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Education Reform in Post-Apartheid South Africa African Sun Media
The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

Education Management and School Improvement African Minds
The quality of education is pivotal for the production of human capital and this cannot be compromised by failing to refocus on the quality of education offered in schools. The inputs in the system such as trained and motivated teachers, buildings and classrooms including sanitation, clean water, instructional material such as textbooks, as well as strong leadership with vision to steer the winds of change are important in providing the desired outcomes. The chapters in this volume are broadly divided into three subsections as follows: learner related issues, (farm and rural schools, poverty and schooling, school violence, and

students rights); teacher related issues,(teacher morale and motivation, teachers for all schools, management needs of school principals); and administrative/policy related issues (inclusive education, and school community relations). The social demand for better schools, effective principals, qualified and committed teachers and better opportunities for all place a huge challenge to provinces and the state to protect the rights of all citizens. This volume sets out the challenges facing the education system in South Africa, such as poor school infrastructure, poor learning conditions, and a lack of learning materials and provides recommendations on how some of these can be overcome.

Biometrics; the Documentary State and Bureaucratic Writings of the Self The Law Publisher CC This state-of-the-art, comprehensive Handbook is the first of its kind to fully explore the interconnections between social justice and education for citizenship on an international scale. Various educational policies and practices are predicated on notions of social justice, yet each of these are explicitly or implicitly shaped by, and in turn themselves shape, particular notions of citizenship/education for citizenship. Showcasing current research and theories from a diverse range of perspectives and including chapters from internationally renowned scholars, this Handbook seeks to examine the philosophical, psychological, social, political, and cultural backgrounds, factors and contexts that are constitutive of contemporary research on education for citizenship and social justice and aims to analyse the transformative role of education regarding social justice issues. Split into two sections, the first contains chapters that explore central issues relating to social justice and their interconnections to education for citizenship whilst the second contains chapters that explore issues of education for

citizenship and social justice within the contexts of particular nations from around the world. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of Education, Sociology, Social Policy, Citizenship Studies and Political Science.
Elusive Equity Routledge
In recent years, the engagement of stakeholders has become imperative for the overall success of an organization. As the global business landscape continues to evolve, promoting modern leadership techniques and engagement with the community have become two key tactics for organizations to remain competitive in the current market. Understanding and implementing these methodologies is pivotal for professionals and researchers around the globe. Civic Engagement Frameworks and Strategic Leadership Practices for Organization Development is a critical reference source that provides vital research on the implementation of strategic leadership techniques for promoting civic engagement and sustaining organizational success. While highlighting topics such as social media strategies, analytical tools, and ethical interventions, this book is ideally designed for managers, executives, politicians, researchers, business specialists, government professionals, consultants, academicians, and students seeking current research on the use of civic engagement and strategic leadership initiatives for the overall development of organizations.
Complexities, Transitions and Developmental Challenges: The Case of the Eastern Cape Province, South Africa Wageningen Academic Publishers
School Leadership for

Democratic Education in South Africa explores the democratization and modernization of education in South Africa, analyzing the state of school leadership in South African schools from the time of the new democratic education dispensation in 1994 to the present day. The book maps out what the future of education in South Africa could look like and explores the most conducive educational environments for change in South African schools. It adopts a critical approach to analyzing leadership and management in the context of school governance, school effectiveness, teacher development, multiculturalism and equity in education. Contributions explore the democratization and modernization of education in South Africa through examining different perspectives, achievements and challenges, and also consider issues around access to technology, language policy and the curriculum along with new literature on selected aspects of leadership. This book will be of great interest for researchers, scholars, and students in the fields of educational leadership, sociology of education, and teacher education.

Questions and Replies of the National Assembly John Benjamins Publishing Company

Since the dawn of colonialism in Southern Africa, the province of the Eastern Cape emerged as the cradle of African resistance against colonial oppression. A closer look at the province reveals opportunities

for progress and ultimate resurgence of economic and social development; yet conflated by a myriad of challenges. This book brings together different perspectives and realities of the post-apartheid Eastern Cape to provide an in-depth exploration of the developmental dilemmas that the province faces. This book provides insightful reflections on development and its sustainability some 25 years since democracy, and specifically focuses on sociological and demographic realities in the areas of migration and its impact on families. The book further grapples with the role of the state in developing culture and heritage in the province, pointing to fundamental and multiple challenges of deprivation, unemployment and subsequent community resilience in a variety of sectors including health and education. While it provides a historical analysis of contextual issues facing the province, the book also highlights the agency of the people of the Eastern Cape in confronting challenges in leadership, accountability, citizen participation and service provision. The book will be useful for development scholars and practitioners who are interested in

understanding the state of the province, and similar settings, and the degree to which it has emerged from the shadows of its colonial and apartheid legacies. *IFIP 20th World Computer Congress, IFIP TC 3 ED-L2L Conference, September 7-10, 2008, Milano, Italy* Jacana Media Celebrated as a beacon of democracy and reconciliation, many people in South Africa continue to live in severe poverty, particularly in the Eastern Cape Province. Backed by the United Nations Development Programme, the Eastern Cape's provincial government consequently launched an historically ambitious programme – the Provincial Growth and Development Plan – aimed at tackling the province's poverty, unemployment and inequality over a ten-year period in a radical policy overhaul. Drawing on the author's first-hand engagement with the planning process, Development Planning in South Africa is an empirically rich study that utilises a strategic-relational approach to explore the ways in which this unprecedented challenge was negotiated and eventually undermined by the South African state. The first work of its kind, the book

provides an indispensable micro-level study with profound implications for how state power is understood to be organised and expressed in state policy. Relevant beyond South Africa to policy implementation in both developing and developed states globally, the book is essential reading for students and scholars of government studies, political economy, development, policy studies and social movements.

Lessons from the Kalahari Brookings Institution Press This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions. The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings. The issue of discipline is investigated from diverse paradigmatic and methodological perspectives, presenting empirical as well as also philosophical research. The empirical perspective includes quantitative (positivistic), qualitative (interpretive) and

mixed methods (pragmatic), designs and worldviews. This book offers a ground-breaking contribution to the field of learner and student discipline, with insights into disciplinary practices and issues in educational institutions not hitherto researched, such as Technical Vocational Education and Training colleges and universities.

Examples of Feedback into Systems from Developed and Emerging Economies Springer Nature

This book focuses on how to improve the teaching and learning of primary level mathematics education within resource-constrained contexts. It builds on two large numeracy projects within South Africa which speak to broader, global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed. Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education.

Moral Education and British Humanitarianism in South Africa AOSIS The Journal of School Public Relations is a quarterly publication providing research, analysis, case studies and descriptions of best practices in six critical areas of school administration: public relations, school and community relations, community education, communication, conflict

management/resolution, and human resources management. Practitioners, policymakers, consultants and professors rely on the Journal for cutting-edge ideas and current knowledge. Articles are a blend of research and practice addressing contemporary issues ranging from passing bond referenda to building support for school programs to integrating modern information. *Assessing Challenges of Corruption in the Eastern Cape Department of Education* Springer This volume brings together a number of important perspectives on language documentation and endangerment in Africa from an international cohort of scholars with vast experience in the field. Offering insights from rural and urban settings throughout the continent, these essays consider topics that range from the development of a writing system to ideologies of language endangerment, from working with displaced communities to the role of colonial languages in reshaping African repertoires, and from the insights of archeology to the challenges of language documentation as a doctoral project. The authors are concerned with both theoretical and practical aspects of language documentation as they address the ways in which the African context both differs from and resembles contexts

of endangerment elsewhere in the world. This volume will be useful to fieldworkers and documentalists who work in Africa and beyond.

Perspectives, Achievements and Future Challenges Post-Apartheid Oxford University Press In the context of a global biometric turn, this book investigates processes of legal identification in Africa 'from below,' asking what this means for the relationship between citizens and the state. Almost half of the population of the African continent is thought to lack a legal identity, and many states see biometric technology as a reliable and efficient solution to the problem. However, this book shows that biometrics, far from securing identities and avoiding fraud or political distrust, can even participate in reinforcing exclusion and polarizing debates on citizenship and national belonging. It highlights the social and political embedding of legal identities and the resilience of the documentary state. Drawing on empirical research conducted across 14 countries, the book documents the processes, practices, and meanings of legal identification in Africa from the 1950s right up to the biometric boom. Beyond the classic opposition between surveillance and recognition, it demonstrates how analysing the social uses of IDs and tools of identification can give a fresh account of the state at work, the practices of citizenship, and the role of bureaucracy in the writing of the self in African societies. This book will be of an important reference for students and scholars of African studies, politics, human security, and

anthropology and the sociology of the state.

The Language Issue in the Teaching of Mathematics in South Africa Springer Why have many developing countries that have succeeded in expanding access to education made such limited progress on improving learning outcomes? There is a growing recognition that the learning crisis constitutes a significant dimension of global inequality and also that educational outcomes in developing countries are shaped by political as well as socio-economic and other factors. The Politics of Education in Developing Countries focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries: Bangladesh, Cambodia, Ghana, Rwanda, South Africa, and Uganda. The problem of education quality is serious across the Global South. The Politics of Education in Developing Countries: From Schooling to Learning deploys a new conceptual framework-the domains of power approach-to show how the type of political settlement shapes the level of elite commitment and state capacity to improving learning outcomes. The domain of education is prone to being highly

politicized, as it offers an important source of both rents and legitimacy to political elites, and can be central to paradigmatic elite ideas around nation-building and modernity. Of particular importance is the relative strength of coalitions pushing for access as against those focused on issues of higher quality education. This book concludes with a discussion of entry points and strategies for thinking and working politically in relation to education quality reforms and critical commentaries.

School Leadership for Democratic Education in South Africa University of Fort Hare/Eastern Cape Department of EducationDistance Education Project: a Draft Project PlanExploring Performance Management Systems in the Eastern Cape Department of EducationReflections from the MarginsComplexities, Transitions and Developmental Challenges: The Case of the Eastern Cape Province, South Africa

Learning and Teaching Around the World is a wide-ranging introduction to diverse experiences, practices and developments in global primary education. It explores different contexts for children's learning, and methods and purposes of primary

education, in settings across Africa, Asia, Europe, the Americas and Australasia, and addresses wider issues such as the rise of refugee learners and large multi-grade classes. With an explicit focus on comparative and international studies and improving the knowledge, understanding and practice of effective pedagogies for children's learning, this book reflects on key issues such as: Standards for learner-centred education Patterns of inclusion and exclusion Defining 'teacher professionalism' The impact of global education agendas Language policy for schooling and assessment Learning and Teaching Around the World is an essential text for those wishing to develop a critical understanding of the experiences of primary teachers and children around the world. Aimed at both undergraduate and postgraduate education studies students, the scope of this book will support all students in developing knowledge of primary education and of the diverse needs of learners in an era of global movement of children and families. Reflections from the Margins Springer This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF

download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development - but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making process, combining practical steps to achieve incremental gains to re-orient the system towards learning.

Investigating the Roles of School Management Teams in Curriculum Delivery

African Sun Media

The monitoring of quality has been part of the educational landscape for many decades. Originally the need to monitor arose as part of an economic process whereby policy makers wanted to discern the return on investment in education. This bottom line thinking, while still prominent, has receded into the background in light of global changes and the emergence of a global economy. Now in addition to the question " what is the return on investment?" , the more important question is " are the students in schools ready to participate in the economy of a 21st century society" . This is underpinned by the inquiry into what knowledge and competencies are required for students to participate meaningfully in nation-building. This inquiry can only be undertaken by means of monitoring, evaluating where the students are and what is required so that students reach their potential. In an ever-changing technologically-oriented world the manner in which competencies and knowledge are identified and how these need to be measured and identified is important. In this book, the theory and practice of underpinning the monitoring of the quality of education is described. This is followed by a number of practical examples, in the form of country case studies, on how theory plays out in practice. The book further provides common themes across developed and developing emerging economies underscoring the need for approaches which are locally relevant but internationally transferable.

Reflections on 20 Years of Democracy Cambridge Scholars Publishing

Taking Care of the Future examines the moral dimensions and transformative capacities of education and humanitarianism through an intimate portrayal of learners, volunteers, donors, and educators at a special needs school in South Africa and a partnering UK-based charity. Drawing on his professional experience of "inclusive education" in London, Oliver Pattenden investigates how systems of schooling regularly exclude and mishandle marginalized populations, particularly exploring how "street kids" and poverty-afflicted young South Africans experience these dynamics as they attempt to fashion their futures. By unpacking the ethical terrains of fundraising, voluntourism, Christian benevolence, human rights, colonial legacies, and the post-apartheid transition, Pattenden analyzes how political, economic and social aspects of intervention materialize to transform the lives of all those involved.

Engagement in Changing Global Contexts Juta and Company Ltd

1. Summary. 2. Background. 3. Obstacles to the right to education on commercial farms. 4. Current lgal status. 5. The rights of children living on commercial farms. 6. Domestic and international law obligations. 7. Recommendations. 8. Conclusion.

Learning to Live in the Knowledge Society Springer

The COVID-19 pandemic has introduced a new

paradigm in education that has forced school management teams to re-imagine their curricula delivery functions and obligations during and post COVID-19. Now there are concerns about the state to which curriculum delivery in schools is likely to become planned, implemented, and managed. Investigating the Roles of School Management Teams in Curriculum Delivery improves the quality of planning, implementation, and management of curriculum delivery to advance the quality of teaching and learning in schools. Particularly, it envisages innovative strategies, best practices, and addresses problems in the planning, implementation, and delivery of curricula by school management teams. Covering topics such as curriculum delivery theory, curriculum delivery in planning, implementation, and management during and post COVID-19; curriculum delivery in assessment and alternative assessment; and reimagining inclusivity in curriculum delivery, this edited book is essential for departmental heads, deputy principals, education district officials, department of basic education curriculum designers, instructional designers, administrators, academicians, university teachers, researchers, and post-graduate students.

Taking Care of the Future

Springer

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 and 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.