

Educational Reform and the Transformation of Southern Africa

**DICKSON A. MUNGAZI
and
L. KAY WALKER**

Educational Reform And The Transformation Of Southern Africa

Crain Soudien



Educational Reform And The Transformation Of Southern Africa:

Educational Reform and the Transformation of Southern Africa Dickson Mungazi, L. K. Walker, 1997-06-18 The political social and economic problems of southern Africa cannot be resolved until nations of this critical region effect educational reform But this process requires more than change in the educational system it involves the thrust for social transformation in national institutions This unique study addresses key issues relative to both educational reform and social change in southern Africa Topics discussed include the need for educational reform approaches to educational reform and the results of such reform on the individual and society A bibliography and an index complete the text **Globalisation, Ideology and**

Education Reforms Joseph Zajda, 2020-06-17 This book analyses the nexus between ideology the state and education reforms worldwide The research evinces the neo liberal ideological imperatives of current education and policy reforms and illustrates the way these shifts in the relationship between the state and education policy are affecting current trends in education reforms and schooling around the globe With this as its focus the chapters represent hand picked scholarly research on major discourses in the field of global education reforms Offering a compendium of the very latest thought on the subject this book is like the others in the series a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely analysis of current issues shaping education policy research the work also contains ideas about future directions that education and policy reforms could take By doing so it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy driven reforms in education The book draws on recent studies in the areas of globalisation education reforms and the role of the state Respective chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms ranging from critical theory to historical comparative research they focus on globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change **Education Reform in Societies in**

Transition Jaya Earnest, David F. Treagust, 2006 Framed against the background of educational change this book proposes to examine the relationship between curriculum change teacher professional development policy reform and the processes of educational change The main aims of the book are to 1 focus on educational changes and reconstruction in transitional societies that have undergone political economic and social change in the past two decades 2 provide a forum for the dissemination of research on education reconstruction and reform in transitional societies 3 disseminate ideas that enhance both the practical and theoretical aspects of educational changes in these societies 4 further knowledge and understanding of emerging trends and issues in education in these societies 5 reflect the realities of educational scenarios in each transitional society The book presents an in depth exploration of educational reconstruction in 15 transitional societies In each chapter the authors have provided an overview of educational processes in the country a distillation of education change or reform and or reconstruction in each transitional society Collectively the chapters in the book have attempted to

contribute to a better understanding of the educational system in respective countries by identifying the challenges and obstacles the policy implications the teacher professional development needs and curriculum reform efforts *Transforming Universities in South Africa*, 2020-08-31 The idea of transformation in higher education underpins all policy documents academic literature and on going debates in South Africa Transforming Universities in South Africa Pathways to Higher Education Reform responds to the pressing need to comprehensively review the post apartheid experience and assess where South Africa s higher education stands across the continent and globally particularly within the country s efforts to overcome decades of socio economic imbalances It addresses the question of whether South Africa s transformation strategy from apartheid to democracy was simply a symbolic new flag raising and new anthem singing exercise reflecting a transition akin to those limited decolonization projects elsewhere in the world or whether something more fundamental was possible and was achieved with political and policy implications for other countries in Africa and globally This volume s ultimate purpose is to provide a basis for imagining new futures in which South Africa higher education in the context of Africa and the global world takes centre stage *Resources in Education*, 1998 **Teachers, Democratisation and Educational Reform in Russia and South Africa** Michelle Schweisfurth, 2002-01-01 How have primary school teachers in Russia and South Africa experienced educational reforms and changes in these new democracies How have their perceptions and experiences been expressed in their classroom practice This book based on research conducted in the early years of democracy in these countries attempts to link the macro world of policy with the micro world of teachers and classrooms The theme of teachers responses to policy reform is explored through international literature on the policy practice interface and changes to education since the advent of democracy in the two national contexts are examined critically Finally using case study methodology the study brings together individual teachers perspectives biographies and practice The dilemmas they face in the process of change and how they try to resolve these reveals the complexity of the new educational agendas that have come with the transition to democracy Balancing Change and Tradition in Global Education Reform Iris C. Rotberg, 2010-04-16 In *Balancing Change and Tradition in Global Education Reform* Rotberg brings together examples of current education reforms in sixteen countries written by insiders This book goes beyond myths and stereotypes and describes the difficult trade offs countries make as they attempt to implement reforms in the context of societal and global change In some countries reforms are a response to major political or economic shifts in others they are motivated by large upsurges in immigration and increased student diversity Irrespective of the reasons for education reform all countries face decisions about resource allocation equality of educational opportunity across diverse populations access to higher education student testing and tracking teacher accountability school choice and innovation The essays in this volume reveal the policy choices about the school reforms made by countries throughout the world the consequences associated with these choices the role that societal values historical antecedents and political structures play in facilitating or constraining reform

Balancing Change and Tradition in Global Education Reform is an invaluable resource for policymakers faculty students and anyone interested in how decisions made about the education system ultimately affect the quality of education educational access and social justice *Western Education and Political Domination in Africa* Magnus O. Bassey,1999-10-30 The contribution of Western education to the creation of an African educated elite is well documented What is not equally well documented is the fact that African educated elites have used their education and the schools to perpetuate their dominance by denying the poor the knowledge necessary to protect their political and economic rights and to advance in society On the other hand educated elites in Africa make opportunities available to their own members through selective ordering legitimization of certain language forms and learning processes in schools and legitimization of elite codes and experiences to the exclusion of the histories experiences and worldviews of the poor This book highlights the processes by which the poor in Africa have been disenfranchised and marginalized through schools ascriptive mechanisms and explains why African economic development is very slow *IJER Vol 9-N3* International Journal of Educational Reform,2000-07-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world **The Wiley Handbook of Global Educational Reform** Kenneth J. Saltman,Alexander J. Means,2018-11-13 The Wiley Handbook of Global Educational Reform examines educational reform from a global perspective Comprised of approximately 25 original and specially commissioned essays which together interrogate educational reform from a critical global and transnational perspective this volume explores a range of topics and themes that fully investigate global convergences in educational reform policies ideologies and practices The Handbook probes the history ideology organization and institutional foundations of global educational reform movements actors institutions and agendas and local national and global education reform trends It further examines the new managerialism in global educational reform including the standardization of national

systems of educational governance curriculum teaching and learning through the rise of new systems of privatization accountability audit big data learning analytics biometrics and new technology driven adaptive learning models Finally it takes on the subjective and intersubjective experiential dimensions of the new educational reforms and alternative paths for educational reform tied to the ethical imperative to reimagine education for human flourishing justice and equality An authoritative definitive volume and the first global take on a subject that is grabbing headlines as well as preoccupying policy makers scholars and teachers around the world Edited by distinguished leaders in the field Features contributions from an illustrious list of experts and scholars The Wiley Handbook of Global Educational Reform will be of great interest to scholars and graduate students of education throughout the world as well as the policy makers who can institute change

A New Paradigm of the African State M. Muiu, G. Martin, 2009-01-05 Offers a historical multidisciplinary perspective on African political systems and institutions ranging from Antiquity Egypt Kush and Axum to the present with particular focus on their destruction through successive exogenous processes including the Atlantic slave trade imperialism colonialism and neo colonialism or globalization

The New Black Middle Class in South Africa Roger Southall, 2016 Provides the most comprehensive account since the early 1960s of South Africa's black middle class 2016 CHOICE Outstanding Academic Title The rise of the black middle class is one of the most visible aspects of post apartheid society in South Africa Yet while it has been a major actor in the country's democratic reshaping analysis of its role has been all but lacking Rather the image presented by the media has been of black diamonds consumers of the products of advanced industrial economies and of corrupt tenderpreneurs who use their political connections to obtain contracts This book seeks to complicate that picture with a much needed analysis that recounts its historical development in colonial society prior to 1994 before examining the size shape and structure of the new black middle class in contemporary South Africa and its relation to its counterparts in the Global South Roger Southall is Professor Emeritus in Sociology University of the Witwatersrand Southern Africa South Africa Namibia Botswana Lesotho Zimbabwe and Swaziland Jacana

Post-socialism is Not Dead Iveta Silova, 2010-12-13 This volume will provide a comparative account of the meanings and processes of post socialist transformations in education by exploring recent theories concepts and debates on post socialism and globalization in national regional and international contexts

Educational Change in South Africa, 2019-02-11 The literature on Educational Change has been dominated by research published in the established liberal democracies This volume examines Educational Change in South Africa a country undergoing rapid social and political change and situated geographically historically and culturally in the South What are the meanings and processes of change How do we explain the contours and contexts of change What has changed What has remained the same

Higher Education in the BRICS Countries Simon Schwartzman, Rómulo Pinheiro, Pundya Pillay, 2015-03-24 In spite of the increasing attention attributed to the rise in prominence of the BRICS Brazil Russia India China and South Africa countries few studies have looked at the ways in which broader social expectations with respect to

the role of higher education across the BRICS have changed or not in recent years Our point of departure is that contrary to the conventional wisdom focusing on functionalistic perspectives higher education systems are not just designed by governments to fulfill certain functions but have a tendency for evolving in a rather unpredictable fashion as a result of the complex interplay between a number of internal and external factors In reality national higher education systems develop and change according to a complex process that encompasses the expectations of governmental agencies markets the aspirations of the population for the benefits of education the specific institutional traditions and cultures of higher education institutions and increasingly so the interests and strategies of the private firms entering and offering services in the higher education market This basically means that it is of outmost importance to move away from conceiving of universities or higher education as single monolithic actors or sector One way of doing this is by investigating a selected number of distinct but nonetheless interrelated factors or drivers which taken together help determine the nature and scope of the social compact between higher education its core actors and institutions and society at large government industry local communities professional associations

International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2005-03-17 The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration development and improvement of education and policy making The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally Different articles seek to conceptualize the on going problems of education policy formulation and implementation and provide a useful synthesis of the education policy research conducted in different countries and practical implications The Handbook by focusing on such issues as the OECD 2001 model of the knowledge society and associated strategic challenge and deliverable goals OECD 2001 139 UNESCO driven lifelong learning paradigm and its relevance to education policy makers globally different models of policy planning and equity questions that are raised by centralization decentralization diversity uniformity and curriculum standardization issues the crises of educational quality the debate of standards and excellence and good and effective teaching will contribute to a better and more holistic understanding of the education policy and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels

Governance in the New South Africa Guy C. Z. Mhone, Omano Edigheji, 2003 The major challenges confronting South Africa since the advent of non racial multiparty democracy have been the need to promote democratic governance economic growth global competitiveness and to improve the standard of living of its people especially the previously disadvantaged majority Black population These challenges have coincided with the ascendancy of globalisation with its attendant social economic and political imperatives all of which have consequences for governance and development at the national level not least in emerging economies like South Africa This

important book assesses the implications of global imperatives for the nature capacity character and scope of democratic governance and the pursuit of equitable development in the new South Africa A major conclusion is that the implementation of domestic economic reforms predicated on market fundamentalism with its dominant logic and paradigm of globalisation and economic management is incompatible and irreconcilable with the quest for democratic governance and equitable development The contributors contend that such an approach reproduces a substantively undemocratic and inequitable society Governance in the New South Africa concludes by offering some considerations related to how substantive democracy and equitable development may be promoted in South Africa on the basis of democratic governance and developmentalism

Education in a New South Africa Robert J. Balfour, 2015-09-24 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education

Democratic Teacher Education Reforms In Namibia Ken Zeichner, 2019-06-03 An analysis of teacher education reforms in Namibia in the post independence era from the perspective of government personnel teacher educators and teachers themselves This book examines post independence teacher education reforms in the southern African country of Namibia from the perspective of various actors in the reform process Ministry

Nelson Mandela Crain Soudien, 2017-03-22 The death of Nelson Mandela the great South African fighter for freedom in December 2013 prompted several colleagues within the World Council of Comparative Education Societies community to come together to think about the significance of his life and his work for education This book is the result of that coming together The contributing authors reflect on what his life the commitments he made and principally the values he took into the struggle for freedom in South Africa mean for education The point of departure for the book is that of honouring the man It begins with the argument that the values for which he stood namely the unconditional dignity of all human beings respect for difference and principally his lifelong commitment to justice have a special significance for how we as inhabitants of an increasingly connected and interdependent world conduct our personal lives our relationships with one another and with the material and living space which surrounds us It is an ecological approach As the world moves into a twenty first century where paradoxically we know so much and yet appear to understand so little and so find ourselves struggling to create social lives in which all of us can feel respected can offer respect to others and live lives free of fear and anxiety the values for which he stood have specific relevance for how we do the important job of teaching and what we put into it Mandela poses deeply provocative questions about the kinds of lives we seek for ourselves and for everybody else around us

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