

ADDENDUM G: COURSES AND WORKSHOPS

These informed and shaped this inquiry.

(excluding presentations at conferences)

1994-FEB: LIFE LINE: SELF-ENRICHMENT. PRETORIA. SA.

1994-APR: LIFE LINE: COUNSELLING. PRETORIA. SA.

1994-MAY: INLEIDING TOT DIE OPTIMALISERING IN PRAKTYK. UNI. OF PRETORIA. SA.

1994-JUN: COGMOTICS. JOHANNESBURG. SA.

1994-SEP: AAHA ASSOCIATES OF LEARNING. JOHANNESBURG. SA.

1994-OCT: AAHA ASSOCIATES OF LEARNING: COGMOTICS. NYLSTROOM. SA.

1994-NOV: THE INSTITUTE FOR THE STUDY OF LEADERSHIP AND AUTHORITY: GROUP RELATIONS TRAINING.

UNIVERSITY OF THE WITWATERSRAND. SA.

1995-MAY: FACILITATING SKILLS. UNISA. SA.

1995-JUL: QUALITATIVE RESEARCH; STRUCTURAL AND HERMENEUTICAL PHENOMENOLOGY. UNIVERSITY OF PRETORIA. SA.

1995-SEP: THE PERSON-CENTERED APPROACH IN SOUTH AFRICA. VISTA. SA.

1995-SEP: THE PERSON-CENTERED APPROACH IN SOUTH AFRICA. UNISA. SA.

1995-NOV: THE UPTTRIAL TRUST; KEYS TO THINKING. JOHANNESBURG. SA.

1996-MAY: 11th ANNUAL CONFERENCE OF THE ASSOCIATION FOR THE DEVELOPMENT OF THE PERSON-CENTERED APPROACH. KUTZTOWN STATE UNIVERSITY, PENNSYLVANIA, USA.

1996-NOV: FACILITATING SKILLS. UNISA. SA.

1997-FEB: FACILITATING SKILLS. PREMOS. SA.

1997-MAR: CULTURE, POWER AND DIFFERENCE: DISCOURSE ANALYSIS. UNISA. SA.

1997-MAR: CREATIVE SOLUTIONS ARE IN AFRICA. UNIVERSITY OF PRETORIA. SA.

1997-MAY: FOUNDATION SEMINAR: CRITICAL THINKING AND THE REDESIGN OF INSTRUCTION. SEATTLE, USA.

1997-MAY: 12th ANNUAL CONFERENCE OF THE ASSOCIATION FOR THE DEVELOPMENT OF THE PERSON-CENTERED APPROACH. UNIVERSITY OF NEVADA, LAS VEGAS, USA.

1997-JUL: POLICY INTO PRACTICE: MASINGITA SCHOOL STAFF. UNI. OF PRETORIA. SA.

1997-AUG: EDUCATIONAL SEMINAR: ST PAULUS SCHOOL STAFF. PRETORIA. SA.

1997-OCT: GROUP RELATIONS – A TAVISTOCK APPROACH. UNISA. SA.

1997-OCT: 3rd ANNUAL EUROPE/AFRICA CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF FACILITATORS. LONDON, UK.

1997-NOV: THE INSTITUTE OF CULTURAL AFFAIRS: GROUP FACILITATION METHODS. TOP. FOCUSING COLLECTIVE POWER FOR CHANGE. LONDON, UK.

1998-JAN: GROUP PROCESS CONSULTATION. UNIVERSITY OF SOUTH AFRICA: INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY. SA.

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- 1998-JUN: LEARNING FOR LEADERSHIP AND CONSULTATION IN DIVERSE SYSTEMS. THE 34TH NATIONAL CONFERENCE GROUP RELATIONS CONFERENCE. A.K. RICE INSTITUTE. USA.
- 1998-JUL: 7TH INTERNATIONAL PCA FORUM.SA.
- 1998-AUG: INSTITUTE FOR THE STUDY OF LEADERSHIP AND AUTHORITY IN SOUTH AFRICA.CONFERENCE: GENDER, LEADERSHIP AND AUTHORITY.SA.
- 1998-OCT: WORKSHOP: VICTIM EMPOWERMENT AND SUPPORT: UNIVERSITY OF SOUTH AFRICA:CENTRE FOR INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY.SA.
- 1999-APR. MINI-FORUM. THE PERSON CENTERED APPROACH IN SOUTH AFRICA.SA.
- 1999-FEB. WORKSHOP: FOCUS GROUP. UNIVERSITY OF ALBERTA. CANADA.
- 1999-FEB. WORKSHOP: ATLAS.ti CAQDAS. UNIVERSITY OF ALBERTA. CANADA
- 1999-MAY. WORKSHOP ATLAS.ti: SOCIAL SCIENCE METHODS. UNIVERSITY OF STELLENBOSCH. SA.
- 1999-JUL. CO PRESENTER: ATLAS.ti WORKSHOP.QUALITATIVE RESEARCH IN EDUCATION CONFERENCE: QUALITATIVE ANALYSIS. RAND ARIKAANS UNIVERSITY, SA.
- 1999 QUALITATIVE INTEREST GROUP: UNISA. SA.
- 1999-OCT. PRESENTER: ATLAS.ti WORKSHOP. FACULTY OF EDUCATION AND NURSING. RAND AFRIKAANS UNIVERSITY, JOHANNESBURG, SA.
- 2000-MARCH.WINNING WITH WORDS. A WORKSHOP TO DEVELOP ACADEMIC WRITING SKILLS. RAND AFRIKAANS UNIVERSITY.SA.

ADDENDUM H: INTERVIEW LETTER OF CONSENT

February / March 1999

BRIGITTE SMIT
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0043 FAERIE GLEN
SOUTH AFRICA

Dear Colleague

I am a PhD student in Comparative Education, Faculty of Education, studying at the University of Pretoria. The research project, which I am currently undertaking, relates to primary school teachers' experiences, understandings and meaning of education policy change. Professor S.J. Berkhout, Department of Education Management, supervises this study.

The research aim is to inquire into the experiences and understandings of primary school teachers regarding education policy change in South Africa, in order to inform and support the education policy process. Teachers' perspectives on educational policy change may contribute to the policy debate and may also facilitate deeper understanding in the complex and interactive policy processes.

In order to complete this study, I need to interview teachers who can share their experiences and understandings of education policy change. The duration of these interviews would probably be 45 – 60 minutes, which will be audiotaped, transcribed, analysed and interpreted.

To facilitate that teacher-participants will remain anonymous, I undertake to withhold names and places in the research document and will use pseudonyms. After the completion of the research, audio-tapes will be destroyed. An independent researcher and myself will code the transcribed material. Lastly, a summary of the research findings will be available to your school.

I appreciate your offer to sacrifice some of your precious time, in participating in the research project. Would you please complete the questions below and inform me of a suitable day and convenient time slot to meet with you for the interview. Please contact me at 082-411-8847 or 991-3033.

Interviewee Details:

- Date of interview: _____
- Name and Surname _____
- Pseudonym: _____
- School: _____
- Teaching experience: _____
- Teaching grades and subjects: _____

- Qualifications: _____
- Member of committees and associations: _____

- Reasons for teaching: _____

- Of which education policy changes are you aware of?

I,sign this consent to be interviewed by Brigitte Smit at.....on.....day of.....1999.

Thank you for your time.
Brigitte Smit

ADDENDUM I: FEEDBACK ON THE MASINGITA “LEARNING-WORKSHOP” 2-3 JULY 1997

INTRODUCTION

This part of the feedback of our first explorative encounter, in the form of a ‘learning-workshop’, is my own re-call, speaking as it were in a singular voice. I view this part as an introductory case study, using my reflections, interventions and observations to move towards an understanding firstly of who the teachers as participants are with whom I worked, to comprehend some of their connectedness and meanings. In addition, I seek to become connected with my inner self, in terms of my assumptions, probable judgments and /or prejudices. The process I will pursue as I reflect on the proceeding will be as follows. In my preparation I had to explore my intentions, regarding aims and objectives with this particular ‘learning-workshop’, my expectations and personal needs, and my role as facilitator. Feedback on the actual processes, questionnaires on policy change and teachers’ personal feedback will be described.

MASINGITA PRIMARY SCHOOL PROJECT – THE CONTEXT

The broader context of the Masingita School Project necessitates further clarification: The project was titled “*The enhancement of a school and home environment to support learning.*” One of the various projects was assigned to “*Putting new educational policy into practice.*” To initiate this specific project it was decided by my Supervisor (Prof SJ Berkhout) and I to employ a ‘learning-workshop’ on facilitation skills with a dual purpose in mind. We thought it appropriate to ‘workshop’ facilitation skills as part of personal empowerment, which then also provided an opportunity for ascertaining teachers’ awareness of education policy change.

The rationale of this particular sub-project was elucidated: “*The way actors (school principals, teachers and community) interpret (make meaning of) the education reform discourse has an impact on the ability of realising education policy intentions.*” We assumed that maximising personal meaning of policy intentions would contribute towards creating dynamic educational institutions.

At an introductory gathering, prior to this ‘learning-workshop’, Masingita school staff indicated a lack of knowledge and involvement with regard to policy development. We at that time assumed that it would appear as if “*this disconnectedness could mean alienation from the educational restructuring process.*” Henceforth our decision to design a ‘learning-workshop’ to deal with education policy in general, its meaning, implementation, not neglecting the human dimensions.

WHY A FACILITATION ‘LEARNING-WORKSHOP’?

Before dealing with education policy issues, I personally felt it important to connect with teachers on a personal level. I needed to be with them where they are, before I could

remotely comprehend their situation whatsoever. The 'learning-workshop' offered an opportunity for teachers to get in touch with their individual awareness of meaning, and also to explore collective meaning, indeed a sensitivity to the qualities of other staff members. I took for granted that more often than not teachers do not have or make space to connect with one another on deeper levels, sharing their experiences, feelings, or even their anxieties. My role as facilitator was to create an opportunity for teachers to connect with one another, and firstly to get in touch with their individual self-awareness, as each teachers could contribute in her own unique way. In addition I sought to create an atmosphere where a sense of community could be built, with support and care, where this group of teachers could become a fully functioning cohesive team in order to deal with education policy issues. At this time I did not wish to make any interventions for educational practice improvement or implementation as an outcome of education policy. In stead this first encounter served as a means to create a community where all could share in a meaningful manner.

MY ROLE AS FACILITATOR

Having had several experiences in group facilitation processes, I thought it apt to use this kind of process with the Masingita school staff. More often than not I have experienced that if I speak from the heart in a supportive climate that is facilitated, of my own experience, and what I have to say is likely to touch the hearts and minds of others. Therefor I intend to draw from by personal experiences and to speak simply and directly of my passionate belief that what I have learnt in encounter groups, where community was built, which may have wide implications for all those involved. For me a 'learning-workshop', as an encounter, a sense of community, enabled through a process of facilitation, is important to create an open, even a problem-solving climate, building trust among teachers, maximising collaborative efforts for the schooling process, increasing a sense of 'ownership' and responsibility.

At the outset I wish to state my assumptions, expectations both on the here-and-now level, also on the there-and-then, as I reflect on some prior relevant experiences. One of the conditions in my attempt to facilitate an opportunity to create a sense of community, is that teachers as participants have chosen to come together at their own free will, just as I have chosen to be there. My role as facilitator was to be fully present, to accept each participant unconditionally, as each represents some form of diversity, different values, and different backgrounds. I needed to show deep respect for each and offer an opportunity that was necessary in order for teachers to speak from their real selves. I wanted them to speak as openly and as honestly as they could. I knew that the greater part of the facilitation process was indeed that I would acknowledge when someone spoke in some way, either through my facial expression, by my posture, my leaning forward to listen to them, by words, to let them know that in the group at least one person was really listening. I assumed that then it was not long before others would also share, respond and listen. Another way in which I felt I could help create a safe place was to listen to the soft or silent voices, the shy ones. Also I hoped that after 2 days these teachers would experience a sense of community of caring and of listening and of having real respect

even love for one another. I certainly hoped that I too would not feel a stranger after 2 days. I also knew that I would have to listen to the angry or frustrated voices and acknowledge these. I realised too that I could smooth the process if each of us could be committed to be as fully as possible ourselves, to be fully present to hear one another and to be with others to care for one another and to care about all of us together, to break through the barrier of fear of being vulnerable, e.g. of saying the 'wrong' thing, of speaking and of not being heard or ignored or feeling like an outsider. I recognized that not all could assume that responsibility yet, nor would all experience that freedom yet either, along with a certain degree of fear and distrust was inevitable. Furthermore I knew that there would be times that I would not be quite ready to be as open as I would like to be. There may be some unexpected responses, some sharp differences, anger directed at me. These I needed to accept in a context, reflecting on where the anger came from, before I would come back defensively by way of protecting myself, which would be the easy thing to do.

This 'learning-workshop' can have potential for deepening understanding of self and others. We can understand one another, provided we truly meet one another as persons, as equal partners, accepting unconditionally our differences without prejudices. My sensitised awareness of others, tolerant understanding through attentive listening, empathic understanding and unconditional respect, in being trustworthy, respectful, open and genuine in my responses, may facilitate confidence in teachers to explore more of themselves as individuals. This in turn may promote collective growth to deal with macro educational issues. On the issue of growth, my role as facilitator does not intend to change or modify teachers' behaviour, or teachers as person. What could happen is rather 'something' that could move inside an individual, an inner release, an infusion of energy in terms of that particular person's outlook onto something, more than anything else. Needless to add, that change by itself does not imply an alteration in a particular direction. What I consider relevant is the necessity of a sense of community, trust and openness that is conducive to dealing with change processes. As facilitator I care for teachers, not in order to change them, but as a confiding friend, reaching for their feelings trying to open and bring myself to them, so that I can feel their presence and experience and they in turn can or at least have the opportunity to feel me in my responses. Moments like these come alive in the actual meeting, a connecting. Usually then a shift takes place from a more impersonal to a more personal focus or quality of responses of experiences. Tightness and anxiety may tend to lessen or even dissolve. Participants usually tend to feel easier, freer, more awake, a feeling of affirmation in their selfhood. This kind of change is what I believe a prerequisite for dealing with meaning and feelings of education policy change. Here lies the moment by moment emergence, the interplay, the unfolding of the often-unaware experiences, and blockages etc. Lastly I am acutely aware of the conscious effort exposed on teachers to change which causes a lot of stress and emotional conflict. That is why I wish to enter into a real relationship with the teachers, as companion, assistant and facilitator, walking softly into their space, as they share and search their own meaning and their own paths.

FACILITATION: THE PROCESS AND DYNAMICS

In the planning of this 'learning-workshop' the Masingita school staff expressed their wish that we, that is to say Prof SJ Berkhout and I, would collect them personally at their school on 2 July 1997. Having arrived there just after 08h00, on that very day, only 4 of the potential 10 staff members awaited us. Although I felt some disappointment at that point in time I assumed my role as facilitator immediately, reasoning that all participants would have to accept their own responsibility for their learning. We decided to wait awhile, after which we resumed our travelling responsibility and were asked to pick up some more members along the road, which we subsequently then did. After yet some more delays of people who were not ready for us, we eventually arrived 2 hours late, paid a fine at the University Traffic Department, where we hired the bus we needed. By now we had lost 2 of our session, started with a coffee break and commenced eventually round about 10h30.

The first official session begun with my opening remarks: "This is a learning-workshop' in facilitation with the focus on the learning of skills by means of experiential learning. My role is that of the facilitator and a trainer. The training role refers to the explanation of facilitation as concept. The role of facilitator refers to providing opportunity for learning and growth within the limits of time (reference to the times of the sessions) and space (the training room) and the task (to learn about the concept and skills of facilitation)."

From the outset I lived my role as facilitator. This group of teachers would have unusual freedom and I would take no directional responsibility. There was initial confusion, awkward silence, polite surface interaction, frustration and a great lack of continuity. These teachers came face to face with the fact that there was no structure, except maybe what they would provide, as they attempted to do later. There was an attempt to get to know one another, since Prof SJ Berkhout and I did not really know the staff members. This probing of who or what Brigitte is doing here or not, led to some intense discussion in which underlying issues appeared like, who will tell us what to do, who is responsible for us, or even what is the purpose after all of this 'learning-workshop'? This initial phase is a milling-around period, where some teachers were more likely to reveal something about themselves than others are. I sensed a resistance to personal expression or exploration. Moreover the energy was focused directly at me, as they wondered who I was, what I was going to do for them, a so-called dependency on the facilitator, which remained till the following day. The topic of silence enjoyed a great deal of attention, as teachers explored and hypothesised on my stillness, wondering whether I was angry, withdrawn, or even patronising them. This issue on silence provoked some descriptions of past feelings, some negative or uncomfortable feelings, mostly from the 'there and then'. Interestingly, though the negative feelings, like resentment emerged on the 'here and now' level, mostly directed at the facilitator. The progress I witnessed was that current personal feelings were brought into the open in this group. In addition what appeared puzzling is that following these negative expressions which were part of the initial confusion, and the resistance to personal expression, the focus on the outside events, the there and then, and the voicing of angry, frustrated feelings, one teacher shared and revealed something about herself in a significant way. What followed was some deep sharing which indicated that a climate of trust was developing. Some (2) took little risks, took a chance and the gamble to letting the others know some deeper facet of

themselves, and even tears of sorrow were let loose. I realised at that point in time that such exploration and expression is not an easy process, and nor is the whole group receptive to such self-revelation. Entering into this deeper process, was the explicit bringing into the open of feelings experienced in the immediate moment by two teachers.

The following sessions were conducted in a training mode, where facilitation skills were explained, the difference to teaching was expounded, and the issue of policy change and meaning was dealt with. A questionnaire on policy was completed, responding to issues here stated:

- What does policy mean to you?
- Did policy influence what you are doing at school?
- Which policy change do you know about? Make a list.
- How (or from whom) do you know about these policy changes?
- How do you feel about the proposed change?

This questionnaire was met with a feeling of anxiety, resentment for it was seen as some kind of testing; hence we noticed that not all returned the responses.

NEEDS ARISING:

The following needs were expressed in writing which were then compiled and sorted under different headings:

SCHOOL NEEDS:

- Teaching and learning aids
- Basic food stuffs
- Photocopy / Duplicating machine
- Workshop for teachers on Curriculum 2005
- Need for more pupils
- Better school grounds: clean classrooms
- Positive contributions from pupils
- Sports facilities and sports teachers
- Library
- Sound school's budget

INDIVIDUAL TEACHERS' NEEDS

- Better qualification
- More knowledge
- More money
- Teaching skills for Curriculum 2005
- More facilitation skills
- Coping skills
- Improved listening skills
- Care for others

- Communication skills
- Better participation
- Contribution of individual ideas
- More sharing amongst staff

EXPECTATION FOR THE FUTURE

- Well-equipped children
- Change for the better
- Co-operative participation and support
- Meaning contribution
- New relationships
- Be part of the change process

Contrary to focusing only on all the needs it was decided that the focus should also shift to the positive issues within the school:

- Small classrooms
- Good relationships
- Mutual willingness to work
- Co-operation
- Good teachers
- Honest teachers
- Good leadership

FOLLOW-UP AND FUTURE PLANS

The personal feedback of the 'learning-workshop' indicated an overwhelming enthusiasm, which inspired us to schedule another meeting for this year 1997. At that particular gathering we would like introduce to the Masingita school staff, Prof Anita van der Bank, an Education Management Specialist, who intends to focus on the organisational matters of the school.

In conclusion, it would appear that after this introductory session, the forthcoming details as they emerged from the list of needs that seek additional workshops are

- Curriculum 2005
- School budget planning
- Team building
- Change management

Handout: AN INTRODUCTION TO FACILITATING SKILLS

BRIGITTE SMIT

ADDENDUM J: MASINGITA WORKSHOPS: FEEDBACK AND REFLECTIONS

1998-03-19

In the context of the research proposal for Masingita, on educational policy into practice the following workshops have been conducted to date:

* Workshop 1:

Education policy into practice understanding through a facilitating process; real and manifest obstacles were encountered, needs arose; A photocopier is desperately needed; hence deeper search for meaning of the initial research question was hampered, and put on hold. A complete feedback has submitted.

* Workshop 2:

Needs analysis, objectives set for the copier: Type, capacity, and relevant details.

Planning schedules were distributed in order to establish responsible person, relevant activities, which needed to be prepared for the following workshop. Quotations of different copiers. Need calculations in terms of amount of copies required per month, per teacher, per class. Finding funding: Communication with business for sponsorship; guidance for this type of communication is needed and other fundraising ideas were shared.

* Workshop 3:

Feedback on quotation and relevant information, which is necessary for planning: weak and incomplete. School needs: copies per month? Extremely vague. Two examples were compared with the superficial information at hand: Fixed and variable costs were explained in order to compare the two options.; capital needed and running cost per month (i.e. 12 months per year, irrespective of school holidays).

On 29 March 1998, staff meets parents and it was suggested that a proper presentation needs to be filed. Moreover an officer from the Education Department could be invited for that particular meeting in order to explain the financial state of affairs in the context of SA education and the education budget, to create an awareness amongst parents of the Masingita School's financial situation.

To facilitate the above mentioned issue the current quotation from A&L Marketing was scrutinized, put into the true perspective by B Smit and was delivered on 19 March at the school. In addition three more quotations as well as a comparison of 4 options was drafted to enable better understanding.

It was also suggested that if another workshop was needed, that that would take place at the University of Pretoria.

Regarding the object and the focus of the subproject on education policy into practice, this will be resumed in the 2nd semester 1998, in the hope that the research focus could indeed be on policy understanding, unlike the current teacher training that has been taken place to date.

It is indeed our learning to witness the complexities in disadvantaged schools to do research on higher cognitive levels, particularly in the context of unfulfilled basic needs, which certainly impede some attempts of doing meaningful and contributing research.

ADDENDUM K: POLICY DOCUMENTS in alphabetical order January 1996-August 2000

Available on line: <http://www.gov.za/documents/combsubei.htm>

- Abolition of Corporal Punishment Act [No. 33 of 1997]
- Adult Basic Education and Training Bill [B42-2000]
- Call for comments of the Draft National Norms and Standards for School Funding in terms of the SA Schools Act 1996 (Gazette 18349, Notice 1313), 3 October 1997
- Consultative Paper on Special Education, 30 August 1999 [outside link]
- Draft Adult General Education and Training Bill (Gazette 21052, Notice 1505) 31 March 2000
- Draft age requirements for admission to an independent school policy (Gazette 20911, Notice 647), 18 February 2000
- Draft Education Laws Amendment Bill (Gazette 21052, Notice 1447), 31 March 2000
- Draft General and Further Education and Training Quality Assurance Bill (Gazette 21052, Notice 1446), 31 March 2000
- Draft Higher Education Amendment Bill (Gazette 21052, Notice 1445), 31 March 2000
- Draft National Policy on HIV/AIDS for learners in public schools, and students and educators in further education and training institutions, August 1999
- Draft South African Council for Educators Bill (Gazette 20956, Notice 211), 3 March 2000
- Education Laws Amendment Act [No. 48 of 1999]
- Education Laws Amendment Act [No. 100 of 1997]
- Education Laws Amendment Bill [B48-2000]
- Education Laws Amendment Bill [B44-99]
- Education Laws Amendment Bill [B44A-99] (PC)
- Education Laws Amendment Bill [B44B-99]
- Education Laws Amendment Bill [B85-97]
- Education Laws Amendment Bill [B85A-97] (PC)
- Education Laws Amendment Bill [B85B-97]
- Education Status Report, June 1999 [outside link]
- Education White Paper 3 (A Programme for the Transformation on Higher Education), July
- Education White Paper 4 (A programme for the transformation of further education and training) - September 1998
- Employment of Educators Bill [B90-98]
- Employment of Educators Bill [B90A-98]
- Employment of Educators Bill [B90B-98]
- Establishment of the National Education and Training Council (Gazette 20044, Notice 6526 of 1999), 30 April 1999
- Establishment of the National Education and Training Council (call for nomination for the chairperson and members) (Gazette 20146), 1 June 1999
- First Report of the Minister of Education to the President, November 1999 Further Education and Training Bill [B57-98]
- Further Education and Training Bill [B57A-98]

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- Further Education and Training Bill [B57B-98]
- Guidelines for the consideration of governing bodies in adopting a code of conduct for learners, May 1998
- Higher Education Act [No. 101 of 1997]
- Higher Education Amendment Act [No. 55 of 1999]
- Higher Education Amendment Bill [B55-2000]
- Higher Education Amendment Bill [B45-99]
- Higher Education Amendment Bill [B45A-99]
- Higher Education Amendment Bill [B45B-99]
- Higher Education Amendment Bill (Gazette 20130, Notice 688 of 1999) 28 May
- Higher Education Bill [B75-97]
- Higher Education Bill [B75A-97] (PC)
- Higher Education Bill [B75B-97]
- National Research Foundation Bill [B100-97]
- National Research Foundation Bill [B100A-97]
- National Research Foundation Bill [B100B-97]
- National Standards Bodies: Persons nominated (Gazette 21372, Notice 723), 21 July 2000
- National Standards Body 03 (Business, Commerce and Management Studies): Acceptability of nominees and representatives of stakeholder interest groups and invitation to serve on such SGBs (Gazette 21372, No 737), 21 July 2000
- National Standards Body 05 (Education, Training and Development): Acceptability of nominees and representatives of stakeholder interest groups and invitation to serve on such SGBs (Gazette 21455, No 794), 4 August 2000
- National Standards Body 11: Unit Standards-Based Qualifications (Gazette 20919, Notice 192 of 2000), 22 February 2000
- National Student Financial Aid Scheme Act [No. 56 of 1999]
- National Student Financial Aid Scheme Bill [B48-99]
- National Student Financial Aid Scheme Bill [B48A-99]
- National Student Financial Aid Scheme Bill [B48B-99]
- National Student Financial Aid Scheme (NSFAS) Draft Bill (Gazette 20130, Notice 688 of 1999) 28 May
- Norms and Standards for Educators (Gazette 20844, Notice 82), 4 February 2000
- Proposed School Calendar for Public Schools for the year 2001 (Gazette 20748, Notice 1523), 20 December 1999
- Proposed School Calendars for Public Schools for the Years 2002-2004 (Gazette 21055, Notice 352), 31 March 2000
- Publication of the Report of the Ministerial Committee on the Investigation into the Senior Certificate Examination for Public Information (Gazette 20050), 7 May 1999
- Registration of Private Higher Education Institutions, January 2000
- Regulations regarding the Role of Managers Prior to Strike Action (Gazette 21050, Notice 327), 31 March 2000
- Report by Acting Judge Eberhard Bertelsmann regarding the investigations into certain irregularities which allegedly occurred during the Senior Certificate Examinations of 1998 in Mpumalanga (Gazette 20085, Notice 937 of 1999), 14 May 1999

- Report on the 1999 Senior Certificate Examination, November 1999
- Report of the Ministerial Committee on Religious Education, January 1999
- Report of the Working Group on Values in Education, 9 May 2000
- School Calendar for Public Schools for the year 2001 (Gazette 20945, Notice 208 of 2000), 1 March 2000
- South African Council for Educators Act [No. 31 of 2000]
- South African Council for Educators Bill [B26-2000]
- South African Council for Educators Bill [B26A-2000]
- South African Council for Educators Bill [B26B-2000]
- South African Council for Educators Bill [B26C-2000]
- South African Council for Educators Bill [B26D-2000]
- Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century, 18 July 2000
- The Twenty First Century Report of the Review Committee on Curriculum 2005, 31 May 2000
- University of Cape Town (Private) Act [No. 8 of 1999]
- University of Cape Town (Private) Bill [B22-99]
- University of Cape Town (Private) Bill [B22A-99]
- University of Cape Town (Private) Bill [B22B-99]
- University of Durban-Westville (Private) Amendment Act [No.32 of 1997]

ADDENDUM L: LETTER FROM THE EDITOR

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15 June 2001

To Whom It May Concern:

This is to certify that I have edited the following PhD dissertation:

Primary School Teachers' Experiences of Education Policy Change in South Africa

written by Brigitte Smit in partial fulfilment of the requirement for a PhD degree in Education Management at the University of Pretoria.

I warrant that my work comprised editing for language and spelling accuracy, checking consistency of references, and ensuring a layout in accordance with standard guidelines for theses of this type.

Karin Pampallis