, and that he was not certain when he could have the next free time. During the interview, two people came in and sat down, although the dean told them that I was interviewing him.

- Gender sensitivity: in cases where females were involved, as in the case of some students below, recording was not possible. Such was the case of Ibrahim's SR as well, who answered on a questions paper.
- The other case was driven by the political disturbances in the Gulf due to the war on Iraq which was going on during data collection: Ibrahim suddenly went to Iraq to attend to a personal matter resulting from the war shortly before the appointment of interview 2. He could not inform me because of the urgency of the matter. Later, on 3/5/2004, I was fortunately able to find out that he had

resumed using his email, which enabled me to send him a message which he answered instead of interview 2.

The total time for audio-recorded interviews was approximately 13:30 hours.

Structure of the interviews

I tried to design and execute semi-structured interviews where participants were both asked about specific issues, yet allowed to elaborate and add to them. I tried to make the interview like a *relaxed, barely organized social chat about particular issues*. This might appear in several forms. Through this, I reflect on a whole learning experience in the field:

Semi-structured-ness

Expansion or eliciting an expansion on answers occurred when this was expected to reveal more data. This reflects the semi-structured-ness of the interviews (my questions are underlined):

But as for the 2 or 3 papers that we do ourselves, e.g., health certificate, the ET faces persecution with it, especially since it often is delayed. I myself had some difficulty in obtaining it before I knew Wadi Ghibli. After I did, last year I did it with ease.

Q11b. What is the difference? Easy, how?

Social relations. It seems that it is based on social relations. (from Hilal's interview 1)

Q9a. How is student attendance in year 1 and 4?

The problem is that the administration is very soft on students. e.g., yesterday we were invigilating, when you came, there were students who I have never seen, but they attended the exam.

Q9b. Year1?

Yes year 1....

Q9c. How does the administration treat those students?

In my opinion they didn't do anything to them. If they haven't denied them the (from Murad's Interview 1)

Other questions were added to understand a phenomenon that happened just before the interview ((...) *denotes a name*):

Q1a. I witnessed you and Ustaz (...) (Head of the Exam Committee) earlier. You were negotiating the code of practice and the changes that occurred in that respect. Can you explain to me what happened exactly?

In fact, the code (from Interview, Head of Department of Law, LU).

Interview management

I tried to make the running of the interviews as relaxed as possible. I also tried to make an effort to allow the participant more time when I felt that there was more to say. At times, I supported this with types of body language eliciting devices:

But nothing special. (*I looked at him and paused. Then*): Most of the banking processes that one might use to help other people in a special way are central. One cannot invent. The inventions we do are only for speeding things up. (from Munji's SR2 interview, Q6a).

In some cases where the interview was interrupted for any reason, I made sure that I allowed the participant to choose the most suitable course of action, as s/he would be aware of his/her environment more than I was. Interrupted by a phone call:

I held the recorder up with my finger on the stop button to allow him to decide what to do. Staring at the number.... he shook his head, signalling, yes I stopped the recorder to allow him to reply (from Interview Log, Munji's SR2).

Choice of language

Not all participants were interviewed with the same language and at the same conceptual level. There were less educated people, such as Murad's SR2, highly-educated ones, such as teachers, moderately-educated people, such as some employees. There was another level on which a choice of the level of *congruence* (including linguistic) in my relationship with the participant was made. This was the position the participant occupied and/or his/her power that might affect the research:

Q2b. Yes, and U r not so thankful for? (Interview, Dean, LU).

The above was an example of talking to the man at the top of the power hierarchy in the LU: the dean. I used the plural pronoun 'you' in talking to him. Introducing such person, like other ETs and employees, to the research topic was not difficult, as they were well-educated. However, with less educated people like Murad's SR2, simplifying and breaking down my questions was the norm:

I study abroad. My study needs that I work with Mr Murad. I need to talk to you because you know him. Is that ok? (Interview Log, Murad's SR2).

Key questions were designed for students, which were thought to reflect most on their relationship with the particular ET. Generally, the main question was:

Q1b. What are the things that you would like to remain and the things that you would like to change in Ustaz Hilal? Lets start with things that you would like to remain. (Interview, Students of year 1, Department of Law).

This type of question might have two advantages: (i) it might parallel the way students' study, usually comparing two situations, such as advantages and disadvantages. (ii) It might be the most suitable question that would yield answers directly related to the students' relationships to their ET (ask me what I would like to remain or be changed in a person and I most likely start with what he says and does with me). However, the question was carefully designed so as not to make students think of aspects of their ET's relationship with them as advantages and disadvantages, hence 'things to remain and things to change'.

ET Interview 1

ET interviews 1 did investigate preliminary ET thoughts/perspectives about the extent to which his relationships with SRs and others made a difference in his working-life. In other words, to what extent did these relationships enable him to work in Libya? All interview 1s took place at the outset of data collection with ETs as planned.

To reflect the research question in interview 1, the main concern was asking about (i) who was helpful, (ii) who was constraining and (iii) what are the things these do and say (their behaviour with the ET) that we then interpret as supportive social or scaffolding help or constraints. An example of how the research questions are reflected in interview 1 is:

Q3.1.2. What are the activities all those identified as SRs and other relationships carry out with regard to relating to the ET?

Q6a. This Ustaz (...) (SR1), what were the things he did or said that made you say he was close to you? (Murad Interview 1).

SRs' interviews

As planned, these were carried out after shadowing the ETs, except for Munji's case. The interviews of Munji's SRs were carried out before shadowing Munji. This was because of the difficulty I faced with Munji that made shadowing him a little difficult until after a considerable time of the data collection schedule had passed (see below). Thinking that shadowing might not be authorised in the first place, I thought of carrying out the SRs' interviews with the data available from other instruments, in addition to Munji's interview 1. This had the advantage of not losing time and not giving up on Munji's case, yet had the disadvantage of not reflecting on issues that appeared later in the shadowing in Munji's SRs' interviews.

Other SR interviews went on as planned. They were designed to reflect on what ETs said and what happened to them up to the interview.

General interviews

The Deans and the Heads of the Departments of Staff Affairs were also interviewed about matters that concern case ETs, which arose up to the time when these were interviewed, as well as matters relating to ETs in general.

ET interview 2

I tried to keep to the *original* purpose of interview 2, which was to revisit what happened in a particular case, and the ET's views on it, after interview 1. However, another purpose crept in, related purely to verification and triangulation concerns. I found out after interview 1 of each ET that that interview acted like a *doorway* into the ET's world and that more revealing disclosures did not come solely in that interview. Having built more confidence with them as I went along, they told me things after interview 1 which were of importance that I needed to include in the data. These were in the ET disclosures (talking to the researcher alone outside interviews).

In addition to the *original* purpose then, interview 2 acted like a formalising and triangulating tool for these important anecdotes. By interview 2 time, I felt that my relationship with the ETs was strong enough to ask them to comment on these disclosures in interview 2. The disclosures were not exclusively issues that the ETs did not want to talk about in interview 1 because I was new to them. Some might have been, others were about events that occurred after interview 1. An example of the *original* iterative purpose was asking ETs in interview 2 in all cases about issues raised by students in their interviews, e.g., asking Hilal why he told students that they would fail the following year. An example of the *emergent* purpose was asking Murad in interview 2 about what he said concerning his relationship with a Libyan colleague in disclosure 1.

Observation

On the issues of the observer effect discussed earlier (p 77), I tried to go around with ETs, while avoiding being the focus of attention as much as possible. I sat with students at the back of the class in all COs. In shadowing and other events, I tried to listen more than talk. I also tried not to initiate activities or talk which would

make me the focus of attention. In a way, I tried to be *someone who hangs around with teachers*.

In some cases where I introduced myself to groups, such as students, such an introduction led to an increased focusing on me. I felt that, in practice, students paid considerable attention to my presence when I did the introduction.

--I stood in front of the students and introduced myself and explained what I do.

--I took a seat at the back of the right-hand row, away from the crowd of students which was most concentrated at the front in the other rows. I noticed that many students turned to look at me from time to time. (From Ibrahim-CO1, ep. 1).

While I was looking for a way to reduce that effect in subsequent COs, Munji chose to make the introduction himself. As far as my satisfaction with his introduction was concerned, it worked. Students turned to look at me less. However, I asked him to tell the students what I was saying when I introduced myself.

The teachers seemed even to use this introduction to compare education systems across educational environments to the students:

Mursi introduced me to the class in what sounded like rhetoric. After he compared Egyptian, Libyan and British education, he told the students that I study in an education system that values principles in education. He gave them the example of 'punctuality' in teaching in the UK. He also linked the introduction to the lesson topic: Social Principles in Social Service. (From Mursi-CO3).

In this way, the students seemed to pay attention to the teacher rather than the researcher *too much*. We can see here that this issue of how to introduce oneself to students was intertwined with the concept of trying to reduce the Hawthorne effect.

I also tried not to initiate talk or action that would lead to the participants talking or behaving in a certain anticipated manner. I furthermore tried to engage in social talk that was not entirely about a relationship (what people do and say to an ET and vice versa). I tried to listen to talk that was marked by issues that could be linked to a relationship:

--Other talk was mainly about various subjects such as the invention of linguistic terms by some people and classes of people, plus some other issues. I normally took part in that talk. But when talk came to taxes (new tax bill) I just listened. (From Mursi shadowing, ep3, 18/2).

Talking about linguistics here says *less* about how the relationship between the ET studied and others because it is more general talk. However, talking about the new tax bill belongs to what people in the particular environment do and say to the ET. It

is difficult to decide, but this was the main general framework against which I decided on the extent of my involvement in the interaction.

Observation methods

Shadowing

In two cases, Munji and Afif, continuity of shadowing was disrupted. In Munji's case, he was not very happy with someone he did not know well to go around with him. From 5/2/2003 until 8/2/2003, I sensed reluctance on Munji's part to be accompanied. It was not until 18/5 that I could gain his confidence and resume shadowing.

I had to adopt a remedial strategy to build confidence in him (see below). As for Afif, an accident that happened to one of his family disrupted shadowing from day one 27/3, which was resumed more than a month later on 2/5.

A change was made to the shadowing schedule after initially shadowing Ibrahim. I found out that the data produced by extending beyond 4 days of shadowing would be overwhelming, even with methods of data reduction. I also felt (reasonably) that, even in 4 days (instead of the original 5), observations were revealing in the way that relationships were enabling or constraining. I decided that shadowing could be limited to four days, during which there were COs, and one of which was at the weekend. There were 27 days of shadowing for all ETs. The 3 extra days were because shadowing Munji was irregular, as just mentioned, and I had to compensate for the time lost by adding other shadowing days. There was one case where Hilal had planned to visit his SR at home, one day after shadowing has ended, when I decided to go with him.

A day of shadowing took place from when the ET either prepared to go out in the morning, or when he had finished his breakfast and decided to stay at home, especially at the weekend. I was with each ET until lunch and the usual after-lunch nap that most ETs seem to have. I then returned to the ET usually from 5 pm onwards when they had woken up and prepared for the rest of the day's activities. This was the general trend, but at times I had lunch and tea with some of them, such as Hilal, Mursi and Munji.

Remedial strategies: A steering box steers relationships

An example where I tried to build more confidence was the relationship with Munji. In my interview with Munji's SR1 after my relationship with Munji was disrupted, I tried to identify common characteristics between me and him and/or any of his SRs that I might work on to build a bridge of confidence between us. I identified a possible link: Munji's SRs, and Munji as well, as the SR1's interview showed, like to carry out weekly camping activities which I do as well. These take place in the desert, for which they use a 4x4 of the same make as one I once owned.

The jeep was Munji's SR2's. After the interview (Munji's SR1 Interview Log), SR1 asked if it was possible for me to look for a second-hand spare part that SR2's jeep needed. I could not find it quickly, so I asked SR1 whether they had tried overhauling the steering relay box themselves. He said no. I then offered to do this, and visited SR2 at home after SR1 told him the story. I found myself becoming very quickly acquainted with SR2 and sharing a lot of interests with him. We then visited Munji together, where SR2 enthusiastically talked about the manner in which the steering box had been mended, and the things SR2 found we had in common.

I also worked on some of the things Munji said in interview 1. He seemed to value social relationships very much, especially family ones. I started to ask about how his family was doing and if it would be possible for my family to get to know his. He welcomed the idea and invited me whenever possible. After two visits, I asked him if he could continue participating in the research. He agreed. Coincidence here played a role in postponing the shadowing activities until 18/5 where the events that took place then during shadowing proved intensely revealing and provided important instances of the way in which relationships enable the ET to do his job.

Shadowing and CO tools

I found out that the observation and shadowing tools I designed (appendix H) helped me in noticing relationships between behaviour, what people say and the physical world around them. I decided to note down issues such as the appearance of a place and of people, whenever I thought them to be of illuminative relevance to an issue (see Ibrahim's portrait for example).

I tried to use a small pocket notebook outside work to record shadowing notes whenever I had the chance after an episode or two. It proved handy and comfortable, so I used it later to shadow ETs at work. I took A4 paper as well which matches what

students and the teacher have, especially in COs, and just scribbled on it. I used only the top part of the CO notes card (appendix H2) to record preliminary information about the class and the participants.

I had access to a laptop computer at an early stage of data collection, which I carried around in the car. When an episode ended and whenever I could, I word-processed what was in the pocket notebooks. At later stages, I realised that I could word-process the episodes without writing in the notebook. But this was only in cases of shorter episodes. When they were longer, I used the notebooks, then the laptop.

From what we saw in 3.2, there were changes to the design as outlined in 3.1. There were changes to the actual people in the sample, some to the shadowing schedule, and also to the progression of collection (shadowing after instead of before interviewing SRs, for example). There were also changes to the nature of the intended research events, shadowing becoming a CO or a chat becoming an interview and so on. I also encountered difficulties in observing some participants when I used some strategies to overcome this, with fair success. Now I turn to how the data was analysed.

3.3: Data analysis

3.3.1. Qualitative data analysis

There is an analogy between the limitations of the human capacity to notice and record everything when collecting data and the limitations of the same human capacity when trying to make sense of what is going on through systematic analysis of every word and action of data. As the former calls for strategies in which data collection is focussed on certain participants, places, events and maybe times; aspects of sampling, the latter calls for strategies to analyse so as to convey to the reader as fully as possible the flavour of the situation under investigation. The analysis of qualitative data is such a strategy which involves trying to systematically make sense of verbal and non-verbal behaviour:

Words, which are by far the most common form of qualitative data, are a specialty of humans and their organisations. Narratives, accounts and other collections of words are variously described as ‘rich’, ‘full’, and ‘real’, and contrasted with the thin abstractions of numbers. (Robson 2002:455).

In the analytic sense, Miles and Huberman (1984:54) also describe words as ‘fatter’ than numbers, in describing the analysis of qualitative and quantitative data.

Such a description seems also to apply to human behaviour in general. The observation of a single social event might be tackled differently or from different perspectives by more than one researcher, whereas numerical correlations would remain relatively constant. This makes the task of analysing qualitative data more daunting in the sense of ‘wooliness’ of social behaviour compared to numbers with fixed correlations. Nevertheless, the researcher cannot interpret and hence convey clearly to the readers the significance of what has been found unless some systematised methods are used to analyse data.

There is no ‘cut-and dried’ method for analysis (Robson 2002:473). Most methods outlined in the literature can be viewed as guidance methods that may be considered. The fact that a study, for example, is a case study does not, in itself, call for a particular approach to the analysis of the qualitative data it produces (*ibid.*). The researcher, in this case, has to study and decide the extent to which those methods are suitable, what parts of them are, and how s/he might rethink and adjust them, include others or modify some of them according to what is being investigated, the context of investigation and the available resources and time.

However, as Miles and Huberman argue (1994:9), broadly, methods of analysis in qualitative data have more or less general classic analytic moves:

- Giving codes to the initial set of materials obtained from data collection methods (interviews, observations and so on).
- Adding comments and reflections (memos).
- Going through these to identify similarities, patterns and differences.
- Taking these to the field to help focus the next stage of data collection.
- Gradually elaborating a small set of generalisations that cover consistencies in the data.
- Linking these generalisations in a formalised body of knowledge (constructs or theories).

Miles and Huberman (1994) suggest three concurrent activities in qualitative data analysis: data reduction, data display and conclusion drawing/verification. I largely followed the processes proposed in their framework and I will directly describe how this was done, and where alterations have been made they will be explained.

3.3.2. Process of analysis

The first process was that of iterative analysis during data collection (layer 1). It took place right from the start of the data collection stage and it ended largely with the end of data collection. The purpose here was to inform stages of data collection: different issues are noticed and then investigated further within a particular case and with other cases. Methods of data reduction and display were used throughout this stage and throughout data collection as a whole, examples of which are discussed below.

During this, the process of identifying links and patterns of relationships among data, leading to the final systematised conclusion drawing process at the end of the final analysis (layer 2), have also been ongoing during 'layer 1' analysis. The final process of drawing conclusions revealed some relationships among data sets leading to seven themes (see below), which I then used to draw pen-portraits, as a means of data presentation, which I used to respond to the research question.

Layer 1

I refrain from splitting the description of data analysis into discrete stages because it proved to be an intensely interactive process. However, I distinguish layers and parts within layers as conceptual mapping of data analysis for the purpose of conveying the process to the reader.

Data reduction and display

I had access to a computer with a word-processing facility (Word 2000) at an early stage of shadowing Ibrahim (the first to be studied). I had also had access to a laptop computer which proved helpful in sparing me time in writing, then word-processing. Much of the work on data was carried out using these two facilities. The process of data reduction took place throughout data collection as well as after it ended, although some forms of it, such as writing session summaries, ended not long after the end of data collection. The aim was not only to reduce data to a manageable amount throughout data collection and after, but also to see more clearly the connections and relationships among the issues discussed and hence to base decisions on subsequent moves on a more informed judgement. Parts of the data reduction process were:

Part 1: session summaries

For every data collection event, there was a summary sheet of what went on: it contained the key responses/observations that were thought to contribute in one way or another to answering the research questions. Summary sheets for observation included: sheets for shadowing, classroom observation, institutional visits, and personal visits as well as any emergent observational activities such as outings and celebrations. Those of self-report methods included sheets for interviews and any verbal disclosures participants volunteered.

For shadowing, there were session summaries at the end of each day of shadowing (27 sheets) and 13 for COs. For institutional and personal visits there were similar summaries (39 for institutional visits, 21 for personal visits to ETs and 7 for personal visits to other people in relation to ETs). For interviews, there was a similar summary sheet after finishing the interview and listening to it or reading through the interview notes (39 for interviews and 2 for answer sheets). For ETs' disclosures, which also constitute a significant part of the data, the disclosures themselves were written in the form of 27 summaries, each written often immediately after each time I left the ET. All these summaries mainly tackle the issues as described in the following table:

Table 7: description of session summaries

	Who	What	Relevance to research questions	Next moves suggested (memos)
Observation:	Who was seen interacting with the ET	What were they doing and saying	How the things observed <i>might</i> be explained as enabling or constraining for the ET	What to do in respect of investigating the observed issues with other cases and/or in other research events in the same case
Self-report:	Who were the respondent mentioned as people in relationships with ET	What are the key things that these people do and say in relation to the ET	How the things the respondent said they do and say <i>might</i> be explained as enabling or constraining for the ET	What to do in respect of investigating the issues the respondent disclosed with other cases and/or in other research events in the same case

The role of session summaries

The main role was to enable me to see a condensed version of what was going on without losing crucial aspects of the data and without being overwhelmed with the

amount of data produced. They, to an extent, enabled me to decide on focused plans for subsequent action concerning:

- What to include in the questions of interviews and other self-report encounters with subsequent concerned participants.
- They helped focus the act of noticing in subsequent observations with the same case ET and with other cases. For example, paying attention in observation events to the existence or otherwise or indications of what a respondent claims to exist, students absence in Ibrahim's COs (Classroom Observations) being an example.

Part 2: summary memos

Session summaries included two different types of memos: (i) the first is the 'data memo' which is indicated in bold italics: this suggests ways of verifying specific data by suggesting where to go and what to do to triangulate such data with other participants and/or in other data collection events. Example ('Taken to' in the examples below means: suggest investigate this issue *with whom* and *in which* events. Notice that I put what I thought the most likely events to obtain data about the issue in the memo first, such as interview 1 of each ET here):

Ibrahim seems to face treatment different from Libyans in issuing Health Certificates: Try to find out whether other ETs face the same.

Taken to: Munji, Mursi, Hilal, Murad and Afif.

Int 1, Shadowing, visits,

(From Ibrahim's shadowing summary sheet 28/1/2003).

(ii) The second is the 'process memo' which is indicated in bold blue italics in the summaries: these guided me through a consideration of the appropriateness of the various stages and activities of the research process. They tell what method or action seemed to work/does not work and how it might be improved or adapted in subsequent research events, and what kind of strategy is needed to tackle an issue.

Example:

Students seem to pay me too much attention here. Try to change the introduction strategy.

Taken to: Munji, Mursi, Hilal, Murad and Afif

COs:

(From Ibrahim CO1 summary sheet 29/1/2003)

This example means that I should consider changing the way of introducing myself to the students in the classroom observations (see p 96). I wrote these memos

in their relevant places to remember when commencing the moves suggested in the memos. For example, here I went on and wrote on the word processed-classroom observation sheet for each ET concerned that there should be an alternative way of introducing myself to their students. However, when an alternative way suggested by Munji (p 96) seemed to work, it was then written on the observation sheets for all ETs and the old suggestion was shadowed, an indication of halting it.

Part 3: sparks memos

These are similar to summary memos with the difference that they were ideas that suddenly came to my mind at any time during data collection. Robson (2002) classifies memos into 11 types, among which is the sparks memo. Here I use the term ‘spark memo’ to refer to any idea I had ‘on the go’ concerning anything from memos about (i) coding: new relationships among/between categories, regrouping categories and discovering patterns and relationships. (ii) Strategies: emergent ways of tackling something, for example, ideas about how to gain more confidence with a participant:

You have heard Munji say that he likes Libyan families visiting his. Why not try and show Munji your view on this, which is not far from his anyway. Try to put this in words for him alongside repairing his SR2's car strategy. (Process memo 31).

I word-processed these memos when I had access to my computer, usually the same day. Again, these were also classified into ‘data’ and ‘process’ memos, as with summary memos, and labelled similarly in terms of font and colour. I tried to act on these memos as soon as possible and sometimes immediately. But this depended on the urgency of what each memo suggested.

All the memos were brought together through a copy and paste of the memos and the actions proposed concerning each of these memos into a single file. This file was called AITF (Arising Issues Taken Forward), later to be called ‘The Iterative File’ (IF). This was a sort of display tool and had two sections, one concerning *data memos* and the other for *process memos*. I often read the file at the beginning of each week of data collection. I sometimes made certain adjustments in conjunction with the adjustments and decisions made through the memos themselves during the week. But largely, the file acted like an overview that I equipped myself with at the start of each week.

Part 4: interim summaries

This type of data-reduction instrument acted as a means of summarising for myself what has been found over a relatively extended period of time: every two months. It also suggests what needs to be done next and how findings seem to preliminarily link in the direction of responding to the research questions. I also took the chance to make such summaries an interaction tool between me and my supervisors who were then a long way away from the research site. I called these summaries 'Data Collection Progress Reports' and I have sent two of them to my supervisors as a word document attachment in emails.

Progress report 2 for example contained what I did up to that point. It charts the findings and patterns I found up to then and how I thought they related to responding to the research questions. It also included major emergent patterns that seemed to sweep across more than one case. It also contained a part about how the interim analysis was carried out and early categorisation of data. When the report was sent to the supervisors, additional information was included to help refresh their memory such as:

- Reminding them briefly of the original plan and progression of data collection.
- Reminding them of the agreed general framework of analysis.
- Explaining abbreviations and terms, including those local to the context of data collection, that were included in the report.
- Giving them examples of how I organised my data recording, such as how shadowing episodes were written.
- Questions I asked them concerning the research process and data that I needed their advice on.

I kept my summary copies as well as copies of the progress reports.

Part 5: interim coding

I am not separating the interim and final coding process here because they were an ongoing integrated process. However, I distinguish between them in the time dedicated after data collection to a more or less systematic coding. Preliminary labels were given to responses and observations and were refined at the end in coding in layer 2. However, the general framework for coding throughout the two layers will be discussed below in layer 2.

Layer 2

Layer 2 analysis started at the end of the data collection. It mainly involved the systematic process of coding and drawing links and conclusions leading to formalising a theoretical stance in the way of responding to the research questions, shown in the themes below. I will now reflect on how data was reduced, displayed and coded through this layer.

Transcription

Despite using the data reduction methods described (above and below), I quickly found out that the amount of data I had was overwhelming. At the end of the data collection I had to make decisions, based on what I knew about the data so far through data reduction and display as well as the initial conclusions drawn, about what to transcribe fully and what to do with the other data that was not fully transcribed.

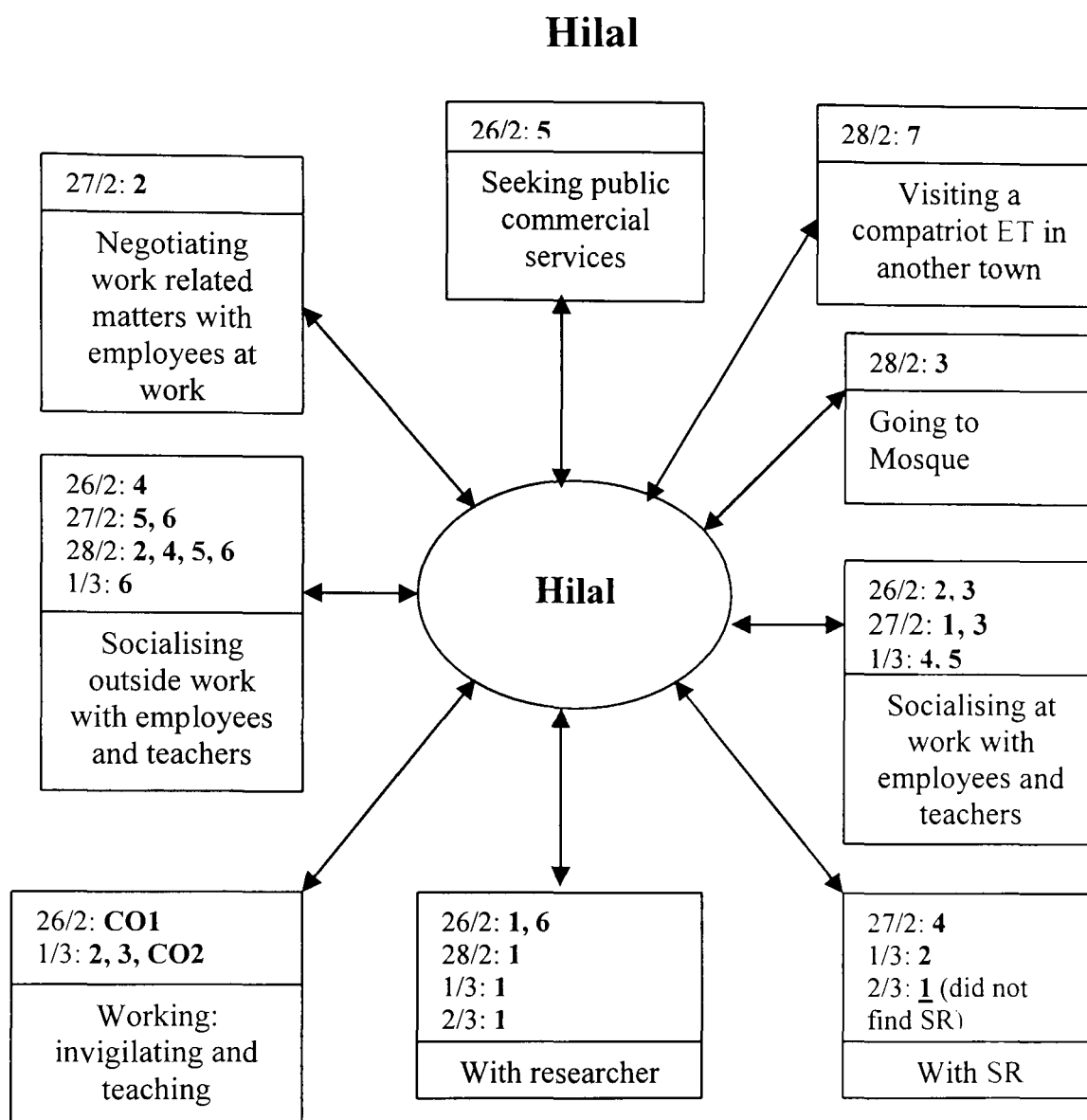
I then decided to transcribe two of what I considered to be the main and substantial data sets in preparation for final coding and establishing relationships among data: shadowing notes and ET interviews 1 and 2. 124 pages of shadowing notes were written in as neat and final format as possible. 11 ET interviews were all fully transcribed. 1 answer sheet as a reply of an email instead of interview 2 for Ibrahim was received in English, so it was used as it was. For Ibrahim, his interview 1 and answer sheet were in English but for the others responses were directly translated into English during transcription. Other forms of data were mainly in the form of summaries that were suitable for coding without much alteration.

Data reduction and display

Part 1: relationship charts

As well as the summaries mentioned above, I used relationship diagrams, charting for example, the time the ET spent with particular people during shadowing. An example is given below (fig. 7) where I, at the end of the data collection tried to visualise the time the ET spends with particular people during shadowing. Numbers in bold correspond to shadowing episodes in figure 7.

Fig. 7: Hilal's relationship chart



Such charts also helped me understand the kind of people the ET likes to be with, as well as the amount of time he spends with his principal relationships, such as the students. In this example the chart was helpful in recognising that Hilal likes socialisation with Libyan employees, teachers and ETs in and out of work and that his time with students does not extend beyond classroom and exam activities. Together with the responses from the self-report methods, such a chart enabled me to notice some relationship between lack of time spent with students and aspects of how other people treat students. This helped me (together with similar consideration of other cases) to formulate the 'social patting' theme (see chapter 5 and 6).

I have also tried to produce analysis sheets for documents such as announcements and exam results which enabled me to link their content to ET relationships (see chapter 4).

Part 2: coding

Coding is one of the main processes in data collection. It takes time and it is messy, just like its interaction with other research and analysis components. Seidel and Kelle (1995:55-56) recognise the roles of coding as:

- To notice relevant phenomena;
- To collect examples of those phenomena;
- To analyse them in order to find commonalities, differences, patterns and structures.

These are also largely indicative of the general analytic moves put forward by Miles and Huberman above. Hill (2002:293) also recognises coding as a way of conceptualising the data, raising questions, providing provisional answers about the relationships among and within the data, and discovering the data.

Miles and Huberman (1994) explain that coding has two levels: first-level coding, in which labels are attached to groups of words and second level coding in which initial codes are grouped in a smaller number of themes or patterns. Thus, we can view first level coding as a process in which the researcher tries to describe the views of respondents and his/her observations. At this level, the question is ‘what is this piece of data an example of?’ (Robson 2002:493). In second-level coding, the grouping of categories begins to proceed towards how might the patterns found in those category groups start to form responses to the research questions. That is, how can we understand the behaviour described through first level as:

- Productive (enabling) roles of [contextual] mentoring relationships, as described in the mentoring literature.
- Unproductive (constraining) roles of relationships described through reading of the data.

Drisko (2000) describes similar methods of analysis as ‘template approaches’ where categories are either developed from literature or from the data and used as templates or ‘bins’ (Robson 2002:458) to classify the data.

I first listened to ET interview 1. As well as writing a summary, as explained above, I developed preliminary provisional categories for the responses. I devised a file for each relationship with the ET called a ‘card’. On this card I collected the coded responses and the observed behaviour pertinent to each case ET (for example, an SR card for Hilal, an employers’ card for Ibrahim). I modified the codes and their

categories as I went along, when new relationships and patterns seemed to converge to provide a better understanding of a category. There were also cases of regrouping categories. The cards largely represented those people described as potential contextual mentors investigated with a case ET and will be shown in the portraits.

At the end of the data collection, the codes on these cards and the instances of behaviour they represent were then brought together. They were displayed in matrices that incorporate all case ETs to help me compare case ETs in terms of the extent to which their relationships enable or constrain them and to see patterns that enable me to envisage why a particular case is more or less enabled.

I called a first-level category a 'behaviour category, which could be understood as behaviour as the respondent described it, or a description of behaviour as observed. I called a second-level category an 'end category', relating them to the roles played by mentors, or to the negative roles I found in the data. Examples: *Speeding up ET accommodation allotment* (first-level code) (Murad's HD/Res/LI1 relationship card). This was then converted into a second-level code that assigned the behaviour in this category to one of the roles of the contextual mentoring relationships: *using the contextual mentor's power to make things happen in the service of the ET*. This was then assigned to the final mentoring role category (end category) of the *sponsor*. From all the data categorised, the contextual mentoring roles, falling into the 4 major categories of *providing a model, acculturating, sponsoring, supporting* described by Malderez and Bodoczky (1999), were identified. Only one instance of the end role of *educating* was identified.

There were also categories of constraining behaviour in the ETs' relationships and they culminated in negative role functions and end roles of ET relationships. *Alienating, restricting, disempowering, corrupting, controlling* and *stressing* were also identified as constraining 'end' categories of ET relationships. Throughout the development of categories, some patterns began to finally consolidate among the data and 5 major themes were generated as an indication of such links. For example, throughout coding the responses and observations of the ETs' relationships with students, I noticed the 'third party effect' (other people shaping the ET's relationships with students), a trend running throughout much of what went on between the ET and others on the one hand, and the ET and the students on the other. This generated the theme known as 'social patting' (see chapter 5). These trends were then linked to contextual factors that were thought to bring about those trends. The portraits in

chapter 4 then used instances of those themes to describe the ETs' relationships, in preparation for the cross-case analysis and discussion chapter, which finally responds to the research question using such themes.

The themes are:

- *Social patting on students*
- *Power dynamics*
- *Educational change*
- *SR contributions*
- *Others' contributions*

Conclusion

In this chapter I have outlined the research strategy design and implementation. One of the things that came out of this chapter was that the design should be regarded as a default and, as the experience showed, some aspects of it did change according to the circumstances of the participants. There were alterations made to the sample and to some of the research instruments and plans. I also adopted some strategies to build more trust with the participants, which made applying methodology a social encounter.

Data analysis was a demanding process in which I tried to make sense of the data throughout and systematically tried to establish links and form theories towards addressing the research questions. I will use the themes identified as a basis for building pen-portraits of the ETs, which I think help me respond to the research question.

CHAPTER 4: DATA PRESENTATION

INTRODUCTION TO PORTRAITS

This chapter tackles the presentation of the analysis of the data, as revealed by the final analysis stage at the end of layer 2 analysis. It will take the form of pen-portraits. In this introduction, I will explain the organisation of the various sections and parts of the portraits, and their relationships to each other. I will also give some background to the institutions in the case study.

4.1. The portraits

The structure of each portrait is as follows:

Bio-data and Lifestyle Information

This first section contains bio-data information and observable features of the lifestyle of the ET investigated and observed by the researcher, such as nationality, age, marital status and so on. It also contains a brief description of his home environment and any possessions such as transport.

The main purpose of this part is to provide a physical image of the ET and some indication of his economic and family status as a departure point for the reader to enter the portrait. In some cases, this section also incorporates descriptions that relate directly to salient points (see the section on ‘relationships’ below) discussed in later sections, such as the ET’s psychological state (as in Ibrahim’s case).

Inferred Characteristics

This section describes observations which might enable the reader to gain some understanding of the personal characteristics of the ET as displayed during the period of data collection. There is no intention to suggest that inferences drawn have been or will always be characteristic of the ET. Rather, as they may or may not be permanent/consistent features of his personality, these inferences will only give snapshots of how the ET appeared to be when dealing with people during data collection. Where possible, such characteristics will be referred to in the main text. They will be in *bold italics*.

Relationships

This section charts the main concern of the research questions and can be described as presenting the outcome of the final phase of analysis at the end of layer 2: the things people in the environment surrounding the ET do and say and to what extent what they do and say enables the ET to work. It reflects behaviour found through the analysis to enable the ET, and behaviour which was found to constrain him.

This section contains two parts: part 1 for relationships at work and 2 for those outside work. Under each, several sub-parts will appear, each charting those things the person/people in that sub-part do and say with the ET in question. These are then very briefly commented on in the summary of the portrait as to the extent to which they appear to enable or constrain the ET in carrying out his work-related responsibilities. Parts 1 and 2 reflect the continuum mentioned in 2.6.2 (p 51).

First, the reader will encounter 'salient points' in each sub-part, the titles of which appear underlined. These are mini stories from the findings that reflect the seven themes the analysis came up with in the data. It is felt that these will help to illustrate the effects of particular relationships (in a particular case) on the degree to which and/or manner in which the ET is more able to do the job in a way that helps maximise his contribution to Libyan education. These mini stories will begin to address the research questions in chapters 5 and 6. In addition to the things the participants do and say which are found in the salient point, some salient points are illustrations of *how* the participants say and do things, when this can elucidate the type or extent of the relationship in question.

At the end of each sub-part, the reader will find my interpretations of each point and what appeared to happen in it. These should be regarded as *my* interpretations and readers might develop further ones. It is my intention to have presented enough data to enable the reader to see the issues raised in each point, and to enable him/her as far as possible to see how my interpretations of each point came about.

The rationale for including my interpretations here is twofold: (i) As I was the person to experience what happened first-hand, there is a sense in which my interpretations will draw on more data than I am able to present, and therefore could be considered 'data' in themselves. (ii) There is the need to guide the reader through the case and *flag up* the issues discussed. Each interpretation will have the same

number as the point's number the interpretation refers to, adding 'a' to it. Here is an example of a point and its interpretation:

Point:

1.2.2. Power favours: b. superior ETs: Asking favours in this way, which Murad called 'blackmail' in Disclosure 1, did not come exclusively from Libyans. Murad said that his Head of Department (HD), his compatriot, used to ask Murad to do extra work for him...

Asked about his relationships with staff, HD/Physics mentioned in the interview/chat (see 1.3 in this portrait) that it was his policy that members of staff cooperate in as much work as they could.

Interpretation:

1.2.2a. HD might have therefore, interpreted Murad's acceptance of any requests as adherence to the department's policy, while the power hierarchy seemed to prevent Murad from expressing his contempt to HD.

I have tried to build portraits whose parts are connected. The points, therefore, are often connected and seemingly overlapping. This is because they revolve around one person, the ET.

Portrait summary

This section rounds up what has been encountered in the salient points in the section on 'relationships'. I here attempt to summarise in bullet points whether the relationships encountered in the salient points were enabling or constraining, in preparation for the cross-case analysis (chapter 5) and the discussion (chapter 6). Just before the portraits, the reader will encounter abbreviations frequently used therein as a reminder. I will now go on to describe the two institutions in this study, in preparation for the portraits.

4.1.2. Institutional background

The role of Local Institute 1

Local Institute 1 in Wadi Ghibli was established in 1976 by a special decree of the secretariat of education. It is one of three similar institutions in Libya. The other two are in two other towns.

It is an important institution in Wadi Ghibli, where it provides more services for the population than just educating students. People in Wadi Ghibli seem to have felt an ownership of the institution, despite the fact that it was affiliated to a central administration along with the other two until the beginning of the 1990s. Local Institute 1 provided, and still provides, many maintenance services for the public.

some free. An example is the social occasions where people who have to cater for large numbers of guests in the summer put their food and drinks in the Local Institute 1 large refrigerator for free. Another example is mending electrical and electronic equipment for people from outside Local Institute 1.

However, one of the important aspects of such integration with the society is what Local Institute 1 (LI1) offers ETs, including those in the case study. LI1 staff accommodation was built originally to cater for LI1 ETs and Libyan teachers and employees of *LI1* as LI1 prospectus shows. As the only educational institution so far that has staff accommodation in Wadi Ghibli, LI1 provides residence for ETs in other higher institutes; LF (Local Faculty) and LU (Local University) are among them. Four ETs out of the six in the sample are residents of LI1 campus. The campus provides an academic community where teachers and other people can meet easily. There is a staff club, but unfortunately is limited to LI1 staff only. There, LI1 teachers and employees meet, watch TV, chat, and play table tennis and snooker.

There were facilities such as a swimming pool, which is out of order now because the contractor that maintains it was driven out during the Students' Administration. Now there is a mosque (a converted house), a volleyball court and a grocery shop. The campus is surrounded with nearly all the necessary facilities one needs, from garages, supermarkets, to internet cafes.

Until recently, accommodation on the campus was free for all. However, since 1997, all ETs were required to pay rent. Libyan teachers and staff are not. For ETs who work in LI1, the rent is deducted from their salary, while those who work outside LI1 pay to the Department of Finance of LI1 by whatever method.

For the maintenance of homes, the Department of Maintenance in LI1 used to do all maintenance jobs after the contractor left, as mentioned above. But because of the aging houses (now 24 years old), such work seems to overwhelm the Maintenance Department. When the former dean took office, he signed a decree allowing residents to service their own homes on condition that they kept receipts for all the maintenance work, for them to be reimbursed. Reimbursement happens by deducting the amount from the resident's rent.

The situation changed in 2002 when the existing dean of LI1 took office, which will be seen in detail in the cross case analysis. Let us now turn to look at how ETs are recruited, which might be important to the findings.

Recruiting ETs

There seems to be no official statement other than the contracts that regulate and specify the process of recruiting ETs. In the Procedures' Manifest (SGPC (Secretariat of the General People's Congress) 2002) that include the official outcome of laws and their modifications, the section that deals with staff members appointment at Libyan universities refers only to national teachers. Act 199/2001 in the 2002 manifest regulates the process to the finest details through 72 paragraphs (pp 29-54). However, using the contracts and responses from the participants in the study there seem to be two types of ET recruitment:

Committee recruitment

When a shortage is felt in the teaching staff, some recruitment procedures are followed whereby a committee is put together, usually containing academic staff members from different universities. Each committee is sent to a country, mostly Arab countries, to look for teachers suitable for the job. These committees then go through the process of selection with Libyan embassies (People's Offices) in the target countries and with the assistance and liaison of education representatives of those countries.

Then there was a committee in 1994 in the Libyan Embassy, Damascus. I had an interview with them. They accepted me for teaching in Libyan universities. (Murad's interview 1, Q2b)

ETs who are recruited through these committees sign a preliminary contract to teach at Libyan universities. These contracts do not show significant details such as the workplace in Libya and the salary (interview 1 with Murad, Q3c and d). All these details are gone through in a second contract between the ET and the workplace s/he is directed to by the Education Secretariat on arrival. However, the process of committee recruitment is now receding since many institutions are now being allowed more autonomy in choosing and recruiting their own staff, which is next, along the lines of de-centralisation, mentioned in chapter 1.

Institutional recruitment

In this type, an ET is sent a work proposal from the institution that needs him/her, through the Services Administration (replacement of Education Secretariat,

1.5.1, p 14). Then after arrival, the same process as in committee recruitment above is followed, where all ETs sign the same standard contract with the workplace.

We start by LF accepting us, sign a resolution to allow us to work, then the contract comes later.

The contract is produced for signing after maybe six months after starting work. (Munji interview 1, Q1a)

The process of institutions selecting ETs does not seem to be tightly controlled, since some seem to be recommended by other people to the institution, such as Munji. Committee recruitment seems to have resulted in large numbers of same nationality ETs, such as the case of Iraq, from which the majority of the ET population at the time of the case study came (see table 1 and 2, appendix A).

In both types of recruitment, after arrival, in addition to signing the same contract, the ETs' appointment process involves different agencies and administrations in the country. As is the case anywhere else, one answers to agencies such as immigration, health, police and employment agencies. However, most education institutions provide liaison for ETs with those agencies, usually someone doing a job entitled SA (Staff Affairs) in universities.

This person's job usually involves liaising and coordinating paperwork and processes related to all teachers in the institution, including Libyans, as HD/SA/LU (Head of Department of Staff Affairs in Local University) mentioned in the interview. Much of the SA office's job deals with coordinating and liaising between the institution and outside institutions, such as immigration, health, banks, police and so on.

A lengthy annual process of paperwork occurs that culminates in signing the contract with an ET. This is the product of processes of interaction between the educational institution and the agencies mentioned above. At the end of these processes, the contract is signed, usually a long time after the ET had commenced work every year. Each year there is a new contract and the processes are repeated anew. It is only after the contract has been signed that the ET receives his/her full salary. Before then, the ET applies for a monthly loan, later to be deducted from the salary. Now we will look briefly at both institutions in which the research took place.

The institutions

Through the data analysis and discussion in subsequent chapters, we will no doubt encounter aspects of LU and LF cultures that might illuminate this background still further. However, the aim of this background is to illuminate the data context to enable the reader to better envisage the situation our case ETs work in.

LF (Local Faculty)

History

According to the LF website, seemingly the only official source of information about the institution, the LF was established in 1992 in Wadi Ghibli. It was the second higher education institution there (the first was LI1), the aim of which was described in chapter 1 (p 18).

Originally, there were 4 departments: physics, mathematics, Arabic and history. It was only in 1996 that 6 other departments were added: chemistry, English, biology, geography, sociology and psychology. The first cohort of students graduated in 1996. Graduates acquire a BSc in science or a BA in arts. According to the site, in 1998, postgraduate studies were introduced in geography, Arabic and Islamic studies, history, mathematics and psychology. The LF has a library which contains around 3000 books, seemingly by the time the website was developed in 1999.

Affiliation

The LF has gone through various processes of affiliation. When it was first established, it was a part of the University of Sahil Bahri (*all names given in this study apart from the country's name are pseudonyms*) in the town of Sahil. Answering a question about the processes of affiliation, HD/SE/LF (Head of Department of Study and Exams, LF) gave the following response:

Q5a. The faculty's affiliation to more than one university, can you give me an idea about that, which happened when and so on?

The faculty was a part of the Faculty of Education in Sahil (*another town*) in 1992. It was a branch of it, until 1996 when it was endorsed as a faculty, affiliated to the University of Sahil Bahri. After that, in 1997 we received the decision that the affiliation to the University of Sahil had ceased. They even changed the name of the University from Sahil Bahri to Sahil when we received this decision. Then our faculty was affiliated to the university of Raees (*in another town different from the first*) until 1999. Then it was returned to the University of Sahil again in 2000. In 2002, it was affiliated to the University of Jabal (*in the same town as Raees University*). Raees University had been changed into a multi-

national university, so the University of Jabal was created there as a replacement and the faculty was affiliated to it.

So, first Sahil, then Raees, er ... (*repeating*): First Sahil Bahri, then Raees, then Sahil, then Jabal: four universities (*mild laughter*). (From the interview with HD/SE/LF (Head of Department of Study and Exams, LF).

The universities that the LF was affiliated to were in two different cities in two different PRs (People's Regions). The fate of the LF looked uncertain ever since planning for the Local University (LU) in Wadi Ghibli began.

Relationship with LU

Having been opened in 2000, the University looked to have been a replacement to the LF. The latter stopped accepting students in 2001 so that by 2003, the data collection year, the only cohort still studying in the LF was year 4. During one of my visits to LF:

Into D/SE (*Department of Study and Exams*), some Libyan teachers and employees. Ibrahim was coming out of the D/SE inner room. He was going upstairs so I asked if I could accompany him. He said come on.

We went upstairs. Ibrahim pushed the door of the Department of English open. The department was carpetless, just bare floor, just like the corridor outside and the study halls opposite the department. Our walking and every other sound we made had distinct echoes.

The department was seemingly a study hall like the ones opposite, but modified to be a department. It was divided into three rooms using polished wood and aluminium walls not reaching the ceiling.

There was dust on the furniture, so I had to wipe clean a wooden chair to sit on. There were only a bare table and some wooden chairs. I noticed no paperwork or files in there. (Institutional Visit 6/6/2003).

Going around with one of our case teachers, as the anecdote shows, reveals that the departments had not been used for some time, due to the diminished workload when there were only a few students in each department. In year 4 students are usually fewer than for other years due to dropouts and quitting in previous years. Asked why the academic departments looked like that, the Head of the Department of Study and Exams gave the following description of the situation:

In the Department of English, for example, there is only Ustaz Ibrahim and Ustaz Ahmad. Ustaz Ibrahim is the teacher and Head of Department at the same time now (*mild laughter*). He doesn't even have to go upstairs. He usually comes here to the Department of Study and Exams. The Department of Sociology is used a little, and History as well. But ones like Geography, no. There are two teachers in Geography, and both are co-ops (*A co-op in the LF is a Libyan teacher appointed somewhere else but does an extra paid job in the LF*). They are co-ops (*smile*). (From interview, Head of Department of Study and Exams, LF).

This shows that the LF is in a transition stage where there were rumours during the data collection that it would be taken over by the LU, about which the Dean of LF expressed uncertainty in the interview. During some of my visits, especially during the final exams, there were a lot of students, who I was told came from the LU doing their exams in the LF building because of a shortage of halls in the LU.

LU (Local University)

History

A decree had been signed by the Secretary of Education to establish universities in the main rural towns to achieve the same purpose as that for which the LF had originally been founded, but on a larger scale. The university started its life in 2000 on a campus previously belonging to another institution. The main building houses all the academic departments: study halls, laboratories, administration offices and other facilities, so that it is almost a single building. Lately, there was talk of moving the Faculty of Medicine to the LF building had the takeover occurred.

Departments in the LU were basically the same as in the LF, with the addition of the Department of Food Science, Computer Science, Economy, Law and Political Science, and the Faculty of Medicine. Aspiring to be faculties, departments seem to establish territory by, for example, labelling certain study halls as theirs.

Every institution in the world has developmental stages that characterise what is being done in them at a given time. Day 1 might be totally different from year 10. A feeling of security in a successful institution is likely to prevail at some distance from day 1. The LU is still young, where establishing its administrative and financial position within the PR and the General Services Administration (replacement of the Education Secretariat) is still going on. There still seems to be a concern for acquiring resources, formulating policies and establishing relationships with agencies outside the university. The laboratories needed for scientific disciplines, for example, were only provided in 2003, at the time of the data collection (LU Newspaper, issue 0, 7/4/2003 p. 1). As we observed earlier, even the official university newspaper was only produced 3 years after the university's start, as issue 'zero' here shows.

Physical appearance and culture

Looking for the Head of the Department of Staff Affairs at the LU during one of my earlier visits during data collection, this is how the building looked to me:

A dual traffic gate is guarded by police and gatekeepers. They are sitting under a shade on chairs on the pavement near the gate. Apparently only the cars of those who work and study in the LU are allowed in. The campus is a very vast tarmac space I could barely see the fence on the opposite side, so that the main building looked small in it. There are some flowers cultivated in front of the main building in areas fenced with a metal grille. On the right there are orange-coloured shades underneath which are benches and small tables, apparently for students to sit. The main building entrance is guarded by two people.

The whole two-floor building is segmented by polished wood and aluminium walls not reaching the ceiling to create more offices. There are no carpets, except for a catwalk strip in each corridor and up the stairs.

The departments of Law, Physics, and Arabic language, which I used to visit often, seem to have been residence halls, segmented by means of the same wood and aluminium walls as described earlier in the LF and LU. They are divided into small offices for each department. The furniture consists of small wooden tables and wood and metal chairs. However, at the time of data collection, all had air-conditioners although during the feasibility study (Elmajdob 2002) the office of the Department of Staff Affairs in the LU (Visit Log Tuesday 25/6/2002, p. 25) did not have one.

No teacher has an office, with the exception of one to be seen in the data. There is only the teachers' common room on whose door there is an announcement prohibiting students from entering. It has a carpet and a row of sofas aligned in a U-shape to three walls. There is nothing else in that room.

The LU has been a venue for many of the celebrations and events in the town for the physical space it enjoys and the educational focus point it appears to be. For example, the celebrations of the Youth Folklore Poets in Libya Symposium took place in the university in 2004. The physical space also seems to provide room for parking and installing temporary facilities, such as traditional tents and subsequent needs. The university theatre also seems to be a place suitable for conferences and public meetings that the town holds.

Libyan teachers and ETs

All teachers used to work on a salary and overtime basis, with the latter called co-op (co-operative). A co-op teacher in institution A is one who is appointed to work

in institution B and does paid overtime in institution A. There was no restriction to doing co-op work, for example, undertaking a certain standard workload before being allowed to undertake co-op work. The LU used to allow co-op teachers from other institutions to work, Libyans and ETs alike. In 2002, when the decentralisation took effect (1.5.1 p 14), the situation changed. In a meeting, the details of which will be discussed in Ibrahim's portrait, ETs were banned from co-op work in the LU while Libyan teachers continued to do co-op work. The intention was apparently to make the ETs work a full load before they could get co-op overtime.

Summary of 4.1.2

LI1 (Local Institute 1) plays a role in housing most ETs in Wadi Ghibli, among whom are most of our case ETs. Recruiting ETs happens by two main methods, through recruitment committees and institutional recruitment, the first of which seems to recede because of decentralisation. The LF, the older institution of the two, seems to be closing, and the LU seems to be in a bid to take it over. Certain dynamics exist in between the two institutions where the ETs and Libyan teachers seem to enjoy different statuses and work conditions. Now we turn to the presentation of the analysis of data, the portraits, aspects of which will refer to this background. Some abbreviations will be used in the reporting of the cases. These are:

Frequent abbreviations

Table 8: a reminder of frequent abbreviations

Int	Interview	CO	Classroom Observation	Shad	Shadowing
Ep, also ep	Episode	S, also s	Student	ET	Expatriate Teacher
SR	Special Relationship (<i>a person, not the relationship itself</i>)	LI1	Local Institute 1	LF	Local Faculty
D	Department	H	Head	Yr	Year
/	Of				

I mentioned in the introduction to this study that, for reasons of space, I would present only three cases and quote from the other three in chapter 5. A word about the rationale for choosing these particular three portraits (Ibrahim, Mursi and Hilal), is that I felt that they represent three types of people by the nature of the relationships they have. Very broadly, Ibrahim is withdrawn, lacking strong relationships with

Libyan and expatriate people. Mursi has strong relationships with some ETs, while Hilal represents an ET who has a very strong relationship with Libyans and good relationships with ETs.

PEN PORTRAITS

IBRAHIM

Bio-data and Home Environment

He is an Iraqi aged 36, married, two children, and accompanied by family, living on the LI1 campus in Wadi Ghibli, with 5-6 years teaching experience, all in Libya. He lectures in the LF, a profession for which he holds an MA in English literature. He is also the head of the department of English in LF. His outfit colour is always a dusty-brown jacket and trousers, carrying a leather briefcase of the same colour. He owns a small old car and his house has a small front garden, standard in LI1 house design. There is a large satellite dish and a small table with two plastic chairs in the garden. Another plastic chair's legs had been taken off and the chair seat was hung with a piece of rope to the front shade to act like a swing for his two young children.

Inferred Characteristics

He looked *cautious*, avoiding being surrounded by people, more so with expatriates, especially compatriots, than Libyans. With a compatriot ET, he seemed *irritated* and *cautious*. However, with ordinary Libyans outside work, he seemed *relaxed* and humorous. He looked more *irritated* with year 1 students than those in year 4 with who he seemed *relaxed*. With his family, he seemed *caring* at special times. He seemed *irritated* and *disappointed* in an encounter with Libyans in senior positions.

Relationships

1. At work

1.1. Students

1.1.1 Time spent with students

The bulk of Ibrahim's time in any workplace was with students, explaining things to them or lecturing. Outside class, he met students from various classes as in ep 5, 29/1 and the following:

--Ibrahim and I in front of the hall, a male student approached Ibrahim:
Are the questions necessary Ustaz?
--Ibrahim: This class is for you. It's a revision. You will benefit not me.
Of course they are. If you did not prepare them there is no point in attending because unless you prepare them: its either you don't want to ask or you understand everything. (ep 2, 29/1).

Students also used to gather around Ibrahim asking for clarification at the end of lectures, such as in CO 1 and 2. He also met students of year 4 outside class:

--2 female students approached us:
--S1: hello Ustaz, we have written chapter 3, but can you check the referencing here Ustaz?
--Ibrahim flips through the notes the student gave him: Fine. All fine. I told ... (a student) to tell you to go on with the writing up to chapter 2. Have you got the word? (ep 1, 30/1).

Whenever I observed Ibrahim at the work place, he was with his students most of the time either in class, or out of it, as these examples show. There were brief encounters with others but the bulk of time was with students. Asked about the reason for spending most of the time at work with them, Ibrahim answered 'I find them as a refuge for my being a stranger' (Answer sheet instead of interview 2, Q1).

1.1.2. Students' etiquette

There is something concerning how students from different levels behave in Ibrahim's presence. It indicates that students of year 1 seem less careful about classroom etiquette and respect with Ibrahim, and pay less attention to what he tries to explain. In Ibrahim-CO3, as I entered the classroom with him, students of year 1/L12 (Local Institute 2) raised their voices over Ibrahim's, protesting accepting a new student into the class (*thinking that I was one*):

- One of the students in the row on my right when I was proceeding to the back of the left-hand row to sit, fixed his eyes on me as I was going and tried to grab my arm saying: Hey, you.
- Student to Ibrahim: another one and we are already behind schedule?
- Ibrahim to student: behave. (From Ibrahim-CO3).

Ibrahim seemed *irritated* here, and used slightly harsh language to restore order. There was also noise that Ibrahim tried to calm down many times. A student, e.g., was singing a traditional Libyan tune (it is unacceptable to do so unless instructed). Some of the students in a somewhat loud voice asked Ibrahim to calm the noisy students down, protesting that they could not hear (Ibrahim-CO3, ep 1).

However, the students of year 4 were more polite and attentive to Ibrahim's explanation during lessons. They asked his permission when they did not want to attend a revision lesson, or attend only a part of it:

- We went upstairs. In front of the hall a female student approached Ibrahim. She asked permission to go after 10 minutes of the class start.
- Ibrahim agreed.
- A male student approached Ibrahim. He asked permission not to attend.
- Ibrahim: well, this class is for your benefit. If you feel that you have prepared the syllabus then you can go.
- Student: ok Ustaz, thanks (ep 5, 29/1).

It was also characteristic of all year 4 students that they never called Ibrahim without his respect title 'Ustaz'.

1.1.3. Attendance

Not all year 4 students seem to attend classes. Talking about their absence, Ibrahim explained in Disclosure 2:

... Some students have been evicted from the LF and even from other institutions outside Wadi Ghibli, and they had been accepted this year in year 4, just to have a certificate now that the LF is closing (p 119). Some have been hopeless, some married and stayed at home and some have not studied since the early 90s. You will see what I say about them in class.

In CO2, Ibrahim highlighted some of the absent students' names, as he said in the Disclosure above:

-- Ibrahim calls register: He calls a student's name: (...) has died. (...) (*another student's name*). What happened to her?
 --Students: she is still at home.
 -- Ibrahim: they say the married are two and the crazy are many. (From Ibrahim-CO2, ep 1).

When asked about the reason why some students do not attend, year 4 students replied:

Student 1: ... they have a problem in understanding the lecture. Say for example the Play module, he (*Ibrahim*) reads out the play script from paper only. It's difficult. Even if you understand the words, you cannot understand the story that way. If you don't see in front of you, I mean playing, so that it's clear. Then, when he comes to give the lecture, he asks about the plays. So they, they (*repetition*) avoid that situation by their absence. It is difficult for all students, yes, but some avoid being in the lecture. (From Int/Ss/yr4/EL/LF, Q3a).

According to the registrar, those absent students were part-timers who may/may not attend (Int. Reg/LF). In Int/Head of Department of Study and Exams, (Q1a), he did not show any knowledge of the matter and asked for any students' names for verification. However, in the answer sheet (instead of interview 2), Ibrahim insisted that part-timers were not allowed in the department of English (Q3).

Interpretations

1.1.1a. Spending the bulk of his time with his students might be a reaction to the social space at work and outside (as we shall see), or recognising the importance of relationship with his students as a priority work relationship, or both. Finding refuge in his students indicates that there is actually a social void and maybe problems in his life with other people.

1.1.2a. The difference in relationship etiquette between Ibrahim and year 1 students on the one hand, and between him and those in year 4 on the other, indicates two possible intertwining factors concerning such difference:

- Ibrahim had taught students of year 4 for four years. This means that he is able to establish a good relationship of respect, which is essential to fluent

classroom practice, over an extended period. This indicates that he is both aiming at: (i) teaching as a way of getting students to build good relationships with teachers over time, as well as (ii) teaching as instruction. It also indicates persistence in pursuing such concepts in practice, so that by the end of their study those students who attended classes regularly would be more responsible, as were the students of year 4 LF in CO2. This reflects other people's opinions of Ibrahim as dedicated, such as those of the year 4 students of the Department of English, LF (Int., Q1c, 2a), the Head of the Department of Study and Examinations, LF (Int. Q9a) and Head of Department of Staff Affairs (Int. Q7a).

- Year 1 students' relative *newness* to the tertiary level, which I noticed for the first time in Ibrahim's case, may be a factor in the students starting their relationship with Ibrahim like this.

1.1.3a. Whichever of the three explanations about the reason for the absence of students the students, Ibrahim and the registrar gave was correct, it means that Ibrahim seems to lack dialogue with those who should know about this matter, be it students or the administration cadre: Ibrahim attributes students' absence to bad management in accepting failed students, the students put it down to methodological and content concerns, and the administration to classification differences in student enrolment.

1.2. Employers

1.2.1. Results upgrading

There seems to have been an upgrading of Ibrahim's students' exam marks which was not made by Ibrahim himself:

You know, I give them the marks they deserve and they somehow pass, without my consent. (Ibrahim-Disclosure 2).

There seems to be evidence of raising students' marks officially through exam committees. Appendix B is the official exam results table for Ibrahim's students from Local Institute 2 where he works as a co-op. A brief quantitative analysis shows that in the pass marks boxes on page 1 (not shadowed), there are 33 pass marks of *exactly* 50 out of a total 127 pass marks. In the fail boxes (shadowed), there is no mark above 40. This shows a possible upgrading of the fail marks between 40 and 50 to 50, which is the pass mark. The case concerning the pass marks is more conspicuous on page 2.

There are 45 marks of *exactly* 50 in a total of 106 pass marks. However, the fail marks boxes on that page are too dark to distinguish (a photocopy fault).

Asked about a similar practice in the LF, the Head of Department of Study and Exams, the LF gave the following account:

I told you, if the general percentage is weak, marks are raised.

Q5b. How does the faculty benefit from that?

It's not the faculty. It's the students. Just for the benefit of the students.

Usually, not many students benefit from that, only those who need 5 marks or so. (Int., Head of Department of Study and Exams, LF).

Ibrahim commented on the raising students' marks on the answer sheet, saying that it 'is by all means an irresponsible phenomenon. However, some irresponsible members at the examination committee do it' (Q4).

1.2.2. Incentive delay

Ibrahim works in the LF, but he did some extra teaching in the LU in 2002.

Ibrahim's wage for three months work in the latter was delayed and he asked the Dean/LU for pay (Ibrahim-Disclosure 4). In Ibrahim-Disclosure 1:

They know that now that the LF is ending (*in its final year*) we have nowhere to go except the LU. The LU people ask us to give some lectures for free if we are to be allowed an appointment in the LU next year.

The deans of both institutions have a different view. Asked how teachers from the LF are treated, the Dean/LU answered:

Q4a. How do You treat ETs from the LF who work here?

In what respect?

b. Say, financially.

Those who teach in the LF must finish their ceiling (*see below*) here, or anywhere so long as they are inside the PR (*People's Region: town and region surrounding it*). Likewise, those from the LU should. These are treated on a salary basis, no co-op overtime (*extra paid job on an hourly basis*). You can't have a teacher running around with 2 or 4 hrs (*standard timetable*) and getting another co-op job while we need him somewhere else. We had an agreement with the PCtR (*People's Committee of the Region*) that any teacher must complete his hours anywhere in the PR (*People's Region*). This way we can benefit from the ET to the maximum.

c. But those ETs do not belong to the LU and work in the LF in year 4 (Ibrahim was one)?

I know they belong to the University of Jabal, but still they work inside the PR. The PR must benefit from their effort. (Int/Dean/LU).

A ceiling is the number of hours that the teacher must work before s he can be allowed to undertake an overtime job. The dean mentioned it as 14-16 hours in the interview. In the answer sheet (instead of interview 2), Ibrahim objected, saying:

The deans say it (sic) 14 hours a week or maximum 16 but in reality I personally teach 22 hours a week without any compensation. (Q5)

Confirmed by Dean/LF in the interview, a deal was reached with the PCtR that teachers should complete their required workload in other institutions in the PR if they did not do so in their own institution. There is no indication of such an obligation in Ibrahim's contract (Appendix D). However, there is a clause in paragraphs 6 and 7 that requires Ibrahim to adhere to the *valid legislations* at any time. This clause is not explained any further in the contract, nor are teachers told what the valid legislations are at any time, according to the Head of the Department of Staff Affairs/LU (Int, Q8a). When Ibrahim replied to my answer sheet in 5/2004, he mentioned that he had not yet received the delayed payment (Q5).

1.2.3. Physical and social assistance

On a personal basis, some extra assistance to Ibrahim comes from the Head of the Department of Staff Affairs/LF. The latter gave an example where he tried to finish Ibrahim's paperwork in a shorter time than was normally needed for it in an agency he mentioned. He also mentioned that he used some people he knew to deal with that because Ibrahim was in a hurry to travel and that he took the papers to Ibrahim at home (Head of Department of Staff Affairs/LF, Q2a). Ibrahim was in a hurry to go to Iraq because of the emergency that resulted from the war, as I mentioned in chapter 3.

Interpretations

1.2.1a. There was some difference between what the Head of the Department of Study and Exams/LF said concerning the number of marks raised and what the document from Local Institute 2 indicates. The document indicates increases of up to 10 marks, which might be significant in the total student's yearly work-marks of 100. This means that (i) either the raise is more in Local Institute 2 or (ii) the addition of 5 marks in the LF is merely the usual increment and there may be more or less increases.

1.2.2a. There are two facts that we need to remember to be able to interpret what is happening here concerning the incentive delay: (i) the LF (Ibrahim's original workplace) was due to end its activities in 2003/4 (the year in which the data collection took place, as seen earlier, p 119); (ii) The national political change that took place in 2002 (see 1.5.1, p 14) resulting in de-centralisation gave more authority

to the PRs (*People's Regions: a PR is a town and its suburbs*). What seems to have happened is that the PCtR (*People's Committee of the Region*) was granted more powers to pass legislation concerning educational institutions within the PR than it had had before (as the deans responses above show). The scope of this legislation was also widened to incorporate how the ETs function.

The LU, the LF and the PRC were able to hammer out an agreement that the ETs should work in any institution in the PR to complete the ceiling if they had not already done so in their institutions. What seems to have happened is that the employers, who agreed with the PR, thought that Ibrahim should adhere to the new regulations because they considered them to be valid legislation (see next paragraph). On the other hand, Ibrahim might not have considered them so, because support for this in his contract is ambiguous.

The ambiguity of 'valid legislations' in the contract seems to be a hedging clause for the institution. Yet, since Ibrahim was not made aware of the extent to which legislation might change or affect his work, he might have been confused. The employers might also not be able to forecast how far such *valid legislations* would affect Ibrahim's performance at any given time. The contract, however, is between the LF and Ibrahim as the ETs' contract shows (Appendix D) on the front page and forcing him to do extra work in another institution might be against the spirit of the contract. There is no mention in the contract of lending Ibrahim to another institution, on the basis of which unpaid extra work there would be valid.

Moreover, since the LF was closing, the most likely place for LF teachers to be appointed to was the LU, the largest academic institution in Wadi Ghibli. It seems that the employers knew that Ibrahim needed their support and consent to be able to secure an appointment in the LU the following year. Therefore, they might have thought that Ibrahim's position to refuse to work outside the LF was weak because of that. This whole state of affairs seems to have led to employers considering the work Ibrahim did in the LU, for which he demanded compensation a part of his work ceiling, while he did not.

1.2.3a. This suggests that people rather than formal processes can be of valuable assistance, as mentioned in 1.5.1, p 17).

1.3. Teachers

1.3.1. Guarding against compatriots

When asked about his mixing with teachers, he expressed his caution of being close to his compatriots:

When I came here I found 3 teachers of English. Unfortunately at the first month working with them things changed upside down ... That person started undermining me, and my whole history. I was one of the best students in masters and BA students also. I did not think that one day one would undermine or despise my academic achievements. I started to teach carefully, choose my friends and where to put my secrets carefully. (Ibrahim-Int. 1, Q5a).

Although Ibrahim seems to consider an old Iraqi ET as a model, because of his modesty with the students (Ibrahim's Int. 1, Q6b), he said that he did not try to befriend him. Ibrahim seemed to have had a pre-conception about what a compatriot should be like abroad. Comparing this with reality seems to have affected his relationships with them throughout his stay in Libya, and also seems to have prevented him from approaching good compatriots. He expressed how he felt about the incident earlier on with compatriots:

I was shocked at that time because we are supposed to be compatriots, merciful to each other, helping each other, something like this. I had these ideas in my mind. (Int. 1, Q5a).

During one of the visits:

Ibrahim entered, sat, only greeting me. He looked at Ali (*an ET compatriot to him*) with the corner of the eye and did not speak a word until Ali left. Upon Ali's leaving, Ibrahim followed him with his looks, with his elbow on the seat arm, putting his hand under his chin and on his cheek. (Institutional Visit/LF, 10/6/2003).

Here he abstains from greeting other teachers in the room, apparently because of the presence of this compatriot (Ali) while he looked *cautious* and *irritated* towards him. Nonetheless, he does not seem to completely avoid his compatriots. During shadowing, he attempted to tease a compatriot ET. However, this attempt was abruptly cut when his compatriot did not seem comfortable with this. In ep2, 31/1 Ibrahim met two compatriot ETs in the market, apparently by chance. The younger ET told Ibrahim a story that happened to both ETs. Then:

--We met the Iraqi ETs again near one of the shades. The older ET looks at some fruit.
--Ibrahim to the older ET: Wallahi Mabrook ya Ustaz... (*congratulating him on something*)

--Older ET: everyone in the university says Mabrook to me. Now it should be Mabrook to Mr ... (younger ET).

--Ibrahim: just reply the Mabrook, don't be angry with us Ustaz

--Older ET looks in a different direction from Ibrahim's location. He looks a little angry: barek feek (*returns congratulation*)

--Ibrahim and I went to another shade. (shad, ep 5, 31/1).

1.3.2. Other ETs

Ibrahim only greeted two Egyptian ETs in Local Institute 1 when we were awaiting Ibrahim-CO1:

--We set off to the staff room. 2 Egyptian ETs were there. I shook hands with them. Ibrahim only said 'Assalamu alaikum' and did not talk to either. (Ibrahim shad ep 4, 29/1).

I did not see Ibrahim talk to any of the other ETs during the data collection. As we saw here, he seemed *cautious* with them. He mentioned in interview 1, however, that in the past he liked a Bangladeshi ET. Here, he explicitly states that he did not mix with people at the time of the data collection:

I never mix with people. But I like foreigners. I don't know why, maybe because they don't know my culture, I don't know theirs. I contact them just to know something. Perhaps there might be a pre-respect between us. (Ibrahim-Int. 1, Q9c).

Asked why he seemed to me not to get on well with his compatriots and other teachers at work, Ibrahim referred to the same incident with his compatriots at the outset of his work experience and said 'I often generalise things and instead of falling in the same ditch, I prefer to let dogs sleep peacefully' (answer sheet, Q7).

Interpretations

1.3.1a. The experience with his compatriots at the outset of his work in Wadi Ghibli seemed to have resulted in the impression that lasted. Contrary to his view about how compatriots should be, he seemed to have found the complete opposite, which might have been hard enough to make Ibrahim stay away from his compatriots. This might explain why it was that even when he thought a fellow countryman was worth befriending, as in the case of the model, he did not actually think of approaching him as a friend. Such an initial attitude then seems to screen Ibrahim from trying to explore ways of building new relationships with those he thinks are better compatriots.

The effect of his initial encounter with compatriot ETs, mentioned in 1.3.1 in this portrait, seems to appear also in Ibrahim's attempts at socialising with

compatriots, the only incident I observed during the data collection where Ibrahim talked to a compatriot, taking into account that the majority of the ET population were still of the same nationality as him at the time of the data collection (see tables, appendix A).

1.3.2a. Ibrahim explained that he liked foreigners. He gave two possible reasons for this in 1.3.2 in this portrait: (i) the desire to know their culture, and (ii) Ibrahim's belief or presumption that there was a form of prior respect between him and those foreigners. The translation of the word 'foreigners' that the Arabs use means non-Arabs, because Arabs do not refer to each other as foreigners, but Arabs. Since Ibrahim said that he liked foreigners, he then excluded all Arab ETs, including his compatriots. This might explain his keeping away from other ETs, as well as being explained in 1.3.2 (this portrait).

2. Out of work

2.1. Libyans

2.1.1. Relaxation with private-sector Libyans

Also outside work, Ibrahim seemed more relaxed with Libyans who made their living in the private sector, and who did not occupy power positions, describing them as 'simple' in the answer sheet (Q8). In ep3, 31/1, he asked one of the boys in the vegetable market, calling him by name, about whether he had school that day. Ibrahim, again, called a Libyan shopkeeper by name:

--We entered a grocery shop. A young Libyan adult seems to be in charge:

--Ibrahim greets the shopkeeper by the name.

--Ibrahim (*smiling*) to shopkeeper: where is the Burns Unit? (Ep 8, 31/1).

Ibrahim teases the shopkeeper here, comparing the spice' section of his shop to the Burns Unit of a hospital. The shopkeeper called him by the title of respect for a teacher in Libya (Ustaz). A teenager who worked in the shop (ep 8) also seemed to know Ibrahim. He asked Ibrahim to convey a message to one of the ETs' son. Ibrahim told me in Disclosure 8 that he chose to be a customer of those people whom he trusted.

2.1.2. Tension with public sector Libyans

His interaction with public-service officials shows some uneasiness on his part with how they treat him. He considers their actions delaying and alienating. In ep 2,

28/1 the official (Mr X) who endorses the HCs (*Health Certificates*) was absent. When he returned in ep 4 at 10:35am he asked some Libyan youths who were waiting to go and get their HCs, while he asked Ibrahim to wait until 1pm. In ep 8, the same official asked Ibrahim again to wait until 1pm, while Ibrahim told me in ep 8 that he had seen his HC ready in the drawer (ep. 2). Ibrahim looked very *irritated* and *disappointed* and complained to me and a relative of mine about his treatment. The following is a description of how he looked while standing waiting to be given his HC:

Ibrahim supports his back with the wall facing the office door where Mr X can see him. There is a slight gap between his legs and the wall supporting his back (so that his legs are more forward than his body) with his both hands on the handle of his large brown leather suitcase, which he holds against his knees. His head is lowered, looking down, slightly away from the office door. (Ep. 8, 28/1).

In the interview with the Head of the Health Centre (Mr X), he said that the delay resulted from foreigners having to wait for the results of more rigorous blood and other tests (Q3a). When told that some Libyans were given their HCs earlier (which Ibrahim protested about in Disclosure 1), he said that they collect them at 1pm as well (although cf. 2.1.1, this portrait).

When he talked to me about how he was treated in this encounter and another similar one in the past in Disclosure 8, Ibrahim explained that the reason why his outfit was dust-coloured was because:

Happiness is not for us. That's why you see me wear these clothes. Vibrant colours are not for us, they are for those who have and express their happiness.

Thus, Ibrahim seems here to reflect his psychological status in the type of clothes he wears.

2.1.3. Standard dealing with expatriates

Ibrahim's interaction with expatriates outside work who were not ETs shows that he did not call any by name. He had an argument with some, such as the Moroccan seller in ep 6, 28/1, who told us two different prices for the same merchandise in just three minutes. He also had an argument with the Egyptian in ep 4, 31/1 and the one in the following episode, but was laughing and joking with the Sudanese in the garage in ep 1, 28/1:

--An Egyptian sells vegetables and fruit.
--Ibrahim selects some lettuce and carrots.
--Man: one Dinar.

--Ibrahim: I think I gave you a Dinar.

--Man: no you didn't. (Ep 6, 31/1).

I noticed that Ibrahim goes out to obtain services and purchase things more than taking time to socialise with people. I did not see him visit anyone. Apart from being at home, he was either at work or out buying things, except for the Health Certificate incident. The number of episodes in which he was out buying things was 18 in a total of 30.

Interpretations

2.1.1a. We might note from looking at the way Ibrahim interacted with those in 2.1.1 (this portrait) that he was not only relaxed with them but familiar with them as well: He was calling them by their names and teasing them, and even blaming the boy in the market for not being in school, which he should. All this might suggest that he was both one of their customers, and a familiar one, which supports his claim to be a customer of those he trusted. It could also indicate the kind of Libyan people he liked to socialise with: the ordinary private-sector people. This will be clearer when we compare them to the other categories of Libyans next.

2.1.2a. We can see from 1.2.2 and 2.1.2 (this portrait) that there are two types of Libyan people with whom Ibrahim seems to face difficulties: (i) senior employers at work (see 1.2.2, this portrait) and (ii) senior public officials (see 2.1.2, this portrait). What both have in common are two things: the first is the power difference to Ibrahim in being Libyans and occupying senior positions, and the second being that they do not *personally* lose Ibrahim's custom by being less helpful to him, as private workers in 2.1.1 (this portrait) might.

In addition to economic reasons, ordinary Libyans working in the private sector are more relaxed with Ibrahim, probably because the relationship with them is rather straightforward. This is in contrast to public officials who relate to paperwork and processes that are relatively important and sometimes decisive in Ibrahim's work, yet not too threatening for them because of: their social position both as nationals and as seniors, and the fact that Ibrahim is not their customer. This may be why his relationship to them is tenser than with ordinary Libyans.

Another factor that has contributed to the tenser relationship with public officials is that, as Ibrahim stated in Disclosure 6, he had no relationships with mediators (go-betweens) who could help him with those same officials. This reveals

him as being *cautious*. Throughout the portrait we can feel the lack of close relationships in Ibrahim's life, which supports this interpretation.

2.1.3a. The fact that Ibrahim had some arguments with expatriate workers might indicate normal custom in that anyone is subject to such disputes. However, from what we observed, he deals with expatriate workers in a generally less relaxed manner than with Libyan workers.

2.2. SR

2.2.1. Professional advice

Ibrahim considered his wife an SR:

She had work experience for 5 years in Iraq. She was better than me because I was a student at that time and she was a teacher. When I have a problem in the faculty (LF) she tells me of her experience here with students and colleagues. I, so many times, I get some help from her, though it is theoretical help. (Ibrahim, Int. 1, Q 13b)

Because his wife worked 5 years before he did and worked for one year in Wadi Ghibli before he did, she was more experienced than him in work matters. She confirmed that she gave Ibrahim advice in that respect. When asked whether Ibrahim asked for assistance when he needed it, the wife gave the following reply:

No he doesn't. His work is his own. There are many things that I cannot interfere with in his work. But some advice, not much. Now he has spent sometime in Wadi Ghibli and he knows the society even better than me. (Q5, SR answer sheet).

When asked what type of advice he gets from his wife, in the responses on the answer sheet he writes: 'For example saying: do not argue with them (*female students*) too much because they will get used to being rebellious' (Q10). He adds that her advice was about female students and as he found out, this does not apply to boys.

2.2.2. Providing care

I saw Ibrahim comforting his wife during the war on Iraq when their hometown was under attack. In Institutional Visit 29/3/2003, Ibrahim went out to try a phone call to hear news from Iraq. Having got through that day, after days of attempts as he said during that visit, he went to his house in the Local Institute 1, where we found his wife waiting on the pavement in front of the house with the two children. He went and *apparently* comforted her about the safety of their people, while I stayed in the car.

Ibrahim also showed his care for his family by holding a birthday party for his son during shadowing. 2.2.2 in this portrait shows that he seemed *caring* towards his family members.

Interpretations

2.2.1a. The advantage of being a professional advisor for Ibrahim at the start of his career in Libya is that his SR was with him all the time, which allows questions that arise at any time to be answered. However, women's access to encounters outside work, which might give a more comprehensive picture about various socio-political issues, may be less than that of men because men go out more in Libya. This is not to say that women know less, but merely that they experience less first-hand social encounters outside the home, which might be significant. As for the advice on students, Ibrahim seems to compare what the SR tells him to what happens when applying advice: stating that advice is not applicable to male students, shows an analysis, comparison and selection of appropriate ways to deal with advice, which might be plausible aspects of a teacher's learning.

2.2.2a. It seems that Ibrahim's relationship to his family is one of caring and nurturing. Probably the special circumstances Iraqis were under at the time of data collection (the war on Iraq) might have a bearing here. Also, the social void in and outside work in the form of a lack of close relationships with other people might also have contributed to his being closer to his family, which he called 'my support' in interview 1. This may be similar to his spending more time with his students at work than with others, as seen earlier.

2.3. Policy makers

2.3.1. Educational changes

Ibrahim speaks of the continuous changes that happen in the education system and their effect on his life and performance:

But things are changing every year ... that you feel not comforted, unable to define or decide your future, even a 2-day future. E.g. I think of selling this car ... If I have a sense of stability I will not think of selling it out. But because I think that tomorrow, next year, next month, perhaps, we will be disposed or we will be dismissed out of work without reason, because government resolutions are changing so many times. So many changes in the nomination of colleges and universities. I e.g., worked here for 4 years, three years I belonged to 4 or 3 universities. Sometimes you feel that you will not be able to take your rights, your money

because every year you belong to a different university. Law will be against you all the time. Somehow you will feel unstable all the time. You cannot think. You cannot think. (Ibrahim, addition at end of Int.1).

The Head of the Department of Study and Exams/LF was asked about the changes Ibrahim mentioned and he confirmed that there were several changes in affiliating the LF to different institutions in and out of Wadi Ghibli (see pp. 117-118). He (the dean has also given similar comments in the interview) further outlines some difficulties resulting from these sudden changes, such as a change of physical distance that requires different communication measures. As I observed in Local Institute 1 (LI1) in which I work, employees from LI1, which is in Wadi Ghibli as well, travel fortnightly to the Sahil University to which LI1 and the LF were once affiliated. This university is in another town more than 3 hours drive away. They do all the necessary paperwork fortnightly, which leaves work accumulating for two weeks each time. This is partially due to problems in the postal service.

Interpretations

2.3.1a. The rather rapid and sudden change in affiliation necessarily brings differences in whole packages of interaction between the LF and each new institution to which it was affiliated. Becoming subject to the policies and regulations of new institutions in relatively short intervals of time inevitably brings about changes to policies, aims, resources, thoughts, plans, number of students and teachers and other personnel, and a whole range of institutional parameters. This is likely to have had a profoundly confusing effect on Ibrahim, as one of the LF teachers.

Summary

Ibrahim was found to spend most of his time at work with his students. This might be due to his overall wariness about being with other people at work, especially as we noticed with compatriots and other ETs. Some encounters with compatriots at the outset of his work in Libya seem to have had lasting effects in his being cautious about making strong relationships with them. An attempt at socialising with some of them during the data collection seemed to be unsuccessful.

Moreover, Ibrahim seemed to face difficulties with employers at work. Some of them are those related to immediate classroom work, such as the raising of students' marks. Others are those further outside such as the delay in incentive. This

might also have contributed to keeping Ibrahim away from people other than his students at work. He was also seen avoiding other ETs. He stated that he liked foreigners. So, in addition to the void described above, between Ibrahim and those at work, not finding someone who could replace the expatriate foreigner he liked in the past, further discouraged Ibrahim from being more serious about looking for some among the existing Arab ET population.

His relationship with his students had various layers: With year 1 students he was irritated, and the students were less careful about classroom etiquette with him. In the case of year 4 students in the institution in which Ibrahim originally worked (with whom he spent four years), those who attended seemed respectful of him, and careful about their study. There were some students who rarely attended. Different explanations have been given.

During shadowing, Ibrahim was seen going frequently to shopping places and other private and public services. It was noticed that he was more relaxed with Libyan shopkeepers and traders, less so with expatriate ones. It was also observed that he faced some delay in processes carried out by public officials. In preparation for chapter 5, the cross-case analysis, I now summarise in bullet points how these relationships roughly seem to enable or constrain Ibrahim:

Work relationships

- Year 4 students who attend regularly respect Ibrahim. This is enabling in making Ibrahim more relaxed in class.
- Year 1 students' behaviour, noise, interruption and apparent disrespect for Ibrahim is constraining because of the stress and time lost in controlling the class.
- Raising students' marks without Ibrahim having a say in this denies him a part of his responsibilities as a teacher, which is constraining.
- Students (parents and the registrar) not making clear to Ibrahim why students do not attend and why no one seems to take decisive action leaves him lacking vital knowledge about his students' circumstances. It also restricts his ability to fulfil his professional obligations towards those absent students, which is constraining.

- Employers changing Ibrahim's work conditions and considering his pay as a part of that change is constraining because of the disempowerment, psychological and financial strain they cause.
- The Head of the Department of Staff Affairs/LF asking other people he knew to do and speed up Ibrahim's papers, and taking them to Ibrahim at home is enabling not only in making Ibrahim avoid delays but also in making him feel that the picture of his relationships is not so dark.
- Not socialising with teachers and employees at work is constraining in creating a rift whereby professional dialogue and socialisation necessary for Ibrahim's work is at a minimum.
- Being at odds with some compatriots prevents Ibrahim from gaining support from those who can be of value, in such times as war against their country, which is constraining.

Outside work relationships

- His relationship to Libyan private workers is enabling in the socialisation that brings relaxation to Ibrahim.
- The treating of Ibrahim differently from Libyans by the Head of the Health Centre puts him in an inferior position to the Libyans, which is constraining because of the alienation this causes. But this also made him regret not trying to develop strong social relationships that can help.
- His relationship to expatriate workers where there was some dispute seems constraining in increasing the distance between him and expatriates in general.
- What his SR does is enabling by helping him understand the students' behaviour and deal with it more efficiently when he was new to teaching in Wadi Ghibli. The SR seems also to provide an environment where Ibrahim practices care and nurture, compensating for the apparent lack of care outside the family.
- What policy-makers do in frequently changing aspects related to the work-living environment is constraining in making Ibrahim feel unable to plan activities consistently.

Ibrahim's general relationships pattern seems to yield further effects:

His overall lack of close relationships with Libyans and expatriates, probably because of what he encountered from compatriots and Libyans in senior positions seems to have created a social void, leading to compensating for it by:

- Trying to have a more relaxed social atmosphere with Libyan relationships which are potentially straightforward and less threatening, hence tension-free.
- Being with family, caring and nurturing.
- Spending the bulk of his time at work with his students.

MURSI

Bio-data and Home Environment

He is an Egyptian aged 54, married but not accompanied by family, living on LI1 (Local Institute 1) campus in Wadi Ghibli, with 22 years teaching experience, 5-6 in Libya. He lectures in the LF, a profession for which he holds an MA in sociology. He dresses casually, usually carrying a black briefcase. He uses public transport from his house and back. His house lounge has only the bare essentials, a 14" colour TV, a sofa, a wooden table and two seats, with the cabinet shelves empty. At the time of data collection, he was living, working and sleeping in the bedroom because the lounge air-conditioner was broken.

Inferred Characteristics

He looked *angry* and *critical* of students whose class attendance did not seem adequate to him. He also looked *distressed* when students showed irresponsible behaviour. In everyday socialisation with all people at work he looked *relaxed* and *unreserved*. With one of his SRs who had been seen teaching him computer skills, he seemed *obedient*. He seemed *upset* when complaining about paperwork processes in Wadi Ghibli. He also seemed *suspicious* and *cautious* of forming close relationships with students, parents and other people outside work.

Relationships

1. At work

1.1. Students

1.1.1. Refraining from attendance

Shadowing Mursi took place just after the LF midyear vacation. In Disclosure 2, he told me that the LF students took the chance to extend their vacation with that of the LU, which ended a week later. During shadowing I witnessed students avoiding being seen by Mursi, when he was waiting for them to come to class:

Meanwhile I was looking towards the wall of the tea room and Mursi was looking in another direction:
--Mursi to me (pushing my shoulder to turn me around): See. There are two of them who were now looking. When they saw me they turned around and ran away. (Ep 3, 20/2).

Then in ep 4 the same students apologised to Mursi promising that they would not miss the lecture again. At first he looked *angry* and was *critical* of the whole group in which those students were, all of whom were supposed to attend. After a while, and after giving them some advice as to the necessity of attendance, he reduced anger to blame. One of them attended the students' interview later. When asked why she escaped the lecture, she answered:

--Female student 4: We agreed not to attend because the syllabus was too much for us. (Int., students of year 4, Sociology/LF. Q4b).

Protesting about content load and how it was taught, another female student said that Mursi teaches them a module called 'Psychological Hygiene', 'which caused us psychological stress' (same interview, Q4d). Calling the register in CO3, Mursi asked about one of the students, if she was studying with them in the class. Mursi said in interview 2 (Q5b) that he allocates 5% of class-work to attendance and that he deducts ½ a mark for every missed lecture. In Mursi-CO1 and 2 just after the vacation, no students attended. SR1 (Int., Q7b) mentioned that Mursi usually talks to him about students who keep being absent.

1.1.2. Etiquette

There were students who treated Mursi in the following manners:

Two female students approached us. One (s1) shook hands with Mursi, but the other (s2) who spoke did not shake hands.

--S1 to Mursi: 'Kul Sana Winta Tayeb ya Doctor' (*Happy Eid*).

--Mursi: 'Wintee' (*and you*)

--S2: There are no students today.

--Mursi: You have never attended a lecture this year. Why should you worry about attendance today?

--S2 told Mursi that the students decided not to attend that week.

--Mursi: It's up to you. I just write those who are absent as such. Everyone gets what he deserves.

--S2: As you like.

--S2 pulls s1 by the hand and both leave. (Ep 2, 18/2).

When I and Mursi were waiting for students to come to class in CO1, a student who was supposed to attend CO1, where no students attended, looked at us inside the class and went without replying to Mursi's call:

--A female student came looking into the classroom and went away without saying anything.

--Mursi to her: hey you 'bitt, khudi' (*girl, take this, meaning come here*).

After she had gone, Mursi to me: 'Ahoh' (*there you go*) (Mursi-CO1, ep 1).

When he said 'ahoh' he looked *disappointed* here, spreading his hand towards me and moving it towards the door where the girl was. In CO3, the students, who attended, were from the LU, while in the former 2 COs students were from the LF. In CO3, Mursi looked *angry* and shouted, expelling a student who entered only two minutes late. The students showed unease with the length of the lesson, asking Mursi to finish quickly. However, according to SR1 (Int., Q6a), Mursi usually talks happily of some few students who do well (also Mursi interview 2, Q4b).

1.1.3. Mursi's Dedication

Students said in the interview that Mursi explained everything well in the lessons, was just, and worked conscientiously:

--Female s2: He is never absent. He *leaps* into the hall before all of us. (Int. students of year 4, Sociology/LF. Q1b). (my emphasis).

One student described him as 'ideal to an extreme' (Female s5, Q2a). This view that Mursi is honest and dedicated comes also from the Dean/LF and the Head of the Department of Study and Exams/LF in the interviews.

1.1.4. Suspicion of relationships with students

Students said that he did not accept invitations to graduation, and one student (st6, Q2a) noticed that Mursi does not have friends. This might extend from his SR1's teachings about the Libyan traditions:

I asked him 'do not raise barriers between you and the students. If you get closer to students, traditions might see this differently'. (SR1 Int., Q4b)

The teacher should be both an educator and a teacher. Here, you can't be both. I told Ustaz Mursi to be a teacher first (SR1 Int., Q2a).

In interview 2, Mursi responded to a question about the extent to which he applied his SR1's advice about keeping up a limited relationship with students. His response confirms that he was *suspicious* and *cautious* of forming close relationships with students:

I have a good understanding of what teaching and education means, and we are trying to do this. But the problem is that when the student, or the parent establishes a relationship with the teacher that relates to his (*the student*) passing, it makes one keep one's distance. Otherwise, one can open up to all students so that the relationship becomes one of a teacher and a brother to the students... I always tell them 'you are offspring to Arabs and Muslims and that my role is to try to make you understand what science means, how to learn and how to be good because without you we would die'... If I come to work and get money and ignore this side of education, I have then committed a crime' (Q14a).

Here, Mursi expresses his belief that education not only means instruction, but also teaching other educational values.

1.1.5. Social patting

When Mursi talked in ep 3, 18/2 about students who evade lessons but their families do not take any measures, he called that social patting. I asked Mursi in interview 2 to clarify the phrase that education and tribalism are 'patting on students'.

He explained that there should be ‘patting’ when the student does something good, and ‘stick’ when we feel that there is something dangerous.

Here, I used to talk to parents. When I tell a father that his daughter is lazy, I don’t get the response I know. When I tell him for example that she doesn’t attend lectures, and I find out later that she attends, it means that he took decisive measures. But if not, it means that there is some patting. (Mursi Int. 2, Q8a).

1.1.6. Students’ behaviour and methodology

Review panels are held at the end of each year to allow students to review their exam papers after they submit applications to that end. Mursi said in Disclosure 4 that in the review panel some students used to protest at not having studied a specific subject, a question about which was found on the exam paper.

He said that, to prevent problems resulting from listening to students too much, he used a specific methodology whereby he dictated everything to the students, and tested them directly from those notes, so that no one could protest when the same content was with every student. In CO3, ep 2, Mursi explained the topic and spent the latter part of the lesson dictating to students. Mursi was asked in interview 2 (Q6a, b) about this matter and he answered that some students claimed not to have studied a particular item they found on the questions’ paper during the exam as well, not only in a review panel. Speaking about the wash-back effect of such methodology in its entirety:

It is correct that tertiary education nowadays does not depend on dictation but should be negotiation and dialogue, and trusting the teacher. ... This creates a problem even in going to, trying to (*correction*) adopt the contemporary education, negotiation, dialogue, getting students to go to the library to search and bring the new to the teacher so that we build these mentalities scientifically. (Mursi Int. 2, Q6a).

The documents in appendix E consist of two parts: (i) one is a copy of Mursi’s final exam question paper of year 4 Sociology/LF, and (ii) a copy of part of the notebook of one of the students. It shows that questions were *direct* from that notebook (see the description of appendix E at the beginning of the appendices). Incidentally, in the interview with students, while I was asking the same student who evaded Mursi in ep 3, 20/2 above, why did she do that, a male student interrupted:

--Male s1: interrupts: he (Mursi) doesn’t admit to anything apart from what is in the notebook. How much can we memorise? (Int. students of year 4, Sociology/LF. Q4b).

When asked about students' behaviour in exams, arriving at the point made above, Mursi's SR1 said that it did not happen to him (SR1) that students protested at not having studied a particular item during an exam. However, he further added:

After I finish explaining (*in the lecture*) I dictate the summary, if one says this, the proof is his colleagues' notes. (SR1 Int., Q6b)

Mursi also mentioned that students are used to small amounts of information prior to the tertiary level in Libya (Int. 2, Q3a).

Interpretations

1.1.1a. Students said that their absence was because the amount of what they had been taught in one lesson was too much, which made them avoid Mursi, as they said. The timing of the shadowing inadvertently seemed to show their unwillingness to attend, as it took place just after the vacation ended. What seems to have happened is that the students of year 4 of the Department of Sociology LF extended their vacation to correspond to that of the LU, which ended a week later. This might have been because of the suggested take-over by the LU of the LF. During the data collection, only year 4 in the LF was in operation. The rest of the activities in the LF building were those of the LU, while most of the students wandering around the building were those of the LU. Therefore, the LF students, mixing mostly with the LU students and with the take-over rumour spreading, the LF students (Mursi's) used that as an excuse to consider themselves LU students when it came to the vacation.

1.1.2a. This shows respect on s1's part, addressing Mursi with a title, and less so on s2's. S2 used no titles and pulled her colleague away. It is the same with the student in CO1 who did not reply to Mursi. It is unacceptable that a younger person, such as a student, does not reply to an older person, typified by the teacher in Libyan society, and mostly in Arab societies. It is evident that most students were not happy with something, probably, the amount of teaching they mentioned in 1.1.1 (this portrait).

1.1.3a. Although the students showed their admiration of Mursi's dedication, as others did, they did so with a marked linguistic tone that needs brief analysis: The student who described Mursi's dedication using the word 'leaps' shows that this dedication causes her some form of annoyance: saying 'leaps into the lecture' rather than 'enters the class' or 'be there before the students', actually shows that she does not like him to do so. In Libyan colloquial Arabic, somebody 'leaping into something' shows that s/he intends to spoil it for others. A probable explanation then refers us to the reason

the students gave for their unwillingness to attend: giving them too much work, which might cause them to be irritated at this dedication.

1.1.4a. SR1 told Mursi to keep away from the students for social reasons. SR1 gave me an example from his own experience that shows that being too close to female students can be misunderstood, even where educational intentions are the drive behind this relationship. But this example is about a one-to-one ET-student relationship where being seen alone with a female student is not acceptable. However, Mursi had a different reason: students build their relationships with him on opportunistic grounds so as to pass. He seems to have learned this himself because the reason was different from that of his SR1.

Also, Mursi was articulate about his beliefs, plans, intentions and any problems he faces in putting those into practice. He also talked to his students about the purpose of what he does with them. It is clear that his aims are not purely instructional, but envisage education as establishing meaningfulness in the students about what they do and how to learn. This is evident from trying to make them understand what science is and how to do good to their society. Some aspects of Mursi being articulate will be encountered again in the rest of the portrait.

1.1.5a. Mursi's use of the word 'stick' as opposed to 'patting' here might not mean physical punishment, but being serious with students, as he later explained with the phrase 'took decisive measures'. The anecdote indicates two things: (i) that parents do not act when students need direction; and (ii) Mursi used to go as far as talking to parents, which shows belief in the role of interaction between the classroom and the outside milieu in educating the students. But it seems that Mursi stopped this when he thought his profession could be affected by such social relationships where people relate them to passing exams.

1.1.6a. Mursi's belief that dictation would prevent students protesting about the lack of coverage of the content that appeared in exams, resulted in a sequence of reactions: (i) Adopting dictation as a main methodology, then (ii) Because of Mursi's emphasis on dictation, students think that he wants the exact answers in the exam that he dictated in the lectures, then (iii) Direct questions in exams, (iv) Students panic because they cannot memorise enough.

Despite the fact that we are looking at ET portraits separately, there is a need to import an example that illustrates the existence of what Mursi described. In Hilal's

shad. ep 2, 1/3 while we were invigilating, four students protested that their teacher did not teach them what was in one of the questions.

In adopting such a methodology, it seems that Mursi is affected by much of his SR1's views (see 1.1.4, this portrait) who was using a similar strategic methodology.

1.2. Teachers

Mursi seemed involved in various types of socialisation with teachers, mostly expatriates.

1.2.1. Academic talk

This is when they discussed scientific topics. An example is ep 3, 18/2:

--Other talk was mainly about various subjects, such as the invention of linguistic terms by some people and classes of people.

When he was with the ETs, he looked *relaxed* and involved in the talk, responding to everyone, commenting on many things as one of the group, seemingly *unreserved*. An element of his unreservedness can be seen in 1.2.2 next.

1.2.2. Maintenance concerns

This is when they talk about issues related to their maintaining of work. An example is eps 3 and 4, 18/2 where they discussed the new tax scheme and how to tackle it. They suggested acting collectively to make a complaint to the Services Administration to work towards reducing the tax rate. Mursi was critical of passing the new tax bill without much deliberation of the rates-wages ratios. This is an example of being outspoken in talking about matters that concern the ETs.

1.2.3. Extra-academic talk

Here they discussed issues relating to academic resources and support services. An example is ep 4, 18/2 where Mursi and other ETs, including a Libyan librarian, compared library services in both Libyan and Egyptian universities.

1.2.4. General maintenance issues

They also talked about how and where to purchase things. An example is ep 3, 20/2 where Mursi approached a new ET, whom he did not seem to know (well), to ask where that ET bought an item of clothing.

Interpretations

1.2.1a. Mursi engaging in these types of talk might indicate his desire to spend productive time relating in one way or another to his profession. This is supported by his view in interview 2 that a teacher should have professional company.

1.2.2a. In this case, it seems that he realises that negotiating maintenance issues with other concerned staff is likely to yield results and is better than solitary thinking about such issues. It seems also that he criticises issues that he sees need criticism, as he did with students and parents.

1.2.3a. The type of talk Mursi engages in with the rest of staff again mostly relates to his profession. It means that the type of teachers he interacts with are those whose talk is mostly about academic issues.

1.2.4a. Mursi likes to ask ETs even about maintenance issues outside work. This might be because they are from the same ET community as he is and likely to know what the ET needs.

1.3. Employers

1.3.1. Rewarding dedication

The Head of the Department of Study and Exams/LF (Int. Q9a) and Dean/LF, as well as the Head of the Department of Staff Affairs/LF (Int. Q7a) said in the interviews that they allowed Mursi to travel to Egypt to meet his supervisor, for his PhD. During exam time, teachers are not allowed to go. But because they admire his dedication, as they put it (1.1.3, this portrait), they gave him permission.

Interpretations

1.3.1a. From what has preceded we see signs of dedication on Mursi's part, from being fair to students, attending lectures regularly and on time, trying to educate and instruct students and trying to put their parents in the picture. Such dedication, expressed by the employees above, as well as the students, is rewarded by what people thought as respect by allowing Mursi to be absent during the exams which is a critical time of year. Reading for a PhD is an attempt at personal scientific and professional improvement. An important indication pertaining to Libyans, then, is that despite the social patting on students that seems to be going on, when they see dedication they respond to it by giving it support.

1.4. SRs

1.4.1. Type of SRs

Despite seeing Mursi talk about the matters in 1.2 (this portrait) only with teachers, mostly ETs, he mentioned that he avoids close relationships with some teachers because:

My relationships are also not open to all the teaching staff. Some might get you into useless chat. We might go through problems we can't afford, since you need time to read, research and prepare for your work, which is the important thing in the first place. (Mursi Int. 2, Q11a).

However, Mursi mentions two SRs from the teachers' community: one (SR1) was a compatriot about the same age (originally Safi, who Mursi replaced in the sample). The other (SR2) was an ET, about the same age as well, working in the department of History. Mursi was observed walking with SR2 and chatting outside work. Mursi was also observed visiting SR1 at home to chat (Both said in the interviews that they usually visit each other once a week).

SR1 has the following characteristics: (i) He is a little older than Mursi, thus more experienced (ii) he is more experienced in teaching *per se*: 26 years as opposed to 22 for Mursi (iii) he comes from the same cultural background as Mursi, from the same village (Mursi-Int 1, SR1-Int), (iv) they were educated together, and (v) SR1 was a year more experienced than Mursi in teaching in Libya. SR2 has the following characteristics: (i) He is about the same age. (ii) He is at about the same educational level in terms of qualification. (iii) He is more experienced in other fields that Mursi might benefit from, as in 1.4.4 (this portrait).

1.4.2. Recommending Mursi to employers

SR1 recommended Mursi to the people in LF for work. He also sent Mursi a letter asking him to join his work. In the interview, Mursi confirmed that:

Dr ... (SR1) nominated me to the Dean/LF in 1997 ... I came after a telegram has been sent to me by (SR1). (Mursi, Int 1, Q1a).

1.4.3. Inducting Mursi

Mursi mentioned in interview 1 that SR1 told him various things about the Libyan classroom and society before he came to Libya, some of which he said he found to be true. Examples were:

- (i) Asking Mursi not to allow for close relationships with students.
- (ii) Not to explain things too much because 'people here (in Libya) over-interpret sometimes' (SR1 Int., Q2c). In Interview 2 (Q15a), Mursi explained that he did not

agree with SR1 on that point. As SR1 is an Arabic language *ET*, Mursi speculates that his SR1 might have used examples from real life in Libya that illustrate some linguistic patterns and tried to explain them, when a misunderstood problem occurred. ‘But for me, explanation is central because we are in Sociology’. It is not like language, where it is similar to mathematics-rules and applications only’.

(iii) Difference in behaviour of students from different levels, and that year 4 students were ‘more mature’ (Mursi, Int. 1).

(iv) Students’ linguistic behaviour: In interview 2, (Q15c), Mursi gave an example of how he referred to SR1 in explaining why students laughed when Mursi uttered a word in colloquial Egyptian. SR1 explained to him, he said, that it meant something else in Libyan colloquial Arabic.

(v) Life outside the workplace: ‘He told me in a letter that the people here are nice and OK to live with, and their customs are similar to ours’. (Mursi, Int. 1, Q2a).

1.4.4. Teaching Mursi

During shadowing, in an internet café, SR2 taught Mursi how to download and save papers on sociology from the net. In the interview, SR2 did not remember, until I reminded him, the internet café encounter. SR2 appeared patient with Mursi as he was instructing him:

- SR2 to Mursi: put the cursor here Dr. Right-click.
- Mursi left-clicked on the pop-up menu.
- SR2: No, no. Just one right click. Now click here. Double. Ok. What do you see here?
- Mursi: a long space.
- SR2 then asked Mursi to write in the long space and took him through the steps once again until the latter was able to save the files onto the path required. (ep 8, 18/2).

In this lesson, Mursi looked *obedient* to his SR2’s instructions. In Mursi interview 2 (Q9a) Mursi said ‘I talk to him (SR2) about social research, and he teaches me internet skills’. Mursi told me on our way to the café that he follows up new developments in his specialisation; hence the downloads. However, one must not forget that he was also continuing his studies.

Interpretations

1.4.1a. It seems that Mursi felt that the two SRs were sufficient, having the characteristics mentioned above. As noticed in the rest of 1.4 of this portrait, SR1 provided advice on education in Libya, how to treat students, how to interpret what

they say, how to react to the outside world and so on. He acted as a guide for Mursi when he was still new to the place. SR2 acted as an instructor, teaching Mursi skills necessary for his PhD study. It might well have been the case that Mursi thought that this was all he needed.

Limiting his close relationships to his SRs from the teachers' community, indicates his wish to avoid problems that might come from outside and his desire to spend more time on his work, which he clearly stated in saying that it is the most important thing for him. Having these two people who have all these characteristics around him might have led him to believe that they were irreplaceable. Therefore, no further close relationships were made. His refraining from closer relationships with Libyans, students and others outside (1.1.4, 2.3.1, this portrait) might also have contributed to limiting his close relationships to these SRs.

1.4.2a. SR1's nomination of Mursi to his employers indicates that SR1 was confident of Mursi's ability to work and live in Libya.

1.4.3a. Asking Mursi not to open up to close relationships with his students is evident in Mursi's behaviour with the students in 1.1.4 (this portrait). Also, concerning SR1's directing Mursi as to how to explain things so as not to cause people to over-interpret what he says, Mursi did not accept what his SR recommended as a complete package. The difference in specialisations between Mursi and SR1 here seemed to affect his views about how much explanation should be given in and out of the classroom: Mursi compared language teaching, which is his SR's specialisation, to mathematics where there are rules and applications. On the other hand, he holds the view about his specialisation (sociology) as one where the teacher has to explain social phenomena, which, in turn, and by their nature, are open to interpretation. Mursi does not seem to accept what others say to the letter, but scrutinises what he has heard from his SR1, and modifies his practice accordingly.

1.4.4a. SR2 did not remember the internet café encounter perhaps because he did not consider what he did for Mursi as a favour but as normal assistance. This might indicate that SR2 often helps Mursi in other matters as well, so this encounter is likely to be one among others, making it harder to remember. Or, the case might be of a memory lapse. However, even in this latter case, SR2 is likely to view the café encounter as insignificant, because we are used to remembering significant encounters for a relatively long time.

2. Outside work

2.1. Service institutions

2.1.1. Amount of paperwork

There are institutions that the ET has to visit to process the necessary paperwork (p 116). In a visit to the LF, I found Mursi trying to complete the end-clearance before he could get his re-entry papers done. Seeming *upset* and exhausted, he complained to me and others in the SA/LF (Staff Affairs) office:

Holding the file with his left hand and tapping on its plastic cover with the back of his right hand, he explained how he was 'running' from one institute to another and to the university to complete the tax declaration form.

--Mursi: in this heat (*hot weather*), I went to four institutions and there are still another 2 or 3. I think they are 6 or 7 (*in total*).

--An Iraqi ET on the adjacent sofa: they are 11 Dr.

--Mursi looked at the declaration form and counted the stamp blanks: Eleven. I haven't even bothered to count them.

--Turning to me: Something that might interest you: See Ustaz Abdelgader: so long as you are always busy doing other things, always afraid, not sure, how can you give of yourself or be creative? Today, I didn't find most of the employees I wanted. I should return tomorrow to finish (From Institutional Visit 29/7).

For taxation reasons, the purpose of the form is for that service institution (let us call it Agency B) to make sure that the ET works in the institutions s/he mentions and not in others as well without consent. The Head of the Department of Staff Affairs/LF admits in the interview that there might be other ways of tackling this. Mursi also suggests that Agency B send a representative with a list of ETs to all educational institutions to check.

Mursi gave another example, which explains what was, in his view, unnecessary repetition of paperwork:

They renew these documents every year. They shouldn't because once a particular document is supplied and processed and does not need renewal, why renew it? Every year, health certificate, a full file, passport, photos, passport photocopy, professional card. First to Workforce Department (WD), then to the LF, then we bring the contract and put it into the file, then to the WD again, then to the immigration, and by the time you get the residence it takes 4 or 5 months. (Int. 1, Q9a).

The Head of the Department of Staff Affairs/LF confirms in the interview that there were certain procedures that do not need to be repeated the following year once any institution has accepted an ET for work.

Interpretation

2.1.1a. It seems that there is lack of meaningful (in the sense that it yields better results) communication between the LF and other outside agencies. Had this not been the case, meaningful communication would have brought about a change that might assist ETs avoid the delay and the repetitious processes. Or, there might have been communication, but one that led to this state of affairs with its delays. In this latter case, Agency B might have detected cases of tax evasion on the part of some ETs, where the institutions had covered up the ETs. These seem to be likely explanations for the tightening of the tax declaration process.

2.2. Residence officers

2.2.1. Physical obstacles

As for people responsible for the management of Mursi's residence, Mursi protested that the shortest way to facilities like shops and the bakery outside the campus fence was blocked until someone cut the metal fence open to get through:

--Mursi took us along a route through the back of the campus. He pointed at a padlocked gate.

--We then continued to the fence where there was an opening apparently cut through the metal fence, which stood on a 1m high concrete wall. Three bricks are stacked acting like steps, with the same on the other side, to allow people to go up the wall and into the opening, then down again. This looks the nearest way to the shops, and mosque nearby.

--I climbed the bricks, flailed about a little because one of them apparently moved, Mursi held me, and through I went. He followed me with apparent ease. (ep 1, 21/2).

In the interview with the Head of the Department of Residence of Local Institute 1, (Q4a), HD was asked about the matter and replied that teenagers came from the adjacent neighbourhood, acting irresponsibly even though there was a gate. Therefore, they closed it down. This way the shortcut, otherwise a very long journey on foot around the campus fence, was through the fence itself, which LI1 administration welded shut the first time but no longer bothered when the second opening was made.

2.2.1a. Closing the gate down was a physical restraint, but leaving the fence open, which was neither a very sophisticated nor a safe strategy, was a gesture of goodwill on the part of the housing department in LI1 for the ETs. Certainly, the reason for the gate to be closed was not removed by allowing the second opening because the nearby neighbourhood teenagers could still get through the opening.

2.3. Parents and people outside work

2.3.1. Refraining from relationships outside work

As was the case with the students (see 1.1.4, this portrait), Mursi was *suspicious* and *cautious* in abstaining from forming close relationships with outside people that might interfere with his professional integrity:

Outside work I fear relationships that affect; relationships from society. ... We are here in a tribal society. There is the story of 'mujamalat' (favourism in Arabic). They interfere to spoil one's work. Scientific work needs some objectivity. One tries as hard as possible to avoid extending relationships, for example, with parents, because once relationships are in place, they will relate to passing and failing. (Mursi, Int 2, Q11a).

He also consciously abstains from close relationships with Libyans outside work: 'one tries to minimise relationships as a result of the social environment one is in. This is essential. Scientific work requires that relationships stay at a minimum here to reduce the effect on work' (Q11a). He also seems conscious of the relationship between what he does and the particular Libyan environment: 'This does not mean that in every place it should be like this' (Q11a).

When asked about approaching those he did not know for the purpose of asking questions (e.g., ep3, 20/2), he said that when the relationship does not affect the work, the relationship is allowed. He gives an example of sellers, saying that he cultivates some simple relationships with them and chats with them because that does not affect his work (Mursi, Int. 2, Q11b). Nonetheless, as he often used public transport, when he encountered a taxi driver, Mursi did not seem keen on talking to him:

We got in, and the driver, wearing the 'jard' (*traditional woolen cloth*) and the 'maarga' (*a traditional white hat*) drove off in silence. Mursi in the front passenger seat holding on to his suitcase in his lap and looking ahead. Silence until arriving at a junction:
 --Mursi to driver: are you going to ... (*LF way*)?
 --Driver: where do you want to go? (ep1, 18/2)

Thus, it seems that Mursi was wary to an extent about building close relationships outside the professional circle. A reason expressed by him above was his desire not to interfere with his professional integrity and to allow scope for work-related matters.

Interpretations

2.3.1a. Despite saying that he feared relationships with people like parents that might affect his work, he mentioned in 1.1.5 of this portrait that he used to talk to parents about their children. This suggests that he cared for his students' education as well as learning, even if that meant talking to people he would rather avoid. Not hesitating to talk to people in normal everyday interaction without engaging in close relationships, might signal a balance between the need to socialise and to choose close relationships carefully, as is the case with the SRs. The incident with the taxi driver might be different from the situation with sellers because Mursi might be used to certain sellers, but he would not meet the same taxi driver every time he used the service. This way, it is possible that Mursi forms simple relationships with sellers in permanent places.

2.4. Model

2.4.1. Religious teaching

Mursi considers a religious cleric as a model.

One of the people who created in us some of the good things is Sheikh ... (the Imam of the Mosque) ...

He spends a lot of effort to raise people's awareness of religious matters, worship and how to treat people. We benefited a lot from him, and he is practising himself. (Int. 1, Q12a).

During shadowing, he practised the 'Juma', and a funeral prayer where this Imam was preaching and leading people in prayer:

I looked for a place to sit, hardly any. I found one, sat and listened. I saw Mursi in another row. The Imam continues preaching.

--Then the second azan (*call for prayer*).

--The Imam started the Khutba (*lesson before prayer*). (Shad. ep. 2, 21/2).

--We stood in one of the rear queues, said the prayers and Duaa (*pleading to God*) for the deceased after the Imam. When prayers were over, we went back to LI1. (shad. ep 3, 21/2).

Mursi mentions in interview 1 that he did not approach this Imam as a friend SR because the latter was usually busy with many people (though see my interpretations below).

Interpretations

2.4.1a. It seems that Mursi sees religious practice to be necessary. He also seems to consider religious guidance essential to be able to treat others well, which reflects the importance he places on good treatment in human relationships. The reason he gave for only considering the Imam as a model in this respect and not trying to be close to him might not be the only one. Although it is plausible enough that all Mursi needs from him are the teachings he offers, without having to be close to him, it could be, however, that the same concept of being cautious about close relationships with Libyans outside work is (also) at play. This is especially so because a relationship with a Libyan often entails relationships with other Libyans because of high degrees of sociability among them.

2.5. Society

2.5.1. A changing society

Finally, Mursi notices that the Libyan people ‘prefer’ change. In interview 1, he gives examples of changes some of which are more directly linked to his work:

The change in affiliation is one of administrative matters. Being away from the mother institution (*the one affiliated to*), for example, makes it harder and slower for administrative processes to go... Notice this: generally, the Libyan people prefer change. Sometimes, the geographic theory might be right: that the climate in Libya, which is changing a lot every day, could have an effect. Could be. e.g. ... the shops: there are changes in activities all the time; the same shop changes the nature of its activities in a year. (Int. 1, Q11a).

Interpretations

2.5.1a. Mursi seems to analyse phenomena, referring them to theoretical claims, such as the geographic theory example. Regardless of whether or not the reference/analogy was correct, it remains to be said that he tries to link social phenomena to other environmental phenomena, which might be an effect of his specialisation as a sociologist. He also links social phenomena at work, such as an affiliation with those outside, such as shops that change activities. Since understanding a problem is a part of solving or coping with it, understanding the rapid change phenomena by analysing them, might be helpful in understanding how to treat the forms of educational change that he encounters.

Summary

Students seem to prefer not to attend classes because they think that the information load is too heavy for them. Some treated Mursi in a rather harsh manner when he talked to them about attendance. Mursi seemed guarded against forming relationships with students closer than a lecturer-students relationship, fearing for his professional integrity. He noted that the parents help students to be less careful by not acting decisively. He also adopts strategic methodologies that avert the students' claims that he examines them in aspects of the syllabus they have not studied.

In his socialisation with other ETs, he engages in academic and extra-academic talk. Employers seem to respect Mursi and reward him by granting him favours that assist his personal development. As well as recommending Mursi to others, his SRs give him advice on how to talk to and behave with students and others, introducing him to the educational environment in Wadi Ghibli. They also teach him skills that assist him in his studies.

Outside work, Mursi seems to face delays and repetitious paperwork that is essential for his work conditions. His residence manager's policies cause him physical difficulty, which is resolved in a way that is likely to jeopardise other situations such as guarding against irresponsible youth. Mursi is cautious of close relationships with parents and people outside work for fear of affecting his performance. He says that he establishes simple relationships with traders and the like, and considers a Libyan cleric as a role model. He also seems to understand that there are some educational and other changes that are unpredictable, and tries to analyse their nature.

Work relationships

- Students' lack of attendance constrains Mursi's ability to carry out his duties to the full towards all the students. Their attempts to question Mursi testing is constraining by making Mursi adopt strategies that discourage him from looking for and trying out new methods and practice.
- Keeping his distance from his students as a result of the belief that they are being 'listened to too much' by exam committee members, prevents Mursi from establishing relationship with students where dialogue can flourish and mutual understanding is achieved, which is constraining.

- With teachers, he seems to have a professional dialogue, which includes chat about work and life. This is enabling in encouraging professional communication and keeps Mursi updated about what goes on in the workplace and outside.
- SRs giving Mursi background about the town and people saves him the time and effort in looking for information on arrival. By introducing him to employers, the SR1 paves the way for mutual trust between him and them. The SR1's advice is enabling in helping Mursi understand why students and other people behave as they do, and react appropriately. Teaching Mursi skills for his studies helps him to carry them out his study and maybe help with his job.

Outside work

- Agencies that Mursi has to answer to repeat the same paperwork or process, which consumes the time Mursi might invest in work, and causes delays, which is constrainig.
- Leaving physical obstacles, such as the LI1 fence, not only causes physical strain but makes Mursi feel that people in the LI1 care less about the ET's well-being, which is constraining.
- Mursi talks to parents about their children's absence. When they do not respond or do anything about it, this restricts Mursi's ability to carry out his duties to the full towards all students, which is constraining.
- Whether or not Mursi was accustomed to the nature of change and understood how to act accordingly, there would still be interruptions to his plans and rhythm of work and life because of them, resulting in continuous uncertainty.

On the whole, Mursi seems to choose his close relationships from the ET community whereby advice is from professionals close to him in terms of age and experience. He also socialises with other ETs and people at work, where this socialisation is a normal everyday one that does not negatively affect his work, but keeps him informed of matters at work and elsewhere. He also keeps his relationship with students to the minimum. Outside work, he chooses to avoid relationships with Libyans, fearing that these might affect his performance in the light of what people in his workplace do: 'patting' students and listening to them 'too much', in his view.

HILAL

Bio-data and Home environment

He is a Mauritanian aged 36, single, living in the Youth Hostel Housing in Wadi Ghibli, with 1 year's teaching experience, all in Libya. He lectures in the LU, a profession for which he holds an MA in Law. I never saw him in the LU without him being dressed in a suit and a tie, carrying a lockable briefcase. Two tables in his hostel room are full of students' papers and reference books. There is also a tea set, traditional Mauritanian food, a carpet and a bed. He shares a bathroom with another room, and kitchen and living room with all the other ETs. The residence block itself occupies a very small space of the premises, most of which is a vast fenced space littered with ditches and rocks excavated from the ground in seemingly abandoned attempts at building. There is a volleyball court in one corner, and a farm on one side of the premises.

Inferred Characteristics

He seemed *calm* and *tolerant* with students in class. Outside class, he seemed *cautious* of being close to students. He seemed *outgoing* and *relaxed* with most people, especially teachers and employees at work, and he seemed *confident* of being a respected member of their group. Seeming *relaxed* and *teasing* some of them shows his *blending* with the teachers-employees group. In cases where he faced people's behaviour that could affect his professional integrity, he seemed *decisive*. He seemed *unreserved* in executing activities that relate to his SR.

Relationships

1. Work relationships

1.1. Students

1.1.1. Keeping away from students

I did not see Hilal with any students outside lecture time during the data collection. No students approached him either before classes, after them or when he was in the department office. Hilal said in interview 1 that some students tried to form personal relationships with him but he did not allow them because 'ETs are noticed in this environment' (Int 1, Q11a). Thus, he seemed to me *cautious* of being closer to students than in his normal duty in class.

1.1.2. Importance of exams

Hilal's students place importance on exams rather than study:

--Hilal: Now in terms of exams (*noise cut off*). In terms of the difference between the final and the mid-term marks... (From Hilal-CO1, ep 1).

Here, noise ceased completely when Hilal started talking about the exam.

Asked why they pay more attention to the exam than the lesson:

--Male s1: because we want to understand anything about the questions. It's difficult. The exam is the most important thing. (Int Students of year 1, D/Law/LU, Q5a).

1.1.3. Noise, humour and Hilal's patience

In CO1 there was constant noise that Hilal was constantly trying to calm down by tapping a piece of chalk on the table in front of him. He seemed *tolerant* with student noise and students' comments on such noise. He just paused for a while when:

--A male student pulls his chair closer to his peer. Scraping noise of the metal chair legs on the bare floor marbles.

--Another male s: like a wheelbarrow.

Asked about their reason for making noise, students explained:

Q3a. I noticed that there was some noise during the lecture. Any reason?

--Male s4: to pass time in something else.

b. Me: something else?

--Male s4: yes. Not the lecture.

Hilal went along with students' instances' of humour in CO2, ep 1:

--Hilal: What is the status of the lost person before the judge declares him dead?

--A female student stands up: his wife can go to court.

--Ss laugh.

--Hilal (*laughing mildly*): of course she can. We are talking about him.

The students explained that what they were given was too much for a lecture, so they did other things for a change. They gave the same reason after I asked them why they covered desks with graffiti. The desk in which I sat was covered with drawings of eyes, Latin letters, some in 3D outline, tables of the Italian League, names of people, geometrical shapes and hearts and arrows. Hilal admitted in interview 2 (Q9b) that the lecture time (4 hours) was too much for these students who were used to only 40-minute sessions in school.

1.1.4. Public approval of students' behaviour

Hilal mentioned some cases where he faced both harassment and public approval of it: one where a student who failed the year before spit in his face from a speeding car:

I took the matter to the Head of the Department, who responded by expelling him. After that, some people interfered in a social way and the student returned to study. (Hilal-Int 1, Q7d).

The other was when Hilal refused to hold an exam for a student who was late without an excuse for the re-sit deadline, only to find out that she had an exception

and re-sat. He then corrected her paper and failed her, but he found out later that she had passed (Int 1, Q7e).

1.1.5. Students' position in LU

During the exams, in my institutional visit LU/6/3/2003:

The Registrar, D/Law told Hilal that some students had just come and protested that they did not receive a copy of the handouts (*Hilal told me later that he leaves copies of the handouts in the photo-express shop for the students to collect*). The registrar also said that those students might encourage the rest of the students to go and complain to the dean.

The registrar asked Hilal to postpone the exam, which was in an hour's time, so that he would not appear guilty to the dean. Hilal showed himself *decisive* in refusing this by waving his hand while repeating 'no' and insisted on doing the exam on time. Asked in interview 2 (Q10a) about the story, he said that those were 'hopeless' students who would stop at nothing to spoil exams.

This incident indicated to me that the students' word seems to be *heard* in the administration, notably by the dean. On an institutional visit on Thursday 3/4/2003, I observed the dean sitting in the middle of the students in a meeting in preparation for the 7th April Students' Revolution anniversary, where teachers were also present. Asked to describe his relationship to the students, the dean/LU said in the interview:

Because we (*dean*) come from the same environment (*students*'), I don't refuse to help them. I don't refuse to help anybody, even if I only say a nice word to them. That's my nature (Q6a).

In the same meeting during the institutional visit above, the teachers, including Hilal, were seated at a long arrangement of plastic tables, while the dean sat among the students on a plastic chair on the other side of the room.

1.1.6. Linguistic patting on students

During one of my visits prior to the exams, I noticed that the announcements for exam times were written in a linguistic tone that might need brief analysis: Appendix C are copies of announcements made to students of the Department of Law/LU in which Hilal teaches. In informing students of exam timing and venue, the registrar writes: 'The Department of Law announces that the exam of ... (*subject*) is to be held for year 1 *the three groups* on ...' (my emphasis). The registrar was asked why he specified the groups in the announcements when all groups were to attend. He said:

Students used to make excuses when they do not attend an exam. Some come and say 'we thought that the exam was for the other groups'. So we add this to leave no excuse for them. (Int, Registrar, D/Law/LU, Q2b).

Interpretation

1.1.1a. Time spent with students outside class was rare in Hilal's case. The reason he gave in 1.1.1 of this portrait 'ETs are noticed here' might now be explained having seen 1.1.4 and 1.1.5 of this portrait. The effect some previous encounters with students mentioned in 1.1.4 (this portrait), caused Hilal to think that the ET is somehow inferior to the students in Wadi Ghibli. Consciously or not, the effect might have resulted in being guarded against being closer to students in and out of the classroom (closeness here is in the sense of being keen on talking to students whenever he or they wish to, in or out of class). This resulted in students not being seen with Hilal, despite the fact that shadowing him took place during the time when preparations were being made for the mid-year exams, which is the most likely time for students to approach Hilal for clarification and explanation.

1.1.2a. The students' belief that exams are more important than learning might be due to the importance Libyan society places on certification. Only qualified people are likely to be employed.

1.1.3a. Having said that they want to occupy the lecture time doing something else, and having said that they do so because they were being given too much indicates that noise, humour and graffiti are strategies to reduce content load. Hilal is aware of the difference in the length of time of the lessons in the secondary school and that in the university. However, the time length seems not to be the sole problem for students. The content load (how much information is given per lecture) that comes with extended time in a way that the students are not accustomed to at school, might also be a difficulty.

1.1.4a. There is a case of social patting here where some Libyans like their children to pass, apparently regardless of the consequences, and where rogue behaviour does seem to go unpunished. It might be that this, coupled with the students' position in the LU outlined in 1.1.5 and 1.1.5a of this portrait, reduced Hilal's control over punishment. In both cases, Hilal claims a degree of professional integrity in responding to the cases by taking the first to the HD and refusing the second student entry.

1.1.5a. The position students enjoy in Libyan universities (p 14) might have an effect here: Especially in the LU, students seem to be backed by powerful staff, such as the dean, who stated that he came from the same environment (also judging by his commitment to matters, such as celebrating the students' revolution). Also, the dean's sitting among the students where teachers and employees were present and the registrar's warning to Hilal in the exam incident that students might complain to the dean, might show that the student's word is heard. This might have impinged on what we saw in 1.1.4 and 1.1.4a in this portrait.

1.1.6a. Writing announcements in this way means that the people in the department of Law are so used to student protests that they did not know if their group was meant by the exam announcement, as the registrar claimed. It might also mean that the employees could have faced disputes that led to them writing announcements of this nature. However, the case remains that the language of the announcements is a defence mechanism against possible student claims. The essence of this situation reinforces the claim made above about students' power in the LU and the accompanying social patting.

1.2. Employees

1.2.1. Displaying image

As mentioned earlier, Hilal seemed *confident* of being an accepted member of a social work group. He displayed the following image when he was with Libyan employees, teachers and ETs in the D/Law:

--Hilal stands behind the large table beside the Libyan employee, the Head of the Administrative Affairs Unit. Hilal holds a ruler at the ends, knocking its edge on the table surface. (Ep 2, 26/2).

--He sat close to me on the small table with one thigh on the table and the other leg hanging down, with his fingers crossing each other on his thigh. He was looking and smiling at the Iraqi ET who was still confused and looking at his exam timetable, rubbing his pen against his hair trying to find invigilators for his exams. (Ep 2, 26/2).

Here, Hilal also looked *relaxed* among the rest of the group.

1.2.2. Spreading respect to others

Hilal seemed so sure of the employees' respect for him that he seemed able to spread that respect to others. When an employee, who saw Hilal standing, invited him

to sit and left his seat for him, Hilal invited me to sit instead in the same seat behind the employee's table:

--Hilal invited me to sit on the seat behind the main table.

--Me: Thanks Ustaz, I'm OK.

--Hilal: no, no, sit please. (Ep 2, 26/2).

1.2.3. Difference in employees' treatment

The employees in the examples above are administrative affairs people whose work relates less directly than others to study and exams matters. However, an employee whose work is more directly linked to study and exams, such as the one below, seems to have a different relationship with Hilal.

The employee in the following example was not seen among the group mentioned above socialising with Hilal. According to Hilal (Int 1, Q7b), 'a real hassle was when' the Registrar, D/Law once asked him for his exam questions to be printed by the department and kept there until the exam time. Hilal said that he did not want the questions to leak so he kept the exam and only gave it out to students on the exam day:

After the exam has been distributed, he (*Registrar*) lied that the exam was leaked by me. I kept it with me until the exam day. (Int 1, Q7b).

In the interview, the registrar denied the incident completely. The Head of the Department of Law did not mention the incident directly in the interview but hinted at it, saying that it was the department's policy that exam questions be submitted by teachers, not to the department but to the Exam Committee directly and kept there until the exam day.

1.2.4. Ambiguous paperwork

Hilal seems to face ambiguous paperwork. A manifest distributed earlier, indicating how many lectures a teacher actually taught during the session, was followed up with a clarification handout. It explained how to fill in the manifest. This clarification handout was distributed when I was shadowing Hilal. Both Hilal and the employees who gave him the handout in ep 2, 27/2 explained in ep 3, that they *no longer* understood the department's paperwork.

--Hilal: Is this the same manifest again or is it a questionnaire, I no longer understand.

--Head of Administrative Affairs Unit: Neither do we Ustaz.

1.2.5. Social company

Outside work, some employees, namely the Head of the Department of Staff Affairs/LU, visited Hilal in his residence during my Personal Visit 22/6. Hilal mentioned that the former Head of the Department of Staff Affairs/LU (who was then an HD/SA/LU at the time of the feasibility study) was doing and still does the same as the current one. The current HD confirmed in the interview that the former HD used to and still visits Hilal and the ET group in the hostel. In the above-mentioned visit, an outing event was organised by Hilal's SR (see below). The group, among which was the current HD, took Hilal to a camping event just outside the town of Wadi Ghibli. The HD was helping with preparing the food and drinks, and was chatting with and teasing Hilal:

--HD brings the plastic bag with the tea set in. (*handing Hilal the set*), HD asked him to make some tea.

--Hilal (*looking at the bag then at Head of Department with a smile*): I don't know how to make good tea.

--HD (*swinging the bag in his hand, pretending to hit Hilal with it*): stand up. The tea you make in the hostel is the best. Go ahead, or I will tie you to this jeep and let you watch us eat.

Hilal started making the tea and the other Libyan teacher asked whether I could make good tea. I started making tea and Hilal looked at the HD smiling and relaxed on the carpet. Asked about his relationship with Hilal at work, the HD said that there was nothing special he did to any ET that he did not do to others because he considered them equal and that he did what he could to all. He said that he helped them, for example, by visiting them at home when there was any matter arising.

During that outing, which took place during the final exams, the group members were talking about the difference between a few good students and the others, who were cheating. They also described in elaborate detail what they called the clever cheating methods the students used.

Interpretations

1.2.1a. The act of tapping the ruler on the table's surface and sitting on the table cannot be done in a Libyan university office except by someone who does not have any thought that s/he is an outsider to the group s/he is socialising with. Hilal seemed so throughout my observation of him, which will be seen again in 1.2.2a in this portrait and the rest of the portrait. Moreover, there is an element of teasing in looking

at the Iraqi ET, smiling at his confusion. This also indicates that Hilal was *blending in* with the group.

1.2.2a. In Libyan and Arab society, it is not acceptable to invite someone on behalf of other people to their property, unless the person who invites is very close to those people. Here, Hilal seems to extend to me the respect shown in inviting him to sit down, by inviting me to sit instead of him. This also shows that he not only considers himself to be a member of that group of employees and teachers in the department, but also *is* considered so by the group members.

1.2.3a. There are two possible reasons for the registrar's different treatment of Hilal: (i) It could be that the registrar does not trust Hilal. (ii) It might also be that an employee, whose work is related to the students' exams and registration is considered more sensitive and therefore his relationship to teachers should be carefully calculated. In any case, it still remains that Hilal faced arguments with him.

1.2.4a. The phrase 'no longer' might mean that the use of similar paperwork has been going on, possibly with the same ambiguity as that of the manifest. It might also indicate the frequency of such paperwork in that it has been going on for an enough time to make the employees frustrated as well.

1.2.5a. The current Head of the Department of Staff Affairs, LU (HD/SA/LU) visits Hilal at home, maybe because of Hilal's lifestyle (see 1.3.3 below). The HD's job is the one most directly related to all the ETs in the LU. He is the one who does their paperwork processing inside and out of the LU. To appear to be acting with Hilal in such an unreserved teasing manner indicates that their relationship is beyond just a standard one of an employee and an ET, i.e., not just a work relationship. As for his work relationship, I observed the HD to be one of the most active people in the LU. In every institutional visit, I found him on top of his work, either in the office or going to the places concerned with the ETs' work. Thus, I can say that Hilal's relationship with him is one of appreciation rather than an opportunistic one.

1.3. Teachers

1.3.1. Humour with a Libyan teacher

Hilal appeared *outgoing* and *teasing* with some teachers. A Libyan teacher, who has some sense of humour himself, used to call Hilal a 'barmace' (*an amphibian*), explaining that Hilal can live in any environment, whether desert or urban. Hilal seemed to have a nickname for that teacher as well, 'the president'.

because, according to Hilal and as shadowing indicated, he was the only teacher in the LU who had an office.

1.3.2. Cooperative work

In ep 2, 1/3, Hilal seemed to be able to entrust a task, such as invigilation with his SR, and later with another ET, to me, and go on to help another ET from another Arab nationality with invigilation.

The manner in which these mid-year exams were conducted needs a little attention to be able to see what Hilal offers other teachers and what they offer him: Usually, there is an official invigilation timetable where teachers are allocated invigilation periods and responsibilities are formally assigned. The mid-year exams that I observed (1/3/2003) were different. The teachers, according to the registrar (Int), agreed amongst themselves that there would be no timetable and that they could do it in a co-operative manner, so that every teacher asks other teachers to help.

During my Institutional Visit 6/3 when Hilal did his exam, his SR and other teachers also assisted him in invigilation as well. The scene in the exam halls corridor looked like this:

We arrived at the halls area for D/Law, a chaotic scene as I saw it. Very loud noise; students wandering around in all directions. Some ETs and Libyan teachers roam the corridor together with three security personnel who take the responsibility for keeping order in exams.

One of the Iraqi ETs who was with us on Friday (see 1.3.3 below), was suggesting to the teacher invigilators that instead of allocating each hall to the students from the same year, the halls be shared between year 1 and 2, so that it would be more difficult for students to cheat. He, together with another Iraqi ET and two Libyan teachers, started shuttling students from hall 1 to 10 which faced it.

The noisy process of organising students into their new seating places took a long time so that the exam started at 12:35pm instead of 12:00pm.

The scene reminded me of the process of serving lunch on a Libyan wedding day, whereby friends and relatives of the bridegroom do the job, wandering around serving guests in much the same way as was done here.

1.3.3. Professional company at home

Hilal's residence status seems to offer him a chance at professional company and talk. The tenants in the Youth Hostel he lives in are all ETs either unaccompanied by family or single.

--There were three iron girders, acting like benches, arranged in a U shape on bricks in front of the block. An Egyptian ET with his back to the mild sunshine, extending his long purple shirt on his head, sat on the

middle girder reading the Quran. We sat. Other ETs who were playing volleyball joined us. Among the subjects they talked about:

- An Iraqi ET: You know, you can't teach Arabic grammar in chunks. There was an experiment on us in Iraq. An attempt was made to teach us a whole grammar book from level one in one year and then in the following year another book with the same topics but a different level....
- Hilal: but you can't take a book like 'Shatharat Athahab' in one year. (ep 2, 28/2).

Beside the above, the Youth Hostel lifestyle (single teachers together) apparently made it easier for the Libyan teachers and employees, mainly from the D/Law, including Hilal's SR, to visit the whole ET group from time to time, as seen in my personal visit 22/6 (see below).

1.3.4. Hilal's social caring for colleagues

Hilal seems also to care about social etiquette in his relationships with teachers. He visited a Libyan teacher during shadowing who seemed to be unwell. The interaction between Hilal and that teacher shows that there was some teasing to their relationship as well:

- The Libyan teacher stood in front of the lounge in which he was and said to me: You Ustaz are welcome but the dirty Mauritanian should leave.
- We laughed.
- Libyan teacher to Hilal: What are you doing here? Get out.
- Hilal smiled and continued his way to the lounge. We entered.
- Libyan teacher to Hilal: I don't want to see your face you dirty. I have been in bed for 27 days and I have not seen your face. (Ep 6, 27/2).

Hilal seems to make himself at home:

- Hilal entered first and directly lay down on the mattress and said to the Libyan teacher: I came this time. Any objections?
- Libyan teacher to Hilal: If it weren't for the Ustaz (*looking at me*) you wouldn't dare step into my house.
- We laughed and Libyan teacher looked on, smiling. Then Hilal asked the Libyan teacher if the eye infection had returned.
- Libyan teacher: yes, but it's better now. Dinner? (Ep6, 27/2).

In this ep, they talked about the lecture manifest mentioned in 1.2.4 (this portrait). Hilal and the ET who came with us, later told me, in ep6, 1/3, that this Libyan teacher had protected them from some boys throwing stones while they were on their way to visit him.

Interpretations

1.3.1a. Humorous behaviour denotes closeness in friendship in Libya and maybe in other parts of the world. It can show that there is some harmony with the other person in many aspects of personality. It might also suggest that other things such as forms of assistance, physical or psychological, are likely to have existed between Hilal and this teacher before the relationship has reached this stage. A nickname in Wadi Ghibli, and in Libya in general, is something which is carefully selected to match most of the facts about a person/personality. Calling Hilal '*an amphibian*' denotes Hilal's ability to adapt to a wide range of situations. We have seen, and might see in the rest of the portrait, that Hilal enjoys a degree of appreciation among most of those encountered in the study.

1.3.2a. The whole group of teachers of the Department of Law seemed to be harmonious and cooperative, both Libyans and ETs. One of the reasons could be that many ETs from the department lived with Hilal in the Youth Hostel (allocated only to ETs now), and that the Libyan teachers and employees could visit them at any time, thereby creating a bond that seems to have had an effect on their behaviour at work. This may be why they were observed acting cooperatively during the exams, putting aside the usual official process of timetabling everything concerning the exam through the department.

Hilal's assigning me the responsibility of invigilating in the class of another teacher might be another sign that (i) Hilal considered himself a respected member of the teachers and employees group mentioned above, therefore he seemed to be able to act on their behalf. (ii) It could also be a sign of the co-operative atmosphere the invigilators were already in, and he wanted me to be a part of it.

1.3.3a. It seems that the relatively low responsibilities (being single or not accompanied by family) of Hilal and the other ETs in the residence, allowed them time to talk about their professions and professional experiences.

1.3.4a. Hilal also seemed close to the Libyan teacher. The way Hilal and that teacher acted showed a certain degree of sarcasm, hence a good deal of liking. The Libyan teacher seemed to provide Hilal and the other teacher with protection from the neighbouring children and maybe risking being at odds with them.

1.4. SR

Here, I am considering this SR to be one of Hilal's work relationships because they work in the same department, which reinforces Hilal's view of his relationships as being mostly professional (Int 1). Therefore, most of what they do together even outside work can be work-related in a way. We have seen some aspects of this relationship in 1.3 of this portrait already.

1.4.1. Hosting and recommending Hilal

Both consider each other more than brothers (Hilal, Int 1 and 2, SR, Int 1) since they knew each other from university in Egypt. Both said in the interviews that SR, who was then still abroad, wrote a letter to his brother in Libya to receive Hilal and sort things out for him. SR's brother, Hilal said, lodged him in his house for seventeen days, took him everywhere he wanted in his car, and asked him to stay in their house for the whole academic year. SR also gave a letter to Hilal to give to the Head of Department of Law, LU, which the HD confirmed in the interview (Q4a). The SR also seemed to care for Hilal because of his being a 'stranger', as he called him, which means in Libyan Arabic a stranger who needs care.

1.4.2. Social watch

After the SR's return to Libya, both started visiting each other, with the SR inviting Hilal for a chat and meals (Hilal Int 1 Q6c, SR Int.). The SR mentioned in the interview that he still keeps an eye on Hilal by visiting him and inviting him to his house (Q5a).

1.4.3. Defending Hilal

Hilal further described what his SR did:

He made me feel that I'm not away from home. I lived here last year without feeling away from home.

If he finds that I suffer any harassment, he stands beside me as if he is defending his brother. (Int 1, Q6a).

He gave an example of this defence in interview 2 (Q10c) saying that when the registrar alleged that Hilal's exam questions had been leaked (1.2.3), the HD wanted to start an investigation but the SR said to the HD, 'Hilal is me (*if one says in Libyan Arabic 'X is me', it denotes having absolute confidence in X*). If I do it then Hilal will'. However, when the SR was asked about any occasion when he defended Hilal from any harassment, he took some time to remember, but did not come up with any instances.

1.4.4. Operation of SR's property

Hilal assisted his SR in invigilation in ep2, 1/3. Hilal seemed *unreserved* in his actions towards a property of his SR: the exam. On entering:

--Hilal greeted the SR with a quick handshake and immediately started pulling the students' desks away from each other, arranging them in rows. He also started collecting papers, books and notebooks from the students.

Here, he started doing the invigilation work immediately after a brief greeting, without asking his SR what should be done. Outside work, another example of how Hilal operated his SR's property occurred during shadowing, showing once more Hilal being *unreserved* in doing things that related to his SR. In Libya, it is completely unacceptable for any person other than family members or very close relatives to try to knock on the back door when they know it is the back door:

--Hilal knocked on the door twice, no reply. He went to the door on the other side (back door), knocked, a boy came out.

--The boy talked to Hilal for a while then Hilal got into the car and we left. He said that the SR was teaching in another city. (Ep 1, 2/3).

1.4.5. Asking Hilal favours

The following personal visit tells a different story about the nature of Hilal-SR relationship. While we (me, Hilal's SR, another Libyan teacher, the Head of the Department of Staff Affairs, LU HD/SA/LU and two ETs) were waiting for Hilal to join us for the outing mentioned in 1.2.5 (this portrait), Hilal came a little late for the appointment. He and a Syrian ET rode with me:

On the way, Hilal told us that he was hiding in his compatriot's house to mark his students' exam papers. He told us that there were many people who wanted their relatives to pass. Even ... (his SR) had one he said. (Personal visit, 22/6/2003).

In the previous points in 1.4 of this portrait, we saw the SR offering forms of assistance and support, and how Hilal displayed the extent of his relationship to this SR. Here, Hilal seems to be asked to deliver. When asked in interview 2 to expand on what he said during the 22/6 visit (the anecdote above) concerning his SR's wish to look up some students' papers, Hilal confirmed it. He said that his SR, among other people, told him that there were students whose papers he wanted to look up. Hilal's compatriot ET who was working in the same department confirmed this in institutional visit 24/6.

1.4.6. Concern for Hilal's Rs future

The SR told me in the interview that his relationship with Hilal was so close that Hilal did not seem to consider building another similar one with other people. The SR said that he wanted Hilal to know other people 'for him and for me'. When asked to clarify what he meant by that, the SR said that he wanted Hilal to widen his relationships circle (*for him*), and so to show the people what kind of people the SR befriends (*for me*).

Interpretations

1.4.1a. Although the SR's brother acted on his request, it seems that he also liked Hilal. This is evident from the fact that he asked Hilal to stay at their home for the whole academic year. It is not a simple task to carry out, hosting someone for at least 9 months, given the Libyan lifestyle that insists that a non-relative cannot stay at home with a family unless the family head is present. This suggests that the brother would have to take Hilal with him wherever he went, which would evidently have been a daunting task had Hilal accepted. There might be a hint here at Hilal's character and behaviour, being likeable, supported by his evident blending in with most of those he was observed with, which might be felt throughout the portrait.

1.4.2a. Keeping an eye on Hilal by visiting him and inviting him shows that the SR considered himself a guardian of Hilal.

1.4.3a. The reason why the SR did not remember instances of defending Hilal might be that he did not consider those marked as favours and therefore not remembered, or that he simply could not remember.

1.4.4a. In invigilating with his SR, Hilal showed the same degree of confidence in being an accepted member of the teachers' group, as was the case with some employees in 1.2.1 and 1.2.2 of this portrait. The manner in which Hilal manages a property of his SR (the exam) might also show the degree of Hilal's closeness, especially to this person. Hilal seemed to have confidence in *not asking* his SR what he should do but going on with work immediately after greeting. This is similar to the confidence he displayed by knocking on the SR's back door, in ep 1, 2/3. This incident might also reinforce the claim that Hilal's visits to his SR's house were frequent, as both said (SR Int, Hilal Int 1, see 1.4.2, this portrait).

1.4.5a. It seemed to me that the Hilal-SR relationship had a give-and-take face. Hilal showed once more his professional integrity by deploying the hideaway strategy to

avoid breaching it, thus preserving his relationship with his SR. This also shows how Hilal valued this relationship. This incident might also show that a Libyan teacher works on ensuring that relatives pass, which we will later call ‘social patting’. The extent of Hilal’s relationship to people, as displayed by this portrait might allow him to engage in this social patting. However, it seems that he considers his professional integrity paramount.

1.4.6a. Here, SR seems concerned for Hilal’s well-being in case anything goes wrong with their relationship. He seems to want to ensure the continuity of Hilal’s social performance, as he was doing with the SR. The SR also seems proud of their relationship in that he wants to introduce Hilal to others to be able to boast of their relationship.

2. Outside work

2.1. Compatriots

2.1.1. Welcoming a compatriot: As for his social relationships outside the workplace, he visited a compatriot of his during shadowing in another town, who had just come from Mauritania. Hilal asked this person about relatives of Hilal who were caught up in disturbances in another country. This person comforted Hilal by saying that they were fine.

Interpretations

2.1.1a. It seems that Hilal is keen on meeting this relative, maybe to see him and hear from him about their other relatives. Thus, Hilal seems to care about those left behind, since he visited this relative in another village to ask about them.

2.2. Libyans

2.2.1. Social etiquette: The second encounter with those outside work relationships was Hilal’s visit to the head of his residence, the Youth Hostel, to congratulate him on his return from ‘Omrah’ (visit to the holy places). In this visit he was more formal than in the previous encounters with his work relationships in 1 of this portrait. Here, he sat, ate and drank tea only after being asked to, and sat upright with his back supported by the wall-mounted cushions on the mattresses prepared for guests. He also talked less, mostly only when asked, and his visit was brief.

Interpretations

2.2.1a. Hilal seems aware of the importance of social relationships outside work in Wadi Ghibli. Visiting the head of his residence might be both an attempt at widening his social network, and also to keep close or at least be known those who have any sort of relationship to his work or living, in this case the residence manager.

I have not seen Hilal go shopping during shadowing. It might be the case that being single reduced many of his outside activities, such as shopping for a family and the like.

Summary

Hilal was not seen with any students outside the classroom. The students seem to place some importance on exams, which were just due after shadowing. There was some noise in class, with which Hilal seemed patient and tolerant. Some students seem to have behaved irresponsibly with Hilal and some seem to be less careful in adhering as closely to the study and exam deadlines as they should. These seem to be forgiven by the institution, pressurised by social lobbying from outside. Moreover, there is some linguistic patting on Hilal's students by the department.

Hilal displayed a confident image and was able to pass on the respect he was offered by employees and teachers in the department, to outsiders. He enjoyed a relaxed professional relationship with them, where some employees provided him with social company outside work. With one employee, he faced mistrust. There was paperwork produced by the department that lacked clarity.

He was in a relaxed teasing relationship with two Libyan teachers, one of whom he visited at home. Hilal also belonged to a co-operative group of teachers during exams, where they carried out the exam processes in a less formal manner. Because of his residence status, Hilal enjoys being among a group of teachers at home.

He seemed to be in a very close relationship with his SR, who seems to have recommended Hilal to people in Wadi Ghibli, where they lodged him and sorted things out for him as a guest and as a teacher. The SR allegedly defended Hilal in some instances when needed. Hilal displayed an image that depicted great closeness in the manner in which he operated property of this SR. However, later, SR seems to have asked Hilal favours that the latter considered less professional and used strategies to avoid doing them.

At Work

- Being cautious about becoming closer to students reduces his chance of establishing a fruitful dialogue through which he can gain a better understanding of the students' reality and account for their behaviour.
- Attention distracters, such as noise and graffiti make Hilal attempt to discourage them, which wastes the time that could be invested in focused activities.
- Some students insult Hilal, and because those at Hilal's workplace take less than the required action against them, this puts Hilal in an inferior position to the students. That undermines his authority as a teacher
- Employees and teachers of the Department of Law, respecting and accepting Hilal as a member of a social work group characterised by a relaxed atmosphere, seem to make Hilal feel liked and welcome.
- The registrar's treatment about exam questions submission seems to create tension between himself and Hilal.
- Hilal did not complain about any matter related to the Head of the Department of Staff Affairs/LU's work. This means that he seems to have everything sorted out, or that only minor issues are encountered that need not be mentioned. Being a member of Hilal's group, the HD offers Hilal a chance to be updated on vital information he needs, as well as being a member of Hilal's social group that provides social professional company.
- As for the teachers, being in a group of them most of whom share the same residence where others can visit them without restriction, seems to have created a bond between the Department of Law teachers, both Libyans and ETs. This creates professional social company for Hilal most of the day. The group bond that this situation appears to have created, seems to compel the teachers to execute work tasks in a family-like cooperative manner, as happened in the exam.
- What the SR does in introducing Hilal to those at work, makes him avoid a possible long way round this process, whereby he might have needed other people to achieve the same result. Also, hosting Hilal made him avoid the cost of renting a place and the time that would have been wasted. Being from the same workplace seems also to have eased Hilal's acceptance into the social

professional atmosphere in the first year of his work. Looking after Hilal, visiting him, inviting him to his house and to outings creates a social atmosphere that helped in introducing Hilal to other people from work. Also, the SR seems to care for Hilal's future relationships, advising him on how to develop better relationships in Libya.

Outside work

- Hilal seems to act on widening his social relationships outside work, as well as inside work. He seems to try, maybe acting on his SR's advice, to know other people or widen his social network by, for example, visiting Libyans, whom he seems to have met recently, and compatriots.

A general look at Hilal's relationships then suggests that he keeps away from students. He enjoys a good relationship with his SR, which extended to other staff at work. However, Hilal considers the relationship with his SR irreplaceable. There seems to be a void between: (i) the good social relationships he has with people other than students; and (ii) the lack of closer relationships with them. This might be because he defends his professional integrity against 'social patting' on students that he considers unprofessional, which happened with his very SR.

Having ended by describing three cases, I will now move on to do a cross-case analysis of the six portraits in preparation for responding to the research questions in chapter 6.

CHAPTER 5

CROSS-CASE ANALYSIS

This chapter is a cross-case analysis which brings together and compares what happened to each case ET in their relationships, focussing on the role people were found to be playing in these relationships. By discussing the five major themes that the data revealed, I will try to illustrate the effects the relationships had on the ETs, and the roles they play in making them abler (or not) to maximise their contribution to education in Libya.

5.1. How each theme is discussed

In discussing each theme, I present data instancing behaviour revealed to be pertinent to the theme. I then choose some examples of behaviour to discuss in some detail. These illustrate the effects and the roles (in italics) inferred from examples of behaviour. By choosing certain examples, I hope to illustrate various roles, including data from the other three portraits, not included in chapter 4.

After that I discuss the roles found in the other items and list, by way of summary, all the roles people were found to be playing within each theme. Finally, I present a summary table of all the behaviour items, their effects and the roles people played.

In the themes on social patting and educational change, and in part of the theme on power dynamics, there will be a discussion concerning constraining roles, about which little is found in the literature. Then I discuss the enabling roles in the rest of the themes; part of the theme on power dynamics, the one on SRs' contributions and that on others' contributions. In the summary table I will mention the mentoring roles I found in the literature that match the roles shown to exist in the ETs' relationships.

5.2. Discussion of themes

5.2.1. Social patting on students

The phrase social patting was used by one of the case ETs, Mursi, to describe how people, mostly Libyans, help students out in ways that contradict codes of practice and basic educational practice (chapter 6).

Instances of patting

The table below draws on the data in the portraits, showing behaviour in the relationships between ETs and others that can be classified as social patting on students. Throughout the tables, an asterisk denotes the occurrence of the behaviour. A hyphen denotes that data did not reveal a similar instance of patting. People indicated next to an asterisk are the ones who carried out the stated behaviour. Question marks mean that the people who carried out the behaviour are unknown.

Table 9: instances of social patting

	Instance of behaviour	Ibrahim	Mursi	Murad	Hilal	Afif
1	Raising exam marks without ET's consent	* Exam committees and Deans/LF, LI2	-	* ??	* ??	-
2	Not reacting to students absence	* Students' parents, Registrar/LF, students	* Students' parents	-	-	-
3	Allowing students into prohibited areas	-	-	-	-	* Afif, LU guards, employee in the D/Ar
4	Not expelling cheating students	-	-	* Murad	-	-
5	Reacting inadequately to students insulting the ET	-	-	-	* HD/Law and people from outside the LU	-
6	Allowing students room for manoeuvre to protest against exam questions.	-	* Exam committee/ LF	-	-	-
7	Asking the ET permission to check on his students exam papers	-	-	-	* SR	-

The origins of the social patting behaviour might be explained by several factors, which we can find discussed in the contextual background in chapter 1. The first is the individual's dependence on family and tribe, in tribal societies such as Libya, until later stages in life (1.5.1, p 16). There is thus an urge to help students who one knows or is related to. The second is the importance of certificates for employment. One must have a certificate to be employed.

The third factor is the overall downgrading of the students' level that was felt as a shockwave when English was removed from the curriculum. This mostly had consequences for scientific disciplines (1.5.1, p 15), but also affected other disciplines. Therefore, the individual helped out by the collective, in an environment where a certificate is indispensable for employment, and where the students' level has seemingly been degraded because of educational political factors, seems to result in social patting where students are helped to obtain certificates at any cost.

People in relationships with ETs in this theme have been found to play mostly constraining roles. As will be seen below, they range from roles, for example, of people as *alienators*, *restrictors*, *disempowerers*, *corruptors* and *stressors*. These roles will be discussed and illustrated below.

Behaviour 1: Libyans intervening to modify students' assessment

Background

There were instances where students' marks were raised without the ETs' consent. These ranged from formal increasing of marks of whole groups of students to raising marks unofficially in individual cases. We can classify formal raising of marks for groups of students as 'major', and unofficially raising marks for individual students as 'minor'.

The LI1, the LF, and the LI2 in Wadi Ghibli are institutions that are older than the LU (10, 12 and 24 years old respectively). In these institutions, major mark increases were made, as the data showed in Ibrahim's case with the LF and the LI2, for example. As far as I am concerned, in its early stages, from 1992 to the mid-1990s, the LF did not adopt this practice, while it did so during data collection. In the LF's case, the LF prospective takeover by the LU in 2004 might have further contributed to the situation with the LF feeling a need to do something to graduate as many as possible of its remaining students before closing down.

Also, as a previous member of the exam committee of the LI1 in 2000 (LI1 is now 24 years old), I observed a similar practice taking place then. It seems that older institutions, such as these, which have passed the establishment stage, find time and maybe stability to carry out such processes as major raises. The LU, however, is still a new institution (4.1.2 p 119), which is currently concerned with establishing itself and securing resources. The staff therein may not yet be finding the time and/or feeling the stability those in older institutions have to formally raise marks. According to the

Head of the Department of Physics/LU (Int-chat), such practice is currently not adopted in the LU. This might be why we see the formal (*major*) raising of marks in Ibrahim's case, for example, rather than in Hilal's and Murad's, where minor increases took place.

Effects

By removing the assessment role of teachers/ETs, their role as teachers is directly constrained since they are no longer entrusted with the professional obligation to produce honest results that reflect the true nature of the learners' achievement. Thus, their role is reduced to that of lecturers without the assessment function that is commonly a key part of that role. That is, for the three ETs affected (Ibrahim, Murad and Hilal) here, a decision that other people should allocate marks to their students actually impairs their professional responsibilities that include both teaching and testing.

Thus, those people who intervene to do so actually act as *alienators* to the ETs concerned, in this case Ibrahim, Hilal and Murad. Such alienation comes about when the ETs' need/responsibility to tell everyone what they think a learner is capable of doing through formal assessment is considered unimportant by people around the ETs, or at least this is shown to be so. This is a type of professional alienation. Moreover, since teaching in an institution is a highly socio-professional experience, it also has a social alienation side to it. Any form of alienation and rejection will have, in addition, a psychological effect. Hence, the effect of the behaviour in the relationship between Ibrahim and the exam committees in the LF and Local Institute 2, on the one hand, and between Murad and Hilal and those unknown actors, on the other, can be summarised by the following role:

Alienator (impairing professional responsibilities, taking away the ET's professional responsibilities, rendering him a less important person in the process of educating learners).

There seems to be a difference in the extent to which these effects are constraining in the three cases here. In Ibrahim's portrait, patting takes on a 'major' form, while for Murad and Hilal it is 'minor'. This indicates that impairing and hence alienation in Ibrahim's case may be more evident and widespread (in both institutions in which he works: the LF and Local Institute 2), hence with more constraining consequences than for Hilal and Murad. Ibrahim's professional responsibilities are

impaired in respect to all his students, compared to the individual cases for Murad and Hilal. This increases the number of *alienators* around Ibrahim, exacerbated by the fact that the alienation they cause is official, which he can do little about.

Behaviour items 3 and 4: allowing students to visit prohibited places and pandering to students' attempts at violating exams

Background

During exams, the LU and LF impose restrictions on areas such as exam committees, exam halls and academic departments, to prevent exam fraud. Many students try to cheat, maybe because of the low attainment percentages in the institutions discussed in the introduction to 5.2.1 above. A social feature, which we saw in 1.5.1 (p 17) (socio-cultural help), appears to contribute to this process, whereby those students who know someone in a department can secure special treatment. It could be that such socio-cultural help (one might call it favourism) encourages attempts at tightening security.

In Murad's case (see below), attempts to cheat in the exams might also be because the students find it doable because of:

- The less serious punishment students generally receive.
- Forms of assistance the students are given at the end when they have problems, as in behaviour items 1 and 2 (see tables 9 and 10).

Effects

The instances in these types of behaviour represent patting by Libyans and ETs alike in Afif and Murad's portraits:

2.2.1. Allowing employees' relatives into prohibited areas: In ep 2, 29/3, one of the students asked Afif to accompany her upstairs to meet one of her relatives, who works in the Department of Arabic, because the guards would not allow her. As it was exam time, the entrance to the academic departments area was restricted for students. Afif agreed and she went with us upstairs, together with one of her colleagues. The guards moved aside when Afif and we entered. As we entered the department, both students went into an office where one of the employees welcomed them and started chatting with them. Afif and I continued on our way to the HD's office. (Afif's portrait).

This is a triple patting instance because Afif, the guards and the employee seem to help the students in ways that contradict the code of practice that was supposed to be in operation during exams. In another instance, Afif also seems to be

complacent with the students in not taking the register, as paragraph 15 (SGPC 2002:62) requires. But as the portrait shows, he did so seemingly because his own rate of absence was high, allegedly due to personal circumstances. This suggests he was shown special consideration by the department, which did not punish him according to regulations.

This is constraining for Afif in that these items of behaviour (his in the two instances, the employee's and possibly the guard's, in the first instance) degrade some of his professional obligations towards the department, students and the outside world. Afif is a member of staff who should work with others by not allowing students in, and in ensuring smooth registration processes, such as recording presence and absence. It is also important to notice that the guards' 'patting' here is a complicated one. They seemed to allow the students in because Afif was with them. Therefore they seem to pat Afif, by allowing him to take the students upstairs, and letting him and the employee upstairs continue the 'patting' behaviour.

As was the case with Afif, Murad was complacent with the students, who tried to cheat because he did not expel them (1.2.4a, Murad's portrait), as the regulations require, according to paragraph 42/3 of the SGPC (2002:72). This is constraining for Murad in the same way as Afif, because it also degrades his professional integrity by disabling the same professional obligations as those of Afif above. This suggests that, although most of the patting seems to come from Libyans, as we shall see later, some ETs do pat as well.

Afif has 10 years' experience in Libya and Murad 7 and, as we have seen, they seem to have learnt that patting on students is relatively safe. The story of Afif and Murad's relationships here give rise to roles of people as *corruptors*. In both cases, Libyans help these two ETs in adopting behaviour that is inappropriate according to the codes of practice and what learners should be helped to learn to do, which is adhering to such codes. People playing *corruptor* roles in Afif's case are directly obvious. They are the guards and the employer in the Department of Arabic. The *Corruptors* in Murad's case are less personally identifiable. They are the Libyan people around him at work and outside. Through observing them, Murad was able to adopt such inappropriate behaviour without being threatened by the consequences. In this sense, they act also as models of inappropriate behaviour. These people corrupt the ETs professional integrity by helping them to deviate from the professional responsibilities of not allowing students to break codes of practice. They are also

corruptors because they signal to those ETs the ease and the importance of pandering to students. Thus, the following role summarises the above effects on Afif and Murad: *Corruptors* (degrading Afif and Murad's professional integrity, leading to corrupting the ET's professional integrity).

Behaviour 6: employers allowing students room to scrutinise exam processes and results

Background

According to the SGPC (2002:24) paragraph 24, a student can submit an application for the review of his/her final exam paper if s/he is not satisfied with the result. This is designed to allow students to put right possible teacher errors in correcting the papers.

As we saw in Mursi's portrait (1.1.6a), he sticks to dictation to provide proof that all the students have received the same content. This is to make it difficult for those who protest that Mursi does not teach/provide examples of what is in the exam questions. No other teacher among the six cases explicitly mentioned that his methodology was driven in this way by students and the exam review committee's behaviour. This might, in part, be due to Mursi being one of the most articulate teachers in the sample about their teaching circumstances, as the portrait shows.

Effects

What students and the exam committee in the LF do is constraining for two reasons. The first is that Mursi is held back from applying the methodological techniques he believes are useful in class. The second is that Mursi asks direct questions in the exam to prove to the committee that they come from the notebook, which all the students have. As a consequence, when the students find the direct questions, they assume that copying the answers is what Mursi wants. They memorise and find this hard to do, as in 1.1.6a in Mursi's portrait, resulting in their being unable to cope. This inevitably affects Mursi in various ways, such as his resulting disappointment. But the most important constraint is his inability to put into practice the teaching techniques available to him.

Thus, the students and the members of the exam committee at the LF act as *restrictors* to Mursi's professional practice. It is because of the overall relationship between the students and the exam committee and between students and teachers such

as Mursi in respect of this matter that he sees his relationship to his students as threatening. Thus he abstains from carrying out what he considers to be correct classroom procedures. Members of the committee are *restrictors* because they signal to Mursi that his teaching is always subject to questioning and scrutiny, albeit officially, leading him to adopt such dictation strategies. The committee does this as an official process, so it is even harder for a teacher, let alone an ET, to resist or question such process. Students act as *restrictors* by amplifying Mursi's fear when they actually claim in his or in other teachers' exams that they have not been exposed to a certain item they find on the exam paper. Here, although the official restriction that comes from the committee is not targeted at Mursi in particular, students actually use such a restriction to their benefit making Mursi doubt the committee's intentions.

Thus, the following role summarises the effects of the behaviour on Mursi:

Restrictors: (Restricting Mursi's professional activities).

We have, up to now, seen examples of how behaviour in the ET's relationships with others suggests constraining roles played by such people. Rather than discussing each behaviour item of the rest in detail, I am now going to discuss the roles found in them.

Other roles (behaviour items 2, 5 and 7)

Some similar and some slightly different types of alienation continue to be found in the other behaviour items. We have looked above at roles of people as *alienators* of ETs in their professional activities. This is the case in behaviour 2. Here, students' parents, students themselves and employees, such as the registrar, did little to ensure that ETs such as Ibrahim are aware of the reasons behind students' absence. They act as *alienators* in matters related to the professional practice of the ET because the latter needs to know where he is and what his role is in the matter of students' absence, and what he can do to remedy it. Alienation here results from these people apparently considering it unimportant for the ET to be aware of students' classroom circumstances.

Roles of alienation even extend to affect the image of the ET in and out of class in behaviour 5. This time, alienation is of a combined social and professional nature, with the social aspect being more salient. HD/Law and some Libyan people from outside the LU lobbied to cut short the punishment received by a student who insulted Hilal. The student was allowed to go back to university. They are social

alienators because they, together with the student, put Hilal in an inferior position to Libyans, including students. This encourages other students and people who wish to insult Hilal or other ETs to do so.

Roles of alienation at times were found to combine with other roles such as disempowerment. In Hilal's story which we just mentioned, the same people also act as *disempowerers*. Every teacher expects to have some type of authority over the class. The teacher directs, instructs and initiates many of the classroom processes and decides on the choice of materials and teaching strategies. All this is due to his/her greater expertise in comparison with that of students. When the teacher/ET's need for respect is not valued, the chance of respecting the expertise manifested in his/her person is also downplayed or not valued. The result is a greater chance that the teacher's voice, especially the ET's, is not heard and his/her power and ability to make things happen in the classroom and elsewhere are also reduced. Because of this, the people in Hilal's insult incident act also as *disempowerers*.

Roles of alienation were sometimes combined with other roles such as restriction, some of which we have seen earlier. As we saw above in the students' absence instance, Ibrahim was left in the dark about the true reasons for his students' absence. The role of the students, students' parents and the employees concerned here is one of *restrictors* because what they did, in addition to alienation, is to prevent Ibrahim from doing his job to the full, which is instructing all the students. This also happened in Mursi's case. When there was nothing done about students' absence, the number of students exposed to instruction was fewer, hence the ETs' ability to teach a larger number of students, towards whom he had responsibility, was restricted.

In another instance, people were found to play *stressor* roles. Stressor roles cut across most of the roles found to be negative in the current theme and the following two themes discussed in this chapter. They are often a by-product of other roles when relationships play negative roles. A *restrictor* role has a *stressor* by-product role when the ET feels restricted in doing the job but is unable to put things right. The role we are currently looking at, however, (behaviour 7) was the direct effect of the behaviour in the relationship. It had a physical nature in the case of Hilal, when he travelled a two-leg journey to avoid his SR asking his permission to check on some students' papers in an attempt to help them out with marks.

Hilal was successful in avoiding that, by deploying an avoidance strategy. Thus, he endured physical and financial stress, and spared himself the psychological

stress that could have resulted from disappointing his SR and maybe breaking the relationship. There were also cases where people played roles of psychological *stressors*, examples of which we will encounter later.

We can then summarise the roles played by people in their relationships with ETs in this theme as follows:

1. Alienators

- Professional: shutting the ET out from the centre of assessment of his own students.
- Professional: showing the ETs' need to know the reason behind their students' absence to be unimportant.
- Socio-professional: giving the ET a feeling of inferiority towards Libyans in the workplace and outside.

2. Disempowerers

- Reducing the possibility of the ET being heard as an authoritative voice by students.
- As a result, reducing the chances of the ET being able to make things happen in his classroom, in accordance with his professional judgement and expertise.

3. Corruptors

- Allowing and assisting the ET to help students break the codes of practice.
- Modelling inappropriate unprofessional behaviour for the ET, which s/he then adopts.

4. Restrictors

- Restricting the ETs' ability to instruct all the students by not acting on student absence.
- Restricting the teaching strategies and related materials and processes the ET is able to use.

5. Stressors

- Causing the ET physical stress when ETs are forced to go out of their way to avoid breach of their professional integrity.
- Causing psychological stress that is a by-product/effect of the existence of all the other negative roles.

In table 10, I now go on to summarise the roles found to exist in this theme as revealed in the data.

Table 10: summary of roles in the theme 'social patting'

	Behaviour	Effects on ETs	Roles
1	Libyans intervening to modify students' assessment	impairing their professional responsibilities (<i>constraining</i>)	<i>Alienator</i> , taking away ET's professional responsibilities, rendering the ET a less important person in the process of educating learners
2	Parents and employers lack of intervention to ensure students' regular attendance. Parents, students and employers considering it less important for the ET to know the true reasons for students' absence	discouraging the fulfilment of their duty (<i>constraining</i>)	<i>Restrictors</i> , making ETs unable to perform their duties). In Ibrahim's case, <i>Alienators</i> , considering it less important for the ET to know everything about students, or less important for things to be clarified for him.
3	ET and Libyans allowing students to visit prohibited places during exams	degrading their professional integrity (<i>constraining</i>)	<i>Corruptors</i> , leading to degrade ET professional integrity
4	ET conforming and pandering to students' attempt at violating exam regulations	degrading their professional integrity (<i>constraining</i>)	<i>Corruptors</i> , leading to degrade ET professional integrity
5	Employers allowing students room to scrutinise exam processes and results	Restricting ET's professional activities (<i>constraining</i>)	<i>Restrictors</i>
6	Allowing students abusing the ET to continue studying	undermining the ET's need for respect (<i>constraining</i>)	<i>Alienators</i> , giving the ET a feeling of inferiority to Libyans, <i>disempowerers</i> , reducing ET's power over students as their teacher
7	ET looking for places to hide to avoid giving opportunities for SR to check the ET's students marks	Putting a physical strain on the ET (<i>constraining</i>)	<i>Stressor</i>

The next theme describes behaviour in the relationships between ETs and others that results from power differences between them.

5.2.2. Power dynamics

Instances indicating power differences

The table below draws on the data in the portraits showing behaviour in the relationship between ETs and others that reveal power differences between them. An asterisk denotes occurrence of behaviour resulting from power differences while a

hyphen indicates that data did not reveal any. People indicated next to an asterisk are the ones who carry out the said behaviour.

Table 11: Instances of power-related behaviour

	Instance of behaviour	Ibrahim	Murad	Hilal	Afif	Munji
1	Incentive delay.	* Deans, LU and LF.	* Ex-employers LF	-	-	-
2	Asking the ET to submit exam questions to the wrong place.	-	-	* Registrar, D/Law/LU	-	-
3	Delaying ET's paperwork.	* H/Health Centre Wadi Ghibli	-	-	-	-
4	Asking the ET to do teaching jobs for others.	-	* Libyan neighbour colleague, HD/Physics, LU	-	-	-
5	Expelling the ET.	-	-	-	-	* HD/Arabic
6	Power for care 1: returning ET to work.	-	-	-	-	* SR1
7	Power for care 2: using social relationships in an emergency.	-	-	-	-	* SR1
8	Power for care 3: recruiting donors in an emergency.	-	-	-	-	* SR2
9	Threatening the ET.	-	-	-	-	* A student

The behaviour items that constitute this theme also have their origins in features of Libyan society. Libyan people are hospitable towards expatriates, and they sometimes are closer to expatriates than Libyans, as the rest of the themes will show. However, when it comes to occupying places of power and vital posts of decision-making, expatriates are considered second in status, except for cases where no Libyan counterparts are available. This is why all the deans, nearly all heads of departments and the administrative cadre in educational institutions are Libyans.

The overall student status in the Libyan education system still gives students a power advantage over teachers as mentioned in 1.5.1. This state of affairs that was created mainly by the Students' Administration (cf. 1.5.1, p 14) led, for example, to appointing heads of educational institutions from among those who have a history

with, participated in or are known to have advocated the students revolution. Examples are the two deans of the institutions in this case study. This has created a recipe for the power of Libyan students and staff, where ETs are always at a power disadvantage to them. ETs are not apparently employed to occupy power positions. But remaining low in the power stakes has consequences, which we will discuss in chapter 6.

People in the ETs' relationships discussed in this theme were found to play constraining roles as *controllers*, *disempowerers*, *stressors*, *alienators*, *restrictors* and *corruptors*. There were also enabling roles such as *sponsors* and *supporters*. I will start by discussing some examples of the behaviour items to exemplify the roles revealed in this theme.

Behaviour 1: incentive delay

Background

This behaviour which we have seen in Ibrahim's portrait (1.2.2) and which is also present in Murad's, seems to have two different origins. In Ibrahim's case, some origins lie in the political background in chapter 1. Throughout 1.5.1, we saw how frequently major political changes were taking place in the country. Also, we saw how intervals between such changes have been too short for any change to take effect in a way that enables people to absorb and grasp it (see next theme).

There is no need to repeat those changes (cf 1.5.1), the last of which is the one which concerns Ibrahim's case. In 1.5.1 (pp. 13-14), we saw how in this latest change, authority was decentralised. The authorities in Wadi Ghibli made a number of decisions once they had obtained more autonomy resulting from the decentralisation. One of these decisions was made in a meeting between the MPCtR (Main People's Committee of the Region) and the deans of the LU and LF. According to this, and as 4.1.2 (p 121) and Ibrahim's portrait (1.2.2) show, the decision was to force the ETs, such as Ibrahim, to work on a salary basis rather than the previously allowed salary and overtime (co-op) work. They were also forced to work in other institutions in the PR with no increase in salary.

As for Murad, the incentive delay may have its origin in the changes in affiliation we saw in 4.1.2 (p 117). The head of the Department of Study and Exams/LF mentions that delays occur to various administrative processes, including financial ones. This is because the affiliation paperwork necessary for financial

obligations towards the LF staff is not usually completed before a new affiliation took place, which leads to repeating the whole process again. However, an important reason is the mere fact that Murad is at a power disadvantage to those employers. He is a teacher and they are in senior positions, such as the dean. Also, they are nationals and he is an ET. Now we turn to see the effects of the incentive delay on both.

Effects

Here, a policy introduced in the meeting between Ibrahim's workplace deans (LF and LU), and the MPCtR (Main People's Committee of the Region) put the dean/LU in a position of direct control over Ibrahim's performance standards, even though Ibrahim did not originally work in the LU, but in the LF. Both deans and the members of the MPCtR acted as *controllers* of crucial aspects of Ibrahim's professional practice. Such control took the form of regulating where Ibrahim works, when, for whom and for what, which seems restrictive enough to make Ibrahim complain in the manner we saw in 1.2.2 (Ibrahim's portrait). Thus, the following role is a summary of the effects on Ibrahim:

Controllers (Professionally control Ibrahim, unilaterally dictating to Ibrahim his conditions of work).

Moreover, Ibrahim is put in a position where his employers in the LF backed the decisions of other people and institutions, apparently at his expense. This may be because of the rather weaker LF position since it was widely thought that the LU would take over the LF (4.1.2 and 5.2.1 above). Thus, his employers acted as *disempowerers*. This is because, as his employers, they should have backed him rather than others against him. It is necessary for Ibrahim to feel that the people in his workplace defend him both professionally and personally, which is an aspect of people's role as empowerers. In this situation, Ibrahim is in a position where he does not have the power to defend what he sees as his right. The following role summarises this effect:

Disempowerers (Professionally dis-empowering Ibrahim, undermining and failing to back up the ET against outside power).

Another immediate role these people play in Ibrahim's case is one of *stressors*. Stress in Ibrahim's case is mostly psychological. The act of changing the course of Ibrahim's work in the way the incentive delay shows, without his having a say in it, and not responding to his demands for pay, seem psychologically frustrating

because of what he said in 1.2.2 (Ibrahim's portrait): threatening to quit work at the LU.

Also, a similar *stressor* role is played here by Murad's ex-employers at the LF. Murad's story suggests that his ex-employers acted as psychological, physical and financial *stressors*, whereas in Ibrahim's case the stress was mostly psychological and financial. This is because Murad quit work at the LF and had to change his place of work and living as a result:

Murad mentioned in Disclosure 3 that he had a financial dispute with the LF where he had worked for the last few years:

--Murad said that he quit the LF because he had been asking for his money for two years but couldn't get a 'dirham' (*penny*) as he says.

He said that he took the whole family there (*another town*), worked for one year but his wife and he didn't like it. He said 'we missed the place. You can't find a town like Wadi Ghibli, not far from ... (the capital), not far from the coast, yet not too crowded'. He said that in Wadi Ghibli one can find everything one needs.

From Murad's portrait, 2.2.1.

Quitting work and Wadi Ghibli altogether shows that Murad was psychologically stressed more than Ibrahim. Summarising the effects of not responding to these two ET's demands is the role of:

Stressors (Psychologically stressing Ibrahim and Murad, financially and physically stressing Murad).

Behaviour 3: delaying ET's paperwork

Background

Every ET is required to undergo health checks on entry to the country. Some medical tests are usually carried out on people who arrive from other countries. This is apparently to prevent the spread of diseases. An ET visits a public Health centre nearer to him/her to have tests carried out and a Health Certificate is then issued. Such a certificate is signed by the head of the health centre concerned, and is then taken to other authorities as a requirement for the renewal of the ET contract with the educational institution in which he works. This process is repeated every year.

Effects

The Head of the Health Centre in Wadi Ghibli performed an *alienator* role towards Ibrahim. As we have seen in 2.1.2 (Ibrahim's portrait), he seemingly treated Ibrahim differently from the Libyans, delaying the process of handing his Health Certificate to him, without giving him a reason as to why he should wait until 1:00pm. The power difference here is that the official is both a Libyan and occupies a senior position. Alienation here is not the delay itself, but the feel given to Ibrahim that he is different from nationals and therefore he should expect to be treated differently. It is also because no reason, let alone a convincing one, was given so that Ibrahim can seek an excuse for that official.

The Libyans who waited for their Health Certificates to be issued that day were allowed to collect them while Ibrahim was asked to wait, despite the Head's claim that all should collect their Health Certificates at 01:00pm. This puts Ibrahim in a relatively inferior position to all the Libyans visiting the Health Centre for the same reason. This is a form of social alienation because it took place outside the institution and was carried out by people who do not work with Ibrahim. However, in a sense, it is professional because the Health Certificate he sought was necessary for his work in Libya. Thus, summarising the effect of this behaviour on Ibrahim is the following role:

Alienator (Socially alienate Ibrahim).

Despite this, Ibrahim reflected in 2.1.2 in the portrait on the fact that he lacks connections or liaison people (using people who can be of help with the Head of the Centre rather than the regulations to get things done) (see 1.5.1, p 17). This is a positive result of a negative encounter.

In Ibrahim's case, some factors then seem to interact to increase the social void which seems to exist. First, having these tensions with those in power both in and out of work, as this theme suggests. Second, the fact that he had some disputes with some compatriots at the outset of his work in Libya, as 1.3.1 in the portrait shows. These tensions resulted in Ibrahim's keeping his distance from those in power (lack of liaison supports this) and even from other ETs at work and outside, as 1.3.2 in the portrait shows.

The social vacuum in his life resulted in spending more time with his students at work, as 1.1.1 (the portrait) shows, with his family, as 2.2.2a (the portrait) shows,

and in the market places when he was outside work, as 2.1.1 and 2.1.3 in the portrait show. These are positive effects of negative behaviour.

Behaviour 4: asking the ET to do teaching jobs for others

Background

Some Libyan teachers are co-ops in the LU. This means that they were appointed somewhere else, usually in other academic institutions some of which are in larger cities, but do extra paid jobs in the LU. These teachers travel from those places to Wadi Ghibli to do their teaching. Some factors seem to affect the ability of these teachers to balance work in different places, especially as they mostly travel by car. Some, as was the case with Murad below, often rely on the ETs to do the job for them. This issue seems to enrage the Head of the Department of Physics/LU who complained about it in Murad's portrait (1.1.2), saying that some Libyan teachers 'teach by remote control. They stay in their homes and teach'. Being allowed to do co-op work, while the ETs are not, the Libyan teachers work in different institutions, sometimes in different towns to improve their living standards (Hilal's SR being one).

Also, some ETs who occupy power roles, such as the heads of academic departments because of a shortage of Libyans who are qualified for this, (as mentioned above), have the possibility to ask the ETs for extra work they might not want to do.

Effects

Murad's portrait reveals two instances of power dynamics resulting from people using their power advantage over Murad. A Libyan teacher and an ET in 1.1.1(a) and in 1.1.2(a) (Murad's portrait) seem to use their power positions over Murad:

1.1.1. Power favours: a. Libyans: Murad claims that colleagues ask him professional favours and that he could not refuse because of his shy nature, as he described himself. He explains in Murad-Disclosure 1 that a Libyan colleague:

'asked me once if I have something about that module and I gave him some handouts. He then photocopied them and later came to ask if I could give them (*the students*) a lecture, ... I agreed'. Murad also said that this colleague asked him to give the students the other lecture. 'And here I am, teaching his students the whole module for him. Now I'm afraid I'll do the exam questions, then the exam then

correct and just give him the table of results to sign'. Murad said that he did the work and his colleague picked up the money.

During a visit the following week on Friday, I witnessed his Libyan colleague approaching him with a request to correct the exam papers for him: ... From Murad's Portrait (pp1-2).

At the end of the year, Murad was formally assigned to teach his colleague's students because that Libyan colleague was travelling abroad. The ET who was also the HD of Murad's department also asked Murad to help some of his students with their projects, which I observed during shadowing in ep 5, 13/3 (Murad's portrait), while Murad explained in Disclosure 2 that he could not refuse.

The two teachers used their power advantages over Murad. The Libyan colleague used his national versus ET power, and the HD ET used his superior versus subordinate power. Here, both acted as *restrictors* to Murad's professional duties. This is because Murad spent time and energy teaching those teachers' students. Restriction happened because Murad was prevented from using such time and energy in doing work that is related to his own students, whose number is large in the first place, as Murad's portrait showed. This, together with the psychological stress resulting from the feeling of being obliged rather than willing to do the job for them, reduces his time-space and the more relaxed thinking atmosphere required to do his own job. Thus, summarising this effect on Murad is the following role function: *Restrictors* (Reducing Murad's time allocation for his professional responsibilities, reducing the ability to carry out his main professional responsibilities).

The encounter with the Libyan colleague has an additional constraining role. It is a *corruptor* role. In 1.2.1(a) and 1.2.2(a) in Murad's portrait, he was observed treating the former's students with irritation and impatience, while in 1.2.3(a) he was seen more relaxed with his own students. This, apparently, was a reaction to his inability to confront his Libyan colleague with the fact that he did not wish to do the teaching. Corruption happens here because Murad is forced to show two different faces to two different groups of students. It is not an appropriate professional practice to treat students in different ways for reasons unrelated to the students themselves.

Moreover, having been formally appointed to teach his Libyan colleague's students at the end of the year, as mentioned, Murad will have to choose between the old face, when he was teaching them on behalf of the Libyan colleague, and the new

one he has to put as their teacher, which is a paradox. The Libyan colleague and the compatriot HD also play *stressor* roles. This is because Murad is not able to refuse to do the job, while being under the pressure of doing it without incentive. Thus, summarising the effect are the roles of:

Corruptors (causing Murad to differentiate in students' treatment, reducing the ET's ability to treat students equally).

Stressors (the ET psychologically refusing while physically enduring to do what they ask).

Behaviour 6: returning an expelled ET to work

Background

When Munji first arrived and started work in the LU, he had clashes with some of the ETs he found in the department of Arabic. The dispute, which was found to originate from differences in views about teaching methods and testing between Munji and those ETs, escalated. According to him, and his SR1, the ETs lobbied to make the Head of the Department expel Munji. The HD did expel Munji and a compatriot teacher of his. According to him, he expelled both teachers on the grounds that he wanted to raise the department's standards by employing only PhDs. Munji and his compatriot had only an MA, which is valid for a teacher to teach in Libyan universities.

Effects

SR1 was the one who worked on reinstating Munji in his work, as the portrait shows in 1.2.1(a). This was because SR1 was both a teacher at the LU, and a department head (Economics). Here, SR1 acted as a *sponsor* (2.6.3) who used his power to make things happen in the service of the ET. Being in a power position, both as a Libyan teacher and an HD, allowed him to do something with the HD to enable Munji to return to work. The SR said that the relationship between Munji and the others in the department was getting better. His intervention enabled Munji to resume all his professional duties, on which his livelihood depended, especially since Munji (Int 1) and his SR2 (Int) mentioned that he could not obtain a job easily in Tunisia, his home country. Thus, summarising the effect is the role of:

Sponsor (2.6.3. causing Munji to resume professional activities, using the SR's power to make things happen in the service of the ET).

Behaviour 7: using social relations in an emergency

Background

During emergencies, people in Libya not only rely on public services alone, but also make sure that personal relationships assist formal processes to speed things up, maybe because of the uncertainty about the effectiveness of formal processes. Thus, in places like hospitals and other workplaces, it pays to know someone, a concept discussed in 1.5.1 p 17).

Effects

During an emergency concerning one of Munji's family members, Libyan SRs 1 and 2 rallied to his assistance. As the portrait shows in 2.1.3(a), 2.1.4(a), SR1 used his relationships with people in the hospital (a medic) to make sure the patient was looked after carefully. This is a *sponsor's* role once again, in which SR1 used his ability to make things happen in Munji's service (2.6.3). Introducing Munji to the medic is also a form of a *sponsor's* role of introducing the ET to the right people (2.6.3). It is also a form of a *sponsor's* role in which the seniority of the SR as a Libyan and as a department head granted both the SR and Munji to access other senior relationships in Libya (2.6.3), in this case the medic. SR1 seems to be authoritative while, at the same time, showing his power-as-care as a Libyan and as a friend of Munji in the following manner:

When Munji invited him to sit down, he (SR1) did not say the usual words used by those who just know each other 'malaish' (*no thanks*), but just said that he had something to do. SR1 seemed to feel free to give orders to Munji and get annoyed when things were not done by him:

--SR1 to Munji: did you go to the doctor?
 --Munji: they said his shift is tomorrow anyway.
 --SR1: No, no, no. 'ti kaif?' (*how is that? denoting dissatisfaction: 'ti' shows annoyance*). I told you to go to him at home and tell him that (...) (SR1) asks you to keep an eye on (...) (*Munji's family member*). Either me or (...) (SR2) will be there tomorrow. But you need to go tell him tonight. He might forget. (Ep11, 18/5).

From Munji's portrait (2.1.4)

In this incident, the SR also acted out his role as a *supporter* (2.6.3). He gave personal support in showing Munji that he cared about what happened to Munji's family member. Support here is also in the form of reassuring Munji that either he (SR1) or SR2 would be in position in the hospital at the time of the operation. Both

asking the doctor to keep an eye on the patient and the act of displaying care in such an authoritative manner seen in the quote above is enabling. This is because they give Munji a sense of psychological support being given away from home, which is quite reassuring. Thus, summarising the effect of SR1's behaviour is the following role:

Sponsor (2.6.3. putting other people at Munji's service, using SR's power to make things happen in the service of the ET).

Supporter (2.6.3. displaying care towards Munji, giving personal support, sympathising).

As SRs prove helpful in vital work situations, so they seem to be in emergencies outside work, which seems a balance that Munji succeeded in striking. Now we turn to discussing the roles people were found to play in the rest of the behaviour items.

Other roles (behaviour items 2, 5, 8 and 9)

There are more constraining roles in the other behaviour items. We have seen how Ibrahim faced social alienation outside work. The roles of people as *alienators* of ETs continue to exist even inside work, as happened to Munji as well as Hilal. In Hilal's case, the registrar tried to force Hilal to submit exam questions to him, even though this was not required by the codes of practice. Hilal's refusal to do so made the registrar treat him as a *persona non grata*. This is a form of professional alienation.

In Munji's case, HD/Arabic and some ETs in the department of Arabic acted as *alienators* when they worked on expelling Munji, as mentioned earlier. Alienation came about when, as Munji was reinstated, they (and he) kept their distance, locking each other out of what they do as professional teachers, which is very important for each of them to be a part of. This is professional alienation, but it has also a social side to it in the sense that, as mentioned above, teaching is a highly social process.

Another constraining role that we saw also in the previous theme is the role of people as *disempowerers* to the ET. It reappeared in Munji's case where some of the students tried to undermine his power which is invested in his expertise as a teacher. A student threatened Munji that she would complain to the dean because she was not satisfied with her mark. Although Munji stood firm against this act, it gave him a feeling of inferiority to Libyans, including students, reminding him that there were limits to what he could do even in class.

As for the other enabling roles, roles of people as *supporters* of ETs are also found in other behaviour items, usually accompanying roles of *sponsors*. As well as SR1, SR2 also acted as a *supporter* and a *sponsor* at the same time. He was a *sponsor* when he used his power as a Libyan to recruit blood donors for the medical emergency Munji's family member was going through. This is putting other people in the service of the ET (2.6.3). The people SR2 recruited were his colleagues at work. Thus, even work was delayed for Munji's sake. The role of the *supporter* usually accompanies that of the *sponsor*. Here, SR2 not only put his power in the service of Munji, but also provided psychological and even physical support. This was when SR2 spared Munji the stress and the effort which he could have endured in looking for donors himself. The roles discussed in this theme can be summarised as follows:

1. Controllers

- Professional: unilaterally deciding on new work conditions without considering the ET's say.

2. Disempowerers

- Failing to back the ET up against outside powers' decisions that affect his professional practice.
- Refusing to recognise the ET's authority over decisions about marks.

3. Stressors

- Physical: causing the ET to move his and his family's livelihood to another town as a result of disputes with employers.
- Psychological: ETs not being able to gain any results from a process of asking for their pay.
- Psychological: causing the ET to work against his will.
- Financial: stretching the ET's financial resources in the process of moving away from the town and while awaiting pay.

4. Alienators

- Social: excluding the ET from the opportunity for equality by treating him differently from Libyans.

- Locking the ET out of the centre of relationships with people at work and whose work is important for the ET's profession by treating him as a *persona non grata*.

5. Restrictors

- Professional: reducing the time and effort the ET could spend doing his own work.

6. Corruptors

- Professional: causing the ET to differentiate in his treatment between groups of students, for reasons they have nothing to do with.

7. Sponsors

- Using the SR's power as a Libyan and as a senior member of staff to make things happen in the service of the ET by returning him to work.
- Using the SR's power as a Libyan and as a senior member of staff to make things happen in the service of the ET by putting other people at his service in emergencies.

8. Supporters

- Giving personal support by standing by the ET in emergencies and being there.
- Providing psychological support by giving the ET a feeling of care and displaying care to the ET in emergencies.

Table 12 below summarises the behaviour items, their effects and the resulting roles found in this theme. Now we turn to discuss the next theme, which deals with aspects of educational change and subsequent behaviour in ETs' relationships with others, and how that affects the ETs in doing their job.

5.2.3. Educational change

This theme deals with the behaviour in ETs' relationships with others that has its origins in the dynamics of educational change in Libya. I have outlined the history of change in Libya in chapter 1.

Table 12: summary of roles in 'power dynamics'

	Behaviour	Effects on ETs	Roles
1	Employers changing ET's work conditions in collaboration with other forces from outside the workplace	professionally dis-empowering ET and causing him financial delay and psychological stress (<i>constraining</i>)	<i>Controllers</i> , unilaterally dictating to ET conditions of work. <i>Disempowerers</i> , undermining backing up ET against outside power. <i>Stressors</i> .
2	Libyan employees attempting to force ET to submit exam questions to the wrong place	widening the work R gap between ET and those employees (<i>constraining</i>)	<i>Alienator</i> , making ET <i>persona non grata</i> by registrar.
3	Libyan senior civil servants delaying ETs paperwork in comparison to that of Libyans to differentiate in treatment between ET and Libyans	socially alienate ET (<i>constraining</i>)	<i>Alienator</i>
4	Libyan colleague and compatriot senior staff asking ET to the job instead of them	1. Reducing time allocation for ET's own work 2. ET differentiating in students' treatment (<i>constraining</i>)	1. <i>Restrictors</i> , reducing ability to carry out principal professional responsibilities 2. <i>Corruptors</i> , reducing ET's ability to treat students equally, <i>stressors</i> , ET psychologically refusing while physically enduring to do what they ask
5	ETs lobbying for the expelling of an ET by senior Libyan staff	widening the social professional gap between ET and other ETs and between ET and Libyan senior staff (<i>constraining</i>)	<i>Alienators</i> , professionally treating ET as a <i>persona non grata</i> .
6	SR working on returning ET to work after being expelled	causing ET to resume his/her professional activities (<i>enabling</i>)	<i>Sponsor</i> SR using his power (ability to make things happen) in the service of the mentee (Malderez and Bodoczky 1999, Kerry and Maise, 1995:28). (Mentor as a go-between (Crowly 1990:125-6)
7	SR asking medics to ensure good care for patient ET family members	Reassuring ET of good care for patient family member (<i>enabling</i>)	<i>Sponsor</i> , using the mentor's power (ability to make things happen) in the service of the mentee and being there (Malderez and Bodoczky (1999), caring (Faure in Gibbons, 2004:1-2).
8	Recruiting other fellow Libyans to provide medical assistance for patient family members of ETs	Relieving ET from physical and psychological stress (<i>enabling</i>)	'being there', <i>supporter</i> , and 'using the mentor's power (ability to make things happen) in the service of the mentee', <i>sponsor</i> (Malderez and Bodoczky (1999).
9	Students threatening ETs	Attempting to undermine ET's power as a teacher (<i>constraining</i>).	<i>Disempowerer</i> , trying to make ET inferior to Libyans.

Instances of educational change

The table below draws on the data in the portraits showing behaviour in the relationship between ETs and the others that can be classified as the results of educational change.

Table 13: instances of behaviour resulting from educational change

	Instance of behaviour	Ibrahim	Mursi	Murad	Hilal	Afif	Munji
1	Frequent changes to study and exams regulations.	* GPCt (General People's Committee)	* GPCt	* GPCt	* GPCt	* GPCt	* GPCt
2	De-centralisation and changing teaching conditions.	* MPCtR/WG, Main People's Committee of the Region, Wadi Ghibli	-	-	-	-	-
3	Changing the cadre and halting the ET's paperwork.	-	-	* Agency A cadre	-	-	-
4	Changing cadre and changing accommodation arrangements.	-	-	* LI1 (Local Institute 1) cadre, dean	-	-	-

What we are concerned with in this theme is not the study of educational change in Libya but its effect on case ET's relationships with those through whom the changes come and on their relationships with those around them. Although many of these changes do not personally target a case ET in particular, the effects of changes on their relationships with others around them can be seen.

Changes that affect case ETs were mostly those that resulted from changes in the political system, and from the history of change in Libya itself that we discussed in chapter 1. In 1.5.1 (see p 13 in particular), I described how the country was a place for rapid major and minor changes that occurred mainly in the political system, which seems to have made people used to such a type and pace of change. Since education was closely tied to political ideology in the last 34 years or so of the revolution, it was also the scene for changes parallel to those in the political system, which is still changing.

The roles people were found to play in the behaviour items included in this theme are *restrictor*, *stressor* and *sponsor*. The instances of behaviour, which we will discuss shortly, will elaborate on these roles.

Behaviour 1: frequently changing study and exam regulations

Background

As mentioned above, frequent changes have been characteristic of the political system in Libya. Such changes result from the yearly re-assessment and modification of the general policies of the country through the congresses. Thus, changes seem to arrive every year that affect the essence of the study and exams in Libya. A look at the SGPC (Secretariat of the General People's Congress) manifest (2002:27-8) shows very clearly the frequency of changes. Such a document contains the main legislation that the GPC (General People's Congress) produces at the end of the year.

In the introduction to the new study and exams act (*ibid.*), previous legislation is mentioned in preparation for the introduction of the new act. The manifest refers to two earlier acts *and their modifications*. This indicates that modifications occur frequently, the last of which we will discuss below. Moreover, a closer look at the introduction mentioned shows a non-consistent dating system. The introduction refers to 11 former legislative acts. In 5 of these, dates are given according to the Gregorian calendar, 2 follow the first Islamic calendar, using the Birth of the Messenger as a calendar and 4 the second Islamic calendar, using the Death of the Messenger as a calendar. These calendars are official ones introduced by law, which also indicates the frequency of changes that exist in the laws and regulations.

Within this introduction, one of the previous acts (the one which regulates the employment of Libyan university teachers) was rendered completely obsolete in preparation for the new act. Referring back to 1.5.1, it seems that changing the legislation and policy, was something people became used to as a norm.

Effects

The latest of these changes, that goes to the heart of teachers' work, concerns the system by which students are allowed to pass to the subsequent year. I only obtained the document explaining this at the end of the data collection period, so I was not able to probe the ETs' thoughts about its effects on them. However, some case ETs did talk about the frequency of changes (see below). As it clearly and directly relates to the ETs' practice, one can assume it affects every case ET, as well as other teachers.

Act (99) 1370 P.M. (*Post Messenger is the best translation, which is 2002*) sets out to refer to previous related acts. Then in paragraph 1 it reads:

The text of paragraph 18 of the study, exams and punishment in universities, which is a part of the GPC Act, number (200) 1369 P. M., (*which is 2001*) is modified so that exams in the universities become 2 turns (sit and re-sit). The student is allowed to re-sit whatever the number of subjects he fails, allowing students who fail in one subject after the re-sit, in faculties other than medicine, to pass to the next year provided that he finishes the curriculum up to the end of that year before going on to the next stage. (*use of the pronoun 'he' denotes both sexes in Arabic*).

What this shows clearly is that not only a new system of registration, study and exams was introduced in 2002, but also that there was a different one in 2000, to which there was a change in the 2001 act mentioned in the quote. Thus, we have three successive changes in three years, just before the data collection in 2003. There is sometimes also the issue of lack of clarity of such legislation, maybe because of the speed with which they are introduced (once yearly) which leaves little room for careful consideration of long-term effects. On my Institutional Visit Wednesday 16/7/2003, the Head of the Department of Law/LU and the Head of the Exam Committee/LU were puzzled about the nature of the subjects that Act 99 refers to. They told me that they did not know whether the module a student could carry was a specialisation or an elective one. Nor were they sure of the reason for the new act when they said that it might be a problem in another university that gave rise to the new act.

Ibrahim speaks of the effects of changes on him in his portrait, from which we can deduce that the changes mentioned above can also have similar effects on him to those he described in 2.3.1 (the portrait), thereby alleviating their effect. These successive changes resulted in the tremendous uncertainty he complains about (See also Mursi's description of change in Libya in 2.5.1(a) in Mursi's portrait).

ETs as well as other Libyan teachers have professional obligations central to their job as teachers. These include their need to plan for short and long-term classroom activities to help learners learn. People who introduce the disruptive changes, and even those who implement them, then act as *restrictors* to ETs' ability to carry out such basic duties. According to this, Ibrahim, Mursi and certainly all the other case ETs' ability to see a defined path of consistent planned development for their students and themselves, is obscured by such disruptive and recurring changes that seem to strike at the heart of teaching and student conditions in class. Thus, the following role summarises the effect of this behaviour of changing legislation frequently on all case ETs:

Restrictors (Reducing ETs' ability to plan long-term professional activities, impeding professional practice and hence development).

In addition to change on a policy-making level, Ibrahim and Mursi were further affected by educational change on an institutional level (they were the ones most articulate about it). This is because their institution, the LF, had undergone the most frequent changes during the cycles of affiliation, as mentioned in 4.1.2, which adds to the above changes in legislation affecting them. This is even more so in Ibrahim's case, when we add to it how a third change (decentralisation) in behaviour 1 in power dynamics (p 189) affected his incentive delay. Some might see the changes described above as some sort or another of educational innovation. However, since the people in the educational institutions, such as the LU, do not know the reasons behind these changes, I can hardly see this type of change as planned innovation but one resulting from changes not originating from the LU or the LF.

Behaviour 3: changing the cadre and halting ET's paperwork

Background

Behaviour here can be considered an interaction among three aspects of the Libyan context. The first is what we discussed in 1.5.1 (p 17): how new persons in power tend to overhaul the system under their authority. The second is the educational change that results from administrative changes of personnel, and the third is how people prefer to use social relationships in resolving problems (1.5.1). This is what we are going to see in discussing this behaviour.

It is important to notice that educational change at a macro level (policy-making on the level of country) might have contributed to something similar at the micro level (institutional). If unpredictable changes are adopted as policy, then individuals do not see much of a problem in adopting similar ones at a micro level. Thus, new appointees initiate new changes without much concern for being regarded as deviant.

Effects

Murad was among 7 ETs whose specialisation was needed in the LU and therefore their recruitment had been a little unusual. As Murad's portrait shows, he quit work in the LF, then went to work in another town, then returned to Wadi Ghibli to work in the LU. Regulations require the ET who chooses to end a contract to leave

the country. If the ET wants to work in another institution, s/he has to do so while s/he is outside Libya. Instead of having to do this, and then go through the normal channels of recruitment again, mentioned in 4.1.2, Murad was recruited while he was in Libya. Having to answer to some agencies, as mentioned in 4.1.2, Murad's paperwork should have gone through Main Agency A in the capital. But because he was recruited while he was in Libya, the employers used a shortcut strategy to retain him.

Apparently, and as the portrait shows in 1.3.1(a), the employers in the LU used their social relationships with those in Local Agency A (a subsidiary of Main Agency A) to speed up the process. Employers here acted as *sponsors*, using their power as nationals and as senior people in education in Wadi Ghibli to make the things Murad needed happen. This is because Murad would not have been able to obtain such a special appointment without their help because the appointment process was unusual. Embedded in this role is the *sponsors'* role of putting other people in Murad's service by mobilising those people's professional activities to serve this unusual recruitment process. Thus summarising the effect is the role of:

Sponsors (2.6.3, causing Murad to commence professional activities, using their power to arrange for the ET to start his professional life in a new workplace).

The recruitment worked, but unforeseen problems occurred when a new employee in Local Agency A was appointed. He halted the paperwork (papers necessary for re-entry after the summer vacation) for all the 7 ETs, including Murad. What happened to Murad then in solving his immediate problems turned out to be enabling in the short-term, enabling in having him recruited immediately while provoking other problems down the line. The following is from Murad's portrait 1.3.2(a):

During my Institutional Visit, 4/8/2003, Murad was still waiting for the papers to clear. During that visit, the Head of the Department of Staff Affairs/LU joined the dean to solve this latest problem. When he came out of the meeting, the Head of the Department of Staff Affairs told us that the dean asked some people, who also attended the meeting, to persuade the Local Agency employee to release the process. The matter was sorted locally, once more.

Murad should have gone home for the vacation around 20 July and returned to work at the beginning of September. What happened was that his vacation was delayed, and therefore shortened. Thus, the Local Agency A new employee acted as a *stressor* to Murad. This is because the effect was disheartening, as Murad was forced

to spend less time than needed in his home country. This leads to questioning the worth of the vacation itself, with possible psychological effects, even after returning to Libya. This is a classic example of the ‘change of cadre results into change of policies’ (the same role in a similar example will be discussed below). Thus, summarising the effects is the role of:

Stressors (causing ET’s time to unwind to be shortened, leading the ET to enjoy less time for relaxation).

This was certainly the case with all the 7 teachers. There were Iraqis among them, which meant that they might finish their vacation and still not be able to reach home. This was because of the non-existence of direct travel routes to Iraq especially at the time of the data collection, due to the geopolitical tension that region was living through. Now we turn to look at the other roles the data revealed in this theme.

Other roles (behaviour items 2 and 4)

The incentive delay, which happened to Ibrahim and Murad (behaviour 1 in the ‘power dynamics’ theme), has its origins in the disruptive educational changes we have discussed in this theme. However, since it was discussed there, it is not my intention to revisit it, although it can also be considered an aspect of the educational change theme. The same roles and effects, which were discussed, remain.

Other behaviour items in this theme suggest that the presence of roles of people as *stressors* continues to exist. In a similar way to that discussed in behaviour 3 above, Murad faced once more the phenomenon that ‘change of cadre results in a change of policies’. Upon returning to collect data, I found that most of the cadre in the LI1 had changed, including the dean. The new dean changed the way accommodation was maintained. As mentioned earlier (4.1.2, p 116), while waiting for their contracts to be signed, which are renewed every year, ETs are given a loan. They only receive a full salary after the contract has been signed, which takes months, according to Murad, Mursi and Munji. This loan, according to Murad, is not enough to cover living costs (Personal Visit 3).

Before the arrival of the new dean, ETs did maintenance work and bought appliances for their homes and LI1 deducted the cost from their rent whenever they were able to pay it. The change the new dean implemented was that they should pay the rent in cash regularly and a new committee would take on the purchasing and assessing maintenance work (Int. Head of Department of Finance/LI1, Q3a). Murad’s

budget was stretched as a result, having to pay the rent regularly while living on a loan that was not enough to cover the rent and the rest of living expenses, and having to put up with whatever the new committee assessed as necessary maintenance work.

The new dean and the rest of the cadre who deal with accommodation, such as the new Financial Observer/HIE here act as *stressors* to Murad both on the physical and the psychological levels. His budget, which is small to begin with, was stretched, forcing him to borrow sometimes, as he mentioned in Personal Visit 3. Also, psychologically, he was forced to put up with the new regulations because they became formal policy.

We can then summarise the roles played by people in their relationships with ETs in this theme as follows:

1. Restrictors

- Impeding professional practice and development by making short and long-term educational goals less clear because of disruptive changes.

3. Stressors

- Physical: drying up ET's financial resources and stretching his budget.
- Psychological: causing unwinding and relaxation to be less effective by shortening the ET's vacation which is allocated to them.
- Psychological: inability to resist or protest against formal changes to policy which resulted in stretching the budget and drying up the resources.

2. Sponsors

- Using their power to arrange for the ET to start professional life in the new workplace.

Table 14 below summarises the behaviour, effects on ETs and people's roles in this theme.

Two of the previous themes (social patting and educational change) contain predominantly negative roles played by people in their relationships to ETs. The theme on power dynamics contains significant positive roles. Nevertheless, we now enter themes which revealed purely positive roles. I start by what people in Special Relationships with ETs (SRs) do.

**Table 14: summary of roles in the theme
'educational change'**

	Behaviour	Effects on ETs	Roles
1	Subjecting ETs to frequent changes to their professional practice	Reducing ETs' ability to plan long-term professional activities (<i>constraining</i>)	<i>Restrictors</i> , impeding professional practice and hence development.
2	As in 1, the power dynamics table above	As in 1, the power dynamics table above	As in 1, the power dynamics table above
3	1. Employers use shortcut strategies to employ ET 2. Change of cadre leads to violating ETs employers' shortcut strategies for retaining ET	1. To temporarily cause ET to commence professional activities. 2. Short ET's vacation (time to unwind) (<i>constraining</i>)	<i>Sponsors</i> (Malderez and Bodoczky 1999), using their power to make things happen by arranging for ET to start professional life <i>Stressors</i> , leading ET to enjoy less unwinding time.
4	Changing ETs' accommodation arrangements in financially demanding ways because of change in cadre	Financially strain ETs (<i>constraining</i>)	<i>Stressors</i> : causing financial and psychological stress

5.2.4. SRs contribution

This theme deals with the enabling relationships with SRs.

Instances of SR contributions

The table below draws on the data in the portraits showing the behaviour in the relationships between the ETs and SRs that can be classified as results of the SRs contribution.

**Table 15: instances of behaviour resulting
From SR contribution**

	Instance of behaviour	Ibrahim	Mursi	Murad	Hilal	Afif	Munji
1	Giving professional and other advice.	* SR	* SR1	-	* SR	* SR1 and 2	-
2	Recommending the ET to employers.	-	* SR1	-	* SR	-	-
3	Providing relaxing social events.	-	-	-	* SR	-	* SR1 and 2
4	Providing a social refuge.	-	-	* SR2	* SR	-	-
5	Teaching/instructing ET.	-	* SR2	-	-	-	-

We move in this theme more closely towards the SRs, the 'more-mentor like' end of the continuum we described in chapter 2 concerning the kinds of relationships an ET finds in the new context. They are the people the ET chooses as the important ones in his/her life to provide something in the new context. We have encountered

instances of what the SRs provide for the ET in behaviour items 6, 7 and 8 in the power dynamics theme, which reflect the interaction between the themes.

What we are going to discuss here is what the case ETs relationships with their SRs provide towards helping them to do their work. This will help us understand the overall extent of enabling for the case ETs.

This discussion reflects more closely on the roles of mentors in the literature we discussed in chapter 2. This theme and the next, then, help to prove the similarities/analogy between mentoring, as it exists in the literature, and contextual mentoring. We now turn to instances of behaviour that relationships with the SRs incorporate.

Behaviour 1: advising the ET

Background

In my view, any advice on matters that seem more to do with life concerns than professional ones in the life of anyone who works, counts towards professional advice because it affects in one way or another how the person works. The opposite is also true, in that professional advice is also likely to affect life in general. This is especially true for an ET, whose livelihood may depend solely on his/her teaching.

Effects

The data shows that SRs play roles of *acculturators* (2.6.3). Acculturation here was mostly in the form of verbal advice. Advice was explicitly given by the SRs in 4 of the cases. In Ibrahim's case (2.2.1(a), the portrait), at the outset of his work in Libya, his wife (SR) seems to have given him advice on how to respond to various kinds of student behaviour to which he appears to have had difficulty in responding.

By comparing her experience (she had already put in 5 years when he commenced work) to his, Ibrahim seems to be able to overcome such difficulties by responding more appropriately to the students' behaviour. Advice seems not to work sometimes. But this is normal with advice in general. Ibrahim assesses which advice can work. His SR's advice on how to respond to female students' behaviour in the portrait (2.2.1), for example, does not seem to work. The fact that Ibrahim seeks advice 'so many times' (the portrait, 2.2.1) might indicate that advice occasionally works. Acculturation here is informing the ET about the circumstances that exist

before he arrived in the new Libyan context, which are vital to his work and life therein.

Other examples of professional advice occur in the relationship between Mursi and his SR1. As we saw in Mursi's portrait (1.4.3a), there were various types of advice from SR1: the distance Mursi should maintain between him and his students, how Mursi should behave linguistically with them, not to over-explain and alerting Mursi to student language. Advice seems to be implied in the SR's description of the difference between the behaviour of year 1 students and that of the advanced students.

What Mursi's portrait shows is that he also acts on his SR1's advice with consideration and critical analysis, as well as in ways he saw suitable for himself. These pieces of advice are then enabling, in that they save the ETs the burden of finding out for themselves what people's behaviour means, which is also a part of an *acculturator* role. The ETs also think critically of advice. Thus, summarising the effect of the SRs' behaviour is the following role of:

Acculturator (2.6.3, assisting Ibrahim and Mursi in responding more appropriately to students' behaviour, giving advice about the particular circumstances of the class).

In Hilal's case, his SR also acted as an *acculturator* by advising Hilal. The SR acculturates Hilal to the social structure and the importance of relationships in Libya. The SR advises him to widen his circle of relationships to include more SRs. The SR explains a complex reason that reflects both care on his part and the extent of the relationship between the two of them. As Hilal's portrait shows in 1.4.6(a), the SR wanted him to broaden his social circle to show people that he was proud of his relationship with Hilal and to provide him with alternative relationships should anything happen to theirs in the future.

The effects of the SR's advice are enabling in that, as Hilal's portrait shows, he was very sociable. In particular, he uses the chance of social occasions to consolidate his social relationships with the Libyan people, colleagues (1.3.4a in the portrait) and others outside work (2.2.2a), probably acting on his SR's advice. Also, the seemingly socially relaxed atmosphere between him and the rest of the teachers and employees in the department, shown throughout 1.3 in the portrait, might also be, in part at least, a result of adherence to his SR's advice. Thus, summarising the effects is the role of:

Acculturator (2.6.3, contributing to widening Hilal's social relationships circle, helping the ET to get used to and become part of the particular culture).

In Afif's case SR1 also acted as an *acculturator*. SR1 advises him and the other teachers to:

be nice to each other, not to create tensions and psychological pain among themselves, and also among students and teachers.

From Afif's portrait (2.1.2).

Although there were unusual emergency circumstances during which I studied Afif, and which imposed unusual activities that took place mostly outside work, the time during which I observed him inside the workplace shows a rather relaxed atmosphere between him, SR1 (HD/Arabic) and the other teachers he met during shadowing:

--Talk continued about various subjects, from books on Arabic literature, to personal libraries, to public libraries, where the HD, Afif and others protested that their content did not suit the needs of the public, to university libraries where students' and other people's malicious behaviour left them in ruins. (ep 2, 29/3). (From Afif's portrait, 1.2.1).

What this shows is a rather more relaxed atmosphere in which Afif, the HD and other teachers were involved in academic chat. Thus, the effect of the HD's advice on Afif and other teachers was that of contributing to creating a tension-free work atmosphere. Advising the ETs to avoid tensions reminds us of the clash that happened in the same department between Munji and other ETs, as discussed in behaviour 5 in the power dynamics theme, the effects of which on Munji seem to linger on. Thus, summarising the effect of SR1's advice on Afif doing his job is the following role:

Acculturator (2.6.3, encouraging Afif to participate in creating tension-free work relationships, helping the ET become part of the institution's community).

SRs acted as *acculturators* to the cultural parameters of the new context both at work and outside. The advice given to most of the case ETs was workplace and classroom-centred. It was about how to handle workplace professional relationships and classroom situations better. In Hilal's case, the advice was about the need to improve social relationships *per se*. Although the SR's advice here does not specify work or outside work relationships, behaviour 3 below indicates the SR's bias toward professional work relationships.

Behaviour 3: providing the ET with relaxing social events

Background

In the town of Wadi Ghibli, there are not many public places people can go to unwind. Many people arrange outings where they can go out and camp. To do so, it takes a very harmonious group of people. Even within the Libyan population, these groups have to be like-minded in such a way that not anyone can join in. Many schools and other institutions' staff are involved in this culture. The sense of togetherness seems to be a culture where, for example, teachers in different educational institutions (the LU being one), take the opportunity of marking exam papers and creating a social gathering in which they do the marking at night for some weeks. In these informal gatherings, they usually bring food and drinks with them to the institution and make the event look like fun.

Effect

As 1.2.5 (Hilal's portrait) and as 2.1.6 (Munji's portrait) show, the SRs usually invite Hilal and Munji to outings. In Hilal's case, the outing usually involves a number of employees and teachers from the LU. This action on the part of his SR is enabling in that such outings provide Hilal with social-professional company which no other case ET, apart from Munji, seems to enjoy. The roles SRs play here are combined, consisting of roles of *acculturators* and *sponsors*.

Their role as *acculturators* comes about through helping Munji and Hilal become part of the outing groups. This acculturates both ETs to highly professional group life, which mostly includes teachers and, in Hilal's case, even employees from the university. The outing, which I also attended, included Libyan teachers, ETs from different Arab countries and employees in the LU. It provided a fun atmosphere in which professional talk, reflection on professional activities and relationships, and other relaxing conversation and activities existed. People, whose work is vital to Hilal's welfare, were among the group, namely the Head of the Department of Staff Affairs/LU (for description of his work see p 116) with whom the portrait shows that Hilal enjoys a relaxed relationship.

The situation is a little different for Munji, but has more or less the same effect, albeit on a slightly smaller scale. The group with which Munji usually goes out comprises his two SRs, a Libyan teacher from the Department of Biology 'LU' and an ET. Although this shows the extent of harmony between Munji and the SRs, it limits

the variety of people mostly to teachers and an employee from outside the university. Hilal, on the other hand, enjoys the company of Libyan teachers, ETs and Libyan employees from the university, hence the diversity of social and professional benefits.

What Munji's SRs do, however, seems enabling as well in that their group still incorporates professional company, manifest in Munji's SR1 and the two other teachers, while social company from outside work is evident in SR2. SR2 does work which is also vital to Munji but on a smaller scale than for Hilal. The HD/SA/LU in Hilal's group is the coordinator of all ET-related processes in the university and outside. Munji's SR2 works in banking, in a department that deals with foreign transactions, which Munji also needs. Talk about work and life in both cases can be illuminating and rewarding. Also, as we have mentioned, the importance of social relationships even at work, knowing these people can assist Hilal and Munji in various ways.

Their role as *sponsors* also comes about through securing access to the aforementioned groups' life. Their seniority as Libyans (and as a university HD for Munji's SR1) is the key which granted both ETs such access to these groups. Thus, summarising the effect of what the SRs do for both are the roles of:

Acculturator (2.6.3, providing social professional unwinding activities, helping the ET become part of the institution's community, and

Sponsor (2.6.3, the seniority of the SR grants the ET access to the social life of the SR, fellow Libyans and others).

We have seen that, as a result of the clash Munji had with some ETs at work (behaviour 5 in the power dynamics theme), he still experiences tensions with the teachers in the D/Arabic, especially the ETs, because none of the people in his group works there.

Behaviour 4: providing social refuge for the ET

Background

What is mentioned here might be one of the reasons behind the unsuccessful hotel business in the town of Wadi Ghibli. Arabs in general, and Libyans in the strongly tribal areas, consider it unacceptable that someone they know sleeps in a hotel while they are in town. It would indicate inhospitality which would be against the culture (see the introduction to 5.2.2). The two ETs here enjoyed their SRs' hospitality for weeks.

Effect

Murad and Hilal's stories here clearly display the roles of their SRs as *supporters*. As 1.4.1 (Hilal's portrait) shows, the SR's brother received Hilal, and acted on the SR's request to let Hilal stay at the SR's house until he found accommodation. Also, in Murad's case, there was a dispute with the LF (behaviour 1 in power dynamics) and he left the town. When he came back he was invited by his SR2 to stay in his house together with his family, for two weeks until Murad could secure accommodation in LI1. The SR's invitation of Hilal to his home continued even during the data collection, as stated in 1.4.2 (Hilal's portrait).

Support comes about here in saving both ETs the time, money and effort to find temporary accommodation. For Murad, the SR's hospitality is more supportive because he has a family, all of whom would suffer if the SR had not secured accommodation for them. Hilal is single and there would have been fewer problems in his temporary accommodation than for Murad. By giving them this support, Murad and Hilal are also allowed time to follow up procedures of appointment at work that need considerable attention and time. On the other hand, support for Hilal continued even during normal times when the SR continued to invite Hilal to his house. Summarising the effects of the SRs' behaviour on Murad and Hilal is the role of: *Supporter* (2.6.3, saving Hilal and Murad time, money and effort in securing temporary accommodation, giving personal support).

Other roles (behaviour items 2 and 5)

The role of SRs as *sponsors* continues in Hilal and Mursi's cases where the SRs introduced these ETs to employers. In institutional recruitment which we discussed earlier in chapter 4, the consent of employers in the workplace is critical. Moreover, relationships are vital to get things done in Libya, as mentioned in chapter 1. It would, therefore, have been rather difficult for these ETs to secure appointment in the LU and the LF without the assistance the SRs gave as *sponsors*.

The role of *acculturator* also continues in behaviour 5 where I observed Mursi's SR2 teaching him internet skills and how to download things from the internet. Although what Mursi was helped to download were papers necessary for his studies as a PhD student, SR2 did not teach him aspects of how to teach sociology (his specialisation), which is what is currently understood as an *educator* role. However, there is a blurred line between SR2's role as an *acculturator* and as an

educator here because such internet skills nowadays are an integral part of everyone's profession, teachers included. Nevertheless, I classify it as acculturation because of the help given to Mursi to get used to the internet culture per se, to internet culture in Libya and Wadi Ghibli, and because of the absence of teaching Mursi about his specialisation and how to teach it.

I now bring together the roles we encountered in this theme.

1. Acculturator

- Professional: giving the ET advice about how to respond to students' behaviour and about the particular circumstances of the class.
- Professional: helping the ET to get used to and become part of the particular culture of the institution.
- Socio-professional: helping the ET to get used to and become part of the particular social and professional culture of the institution and the town.

2. Sponsor

- The seniority of the SR grants the ET access to the social life of Libyans and others.
- The seniority of the SR grants the ET access to senior employers.

3. Supporter

- Giving the ET personal support.

Mursi was the only one in the sample who attempted to improve his qualifications. This might have had an effect on being the most articulate of all about his educational beliefs and practice, as the portrait shows. This is not to say that Mursi is articulate only when he studies, but there may be some correlation between being articulate as a personal characteristic and doing a PhD, which can make educational beliefs surface in talking to people who are interested in them, such as the researcher.

I notice from the ETs' relationships with the SRs that there is a geo-social pattern in the ETs' selection of SRs. In Munji's (behaviour 6, 7 and 8 of the power dynamics theme and behaviour 3 in this theme), Hilal's (throughout 5.2.4) and Afif's (2.1 Afif's portrait) cases, the SRs are Libyan colleagues, while in the other cases they are not. One explanation is that Hilal and Munji seem to observe several similarities between the societies in their home countries and that in Wadi Ghibli. Munji (Int 1) admires the hospitality in Wadi Ghibli and mentions that the customs and traditions

there are similar to those in his hometown. Hilal (Int 1) describes how people in Wadi Ghibli like Western Arabs, comparing their behaviour to that of some Eastern Arabs. It may be true that, being situated in the western part of Libya, Wadi Ghibli shares some socio-cultural structures with the Western Arabs.

For the other ETs in the sample, three of whom are from Eastern Arab countries, none has a Libyan colleague as SR. There are personal trends, however, in their selection of SRs. Afif's case is special because, although he is an Eastern Arab, having lived in Libya for a long time because he is a Palestinian refugee, it seems to have drawn him closer to the Libyans. However, as his portrait shows, he usually seeks SRs who are older, mature and occupy an HD position. These are the common features found in both his former and current SRs. This might indicate that he is emotionally vulnerable and seeks protection through the wisdom and power of those older and more powerful.

Mursi's SRs are both about the same age as he is. One is a compatriot and the other an ET. Selecting mature SRs who are not Libyans might reflect the tendency to protect his professional integrity, shown throughout the portrait, by not choosing Libyan SRs who hold educational beliefs different from his (5.2.1). Murad has an ET and a compatriot as his SRs. As Murad comes from an ethnic minority background (Kurds), the selection of a compatriot as SR, even though he is less educated (he was observed visiting other similar compatriots) might show a need for solidarity.

Ibrahim, on the other hand, is different from all the others, in that his SR is a member of his family. This may be because he is cautious of close relationships with people from outside. This is apparently because of encounters with some of his compatriots, mentioned in 1.3.1 (Ibrahim's portrait). It is also because of some rather negative experiences with Libyans, as seen in behaviour 3 in the power dynamics theme above. This social void created outside the home affects Ibrahim. It creates extra time which Ibrahim then spends with students, as seen in 1.1.1 (Ibrahim's portrait).

In the table below I now summarise the roles found to exist in this theme as revealed in the data.

Table 16: summary of roles in 'SRs' contributions'

	Behaviour	Effects on ETs	Roles
1	Giving the ET advice about how to respond properly to students' behaviour.	Assisting ET in responding more appropriately to students' behaviour (<i>enabling</i>).	<i>Acculturator</i> , giving advice about the particular circumstances of the class (Kram 1988, Parsloe, 1995:71-2, Turner and Bash 1999:68). Advice about the circumstances of the class and the children that the student [ET] should bear in mind when planning to support and foster learning (McNamara 1995:64)
	SR's advice to ET about the need to widen his circle of social relationships	contributing to widening ET's social relationships circle (<i>enabling</i>)	<i>Acculturator</i> , giving advice (Kram 1988, Parsloe, 1995:71-2, Turner and Bash 1999:68)
	Advising ET about the need to create a tension-free work environment	encouraging ET to create tension-free work relationships (<i>enabling</i>)	<i>Acculturator</i> , helping ET get used to and become part of the particular culture (Wildman 1989). To give advice (Kram 1988, Parsloe, 1995:71-2, Turner and Bash 1999:68)
2	Introducing ETs to employers	raising employers and ETs' confidence in each other and saving ETs the time and effort needed for initial information gathering about the new work context (<i>enabling</i>)	<i>Sponsor</i> , introducing ET to the right people (Maderez and Bodoczky 1999), giving the mentee access to other senior colleagues (Turner and Bash 1999:68)
3	Creating social events in which Libyan teachers and important employees take part.	ET membership in Libyan social and professional group activities (<i>enabling</i>) ET unwinding (<i>enabling</i>)	<i>Acculturator</i> helping ET become part of the institution's community (Wildman 1989) <i>Sponsor</i> , seniority of mentor (SR) being a Libyan grants ET access to social life of SR fellow Libyans and others (Turner and Bash 1999:68)
4	Giving social refuge in times of need	saving ETs time, money and effort in securing temporary accommodation (<i>enabling</i>)	<i>Supporter</i> : to give personal support Widman's (1989). It also seems to largely meet the general supportive function 'to be there' in Malderez and Bodoczky's (1999) table of role functions of a mentor.
5	Teaching ET technical skills new to him	assisting ET's personal development (<i>enabling</i>)	<i>Acculturator</i> , helping the ET get used to the particular culture (of internet users in Libya).

Not only do the SRs contribute in a positive manner to the ETs' lives, some other Libyans do so, in a way probably equal to that of the SRs. I will tackle these items in the next theme.

5.2.5. Other people's contributions

This theme deals with the enabling relationships with people other than SRs.

Instances of other people's contributions

The table below draws on the data in the portraits, showing behaviour in the relationships between ETs and other people that can be classified as positive contributions of non-SRs.

Table 17: instances of behaviour resulting from other people's contribution

	Instance of behaviour	Ibrahim	Mursi	Murad	Hilal	Afif
1	Accepting the ET into a relaxed social atmosphere.	* Libyan merchant and other sellers	-	-	* Libyan teachers and employees	-
2	Helping the ET in emergencies, both psychologically and physically.	-	-	* Libyan neighbour	-	* Researcher, Libyan neighbours
3	Guiding/leading by example	Compatriot ET	Libyan cleric	-	-	-
4	Using social relationships in emergency.	* HD/SA/LF	-	-	-	-
5	Giving the ET leave when he is needed most.	-	* Dean and employees, LF	-	-	-
6	Providing the ET with an environment to talk about his problems.	-	-	-	-	* Students
7	Securing accommodation for the ET.	-	-	* HD/Res/LI1	-	-

I look here at the behaviour in the ETs' relationships with other people who are less mentor-like, and contribute to the ET doing his job. In particular, I consider here positive contributions that look similar to those inferred from the relationships with the SRs (the more mentor-like) above. In other words, those relationships that are similar to the SRs but the ET did not choose them as SRs for whatever reason.

The ETs finding help in relationships with people other than SRs is due to the social structure of relationships within Libyan and Arab societies. Not only does the

family remain a source of support for the individual until later stages of his/her life, as mentioned earlier, but also relationships, such as those with neighbours, also assist, especially in moments of emergency.

Moreover, it is a general human characteristic in that when someone has known someone else for some time, even though they are not very close, they feel sympathy towards them in times of need. People in Wadi Ghibli, be it at the ET's workplace or outside, seem to have such a characteristic, as we shall see. Also, as a person who happened to be with an ET who asked for my assistance in an emergency during the time of data collection, I also helped in times of need.

Behaviour 2: helping the ET in emergencies

Background

Neighbours in rural areas of Libya seem closer to each other than, for example, those in larger cities where there are less tribal ties that hold them together, since urban dwellers are usually from mixed tribal backgrounds. In addition, Islamic religion recommends being nice to one's neighbours. The difference between what SRs do and what neighbours do is that the latter are usually seen to be more active in cases of emergency or on social occasions (I call them both 'emergency' situations here).

Effect

Throughout 2.3 in Murad and Afif's portraits, the neighbours assisted both to deal with emergency situations. They played strong *supporter* roles at times when they were most needed. Their support was both psychological and physical, as will be seen. In Munji's emergency however, we saw how the SRs were noticeably present, where neighbours might not have felt that they were needed. In Murad's case, it was a social occasion where his Libyan neighbour put himself at Murad's service all day, because of the latter's son's circumcision. He took Murad to buy a sheep for the occasion, then took him and his family to a clinic, and this neighbour stayed beside the child when his father (Murad) was emotionally unable to do so during the operation.

Similarly, in Afif's case, his neighbour's son played a role of *supporter* both on the physical and psychological levels. He assisted in taking Afif's son to the hospital after a serious accident. Throughout 2.3 in the portrait, in addition to

negotiating the patient's stretcher into and out of the car, the neighbour's son and I were at hand to help comfort Afif and the patient during the painful process of replacing a medical device attached to his body:

- Afif's son (patient) to Nour (*the neighbour*): is he going to replace it?
- Nour holding Afif's son's legs down, and securing them lest he moved during the treatment due to pain: Just shut up now. (Ep 5, 2/5).

What these neighbours (and the researcher, in Afif's case, throughout 2.3 in the portrait) did was to ease the psychological stress resulting from the possible undesirable medical consequences of the emergency. Also, in Murad's case, giving a lift, and, in Afif's, sharing the burden of carrying the patient, reduced the physical (and also the psychological) demands both ETs would have had to endure if their neighbours had not been present. The comfort shown by Murad's neighbour, the assuming of responsibility for staying with Murad's child, as well as Afif's neighbour and the researcher taking care of his son when he could not, is also a form of psychological support. It is so because in both cases the ETs were spared the pain of watching their children suffer. Thus, summarising this is the role of:

Supporter (2.6.3, providing psychological and physical support and assistance).

Behaviour 3: guiding and leading by example

Background

There are figures in many people's lives, possibly everywhere, who provide inspiration and guidance through the things they do and say. The nature of such inspiration and guidance depends on what is considered superior behaviour by those concerned, whether society or individuals. In Muslim and Arab countries the teachings of the religion are considered crucial in many matters of life. There is a weekly religious event in all Muslim countries on Friday in which such teachings are provided for people in mosques. Inspiration might also be professional, where certain conduct is considered superior professional behaviour by some teachers.

Effects

Some of our case-ETs admire the personalities and conduct of some people in Wadi Ghibli. These people then act roles of *models*, inspiring and leading by example. We have seen in Mursi and Ibrahim's portraits that each admires a particular person. Ibrahim admires an ET who seems to provide inspiration because of his behaviour

towards students, namely humility, despite the high qualifications he possesses (see the portrait). Ibrahim considers this a valuable quality in a teacher.

Mursi receives religious teachings from his model, the Imam, while among the congregation. Mursi seems to have also done some everyday research, observing his model and acting upon what he taught, when he said that the Imam was a practicing Muslim himself (Mursi's portrait). The difference between Ibrahim and Mursi is that Mursi obtained guidance through organised weekly sermons (Khutbas) while Ibrahim did not. The common aspect they share, however, is that both did not make any attempts at befriending these models. This reminds us of Mursi's wariness about close relationships with Libyans and Ibrahim's caution of being close to compatriots and others outside the home. The effect of the indirect relationship between Ibrahim and the other ET on the one hand, and between Mursi and the Imam on the other is shown in the following role:

Model (2.6.3, providing verbal guidance and exemplary behaviour, inspiring, serving as a role model, demonstrating).

Behaviour 6: providing the ET with an environment to talk about his problems

Background

Many families across the world have domestic tensions and issues that are looked at as potential problems. However, the extent to which this is reflected outside the family, in work for example, might vary from one society to another or from one context to another. Some case ETs openly talk about their domestic problems, such as Murad's reason for going to work in Libya.

Effect

The actors who play the role of *supporters* in Afif's case here are the students. They provide him with an environment in which he directly or indirectly reflects on and talks about his domestic concerns and issues. As 1.1.2 and 1.1.3 in Afif's portrait show, what happens between Afif and his students is another form of how relationships outside the classroom not only affect but shape and determine crucial classroom processes, such as methodology, as seen in Mursi's case, or aspects of it, such as the selection of classroom materials, as is the example here. Afif is a teacher of Arabic and Arabic literature. The portrait shows that he selects materials that reflect domestic issues, which he uses both as teaching materials and as prompts to

discussion with the students. This enables him to talk about his domestic concerns. In addition to his remarks (and those of the students'), which indicate that he finds in them an opportunity to sound off about his domestic concerns in 1.1.3 (Afif's portrait), an observation of one of the classes supports this:

The lesson was part of a module called 'Old Books' in which the teacher selects texts from an old book to read and discuss with the students in class. This lesson in Afif-CO1 (*Classroom Observation 1*) was a proverb that shows the prevailing qualities that women liked in men at the time of writing the book. Afif seemed to encourage gender debates, with an invitation to teasing:

--Afif to students, then looking at a male student (*smiling*):

However, the woman should be? Ha, tight-fisted?

--Male student: Women want everything perfect. They live in an imaginary world.

--A female student from the right of the row to the male student (*looking angrily*): OK...

--Another female student interrupts: OK. Only men are realistic.

--Afif smiling: We are then talking about being realistic.

What the students seem to provide here is a chance for Afif to talk about his concerns directly or indirectly, which can also result in the easing of the possible feelings of stress that Afif might have. Afif and the students did give examples of him talking about his domestic concerns and life. Students providing a listening ear and discussion of these issues then provide valuable forms of support for Afif. Thus, summarising that effect is the role of:

Supporters (2.6.3, providing Afif with a stress-relieving environment, acting as a sounding board, for cathartic reasons).

Other roles (behaviour items 1, 4, 5 and 7)

The *acculturator* role continues to exist also in the ETs' relationships with others, not just with the SRs. In behaviour 1, other people accepted Ibrahim and Hilal into their normal daily socialisation. In Ibrahim's case, this took place with people mostly from outside the workplace, because of the social rift the portrait revealed between Ibrahim and those inside the workplace, except students. These people were the sellers in the marketplace (the portrait). As for Hilal, acculturators were mostly from inside the workplace, although the social activities Hilal was seen engaged in with them took place inside as well as outside work, which makes Hilal's company a predominantly socio-professional one.

These people act as *acculturators* because of the process of social admittance into their daily socialisation. Ibrahim and Hilal observe, learn (information and behaviour) through such observation, participate and thus become quickly accustomed to all there is in the social life of these people and the Libyan social life at large.

The *sponsor* role continues in behaviour 4 for Ibrahim. An employee from Ibrahim's workplace (HD/SA/LF) used his social relationships as a Libyan from Wadi Ghibli to get things done for Ibrahim. Ibrahim needed some paperwork to be sorted quickly in an emergency that called upon him to travel to Iraq during the war. The process, as explained to me by HD/SA/LF was lengthy and could take weeks. HD talked to people in the agency concerned and visited them more than once and had the papers sorted. He also took them to Ibrahim at home, as both mentioned in the portrait. The role of HD here is a support role because he put other people in Ibrahim's service.

Employers in the LF, including HD/SA/LF whom we have just mentioned, acted as *supporters* for Mursi as well. They also acted as *sponsors*. They gave Mursi leave and allowed him to go to Egypt to follow up his PhD. This was during exams, when Mursi was still greatly needed. Support came about in being there through caring about Mursi's personal development. Sponsoring was in the employers' power to make things happen in Mursi's service, and shown in their ability to grant Mursi leave and help sort out his travel arrangements. There is also an aspect of a *sponsor* role in opening doors for Mursi (2.6.3), through which he could climb the next step in his personal development: his PhD.

What the employers (people other than SR2) did here was equally or even more supportive for Mursi's personal development than SR2 who helped him in downloading papers for his PhD. This suggests, together with this entire theme, that relationships with those who are less mentor-like can be just as effective as those of SRs in Wadi Ghibli.

In Murad's case in behaviour 6, HD/Res/LI1 also acted as a *sponsor* and a *supporter*. We saw earlier how Murad had a dispute with his former employers in the LF and went to work in another town, then returned to Wadi Ghibli. Accommodation on the LI1 campus, which Murad sought, is very hard to obtain. The HD Res LI1 used his power as the accommodation manager to secure a house for Murad, which is why his role is one of *sponsor*. The HD's role was also a *supporter* because he spared

Murad the effort, time, expenditure and frustration that he could have endured in looking for accommodation. This is a form of personal support.

I now summarise the roles found in this theme.

1. Acculturator

- Socio-professional: helping the ET become part of the culture of the workplace and town.
- Social: helping the ET become part of the culture of the town.

2. Supporter

- Providing psychological support and physical assistance in emergencies.
- Acting as a sounding board, for cathartic reasons, allowing ET to speak about private concerns.
- Giving personal support, opening doors and being there in granting ET leave when he is most needed.

3. Model

- Inspiring, demonstrating and guiding by example through model behaviour that the ET holds as healthy.

4. Sponsor

- Using his power as a Libyan to make things happen in the service of the ET through working on speeding up paperwork and accommodation allotment for the ET.
- Putting other people in the service of the ET for those ends.

Table 18 below will summarise the effects and subsequent roles revealed in this theme.

Conclusion

In this chapter we have discussed the data presented in the portraits to prepare to address the research question: to what extent do the ETs' relationships with people enable them to maximise their contribution to Libyan education? The five themes discussed show interconnectedness and interactiveness, maybe reflecting the interconnectedness and interactiveness of what happens in an ET's life, discussed in chapter 2.

Table 18: summary of roles in 'other people's contributions'

	Behaviour	Effects on ETs	Roles
1	Welcoming ETs in Libyan socialisation activities in and out of work	providing a feeling of acceptance into Libyan socialisation activities (<i>enabling</i>)	<i>Acculturator</i> , helping the ET to become part of the school [and town] community (Wildman 1989).
2	Assisting in taking ETs' patient family members to treatment	Providing psychological and physical support and assistance for ET (<i>enabling</i>)	<i>Supporters</i> being there' both physically and emotionally for the mentee [ET], a function of the mentor's role as a supporter (Malderez and Bodoczky (1999).
3	Libyan cleric and ET act as models for ET.	Providing verbal guidance and exemplary behaviour	<i>Model</i> , inspiring, serving as a role model Malderez and Bodoczky 1999, Kerry and Mayes 1995), demonstrating (Malderez and Bodoczky 1999, Turner and Bash 1999).
4	Employees in ETs' workplaces using their social relationships to process papers in urgent situations.	Putting other people at the ET's service (<i>enabling</i>).	<i>Sponsor</i> , using the mentor's power (ability to make things happen) in the service of the mentee' (Malderez and Bodoczky (1999).
5	Employers allowing ET to leave work for his/her own study.	Assisting the ET's personal development (<i>enabling</i>)	<i>Supporters</i> , giving personal support and being there (Wildman 1989, Malderez and Bodoczky 1999), also <i>sponsors</i> in opening doors and using their power to make things happen in the service if the ET (Malderez and Bodoczky 1999) encouraging (Kerry and Maise 1995:28).
6	Students listening to ET's talk about his private life tensions.	Providing ET with a stress-release environment (<i>enabling</i>)	<i>Supporters</i> , act as a sounding board – for cathartic reasons (Malderez and Bodoczky (1999).
7	Employees running the ETs' accommodation give special treatment to the ET to speed up accommodation allotment	Save the ET physical and financial strain and possible social embarrassment as a reason of staying with other families (<i>enabling</i>)	<i>Supporters</i> , giving personal support (Wildman 1989). <i>Sponsor</i> using the mentor's power (ability to make things happen) in the service of the mentee' (Malderez and Bodoczky (1999).

The first three themes reflect behaviour that yielded mainly, but not exclusively, negative consequences on the case ETs, as a result of behaviour in the relationships between the ETs and others. The theme on 'social patting', a part of the theme on 'power dynamics', and the theme on 'educational change' revealed mainly negative consequences. These were reflected in the following roles data revealed that

people were found to play: *restrictor*, *alienator*, *controller*, *disempowerer*, *stressor* and *corruptor*.

Through the other part of the theme on 'power dynamics' and the other two themes, I have identified the SRs' contributions and those of other people as positive effects of ET relationships. The roles found to exist in the relationships between the ETs and others were mainly those of: *acculturator*, *supporter*, *sponsor* and *model*. Having discussed these themes and what happened to case ETs in this cross-case analysis chapter, some of the enabling as well as the constraining relationships have been exposed.

I have summarised the effects in the form of the roles of the contextual mentors/relationships. It is worth noting that the enabling roles, as well as the constraining ones, overlap, as mentioned in 2.6. These will be brought together in the next chapter to address the research question. As part of addressing the research question, I will also suggest, in an introductory manner, recommendations for creating a better environment within which the ETs can work and maximise their contribution to the social and educational context in Wadi Ghibli and Libya, in the form of able, well-qualified and expert graduates.

CHAPTER 6: DISCUSSION

Introduction

In this chapter I discuss the findings presented and analysed in chapters 4 and 5. In an attempt to address the research questions, I will relate the findings in chapter 5 to the literature in chapter 2 regarding roles of (contextual) mentors and ideal types of help for ETs that are embedded in those roles. I will also discuss the extent to which contextual factors revealed in the data can support an environment for appropriate help. I will also suggest a context-sensitive model of contextual mentoring for ETs in Libya. This model takes into account contextual factors, as revealed by the data, as well as existing types of help available to ETs. The discussion will be organised according to the research questions presented in chapter 3.

In 6.1, I discuss the pattern I found in the data commenting on the types of help that seem to be available to ETs in the roles people were found to play (chapter 5). I will also comment on types of help which are missing and which seem crucial for the ETs' contribution to the host context. 6.1 then is dedicated to the attempt at addressing research questions 3.1.4 and 3.1.5.

To examine why I think other forms of help are missing or are discouraged in the cases in this study, I go on in 6.2 to show how the contextual factors revealed interact to form strong contextual constraints that not only make the missing types of help currently unlikely to be offered, but also make the role functions of ET relationships rather negative and therefore constraining. In 6.3, I examine the effect these contextual factors have on the ETs' relationships with students, which are arguably the most crucial for the ETs' work. This allows me to examine the extent to which contextual factors enable the ET to do his/her job, through examining the effects on his/her relationship with students. I hope through 6.2 and 6.3 to address research question 3.1.6.

In 6.4 I take a closer look at who proved to be effective helpers for the ETs. This will be crucial for suggesting who might be effective contextual mentors for them, and will enable me to tackle research question 3.1.1.

In 6.5, I aspire to build on the discussion of the findings in 6.1 to 6.4 to introduce what I regard as an ideal contextual mentoring model for ETs in Libya. This model claims to be context-sensitive, arising from the situation, and one that I hope will encourage a better helpful environment for ETs to draw closer to the ideal

situation set out in chapter 2. I will also suggest some practical steps that can be taken in order to proceed towards the ideal situation the model proposes.

6.1. What is available and what is missing

3.1.5. What types of help seem to be available in those relationships that might support ET acculturation and their contribution to the Libyan education system?

3.1.4. What types of help seem to be missing in those relationships that might support ET acculturation and their contribution to the Libyan education system?

6.1.1. Social help

The general pattern found in the data was that the ETs' relationships with people around them were helpful as well as constraining. I start by considering helpful aspects of these relationships.

Mostly, the ETs' relationships show types of social help in emergencies and times of need. I classified the help given in emergencies and times of need as 'situational' (2.4). As has been seen, situational help ranged from working on returning expelled ETs to work, assisting in taking to treatment and looking after sick ET family members, to giving newly arriving ETs access to accommodation in exceptional circumstances. Giving situational help in these instances was a part of the roles of the contextual mentors as *sponsors* and *supporters* for the ETs (see 2.6.3 and chapter 5). The help provided in the SR's role as a *sponsor* returning the expelled ET to work, using his power in the service of the ET (Malderez and Bodoczky 1999), is also situational because it is an emergency. Everything in that ET's life in Libya depended on it. In other cases, the ETs gained situational help in medical emergencies. Through their relationship with contextual mentors as *supporters*, they were offered both physical support (transporting patients) and psychological support (staying with the ETs throughout the emergency).

I mentioned earlier (2.4) that in 'situational' help, a person is relieved of something. 'Situational' help here seems to relieve the ETs from the tasks being helped with to concentrate on other matters of equal, or more importance. For example, by providing ETs with temporary accommodation they are relieved of the task of looking for housing and thereby enabled to concentrate on other tasks, such as pursuing processes of employment, having just arrived in the town.

In some cases, helping the ET meant that such help came at the expense of helpers (employers allowing ETs leave when they were needed, for example, at the time of exams). This shows that Libyan helpers are able to sacrifice something for an ET when such a sacrifice can contribute to his/her future career development.

It is sometimes not clear whether ‘situational’ help is purely situational (this might be true for other sub-types as well, as discussed in chapter 2). A part of the role of the contextual mentor as a *sponsor* was to introduce the ET to the right people (Malderez and Bodoczky 1999, Turner and Bash 1999:68), as seen in chapter 5. Introducing teachers to employers is situational help because employing the ET depends largely on such an introduction. As mentioned earlier, people, rather than regulations, do make a difference in Libya. Thus, the person who introduces the ET rather than the ET him/herself is a decisive factor.

In some cases of such ‘situational’ help provided within the contextual mentors’ *sponsor* role, interlaced with this situational help is a form of ‘beyond ZPD help’. I described in chapter 2 the latter form of social help as that in which the helpee is helped with a task that s/he is not ready to learn. Consider for example Libyan SRs helping the ET when access to other Libyan relationships is needed, which we have just mentioned. In such situations, the ETs have not yet learned enough about Libyan relationships and the context surrounding them to be able to approach superiors. However, the impetus behind such help seems to be to relieve the ETs from enduring delays and difficulties in taking up their jobs, or in having their immediate needs fulfilled.

The *acculturator* role of showing the contextual mentee the ropes and helping him/her get used to the particular professional culture (Malderez and Bodoczky 1999, Wildman 1989), which we saw in chapter 5, involves a valuable form of social help. A very important form of this help is that in which an opportunity is created for ETs to gain access to Libyan social and professional life. This does not pertain to ‘situational’ help because it seems to occur in normal circumstances. This shows that contextual mentors are not simply and solely capable of helping in exceptional circumstances. Granting ETs access to group social life in Libya can provide a fertile ground for them to learn by observation and through socialisation, which is a valuable form of acculturation. Especially in cases where the group contains a mixture of Libyan employees, teachers and ETs, the ET is likely to learn more quickly about

whatever contextual factors and phenomena s/he needs for his/her relationship with students and others.

These activities (such as outings, in Munji and Hilal's cases) also provide an opportunity for understanding how administrative matters, in the educational institution and outside, map onto the teaching and learning processes therein, and how all this is affected by social life outside. Thus, such access is enabling, as it is a crucial opportunity to learn about the context.

All forms of social help found in the data seem to play a vital role in enabling the case ETs to do their job. An important tenet of supportive social help (as mentioned in chapter 2) is that such help leads to an important psychological concept: that of a feeling of acceptance. It follows that, in addition to the tasks ETs are relieved of when socially helped in the way revealed in chapter 5, the forms of social help that are found provide a prerequisite environment where duties can be carried out, and other needed forms of help (scaffolding) can exist.

In some cases, it was found that ETs admire the people they consider models for their social qualities at work and outside. However, in all these cases, there was no direct relationship, but the ETs concerned merely continued observing their models and listening to them, among others. A social type of help that *models* seem to provide is psychological support in the form of encouraging optimism in ETs. When the ET sees a person possessing qualities that s/he considers should exist in the context, this can act as a softening factor. It tells the ET that being a good person in the Libyan environment is possible despite the constraints that we will mention below.

To summarise, ETs receive mostly social help represented in the relationship with the contextual mentor as *supporter*, *acculturator*, *sponsor* and *model*. A significant part of this social help was of the 'situational' kind, although there were also significant forms of help in normal circumstances, mostly where the roles of the contextual mentor were those of *acculturator* and *model*. Next, I am going to discuss what seems to be purely oral social help.

6.1.2. Oral social help

Advice revealed in the data seems to fall into the category of social help. Such enabling advice was largely found to stem from the role of the contextual mentor as an *acculturator*, giving 'particular advice about the circumstances of the class and the

children' (McNamara 1995), and offering general advice. This is a way of helping ETs to cope with any situation requiring advice. Advice on how to respond to the behaviour of Libyan students because of the contextual characteristics of the behaviour that ETs (such as Mursi and Ibrahim) did not understand at that time, illustrates such social help. Ibrahim, for example, was told not to let female students argue too much, to prevent certain patterns of student behaviour from emerging, thus causing problems for the teacher and the class. This seems to help the ET cope.

ETs here are relieved of the burden of finding ways of knowing why students behave as they do and then finding ways of responding to that behaviour according to their understanding. Also, advising an ET to strengthen relationships with more people, as in Hilal's case, is aimed at assisting him to cope with a social reality in which relationships are important to get things done, which is a coping concept. Now we look at whether scaffolding help to acculturate the ET was actually found to exist.

6.1.3. Scaffolding

The only evident example of scaffolding was that of SR2 teaching Mursi (the portrait, chapter 4) the computer and internet skills necessary for his studies. This was clearly stated in Mursi's words where he seemed aware of the teaching process when he said that SR2 'teaches' him internet skills. This can be distinguished from social help where a person downloads files for the helpee rather than teach him/her how to do so. Although SR2 taught Mursi technical skills, elements of acculturation are there. They include teaching him how to do the things internet users do in Libya. These include where they go to obtain better services, how they ask for the service, what software they use and what types of instruments they use.

The data did not reveal any assistance being given to the case ETs, directly targeted at explicitly helping them learn about the context in which they work (scaffolding in an *acculturator* role). Acculturation through social help in the form of advice was found to exist, as described above. Acculturation through normal socialisation was also found to exist. However, the data did not reveal any form of acculturation being offered through systematic scaffolding. We have seen how important this is for an ET (from the questions on pages 33-35) the answer to which is critical for the ET's job. In addition to these questions, there are two critical factors that call for acculturation through more conscious scaffolding to the three layers of

context of place: the country, the town and the institution, including the relationship between these and the key people within them. These factors are:

- We cannot assume that people will always acculturate the ET through normal socialisation to the things s/he needs to know and do. People talk, but information/matters that are critical for an informed understanding of the various aspects of the context that unavoidably and inevitably impinge on the ET's work and living (see bullet-points questions, pp. 33-34) might remain obscure. Added to this is the fact that some ETs avoid contact with Libyans altogether. This reduces the possibility of acculturation even through social help effectively happening.
- Scaffolding, as mentioned in 2.2, is intended to enable the learner to do the things on his/her own later. The ET needs to be able to find out and do the things that enable him/her to contribute to the Libyan educational context on the national, local and institutional levels on his/her own, based on exposing the ET to learning experiences. I see scaffolding as a form of help in the continuous process of acculturation that the ETs need. Given that societies and education systems change, there is a need for continuity in helping ETs to learn about their host context in an informed systematic manner, as well as learning about changes and their origins. Therefore, scaffolding, as a part of the *acculturator* role in which ETs can be helped to learn about the context, seems to be largely lacking. The summary below sums up the findings that address research questions 3.1.4 and 3.1.5, presented in chapter 3.

To sum up, the types of help shown to exist in 6.1 were mostly social, in the form of actions and advice. Actions were of the 'situational' and 'socialising' help types, while advice was to assist the ETs to cope with situations both at work and outside. In giving these types of help, the ETs' relationships with helpers involve contextual mentoring roles, recognised mostly as *supporting*, *acculturating*, *sponsoring* and providing a *model*, albeit indirectly. Scaffolding help, which is associated more usually with the *educator* role - but I have argued also needed in an *acculturator* role - was only shown to exist in one evident case. Therefore it seems to be largely missing. Existing social help is enabling for the tasks that the ETs were relieved of and for the environment of social acceptance this help provides for the ETs, which, in turn, keeps them working in the face of the difficult contextual factors

that we shall see below. It is also enabling in assisting the ETs to cope with various situations.

Having seen that the ETs enjoy forms of help that contribute to their being more integrated into the society, we can say that contextual mentoring exists in some form in Libya, as predicted in chapter 2, but lacks the scaffolding side of an *acculturator* role. People contextually mentor the ETs as a way of socially helping the other in need.

I now go on to address question 3.1.6:

6.2. Contextual factors and what is missing

3.1.6. What explanations can be given that will help:

- ETs to understand how to function better in the Libyan system and possibly elsewhere?
- those who relate to ETs to capitalise on helpful features of their relationships with them, to amend unhelpful behaviour, and to try to adopt other helpful strategies in relating to them to enable them acquire what is missing in question 3.1.4 and capitalise on what is available to them in 3.1.5?
- policy-makers to establish mechanisms to support/encourage the above?

I will here discuss the possible interaction between (i) the existing and missing types of help discussed above and (ii) the contextual factors revealed in the data and how they map onto each other to produce a more or less enabling environment for ETs to maximise their contribution.

The themes showed a high predominance of contextual factors that cannot be overlooked when studying the ETs' relationships. These profoundly affect and shape the ETs relationships and are likely to affect any plans to encourage better environments in which they not only can operate but also to which they can contribute their best.

6.2.1. Interaction among contextual factors

Educational change seems a possible starting point to explain these phenomena. As mentioned in chapter 1, the political system's key ingredient is an

annual review of policy and subsequent practice. Either poor design, implementation or understanding of how the system could best operate seems to be the trigger for unpredictable changes. The history of the political system in Libya has suffered instability for a long time.

One feels through the data that change (educational change included) seems to have become more of a 'political habit' rather than a process triggered by needs. This is not to say that all changes carried out have not been fruitful. In many areas changes were actually needed, such as the decentralisation of the universities during the 1990s and relocating various faculties of major universities to different towns. This has actually provided more chances for education in rural areas. However, what happens, as the data has revealed, is that there are annual changes of unpredictable contextual types, mentioned in 2.6.3 (p 57), resulting mainly from a political process rather than carefully thought through, and studied innovations based on an analysis of needs and of the socio-cultural environment of the proposed change. Unpredictability of changes in Libya has resulted in uncertainty in many areas of life.

Such uncertainty seems to have interacted with social patting in the following process:

- Having explained that Libya is a country in which the family and tribe's involvement lasts until later stages in their members' lives (the collective nature of the Libyan society);
- Therefore personal independence does not fully happen in a Libyan's life.
- In Libya certification is a paramount requirement for employment (introduction to 5.2.1).
- Then under high degrees of unpredictability and uncertainty resulting from continuous unpredictable changes, those who are considered the caretakers of the students (be they the parents or Libyans in educational institutions in which the ETs work, relatives of students or otherwise) seem to *prioritise the enabling of students to obtain their qualifications so as to secure them against the unpredictably changing future of things*. I will call this 'prioritisation' later on.

The forms of help students receive confirm this. They are of the kind we discussed in 2.6, in which there is interference between scaffolding and social help. The aim of education in any context is primarily to help learners learn (Bruner 1978,

Vygotsky 1978, Scott 1998, Gibbons 2002, see 3.2). That is what distinguishes education from other professions. It is about helping learners do things on their own, those things appropriate in/for their social context, which are aspects of an ‘overt’ curriculum as opposed to a ‘hidden’ one (Snyder 1971, Giroux and Purpel 1983, Lynch 1989). They are also helped learn the values attached to their social educational context in a manner that reflects what is thought to be best for them and for their society’s ‘hidden curriculum’, or socialisation process.

An example of interference is ‘patting’ in the form of raising students’ marks to enable them to pass. This is similar to parents helping the children produce an error-free copy in the example in 2.5 (Leontiev’s 1978, Wertsch *et. al.* 1984), or answering the homework questions for the child. In a similar vein, allowing students who insult the ET to escape the consequences is a way of enabling them to continue to attend university to become certified and not to help them learn the value of respecting their teacher.

We can also apply such interference to other behaviour items in the social patting theme. For example:

- Allowing students into prohibited areas interferes with the need for them to learn the value of respecting regulations and social systems of behaviour put in place for the common good in that context (hidden social curriculum).
- Not reacting to students’ absence interferes with the basic need for them to be exposed to instruction in order to learn in the first place (overt).
- Allowing students to protest about their exam procedures interferes with the need to learn how to trust the teacher and to focus on classroom and other learning tasks (hidden and overt) rather than looking for ways to scrutinise exam processes in an attempt to pass.

Moreover, the existence of power dynamics that culminate in ETs having an overall inferior status to Libyans interacted, in my view, with social patting and educational change in the following particular way:

- Since power derives from aspects of the context, as explained in the ‘field’ power effect in chapter 2 (Bourdieu and Wacquant 1992, Colley 2003), then it is the product of a mixture of contextual factors.
- Since students are helped out socially by social patting, and since they have a power advantage granted by the political reality outlined in chapter 1, then

their superior status over ETs serves or goes hand in hand with social patting. That is, power in this case is harnessed, mainly by Libyans, to ensure that social patting continues. I will call this ‘power harnessing’ later on.

This is the case not only in the ETs’ relationships with students, but also with other Libyans at work, such as the Registrar, D/Law/LU case with Hilal in behaviour 2 (power dynamics theme), which is based on the registrar’s social patting on students. The ETs then, having seen the ‘prioritisation’ process and ‘power harnessing’, refrain from taking the initiative towards doing anything about patting and change that might affect existing conditions that (at least) seem to enable them to survive. This is aggravated by the fact that the ETs are seemingly employed so as not to occupy powerful positions in the first place.

I return below to the roles analysed in chapter 5 because I aim to show how they interact with the contextual factors just mentioned. Such factors, and the interaction among them, resulted in ETs’ relationships having such roles that are related to disempowerment, restriction, control, alienation and stress, and to these roles interacting with each other.

Because they can only ‘survive at best’, ETs seem to remain low in the power stakes. This is sad for everyone, since at least some ETs, such as Mursi, are prevented from putting their beliefs into practice (see Mursi’s portrait), and so from making the full and valuable contribution to Libyan education that he seems capable of doing. Such disempowerment not only prevents case ETs from achieving a maximum contribution but also leads to suppression in situations when teachers, such as Ibrahim and Murad, (pp. 192-194) find it hard to protest or gain positive results from protesting against power abuse against them. This has led to another role of the relationship. Ibrahim’s employers and Murad’s colleagues, for example, act as *stressors* both in the physical and psychological sense.

Disempowerment (in interaction with contextual factors above) has resulted in some ETs developing low self-esteem and psychological depression. This is because they feel unable to act effectively to fight power abuse, knowing that they would not gain significant results even if they tried to act. As a result, the personalities of some ETs, such as Ibrahim, are displayed to Libyan people outside work as lacking in self-esteem and depressed and this exacerbates ‘alienation’ (2.1.2 Ibrahim). Displaying a weak personality indicates to others, who might have the readiness to use power advantages against the ET in any way, that this is possible. This, in some cases, has

led to those outside work becoming *alienators* (Ibrahim's case with the Head of the Health Centre). That is, the ETs disempowerment and alienation at work has given rise to a lack of confidence and therefore to the same outside.

The prioritisation and thus power harnessing processes mentioned created an environment in which disempowerment and alienation are found even in the workplace. This happened even to those ETs who enjoy a good relationship with Libyan SRs and other people (Hilal). The people at work who reinstated the expelled student consider it more important for the student to return to university than to recognise Hilal's need for power to deter unhealthy student behaviour. Alienation was the result because the ET is considered inferior to the Libyans, students included.

We can also think of disempowerment and alienation as a result of the mixture of factors discussed above in other examples, such as raising marks and lack of response to students' absence. People in those cases consider it more important for the students to pass than for the ET to have power over allocating marks to his students and over punishing absent students. The ETs were neither provided with an environment in which they were empowered as teachers, nor was their need for this empowerment shown to be recognised. Therefore, it was not so difficult for other people to shut them out of some of their basic duties as teachers (for example allocating marks and punishing absent students), thus acting as *alienators*.

Thus, roles related to disempowerment also led to other relationships becoming alienating. It was also the case that disempowerment led to relationships being professional *controllers*, where employers dictated the conditions of work to ETs, such as Ibrahim, in terms of where and how to work, against the letter of the contract. The fact that roles give rise to other roles shows how they interact, which is something I mentioned in chapter 5.

An essential characteristic of a teacher in general, and as part of their professional obligation to produce good learners and good learning, is to have the power to put right or discourage inappropriate behaviour that negatively affects students' learning in any way. Being disempowered and alienated in the way we saw here makes ETs not only unable to do this, but also forces them to live under the psychological pressures of not being able to do so. I will now go on to discuss how the contextual factors that we have seen above affect existing forms of help that ETs already receive in their relationships, and those forms of help which they themselves use to help students.

Effect on existing help

I will try here to comment on how the contextual factors discussed above affect existing relationships with case ETs:

- I will first comment on how they affect the types of help ETs already receive from their relationships.
- I will then comment on how these factors affect the way in which some ETs help others, especially students.

Received help

Despite the help received (6.1), there is a way in which the interaction among contextual factors discussed above affects the social help some ETs receive. The interaction outlined in 6.2.1, and supported by the data, is most likely to be ingrained in the ETs' relationships with Libyans. Even in the case of ETs who have strong relationships with Libyans, such as Hilal's case with the SR, the Libyans seem to render any types of help they offer the ET more or less as favours to be repaid (see behaviour 7 of social patting, p 185). Therefore, the effect of the interaction of contextual factors here on the help the ETs receive from their relationships with the Libyans, is one of making the ET feel that the types of social help they receive are something they are expected to repay.

On the other hand, some types of social help the ETs receive are in themselves forms of social patting (Afif and the guards; see behaviour 3 and 4 in social patting). The pattern of patting on students seems to have been extended to ETs. As this seems to be happening with the ETs who have lived longer in Libya (Afif and Murad being examples), one assumes that Libyans help the gradual integration of the ETs by acculturating them to the contextual norms and behaviours Libyans themselves subscribe to. This form of interaction of contextual factors, then, has a contradictory but ultimately constraining effect on the ETs' professional lives. It creates conditions by which help is given to ETs that is appropriate for acculturation but is inappropriate if their contribution to Libyan education is to be maximised. I see a link between this and how some case ETs seem to help students, which is next.

'Radiated' help

The ETs who have been in Libya longest, and who seem to receive (or observe) social help of the patting type, radiate it back into their relationships. What appears to be happening is that those ETs with the longest experience of the Libyan environment reach a level of confidence whereby they radiate the patting back into their relationships with others, a process akin to that of language learners' confidence in speaking the words they have learnt.

I am not suggesting that patting may not have existed in some form or another in the life of a particular ET when s/he was in previous national contexts. Equally, I am not suggesting that it will not exist in subsequent contexts. However, seeing inappropriate types of help given, and giving inappropriate types of help oneself, may contribute to the ET's professional performance in two possible ways:

- If the ET has previously learnt types of social patting, then seeing more people doing it and joining them only aggravates the situation by reinforcing its feasibility.
- If, on the other hand, the ET has not encountered patting before, then it is likely to be entirely a process of learning a type of help which is inappropriate to educational goals (at least those goals over and above a conservative socialisation process).

The relationships into which the ETs choose to radiate certain types of help back are also an issue. If ETs choose to reflect the help they receive into their relationships with students (as Afif and Murad did, behaviour 3 and 4 in the social patting theme, p 181), then this reinforces the social patting students receive from other people. Students are the principal actors in relationships with ETs. In these, ETs should ideally be able to maximise their professional contribution rather than reinforce inappropriate (but seemingly contextually appropriate) types of help. This reduces the ETs' ability to resist patting and is constraining since it affects their principal professional role which is helping learners to learn (scaffolding 'by' the ET, 2.3). This lessens their chances of a maximum contribution in producing good teachers who can help Libyanise education, and other types of graduates who can assist in national development. Thus, the interaction of contextual factors on radiated forms of help is constraining as it corrupts professional obligations and integrity

(*corruptor* roles, chapter 5). There are also possible effects on future relationships in other contexts.

This confirms the idea of survival I outlined earlier (6.2.1): ETs ‘doing what the Romans do’ by appearing to engage in behaviour that most people would understand as help (at least at the time). Also, by not risking challenging or attempting to change such a state of affairs, ETs seek whatever it is that guarantees the retaining of the current safe situation (including their relationships with others as they are) to sustain their survival. This is understandable especially given that ETs, like others, face unpredictable changes. They tend to defend their current relationships as they are and ‘let the dogs sleep’ in Ibrahim’s words (answer sheet instead of interview 2).

In short, from our discussion on the effects of contextual factors on existing help, we have seen that the dynamic interaction between change, power and social patting, directly or indirectly, affects the forms of help the ETs receive and those which they radiate back into the context. ETs also seem to learn/reinforce inappropriate types of help and use them to assist their students in a similar way. This is more likely to ensure survival, yet is constraining for the ETs’ contribution, professional obligations and maybe development. This was especially apparent in the case of those ETs who had spent most time in the Libyan context.

Thus, we can say that learning about teachers’ cultures can culminate in a new learning experience or in reinforcing similar aspects learnt previously in other contexts (C1 in 2.2.2). This can also end in subsequent ET behaviour appropriate to those cultures in the host context (C2 in 2.2.2), regardless of whether or not such behaviour conforms to the basics of the teaching profession and education.

I will now discuss the relationship between scaffolding ETs in their acculturation process, which is the type of help that seems largely lacking, and the dynamic interaction among the contextual factors discussed above.

Contextual factors and types of help that are lacking

It seems that, whether people in relationships with ETs are aware of it or not, contextual factors yield two types of constraints in the environment in which scaffolding to support ETs’ acculturation should ideally exist (2.3):

- **Pointlessness:** in that situations where students are socially helped in the way the data revealed cannot provide adequate room for ETs or others to see clear educational aims that they can identify with as teachers. The first and foremost

of these is learning. If the ETs cannot see learning-oriented goals for students in education being aimed at by those around them, their continuous need to learn ‘about’ the context, as discussed in 2.2 (p 33) (acculturation) can be downplayed or undermined. As a consequence, the need to learn how to help students learn in that particular context, learning ‘for’ the context (p 36), is also downplayed or undermined. If people do not recognise the need for their children to learn in a scaffolding fashion (or recognise that need but prioritise passing by whatever means), then for anyone to scaffold ETs’ learning ‘about’ the context in order to acculturate them seems pointless. Thus, a lack of learning-oriented goals for students leads to restricting the ETs’ need for learning ‘about’ and ‘for’ the context (and thus creates an inappropriate environment even for professional performance, let alone development).

- The second effect is that abrupt changes also render any long-term planning for educational encounters, inappropriate, or not possible. Long-term educational aims that can produce good students for their society cannot be established under the frequently and unpredictably changing nature of the existing education system. No doubt, the obscurity or lack of clarity of long-term educational goals can leave teachers uncertain even of what they ought to do in the short-term in the immediate classroom activities. The ETs’ execution of professional duties in scaffolding learners’ learning in the short and the long run is then restricted, a constraining effect at the heart of ETs doing their job, with those who produce changes being *restrictors* of the ETs’ professional duties. Under these circumstances, scaffolding the ET’s acculturation does not seem likely.

In what follows, I discuss the effect of the interaction among contextual factors on ETs’ relationships with their students, in order to explore how these relationships enable or constrain the ETs.

6.3. ETs and students

Most case ETs, especially newly arrived ones (Munji and Hilal being examples), seem to refrain from forming stronger relationships with students than the minimum ones needed inside the classroom. They appear to avoid contact with students outside the classroom. Having observed that the latter enjoy special treatment by Libyans in a way the ETs deem inappropriate, and that they (ETs) have an inferior

status that cannot stand up to the overall power dynamics which backs social patting, a way of ensuring survival is to avoid forming strong relationships with students beyond the minimum needed for managing the classroom.

Most case ETs do not want to be immersed in the social pattern of behaviour Libyans adopt, which the ETs think is degrading, and they do this by avoiding students. This is constraining for the ET's job and contributes to losing the opportunity for dialogue with those students who could also be contextual mentors acculturating the ETs through the articulation of concerns that could create opportunities for understanding each other.

Moreover, students as acculturators for ETs could have an important advantage in enabling the latter to learn about the Libyan context through them. The ET will not only be able to learn 'about' the context through them, but also learn how to adjust his/her teaching of those students according to both how the students understand the context and what the ET knows about it from other relationships (see bullet points in 2.2.2). Thus, one can again say that the interaction of contextual factors on the ETs' relationships is constraining in minimising the opportunity for them to gain students as contextual mentors. A teacher is a mentor for students. However, in the literature on mentoring, it is known that students can also sometimes act as mentors to teachers (Herman and Mandell 2004).

The data revealed that the students found the quantity and manner of learning expected of them at the tertiary level was markedly different from what they were used to in secondary school. Therefore they try to change the lecture into something else by creating noise, graffiti and other distractions. In addition to this, keeping away from the students seems to have contributed to tension in the relationships between them and the ETs. The students' absence might therefore denote boredom on their part.

In some cases, (e.g. in Mursi's case) the students show disrespect and avoidance of the ET altogether, which is further evidence of tension. However, there was one case (Ibrahim) where the ET spent most of his time at work with the students. This has been explained by his exceptional lack of social relationships outside home with Libyans and expatriates, which, in turn, left a considerable amount of time that was invested in being with the students. As mentioned in Ibrahim's portrait, however, such closeness to students does not fully compensate for the social void where close relationships with other Libyans are needed.

Thus, ETs' relationships, as affected by the contextual factors, constrain their chances to make a maximum possible contribution to the host educational context. Such factors lead to the roles of some people, in their relationships with ETs, being those of *disempowerers*, *alienators*, *controllers*, *stressors*, *corruptors* and *restrictors*.

Summary of 6.2 and 6.3

- There are unpredictable and continuous educational changes that may be either a result of wrong interpretations or the design of the political system.
- Such changes seem to have resulted in continuous uncertainty, on the part of the Libyan people.
- Libyan people, because of the collective nature of the society, keep being involved in their children's life even in the later stages.
- Certification is of paramount importance for Libyan students to be employed.
- Therefore, Libyans adopt strategies by which certification is prioritised over learning.
- The power of Libyans in general over the ETs, as nationals v expatriates, is harnessed to serve that end. This has resulted in people in their relationships with the ETs sometimes acting out roles such as *disempowerers*, *alienators*, *controllers* and *stressors*. Having remained low in the power stakes, an ET's low self-esteem and psychological strain is apparent in his behaviour towards Libyans and others, especially when he deals with Libyans who are disposed to use their power against him.
- The students' power, as historically prominent participants in the political process, grants them an additional power status over ETs.
- Having been in the midst of such an interaction of contextual factors, the ETs realise that survival is the default position that they should concentrate on maintaining. They recognise that they do not have enough power to take the initiative to help learners learn rather than merely obtain a certificate. Thus, people who are *disempowerers* for the ETs in that respect also act as *restrictors* of their professional duties and performance. As a result, their contribution to the host educational context in producing good learners, as described in chapter 1, is also discouraged. This is also constraining in the lack

of the sense of achievement necessary for the ETs to feel professional satisfaction, and in the ensuing stress.

- Contextual factors, namely patting, affect the help that ETs already receive. These factors cause Libyans to see the help they give ETs as favours. This is constraining in that the ETs are likely to find themselves in a position of repaying with contextually appropriate but educationally inappropriate types of help, such as patting. Also, some ETs receive help of an inappropriate type (patting), which they reflect back into their relationship with the students. ETs seem to do this as a way of appearing indifferent and therefore, again, ensuring survival. This is constraining because it corrupts their professional obligations. Thus, people in these relationships with ETs act as *corruptors* of the professional obligations of the ET.
- The ETs have come to realise that abrupt systemic changes are likely, and to understand the prevalent types of help people in the context adopt to help their children. This prevents the ETs from seeing short and long-term learning-oriented aims in Libyan education that they can identify with as teachers. This is restricting for the ETs' professional performance and its related activities targeted at scaffolding learners in everyday classroom practice and in the longer process of producing good learners for their society.
- As another way of ensuring survival, most ETs seem to keep away from engaging in relationships with students that extend beyond the basic relationships needed for interaction in classroom activities. The state of affairs above also creates some stress and tension in ET-student relationships.

The findings reported above should be taken into account by both those who are involved in relationships with ETs, and by policymakers, if they wish to help the ETs understand how to function better and try to take advantage of the potential for positive contributions to Libyan higher education that the presence of skilled professional ETs affords. This is an attempt to respond to question 3.1.6.

In what follows, I try to address research question 3.1.1, and discuss 'who' seems to be offering valuable forms of help in their relationships with ETs. We will then use this in working towards the contextual mentoring model.

6.4. Contextual mentors

3.1.1. Who are the people with whom case ETs claim to have or have had a special relationship?

In chapter 2, I predicted that if ETs survive in a host context, then there must be some form of effective help (contextual mentoring) that enables them to do so. I also predicted that contextual mentors are potentially all the people around an ET. I will now look at those who proved helpful for the ETs, those who provided contextual mentoring and the types of help we saw in 6.1. This can give us insights into envisaging who might be effective contextual mentors for the ETs. I begin by looking at Libyan helpers:

6.4.1. Libyans

Mostly, people who were most socially helpful were Libyans. This is because of their seniority as Libyan citizens compared to the ETs. As a part of the theme on power dynamics, part of the themes on SRs' contributions and others' contributions revealed, Libyans provided valuable social help. I start with Libyan SRs:

Libyan SRs

Especially in the case of Libyan SRs, social help was intense and critical in some situations, such as that of returning Munji to work, in a *sponsoring* role, using power in the service of the ET (Malderez and Bodoczky 1999), and working on saving the life of sick family members of Munji and Afif, in a personal *support* role (Wildman 1989). Having explained in chapter 1 that social relationships are more powerful than regulations in Libya, a pivotal characteristic of Libyan social helpers is the inherent contextual ability to access fellow Libyan relationships that might prove critical for the ETs' livelihood and work.

Importantly, it has also been noticed through the data that ETs who enjoy strong social relationships with Libyan SRs (which are at-work and outside-work relationships at the same time), seem confident enough to resist social patting and power abuse. Examples are Hilal's refusal to allow his own SR to do the patting (and the registrar's request to postpone the exam for students), and Munji's refusal to bow to student threats. What seems to be happening here is that basically, being in a relationship with a Libyan teacher in the same workplace and from the same town can provide high degrees of security (regardless of any possible tensions or differences of

opinion in the relationship itself, 6.2.1). This seems to result in a confidence akin to that of a Libyan feeling secure in his/her own home. Thus, the ETs' relationships with Libyan SRs who are both work and outside work relationships are enabling in the security and ensuing confidence these provide for the ETs.

Refusing to bow to behaviour they think inappropriate (as a result of the confidence just mentioned) can encourage a reinforcing of professional integrity. A sense of this integrity, one would imagine, is needed for a teacher to retain some of his/her professional satisfaction. Thus, in providing ETs (such as Munji and Hilal) with this ability to resist, the relationship with Libyan SRs is enabling in keeping professional integrity intact and, equally important, the sense of retention of this integrity in the face of the most enduring of contextual factors mentioned above.

There seems to be another enabling advantage to this type of relationship. The security an ET feels through this relationship leads to the same ET being appreciated by other Libyans (Hilal's case being an example, behaviour 1 in other people's contributions theme, pp, 222-223). This is because the ET's relationship to a Libyan colleague SR is seen in action by others at work and outside. The ET, then, is likely to be, consciously or not, pre-judged in a way by Libyans as a person worthy of company, counting on their compatriot's choice of that ET. The other possible explanation is that the ET is likely to appear a more relaxed person because of the confidence the security in the relationship with a Libyan SR provides (Hilal certainly being an example). Thus, the ET is 'seen' by others as a relaxed person in his own right, who is likely to be, again, worthy of company for sociability reasons. Therefore, the existence of a strong social relationship such as that of an SR with a Libyan, can promote and facilitate access to the life and help of other Libyan people, which I have already outlined as crucial above, and as the data revealed it to be (consider, for example, Ibrahim articulating his regret at having no Libyan SRs). The relationship with a Libyan SR then is enabling in the confidence it creates in the ET, and the accessibility to Libyan social life it grants the ET.

It is not only Libyan SRs who provide valuable social help. I now look at non-SR Libyans who also proved to be helpful:

Non-SR Libyans

Another issue arising from the data is that it is not only SRs who provide valuable social help. Equally important are the forms of help received from

relationships with non-SR Libyans. One important category of people emerging from non-SR relationships is the neighbours of the ETs. As seen in the Murad and Afif's cases, in behaviour 2 of other people's contributions theme (p 219), neighbours were always there when most needed. This reflects the social values in relationships with neighbours that Libyans hold, especially in rural areas. Thus, we might designate the type of help these provide as 'cultural' (2.4.3), the impetus behind which is that of abiding by the norms of behaviour people hold in relation to neighbours. However, there also seems to be a sense of sympathy or humane drive behind help in medical emergencies.

What has been observed, though, is that help from people other than SRs is concentrated in the area of emergencies and exceptional situations of need (medical emergencies, temporary accommodation, social occasions and so on). This may be because the relationship between the ET and non-SR Libyans, unlike that with an SR, is less personal but more general, yet crucially helpful. This means that some forms of cultural help can also be important forms of support. Help offered by indirect relationships to Libyan models provides optimism and inspiration. It also offers hope in the midst of confusion caused by the factors discussed above, as well as providing spiritual help and behavioural guidance (Mursi's model).

Thus, complementing help from SRs, help from non-SRs seems to enrich help for ETs and is equally effective in its own way. What this means for mentoring is that it should not only focus on the mentor and the mentee, but investigate then incorporate the best of the relationships around the mentoring relationship into what it is we are trying to cause mentors and mentees to do (hence the part of my definition of mentoring as something which is socially supported by people, p 58). This is one of the suggestions for the contextual mentoring model below.

Moreover, having found that SRs 'and' other people (further on the contextual mentoring continuum predicted in 2.6.2) provide forms of help akin to those offered by a mentoring relationship, albeit mostly social help, I can now confirm the existence of contextual mentoring for ETs in some form. It takes shape in the ET's relationships with the SRs (informal contextual mentors) and other relationships around them.

A very important type of help might emerge when attempting to approach the ideal situation in the model below by incorporating, in one way or another, Libyan SRs and other social relationships, such as neighbours and employees at the same workplace. This psychologically helps the ET to recognise hospitality and welcome-

ness within Libyan social life. When the ET feels that Libyans are helpful in some way, this denotes for him/her that they welcome him/her. What further highlights the importance of Libyan SRs is their absence in some ETs' lives:

6.4.2. Lack of Libyan SRs

The lack of Libyan SRs in the lives of some ETs, such as Ibrahim, leads to their realising the importance of such people in their lives. When they face a constraining encounter with a Libyan, this highlights the importance of Libyan SRs for the ET, an enabling result of a constraining relationship. In articulating this to others or to himself, the ET is at a stage of reassessing his stance. The implication is that we might be able to save the new ETs from similar endeavours (which might be stressful or painful, as were Ibrahim's in the Health Centre encounter) through which they discover the importance of relationships with Libyans. One way of doing this is by telling/teaching ETs about the importance of this type of relationship. Expatriates also proved to be important SRs for ETs:

6.4.3. Expatriate SRs

The ETs in this study have two main types of expatriate SRs: from inside the family and from outside. An advantage of those from inside the family is that they are likely to spend more time with the ET, and be aware of the totality of his/her situation inside and outside of work. They are also likely to have a relationship of longer duration with the ET. Being a family member SR can be supportive also in combining the mutual family care and nurture relationship, the support of which an ET needs away from home, and the awareness of the totality of the ET's situation, mentioned above. This is enabling in the interactive process of supportive care and the giving of appropriate help.

As for SRs from outside the family, two categories emerge: educated ETs and expatriate workers. The form of scaffolding help that we saw in 6.1.3 (see also 2.3) originated from ET SRs. What this means is that the ETs are capable of providing scaffolding help for other ETs. Helper ETs do not share the effects of the contextual factors discussed above with Libyans as nationals. Therefore, they might see more point in (or need for) helping other ETs learn (such as teaching Mursi internet skills). This may be a reason for ETs giving other ETs scaffolding help.

In the case of ETs from an ethnic minority background, it was found (in Murad's case, for example) that those ETs form strong relationships with their ethnic minority compatriots. These include less educated people who gave social help, such as refuge. In this case, they also seem to give the ET a sense of ethnic unity and security which might be analogous with family care away from home, mentioned above.

Summary of 6.4

This summary serves as a response to question 3.1.1.

- Libyan SRs, who are both work and outside work SRs, are crucial for ETs because of their *sponsor* role, stemming from their contextual ability to access fellow Libyan relationships, the help of whom is crucial for the ET.
- A relationship with a Libyan SR provides the ET with security and confidence which enhance the ET's ability to resist what s/he thinks to be unprofessional practice.
- Such a relationship also makes the ET more relaxed and hence accepted for sociability reasons in other Libyan social activities.
- Relationships with Libyans other than SRs provide supportive social help no less important than that of the SRs. Neighbours, employees in different workplaces, as well as other people, proved effective social helpers. This showed that contextual mentoring exists in some form in helpful relationships with SRs 'and' others.
- The feeling of acceptance necessary for social integration is provided through Libyan SR and non-SR relationships, while some ETs seem to regret the lack of relationships with Libyan SRs.
- ET SRs are capable of helping ETs learn (at least the technical skills that they can use in Libya: elements of *acculturation*).
- Family member SRs seem to provide informed care and help, based on being a domestic permanent relationship for the ET, aware of the totality of the ET's life.
- SR compatriots provide a feeling of ethnic care and security, whether educated or less so.

I now try to suggest a model of contextual mentoring for ETs, based on the preceding discussion in 6.1 through to 6.4.

Figure 8: a contextual mentoring model for ETs in Libya



6.5. Contextual mentoring for ETs: A socio-professional model

Since I have studied six cases, the model should reflect aspects specific to those cases. However, as the data revealed, the strong contextual factors specific to the Libyan context as a whole greatly impinge on relationships. From the discussion in this chapter, it seems indispensable and may even be crucial to build a model that takes into account those factors general to the Libyan context, in order for the

relationships of even case ETs to continue to incorporate enabling roles (contextual mentoring), and to minimise constraining ones.

Here I will try to build on the discussion in 6.1 through to 6.4 to suggest a model that tries to outline what could be an ideal situation (fig. 8 above) everyone can work towards to enable ETs to do their job in a manner satisfactory to them and those around them.

- Because the data showed (6.2, 6.3) that abrupt unpredictable educational change represents a major obstacle that results in a chain reaction of negative events (patting, power harnessing, thus ET survival strategies in their relationships), the model incorporates a view of how educational change might ideally be carried out in Libya.
- Because it has been shown (6.1, 6.4) that social help of Libyan SRs from the same workplace has proved valuable, both in and out of work, and in some cases decisive in the ET's life, the model will capitalise on such naturally existing contextual mentoring by suggesting an ideal situation where Libyan SRs from the same workplace are a crucial part of an ET's life.
- Because the data revealed (6.1, 6.4) that non-SR Libyans also offer valuable help, we might capitalise on this by suggesting that the ideal situation would be to enable the ET to become a temporary member of Libyan society.
- Because 6.1 and 6.4 indicated that ET relationships with other ET SRs can be fruitful in sharing the expatriate experience and likelihood of providing scaffolding help for ETs' acculturation to some aspects of the Libyan context through learning (p 33), the model suggests the encouragement of such a type of relationship. 6.1 and 6.4 also revealed that compatriot ETs can provide ethnic solidarity. The model also suggests the existence of such a relationship outside work.
- Because it was found (6.1, 6.4) that an ET in a good relationship with a Libyan SR can have access to a socio-professional group life that incorporates employees and teachers (Libyans and ETs) from the workplace, then the model suggests that SRs and others at work come together in a social professional contextual mentoring group for the ET.

In the ideal world in this model:

- ETs and others will sustain and capitalise on relationships that have the following positive roles: *supporter*, *acculturator*, *sponsor*, and *model*.
- ETs and others will also find ways in which they provide scaffolding help in the *acculturator* role for ETs to ensure a more effective acculturation process.
- ETs and others find ways of turning the following negative roles of relationships: *disempowerer*, *alienator*, *controller*, *restrictor*, *corruptor* and *stressor* into positive ones (above).

The model here might be considered a far-reaching ideal and involves, in part at least, an attempt at cultural change. However, by trying to approach it, we are likely to improve the situation for ETs and therefore for education in Libya as a consequence. I briefly explain figure 8:

6.5.1. Appropriate change: Established meaningfulness

In describing the ideal situation in constituent 1 of the model and the possible measures which could be taken concerning what educational change should look like in Libya, I use the following terms:

- Innovation: refers to change that is carefully thought out and carried out on the basis of needs analysis of the wider needs of the Libyan society, the local needs of towns and the population within them, and the needs of the people in educational institutions. In innovation, processes that seem to work efficiently are only improved and not replaced without thinking about their suitability. Innovation also involves careful contextual needs analysis of the context of change at the macro and micro levels (see below).
- Unpredictable/abrupt change: refers to abrupt changes that are currently happening. They result from the socio-political reality, where those who receive the changes do not have a say in them, or prior knowledge sufficiently in advance to allow them to think about how to deal or cope with them.
- Macro level: refers to the country and any policies that relate to the nation.
- Micro level: refers to the PR (People's Region), which means the town and its surroundings, and the educational institutions within it. When I refer to a specific part of the micro level, either the whole PR or the institution, this will be made clear.

In constituent 1 of the model, abrupt change would ideally be turned into/replaced by innovation. I will here suggest what I think an ideal sequence of events, which, if it took place, would bring about innovation rather than abrupt change, and would lead to the current situation being turned in favour of supportive ET relationships. It will also turn the constraining factors into enabling ones:

1. Needs analysis prior to educational innovation in Libya is ideally carried out on the macro level. The broader needs of the country are thoroughly identified through this stage.
2. At the same time, needs analysis prior to innovation in any PR and the institutions within it is ideally carried out on the micro level. The specific needs of the society within the PR and the particular institutions are thoroughly identified through this stage.
3. Ideally, only changes that are truly needed (innovations) at both levels are then planned and executed with the knowledge, consultation and participation of those concerned. Change at both levels is ideally thought out and implemented so that it is synchronous at both levels and are in constant productive interaction, to enable those in the institutions to participate productively in achieving the broader educational aims at the macro level.
4. Then, ideally, change is seen to have positive achievable goals and is then supported by all people.
5. Ideally, a planned process of evaluation and monitoring throughout the implementation process then reassesses the extent to which the needs in the needs analysis stage have been fulfilled. Then the cycle of evaluation and monitoring always remains active to try to ensure only innovations are planned and carried out.
6. The innovation process will ideally encourage education to be perceived as both a short and long-term *learning* process for students and teachers, the parts of which are connected from the start to last long after the graduation stage for students.
7. People in relationships with ETs, who now act as *disempowerers*, *alienators*, *controllers*, *restrictors*, *corruptors* and *stressors* as a result of the chain reaction of contextual factors that seem to have resulted from abrupt changes will ideally turn their roles into *supporters*, *sponsors*, *acculturators* and *models* (and *educators* later).

8. Ideally, the ‘prioritisation’ and ‘power harnessing’ processes and the subsequent negative roles mentioned above will eventually cease. When the need for ‘prioritisation’ recedes, the need for the ‘power harnessing’ to do so also recedes. Instead, the ETs will have greater chances of empowerment through the other parts of the model. Ideally, they will no longer be asked favours of inappropriate types. Nor will they be withdrawn, cautious and reserved because they expect to be. People will ideally start asking the ET to spend extra time in teaching their children, or provide the odd reference for them, rather than giving them extra marks.

6.5.2. Tribal affiliate membership: ET as a temporary member of a Libyan tribe

In constituent 2, the ET ideally gains temporary membership of Libyan society by being accepted as a member of the strongest social entity that provides care for its members: the tribe. Here the ET is ideally socially helped in emergencies and times of need, whether occasions of happiness or otherwise, through physical and psychological help. In so doing, tribal members ideally act out their roles as *supporters*, by including the ET in their everyday socialisation and on Libyan social occasions, and that then leads to social integration and acculturation, where they act as *acculturators*.

For married ETs, the ET’s family also ideally gains access to such membership, thus strengthening it for the ET by the extra relationships that members of his/her family make with their Libyan counterparts. Also ideally, the ET gains SR(s) from his/her temporary tribe, and this is even more fruitful if these are the same SR teachers at work in constituent 3 of the model (figure 8). The ET here feels security and has confidence not only in work related matters but also in those matters related to life outside.

Here, ETs ideally learn the culture and patterns of behaviour of the Libyan people and understand how that infiltrates their students’ behaviour. They build on this knowledge in trying to synchronise their teaching to their students’ needs in relation to their society.

6.5.3. Libyan teacher SRs: Expert contextual mentors

Here in 6.5.3 and 6.5.4, the role of SR as *acculturator* through scaffolding, providing scaffolding help in teaching the ET about the context, will ideally appear

alongside social help because we are talking about teachers as ET relationships. Because scaffolding pertains to the essence of their profession, teachers are the most likely candidates to provide it. In this constituent, the ET ideally chooses one or more Libyan teachers (SRs) from the same workplace with whom s/he builds a strong relationship. A Libyan SR ideally has a relationship with more than one ET, raising the possibility of ETs with whom s/he forms a relationship to be SRs to each other.

These Libyan SRs ideally develop expertise in realising that they are not experts helping a novice ET by merely being Libyans but also by developing an awareness of the difference between social help and scaffolding (see below), their supportive aspects, and those aspects which cause interference. Their expertise here ideally involves a sense of conscious intention whereby they are able to provide the appropriate type of help when the ET needs it.

These SRs ideally act their contextual mentoring roles of *supporter*, *sponsor*, *acculturator*, and *model* both inside and outside work. They are also ideally aware of the totality of ETs work and life conditions. Their relationship provides security inside and outside work according to which the ET feels confident enough to act in resisting what might be unprofessional practice carried out or asked for by others.

6.5.4. Expatriate SRs

In constituent 4 ET SRs ideally give social and scaffolding help playing contextual mentoring roles as *supporters*, *acculturators*, *sponsors* and *models*. They help the ET integrate into the expatriate community and benefit from the experience of expatriates. They give social help that relates to the ET being an ET similar to themselves: advice on what to do and how to do things in Libya that ETs need to do in order to function better there. They also help by giving the ET scaffolding help in developing/improving technical skills in the Libyan context, that relate to the ET's work and personal development. ETs here also develop expertise in thinking consciously about which type of help is to be given to the ET and when. Also, when the environment begins to enable the ET to contribute his/her best through ability to help learners learn, and after people recognise the importance of learning for both the students and the teacher, these SRs will ideally begin to take part in helping the ET's professional development: an *educator* role.

ET SRs ideally include at least one compatriot. S/he provides a sense of solidarity with someone from home and a sense of emotional support (*supporter*).

This is especially in the case of times of need and unusual events pertaining to their home context. For ETs and SRs with families, such compatriot SR's family ideally provides the same for the ET's family.

6.5.5. Socio-professional network

This is the situation as it ideally looks in the ET's relationships with people at work in constituent 5 of the model. Here, employers and employees, teachers and students ideally understand the needs, concerns, problems and the various contextual factors that affect the ET's relationship to them and to his/her profession. They give appropriate social supportive help the ET needs as *acculturators* and *supporters*.

In this constituent, these are ideally joined by the ET's SRs (Libyan teacher SRs and ET SRs) to enrich and illuminate these people about the ET's reality. The ET here ideally feels not only welcome but also sees that a critical mass of people around him/her cares about what is happening in his/her life and work. The ET here ideally senses that the people consciously work on improving the human environment for him/her; the act that s/he cannot repay, alongside his/her professional obligations, except with maximising contribution, creativity and hard work.

The people in this constituent ideally come together to provide interaction and socialisation opportunities that enable the ET learn about the work and outside context through the mixture of employees and teachers both Libyans and ETs. Their role here is ideally one of *acculturators* to a professional community that values learning as the crux of education. This here ideally enables the ET to see his work in its context through people. The ET sees the links between administration and the teaching cadre and how what people do and think in these two branches of the education process map onto each other in producing the situations that the ET finds him/herself in, with his/her relationship with the students in the midst. Less successful ETs in their relationships will ideally benefit from interaction with more successful ones and learn strategies and tactics to improve on their relationships, and may even gain access to the same relationships that helped more successful ETs. We must not forget the geo-social trend that Western Arab ETs such as Hilal and Munji seem more successful in Wadi Ghibli where other Eastern Arab ETs might benefit from that. I will now suggest certain measures that, if adopted, can take the ET and everyone in his/her relationships closer to the ideal situation in the model in figure 8.

6.6. Approaching the model: Possible measures

When it comes to trying to approach the model one has to be both realistic enough and ambitious enough. It is plausible that changes to constituent 1 of the model, which needs to change if the other 4 constituents can work optimally, is unlikely to bear fruit in the short-term. One should be reasonable and realistic in following the road to improvement. Therefore, while starting to work on constituent 1, we might think of working on the other constituents, or aspects of them, that could support or go simultaneously with constituent 1. I will now suggest possible measures that could be followed to approach the ideal situation in the model above.

I will not be able, for reasons of space, to propose the whole package of measures that people can take to work on the situation. However, I will present what I think is the most important first step in that direction: that of awareness-raising. I will write about this in some detail but only briefly mention subsequent measures (6.6.2 through to 6.6.8), which tackle the other four constituents.

6.6.1. Awareness-raising

What this study has emphasised is that contextual factors strongly influence what goes on in human relationships and the actions people take. It is only logical then, to use what is available in the context in trying to encourage a better environment for ETs and people. There are three contextual factors currently in operation that might help to approach the model.

- For the last two years or so, there has been a trend towards openness in Libya. A glance at local newspapers and the Libyan national TV station shows that there is now an emphasis on exploring shortcomings in various aspects of life. Recently, there have been programmes exposing such things in education and medicine. An example is the series 'Of Importance' on national TV. For instance, there was an episode in October 2004 that looked at the deterioration in the medical services in Libya and why capable Libyan medical doctors migrate to work abroad. The episode looked into the ways in which the human environment at work, as well as administration in the medical services, could be improved for migrant doctors to come back and serve in Libya. Since working on the human environment and administration has been given importance, we can also use this in arguing for the same for ETs, which this model does.

- As a result of this trend, there is a greater likelihood that the findings of my study might be publicised.
- The current political system of decentralisation brings decision-making and the possibility of allocation of resources, as well as approval of any steps to be taken in approaching the model, closer to the micro level. Thus, it is now easier for people in the towns to have access to resources and the necessary approvals. This makes using social help easier because people in the PR (people's Region) usually know each other and tribal power can also be harnessed in the Peoples Region to help the process. Moreover, the local authorities can act as mediators between the action that people take at the micro level and policy-makers at higher levels, which makes it likely that any positive results, conveyed to them by the local authorities, will gain a wider audience.
- One senses that this argument flies in the face of the very findings of the study, that the environment is currently unpredictable and that the two above contextual factors might have changed by the time an approach to the model is attempted. However, one other factor that has been known to remain relatively unchanged can be used both as a helping factor and as a reserve strategy: that of tribal power. This can be used to secure high-level support for the model should decentralisation vanish, for example. This makes the model context-sensitive in its response to unpredictable change.

A vital part of the model is to raise people's awareness about the ETs' plight, and that of the Libyan education system. In particular, especially when addressing Libyans at any level, when talking about the ETs' plight at any stage, this should be directly linked to the well-being of the Libyan education system. Awareness-raising, in an attempt to approach the model, might best take place at the two macro and micro levels, i. e., country and institution. On the macro level, one can think of two groups as most important: policy-makers and the public.

Awareness at the macro level

Policy makers

These are the people most concerned with educational change because they influence policies at higher levels. Nothing much will ever change if they have not

been made aware of the situation and what can best be done about it. They should also have commitment to a long-term and maybe daunting process of turning current abrupt changes into innovation:

This unavoidable need for long-term commitment if cultural change is to begin to permeate existing systems, is a factor ought (*sic*) by now to be fully recognised and acted upon. (Wedell 2000:275).

The proposed start would then be at the macro level where leadership should first be made fully aware of what has been happening as a result of abrupt changes. Below I describe a sequence of events that I believe might enable us approach the ideal situation in constituent 1.

1. First, leadership on the macro level are made aware of the situation resulting from unpredictable change. The leadership usually receives what is called memos: reports, complaints and proposals from just about anyone. In particular, the PCtRs (People's Committees of the Region) have a direct postal service to the leadership. A memo that charts thoroughly the findings of this study and the best possible steps that can be taken can be passed on to the leadership in an appropriate language. During the GPC meetings, the leader usually attends a part of the proceedings and gives advice. An oral approval in the form of suggesting moves by the leader for the GPC is usually quite enough.
2. Then, members of the GPC (General People's Congress) are given a separate report, which also contains proposals charting the findings of this study and what can be done about the situation (the rest of these steps).
3. The GPC officially expresses in an open letter to the public and to those at the micro level: local authorities and institutions, that there is a will to rethink current abrupt changes in education (they might wish to label it more delicately, for example, educational administration improvement). When each step of the following ones is carried out, a report about it is also publicised on TV so that the general public can see action being taken. This is important for the stage of raising the public's awareness (see below).
4. The GPC puts together a general advisory committee, which has subsidiary committees in each PR (members of these subsidiary committees are guided and advised by the general advisory committee). This incorporates a number of researchers, administration experts and educationists, local and possibly

even expatriates. They are selected on the basis of expertise in matters related to educational innovation and administration. Its task is to guide the GPC into processes of turning abrupt changes into innovation, and advises the GPC and PCtRs (through its subsidiaries) about appropriate actions, on the basis of needs analysis, that it carries out. It also acts as a coordinating body between the GPC and PCtRs in the PRs in respect of the enterprise.

5. The GPC authorises resources for PRs to support the forthcoming process of rethinking unpredictable changes. Among these are resources to establish and run local advisory committees. Local advisory committees carry out innovation needs analysis in education at the micro level, both in the PRs and institutions: any educational processes (legislations, procedures and processes) at the micro level that people there find effective and those that they do not, and why.
6. They report to the general advisory committee on the results of the innovation needs analysis at the micro level.
7. The general advisory committee analyses the situation and recommends to the GPC:
 - i) action that focuses on making effective processes at the macro and micro levels more so and ensures their efficiency for the longest time possible.
 - ii) processes that should be eliminated/modified, or added.

Most important of all, when introducing any new process, legislation or action that is needed, the GPC and the general advisory committee tell the people at the micro level through the local advisory committees about the changes, sufficiently in advance, through official correspondence with the PCtRs. These in turn contact institutions and make them aware. Broadcasting such information on local TV is also helpful. In this process, people at the micro level are made aware of how the change is expected to work and for how long. They explain that any changes they make are targeted at stopping abrupt changes, and that people should be patient. They should also tell them when they expect the process to begin to produce the desired results.

8. The GPC also encourages people at the micro level to hold on to effective processes and reject or modify ineffective ones, in much the same way as that at the macro level. This can be done through needs analysis carried out by the

local advisory committee. The GPC gives the necessary approval, resources and maybe incentive for that to happen.

9. People at the micro level begin to rethink abrupt changes in the PR and educational institutions and turn them into innovation. The innovations they carry out are in line with changes at the macro level. There should be constant interaction between the local advisory committees and the general advisory committee to inform each other of successes and failures, for them to act accordingly.
10. People at the micro level, hopefully, will begin to see the fruit of stability through innovation at the micro level that is synchronous with that on the macro level. They do not allow for the return to abrupt changes.
11. When a change is claimed to be necessary anywhere, the process of needs analysis is again carried out on whichever level the change is claimed to be necessary, and appropriate action is then taken.

I have outlined a process by which abrupt change can hopefully be replaced by innovation. The process depends on an interaction between policy-makers and people at the macro level and those at the micro levels. It involves raising policy-makers' awareness about the necessity for abrupt change to cease and innovation to replace it. The process will require time, but the results of the proposed sequence might begin to be felt in 5-10 years' time.

One might encounter some difficulty, especially that it might not be easy to follow up processes at the leadership level once a lack of response or delay has occurred. However, tribal leaders work closely with members of the PCtRs. These, in turn, could contact the leadership rather easily, more so if they used the help of members of the GPC.

Members of the public and immediate ET relationships

Macro level

Unless a critical mass of people has been made aware and has agreed to act, nothing much will ever change. The topic that pertains most to raising the public's awareness is that of social patting and any type of help that restrains learning. Libyan people should understand the effect of such a practice on their children. However, members of the public need to see action being taken towards more thoughtful

planning and implementation of changes at the country and local levels, if they are to be convinced that social patting is no longer the appropriate option.

Therefore, after the initial steps taken to introduce innovation and restrain abrupt change have begun to be put in place, as described above, the process of raising the public's awareness begins. It is best started somewhere after step 3 of the awareness raising measures above, possibly after step 4 or 5 have been carried out and reported to the public (see step 3 above). The following process could be initiated after step 4 or 5 has been executed to raise the public's awareness:

1. The GPC authorises resources for a national campaign for raising awareness. The details and plans for this can best be outlined by the main advisory committee.
2. National TV is invited to work closely with the advisory committee to produce a series of documentaries charting what is currently happening.
3. Graduates are the ones likely to feel that they are not well equipped with the skills that they should have acquired through being helped to learn and not to pass. With appropriate anonymity procedures, the series of documentaries just mentioned can be broadcast on TV charting what social patting does through case study research of some graduate students and how they have been negatively affected by such patting, relating that to the findings of this study.

These documentaries might also best include views and experiences of different parties such as ETs, Libyan teachers and employees, deans and all those who articulate contextual concerns related to how students are educated, so making the documentaries a tapestry of reality.

One might ask whether the ETs will be willing to disclose information to improve things. The ETs who imparted to the researcher such information that led to the formulation of this study are only an example of their willingness to improve things.

Micro level

4. At the micro level, we assume that people in the PRs would be exposed to the documentaries through the national campaign.
5. At an institutional level, however, a more intensive campaign might be needed because those in the institutions are the ones closely linked to the ETs. In the LU and the LF, and maybe the other universities, the university newspaper can

play an important role in advertising the documentaries prior to broadcasting them.

6. Copies of the documentaries can be made. Deans, with appropriate support from the GPC through the PCtR, can organise awareness events for all those in the educational institution, including ETs and students. They could watch the recordings and open discussion about their content. Copies of a report that charts the findings of this study, linking social patting and power dynamics to educational change in simple language, can also be discussed in these events. The events need not be presented in a costly format, just meetings or social discussion events might be enough. In particular, how these factors affect the ET, and what the ET means for education in Libya should be exposed.
7. University newspapers can also open doors for articles and discussion to take place, to tackle the various issues raised.

Reflecting on the experience of the case study graduates will give first-hand data to parents, policy-makers, students, teachers (ETs included), employees and others both at the macro and the micro levels. The strengths of this strategy are:

- As mentioned above, the current state of openness allows, I hope, for admitting to problems and to the need to do something about them.
- The Libyan people socialise very much in their workplaces and outside, which is what the feasibility study showed (Elmajdob 2002) and which helped me collect the data. Word is likely to spread quickly in and out of work, and the various issues are then extensively talked about. Awareness might already exist on the personal level, i. e., everyone knows in their own way. But collectively, awareness gains more momentum.
- Graduates are the people in whom educational experiences culminate. The results of educational practice, and social patting within it, are made manifest and advertised through them. Students who see the documentaries are likely to ‘see themselves at the end’ through these graduates and assess and compare those graduates’ reality to how they really should want themselves to be. Others as well would see how they want their children to be and the way they are now bound. In a way, these documentaries are similar to the ones in which smokers are encouraged to quit smoking by showing them real cases of smoking-related diseases.

At this stage, I have not devised detailed plans of how the other constituents might be approached. However, initial blueprint procedures that might be possible are given below, concerning how to approach constituents 2 through to 5:

6.6.2. Establishing tribal links

The situation in constituent 2 (6.5.2) could be worked on simultaneously with that of constituent 1 (6.5.1) after the stage of raising awareness. This is because the types of social help people were found to give ETs were not hampered by contextual factors emanating from abrupt change. However, it is helpful to start this process after raising awareness to make the efforts gain more momentum. The social help that Libyans were found to give the ETs might best be capitalised on when an ET becomes a temporary member of a Libyan tribe, as mentioned above. This can be achieved as follows:

- Through the PCtR (People's Committee of the Region), tribal leadership can be approached for help to include ETs in their tribes. It is already the case that some ETs live among the people in tribes, such as Afif.
- Leaders of tribes are socially senior people, and therefore approached through senior people, such as those of the PCtR and the deans of the universities, to find ways of doing this.
- Deans encourage tribal leaders to host ETs in their tribes.
- ETs are also shown the benefit of obtaining accommodation among the Libyan public in the tribes.
- Tribal leaders are asked to look for accommodation among the tribal members for any ET who likes to live there.
- Tribal leaders invite the ET to a tribal meeting where they are introduced to members of the tribe. The leaders declare the ET to be one of them until s/he leaves Libya, and invites people of the tribe to treat him/her as such.
- ETs are invited to events that concern life in the tribe and to social occasions and social events.

6.6.3. Training SRs

The SRs were already found to give social help. The scaffolding part, however, could only take place if the need for it in the acculturation of the ET has

been made explicit. It is more likely to come about when appropriate resources, and possibly incentives, are provided. The sequence I propose below for preparing SRs might best start after the end of the awareness-raising stage. This is to allow for SRs to see the importance of the help they could offer the ET, education, students, society and themselves:

- All Libyan teachers who agree to participate in becoming an SR, as well as the ETs who wish to become so, can be prepared for helpful relationships with ETs.
- First, and after they are exposed to the situation through awareness-raising, professional incentive could be given to all Libyan teachers and ETs to encourage them to act as SRs to ETs, which they already do. Such incentive can be: documenting the experience of being an SR to an ET in the SR's CV and considering it a part of the professional profile of the SR, which is important for upgrading a teacher's professional status in Libya.
- Financial assistance might be made optionally available to SRs to enable them to carry out extra relationship duties, such as organising outings, events and any costs to help scaffold the ET's learning about the context, in a role of the SR as *acculturator*.
- Those who wish to be SRs are then given training courses on how to become an effective helper and teacher about the Libyan context for the ET. Aspects of when and how to use types of help might be elements of the content of those courses. A special committee which includes educationists and sociologists might be used to do the job of training.

In the future, after some 10 years or so, people will hopefully become aware of the necessity of learning for both learners and ETs. They will be more prepared to give help in an *educator* role, promoting the professional development of ETs. and maybe Libyan teachers.

6.6.4. Professional gathering

Here, the institutions can be encouraged to hold social gatherings both in and out of work. At work, parties, informal discussion groups and other socialisation events can be held. There can also be similar events and discussion groups to which students are invited. Outside work, outings that include teachers, ETs and Libyans

(including SRs from outside work) are particularly important and seem to be welcomed by people there. Through these, ETs will be able to learn and understand as much as possible about what affects their work and relationships, and disseminate their knowledge back into that environment.

I have now come to the end of a sequence of measures that could be taken to approach the model above, with some detail in describing steps that could be taken in raising awareness about the situation. I described how it might be possible to turn abrupt change into innovation. I have briefly considered the rest of the possible procedures for approaching the model. Overall, it is hoped that tribal membership can move forward simultaneously with the process of initiating innovation. Also, a process of raising awareness could be initiated shortly after that of innovation has started. Also, preparing SRs to be ET *acculturators* about the context as well as social-help givers, might start after the stage of raising awareness. Professional gathering opportunities, in which the ET gains access to the experience of a wider community of teachers, employees, employers and maybe students, is also suggested. There are additional thoughts and procedures that might support what was proposed above:

6.6.5. Harnessing power

In the process of approaching the model, people who are thought to have a power advantage, especially at work, such as deans and students, are brought to understand that it is precisely their power that is needed to improve things. I have shown in 6.6.2 that deans can use their power in approaching tribal leaders, as a power harnessing strategy. We might also think of some work for the students to do in approaching the model whereby their power advantage over the ETs can help.

6.6.6. A pilot scheme

At the micro level, a pilot scheme, possibly in the same institutions in which the study took place, can be carried out. Making people notice what is going on through awareness-raising might not be enough, especially for policy-makers at higher levels with their demanding work conditions. Nevertheless, if people are shown, at the macro level, including policy-makers, and at the micro level, including ETs and those around them at work and outside, that there can be improvement, all of these are more likely to act than after merely raising their awareness.

If there are micro abrupt changes at the institutional level, they can be rethought and carefully planned, even using a micro needs analysis to plan them better (as mentioned in step 8 of raising awareness at the macro level above (p 264). These micro innovations might take the form of changes internal to the institution, such as more carefully thought changes in internal paperwork and processes that do not extend beyond the institution. If we can find ways of making changes local to the institution more carefully planned and make them be seen to be so, then we are likely to show people that the model can work in its five layers both at the macro and micro levels. Policy-makers, who are key players in the model, are then more likely to act because they are both made aware and shown that things can work.

6.6.7. Monitoring changes

After starting to implement the model, a process of monitoring the changes is carried out. The purpose of this is to illuminate studies that might be carried out to discover the ways in which the situation has changed (6.6.8).

6.6.8. Follow-up study

Taking into account the outcome of 6.6.7, after some years, in 5 to 10 years, a study might be carried out to see in what ways the situation has changed and whether the state of affairs encouraged through approaching the model has improved things. That is, to see in 5 or 10 years' time where we are on the road between the current situation and the ideal situation in the model? If the outcome of the situation as investigated in 6.6.7 permits, the study can best be a replicate study in terms of its research question and methodology. Necessary alterations should be kept to a minimum, to allow for validity of comparison to be achieved.

In 6.5 I have suggested a contextual mentoring model for ETs that claims to bring the best of what data revealed to be supportive social help in existing contextual mentoring relationships to the ET. It also claims to propose an ideal situation where converging contextual factors are taken into account to encourage a better environment, which enables ETs' relationships to be rewarding and incorporate enabling roles. These roles incorporate supportive social and scaffolding help for ETs instead of the rather constraining roles revealed above. In so doing, ETs are ideally able to contribute their best and so help education in Libya by producing capable,

well-qualified and expert graduates who will help in national development and Libyanisation.

In 6.6, I discussed how the model might be approached. In 6.6.1 I have suggested various layers of the key stage of raising awareness about the ET's reality and the reality of the Libyan education system as a result. I have highlighted the importance of the role of raising the awareness of the policy-makers, the public and those with the ET at work, including students. I have described in brief how the other measures might be approached, which come together in what I hope to be as integrated a process as possible to encourage a better environment for the ETs to work in.

Overall, it is hoped that the awareness-raising concerning the need to turn abrupt change into innovation will lead to abandoning inappropriate types of help and encourage learning and supportive social help for ETs and students. Several steps of the stage that could be proposed to policy-makers and other people were suggested. By approaching other constituents of the model, it is hoped that supportive social help continues to be given to ETs. It is also hoped that scaffolding help is also provided as a part of the *acculturator* role for the ET, which currently exists in its social form. This is in order not only for the ET to survive, but to have confidence, take part in changing things and contribute. When helping learners learn comes to be more valued than merely certifying students (and prove in practice to be such), then helping the ET develop professionally will hopefully have more solid ground on which to happen. After that, the role of ET relationships as *educators* will appear all being well. Shortly, I will turn to discuss how the findings contribute to existing knowledge.

As to addressing question 3.1.3 (to what extent do those activities match what the ET expected? [chapter 3]), space does not allow for a full discussion. Suffice it to say, however, that the data revealed that most case ETs did not place great importance on what to expect concerning the types of people and behaviour they would find in Libya. An important finding in this respect is that most case ETs came to Libya because of urgency: economic, social and political. This makes the need to provide them with a good human environment more important because of the seemingly difficult times they had at home.

Significance of findings

I will now explain why the findings are important as a contribution to the various fields, such as the literature on ETs in Libya, ETs in general and mentoring.

ETs in Libya

As mentioned in chapter 1, ETs constitute a significant portion of the teaching staff at the tertiary level in Libya (Appendix A). Because they are key participants in the teaching force at the tertiary level, a study that reveals their reality is essential if they are to be able to play the role for which they are employed. It highlights the effect of the existing system on higher education in Libya, and suggests ways of dealing with it. This is very important for the future of the country. The study also adds to the sum of knowledge about education in Libya in general.

Literature on ETs

Accounts in the literature have not tackled the human environment as the focus of the extent to which such an environment enables ETs to do their job as should be in host contexts. Some tackle the task of mainly applying new concepts in teaching language (see for example Holliday 1994, 1996, Coleman 1996, Cortazzi and Jin 1996). Others tackle writing materials for teaching science in foreign countries (Portman and Richardson 1997, Taylor 1999). Yet others describe their self-mediation in adjusting to foreign teaching contexts (Verity 2000). This study claims significance in making its focus the human environment around the ET in a host context and the role it plays in enabling him/her to contribute to that same education system in the most comfortable manner.

Another contribution is in the form of implications. This study suggests that the level of professionalism the ETs bring with them to any host context is not sufficient if they are to work and contribute. It highlights the fact that they, and the people around them, should work towards making the most of the positive characteristics of the human environment and try to reduce the negative effect.

Methodology: the insider outsider

The accounts in the literature on ETs (for example, the ones above) have been generated mostly from Western ET writers, practitioners and researchers. They did the research themselves and reported on it, or wrote the accounts. This study claims

significance in its methodology, involving ETs and others around them as participants, which allowed for the view of an outsider (in the sense of being the researcher and not the researched). I am also an insider to the Libyan context (in the sense of being a Libyan and from the same town as that in which the case study took place), where I could draw on my knowledge about the reality and culture of my home country and town.

Literature on mentoring

The following accounts thoroughly chart the roles and role functions of mentoring relationships in their productive (enabling) roles (Alleman 1986, Andrews 1986, Kram 1988, Wildman 1989, Feiman-Nemser 1992, Anderson and Lucasse-Shanon 1995, McNamara 1995, Parsloe 1995, Malderez and Bodoczky 1999, Turner and Bash 1999, Colley 2003). Malderez and Bodoczky (1999) summarise the roles of a mentor in five main roles: *model*, *sponsor*, *supporter*, *acculturator* and *educator*.

This study claims the significance of the findings in four respects:

First, the literature on mentoring, it seems, did not tackle the constraining side of relationships in 'attempted mentoring' in the same way as it did for the enabling one. This study suggests that mentoring should consider both sides of the relationships as tools, to understand how mentoring relationships can better function in any context. The study also suggests that mentoring should use this understanding to improve the human environment for mentoring. A part of this study claims to have done that in the model of contextual mentoring.

Second, the literature on mentoring currently focuses on the principal relationship between the mentor and the mentee. This study shows that contextual mentors are not just SRs, who might be similar to informal mentors (Bennetts 1995, Scott and Sweeney 1999, Malderez 2001, Glover 2002) but also other people. This means that there are naturally-occurring mentoring relationships around the principal mentoring relationship, be it a dyad or a group, which the literature on mentoring has not taken into consideration as crucial ones. The study points to the fact that mentoring should capitalise on those relationships in order for the suggested mentoring situation to have better chances of success.

Third, the accounts in the literature on mentoring do not explicitly link negative role functions of relationships to how contextual factors can contribute to making them such. This study also claims significance in linking the nature of

relationships to the contextual factors. It submits that, in particular, those working in the field of mentoring should be sensitive to how context can divert potentially enabling relationships to become constraining ones or vice versa.

Fourth, existing studies on mentoring do not consider mentoring as a process that requires a needs analysis of the context for the suggested mentoring programme. In a way, this study is in itself a needs analysis of the context of contextual mentoring.

Literature on educational change

The accounts in the literature on educational change, which again have been produced by Western writers and researchers mostly (House 1974, House and Lapan 1978, Fullan 1982, 1999, 2001, 2003, Levin 2000, Wedell 2000, Fielding 2001 are only examples), have mostly tackled change as innovation, although they also look at the constraints which affect implementing innovation (for example, Wedell 2000). This study is significant in that it looked at innovation, but its focus was unpredictable change that results from a socio-political reality affecting teachers' relationships, and how that might be turned into planned innovation.

The accounts on educational change studied change mainly at an institutional level. They rarely describe in detail the origins of forms of change on a national level and how these affect relationships down to the level of institutions and individuals. This study is significant in that it traces back to their historical and socio-political origins the forms of change currently happening, and uses them to explain the findings.

There will be a summary of these contributions shortly in the concluding chapter.

Conclusion

I have tried in this chapter to discuss the findings in chapter 5 so as to address the research questions. Social help has been identified in ETs' relationships in the form of contextual mentoring. Also, some relationships have been constraining. The main findings and contributions will be discussed below. I have also offered an ideal contextual mentoring model for ETs in Libya based on the findings. I have also put forward possible ways of approaching the model.

CHAPTER 7: CONCLUDING CHAPTER

The study

In this study I explored the extent to which the relationships of expatriate teachers in Libya enable them to maximise their contribution to the Libyan education system. The study was a case study with an ethnographic orientation that addressed the research question through depicting the culture in which such relationships take place and through describing their context and how the relationships are influenced by such a context.

Six Arab ETs were studied. They were interviewed for the first time at the outset of the data collection. Each ET was then shadowed and some of their classrooms were also observed. Other people found to have some relationship with the ETs, which could be understood as contributing to enabling or constraining the ET's work-life, were then interviewed. In the meantime, and throughout the data collection period of seven months, there were visits to institutions and to people in their homes, including ETs. The final stage was a second interview of every ET, to revisit, triangulate and gain more depth of understanding on the issues heard and seen since interview 1.

The data was analysed largely following the Miles and Huberman model (1994) for analysing qualitative case study data. Several methods of data reduction, such as session summaries and document description, were used. Other methods of data display, which were also helpful as data reduction methods were used, such as case activity diagrams, relationships diagrams, and matrices. All these were useful in making sense and linking aspects of the data, and looking for threads, commonalities and differences. Categorisation of data took place in two, albeit not overtly distinct, stages which I have termed layer 1 and 2 coding.

Upon narrowing the categories down, at the end of layer 2 analysis, five themes were identified and were used in developing pen-portraits which constitute the data presentation part of the thesis. Three pen-portraits were included in the thesis and I used data and information from the other three, which were also completed, in the cross-case analysis chapter.

The cross-case analysis was a comparison among the six cases in the light of the themes found, in order to identify the roles relationships were found to play.

Enabling and constraining roles of ET relationships were described and compared, and contextual backgrounds to items of behaviour in those relationships were presented. Then the discussion brought those enabling and constraining roles of relationships together and linked them to the types of help found to exist within them and the socio-cultural and historical factors presented in various places in the study. Finally, a view about the extent to which ET relationships enable them to maximise their contribution to Libyan education was presented.

The discussion also incorporated a proposal, based on the findings, for the implementation of contextual mentoring for ETs in Libya. The proposal takes account of both the enabling and constraining aspects of the relationships, as revealed by the findings. The model consists of five constituents which approach the situation at the macro (country) and micro (town and institution) levels. Steps that might be taken to approach the ideal situation in the model have also been discussed, although only the first stage, awareness-raising, has been discussed in detail.

Summary of findings

The major findings in this study were:

- There is a natural form of mentoring: people helping ETs as a way of helping the other in need.
- In this, which I called contextual mentoring, people play roles in relationship to ETs akin to those played by or expected from mentors.
- Contextual mentoring is not limited to SRs (similar to informal mentors in the literature on mentoring) but valuably extends to include roles played by other people.
- It was found that these people play contextual mentoring roles such as those of *model*, *supporter*, *acculturator*, and *sponsor*. It was also found that the scaffolding element of the acculturator role is not offered by these relationships.
- There are constraining roles played by people in ET relationships such as: *disempowerer*, *alienator*, *restrictor*, *controller*, *corruptor* and *stressor*.
- Contextual factors, in particular those relating to the process of unpredictable political and educational changes, seem to be major contributors to shaping the negative roles of people in relationships with ETs, as they were found to exist.

- Contributing to Libyan education in the form of producing capable, well-qualified and expert graduates for the society seems to be constrained by the educationally inappropriate (but contextually appropriate) social help offered by other people (and in some cases ETs) to students, which interfere with students' learning.
- ETs, remaining low in power stakes, unable to resist such help to students, and recognising the power of social help offered to students, seem to adopt a survival stance. They keep the minimum conditions that ensure their very basic needs. Among the survival strategies is an avoidance strategy: keeping away from relationships with Libyan people, including students.

Thus, returning to the main research question in upper case at the outset of the methodology chapter, one can say that a very summarised response would be:

Some of the ETs' relationships are enabling, in providing them with an environment in which the maximisation of their contribution in the form of producing able, well-qualified and expert graduates can take place. These relationships provide them with types of valuable social help that bring a feeling of social acceptance and integration into the new context. Other relationships, however, are acutely constraining, in terms of allowing the ETs to maximise their contribution. Interaction between some contextual factors, resulting from the unpredictable change inherent in Libyan education/society, was found to contribute to making constraining ET relationships what they are.

Contributions of the study

ETs in Libya

- Because ETs are key players in the teaching staff at the tertiary level, this study is important in exploring their reality, and in adding to knowledge about education in Libya.

ETs in general

- It adds to the sum of knowledge about ETs in general. It considers their relationships and how they enable or constrain them as the focus, which current studies do not seem to do.

- In its methodology, it differs from other accounts in that ETs here are studied as participants and not as those who write the accounts.

Mentoring

- This study tackles the negative side of relationships as well as the positive one. This is different from existing accounts in the literature on mentoring, which carefully describe the positive roles of mentoring relationships only. It suggests that an understanding of both is crucial for bringing about mentoring rather than attempts at mentoring.
- By implication, it suggests that mentoring takes advantage of potentially helpful relationships that exist around mentors and mentees to support what they do.
- It highlights the need to consider contextual factors and how they can affect mentoring relationships in shaping their roles, which current studies on mentoring do not seem to do.
- Literature on mentoring currently does not take into account the importance of needs analysis before attempting to think about and apply mentoring schemes of whatever kind. This study is a form of needs analysis of a situation in which contextual mentoring is required for ETs.

Educational change

- The accounts on educational change look mostly at innovation programmes. This study looked at how changes that originate from a socio-political historical reality affect relationships.
- The literature on educational change has looked mostly at innovation at an institutional level. This study has traced current unpredictable changes back to their historical socio-political origins, which other studies do not seem to do.

Strengths of the study

One main strength of this study lies in its research methodology. It incorporated versatile data collection instruments, not limiting the research to what is seen or what is heard, but combining them and inter-investigating issues through

them. The study considers as principal data sets not only those generated from self-report, such as interviews, but also from observation, such as shadowing.

One of the strengths of the whole research experience, I feel, is the feasibility study. It enabled me to build the reality of the setting, including key participants' consent into the research design, averting possible confusion in the field, had participants not been approached and later refused to cooperate. It also, importantly, gave me indications of the possibilities concerning what methods could be easily and efficiently deployed for collecting/generating data, and what methods were preferable but not possible. An example is the observational methods deployed on the basis of the highly sociable nature of Libyans at work, which made shadowing an easy and 'not too strange' an activity. The feasibility study also enabled me to notice interaction patterns, according to which I thought of how to talk to different people, for example, the way different people like to be addressed.

Data analysis was done in a way that resulted in portraying the social experience as a connected case for each ET, culminating in pen-portraits through the creation of relationship cards during the analysis. This made the portraits act as the 'quilt' and the researcher as 'bricoleur', the quilt-maker (Denzin and Lincoln 2000). This conveys the data to the reader in its social nature as a story, yet having the scientific purpose of addressing the research question by incorporating all the relevant relationships in a tapestry of reality.

The presentation of the methodology chapter is done in such a way that it conveys to other researchers how their thinking can be shaped before the field experience, and reshaped during and after that. This provides an interface between both and at least provides blueprints of what types of changes to their plans social researchers can expect.

In its content and maybe method, the study seems to me an example of a baseline study for any person attempting to approach change situations related to education, especially mentoring.

Limitations of the study

Representativeness is always a concern for case studies as they cannot incorporate all the parameters even in a single country. As such, they are considered less representative of the wider populations at which they are targeted. I have argued, however, that representativeness has begun to recede as a measure for case studies.

Another limitation concerns the way in which some interviews were recorded. In the instance in which a part of the interview was accidentally erased, for example. (Int Hilal's SR), which I tried to compensate for by asking the participant to repeat the lost answers the day after, the continuity of the original interview was disrupted. Although I was satisfied with the similarity between what the respondent said in the first interview and the repetition interview, one cannot be fully sure about that.

In other cases where I could not tape-record the interviews, but wrote down notes on answers, the actual words of the participant were not always there for me to listen to again and again, as was the case with the tape-recorded ones. Although I tried to make every effort to note down the key points, this cannot be compared to the availability of the full interview text.

Further research

There are some areas beyond the scope of this study but which can also relate to enhancing our understanding about several issues related to the study. Studying the relationships of Libyan teachers in the same way as this study has done for ETs, for example, can complement the findings of this study in two main ways. First, it can show how the different or similar types of help Libyan teachers receive, contrast with what ETs get. This can then be used to encourage an overall general helpful environment for all teachers. Second, since Libyan teachers are key contextual mentors for ETs, the findings of an in-depth study of the dynamics of their relationships can further enhance their relationships with ETs.

Studying ETs in other towns can give us a picture about any differences to the findings of this study. This will enrich the variety and dynamics of ET relationships in Libya, which, in turn, can cause contextual mentoring to be better 'tuned'.

It would have been revealing to compare how ETs operated in other countries (among which is their home country) to assess the differences in the socio-cultural and educational realities they operated in before they came to work in Libya. This would not only provide what types of enabling/constraining relationships they had, but also how different they were from the current context. It might also be revealing to study ETs whose expatriate experience in Libya had ended: those who finish their work as agreed between them and their employers or those who terminate their work prematurely. This might give valuable information about their reasons for leaving that might be illuminating.

Final reflections: Learning from the study

Here I am going to reflect on what I have learnt from doing this research. The study contributed to my personal knowledge:

It made me look at the context of education in my country at all levels, national and local, with a different eye from that when I was just working as a teacher. It allowed me to step back and 'make the familiar strange' (Holliday 2002). Through this, I saw the reality of my colleague ETs, not as people who I work with, but as doors to understanding their situation and the state of Libyan education. Previously, I saw them as people who came to work in Libya. Now, I feel for them, and education in Libya, in both the enabling and the constraining aspects of their reality.

As a novice researcher, this study helped me grasp research skills and concepts that I would not otherwise have mastered. I learned how to balance reading, thinking, writing, reflecting, and re-doing all these again and again as aspects of development. I also learnt the technicalities of writing, drafting, audience awareness and how to illustrate points. I also learnt what data is in qualitative research, how to generate/collect, analyse and make inferences from it. One of the most valuable things I learnt is the interactiveness of all aspects of doing the research, from initial thinking to finally writing up. The study gave me some confidence in my ability to carry out further research needed in education in my country. This, in itself, is a valuable asset, especially since not many qualitative researchers are active in Libya and the Arab countries in general (see Abu Hilal 2001).

I have also learnt about the importance of context in studies about education (and other fields). I began to develop a sense of noticing, which came about with training in this research, so that I now treat phenomena in a more informed way.

An important benefit from this study has also been the knowledge I have obtained about my town, the people in it and the dynamics of their relationships. I particularly came to know more people and took a closer look at what they do and why, which I used to take for granted that I understood. I also gained an understanding about ETs and the various valuable literature fields without which I would not have been able to proceed.

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Description of Document Appendices

Appendix A: These are tables indicating ETs in the two institutions in this study. Many columns from the original tables have been deleted for reasons of anonymity, in accordance with the Leeds University guidelines for Ethical Research Practice. ETs' names, dates of birth, and other columns that might make tracing information too easy have been deleted. Unfortunately, I have not been able to obtain a list of Libyan teachers who are doing 'co-op' jobs (a teacher doing coop [cooperative] job is a teacher appointed somewhere else but does extra paid work in the institution concerned. However, according to HD/SE/LF (interview), they are about 4. Table 3 is a sample of other Libyan universities that I have been able to obtain through their websites. For the same anonymity reasons, these universities are only given numbers. Asterisked are examples of the major universities, while others are local ones.

Appendix B: is the final results of Year 1 English Language in LI2 in Wadi Ghibli. Students' names (second column from the right) and the institution's name as well as any indications of institutions or persons names or signatures in the stamps area have also been disguised.

The third column contains the seating numbers for students during the exam. The fourth through to the fourteenth columns with number 1 through to 11 at the top indicate exam subjects. The fifteenth column is for the average and the sixteenth is for the average in words, good, excellent... etc. The seventeenth is for the final result, pass, fail, re-sit and carry (those who fail 2 subjects or less can pass carrying them to the next year).

Starting from the top right on the first page, the fail marks in the shadowed areas are as follows: 27, 35, 27, 34, 39, 37, 35, 24, 27, 12, 26, 30, 21, 21, 15, 35, 37, 36, 30, 39, 16, 39, 27, 22, 20, 28, 12, 0, 0, 35, 26, 38, 40, 25, 3, 16, 30, 16, 30, 37, 39, 35, 31, 38, 38, 20, 21, 40, 34.

Appendix C: These are two exam announcements for students of year 1, Department of Law and Politics in the LU, Wadi Ghibli. It tells the students about the exam time for the module 'Jamahirya Politics' (Libyan Politics). The second is a similar announcement for year 2 module 'Finance and Banking'. Names and signatures have also been disguised.

Appendix D: It is a copy of the standard permanent contract for ETs. Cover: From top, right to left: name of country, name of People's Region, Workforce Department in that Region. Then, in bold typing is the title of the contract: contract for Employing Expatriate Teachers. Then, number of employer institution (a number given by the Workforce department).

Then the contract states when the contract was signed and where. It then states on the right the employer institution, its address and represented by whom. After that to the left, endorsing the contract is the large rectangular stamp of the Workforce Department in Wadi Ghibli Region. Then to the left of that is a rectangular box stating that the Services Administration (substitute of Education Secretariat) has prepared and

issued this contract and that it should be used as standard for all educational institutions.

Next below that is the employees section where information pertaining to name, nationality, birth, passport information, degree, experience, and profession is stated.

Paragraphs: Paragraph 1 is about the type of work, such things as duration of contract and type of work. Paragraph 2 states the salary, without bonuses. Paragraph 3 states that the ET should consider him/herself under trial for the first 3 months (probation) after which s/he is accepted or refused, and the financial compensation incurred after refusal. Paragraph 4 states the annual bonuses the ET gets. Paragraph 5 determines vacation. Paragraph 6 states under the title 'duties and forbidden things' that the ET should follow any valid legislations at the time and that s/he should tell any agencies concerned about any change in employment status of any of his/her family members.

Paragraph 7 states punishment and 8 states when it is valid for the institution to terminate the contract. Paragraph 9 explains what happens when the ET wants to terminate the contract him/herself. Paragraphs 8 and 9 state the financial incurrence in each case. Paragraph 10 states the things that necessitate expelling the ET. Three things are mentioned: if the ET is convicted by law in some act, if s/he violates his/her duties and if he is found to participate in a political act against the Jamahirya (Libya). Paragraph 11 is about the taxes the ET should pay. Paragraph 12 states that the ET should abide by the immigration laws and states what s/he should do after the contract expires.

Paragraph 13 lists the bonuses the ET and his/her family get and extras such as air tickets and end of service pay. Paragraph 14 states that the language of the contract is Arabic and states how many copies should be made and to whom. It also ends the contract with the signature of both parties and relevant agencies' stamps, such as the Workforce Office.

Appendix E: This appendix consists of two documents. The first is Mursi's final exam questions paper for the model 'Fields of Social Service' for students of year 4/LF (2002/2003). The second is a sample of students' notebooks (pp. 304-305) indicating where the answer to one of the exam questions (Q3) is. Instructions at the top are that all questions be answered. 15 marks are allocated to each question.

The questions are:

Q1. Although social service in education has developed in Egypt and the Arab World, it did not yet exceed three axes: what are they?

Q2. Social service in medicine departs from a number of theorems. Mention those theorems?

Q3. a. The United Nations produced a charter in 1959 declaring children's rights: mention the most important ones.

b. Social values have three basic constituents: what are they and what do they represent?

Q4. Write about the following:

a. The role of social service in the stage of the social study of disabled people.

b. The needs of the youth during training.

The rubrics in three of the questions ask for direct answers: 'what?' 'mention'. Only the fourth question asks a somewhat open ended answer in 'write about'. The answer to Q3a is found on page XV and Q3b on page XVI (I have put an arrow where the answer starts).

Appendix F: Research description document for ETs.

Appendix G: Default ET interview 1.

Appendix H1: Shadowing notes card.

Appendix H2: Classroom observation notes card.

Appendix I: Data collection calendar.

**APPENDIX A: TEACHING STAFF OF
LF AND LU, WADI GHIBLI**

**TABLE 1:
TEACHING STAFF AT LF
(LOCAL FACULTY) 2002**

	Nationality	Qualification	Specialisation	Profession	Residence (ETs) only
1	Libyan	MA	Sociology	Dean	
2	Libyan	PhD	Fluid Mechanics	Teacher	
3	Libyan	PhD	Statistics	HD/Maths	
4	Libyan	PhD	Politics	Teacher	
5	Libyan	PhD	International Law	Teacher	
6	Libyan	MA	English	HD/English	
7	Libyan	MSc	Biology	HD/Biology	
8	Libyan	MA	Arabic Literature	HD/Arabic	
9	Libyan	MA	Geography	HD/Geography	
10	Iraqi	MA	Sociology	HD/Sociology	Youth Hostel
11	Iraqi	PhD	Geography	Teacher	LII Campus
12	Syrian	PhD	Education	Teacher	LII Campus
13	Iraqi	PhD	Education	Teacher	LII Campus
14	Iraqi	PhD	Curriculum	HD/Psychology	LII Campus
15	Iraqi	MA	Ottoman History	Teacher	LII Campus
16	Iraqi	PhD	Geometry	Teacher	Private
17	Iraqi	PhD	Physics	HD/Physics	LII Campus
18	Egyptian	MA	Sociology	Teacher	LII Campus
19	Iraqi	PhD	Curriculum	Teacher	LII Campus
20	Iraqi	MSc	Maths	Teacher	LII Campus
21	Iraqi	PhD	Methodology	Teacher	Private
22	Iraqi	PhD	History	HD/History	LII Campus
23	Egyptian	PhD	Arabic	Teacher	Private
24	Iraqi	PhD	Geology	Teacher	LII Campus
25	Syrian	PhD	Physics	Teacher	LII Campus
26	Iraqi	PhD	History	Teacher	Youth Hostel
27	Iraqi	MSc	Maths	Teacher	Youth Hostel
28	Syrian	MSc	Physics	Teacher	LII Campus
29	Iraqi	MA	English Literature	Teacher	LII Campus
30	Iraqi	MSc	Physics	Teacher	LII Campus
31	Iraqi	MSc	Chemistry	HD/Chemistry	LII Campus
32	Iraqi	MSc	Chemistry	Teacher	Private
33	Iraqi	MSc	Biology	Teacher	Private
34	Iraqi	MSc	Chemistry	Teacher	LII Campus
35	Iraqi	PhD	Maths	Teacher	LII Campus
36	Iraqi	MSc	Physics	Teacher	LII Campus

**TABLE 2: STAFF AT LU
(LOCAL UNIVERSITY) IN 2002**

PhD: Doctor of Philosophy MA: Masters of Arts MSc: Masters in Science
M Phil: Masters of Philosophy Prof.: Professor
Coop.: cooperative (a teacher who is appointed somewhere else but does extra paid job in LU).

	Nationality	Qualification	Specialisation	Profession	Residence (ETs only)
1	Libyan	PhD	Political Science	Dean	
2	Libyan	PhD	Economics	HD/Economics	
3	Libyan	M Sc	Biology	Teacher	
4	Libyan	PhD	Sociology	HD/Sociology	
5	Libyan	M Sc	Sociology	Teacher	
6	Libyan	PhD	Computer Science	HD/Computer	
7	Libyan	M Sc	Maths	HD/Maths	
8	Libyan	M Sc	Maths	Teacher	
9	Libyan	MA	Geography	HD/Geography	
10	Libyan	MA	Psychology	HD/Psychology	
11	Libyan	MA	Arabic	Teacher	
12	Libyan	M Sc	Computer Software	Teacher	
13	Libyan	MA	Economics	Teacher	
14	Libyan	MA	Law	HD/Law and Political Science	
15	Libyan	PhD	Political Science	Teacher	
16	Libyan	PhD	Political Science	Teacher	
17	Libyan	MA	History	Teacher	
18	Libyan	PhD	Islamic Studies	HD/Arabic	
19	Libyan	M Sc	Dental Surgery	Teacher	
20	Libyan	M Sc	Physics	Teacher	
21	Libyan	MA	Modern Libyan History	HD/History	
22	Libyan coop	MA	Economics	Teacher	
23	Libyan coop	MSc	Agriculture	Teacher	
24	Libyan coop	MA	Psychology	Teacher	
25	Libyan coop	MA	History	Teacher	
26	Libyan coop	PhD	Law	Teacher	
27	Libyan	MA	Sociology	Teacher	

	coop				
28	Libyan coop	PhD	Islamic History	Teacher	
29	Libyan coop	MA	Psychology	Teacher	
1	Egyptian	PhD	Medicine	H/Faculty of Medicine	LI1 campus
2	Egyptian	PhD	Dentistry	Teacher	LI1 campus
3	Iraqi	M Sc	Obstetrics and Gynaecology	Teacher	LI1 campus
4	Egyptian	M Phil	Pathology	Teacher	LI1 campus
5	Egyptian	M Sc	General Surgery	Teacher	LI1 campus
6	Syrian	M Sc	Computer	Teacher	LI1 campus
7	Iraqi	M Sc	Maths	Teacher	LI1 campus
8	Jordanian	M Sc	Law	Teacher	Youth Hostel
9	Iraqi	MA	Linguistics	Teacher	LI1 campus
10	Syrian	M Sc	Physics	Teacher	LI1 campus
11	Egyptian	M Sc	Ottoman History	Teacher	Private
12	Iraqi	PhD	Physics	HD/Physics	LI1 campus
13	Iraqi	MA	English	Teacher	LI1 campus
14	Iraqi	PhD	Sociology	Teacher	LI1 campus
15	Iraqi	PhD	Botanic Production	HD/Food Science	LI1 campus
16	Iraqi	M Sc	Chemistry	HD/Chemistry	Private
17	Iraqi	PhD	Geology	Teacher	LI1 campus
18	Iraqi	PhD	Biology	HD/Biology	LI1 campus
19	Iraqi	MA	Psychology	Teacher	Private
20	Iraqi	MA	Geography	Teacher	Youth Hostel
21	Iraqi	M Sc	Chemistry	Teacher	Youth Hostel
22	Palestinian	PhD	Arabic	Teacher	Private
23	Iraqi	MA	Law	Teacher	Youth Hostel
24	Mauritanian	MA	Islamic History	Teacher	LI1 campus
25	Mauritanian	Prof.	Law	Teacher	Private
26	Iraqi	PhD	Maths	Teacher	LI1 campus
27	Iraqi	MA	English	HD/English	LI1 campus
28	Tunisian	MA	Arabic	Teacher	LI1 campus
29	Iraqi	PhD	Botanic Production	Teacher	LI1 campus
30	Tunisian	MA	Arabic	Teacher	LI1 campus
31	Iraqi	M Sc	Chemistry	Teacher	LI1 campus
32	Iraqi	PhD	Economics	Teacher	Private
33	Mauritanian	MA	Law	Teacher	Youth Hostel

34	Mauritanian	MA	Law		LII campus
35	Syrian	PhD	Politics		Youth Hostel
36	Iraqi	PhD	Economics		LII campus
37	Iraqi	PhD	Geology		LII campus

**TABLE 3: TEACHING STAFF MEMBERS
AT OTHER DIFFERENT LIBYAN UNIVERSITIES**

	Libyan teachers	ETs
University 1 *	204	221
University 2 *	154	374
University 3	65	134
University 4 *	204	371
University 5 *	240	247
University 6	6	9
University 7	9	12

م	الاسم	رقم الجلوس	1	2	3	4	5	6	7	8	9	10	11	التقدير	نتيجة الطالب
			دراسات قرآنية	ثقافة سياسية	مبادئ الحاسوب	علم نفس	محادثة	لغة عربية	أصول تربية	قواعد	كتابة	معمل لغة	استيعاب	التقدير	
1		646	71	53	67		70			68	64	66	84		دور ثاني
2		645	58	65	53	56	60	61	60	50	57	50			دور ثاني
3		644	84	78	92	72	84	57	58	50	63	66	67	جيد	ناجح
4		643	78		75	52	74	54	50		50	50	50		دور ثاني
5		641	53		57	56	50								دور ثاني
6		640	66	50	58		62	50							دور ثاني
7		639	53	50	54		66	50			50	50	50		دور ثاني
8		628	73	66	61	50	63	52	50	50	52	59	54	مقبول	ناجح
9		629	59	63											دور ثاني
10		630	89	60	50	72	87	58			51	66	50		دور ثاني
11		631	52	59	50	64		53	50						دور ثاني
12		632	63	74	60	54	63	50	50			56			دور ثاني
13		634	89	65	55	59	79	60	62	50	50	65	63	مقبول	ناجح
14		635	90	65	62	90	76	50	62	50	50	60	50	مقبول	ناجح
15		636	77	65	51	50	58	60	35	31	51	59	53		دور ثاني
16		638	61	55	50		70	50							دور ثاني

مدير المعهد

رئيس قسم الدراسة والامتحانات

اعضاء اللجنة

- 1
- 2
- 3

صفحة 1

م	الاسم	1	2	3	4	5	6	7	8	9	10	11	المجموع	النسبة	التقدير	نتيجة الطالب
		دراسات قرآنية	ثقافة سياسية	مبادئ الحاسوب	علم نفس	محادثة	لغة عربية	أصول تربية	قواعد	كتابة	معمل لغة	استيعاب				
1		71	53	67		70	50		68	64	66	84	620	46.4%		منقول
2		58	65	53	56	60	61	60	50	57	50		620	56.4%	مقبول	ناجح
3		78	50	75	52	74	54	50	50	50	50		633	57.5%	مقبول	ناجح
4		53	50	57	56	50	50	50					421	38.3%		راسب
5		66	50	58		62	50	50				50	450	40.9%		راسب
6		53	50	54	50	66	50			50	50		501	45.5%		منقول
7		59	63	50				50					305	27.7%		راسب
8		89	60	72	87	58				51	66	50	650	59.1%		منقول
9		52	59	50	64	50	53	50				50	467	42.5%		راسب
10		63	74	60	54	63	50	50					581	52.8%		منقول
11		77	65	51	50	58	60		50	51	59	53	599	54.5%		منقول
12		61	55	50	50	70	50						466	42.4%		راسب
13			50	50	50		50	50					250	22.7%		راسب

مدير المعهد

رئيس قسم الدراسة والامتحانات

اعضاء اللجنة

- 1
- 2
- 3

إعلان

يعلن قسم القانون والعلوم السياسية إلى جميع طلبة السنة الثانية قانون المجموعات الثلاثة

بأنه قد تقرر إجراء الامتحان النصفى في مادة ((التقود والمصارف)) يوم الثلاثاء الموافق

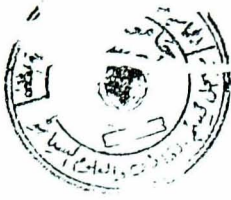
2003/3/25 ف. على تمام الساعة 10 إلى 12

أ/

مسجل قسم القانون والعلوم السياسية

ملف الإعلانات

ملف الإعلانات



إعلان

يعلن قسم القانون والعلوم السياسية بأنه تقرر إجراء الامتحان النصفى

في مادة الفكر الجماهيري لطلبة السنة الأولى قانون المجموعات الثلاثة ليوم الخميس الموافق 2003/3/13 ف

من ساعة 9 إلى 11 فعلى الطلبة المعنيين الحضور قبل موعد الامتحان بنصف ساعة

والسلام عليكم ورحمة الله وبركاته
أ/

مسجل قسم القانون والعلوم السياسية

ملف الإعلانات

ملف الإعلانات

الجمهورية العربية الليبية الشعبية الاشتراكية العظمى
اللجنة الشعبية لشعبية
مكتب القوى العاملة بالشعبية

عقد استخدام مقترَب

رقم جهة العمل

بمدينة بموافق 2002.9.2 الاثنيون إنه في يوم
بالجمهورية العظمى أبرم عقد الاستخدام طبقا لنصوص وأحكام لائحة استخدام العاملين غير
الوطنيين

بين كل من:-

الطرف الاول
جهة العمل جامعة
جنسيتها ليبيا
عنوانها
ويعملها
صفته

اعد هذا العقد
وتم إصداره
ممن شئون
اللائحة باللجنة
الشعبية العامة
للعمل
الواحد
جهات
الكاتب وجهات
الاختصاص
الأخرى

بمقر اللجنة الشعبية لشعبية
الجمهورية العربية الشعبية
بمقر مكتب القوى العاملة
شعبية

على صيغة العقد لطا بتمه للتشهر بها
الموافق والبر استخدام واللائحة لاصلاحه
بمقتضاها.

اسم الخول بالكتابة العربية: _____
وظائفه: _____
تاريخ العقد: _____
رقم اتصال سداد برقم الخول: _____
تاريخ الأرصاات: _____

الطرف الثاني

المستخدم
تاريخ الميلاد ومكانه
صلاحيته
المهنة

وقد اطلع الطرفان على العقد وانفقا على ما يلي :-

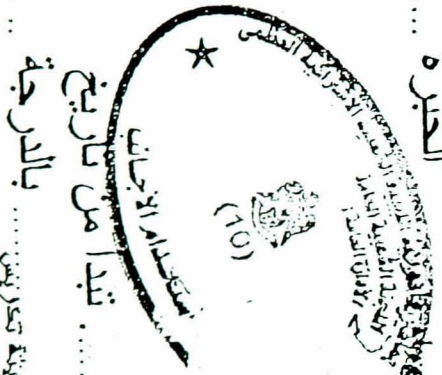
مادة (1)
نوع العمل
يعمل الطرف الثاني لدى الطرف الاول لمدة
في مهنة أو وظيفة

جنسيته

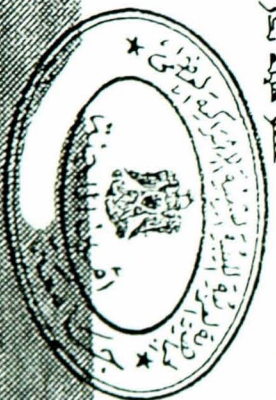
رقم جواز السفر

المؤهل العلمي

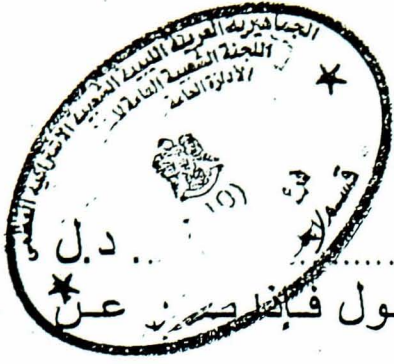
مكان إصداره
الخبرة



تبدأ من تاريخ
بالدرجة



سعر البيع



مادة (2) المرتب السنوي

يلتزم الطرف الأول بأن يدفع للطرف الثاني مرتباً شهرياً قدره د.ل. خاضعاً لجميع الاستقطاعات القانونية ويستحق المرتب من تاريخ الوصول فبالتالي عن الوصول بسبب شخصي فلا يستحق المرتب إلا من تاريخ مباشرته العمل .
وتدل كلمة المرتب الواردة في هذا العقد على المرتب الأساسي السنوي مقسماً على اثني عشر جزءاً يدفع كل منها في نهاية الشهر حسب النظم المعمول بها في هذا الشأن . ولا يشمل على ما يصرف للمستخدم من علاوات أو مكافآت أو مزايا مالية أخرى مما ينص عليها في هذا العقد . وتحدد ساعات العمل الرسمية التي تستحق عليها المستخدم المرتب بالحد الأدنى والأعلى المنصوص عليه في التشريعات النافذة.

مادة (3) مدة الاختبار

يكون تعيين المستخدم تحت الاختبار لمدة ثلثه اشهر غير قابلة للتجديد تبدأ من تاريخ تسلمه العمل . ويعتبر المستخدم قد اجتاز فترة الاختبار المذكورة بنجاح ، إذا لم يسبقها أي إخطار من جهة العمل بإنهاء خدماته خلال المدة المشار إليها.
ويجوز خلال مدة الاختبار إنهاء هذا العقد من أحد الطرفين المتعاقدين وذلك بإخطار كتابي يوجه الى الطرف الآخر مع مراعاة ما يلي :-
1) إذا كان إنهاء هذا العقد من جانب جهة العمل استحق المستخدم مرتبه لمدة شهر من تاريخ الإخطار المذكور أو تاريخ انتهاء مدة الاختبار أيهما أقرب .
2) أما إذا كان إنهاء العقد من جانب المستخدم استحق مرتبه الى اليوم الأخير من خدمته الفعلية فقط .
3) وفي جميع الأحوال التي تنتهي فيها لخدمة خلال مدة الاختبار لا يستحق المستخدم أي مكافأة أو إجازة عن مدة خدمته .

مادة (4) العلاوة السنوية والترقية

يمنح المستخدم علاوة من علاوات الدرجة المعين عليها بعد مضي سنة كاملة من تاريخ استلام العمل ثم كل سنة بعد ذلك من تاريخ منحه العلاوة الدورية بحيث لا يتجاوز مرتبه نهاية مربوط الدرجة . ويصدر بمنح العلاوة قرار من جهة العمل بناء على توصية لجنة شئون العاملين بالجهة ، وذلك إذا ثبت قيام المستخدم بعمله بكفاءة وفقاً للتشريعات النافذة ويجوز ترقية المستخدم إلى درجة أعلى وفقاً لما هو منصوص عليه في التشريعات النافذة . ولا يجوز الجمع بين العلاوة والزيادة المترتبة على الترقية في آن واحد . وفي حالة الترقية يبدأ ميعاد استحقاق العلاوة الدورية من أول الشهر التالي لتاريخ الترقية .

مادة (5) الإجازة العادية

يستحق المستخدم إجازة سنوية مدتها ثلاثون (30) يوماً عن كل سنة خدمة .

مادة (6)

الواجبات والمحظورات

يخضع المستخدم فيما يتعلق بالواجبات والمحظورات للتشريعات النافذة وعليه بصورة خاصة أن يبذل قصارى جهده في تدريب العناصر الوطنية النظيرة له أو التي تعمل معه أو تخضع لإشرافه ، وأن يبلغ الجهة التي يعمل بها عن أي فرد من أفراد أسرته يلتحق بعمل مهما كان نوعه وإخطار الجهات الرسمية المختصة بذلك .

مادة (7)

العقوبات التأديبية

كل مستخدم يخالف الواجبات المنصوص عليها في التشريعات النافذة أو في هذا العقد أو يخرج على مقتضى الواجب في عمله أو يظهر بمظهر من شأنه الإخلال بكرامة العمل أو يفشي سر من أسرار العمل يعاقب تأديبياً بإحدى العقوبات المقررة في التشريعات النافذة .

ولا يجوز توقيع العقوبة إلا بعد التحقيق مع المستخدم وسماع أقواله وتحقيق دفاعه ويجب أن يكون القرار الصادر بتوقيع العقوبة مسبباً وذلك كله مع عدم الإخلال بحق الجهة في إقامة الدعوى المدنية والجنائية ضده عند الاقتضاء .

مادة (8)

حق الجهة في إنهاء العقد

لجهة العمل في أي وقت تشاء أن تنتهي العقد لأسباب غير تلك المشار إليها في هذا العقد وذلك بعد توجيه إنذار كتابي للمستخدم مدته شهرين أو المدة المتبقية من العقد إذا كانت أقل من شهرين فإن لم يتم توجيه الإنذار المذكور أو أنهت خدمته قبل انتهاء مدة عقده ، استحق الموظف مرتبه عن مدة الإنذار أو ما تبقى من مدة العقد أيهما أقل كما يستحق الموظف الذي ينتهي عقده طبقاً لهذه المادة تعويضاً يعادل 15 % من مرتبه عن المدة المتبقية من العقد بعد انتهاء فترة الإنذار وذلك الى جانب الحقوق الأخرى الواردة في هذا العقد المترتبة على انتهاء الخدمة .

مادة (9)

إنهاء العقد من جانب الموظف

للمستخدم في أي وقت بعد انقضاء فترة الاختبار أن يطلب إنهاء هذا العقد وأن يستقيل من الخدمة بشرط أخطار جهة العمل كتابياً وأن يمهلها ثلاثة أشهر على الأقل من تاريخ تسليمها الإخطار فإذا وافقت الجهة على الاستقالة أو انقضت مدة الإخطار أنهت خدماته دون المساس بحقوقه المنصوص عليها في هذا العقد المترتبة على انتهاء الخدمة أما إذا أنهى المستخدم العقد مستقياً دون موافقة الجهة أو بدون الأخطار المشار إليه في هذه المادة حرم المستخدم من أي مستحقات في المرتب والمكافأة والإجازات والتعويض وتذاكر السفر .



مادة (10)

فصل المستخدم من الخدمة

- لجهة العمل أن تفصل المستخدم في أي وقت دون أن توجه له إنذار في الحالات الآتية :-
- (1) إذا حكم عليه في جناية أو إحدى الجنح المتعلقة بشخصية الدولة أو المضرة بكيانها .
 - (2) إذا أخل بواجباتها الرسمية .
 - (3) إذا أثبت تورطه في عمل سياسي معادي لسلطة الشعب .

مادة (11)

أداء الاستقطاعات

يخضع المرتب وعلاواته وأي مبالغ يستحقها المستخدم طبقاً لأحكام هذا العقد لكافة الاستقطاعات المعمول بها أو التي تفرضها الدولة من ضرائب ورسوم وغيرها .

مادة (12)

الإقامة بالجمهورية العظمى

يخضع المستخدم وأسرته طيلة مدة الإقامة بالجمهورية العظمى بسبب العمل بمقتضى هذا العقد لأحكام التشريعات النافذة ، وعليه عند انتهاء خدمته استيفاء ما له من مستحقات ومغادرة البلاد خلال مدة لا تتجاوز شهرين من انتهاء العقد ما لم تأذن له الجهة المختصة بالبقاء لمدة تتجاوز ذلك .

مادة (13)

المزايا

يستحق المستخدم المزايا والعلاوات الآتية:-

- (1) علاوة سكن شهرية بواقع ----- % من المرتب .
- (2) علاوة أثاث تدفع لمرة واحدة عند مباشرة العمل وفقاً لأحكام لائحة استخدام العاملين غير الوطنيين .
- (3) تحويل % من المرتب وفقاً للضوابط التي يحددها مصرف ليبيا المركزي .
- (4) لأغراض منح تذاكر السفر وفقاً لأحكام لائحة الاستخدام المشار إليها في هذا العقد تعتبر مدينة----- من بلد ----- هي موطن المستخدم .
- (5) يستحق المستخدم إجازة مرضية ، والعلاج والتعويض عن إصابة العمل وفقاً لأحكام الاستخدام المعمول بها في الجمهورية العظمى لغير الوطنيين .

(6) يستحق الطرف الثاني عند انتهاء علاقته الوظيفية مكافأة نهاية الخدمة حسب القوانين واللوائح المعمول بها داخل

الجمهورية العظمى

(8) يستحق الطرف الثاني وزوجته واثنتان فقط من اولاده دون السن (18) تذاكر سفر حسب اللوائح المعمول بها .

مادة (14)

لغة العقد

حرر هذا العقد من أربع نسخ باللغة العربية وفقاً لتشريعات النافذة .

توقيع الطرف

توقيع الطرف الثاني

مدير مكتب القوي
أمين اللجنة
شعبية

الجمهورية العظمى
الجامعة
الإدارة
الإدارة

سعر البيع

500 درهم

الجامعة العربية الليبية الشعبية الاشتراكية العظمى

جامعة ~~ليبيا~~

الامتحان النهائي للعام الجامعي 2002/2003 ف

السنة: الرابعة

التسيز: علم الاجتماع

المادة: مبادئ الخدمة الاجتماعية

الزمن: ثلاث ساعات

الدقة: الاول

اجب عن الأسئلة الآتية:

س1: على الرغم من تطور الخدمة الاجتماعية المدرسية في مصر والعالم العربي الا ان العالم يخرج عنه شرارة محاور ما هي؟

[15] درجة

س2: تنظفه ممارسة الخدمة الاجتماعية في المجال الطبي من مجموعة ملحات. اذكر هذه الملحات.

[15] درجة

س3: م صدرت وثيقة حقوق الطفل من الامم المتحدة سنة 1959. اذكر اهم الحقوق.
س للقيم الاجتماعية مثل جوانب اساسية. ما هي وماذا تمثل؟

[15] درجة

س4: اكتب في الآتي:
م دور الخدمة الاجتماعية في مرحلة الرراية الاجتماعية للمعوقين.
س الاصعيات التي يتأهبها الشباب في مرحلة اعدادهم

[15] درجة

استاذ المادة

ومن ثم يحتاج الطفل لا شك الى معينه عند الرعاية تكفل له التنشئة السليمة بما يساهم على اعاده كوالهن مما يفتح للقيام بمسؤولياته من المجتمع مستقبلاً وهذا لا بد منه التمييز بين احتياجات الطفل وحقوق الطفل اذا قد يكون معروفه وخدمة ولكنها لا تكفل بالضرورة الحقوق ومنه حين يدير بالذكر ان المعروفه متحصلة بنمو الطفل نفسياً اجتماعياً فبما هم بالاشتراك من احتياجات الطفولة ولكن حقوق الطفل تقوم على اساسين التشريعي القانونيه التي تكفل لها الاعتراف والا للقيام وقد ساهمت كثيراً منذ العالمية والرواية عن وضع الميثاق المتعلقه بحقوقه الاطفال ويزيد ذلك وثيقه حقوق الطفل الصادرة عن الامم المتحدة عام 1959 والاتفاقيه الدولية لحقوق الطفل الذي تم دخلت حيز التنفيذ في سبتمبر عام 1990 او غيره من الحقوق

- 1- حق الطفل في التعليم والمسؤولية الدولة على توفيره
- 2- حقوق الطفل في الوصول الى الفوائد المناسبه
- 3- حق الطفل في الرعاية الصحية
- 4- حق الطفل في الحماية الاسريه والاجتماعيه

ومع ضمان هذه الحقوق للاطفال الا انها من نفس الوقت فان الاطفال ومنظار السن يحتاجون بمرور بعض المسؤوليات اتجاهاً اياً لهم واتجاه الميثاق تنقله بشكلهم وعلاقتهم

- 2- حقوق الوالدين ومسؤولياتهم

تدترق منظم المجتمعات بحق الاباء سلوك غنائتهم باطفالهم ومن ثم فان نوع الرعايه التي يتلقاها الطفل عن الاباء يحتمل على حد كبير على الامكانيات المتاحة من مزايا الناحيه الاقربه الى جانيه ما يقوده الجميع لمساعدة الاباء ولما واجهه مسؤولياتهم ومن ثم فبما ان الامم المتحدة قد تبين حتماً للاباء ومسؤوليه عليهم عن نفس الوقت والطريقه الحال فان المتوقفة الاباء من سلوكه تباينه بمسؤولياتهم اتجاهاً الطفل تلقين دور حاسماً في تنشئة الطفل حيث انها تؤثر تأثيراً مباشراً في الانماط السلوكيه للطفل ونمو انتمائه الريزيه ونموه وتربيته

ومعنى ذلك ان اى مجتمع عنصر من هذه العناصر لا يكتفى
وحده لتتم ممارسته الخدمة الاجتماعية.

القيمة: يمكن النظر الى القيمة باعتبارها فكرة او معيار تقا منى
يقارن على اساسه الافعال والاشياء فتعنى بالقيمة او الموضع

نسبة لبعضها البعض باعتبارها من الامور المستحبة او غير المرغوبة
الصحة او الخاطئة وبناء على هذا الفهم يمكن تقسيم هذه الاشياء

في المجتمع من المبتاع والافكار والاعمال والاشخاص والجماعات
والاهداف والوسائل والقيم ثلاث جوانب اساسية.

الاول فكري: يتمثل في ان القيم في جوهرها تجر يدان مستمدة من
التراث والتجارب التي صيرها الفرد والجماعة في مجتمع ما.

الثاني عاملي: ويتمثل في ارتباط الناس ببعضها والمحاورة عليها
والضحية من اجلها اذا دخلت الامم.

الثالث تطبيقي: يتعلق بتوجيه سلوك الفرد والجماعة وجمعة

دون الاخرى وهذا الفهم للقيم لا يعنى انها ثابتة او حادثة في جميع مجتمعات

يتفق عليها كل الناس في كل الاوقات اذ قد تصبح القيم ذاتها في بعض
والثبات بين القمم في داخل جماعة معينة قد تتعارض مع القيم في صفتها تماما.

وتترتب على ذلك ان سلوك الافراد داخل الجماعة يصبح متفقا مع قيم هذه
الجماعة بينما يكون السلوك منصرفا بالنسبة للقيم المتصمغ العام وتظهر

فيما الرضيع بصفة خاصة في فترات التغير الاجتماعي السريع حيث تظهر
بين المجتمعات جماعات الجيل الجديد فيما يخلقون

اصفا الى ذلك ما يقوم به نظام القيم من مساندة او تحويف العقلية للتغير

اجتماعي عند طريق تلك القيم التي تساند عملية التغير وتلك التي
تقف متعاضدة للمعارضة حفاظا على الاوضاع القائمة ويتوقف ذلك على طبيعة

الحال على نظرة المجتمع الى هذه القيم، فبالجموعان التي تجلب عليها الاطباع
الديناميكي تنظر الى القيم نظرة عقلية بمعنى انها قابلة للتغير اذا

فتلت في اداء وظائفها وقد تنظر اليها بصفة ما نظرة تقليدية
بمعنى ادائها تراعى هذه القيم بصرف النظر عن اى اعتبار اخر

APPENDIX F
ACCESS AND PERMISSION

1. Nature of the study:

In order to help us understand how the environment enables the ET to work and live in Libya, I chose to study how helpful the people ETs work and live with are. Helping me study this matter may assist in giving ETs a clearer picture about themselves and the environment. It might also help in making recommendations that will help in solving any problems and enhancing ETs life and work.

2. Activities:

In order to do this, I might need to go around with you to different places and events, interview you, maybe twice, and observe some of your classroom activities.

3. Time-span:

I need to do the study in something like six months or so. During this time, I will need to see you from time to time.

4. Anonymity:

You might wish to remain anonymous. If you wish to do so, let us agree on an alternative name for you. Or, if you agree, I can choose one for you.

Everything you say, which I write down or not will NOT be written in my study or seen by anyone UNLESS YOU AGREE. If you wish, I will give you a copy of the transcripts concerning information about you to check them. You may delete, add, or correct as you wish.

The written product might be published. Many aspects of the data will appear in my thesis.

Do you prefer to give yourself another name?	Yes	No
--	-----	----

What is it?

Do you prefer the researcher to give you another name?	Yes	No
--	-----	----

Do you agree on all you have read?	Yes	No
------------------------------------	-----	----

If not, what aspect(s) did you not agree on?

What do you suggest?

APPENDIX G: ET INTERVIEW 1

ET:	Date:	Time:
Place:	No. of people present:	Duration of interv. min.
Checklist of researcher duties:		
Have you:	Yes	No
Greeted the interviewee properly?	.....	.....
Assessed whether he looks fit and psychologically well to be interviewed?	.....	.....
Asked him whether the place and time are suitable?	.....	.....
Asked him whether he agrees to the recording of the interview?	.....	.....
Asked him whether there is any problem with you talking in Libyan?	.....	.....
Thanked the ET properly on ending the interview?	.....	.....

INTERVIEW TOPICS AND QUESTIONS

1. PRE-ARRIVAL:

1.1. PRE-RECRUITMENT STAGE:

How did you decide to work in Libya?

↳ Did anyone influence your decision to come to work in Libya?

↳ Can you tell me who?

↳ How did they influence your decision?

↳ What did they say or do?

↳ Did they give you any written information?

↳ Or oral information?

Can you compare what you found to what you understood from those people?

1.2. RECRUITMENT STAGE:

Were you recruited or you applied to work personally?

↳ How have you been recruited?

↳ Who was most helpful in the recruiters?

↳ Why?

↳ Was there a contract?

↳ Did you have the chance to read it through carefully?

What information did the recruiters give you about your workplace?

↳ Was there written or oral information?

↳ What was it?

What information did the recruiters give you about your workplace town?

↳ Was there written or oral information?

↳ What was it?

What information did the recruiters give you about Libya?

↳ Was there written or oral information?

↳ What was it?

How accurate do you find the information they gave you now?

2. POST-ARRIVAL:

2.1. WORK ENVIRONMENT:

Who has made a difference for you, now or in the past, in your workplace?

What did/do they do that made such difference?

↳ What activities do they execute to your satisfaction?

↳ Is what they do within their duties?

Did you expect to find people like them who made a difference?

Did you expect to find other people in your workplace who could make a difference, which you did not?

↳ Who are they?

↳ Why do you think they did not live up to your expectations?

How do you compare what you were told about work before coming to Libya, to what you find now?

2.2. OUT-OF-WORK ENVIRONMENT:

Who has made a difference, now or in the past, outside work?

What did/do they do that made such difference?

↳ What activities do they execute to your satisfaction?

Did you expect to find people like them who made a difference?

Did you expect to find other people outside work who could make a difference, which you did not?

↳ Who are they?

↳ Why do you think they did not live up to your expectations?

Are there people who made a difference in both work and outside?

↳ How?

↳ Do they help (or not) in your work or in other areas, or both?

How do you compare what you were told about living before coming to Libya, to what you find now?

Do you want to add anything?

APPENDIX H1
SHADOWING CARD

Key:

Int = Interactor (the main person who interacts with the ET) VC = verbal communication	NVC = Non-Verbal Communication. Shad = shadowing
---	---

ET:
Date
Interactor(s)
Place of shad
Time shad started

Episode
No. of People present
Time spent with int.
Relationship to ET:
Time shad ended

A. Description of behaviour:

WHAT ET AND INT(S) DO:

WHAT ET AND INT(S) SAY:
TOPIC(S):

HOW THEY DO AND SAY IT: EXAMPLES OF VC & NVC:

ET

INT(S)

B- Description of appearance:

OF PLACE:

OF PEOPLE:

ET:

INTERACTOR(S):

OTHERS:

C- Description of research event:

RESEARCHER DOES:

OTHERS DO (IN REL. TO RESEARCH(ER)):

RESEARCHER SAYS:

OTHERS SAY (IN REL. TO RESEARCH(ER)):

COMMENTS

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APPENDIX H2
CLASSROOM
OBSERVATION (CO) CARD

Numbers from the explanation above used as illustration below.

Date	ET:
Time class started	Time class ended
Time CO Started	Time CO ended
Nature of class (lecture, tutorial?)	Others present
Venue of class and subject	No. of students present

A- Description of behaviour:

ON TALKING TO ET **STUDENTS DO:**

ON TALKING TO STUDENTS **ET DOES:**

ON TALKING TO ET STUDENTS SAY: TOPIC(S)	VC	NVC
ON TALKING TO STUDENTS ET SAYS: TOPIC(S)	VC	NVC

B- Description of appearance:

OFCLASS:		
OF PEOPLE:	ET:	OTHERS:
	STUDENTS (EXAMPLES):	
	1	.....
	2	.....
	3	.....
	4	.....
	5	.....
	6	.....
	7	.....

E- Description of research event:

RESEARCHER DOES :	OTHERS DO (IN REL. TO RESEARCH(ER)):
RESEARCHER SAYS :	OTHERS SAY (IN REL. TO RESEARCH(ER)):

COMMENTS

.....

.....

.....

.....

.....

.....

APPENDIX I:
DATA COLLECTION CALENDAR

Key to calendar:

Abbreviation	Meaning	Abbreviation	Meaning
Int.	Interview/interviewing	ETa-ETf	Expatriate Teacher a-f
CO	Classroom observation	Prpng	Preparing
SR	Special Relationship	Org	Organisation
IWD	Interacting With Data	Shad	Shadowing
Wkdy	Weekday	Wknd	Weekend
Dn	Dean	HD	Head of Department
GR	General Relations	SA	Staff Affairs
LI1	Local Institute 1	LU	Local University
LF	Local Faculty		

- Back to ET: this means, having interviewed them and their SRs and other people, preparing to revisit all what happened since interview 1 with them.
- Emergent features: this includes whatever emergent events that call for further considerations such as investigating other people, obtaining new documents, pursuing new leads (which might be an ongoing process throughout), attending to other sources of data and reflecting on different parts of the data and the analysis.
- Interaction With Data (IWD): means looking at or listening to data obtained at that point and briefly noting key issues to allow for iterative interaction with subsequent data such as interviews and observations.

Week 1: January 1-7 2003: visits: reminding people and approaching others such as the Palestinian ET and students.

Week 2: Jan 8-15 2003:

Day	Activity
1	Int.1, shad1 ETa
2	IWD
3	Int.1, shad1 ETb
4	IWD
5	Int.1, shad1 ETc
6	IWD
7	

Week 3: Jan 16-23 2003

Day	Activity
1	Int.1, shad1 ETd
2	IWD
3	Int.1, shad1 ETe
4	IWD
5	Int.1, shad1 ETf
6	IWD
7	

Week 4: Jan 23-30 2003

Day	Activity
1	Prpng for Shad2
2	Prpng for Shad2
3	Prpng for Shad2
4	Prpng for Shad2
5	Prpng for Shad2
6	Break
7	Shad2 ETa wknd

Week 5: Feb 1-7 2003:

Day	Activity
1	Shad2 ETa wkdy
2	Shad2 ETa wkdy
3	Shad2 ETa wkdy
4	IWD
5	IWD
6	IWD
7	Shad2 ETb wknd

Week 6: Feb 8-15 2003

Day	Activity
1	Shad2 ETb wkdy
2	Shad2 ETb wkdy
3	Shad2 ETb wkdy
4	IWD
5	IWD
6	IWD
7	Shad2 ETc wknd

Week 7: Feb 16-23 2003

Day	Activity
1	Shad2 ETc wkdy
2	Shad2 ETc wkdy
3	Shad2 ETc wkdy
4	IWD
5	IWD
6	IWD
7	Shad2 ETd wknd

Week 8: Feb 24-29 2003:

Day	Activity
1	Shad2 ETd wkdy
2	Shad2 ETd wkdy
3	Shad2 ETd wkdy
4	IWD
5	IWD
6	IWD
	Shad2 ETe wknd

Week 9: Mar 1-7 2003

Day	Activity
1	Shad2 ETe wkdy
2	Shad2 ETe wkdy
3	Shad2 ETe wkdy
4	IWD
5	IWD
6	IWD
7	Shad2 ETf wknd

Week 10: Mar 8-15 2003

Day	Activity
1	Shad2 ETf wkdy
2	Shad2 ETf wkdy
3	Shad2 ETf wkdy
4	IWD
5	IWD
6	IWD
7	

Week 11: Mar 16-23 2003:

Day	Activity
1	Break
2	Break
3	Break
4	Prpng SR Int.
5	Prpng SR Int.
6	Prpng SR Int.
7	

Week 12: Mar 24-30 2003

Day	Activity
1	Int. ETa SR1
2	IWD
3	Int. ETa SR2
4	IWD
5	Int. ETa SR3
6	IWD
7	

Week 13: Apr 1-7 2003

Day	Activity
1	Int. ETb SR1
2	IWD
3	Int. ETb SR2
4	IWD
5	Int. ETb SR3
6	IWD
7	

Week 14: Apr 8-15 2003:

Day	Activity
1	Int. ETc SR1
2	IWD
3	Int. ETc SR2
4	IWD
5	Int. ETc SR3
6	IWD
7	

Week 15: Apr 16-23 2003

Day	Activity
1	Int. ETd SR1
2	IWD
3	Int. ETd SR2
4	IWD
5	Int. ETd SR3
6	IWD
7	

Week 16: Apr 24-30 2003

Day	Activity
1	Int. ETe SR1
2	IWD
3	Int. ETe SR2
4	IWD
5	Int. ETe SR3
6	IWD
7	

Week 17: May 1-7 2003:

Day	Activity
1	Int. ETf SR1
2	IWD
3	Int. ETf SR2
4	IWD
5	Int. ETf SR3
6	IWD
7	

Week 18: May 8-15 2003

Day	Activity
1	Break
2	Break
3	Break
4	Break
5	IWD
6	Int. Dn/LF
7	

Week 19: May 16-23 2003

Day	Activity
1	IWD
2	Int. Dn/LU
3	IWD
4	Data storage & org
5	Data storage & org
6	Data storage & org
7	

Week 20: May 23-30 2003:

Day	Activity
1	Int. HD/SA/LF
2	IWD
3	Int. HD/SA/LU
4	IWD
5	Break
6	Break
7	

Week 21: Jun 1-7 2003

Day	Activity
1	Prpng: back to ETs
2	Prpng: back to ETs
3	Prpng: back to ETs
4	Prpng: back to ETs
5	Prpng: back to ETs
6	Break
7	

Week 22: Jun 8-15 2003

Day	Activity
1	Int. 2 ETa
2	IWD
3	Int. 2 ETb
4	IWD
5	Int. 2 ETc
6	IWD
7	

Week 23: Jun 16-23 2003:

Day	Activity
1	Int. 2 ETd
2	IWD
3	Int. 2 ETe
4	IWD
5	Int. 2 ETf
6	IWD
7	

Week 24: Jun 24-30 2003

Day	Activity
1	Break
2	Emergent features
3	Emergent features
4	Emergent features
5	Data storage & org
6	Data storage & org
7	

Week 25: Jul 1-7 2003

Day	Activity
1	Data storage & org
2	Data storage & org
3	Prpng to go to UK
4	Prpng to go to UK
5	Prpng to go to UK
6	Leaving
7	