



Education After Apartheid

South African Education
in Transition

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Education After Apartheid South African Education In Transition

Sandrine Gukelberger



Education After Apartheid South African Education In Transition:

Education After Apartheid Peter Kallaway, 1997 This collection of readings aims to provide readers with a critical perspective on the unfolding educational policies of South Africa and provides a platform for participating in future educational debates

State of Transition Clive Harber, 2001-01-01 The main purpose of this book is to provide a concise overview of educational transition to document discuss and analyse key changes and continuities in South African education since the end of apartheid What makes this period particularly fascinating for educationalists is that the legacy of apartheid and the years of international isolation meant that educational reform had to be fundamental and wide ranging if South Africa was to become a modern democratic state participating in the global political economy of the twenty first century The result was that in the final five years of the twentieth century South Africa became something of a laboratory or crucible for educational innovation From 1948 to the early 1990s South African government was based on an institutionalised system of racial separation and inequality formally known as apartheid A white minority dominated a black majority in a context of stark social political and economic differentiation While the apartheid state used force to maintain this system formal education was also used to try to make the basic tenets of apartheid normal and acceptable in the minds of South Africans From the apartheid government's point of view the role of education was to help to perpetuate and reproduce a racist system and to encourage obedience and conformity to that system It is not therefore surprising that in the 1970s and 1980s education also became a key site in the struggle against apartheid or that educational reform was high on the agenda of the first democratically elected government after April 1994 However while the direction of educational reform has inevitably been strongly influenced by the nature and history of the anti apartheid struggle inside South Africa the global political and economic context has also played its part in shaping educational debate and policy outside South Africa Clive Harber's book recognises that there is a difference between planned reform and the actual nature of educational change on the ground and tries where possible to set reform in the contextual realities of South African education as they presently exist It aims to understand the difficulties and ambiguities of transition as well as the overt aims and goals as enshrined in policy documents and legislation

The State, Education and Equity in Post-Apartheid South Africa Enver Motala, 2020-09-10 This title was first published in 2002 Has the South African post apartheid state been able to achieve its stated goals What has been the relationship between the process of educational reform and the impact on the state of the Constitution and other laws This seminal book responds to these questions by examining the development and implementation of social policy in South Africa during the first years of democratic government particularly in relation to education The post apartheid state was immediately faced with a broad spectrum of political social economic and human rights issues The research analyzes whether the aims and objectives of the new administration were achieved no other single collection of research in South Africa collectively explores the issues raised in this endeavour The book will appeal to a wide range of professionals including

researchers academics planners policy makers public servants and postgraduate students Peace Education in Conflict and Post-Conflict Societies C. McGlynn, 2009-04-13 This collection of peace education efforts in conflict and post conflict societies brings together an international group of scholars to offer the very latest theoretical and pedagogical developments Rather than focus on ad hoc peace education efforts this book investigates the need for long term systemic approaches and innovative pedagogies **Implementing Education Policies** Jonathan D. Jansen, Yusuf Sayed, 2001 For the first time in South Africa a critical dialogue has been recorded between government policy makers and academic researchers on the subject of education policy and practice Implementing education policies attends to problems politics and possibilities of implementing the policy goals of the first post apartheid government established in 1994 The value of this book lies in several insider accounts of the policy process told through the voices of the legislators politicians and bureaucrats concerned with steering national value commitments through the education system Running parallel to these practitioner accounts lie a number of critical analyses of the technical capabilities and political designs that explain the trajectory of education reform in the 1990s The dialogue brings together in a developing country context different experiences and analyses of one of the most intractable problems facing all national education systems the persistent gap between policy ideals and practical realities This volume is essential reading for all academics and students of education at higher education institutions as well as teachers researchers and policy makers **The Changing Face of Colonial Education in Africa** Peter Kallaway, 2021-07-29 The Changing Face of Colonial Education in Africa offers a detailed and nuanced perspective of colonial history based on 15 years of research that throws fresh light on the complexities of African history and the colonial world of the first half of the twentieth century It provides an analytical background to the history of education in the colonial context by balancing contributions by missionary agencies colonial government humanitarian agencies scientific experts and African agents It offers a foundation for the analysis of modern educational policy for the postcolonial state It attempts to move beyond clichés about colonial education to an understanding of the complexities of how educational policy was developed in different places at different times while giving credence to arguments that see schooling as a form of social control in the colonial environment It is essential reading for academics researchers and policymakers looking to better understand colonial education and contextualize modern developments related to the decolonizing African education It is intended to provide an essential background for policy makers by demonstrating the significance of a historical perspective for an understanding of contemporary educational challenges in Africa and elsewhere Globalisation, Educational Transformation and Societies in Transition Teame Mebrahtu, Michael Crossley, David Johnson, 200-01-01 Globalisation processes are currently having a powerful and far reaching influence upon all societies worldwide At the same time many communities are ever more forcefully acknowledging their distinctive characteristics and celebrating their cultural differences In this turbulent era societies that have undergone particularly rapid political economic and social change have a

collective experience from which others have much to learn The analysis of such societies in transition and their efforts to transform educational policy and practice is one focus for this volume The collective studies are also concerned with the impact of the processes of globalisation and geopolitical change upon the related transitions of post colonial societies and upon the implications of the analysis for international agency policy and practice throughout the developing world Contributors are drawn from a wide range of professional and academic backgrounds representing national governments international agencies research bodies policy makers researchers and practitioners All have extensive first hand experience of the issues and contexts that they deal with Together they report upon original field research theoretically informed analyses political perspectives and recent professional and practical experience Specific national contexts considered in depth include the European states of Estonia Poland and Germany the new Republic of South Africa contemporary Brazil the transitional phases of Hong Kong and Macau as remnants of empire and the small states of Eritrea and Belize In broad scope the volume highlights the tensions that exist between powerful global agendas and efforts to improve the quality and relevance of educational provision in vastly different sociocultural contexts As such the book will be of direct interest to a wide range of researchers students policy makers consultants and development agency personnel involved with comparative and international studies in education and across the social sciences

Cross-nationally Comparative, Evidence-based Educational Policymaking and Reform Alexander W. Wiseman, Petrina M. Davidson, 2018-06-29 In this volume scholars and policymakers examine how large scale assessments and quantitative data are used to inform policy making at all levels of education worldwide and how data can be used to better understand specific national and regional educational challenges

Globalisation and Education Policy Reform in Botswana Richard Tabulawa, 2023-07-21 This book uses the global local dialect approach to explicate education policy reform in Botswana and interrogates the practical effects of the various education policies on curriculum pedagogy and governance of the Botswana General Education system Considering the effect of three reform policies since Botswana's Independence in 1966 the book evaluates the performance of each of the policies and examines their consequences in terms of the interplay of global forces and domestic pressures The result of this interplay has been an education landscape that while reflecting globally circulating education discourses markedly differs from those same discourses The book argues that the State in Botswana has appropriated education policy to legitimate itself in times of crisis and that each policy has improved access to general education but collectively have failed to improve its quality making suggestions for how this can be improved in the future As the first book of its kind to delve into education in Botswana from a single authored critical lens the book will be a highly relevant reading for academics researchers and post graduate students of African education comparative education education policy and curriculum studies

Teacher Education Systems in Africa in the Digital Era Adegoke, Bade, Oni, Adesoji, 2015-10-19 Teacher education is vital for the realization of a nation's development aspirations The conception incubation and delivery of any national development policy

as well as the reform and implementation of extant policies are driven by the quality of teachers and their products within a functional educational system. Indeed, national and global models of development including the millennium development goals revolve around the frames of quality education beginning with teacher education. It is therefore important to have functional teacher education systems in Africa to help its citizens explore the networking of the world as a global village. This is achievable through a systematic mobilization of national resources and visible commitment to the development of a modernized cadre of scientific and technological manpower. This book is a rich exposition of theories and praxes essential for the development of teacher education in Africa. The book has immense benefits for teachers, teacher trainers, funding agencies, other stakeholders and policy makers. **Urban Politics After Apartheid** Sandrine Gukelberger, 2018-06-13

Urban Politics After Apartheid presents an understanding of gendered urban politics in South Africa as an interactive process. Based on long-term fieldwork in the former townships 20 years after the end of apartheid, it provides an in-depth analysis of how activists and local politicians engage with each other. Sandrine Gukelberger contributes to the ongoing debate on urban governance by adding a new historicising perspective as an entry point into the urban governance arena based upon the political trajectories of ward councillors and activists. Integrating urban governance studies with new perspectives on policy and social movements provides insight on the everyday events in which people engender, negotiate and contest concepts, policies and institutions that have been introduced under the catch-all banner of democracy. By conceptualising these events as encounters at different knowledge interfaces, the book develops a locus for an anthropology of policy highlighting everyday negotiations in urban politics. **Urban Politics After Apartheid** dissects the social life of policies such as Desmond Tutu's rainbow nation metaphor beyond national symbolism and academic and public discourse that largely portray participation in South Africa to be weak, local politicians to be absent and social movements to be toothless tigers. Proving the inaccuracy of these portrayals, this book will be of interest to students and scholars of South African politics, urban studies, political anthropology and political sociology. **Minority Protection in Post-Apartheid South Africa** Kristin

Henrard, 2002-08-30. Accommodation of population diversity is a vital issue for any multinational society. The legacy of Apartheid in South Africa complicates this effort considerably. Henrard introduces a theoretical framework regarding how to accommodate minority protection in the most appropriate way and analyzes the respective contributions of individual rights, minority rights and the right to self-determination. Subsequent chapters examine the case study of post-apartheid South Africa and attempt to investigate its constitutional development. Henrard finds that provisions within the 1996 Constitution do acknowledge an interrelation between these three important factors; however, implementation of minority protection policy is often quite a different matter. In seeking appropriate means of minority protection, this study stresses inclusionism, integration and the essential right to identity and real equality. While Henrard reviews and discusses the entire democratic transformation process in South Africa, she cautions that because current developments are characterized by their unsettled

nature major transformation and flux analysis of the implementation phase can be only indicative The apartheid history does not in itself inhibit progressive stances on this important issue Still despite the promising nature of the 1996 Constitution the picture that emerges in terms of policy development aimed at minority protection is ambivalent

Education in Southern Africa Clive Harber, 2013-09-12 Education in Southern Africa is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of each country in the region With chapters covering Botswana Lesotho Madagascar Mozambique Namibia South Africa Swaziland and Zimbabwe the book critically examines the development of education provision in each country as well as local and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook will be an essential reference for researchers scholars international agencies and policy makers at all levels

Vision and Reality W. E. Morrow, Kenneth King, 1998 This volume of essays critically reflects on modern policy initiatives in South Africa s education and training such as Curriculum 2005 and evaluates the practices of teaching and learning and the integration of education and training

Education in Retrospect Andre Kraak, Michael F. D. Young, 2001 The Institute of Education has been closely involved with post apartheid developments in education policy in South Africa The book examines the current policy dilemmas in South Africa It also provides a sophisticated exploration of the tensions that can occur between and among policy makers and policy researchers as a local vision is translated into reality in a global context At the same time the book provides clear evidence of the value as well as the difficulty of continuing dialogue between these groups which might usefully be heeded in those countries where such interaction too rarely takes place

Engaging Schooling Subjectivities across Post-Apartheid Urban Spaces Aslam Fataar, 2015-09-30 Aslam Fataar one of South Africa s few educational sociologists working with ethnographic methods captures the complex interactions and dynamics between social life school processes and youth subjectivity in townships in the Western Cape His work with concepts of mobilities and space is enormously generative providing a way for teachers principals communities and policy makers to engage with the complex ecologies of young people s learning in urban schools As an astute policy analyst he also well knows the systemic barriers in the way of achieving this The last chapter on possibilities for pedagogical justice at the site of the school considers how disengaged students might re engage through leveraging explicit pedagogic connections between their lifeworlds and school practices Acknowledging that pedagogy cannot be the only means for revitalising schooling the author nevertheless insists that marginalised young people s consent needs to be won by schools that make use of rather than ignore their strengths knowledges and aspirations The approach to the troubled question of youth and subjectivity is enlightening and vital to understanding the post apartheid city and school The book fills a much needed gap in educational sociology in South Africa

Changing Curriculum Jonathan D. Jansen, Pam Christie, 1999 The introduction of Outcomes based Education OBE is the most controversial reform in the history

of South African education This volume is a critical analysis of OBE its potential to succeed and its inherent implications for the education system

South African Social Attitudes Udesch Pillay,Benjamin Roberts,Stephen P. Rule,2006 A country s attitudinal profile is as much a part of its social reality as are its demographic make up its culture and its distinctive social patterns It helps to provide a nuanced picture of a country s circumstances its continuities and changes its democratic health and how it feels to live there It also helps to measure the country s progress towards the achievement of its economic social and political goals based on the measurement of both objective and subjective realities

South African Social Attitudes Changing Times Diverse Voices is a new series aimed at providing an analysis of attitudes and values towards a wide range of social and political issues relevant to life in contemporary South African society As the series develops we hope that readers will be able to draw meaningful comparisons with the findings of previous years and thus develop a richer picture and deeper appreciation of changing South African social values This the first volume in the series presents the public s responses during extensive nation wide interviews conducted by the HSRC in late 2003 The findings are analysed in three thematic sections the first provides an in depth examination of race class and politics the second gives a critical assessment of the public s perceptions of poverty inequality and service delivery and the last explores societal values such as partner violence and moral attitudes

South African Social Attitudes is essential reading for anyone seeking a guide to contemporary social or political issues and debates It should prove an indispensable tool not only for government policy makers social scientists and students but also for general readers wishing to gain a better understanding of their fellow citizens and themselves

Managing Finance and External Relations in South African Schools Lesley Anderson,Jacky Lumby,2005 Aims to consider the concepts and principles of the important areas of educational leadership signalled by Nelson Mandela This text uses South African case examples and activities to encourage reflection and personal development It is intended for those who lead and manage in schools or support them in a professional role

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