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APPENDICES

APPENDIX A

THE BIOGRAPHY OF "ACCESS" AS AN EXPRESSION OF HUMAN RIGHTS IN SOUTH AFRICAN EDUCATION POLICIES

POLICYMAKERS IN AND OUTSIDE GOVERNMENT INTERVIEW SCHEDULE

Sampling strategy: I will select about 10 policymakers, politicians and practitioners who hold memories of the development of ANC policies before 1994, and who can provide insights into the changes and continuities in the meaning of the concept of "access" over time.

Question Format

For interview purposes, the questions will be deliberately divided into distinct periods. The following landmarks or signposts will be used:

- The meaning of access during and since the time of the Kliptown Congress, (Freedom Charter, 1955);
- The meaning of access during the period of negotiation (1990 -1994); and
- The meaning of access during and after the installation of the new government (1994 - 2001).

SECTION 1

Introductory questions:

1. Broadly speaking, what do you understand by the concept of "access" in the context of education?
2. Do you believe that "access" to education can be claimed to be a fundamental human right? Please explain your answer.

SECTION 2

FREEDOM CHARTER

The meaning of access during and since the time of the Kliptown Congress, (Freedom Charter, 1955).

The focus here is the meaning of the historic and memorable phrase "the doors of culture and learning shall be opened". What did this mean, in terms of access? What was it responding to in the historical context of the times? Is this meaning still consistent with what is happening in terms of contemporary education policies?

3. I want to take you back to 1955 and the Kliptown Congress where the Freedom Charter was raised. You will recall the Charter claimed that "the doors of culture and learning shall be opened".

3.1 What do you think that historic phrase meant at the time?

3.2 In what sense were the doors "closed"?

3.3 To who would or should access be opened?

4. Do you think this ideal is still relevant today, or has its meaning changed over time? If so, how and why has the meaning of this ideal changed?

5. In hindsight, do you think reference to the "doors of culture and learning" captures the complexity of different conceptions of "access" as a fundamental human right? Please explain your answer.

SECTION 3

THE NEGOTIATIONS PERIOD

The meaning of access during the period of negotiation (1990 -1994). This was an intense period of renegotiation of meanings, including the meaning of access. During this period, a significant milestone was the National Education Conference (NEC) that took place at Broederstroom. At this conference delegates toyed with the idea of free education, including higher education. During negotiations this changed to free compulsory education. The focus will be on two critical moments of this period, namely; The People's Education and the National Education Policy Initiative (NEPI).

6. How did NEPI address the concept of 'access' to education?

7. What does the yellow book say?

8. What did "Ready to Govern" mean at the time.

SECTION 4

THE POST -1994 PERIOD

> The meaning of access during and after the installation of the new government (1994 - 2001). This period is critical as it refers to the current policies that we finally ended up with.

9. We have traced the meaning (s) of the concept of "access" to education from the Charter days, up to the period prior to the installation of the new government. The period of intense negotiations. Now I want us to move to the present times. The time characterised by the development and implementation of the new Constitution and new policies. The final Constitution (1996) provides for "the right to basic education, including adult basic education; and the right to further education, which the state, through reasonable measures, must make progressively available and accessible" (Section 29). This education could be received in one's language of choice, where this is "reasonably practicable".

10. Do you think the Constitution makes sufficient provision for 'access' to education as a fundamental human right?

11. The White Paper on Education and Training grants parents an "inalienable right to choose to choose the form of education which is best for their children… including the choice of language to be used as medium of instruction". Is this statement consistent with the language used in the Constitution? In other words, does the practicability clause "if reasonably practicable" consistent with "inalienable right "?

12. The South African Schools Act facilitates access to education by making schooling free and compulsory, up to age 15 or Grade 9 whichever comes first. In your opinion is this provision consistent with the ideals of the Freedom Charter and the ideals of the liberation movements (People's education) and NEPI report.

13. What do you think about the shift from seeing access to education as a fundamental human right as declared in the Freedom Charter to a right that on 'practicability' in the interim and final Constitution, as well as the Schools Act?

SECTION 5

Closing questions

14. In light of our discussion, what do you think are the key issues that should be addressed in order for all children/learners to access "the doors of culture and learning" in the present context? Particularly for those who were previously denied such access before.

15. Would you like to comment on any access related issues (in education) not covered in our discussion?

Thank you for your co-operation!

<u>**APPENDIX B**</u>

PRINCIPAL'S INTERVIEW SCHEDULE

THE BIOGRAPHY OF "ACCESS" AS AN EXPRESSION OF HUMAN RIGHTS IN SOUTH AFRICAN EDUCATION POLICIES

Physical Access

This data collection instrument concerns the ways in which physical access is understood, enacted and advanced in the context of two South African High Schools. This set of instruments will yield data that enable a comparison of contemporary policy ideals on "access" and the lived realities of school life.

Introduction:

I am conducting a study on how the concept of "access" to education is/was understood at various points in South African history.

<u>**SECTION 1**</u>

GENERAL SCHOOL PRACTICES

The focus in this section is on the practices of the school and the extent to which these promote or hinder physical access to the school.

1. What is the policy of the school with respect to the admission of learners?
2. Does your school provide free and open access to all learners?
3. Does your school have to turn learners away for any reason at the beginning of the year?
4. Is your school fully enrolled, or is there place for more learners?
5. If there is space for more learners, why do you think such places have not been filled?
6. What is the magnitude of your school fees? In your opinion, to what extent do school fees limit enrolment or exclude certain classes of learners.
   - Do parents know about the new funding policy?
   - How does the school communicate this information to parents?

- Are the fees differentiated in terms of the number of siblings attending school, ability to pay, etc.)?

- If not, how do you deal with parents are unable to pay school fees?

7. Does your school allow learners from a pre-determined feeder-zone "catchment area" or feeder schools?

8. What other barriers to access do your school experience?

SECTION 2

ENROLMENT RECORDS

This section focuses on the analysis of Grade 9 student enrolment records.

9. To what extent is enrolment racially defined? (ex-model C)

10. To what extent is enrolment defined by gender?

11. To what extent is enrolment circumscribed by geography?

12. To what extent do language and the language policy of the school circumscribe enrolment?

SECTION 3

SCHOOL LEVEL POLICIES

This section focuses on the analysis of school policies as they appear on text. The principal will be asked to provide documents indicated below.

- An admissions policy
- The language policy
- Code of Conduct for the learners
- Code of Conduct for educators
- Mission statement

SECTION 4

PARENTS   INVOLVEMENT

This section focuses on the extent to which parents are involved or participate in the affairs of the school. The assumption is that, schools can promote access to the school in the way that it deals with parents of learners who are enrolled in the school.

13.   How do you encourage parents to participate in the life of the school?

14.   How would you describe the type of relationship that your school has with its community?

15.   Would you say your relationship with parents promote access to your school?

16.   Does the composition of the SGB reflect the profile of your learners? Would you say this facilitate easy access to the school? Please explain your answer

17.   If no, explain why and how do you encourage parents to participate?

Thank you for your co-operation!

<u>**APPENDIX   C**</u>

THE BIOGRAPHY OF "ACCESS" AS AN EXPRESSION OF HUMAN RIGHTS IN SOUTH AFRICAN EDUCATION POLICIES

EDUCATOR INTERVIEW SCHEDULE

Epistemological Access

Introduction

I am conducting a study on how the concept of "access" to education is/was understood at various points in South African History. Part of the study focus on how educators understand and interpret this concept in their classroom practices.   I would like you to answer a few questions for me.

<u>**SECTION 1:**</u>

1. In a country like ours, it is sometimes difficult to talk about sensitive issues that happened in the past. However, as History teachers we have to talk about historical events, even though some make us uncomfortable. I am interested in how you teach or present the *Sharpville Massacre* and *June 16*?

2. Tell me how you select your content? How do you decide what to include and what to leave out?

3. Which textbooks do you use for the preparation of your History lessons, particularly South African History?

4. What other resources do you to supplement your main textbook? Please explain how you use these resources and where you get them.

<u>**SECTION 2**</u>

Learners' engagement

5. In your teaching of these two historical events, how do you engage your learners?

6. What feelings or emotions does the teaching of these historical events evoke? Please explain how you deal with such feelings.

7. As a History teacher, do you think you are sufficiently competent to deal with learners from diverse historical backgrounds? Please comment on how you:

   ♦ select and use of learning support materials
   ♦ encourage learners to share their experiences and tacit knowledge when dealing with history topics
   ♦ use of public events/holidays to encourage debate on present and past human rights violations in education

8. Do you allow learners to raise contrasting views on the cause and effect of the Sharpville Massacre and June 16? If yes, please explain how you deal with arguments, and if not, please explain why?

9. Do you regard these as important and useful topics of the Grade 9 curriculum? Please explain your answer.

This section will focus on the analysis of the Grade 9 History records and artefacts. These will include the teacher's year plan to check time allocation, integration with other topics, assessment records.

SECTION 3

Educator's Training and   academic Background

10. What is your own background in terms of training, (including INSET) and experience of teaching History?

11. Have you undergone in-service training on the teaching of History in the past 2 years? Please state who provided training and duration of training.

Thank you for your co-operation!

APPENDIX D

THE BIOGRAPHY OF "ACCESS" AS AN EXPRESSION OF HUMAN RIGHTS IN SOUTH AFRICAN EDUCATION POLICIES

SEMI - STRUCTURED LEARNERS' INTERVIEW SCHEDULE

NB: The composition of the group (6 learners in grade 9) should reflect the profile of the student population.

Section 1: General information and school choice

1. When did you register at this school?
2. Which school were you attending before registering at this school?
3. Why did you leave your previous school?
4. How did you choose this school (consideration about quality, distance, and school fees, referral- from friends, etc.)?
5. Who made the choice (your parents or yourself)?
6.   How much do you pay for school fees?
7. How much did you pay for your full uniform (including sport kit)?
8. How much do you pay for other things? (Extra-curricular activities, excursions, etc.)?

Section 2: Learners exposure to the formal curriculum

9. Do you like history? Please explain why.
10. What is your understanding of the following public holidays: Human Rights Day, Freedom Day, Youth Day?
11. Where did you learn about the above holidays? (school, home, friends)
12. Have you had an opportunity to talk about human rights and how these relate to the historical events that led to "Human Rights Day" and "Youth Day"?
13. Do you feel that the selected history topics sufficiently cover all you want to know about the history of access as a struggle for human rights? Please explain and give examples (where possible).

14. What would you like your teacher to talk about in your History class?

15. Is what you are taught in the History class enables you to understand the value of human rights?

Section 3: Classroom learning environment

16. Can you understand your History teacher?

17. Do you feel free to ask if you do not understand him/her?

18. What language would you prefer to be taught in? Why?

19. What is your language background?

20. Are you satisfied with your language proficiency in the language used in your classroom?

21. What would you like your History teacher to do, to help you do better in your work?

Section 4: Participation in Special Programmes

22. Are there any special support programmes for learners who have learning difficulties?

23. If so, what is the nature of such programmes, and

24. How do learners get into these programmes?

25. How many learners are there at one time?

 I will ask the following: Is any of you in such a programme? Have you ever been in such a programme? How long were you in such a programme and how did this affect you? ? Do you know anyone who is in such a programme? How does participation in such a programme affect you?

Section 5: Participation in the Life of the School

26. Do you feel integrated into the social and academic life of this school/ classroom? That is, do you feel that you belong here? Explain.

27. How are your feelings affecting your behaviour in and outside the classroom?

28. If you were to write to the Minister of Education and ask for three things that you would like him to change in your History classroom or your school, what would you say to him?

Thank you for your co-operation

APPENDIX   E

DOCUMENT ANALYSIS STRATEGY FOR KEY POLICY DOCUMENTS

The key documents sampled according to the following landmarks or critical moments in the history of South African education:

a) the Kliptown Congress that resulted in the Freedom Charter;

b) the period of negotiations; and

c) the installation of a new government.

A.   THE KLIPTOWN CONGRESS (1955 -)

- The Freedom Charter
- The ANC Congresses

B.   THE PERIOD OF NEGOTIATIONS (1990 –1994)

- 12 NEPI Reports
- The Education Study Group Reports
- The National Education and Training Forum (NETF) Reports
- The National Education Co-ordinating Committee (NECC) Policy Documents
- The NEC Report
- The Interim Constitution

C.   THE INSTALLATION OF A NEW GOVERNMENT (1994 –2001)

- The Final Constitution
- The White Paper on Education and Training (1995)
- White Paper on Higher Education
- White Paper on Inclusive Education (ELSEN)
- The South African Schools Act of 1996
- The National Policy Education Act of 1996

QUESTIONS

1. What exactly does the document claim about "access" to education?

2. To What extent is physical access (access to education in general, to all schools and universities, etc) in focus?

3. To what extent is epistemological access (participation and exposure to educational knowledge) in focus?

4. To what extent is "access" to education linked to the broader discourse of human rights in education?

5. Is the document in question coherent in the way it deals with issues of access to education? (That is, are there no internal contradictions and inconsistencies)

6. What seems to be the theoretical underpinnings of documents from different periods?

7. When comparing current policies with documents before 1994, is there a significant shift in the discourse, and how is this different from what was initially proposed in early documents?

APPENDIX F

THE IMPLEMENTATION OF POLICY

THE BIOGRAPHY OF "ACCESS" AS AN EXPRESSION OF HUMAN RIGHTS IN SOUTH AFRICAN EDUCATION POLICIES

CLASSROOM OBSERVATION SCHEDULE

The fourth set of research instruments concerns the ways in which epistemological access is understood, enacted and advanced in the context of two Grade 9 History Classrooms in the same high schools in which physical access was researched. This set of instruments will yield data that enable ac comparison of contemporary policy ideals on "access" and the lived realities of classroom life. The case study methods will develop detailed information on how the Grade 9 classroom facilitates or inhibits access to educational knowledge in the context of two critical events in South African History, namely; the *Sharpville Massacre* and the *Soweto Uprisings*.

Classroom observations:

The primary aims of the classroom observations are:

- To see how the teacher mediates the curriculum and responds to the challenges provided by the class;

- To ascertain the extent to which the teacher applies various strategies to facilitate the learners' access to learning. Special attention will be paid to the following: curriculum relevance, use of time, time allocation, content – what counts as valid knowledge, the use of learners' prior knowledge, language, the selection and use of learning support materials.

1 Free –hand narrative description of the teaching episode

Activity / Lesson	Enter data by free hand (add more pages if necessary)
Aim: *to provide thick descriptions of the teaching episode (what happens in class). The data collected will answer the question," How is the concept of access interpreted at classroom level?"* Describe how the teacher handles the lesson by paying special attention to the following: ♦ How does the educator represent the Sharpville Massacre? ♦ What is emphasised? ♦ What is left out? ♦ What feelings or emotions displayed	
Interaction Note actual comments concerning classroom activities or tasks: Record interactions between teacher and students, and among students, in as much detail as possible. ♦ How is difference/misunderstanding negotiated? ♦ Is the teacher proficient with the language s/he is teaching in? ♦ How does the teacher get things done (use of language)? ♦ Does it look like all learners understand the instruction/ question? ♦ What language/languages are being used and for what purpose? Note resources used for each activity. Where possible collect copies of any handouts, worksheets, etc.	

APPENDIX G

OBSERVATION SCHEDULE FOR EDUCATORS

HISTORY GRADE 9: SHARPVILLE MASSACRE

Analysis of the Literary Sources Used by the Educator

Resources/ text used by the teacher	Enter data by free hand (add more pages if necessary)
<u>Analysis of the literary sources on which the teachers draw</u> ♦ What textbooks or texts (video material, invited speakers, etc.) do the teacher draw-on to compose the teaching of the Sharpville Massacre? ♦ How do learners access the various materials used? (Are they passive? Do they create their own tasks? Are they provided with guided instruction? ♦ To what extent are learners encouraged to contribute to materials base for the lessons on the Sharpville Massacre? ♦ What other resources are learners exposed to during the course of the teaching of the Sharpville Massacre? ♦ What perspectives do these resources (texts, authorities, lecture notes, etc.) uphold on the Sharpville Massacre as a historic event?	

APPENDIX H

OBSERVATION SCHEDULE FOR LEARNERS

Free hand of learner engagement and reactions

Learners' Transcripts	Enter data by free hand (add more pages if necessary)
Analysis of Student transcripts *I will collect copies of texts produced by the class, group or individual students, if possible.* ♦ Are there opportunities for learners to submit any written assignments on the 1976 Uprisings ♦ What perspectives on the 1976 Uprisings do learners actually hold?	
♦ To what extent do teacher and learner perspectives on the 1976 Uprisings appear as reflected? ♦ Are there tests and examinations? ♦ What does the content of these texts and exam reveal about the teacher's perspectives, range of beliefs, about 1976 Uprisings? ♦ What do learners write and respond to these tests and exams with respect to the 1976 Uprisings?	