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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 They draw on previously unpublished data, interviews with key officials, and visits to dozens of schools to describe the changes made in school finance, teacher assignment policies, governance,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

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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.

"This paper presents a quantitative overview of the current South African independent schooling sector. Historically, research on the sector has been partial, resulting in questions about its current size and profile. A recent survey revealed that the sector has grown considerably since the nineties and that official sources underestimate its size. Some popular myths about the sector being largely white and elitist are dispelled by the study, which shows that historically disadvantaged learners currently constitute more than 70% of all learners and that more than 50% of all schools charge low to average fees. However, there is also evidence of new forms of inequity emerging and poor performance in parts of the independent sector, of which roleplayers in the sector should be aware."--HSRC website.

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

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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.

This collection presents some of the best peer-reviewed papers from a conference with the theme “Creating sustainable empowering learning environments through scholarship of engagement”.

Around the world, more young people than ever before are attending university. Student numbers in South Africa have doubled since democracy and for many families, higher education is a route to a better future for their children. But alongside the overwhelming demand for higher education, questions about its purposes have intensified. Deliberations about the curriculum, culture and costing of public higher education abound from student activists, academics, parents, civil society and policy-makers. We know, from macro research, that South African graduates generally have good employment prospects. But little is known at a detailed level about how young people actually make use of their university experiences to craft their life courses. And even less is known about what happens to those who drop out. This accessible

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book brings together the rich life stories of 73 young people, six years after they began their university studies. It traces how going to university influences not only their employment options, but also nurtures the agency needed to chart their own way and to engage critically with the world around them. The book offers deep insights into the ways in which public higher education is both a private and public good, and it provides significant conclusions pertinent to anyone who works in – and cares about – universities.

In 2000, the Minister of Education, Professor Kader Asmal announced that all learners exiting the Further Education and Training band as from 2001 must accumulate marks in the subjects offered at Grade 12 through a process of Continuous assessment (CASS) (DoE, 2001d). Apart from indicating the value of CASS to the external summative component in the ratio of 25% for CASS and 75% for the summative examination, there were and there still is no other policy to regulate the conduct of CASS at Grade 12 level. The situation is worsened by the non-preparation of educators to cope with the challenges of CASS implementation. This study focuses on the implementation of CASS in Mathematics and Science since there is a body of firm evidence, which indicates that, the results in Mathematics and Science in South Africa is not very good. The TIMSS-R study conducted in 1998/1999 indicates that South African learners performed poorly in Mathematics and Science when compared to other participating countries (Howie, 2001). Since it has been established that continuous assessment conducted in a formative manner in subjects such as Mathematics and Science can lead to improved academic performance (Black & William, 1998), it is essential that attention be given, and

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initiatives taken to improve the quality of assessment in these critical subjects. In the analysis of the 2001 Senior Certificate examination, it became evident that the CASS marks of learners in many instances were not valid (SAFCERT, 2000a). To address the concern of inflated CASS marks, Umalusi resorted to the use of statistical moderation to ensure that the CASS marks do not deviate drastically from the examination marks of learners. This predominantly quantitative study makes use of surveys to gather data on the problems and challenges experienced by Grade 12 educators in the effective implementation of CASS and the kinds of support provided to educators to strengthen and to sustain the effective implementation of CASS in the classroom. In addition, the study seeks to examine to what extent the Grade 12 CASS marks are fair, valid and reliable. Data was collected from a non - random sample of 21 subject advisors and 60 educators of Mathematics, Biology and Physical Science across six provinces namely, Eastern Cape, Northern Cape, Limpopo, KwaZulu - Natal, Gauteng and Mpumalanga and across all locations (rural, township and urban). Individual interviews were also conducted with four experts on CASS from national, provincial and district levels and an official from Umalusi. It is apt to end this abstract by indicating that, our education system has been subjected to many far - reaching initiatives which, whilst taken in reaction to concerns about existing practices, have been based on little evidence about their potential to meet those concerns. In the study of formative assessment there can be seen, for once, firm evidence that indicates clearly a direction for change, which could improve standards of learning. Our plea is that national policy will grasp this opportunity and give a lead in this direction (Black & Wiliam, 1998).

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