

# Elusive Equity

EDUCATION REFORM  
IN POST-APARTHEID  
SOUTH AFRICA



Edward B. Fiske

Helen F. Ladd

# Elusive Equity Education Reform In Post Apartheid South Africa

**Donald B. Holsinger, W. James Jacob**



## **Elusive Equity Education Reform In Post Apartheid South Africa:**

**Elusive Equity** Edward B. Fiske, Helen F. Ladd, 2004-07-29 *Elusive Equity* chronicles South Africa's efforts to fashion a racially equitable state education system from the ashes of apartheid. The policymakers who came to power with Nelson Mandela in 1994 inherited an education system designed to further the racist goals of apartheid. Their massive challenge was to transform that system which lavished human and financial resources on schools serving white students while systematically starving those serving African coloured and Indian learners into one that would offer quality education to all persons regardless of their race. Edward Fiske and Helen Ladd describe and evaluate the strategies that South Africa pursued in its quest for racial equity. They draw on previously unpublished data, interviews with key officials, and visits to dozens of schools to describe the changes made in school finance, teacher assignment, policies, governance, curriculum, higher education, and other areas. They conclude that the country has made remarkable progress toward equity in the sense of equal treatment of persons of all races. For several reasons, however, the country has been far less successful in promoting equal educational opportunity or educational adequacy. Thus, equity has remained elusive. The book is unique in combining the perceptive observations of a skilled education journalist with the analytical skills of an academic policy expert. Richly textured descriptions of how South Africa's education reforms have affected schools at the grass roots level are combined with careful analysis of enrollment, governance, and budget data at the school, provincial, and national levels. The result is a compelling and comprehensive study of South Africa's first decade of education reform in the post-apartheid period. *Poverty and Policy in Post-apartheid South Africa* Haroon Borat, S. M. Ravi Kanbur, 2006 The political freedoms ushered in by the post 1994 transition were seen at that time as the basis for redressing long-standing economic deprivations suffered by the majority of the population. The reduction of poverty in all its dimensions was the goal. The volume will be of interest to researchers, graduate students, and to the technical staff of international agencies and government ministries. Religion and Social Development in Post-apartheid South Africa Ignatius Swart, Hermann Rocher, Sulina Green, Johannes Erasmus, 2010-10-01 It reflects original research and contributes to new developments in the field of theology and religion with regard to its developmental role within a transformation context. The book may easily stand out in future as seminal in the way that it promoted the social development debate of the church and its organisational structures from an interdisciplinary focus. Prof Antoinette Lombard, Department of Social Work and Criminology, University of Pretoria. **Transforming Public Education in Africa, the Caribbean, and the Middle East** Cynthia S. Sunal, Kagendo Mutua, Oluseyi Matthew Odebiyi, 2019-05-01 Public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions are moving into a phase of public education in which a variety of factors are being identified as influencing the quality of public education and its ability to serve all children and adolescents. It has become evident that ethnic background, gender, religious affiliation, and ability/disability are important factors in who is

served and how well the individual is served The chapters in this volume Book 8 of Research on Education in Africa the Caribbean and the Middle East document and describe the status success and limitations of public education s efforts at transformation They provide points from which further research and practice might occur Contemporary South Africa Anthony Butler,2017-09-09 This highly regarded text provides a wide ranging introduction to the social political cultural and economic life of South Africa Thoroughly revised and updated the third edition takes account of recent key developments including the impact of the economic crisis the ongoing HIV AIDS epidemic and increasing tensions within South Africa s politics and government **South African Schooling: The Enigma of Inequality** Nic Spaull,Jonathan D. Jansen,2019-11-05 This volume brings together many of South Africa s leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90 10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people s future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI **South Africa's Democracy at the Crossroads** Daniel Silander,Charlotte Silander,Herman van der Elst,Pieter Heydenrych,2022-04-18 South Africa s democracy faces increasing challenges from within whether from protest bad governance or general public dissatisfaction

South Africa's Democracy at the Crossroads explores the question what are the challenges to future democratization in South Africa *Handbook of Research in Education Finance and Policy* Helen F. Ladd, Edward B. Fiske, 2012-08-21 Sponsored by the Association for Education Finance and Policy AEFPP this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them It shows how the current decision making context in school finance inevitably interacts with those of governance accountability equity privatization and other areas of education policy Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand *International Encyclopedia of Social Policy* Tony Fitzpatrick, Huck-ju Kwon, Nick Manning, James Midgley, Gillian Pascall, 2013-07-04 Available in paperback for the first time this milestone work offers an in depth treatment of all aspects of the discipline and practice of social policy globally Supported by a distinguished international advisory board the editors have compiled almost 900 000 words across 734 entries written by 284 leading specialists to provide authoritative coverage of concepts policy actors welfare institutions and services along a series of national regional and transnational dimensions Also included are biographical entries on major policy makers and shapers The editors have particularly striven to provide strong coverage of differing geographical and cultural traditions so that the variety of social policy as both an academic discipline and a domain of governance is reflected Contributors draw in and make the necessary connections with social policy's associated disciplines to provide a rich picture of this vast and highly diverse field Comprehensive and authoritative the Encyclopedia has sought to open up rather than to foreclose the numerous areas in which there is on going research debate and sometimes serious disagreement and divergence in theory and practice To this end entries attempt to introduce a core or common ground of understanding before moving on to a wider discussion of debates regarding different conceptual and geographical approaches The whole is integrated by cross referencing and each entry includes a bibliography for further reading There is a full index The International Encyclopedia of Social Policy provides the most substantial mapping of the international study and practice of social policy to date and will stand as a vital storehouse of knowledge for many years to come How Girls Achieve Sally A. Nuamah, 2019-04-22 This bold and necessary book points out a simple and overlooked truth most schools never had girls in mind to begin with That is why the world needs what Sally Nuamah calls feminist schools deliberately designed to provide girls with achievement oriented identities And she shows why doing so would help all students regardless of their gender Inequality in Education Donald B. Holsinger, W.

James Jacob, 2009-05-29 *Inequality in Education Comparative and International Perspectives* is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education inequalities. The book provides up to date scholarly research on global trends in the distribution of formal schooling in national populations. It also offers a strategic comparative and international education policy statement on recent shifts in education inequality and new approaches to explore, develop and improve comparative education and policy research globally. Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services. In addition to case perspectives from 18 countries across six geographic regions, the volume includes six conceptual chapters on topics that influence education inequality such as gender, disability, language and economics, and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education. The book offers 1 a better and more holistic understanding of ways to measure education inequalities and 2 strategies for facing the challenge of inequality in education in the processes of policy formation, planning and implementation at the local, regional, national and global levels.

**Young Adult Development at the School-To-Work Transition** E. Anne Marshall, Jennifer E. Symonds, Jennifer Symonds, 2021. Written by internationally renowned scholars in developmental psychology, applied psychology, counseling and sociology, the chapters in this book highlight the trends, issues and actions that researchers, academics, practitioners and policy makers need to consider in order to effectively support young adults' transition to work pathways.

**The State of Education Policy Research** Susan H. Fuhrman, David K. Cohen, Fritz Mosher, 2020-11-25. *The State of Education Policy Research* is a comprehensive, insightful evaluation of the strengths and weaknesses of education policy research in the U.S. today. Editors Susan Fuhrman, David Cohen and Fritz Mosher examine key issues facing policymakers and researchers, including race, education equity, teacher quality, early education, privatization and the politics of education policy. Collectively, the chapters present a complex mosaic of education policy research that integrates the views of policy experts from education, economics and related disciplines. Important topics discussed in this influential new text include: Politics of education. Covers research on key political groups including teachers unions, business roundtables, parent and/or religious advocates as well as state and federal lawmakers. Race. Discusses race as an issue as well as a non-issue and includes a discussion of the testing gap. State policies. Provides an overview of state policies directed at improving teacher quality and discusses the reality of a teacher shortage. National Trends. Analyzes current trends toward centralization and standardization and the growing influence of federal and state mandates. This book is appropriate for advanced courses in education administration, politics and policy. It will also appeal to policy researchers in education, economics and political science to policy makers at the federal, state and local levels and to the academic libraries serving them.

[A Modern Guide to State Intervention](#) Nikolaos Karagiannis, John E. King, 2019. p. 1. margin: 0 0px 0 0px; font: 10 0px Arial. A Modern Guide to State Intervention investigates the impact of the changing role of the state, offering an alternative political

economy for the third decade of the twenty first century Building on important factors including history the role of institutions society and economic structures this Modern Guide considers economic and administrative interventions towards changing the destabilized status quo of modern societies **Primary and Secondary Education During Covid-19**

Fernando M. Reimers, 2021-09-14 This open access edited volume is a comparative effort to discern the short term educational impact of the covid 19 pandemic on students teachers and systems in Brazil Chile Finland Japan Mexico Norway Portugal Russia Singapore Spain South Africa the United Kingdom and the United States One of the first academic comparative studies of the educational impact of the pandemic the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning especially for disadvantaged students Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education For students as well as for teachers and school staff these included the economic shocks experienced by families in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus and by the constraints on learning resulting from students having to learn at home where the demands of schoolwork had to be negotiated with other family necessities often sharing limited space Furthermore the prolonged stress caused by the uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives created a traumatic context for many that undermined the necessary focus and dedication to schoolwork These individual effects were reinforced by community effects particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive This is an open access book *Classroom Change in Developing Countries* Gerard

Guthrie, 2018-04-09 Progressive Education derived mainly from Anglo American culture has been the primary frame of reference for student centered classroom change in developing countries for over 50 years Yet in many developing countries strong evidence shows that progressivism has not replaced teacher centered formalistic classroom practice *Classroom Change in Developing Countries From Progressive Cage to Formalistic Frame* presents a robust case for why formalism should be the primary frame of reference for upgrading classroom teaching in developing countries Theoretically rich yet grounded in practice the book draws on case studies from Africa China and Papua New Guinea to show how culturally intuitive formalistic teaching styles can induce positive classroom change Synthesising research and evaluation literature on classroom change in developing countries Guthrie examines some of the methodological flaws in the literature The book considers the progressive cage and looks at Confucian influences on teaching in China progressive reform failures in both Sub Saharan Africa and Papua New Guinea as well as offering a critical take on some failings in comparative education It examines the formalistic frame addresses methodological issues in culturally grounded research and offers a model of

teaching styles for basic classroom research The book concludes by returning the focus back to teachers and considers the so called teacher resistance to change The book will be an essential purchase for academics and research students engaged in the fields of classroom teaching teacher education and curriculum and will also be of interest to academics aid officials and decision makers in developing countries      **Education, Democracy and Development** Clive Harber,Vusi

Mncube,2012-05-14 Education is often seen as the key agency in international development and poverty reduction

Frequently the emphasis is on the economic and social role of education in development This book on the other hand is unusual in explicitly examining the political role of education in development In particular it sets out the theories evidence and arguments concerning the potential and actual relationships between education and democracy and critically explores the contradictory role of formal education in both supporting and hindering democratic political development A key theme of the book is the importance of considering the type and nature of the education actually provided and experienced what goes on inside the black box of education Currently in developing countries and elsewhere this is often at odds with democratic principles but the book also provides many examples of successful democratic practice in schools in developing countries as well as discussing a detailed case study of South Africa where democratic change in education is a key aspect of the policy agenda      **Handbook of Research on School Choice** Mark Berends,2009-05-07 Since the early 1990s when the nation s

first charter school was opened in Minneapolis the scope and availability of school based options to parents has steadily expanded No longer can public education be characterized as a monopoly Sponsored by the National Center on School Choice NCSC this handbook makes readily available the most rigorous and policy relevant research on K 12 school choice Coverage includes charters vouchers home schooling magnet schools cyber schools and other forms of choice with the ultimate goal of defining the current state of this evolving field of research policy and practice Key Features include Comprehensive this is the first book to provide a comprehensive review of what is known about the major forms of school choice from multiple perspectives historical political economic legal methodological and international It also includes work on the governance structure process effectiveness and costs of school choice Readable the editors and authors have taken care to translate rigorous research findings into comprehensible prose accessible to a broad range of readers International in addition to thorough coverage of domestic research the volume also draws on international and comparative studies of choice in foreign countries Expertise the National Center on School Choice NCSC is a consortium that is headquartered at Vanderbilt University and includes the following partners Brookings Institution Brown University Harvard University National Bureau of Economic Research Northwest Evaluation Association and Stanford University This book is suitable for researchers faculty and graduate students in education policy studies politics of education and social foundations of education It should also be of interest to inservice administrators and policy makers      **Closing the Achievement Gap**

**from an International Perspective** Julia V. Clark,2013-10-24 In a changing world that demands new skills a vital concern



of public education is the gap in academic performance between low and high achieving students There is no excuse for the achievement gaps that persist among poor and minority students in schools today All students can succeed at high levels regardless of race ethnicity and economic background Several countries have successfully confronted inequities in achievement demonstrating that any school can close achievement gaps regardless of the community they serve and that all students can achieve at high levels when they are provided with the right opportunities This book is about understanding what factors selected countries have applied to promote progress and what factors contribute to progress in the closing of achievement gaps It is about creating opportunities for all students Closing the Achievement Gap from an International Perspective Transforming STEM for Effective Education is written in response to rising concern for the improvement of quality education especially in mathematics and science provided to all students The contributors take a systematic view of the subject beginning with a cross national analysis of teacher qualifications and the achievement gap that spans 50 countries The content of the book is organized in sections describing education around the globe North and South America Europe Asia Africa and Australia Individual chapters offer close up analysis of efforts to close achievement gaps in the U S and Canada Mexico England Turkey China South Africa and Australia among many others The contributors provide information on the achievement gap in mathematics and science review current research and present strategies for fostering improvement and raising performance with a focus on school related variables that adversely affect educational outcomes among poor and minority students The authors of the various chapters looked at how students data correlated with classroom practices teacher instruction and academic programming as part of their efforts to measure student growth Qualitative and quantitative data are provided to provide evidence not only of the problem but also for the solution The book concludes with a chapter on promoting equality and equity to shrink the achievement gap worldwide

**Empowering Pre-Service Teachers to Enhance Inclusive Education Through Technology** Ajani, Oluwatoyin Ayodele, 2025-03-21 By integrating digital tools and resources into teacher training programs future educators can develop the skills to create personalized learning experiences for all students including those with disabilities or language barriers Technology enables differentiated instruction facilitates accessible content and provides real time feedback allowing teachers to better support diverse learning styles and abilities Equipping pre service teachers with knowledge of assistive technologies and inclusive teaching strategies ensures they are prepared to foster an inclusive environment where every student can succeed Further exploration enhances the quality of education promoting equity and helping pre service teachers become effective advocates for inclusive practices in their future classrooms Empowering Pre Service Teachers to Enhance Inclusive Education Through Technology explores how technology can be used to empower pre service teachers in developing the skills necessary to support inclusive education It examines strategies for integrating digital tools and assistive technologies into teacher training enabling future educators to create personalized and accessible learning experiences for diverse students This book covers

topics such as digital technology ethics and law and teacher training and is a useful resource for educators academicians policymakers and researchers

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