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Countries

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Education

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# The Resource Curse-Thoughts on How Resource-based Poor Countries can break the Curse

Wenhao Zhou

University of Southampton

## ABSTRACT

The relationship between natural resources and economic development has long been a subject of debate, with empirical evidence revealing a complex reality that challenges the conventional wisdom. This phenomenon, known as the "Resource Curse," refers to the under-performance of resource-rich economies compared to those with fewer resources. This study delves into the factors contributing to the Resource Curse, including Dutch Disease, crowding out effects, unclear property rights, environmental degradation, and deteriorating terms of trade. Understanding these factors is crucial for mitigating the curse and promoting sustainable economic development in resource-based poor countries. The study proposes several strategies to break the resource curse, such as diversified industrial development, rational resource exploitation, establishment of natural resource revenue funds, political system changes, and strengthened environmental governance. However, each solution must be carefully evaluated for feasibility and potential limitations. By addressing the challenges posed by the resource curse, policymakers and stakeholders can work towards fostering long-term economic growth and resilience in resource-rich developing countries.

**Keywords:** resource curse, economic development, natural resources, industrial diversification, rationalizing resource exploitation, natural resource revenue fund, political system changes, strengthening environmental governance.

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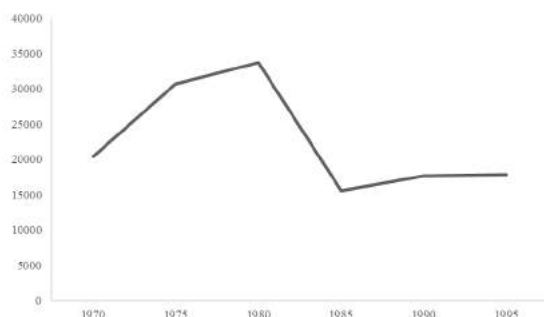
**Keywords:** resource curse, economic development, natural resources, industrial diversification, rationalizing resource exploitation, natural resource revenue fund, political system changes, strengthening environmental governance.

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## I. INTRODUCTION

The relationship between natural resources and economic development has been a topic of considerable scholarly debate. Early scholars widely espoused the belief that abundant natural resources are a prerequisite for industrialization and can effectively promote a country's economic growth. However, empirical evidence has revealed a more complex reality, demonstrating that countries rich in natural resources do not consistently outperform those with fewer resources. This divergence in outcomes has led to the recognition of a phenomenon known as the "Resource Curse," which denotes the paradoxical under-performance of resource-abundant economies.

During the period spanning the 1960s to the 1990s, notable examples such as Saudi Arabia, Iran, and Venezuela experienced a decline in per capita GDP, despite their abundant reserves of oil, a valuable natural resource (Figure 1). In contrast, countries like Singapore and Hong Kong, which possess limited natural resources, achieved sustained economic growth during the same timeframe (World Bank, 2022) (Figure 2). These empirical observations challenge the conventional wisdom that resource abundance inherently guarantees economic development, particularly in developing countries characterized by technological and capital deficiencies.



*Figure 1:* Saudi Arabia's GDP per capita (unit: 2015 constant dollar prices)



*Figure 2:* Singapore's GDP per capita (unit: 2015 constant dollar prices)

The emergence of the term "Resource Curse" in the 1990s prompted scholars such as Jeffrey and Warner (2001), and Gylfason (2001) to undertake comprehensive research endeavors aimed at unraveling the mechanisms underlying the relationship between natural resources and long-term economic growth. Their collective findings confirmed the existence of the Resource Curse and underscored the need to critically examine the factors contributing to this paradoxical phenomenon. Scholars have proposed various explanations to elucidate the reasons behind this divergence in outcomes, including the deterioration of terms of trade and inadequate investment in human capital.

This study aims to delve deeper into the multifaceted dimensions of the Resource Curse by examining specific factors that have been identified as crucial contributors. These factors include the "Dutch disease," which originated in the Netherlands and entails the adverse effects of natural resource exploitation on a country's

economic structure; the crowding out effects within the natural resources sector, particularly with respect to human capital; the issue of unclear and contested property rights, which impedes investment and development in other sectors; environmental degradation resulting from resource extraction activities; and the deterioration of terms of trade that disproportionately affects resource-based economies.

Understanding these complex dynamics is essential for developing strategies to mitigate the Resource Curse and facilitate sustainable economic development in resource-based poor countries. By addressing the challenges posed by these factors, policymakers and stakeholders can work towards breaking the curse and fostering long-term economic growth. Subsequent sections of this article will analyze each factor in detail, presenting relevant empirical evidence and proposing potential avenues for addressing the resource curse and promoting economic resilience and diversification in resource-based poor countries.

## II. THE CAUSES OF THE RESOURCE CURSE

Since the emergence of the resource curse problem, researchers have dedicated their efforts to unraveling its underlying causes. The following factors have been identified as contributing to this phenomenon.

### 2.1 Dutch Disease

The concept of Dutch disease, originating from the Netherlands where it was first observed, sheds light on one of the causes of the resource curse. In the 1960s, the Netherlands discovered vast natural gas reserves along its coastline, leading the government to prioritize natural gas exports as a major driver of economic growth. Consequently, the country's resource sector expanded rapidly, resulting in a significant appreciation of the Dutch currency, the guilder. Traditional industries such as manufacturing suffered as they became less competitive in the



global market. This distorted economic structure led to a slowdown in overall economic growth. In 1982, W. M. Corden and J. Peter Neary proposed a classic model of Dutch disease, highlighting two key consequences. Firstly, labor and capital tend to shift towards resource-exporting industries, causing manufacturing to face higher labor costs and capital outflows, ultimately impacting its development. Secondly, the increased income generated by resource exports replaces the demand for domestic manufacturing products with imported goods, leading to a decline in the manufacturing industry. As the manufacturing sector plays a vital role in technological innovation, economic structural change, and talent acquisition, the rise of the service sector and the decline of manufacturing indicate an unsustainable economic development trajectory, with detrimental effects, particularly for developing countries.

## 2.2 Crowding Out Effects in the Natural Resources Sector

The crowding out effect primarily relates to the depletion of human capital inputs, given that previous studies have demonstrated a positive correlation between investment in education and long-term economic growth. In resource-rich countries, the demand for highly skilled and qualified workers in the resource extraction sector tends to be insufficient. Government intervention plays a crucial role in educational resource investment for two reasons. Firstly, education is considered a public good, and therefore, the government bears the primary responsibility for its provision. Secondly, individuals from low-income backgrounds choose to invest in education when the benefits outweigh the opportunity costs. When a country adopts a development strategy to enhance the quality of its workforce, the expected rate of return on education increases, leading to a higher number of individuals opting for educational investments (Auty, 2001). However, in resource-rich countries, where the exploitation of natural resources is often prioritized as the dominant industry, the demand for high-quality labor in other sectors

remains insufficient. As a result, the government's investment in education is significantly reduced. Simultaneously, the concentration of income in the natural resource sector, coupled with the neglect of labor-intensive industries, lowers the expected rate of return on education, leading citizens to invest less in this vital sector. This mechanism results in decreased human capital investment, slower cultivation of high-quality talent, inadequate innovation capacity, and hindered long-term economic growth.

## 2.3 Unclear Definition of Property Rights

Developing countries often grapple with issues related to irregular and unclear property rights, and despite nationalization attempts in many natural resource sectors, the role of nationalization in clarifying property rights remains limited (Mauro, 1995). Ambiguity surrounding property rights hampers the development of industries in other sectors as capital hesitates to make substantial investments due to the associated uncertainty. However, the situation differs in the natural resources sector, which, owing to its high short-term yields, attracts significant capital inflows despite the unclear property rights. In such resource-rich countries, where the rate of return in the resource extraction sector is sufficiently high but property rights implementation faces multiple obstacles, rent-seeking behavior becomes inevitable. When human capital becomes concentrated in unproductive activities, the country's economic development is significantly impeded.

## 2.4 Environmental Degradation

Developing countries often lack adequate planning and corresponding environmental protection measures for natural resource exploitation, leading to uncontrolled and damaging extraction activities that harm regional ecological environments (Kolstad & Søreide, 2009). Moreover, the mining technologies employed in developing countries tend to be relatively backward, resulting in inadequate disposal of chemical substances and

production waste once resource extraction concludes. The absence of clearly defined property rights and the lack of stringent environmental standards make it challenging to address the negative externalities of pollution generated by production activities. Thus, pollution, whether considered a factor in the utility function or the production function, exerts a detrimental impact. Consequently, the potential for developing other industries in resource-rich areas is significantly diminished, posing severe challenges to the long-term economic development of the affected countries.

### 2.5 Deterioration of the Terms of Trade

Structuralist scholars such as Prebisch have argued that exporters heavily reliant on primary commodities will inevitably experience a deterioration in their terms of trade. Additionally, due to the generally low-income price elasticity and demand price elasticity of primary products, an increase in the income of other countries does not result in a proportional increase in the demand for primary products. As a result, resource-based countries relying on primary commodity exports as their primary income source do not benefit from income growth experienced by other nations. This disparity perpetuates the widening gap between modern industrialized countries and primary product exporters, leading to a lag in the economic development of resource-rich countries compared to industrialized nations with long industrial chains and high value-added industries. Fluctuations in commodity prices also exert a significant impact on resource-based countries. Sharp fluctuations in the prices of primary commodities on the international market result in significant fluctuations in government fiscal revenue, requiring constant economic policy adjustments to mitigate the challenges posed by price volatility. Furthermore, the natural resources sector exhibits limited forward or backward linkages with other industries. Thus, even if the output value of the natural resource extraction industry continues to increase, its ability to drive growth in other sectors is negligible. Consequently, once

resources are depleted and other sectors remain underdeveloped, the country's economy is prone to stagnation or even recession.

## III. HOW DEVELOPING COUNTRIES CAN BREAK THE RESOURCE CURSE

When analyzing measures to break the resource curse, it is crucial to consider their feasibility, implementation strategies, and potential outcomes. This section explores several key approaches that can help developing countries overcome the challenges posed by the resource curse. However, it is important to critically assess each solution to gain a comprehensive understanding of their limitations and potential drawbacks

### 3.1 Diversified development of industries

Breaking the resource curse requires the simultaneous development of multiple industries, reducing dependence on the natural resource sector alone. To achieve such a more sustainable and competitive diversification path, the government should guide and facilitate private sector investment. One example of successful industrial diversification is found in Malaysia. The country, once heavily reliant on rubber and tin exports, implemented a comprehensive industrialization plan known as the New Economic Policy in the 1970s. Through targeted government interventions, infrastructure development, and investment incentives, Malaysia successfully diversified its economy into sectors such as electronics, palm oil, and tourism (World Bank, 2020). This diversification strategy allowed Malaysia to reduce its dependence on natural resources and promote sustained economic growth. This example also shows how collaboration with export trade-oriented industries can enhance the competitiveness of domestic industries in the global market and contribute to economic structural diversification.

However, implementing industrial diversification necessitates the formulation of sound industrial support policies to promote the synergistic development of various industries.

For instance, Angola, a resource-rich country heavily dependent on oil exports, has struggled to diversify its economy. Despite efforts to develop sectors such as agriculture and manufacturing, progress has been slow due to limited infrastructure, institutional weaknesses, and a lack of skilled labor (UNCTAD, 2020). This highlights the importance of addressing these barriers and implementing effective policies to support successful industrial diversification.

### 3.2 Rationalization of the exploitation of natural resources

Developing countries should adopt a scientific approach to resource exploitation, moving away from excessive focus on rapid extraction. While efficiency remains a crucial principle, it is essential to balance the speed of extraction with sustainable management. Excessive mining and the rapid influx of income can pose challenges to effective income management in developing countries. Slowing down the rate of resource extraction allows for more controlled income inflows, providing opportunities for better income management and regulatory capacity development.

A notable example of rationalizing resource exploitation can be seen in Norway's management of its oil wealth. Norway established the Government Pension Fund Global, commonly referred to as the "Oil Fund," to manage and invest its oil revenues. By following strict guidelines for resource extraction and saving a significant portion of oil revenues, Norway has built a substantial sovereign wealth fund that ensures intergenerational equity and provides stability in times of economic volatility (Gelb, 1988). This approach has allowed Norway to avoid the negative impacts of excessive resource extraction and effectively manage its natural resource wealth.

On the critical side, the Democratic Republic of Congo (DRC) has faced challenges in rationalizing the exploitation of its mineral resources, particularly in the mining sector. Despite having abundant mineral reserves, weak governance, corruption, and illegal mining

practices have hindered the country's ability to benefit fully from its resource wealth. These issues have contributed to social unrest, environmental degradation, and limited revenue generation for development (Global Witness, 2021). This underscores the need for robust governance mechanisms, transparent regulations, and effective enforcement to ensure responsible resource extraction.

### 3.3 Establishment of a natural resource revenue fund

To mitigate the adverse effects of fluctuating resource revenues, establishing a natural resource revenue fund is recommended. When natural resources generate significant fiscal revenues, governments often invest in long-term, capital-intensive projects, leading to domestic demand expansion and potential inflation. However, if resource prices decline, government finances may suffer, resulting in tightened demand and significant fluctuations in the national economy, hindering sustainable economic development. A well-structured income fund can smooth income fluctuations, enable diversified investments in various projects, ensure stable cash flow, and serve as a stabilizing force in the economy.

One notable example of a successful natural resource revenue fund is the Alaska Permanent Fund in the United States. Established in 1976, the fund channels a portion of the state's oil revenues into investments, generating returns that benefit current and future generations of Alaskans. The fund has provided economic stability, funded public services, and contributed to the overall well-being of the state's residents (Alaska Permanent Fund Corporation, n.d.). By setting up similar funds, developing countries can effectively manage their resource revenues, preventing economic instability and promoting sustainable development.

However, the effectiveness of such funds relies heavily on prudent management and transparent governance. One critical challenge is ensuring that funds are used for productive investments and not diverted for political or personal gains.

Take Venezuela as example, despite having established the Venezuelan Investment Fund (FIV) in 1999 to manage oil revenues, mismanagement, corruption, and economic missteps have resulted in the depletion of the fund and a severe economic crisis in the country (Council on Foreign Relations, 2021). This serves as a cautionary example highlighting the importance of effective governance, transparency, and accountability in the management of resource funds.

### 3.4 Changes in the political system

Making changes in the political system can help address issues of rent-seeking and corruption, which often exacerbate the resource curse. Developing countries heavily reliant on resource extraction must carefully consider the choice of institutions. While scholars previously advocated for the promotion of democracy in resource-rich countries, recent economic development trends have shown that democracy does not guarantee economic growth. In resource-dominated economies, wealth polarization and class differentiation hinder the smooth functioning of democracy. Maintaining the status quo of meritocracy, without implementing democratic systems, perpetuates wealth concentration and limits social mobility. This creates a dilemma in the choice of political systems for resource-based developing countries. Moreover, addressing widespread rent-seeking and corruption is crucial. A relevant example of political system changes can be observed in Botswana. Botswana's commitment to transparent and accountable governance, along with the reinvestment of diamond revenues in education, healthcare, and infrastructure, has contributed to sustained economic growth and human development (IMF, 2022).

However, the implementation of such changes can be met with significant resistance from entrenched interests. Moreover, the transition from a rent-seeking system to a more transparent and accountable one requires comprehensive reforms in governance structures and the rule of law. Despite significant oil wealth, Equatorial Guinea has faced issues of

corruption, lack of transparency, and limited democratic institutions. This has hindered equitable distribution of resource benefits, leading to persistent poverty and socio-economic disparities among its population (Human Rights Watch, 2020). However, the country has been struggled to realize political transformation.

### 3.5 Strengthen environmental governance

Developing countries should prioritize environmental governance to mitigate the negative externalities associated with resource extraction. The notion that economic growth will eventually lead to improved environmental quality is not desirable. Instead, strengthening environmental regulations and investing in innovative pollution control technologies are more reliable approaches. By linking governance costs with income growth and actively developing pollution control technologies, developing countries can promote economic growth while preventing environmental degradation caused by resource extraction. An example of strengthening environmental governance is found in Costa Rica. The country has implemented various measures to protect its natural resources, including the establishment of national parks, reforestation programs, and sustainable tourism practices. As a result, Costa Rica has achieved remarkable success in biodiversity conservation and has become a global leader in sustainable development (UNPE, 2023).

However, a critical perspective can be drawn from the case of Nigeria, where the environmental governance of the oil industry has been a significant challenge. Oil spills, pollution, and environmental degradation have had devastating effects on local communities and ecosystems in the Niger Delta region (Amnesty International, 2020). This highlights the importance of robust regulations, enforcement mechanisms, and stakeholder engagement to strengthen environmental governance and mitigate the negative environmental impacts of resource extraction.



### III. CONCLUSION

The resource curse is a complex phenomenon that challenges the conventional wisdom that natural resource abundance guarantees economic development. The causes of the resource curse include the Dutch disease, crowding out effects in the natural resources sector, unclear property rights, environmental degradation, and the deterioration of the terms of trade. To break the resource curse, developing countries can employ various strategies.

Industrial diversification is crucial to reduce dependence on the natural resource sector alone. Malaysia's successful diversification through targeted interventions and investment incentives serves as an example. Rationalizing the exploitation of natural resources, as demonstrated by Norway's management of its oil wealth, can prevent excessive extraction and enable sustainable management. Establishing a natural resource revenue fund, like Alaska's Permanent Fund, helps smooth income fluctuations and provides stability in the economy. However, effective governance and transparent management are essential for these funds to succeed. Changes in the political system, such as promoting transparency, accountability, and addressing rent-seeking and corruption, can help mitigate the resource curse. Botswana's commitment to transparent governance and reinvestment of diamond revenues exemplify the positive outcomes of political system changes. Strengthening environmental governance is vital to mitigate the negative externalities of resource extraction. Developing countries should prioritize environmental regulations and invest in pollution control technologies to promote economic growth while preventing environmental degradation.

It is important to note that each solution has its limitations and potential drawbacks, and a comprehensive approach tailored to the specific circumstances of each country is necessary. By addressing these factors and implementing appropriate strategies, policymakers and stakeholders can work towards breaking the

resource curse and fostering sustainable economic development in resource-based poor countries.

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# Problems and Trends in Contemporary Education

*José Manuel Salum Tomé, PhD*

*Universidad Católica*

## SUMMARY

Innovation management; as well as organizations in general, public and private, deserve a continuous analysis and follow-up of the variables of the external context that impact them. In this sense, it should be noted that educational agents are the ones who do the innovation and hence their management and direction play a key role. Education professionals, more than ever, need to know how to come to understand and comprehend the complexity of what external variables mean and their impact on educational work. Next, a model and method for its follow-up is presented. It is an invitation to know and to take possession as agents of change in the practice of creativity and innovation, without neglecting at any time, the impact of the external context of the school, as it occurs in the Dual Modality (school-company relationship).

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# Problems and Trends in Contemporary Education

José Manuel Salum Tomé, PhD

## RESUMEN

*La gestión de la innovación; así como las organizaciones en general, públicas y privadas, ameritan un continuo análisis y seguimiento de las variables del contexto externo que le impactan. En este sentido, cabe destacar que los agentes educativos son los que hacen la innovación y de allí que su gestión y dirección juegan un rol clave. Los profesionales de la educación, más que nunca, necesitan conocer la manera de llegar a entender y comprender la complejidad de lo que significan las variables externas y su impacto en el quehacer educativo. A continuación, se presenta un modelo y método para su seguimiento. Es una invitación a conocer y a posesionarse como agentes de cambio en la práctica de la creatividad e innovación, sin descuidar en ningún momento, el impacto del contexto externo de la escuela, como se da en la Modalidad Dual (relación escuela – empresa).*

*La escuela como organización escolar de calidad y la innovación educativa representan dos ámbitos llamados a ser debidamente relacionados, cuidadosamente analizados, estratégicamente planificados y animados para su desarrollo conjunto.*

*La relación entre escuela como organización escolar de calidad y la innovación educativa tiene que ser vistas y justificadas tanto en el plano de la argumentación teórica como en el funcionamiento y vida institucional de las escuelas como espacios educativos tanto en ella, como en la empresa al aplicar la modalidad Dual. Ha de proyectarse, en el tiempo, en la articulación de la política educativa de un país y en las prácticas escolares que ocurren en las aulas.*

*Considero que en nuestro país esta doble tarea está por realizarse. No hemos conseguido desarrollar hasta el momento, una tradición sólida de pensamiento pedagógico que haya explorado adecuadamente las implicaciones mutuas entre la calidad escolar y la innovación como proceso educativo.*

## SUMMARY

*Innovation management; as well as organizations in general, public and private, deserve a continuous analysis and follow-up of the variables of the external context that impact them. In this sense, it should be noted that educational agents are the ones who do the innovation and hence their management and direction play a key role. Education professionals, more than ever, need to know how to come to understand and comprehend the complexity of what external variables mean and their impact on educational work. Next, a model and method for its follow-up is presented. It is an invitation to know and to take possession as agents of change in the practice of creativity and innovation, without neglecting at any time, the impact of the external context of the school, as it occurs in the Dual Modality (school-company relationship).*

*The school as a quality school organization and educational innovation represent two areas called to be properly related, carefully analyzed, strategically planned and encouraged for their joint development.*

*The relationship between the school as a quality school organization and educational innovation has to be seen and justified both at the level of theoretical argumentation and in the functioning and institutional life of schools as educational spaces both in it and in the company*

*when applying Dual mode. It has to be projected, in time, in the articulation of the educational policy of a country and in the school practices that occur in the classrooms.*

*I believe that in our country this double task is yet to be accomplished. So far we have not managed to develop a solid tradition of pedagogical thought that has adequately explored the mutual implications between school quality and innovation as an educational process.*

*“El futuro tiene muchos nombres.  
Para los débiles es lo inalcanzable,  
para los temerosos lo desconocido,  
para los valientes la oportunidad”  
(anónimo)*

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## I. INTRODUCCION

Es importante comenzar destacando que el derecho a la educación, como un derecho básico humano, se estableció en la *Declaración Universal de Derechos Humanos* (1948)<sup>1</sup>, y fue reafirmado en la Convención sobre los Derechos del Niño (1989)<sup>2</sup>, la que ha sido ratificada casi universalmente. Sin embargo, todavía existen en el mundo millones de personas para las cuales no se ha hecho efectivo este derecho. El Derecho a la educación, según la Convención de los Derechos del Niño, ha de asegurar el acceso a la enseñanza de todo niño y niña, sin ningún tipo de discriminación e inspirado en la igualdad de oportunidades, que la Educación Primaria sea obligatoria, gratuita y de calidad, y garantizar que la disciplina de las escuelas sea coherente con los derechos y la dignidad del niño.

La Conferencia Mundial de Educación para Todos (Jomtien 1990) tuvo como objetivo enfrentar esta situación. Por primera vez los dirigentes mundiales enfrentaron el desafío de luchar contra la exclusión y las desigualdades en educación. Una de las recomendaciones de esta

Conferencia fue universalizar la Educación Primaria y fomentar la equidad, tomando medidas sistemáticas para reducir las desigualdades y suprimir las discriminaciones referidas a las posibilidades de aprendizaje de los grupos en situación de desventaja.

Diez años después, la evaluación de Educación para Todos, puso de manifiesto que, a pesar de los esfuerzos realizados, todavía se estaba lejos de alcanzar los objetivos definidos en Jomtien. Por ello, en el Foro Mundial de Educación para Todos (Dakar 2000), los países reafirmaron su compromiso de que cada niño, joven o adulto tiene el derecho humano de recibir el beneficio de una educación que satisfaga sus necesidades básicas de aprendizaje en el mejor y más completo sentido del término, es decir una educación que promueva “aprender a conocer, a hacer, a vivir juntos y a ser”.

En esta oportunidad se concluyó que, a pesar de la potente agenda de equiparación de oportunidades del movimiento de Educación para Todos, todavía persistían altos índices de exclusión y de disparidades educativas. Por esta razón, se declaró que se deben tomar en cuenta las necesidades de los pobres y los desaventajados, incluyendo a los niños y niñas trabajadores, que viven en áreas rurales remotas y nómadas, niños y niñas, jóvenes y adultos afectados por conflictos, hambre y mala salud; y aquéllos con necesidades especiales de aprendizaje.

En los marcos de acción de Educación para Todos de Jomtien (1990) y de Dakar (2000) se considera que la calidad de la educación es fundamental para lograr estas metas. En el marco de Acción de Dakar, el 6º objetivo alude concretamente a la calidad de la educación y también está presente de forma transversal en los objetivos relacionados con la universalización de la educación primaria y el aumento de la expansión de la educación de la primera infancia.

Lograr una educación de mayor calidad para todos, no es sólo un acuerdo internacional sino que es uno de los principales fines y aspiraciones de las reformas educativas de los países, sin

<sup>1</sup> Artículo 26.1

<sup>2</sup> Los artículos 28 y 29 hacen referencia al derecho a la educación.

embargo, primero suele enfrentarse el objetivo del acceso universal a la educación y luego se piensa en la calidad de la misma, ya que son dos aspectos estrechamente relacionados. En efecto, una educación de calidad marca la diferencia en los resultados de aprendizaje de los alumnos y en los niveles de asistencia y finalización de estudios, por lo que finalmente la calidad de la educación influye en su expansión.

### ¿Qué es una educación de calidad?

La pregunta que se hacen muchos investigadores, expertos en la toma de decisiones, docentes y familias es la siguiente; ¿Qué es una educación de calidad? ¿Es un concepto universal o está mediatizado por la cultura? ¿Se puede hablar de educación de calidad si ésta no es para todos?. Responder estas preguntas no es fácil ya que existen diferentes enfoques e interpretaciones respecto de la calidad de la educación en función de factores tanto de índole innovativa, ideológicos y económicos, de cuáles son los sentidos que se le asignan en un momento dado, las diferentes concepciones sobre el desarrollo humano y el aprendizaje, las exigencias y los cambios en la sociedad, por citar algunos aspectos. La calidad e innovación de la educación, por tanto, no es un concepto neutro ni unívoco.

Las dimensiones anteriormente mencionadas varían en la línea del tiempo y de un contexto a otro, por lo que se puede afirmar que estamos ante un concepto vivo y cambiante. Como señala Inés Aguerrondo la calidad e innovación son conceptos socialmente determinados, es decir que se lee de acuerdo con los patrones históricos y culturales que tienen que ver con una realidad específica, con una formación social concreta, en un país concreto y en un momento concreto.

Con bastante frecuencia, al igual que ocurre en la industria, el concepto de calidad se reduce a la eficiencia y eficacia, razón por la cual se utilizan indicadores relacionados con la cobertura, la repetición y el rendimiento académico. Cada vez, existe mayor acuerdo respecto a que los resultados que logran los alumnos en determinadas áreas de aprendizaje, especialmente en lenguaje y matemáticas, no son

suficientes para definir la calidad de la educación, aunque esto sea lo que suele medirse en la mayoría de los países.

Determinar si una educación es de calidad implica, en última instancia, hacer un juicio de valor en función de determinados criterios y valores. A pesar de que existen distintos enfoques y aproximaciones al concepto de calidad, la UNESCO, en el último informe de monitoreo de la Educación para Todos, establece tres elementos para definir una educación de calidad<sup>3</sup>: el respeto de los derechos de las personas; la equidad en el acceso, procesos y resultados; y la pertinencia de la educación, a lo que habría que añadir el componente de relevancia. Estas dimensiones están estrechamente relacionadas entre sí y es el conjunto de todas ellas el que define una educación de calidad.

## II. DESARROLLO

Frecuentemente, los liceos técnico-profesionales se ven enfrentados a la tarea de diseñar y poner en marcha proyectos educativos. Estos proyectos pretenden, en general, mejorar la calidad de la oferta educativa haciéndola pertinente a los requerimientos del mundo empresarial, con el fin de lograr una adecuada inserción laboral del joven.

La Formación Dual aparece como un concepto diferente de innovación y calidad al introducir un segundo lugar de aprendizaje: *la empresa*, lo que la distingue cualitativamente de la formación técnica tradicional en cuanto a facilitar la superación de la brecha entre educación y vida del trabajo, a través de una acción cooperativa basada en una relación estrecha y continua entre liceo y empresa.

La Formación Profesional Dual en Chile se ha implementado en la línea de educación formal, a nivel de liceos técnico profesionales, con la asesoría del Proyecto FOPROD (Formación Profesional Dual), organismo establecido

<sup>3</sup> Informe de seguimiento de la Educación para Todos en el Mundo. *El imperativo de la calidad*. UNESCO/París 2005

mediante un convenio entre los gobiernos Chileno y Alemán (MINEDUC-GTZ).

Hasta la fecha, ha logrado innovaciones curriculares, en la Educación Técnico-Profesional, que surgen como respuesta a las demandas de recursos humanos calificados, complementando la enseñanza escolar con el aprendizaje en la empresa.

Para el inicio de esta acción es imprescindible contar con la existencia de dos pre-requisitos:

1. Carreras que cuenten con un campo ocupacional
2. Un número suficiente de empresas disponibles, aptas según planes de enseñanza para impartir la instrucción correspondiente.

Por ello la Modalidad Dual no se define como la única alternativa de modernización, pero sí como una respuesta adecuada para los liceos que satisfagan los prerrequisitos citados y aspiren a una innovación curricular de calidad.

El modelo desarrollado por FOPROD (MINEDUC), prevé que el joven al culminar el proceso formativo, no sólo recibe las acreditaciones clásicas (licencia de Educación Media y título de técnico de nivel medio), sino también, una certificación de aptitud profesional (CAP) otorgada por la empresa de aprendizaje o asociación gremial del rubro productivo correspondiente. Con la finalidad de facilitar la inserción en el trabajo y permitir la movilidad laboral, esta certificación acredita las competencias requeridas y definidas por las mismas empresas asegurando la calidad de los aprendizajes.

El aprendizaje en la empresa constituye de por sí lo distintivo de la Formación Dual, trasladando gran parte de la instrucción práctica (enseñanza) desde los talleres de aprendizaje escolar al centro de producción. "Aprender haciendo" en el proceso productivo es la filosofía que la orienta. El aprendizaje de habilidades, destrezas y conductas laborales en la empresa se lleva a cabo durante los 3º y 4º años del liceo técnico-profesional.

Esta, forma parte de la educación sistemática. De este modo se diferencia de la Práctica Profesional, en cuanto a que ésta última se concibe como la aplicación de lo aprendido y no como la adquisición sistemática de conocimientos, destrezas y habilidades.

## 2.1 En el Ámbito de la Formación Profesional Dual

Actualmente la economía chilena presenta un balance positivo. La economía muestra tasas de crecimiento muy importantes, la inflación es una de las más bajas de América Latina, la deuda externa ha dejado de crecer.

La estrategia de crecimiento con una economía abierta considera requerimientos de alta competitividad, tanto en el mercado internacional, como también en el mercado nacional. Esta realidad ha provocado "cuellos de botellas" en determinadas áreas productivas por falta de trabajadores calificados que respondan a la tecnología necesaria para mantener esa competitividad.

Hay consenso en que una transformación económico-productiva con equidad requiere de inversiones en recursos humanos, pero sin dejar de lado que trabajamos con seres humanos. Estas inversiones deben:

1. Facilitar al sector productivo una mano de obra calificada acorde a sus necesidades.
2. Para mantener y mejorar sus niveles de competitividad, los productores de bienes y servicios requieren de trabajadores con competencias personales y específicas, diferenciadas por especialidades y niveles.
3. Asegurar a los jóvenes su inserción social y laboral, así como una debida flexibilidad y movilidad en el trabajo.

La inserción social depende, en gran medida, de la ubicación y proyección laboral. Resulta difícil encontrar trabajo, sobre todo, por primera vez. Experiencia laboral y competencias específicas son los principales requisitos. A menudo se producen cambios tecnológicos y de organización del trabajo, esto requiere de competencias



perdurables que faciliten la adaptación a los cambios.

En Chile, la Educación Media Técnico-Profesional tradicional muestra debilidades en cuanto a la vinculación con el mundo del trabajo. La inserción y proyección laboral de sus egresados se ve dificultada por falencias en su preparación.

Dentro del conjunto de asuntos que preocupan y atañen a la Educación Técnico-Profesional, se deben destacar algunos problemas:

1. En general se observa una escasa vinculación entre los liceos técnico-profesionales y los sectores económicos correspondientes.
2. La concepción curricular no guarda relación con el desarrollo de competencias profesionales.
3. La falta de perfiles profesionales únicos, impide una certificación transparente de competencias, aplicables a todo el país.
4. Actualmente, en mayor o menor grado, los recursos disponibles no permiten equipar y financiar oportunamente los establecimientos técnico-profesionales.
5. Debido a que desde hace casi dos décadas no existen en el país carreras de formación de profesores en la educación para el trabajo, se da el caso que en la Educación Media Técnico-Profesional labora un porcentaje considerable de personal docente sin título de profesor; son los profesores de especialidad, lo que precisan reactualizarse.
6. Actualmente surgen en diversas instituciones ofertas de perfeccionamiento y de regularización docente. Sin embargo, estas iniciativas carecen de congruencia por ausencia de una política nacional de formación de profesores para la educación técnica.

A la luz de los problemas señalados puede pensarse en el diseño de una estrategia global que considere una relación "demanda de recursos laborales - oferta de formación profesional", en la que se produzca una unión escuela – empresa, es decir innovar en el curriculum.

En esta modalidad la unión escuela - empresa requiere de un curriculum de aprendizaje tanto en un lugar como en el otro. La empresa obtiene así recursos humanos debidamente calificados tanto en los dominios técnicos, como de conductas laborales. Los estudiantes logran habilidades, destrezas y hábitos que les permiten operar con la tecnología existente, profundizar en los fundamentos de esas tecnologías, superar el histórico desfase entre desarrollo técnico e implementación de recursos materiales y humanos de la escuela técnica.

Una formación profesional de este tipo va más allá de la simple cooperación entre un establecimiento educacional y un cierto número de empresas. El proyecto educativo de estos establecimientos debe vincularse con las perspectivas de innovación y de desarrollo no sólo a nivel local, sino también de la región y el país. Esto hace que la calidad y relevancia de la Formación Dual dependan, entre otras cosas, del desarrollo de políticas e instancias de coordinación y apoyo. Lo que lleva a planificar y desarrollar: Estudios sobre la PROYECCIÓN ECONÓMICA REGIONAL y los respectivos requerimientos de mano de obra, la elaboración y actualización de Perfiles de Egreso conforme a las necesidades detectadas, la elaboración y actualización de propuestas curriculares innovadoras para los respectivos perfiles de egreso, la elaboración de Material Didáctico, La Formación Y El Perfeccionamiento Metodológico Y Tecnológico De Los Docentes conforme a las exigencias que imponen los planes de estudio y aprendizaje para el logro de la calidad educativa.

Acorde con los resultados obtenidos hasta la fecha, la Formación Profesional Dual se presenta como un modelo metodológico-operativo que en sí no es la solución total a los problemas de la educación para el trabajo en general y de la educación técnico-profesional media en particular. Requiere de trabajos en todos los ámbitos mencionados. No obstante, con sus potencialidades (vinculación real entre oferta educacional y sector productivo, optimización del aprovechamiento de los recursos disponibles, socialización de los aprendices con la realidad del mundo laboral y otros) se ha mostrado como una

de las alternativas innovadoras interesantes para el mejoramiento de la educación.

Esta metodología de formación, nos entrega variadas ventajas:

1. En primer lugar, el Sistema Dual permite una cobertura extraordinariamente amplia.
2. Al mismo tiempo alivia enormemente la carga sobre los presupuestos de infraestructura, pues reduce las necesidades de inversiones del sistema escolar en tecnología, así como el costo operativo, utilizando los insumos y la tecnología instalada en las empresas.
3. Asegura además un importante grado de flexibilidad y movilidad de los estudiantes, preparados de esta manera, tanto para adaptarse a las exigencias cambiantes de su especialidad en el futuro, como para cambiarse hacia otras ofertas laborales, es decir el cambio de mentalidad entre el empleo y la empleabilidad.
4. La formación profesional Dual, constituye de esta manera un factor estratégico para la competitividad del sistema económico, con una metodología innovadora y atingente a la realidad del país.

Una formación en el Sistema Dual significa para los alumnos aprendices:

1. Posibilidades bastante seguras de una incorporación inicial al mercado laboral.
2. Integración en un puesto de trabajo como trabajador calificado (Competencias Básicas)
3. No tienen problemas de adaptación a las condiciones tecnológicas y/o sociales del mundo del trabajo debido a la experiencia práctica adquirida durante su aprendizaje de dos años.
4. La gran flexibilidad y movilidad que caracteriza a los trabajadores, formados en el Sistema Dual, no sólo les permite adaptarse con ventaja a los cambios en su especialidad, también les facilita la búsqueda de nuevos horizontes.
5. Importante para la flexibilidad y movilidad de estos trabajadores son también sus conocimientos tecnológicos fundamentales y sus habilidades mentales adquiridas en el

proceso dual que permiten su capacitación posterior con fines de actualización, especialización, perfeccionamiento y reciclaje.

La Formación Dual en su aplicación y desarrollo, según las características y particularidades de la comunidad educativa y su entorno donde se llevará a efecto la experiencia, presenta potencialidades y ventajas para los actores involucrados en ella, en este caso el alumno-aprendiz, la empresa y el liceo, como ser:

#### *Para los alumnos*

1. Acceso a la vida productiva y laboral.
2. Integración temprana y experiencia en la especialidad técnica.
3. Incentivos motivadores.
4. Mejores posibilidades de conseguir un puesto de trabajo.
5. Mayor movilidad social y laboral.

#### *Para el Liceo*

1. Contacto permanente con la empresa.
2. Oferta educacional de acuerdo a la demanda laboral.
3. Optimo aprovechamiento de los recursos.

Para los efectos de la implementación de la Formación Profesional Dual, en un liceo técnico-profesional, se debe considerar componentes que dicen relación tanto a instituciones como personas, jugando cada una de ellas distintos roles y funciones, pero siendo imprescindible la innovación y calidad en el logro de las competencias.

De ellas, dos son las instituciones vitales en esta modalidad de formación profesional: el liceo y la empresa. Sus interrelaciones son determinantes, pues en la medida que la empresa está "preparada" con sus elementos constitutivos y funciones correspondientes, está posibilitando el inicio del aprendizaje en la empresa y la consiguiente alternancia en la escuela. Tanto la una como la otra requieren cumplir con aspectos relativos a información, recursos materiales, humanos y financieros.

Juegan también un papel importante los *alumnos/aprendices* y el *maestro guía*. Su

disposición a participar es imprescindible para el éxito del proyecto.

A continuación se define y explica, cada uno de los componentes que participan en la implementación de la modalidad Dual.

#### *a. Alumnos/Aprendices*

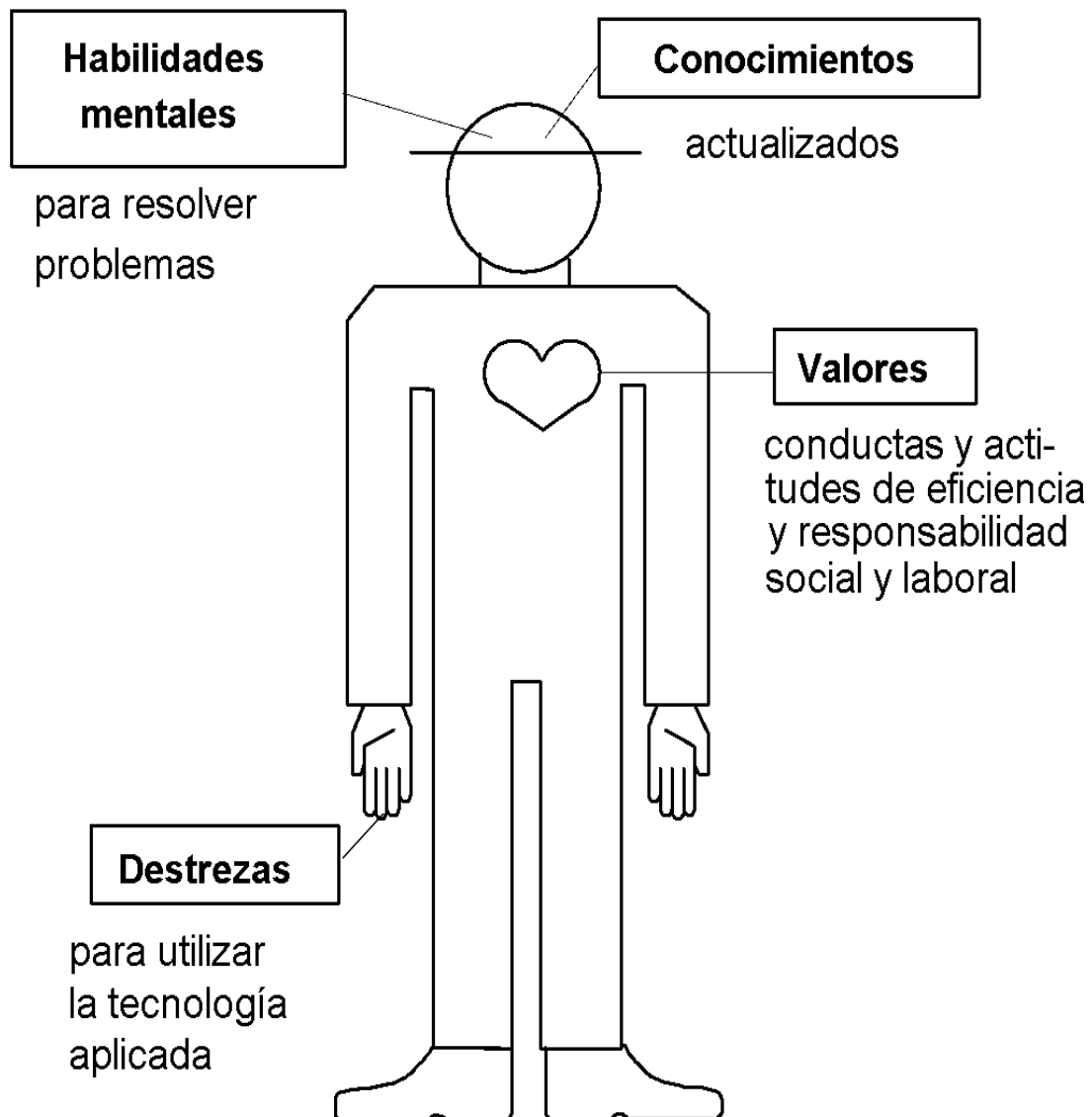
Los alumnos/aprendices son estudiantes del 3º y 4º año medio de la Educación Técnico-Profesional en la Modalidad Dual, que mantienen su estatus como alumnos. Sin embargo, para los efectos del aprendizaje en la empresa, son considerados como aprendices.

#### *b. Maestros Guías*

Es el encargado de hacer cumplir el Plan de Aprendizaje en la Empresa, pasando a ser tutor del alumno en ella.

La expresión currículum, empleada en la modalidad Dual, significa algo como "un conjunto de principios, contenidos, procesos, metodologías, a través de los cuales queremos alcanzar la formación integral del alumno".

Con la Formación Dual se pretende lograr una Formación Integral del Alumno



OTRAS PARTICULARIDADES DE LA FORMACIÓN PROFESIONAL DUAL EN LA EMTF

Actividad	Empresa	Liceo
Currículum	Plan de Aprendizaje	Plan de estudio
Aprendizaje Técnico	Habilidades y destrezas específicas	Conocimientos tecnológicos y destrezas básicas
Aprendizaje Social	Socialización en la empresa	Formación personal, cultural y cívica
Inversión en el aprendizaje	Sector productivo	Estado
Responsables de la formación	Maestro-Guía	Profesor

2.2 La Viabilidad de la Modalidad Dual

Innovación significa cambio. Para los actores comprometidos, el cambio significa salir de su rutina, lo que generalmente provoca resistencia. En el caso de la Modalidad Dual, los cambios deben efectuarse tanto en el liceo, como en las empresas participantes.

Sin menospreciar los problemas y dificultades que implica la aplicación de la Modalidad Dual y menos los esfuerzos requeridos de todos los actores involucrados, el desarrollo cuantitativo durante la fase experimental demuestra la viabilidad de la Modalidad Dual en la Enseñanza Media Técnico-Profesional

El buen funcionamiento de la Modalidad Dual implica contar con un trabajo innovador planificado, programado y adecuado a la dinámica de un esfuerzo cooperativo; es decir, no es factible mantener una rutina cuya dinámica se regule exclusivamente por el calendario y los acontecimientos escolares.

RESUMEN

En el actual currículum la Formación Diferenciada Técnico Profesional, en los dos últimos años de la Enseñanza Media, está íntimamente relacionada con un Sector Productivo o de Servicio. Esto es, con un campo

laboral específico. Conciente de esto, el Profesor ve que un “Programa con la Modalidad Dual”, es una forma que permite a los alumnos “*un contacto real con la empresa, verificar aprendizajes logrados en el liceo, motivar al alumno hacia el mejoramiento de su formación personal y profesional y complementar la formación que recibe en el liceo*”.

Sin duda que situar a los alumnos en un contexto real, supera la “simulación” por muy buena que ésta sea. Es en el medio laboral donde los alumnos se enfrentarán a “problemas reales” emergentes y contingentes. Allí deberán poner a prueba los aprendizajes logrados en el Liceo. Este tipo de aprendizaje situado, provoca transformaciones que son advertidas por los docentes y que se expresa, en “*la forma en que el alumno vuelve nuevamente a clases*”. Algo pasa al incorporarse al mundo laboral que los alumnos se responsabilizan más consigo mismos y como consecuencia “*toman con mayor compromiso el trabajo escolar y existe mayor conciencia de la importancia de su dedicación a los estudios*”, lo que ayuda al logro de la calidad.

De pronto, aquellas exigencias escolares que suenan ajenas a su realidad cobran importancia: “*comprenden y aplican eficientemente diferentes procesos resolutivos*” y “*vivencian la*

*importancia del buen vocabulario y expresión de ideas en diferentes contextos”.*

Lo anterior pone en evidencia la importancia de la interrelación entre la Formación General y la Formación Diferenciada. Los alumnos no sólo deben aplicar los conocimientos adquiridos en la especialidad, sino que, además, toman conciencia que en el medio laboral deben utilizar un vocabulario adecuado y preciso y que, deben ser capaces de expresar sus ideas con claridad en los diferentes contextos a los cuales se ven enfrentados. Habilidades expresamente señaladas en los Objetivos Transversales sobre Desarrollo del Pensamiento y particularmente en el sector de Lenguaje y Comunicación. Esta es sólo una pequeña muestra, puesto que, lo más probable es que asociado a los conocimientos técnicos deban recurrir constantemente a muchos otros provenientes de los aprendizajes de la matemática, como por ejemplo.

Este trabajo, entrega nuevas pistas respecto de la importancia de la relación entre el Liceo y el ámbito laboral, sobre lo cual existe una rica práctica acumulada en la Formación Dual, donde el alumno amplía su ámbito de aprendizaje tanto en la empresa como en el establecimiento. Ciertamente esto requiere organización y supervisión y, también, el compromiso: *“el liderazgo pedagógico del Director también es clave a la hora de embarcarse en experiencias de este tipo”, lograr la sociedad innovadora donde “la empresa sea escenario del aprendizaje”.*

La gestión de la innovación; así como las organizaciones en general, públicas y privadas, ameritan un continuo análisis y seguimiento de las variables del contexto externo que le impactan. En este sentido, cabe destacar que los agentes educativos son los que hacen la innovación y de allí que su gestión y dirección juegan un rol clave. Los profesionales de la educación, más que nunca, necesitan conocer la manera de llegar a entender y comprender la complejidad de lo que significan las variables externas y su impacto al quehacer educativo.

La escuela como organización escolar de calidad y la innovación educativa representan dos ámbitos llamados a ser debidamente relacionados, cuidadosamente analizados, estratégicamente planificados y animados para su desarrollo conjunto. Es por ello que estas deben ser contempladas y justificadas tanto en el plano de la argumentación teórica como en el funcionamiento y vida institucional de las escuelas como espacios educativos; proyectarse, en el tiempo, en la articulación de la política educativa de un país y en las prácticas escolares que ocurren en las aulas.

En nuestro país esta doble tarea está por realizarse. Aún no se ha desarrollado una tradición sólida de pensamiento pedagógico que haya explorado adecuadamente las implicaciones mutuas entre la calidad escolar y la innovación como proceso educativo.

Si bien, los Liceos formadores con la Modalidad Dual propician un cambio de actitud, de tal forma de romper la tendencia persistente de subvalorar las inclinaciones menos académicas de los jóvenes y a recompensar únicamente a aquellos que han tenido éxito en las instrucciones impartidas en el aula, es por ello que cabe destacar que las actividades de esta modalidad no sólo se centran en la escuela, sino también fuera de ella. Siendo la mayor motivación que genera ésta, el aplicar en las empresas los conocimientos adquiridos en el Liceo, lo que puede ser visto como otro beneficio innovador de este tipo de formación. Lo mismo ocurre con la madurez y comportamiento adecuado que el alumno aprendiz adquiere al estar en contacto permanente con un Maestro-Guía.

Profundizar la cooperación entre la escuela y la empresa para acercar el mundo de la educación al de la producción, constituye un desafío cada vez más importante en el mundo actual, donde el cambio tecnológico exige de los trabajadores una permanente renovación de conocimientos. Más aún, está demostrado que la capacidad de adquirir nuevas destrezas está directamente relacionada con la experiencia del alumno. Cuando un joven encuentra en sus estudios una



respuesta a problemas que se le han planteado anteriormente en su trabajo, internaliza de manera mucho más eficiente las soluciones.

El objetivo central de la Educación Dual es proporcionar al alumno una formación teórica y práctica de manera alternada. Como el aprendizaje se realiza en la escuela y en la empresa en forma complementaria, los alumnos tienen la posibilidad de adquirir conocimientos y habilidades concretas de su especialidad, aprender a utilizar “en terreno” las nuevas tecnologías, conocer realmente como funciona una empresa, saber relacionarse con sus colegas y superiores, desarrollar valores importantes como la responsabilidad y laboriosidad, y, al mismo tiempo, completar sus estudios.

### III. CONCLUSIONES

Para concluir este trabajo y análisis de la educación, cito a *Paulo Freire*, quien manifiesta claramente cuáles debieran ser las cualidades y virtudes de un educador que busca innovar en la calidad en su gestión educativa:

- La primera es que el educador no sólo ama al sujeto de la educación, al niño, a la niña, al joven, a la joven, al adulto, sino que *ama el mismo proceso de amar*. Quiere decir que yo amo el mismo acto de amar a alguien. Este acto de amar, para mí, no puede prescindir de la pasión. Yo creo que sin una inmensa pasión ningún amor es posible. En el fondo, para mí el amor está en la relación entre el amor y la pasión por algo, por alguien. El educador progresista debe luchar por crear, por inventar, porque ninguno nace con estas habilidades. El educador también es un artista, un arquitecto de la belleza, debe tener la pasión de amar al niño, al pueblo que sufre y de alguna manera influir en su entorno positivamente.
- Una segunda cualidad que yo valoro en un educador progresista es *su competencia*. Es la vigilancia sobre sí mismo, sobre sí misma. Es la investigación permanente: ¿Qué hice hoy?, o ¿Qué debí haber hecho hoy mejor que ayer? La competencia en cuanto a los contenidos que el educador enseña, qué habilidades y destrezas

debe tener y la actualización en nuevas metodologías de enseñanza.

- Otra virtud es la *coherencia* entre aquello que el educador sueña, que es una sociedad que va liberándose, no libre, sino una sociedad que permanentemente se va liberando...la coherencia, entre el sueño del educador y lo que él hace para materializar ese sueño. El debe ser exigente crítico y creador.
- Una virtud que hallo indispensable para el educador progresista es *creer en el pueblo*. Confiar en él sin ser ingenuo, confiar sabiendo él, precisamente porque es el pueblo y no tiene la sabiduría completa, ni la moralidad entera, ni la bondad entera. Pero creer en él y velar por el derecho a una educación de calidad con igual de derechos educativos.
- Considero que otra cualidad del educador popular es la *esperanza*, en la sociedad, en las personas y pensar que sí es posible innovar en educación.
- Comprender la historia como posibilidad, me coloca en la búsqueda de otra cualidad del educador progresista que es su *cualidad de ser utópico*, precisamente por la comprensión de la historia como posibilidad de cambio permanente.

A estas cualidades mencionadas anteriormente, agrego otras que ayudarán a comprender como se inserta la innovación y calidad educativa, en la filosofía de la Modalidad Dual y también otras características que debe tener un profesor innovador para el logro de una Educación de Calidad, entre otras son:

- Debe tener un liderazgo pedagógico, y que influya con sus pares y alumnos, motivándolos en la búsqueda de nuevas estrategias de aprendizaje.
- Otro aspecto no menos importante, es que esta modalidad obliga al docente y alumno a desarrollar su creatividad, tanto en la empresa como en su quehacer pedagógico.
- Finalmente todo proceso educativo debe contar con un docente reencantado con lo que hace, con su labor de formador, permanentemente y que continuamente ama lo que hace.

Creo que estas cualidades son apriorísticas, no las he inventado, sino que las he visto gestándose en las luchas y en la práctica de los educadores progresistas de hoy.

Con este pensamiento, tan filosófico, creo que se representa al docente que queremos ver en el aula, ese docente utópico, con esperanza, que cree en los alumnos, que es coherente con su actuar, que tiene competencias y virtudes para ser docente, y por sobre todo ama el proceso de enseñar. Este docente está reencantado con su profesión y puede ayudar a cambiar el futuro y el progreso en las nuevas prácticas pedagógicas, las que permitirán mejorar la educación.

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# Bottles and Books: Life as a Student-Mother

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## ABSTRACT

The life of motherhood and student hood is a challenging task. This study describes the barriers and strategies in coping up in the life of a student-mothers. The participants of the research consist of 12 married students who are enrolled in Quirino State University Main Campus. This qualitative study utilized a phenomenological approach, which aimed to investigate the lived experiences of student-mothers. Individual interviews, focus group discussion and content/narrative analysis was utilized and purposeful sampling technique was used. Revealed in the study was the barriers in their studies which include situational and dispositional while strategies in coping up with their studies are time related strategies, attitudes/beliefs, and self-worth/efficacy. With these findings, the researcher recommends, support systems could include intrusive advising, identification of an office to address problems or concerns, or the identification of an advocate or a problem solver. Use of curriculum (orientation to services) designed to inform student-mothers as to how they may successfully navigate, explore, and access university resources. Programs on mentoring, tutoring, study skills workshops, focus groups to assist the student-mothers.

**Keywords:** barriers, books, bottles, life, mother, strategies, student.

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Eleanor G. Garingan

## ABSTRACT

*The life of motherhood and student hood is a challenging task. This study describes the barriers and strategies in coping up in the life of a student-mothers. The participants of the research consist of 12 married students who are enrolled in Quirino State University Main Campus. This qualitative study utilized a phenomenological approach, which aimed to investigate the lived experiences of student-mothers. Individual interviews, focus group discussion and content/narrative analysis was utilized and purposeful sampling technique was used. Revealed in the study was the barriers in their studies which include situational and dispositional while strategies in coping up with their studies are time related strategies, attitudes/beliefs, and self-worth/efficacy. With these findings, the researcher recommends, support systems could include intrusive advising, identification of an office to address problems or concerns, or the identification of an advocate or a problem solver. Use of curriculum (orientation to services) designed to inform student-mothers as to how they may successfully navigate, explore, and access university resources. Programs on mentoring, tutoring, study skills workshops, focus groups to assist the student-mothers.*

**Keywords:** barriers, books, bottles, life, mother, strategies, student.

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## I. INTRODUCTION

Education is contemporary regarded not only as a tool for development, but also a right. Education helps individuals to reach their full potential and empowers women toward sustainable development (Theirworld.org., 2016). It also provides an opportunity for all women to prove

themselves personally and professionally (Zerrudo 2011). Imbong (2009) cited that education empowers women to be more responsible and productive citizens of the society. Hinton-Smith (2012), revealed that women especially the single mothers believe that education is important for them to provide a better life and future for children.

Philippine Statistics Authority reported in 2014 that among the young adult women ages 15 to 24 who experienced early pregnancy and motherhood, 21 percent are with college education while 44 percent are with elementary education. Previous studies (Brooks, 2011; Hayati, 2020b; Mamabolo, Langa, & Kiguwa, 2009; Williams, Alon, & Bornstein, 2006; Wilsey, 2013) concurred that the proportion of women in higher education has steadily increased and there is also an increase of student mothers entering HEIs, which has been a global concern. College students who are involved in early motherhood are facing various challenges as these dual roles (parenting and schooling) is not an easy task (Syuraini, 2020).

When a woman experience motherhood role, her behaviour may contrast with this, instead of focusing all her attention on her studies (Visick, 2009). Springer, Parker, and Leviten-Reid (2009) highlight that being in motherhood while studying is such a challenging role. They might face different barriers including emotional pressures and negative feedback from others.

The enthusiasm of their children's success is one of the reasons student mothers re-enter university. This enables them to have a worthy starting point in life, obtain study skills, and improve quality of life (Reay, Ball, & David, 2002; Rita, Muliana, & Handrianto, 2021). This was paralleled by Babineau and Packard (2006) and Mandaret and Wainwright (2010) that the most often reason for adults to re-enter to higher

education is for the betterment of their family's life chances and to be a role model for their children (Syuraini, Sunarti, & Zukdi, 2019). While Wilsey (2013) argues that it was to improve their working situation. In his study, he found that 68 percent traditional college age mothers and 57 percent older mothers revealed this reason. This proved that in spite of the challenges faced by student mothers, they are determined to chase a better living. There have been few related studies of the situation of student mothers in higher educational institutions (Brooks, 2011).

In a study by Williams, et al. (2006), the quantity of student-mothers entering universities has been increasing around the world since 1966. Early pregnancy and motherhood vary by education, wealth quintile, personal upbringing, and region. It is more common among young adult women aged 15 to 24 with less education than those with higher education (44 percent for girls with elementary education versus 21 percent for girls with college education) (Philippine Statistics Authority, 2014). Therefore, the existence of student-mothers raised concerns about playing the dual roles of being a mother and a student (White, 2008) especially in time of COVID-19 pandemic. Combining motherhood and studying without compromising the activities of either one is a great dilemma for student-mothers. When a woman must focus all her attention on her studies, her behavior may contrast with her traditional motherhood role (Visick, 2009). The guilt of not being present as a mother to their young children with the constant student demand of papers, exams, deadlines for submissions, and class expectations can leave student mothers exhausted and at risk for dropping out (Johnson & Skinner, 2020). There are different roles and responsibilities expected as a mother and at the same time as a student, what more, for the student-mothers. Student-mother are forced to arrange and schedule time for studying, employment, household chores, and class schedules around the care of their children (Branscomb, 2006; Christie, 2002; Dorris, 1995). The study of the Moreau et. al. 2013 also showed that student parents often describe their experience of navigating academia as a struggle,

in which time-related, financial, health and emotional problems prevail.

Hence, the researcher aim to explore the lived experiences of student-mothers. Specifically, this study wants to describe the barriers and strategies in coping up in their studies.

### *Purpose of the Study*

This study aimed to explore the barriers and strategies in coping up in their studies.

### *Research Question*

1. What are the barriers and strategies in coping up in their studies.

## II. MATERIALS AND METHODS

### *2.1 Research Design*

This qualitative study utilized a phenomenological approach, which aimed to investigate the lived experiences of student-mothers. A qualitative research study according to *Mills and Birks (2014)*, aimed to examine phenomena that affect the lived reality of individuals or groups in a particular cultural or social context. Phenomenology is one of the qualitative research approaches that intends to accurately describe the phenomenon without a pre-existing knowledge to a framework, but remaining truth to the facts (*Groenewald, 2004*). More so, using qualitative research, the researchers would be able to connect with the subjects and to see the world from their perspectives (*Corbin & Strauss, 2015*). The researchers found this method most applicable to the inquiry to provide an in-depth analysis of the lived experiences of student-mothers.

### *2.2 Research Participants and Sampling*

The method used to identify the participants of the study was purposive sampling. The sample size was determined by data saturation, defined as the point when "no new themes are observed in the data" (*Faulkner & Trotter, 2017*). In this study, twelve (12) student-mothers were chosen to participate in the study. Participants met the criteria of the subjects: (a) student-mother enrolled at QSU; (b) ages range 19-30; and (c) has one or more dependant (s).

## 2.3 Data Gathering Procedure

The participants were instructed to answer an open-ended question by narrating and describing in their own word the barriers and strategies to cope up in their studies. The researcher administered the data gathering procedure personally and most of the participants completed the activity in about an hour. Finally, the researcher collected the outputs and serialized them as ready for analysis.

## 2.4 Data Analysis

In analyzing the data collected from the participants' outputs, the researcher used the individual interviews, focus group discussion and document analysis.

In addition, the use of content analysis especially when a researcher uses gist and analyses in a study [7]. The analysis was used to identify barriers and strategies to cope up in studies.

The coding and themes determined from the data analysis were not predetermined by the researcher but emerged through the analysis process. After coding was complete, relationships were created between categories by comparing and contrasting coding from the different cases [8]. The themes that emerged were derived from the students' experiences.

## III. RESULTS AND DISCUSSIONS

The results of the study provides a discussion of the data and findings from the individual interviews, focus group discussion, and document analysis. The data provides insight on the barriers and strategies that student- mothers describe and experience in their studies. The results are discussed and examined the barriers experienced by the student-mother participants and the strategies in coping up with their studies.

### *Barriers in studies*

Three recurring themes emerged, these are situational and dispositional.

## 3.1 Situational Barriers

The term "situational" in this study refers to the circumstances and conditions described by the participants as barriers related to family, job, and financial commitments and obligations. In this study participants identified several situational barriers.

Discussion in this study presents the current conditions describing the lives of student-mothers and their perception of difficulties, uncontrollable events, or occurrences in their daily lives. Student-mother who enroll in college continue to struggle with financial commitments and obligations.

Six of the participants suffered from financial constraints. A participant (J), described a barrier that she experienced, I should make some adjustments with my allowance due to my baby's milk expenses.

*Another participant (J), shared her practiced, my husband is a blind and I need to be a working student as BHW and a sales agent.*

*Ely (J) participant, expressed her observation, whenever my husband did not go to his work therefore we do not have enough money to support our daily needs.*

*Also noted by Nelia (J), another participant: I have to set aside my allowance for my son's needs ...*

*Barbie (S) another participant, conveyed that, I was so disturbed with my studies whenever we have family problems. Furthermore, I usually get absent with my class because I do not know how to go about it.*

The situational barriers referred to the circumstances and conditions related to family and financial constraints. Cabrera et al. (1992) concluded that financial problems themselves had no direct effect on persistence; but, the indirect result of financial problems might affect students' academic and social integration and resolve to persist in college.

### 3.2 Dispositional Barriers

The dispositional barrier of attitude and self-perception is impacted with the juggling of multiple roles, time demands, and conflicts created pressure and conflict for some of the participants.

*Nelia (J), a participant, expressed her opinion on comments with some people about her, but I need to prove to them that I will never be like this...*

*Ely (J), also a participant, articulated people condemn her case... I need to prove that they are wrong...*

*Cristy(J), another participant, assumed that, sometimes I abandoned my responsibilities as a parent because of multiple roles such as: sales agent, barangay health worker, and a student.*

To counteract this barriers, various strategies used by the participants. Participants transitioned into college by the use of support systems and the motivation that they were told they could go to college. These student-mothers had college aspirations because their strong belief that they deserved a better life and education was the key to a better life. "Student mothers tend to be really hard workers and are determined to get the job done so will work hard, in spite of all the obstacles.

### 3.3 Strategies to cope up in studies

Student-mothers in this study described three strategies: (a) time related strategies, (b) attitudes/beliefs, and (c) self-worth/efficacy.

### 3.4 Time Related Strategies

Time related strategies described by the single mothers such as time management, and quality time with their child. Additionally, student-mother are forced to arrange and schedule time for studying, employment, household chores, and class schedules around the care of their children (Branscomb, 2006; Christie, 2002).

Time management was the first strategy that participants described as strategy to successfully

fill the roles as student-mother. This held constant across the groups and within each group. The strategy of time management emerged as the "premier" and leading effective strategy for participants.

The above responses of the participants emphasized the value of time. Managing time is an issue that draws attention of married students. Time management is a great challenge on the part of married students in doing household chores, school assignments, requirements and other activities.

This supports the claim that, meeting individual students' needs [34], to find out the reason for missing classes, time scheduling of activities and providing constructive feedback to students [35] are the other recommended strategies advised by previous researchers.

However, poor time management was found to be associated with academic stress by other researchers [36]. Good time management skills involve prioritization of activities and judicious usage of time available for organization of the tasks to be completed. Time management was found to determine academic performance [36]. Moreover, those with sound time management behavior were found to have fewer psychological and physical symptoms related to stress [36]. Close to half of the students had notable weaknesses in their time management skills [37].

In addition, female students had significantly better active problem scores under coping behavior. They were hence more mature and composed than the male in analyzing the center of the problem in a calm and optimistic manner, and in finding solutions for the same. Females were also found to be better at time management compared to their male counterparts [36,38].

### 3.5 Attitudes/Beliefs

The attitude/belief identified as strategies in this study is a strong religious belief or faith in God.

The above statements imply a strong faith in God. This finding approves which indicate that spiritual maturity is an important attribute [49]. But then



again, church going also benefited students because churches often offer positive role-models for students [50].

Likewise, immigrants often used religion as a way to cope with different types of stressors and challenges [51]. The belief in a higher power, or God, gave student participants a sense of control to deal with the challenges they faced. Religiosity and spirituality were accessible constructs to the student participants because these beliefs were integrated into their daily lives by their families of origin.

#### *Self-worth/Efficacy*

Student-mothers in this study demonstrated a strong sense of self-worth and a value within themselves and a steadfast commitment to overcoming obstacles that they encountered in college. All of these strategies were effective in helping students balance the competing demands in their lives as college students.

School mentors counterbalance negative incidents by inspiring optimism and self-confidence in students who are overloaded [47]. To meet objectives, the student participants organized their lives in ways to accomplish the end results, despite enduring troubles along the way [48].

According to *Lei (2010)*, individuals have different motivations in pursuing something. It could be intrinsic or extrinsic. In this case, the studentmothers had their intrinsic motivations. They decided to continue with their professional growth because they wanted to show to their families and other people that they could do it despite the challenges. More so, they wanted to secure the future of their children by getting that diploma which could give them better opportunities in finding a good job. This motivation of student- mothers according to *Wilsey (2013)* realizes their self-fulfillment and goal attainment. Thus, *Mckeown et al., (2002)* were correct after they emphasized that education is seen to be relevant by student-mothers to attain their human desires.

## IV. CONCLUSION/RECOMMENDATION

This study has contributed to the knowledge base on the barriers and strategies identified by student- mothers' life in their studies. The barriers are situational and dispositional barriers while the strategies identified by student- mothers in coping with their studies are time related strategies, attitudes/beliefs, and self-worth/ efficacy.

University can benefit if they are able to provide and identify the informal and formal systems of support for student-mothers. Student-mothers in college would benefit from the identification of mechanisms that foster within the student an understanding of how to navigate the formal and informal systems within the institution. These support systems could include intrusive advising, identification of an office to address problems or concerns, or the identification of an advocate or a problem solver or go to person.

Use of curriculum (orientation to services) designed to inform student-mothers as to how they may successfully navigate, explore, and access university resources. This fluid curriculum could be in the form of a web site that student-mothers can access on an "as needed" basis.

Programs on mentoring, tutoring, study skills workshops, focus groups, in place to assist the student-mothers learner in addressing barriers endured as they attempt to persist in college.

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# Seeking to Establish a Better Balance Between the Technical and Social Aspects of Assessment Practices in the English Inspection System as Well as Bridging the Gap between the 'Figured Worlds' of Inspectors and Teachers So That Each Can Become Part of a More Effective Community of Evaluation Practice

*Dr. Winifred Mary Burke*

## ABSTRACT

This article highlights the need for a better balance between the technical and social aspects of assessment in the English inspection system of state schools. The author compares the theoretical belief that underpins current assessment practice with that which would need to be given more credence if teachers and inspectors are to become part of the same community of practice. This focus is seen as relevant at a time when inspection is once again under scrutiny following the death of a headteacher after a critical OFSTED judgement. Although it is understandable that teachers' reaction to this news is to call for the abandonment of inspections (NEU, 2023) an alternative scenario is offered that might allow all those involved in and with schools to become more equal partners in the evaluation process (Rorty, 1991). By considering the different participants in terms of their 'figured worlds' (Holland et al, 1998) and introducing the concept of 'roles by metaphor' (William, 2000) as part of the feedback process the author offers a non-confrontational means of opening a meaningful dialogue between inspectors and teachers with the intention of improving pupil learning and teacher planning.

**Keywords:** formative assessment, behaviourism, sociocultural theory, systems- rationalism, subjectivist-interpretivist, figured worlds, roles by metaphor.

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*from judge to critical friend to communicate more effectively and lessen tension. Examples of how pedagogy and critical and social aspects of assessment affect pupil motivation, love of learning, independent thinking and grasp of subject matter are drawn from the writer's experience of being part of the English state education system as a pupil, teacher, inspector, and researcher over the period 1949-2023 before sharing what happened when an inspection team trialled 'roles by metaphor' during a sixth form inspection.*

**Keywords:** formative assessment, behaviourism, sociocultural theory, systems- rationalism, subjectivist-interpretivist, figured worlds, roles by metaphor.

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## I. INTRODUCTION

The ideas shared here developed and entered my practice as an inspector/researcher after attending a presentation given by Paul Black and Dylan Wiliam (BERA, Cardiff, 2000). At this conference Wiliam outlined his thoughts for developing a theory of formative assessment. Having just completed doctoral research in this field I agreed with his views that assessment for learning in the 'figured world' (Holland et al, 1998) of the classroom is of prime importance but at the same time was equally frustrated by my observations and understanding that full implementation of this assessment is limited if

inhabitants of other 'figured worlds' who exert pressure over schools do not fully understand the complexity of the subject under consideration. I refer to politicians, school inspectors, parents, employers, school governors etc.

*William explained the term 'figured world' as*

...we mean a socially and culturally constructed realm of interpretation in which characters and actors are recognised, significance is attached to certain acts, and particular outcomes are valued over others. Each is a simplified world populated by a set of agents...we engage in a limited range of meaningful acts or changes of state....as moved by a specific set of forces (Holland et al, 1998, 52).

The concept outlined above is particularly useful when considering the tensions existing between inspection and teaching pedagogy. As adults we all inhabit many 'figured worlds' which support but often limit our understanding of other worlds beyond our direct experience. Our worlds are often dominated by forces beyond our immediate control and these forces often adversely affect either our understanding or our capability to act differently from the norm at that time. One such force, which I recognised as prevalent and having a major impact on both teachers' and inspectors' 'figured worlds' was the way government initiatives had concentrated minds on assessment as a 'technical craft,' by emphasizing the value of tests and league tables of test results. The publication of these comparative league tables supposedly functioned as a spur between individuals and institutions in the pursuit of improvement (Broadfoot 1999). In my experience, improvement in test results resulting from teaching to the test or even teaching the test have proved of limited value in encouraging learning at a deeper level by persuading pupils to take responsibility for their own actions (Burke, 2011, 19-24). I know deep learning is not always appropriate, but neither is being tightly controlled by tests and subjected to a narrow curriculum. I would argue that Government agencies in the pursuit of improving standards have ignored the social dimensions of assessment, which could be used to aid learning (Lyons, 1993). Assessment as evident in National testing for example, is designed to find out what the pupils do not know

and is therefore essentially punitive. The designers of this form of assessment allow the public to assume that tests are 'neutral' measures, which only require further technical skills to make them more effective. Those who adopt a constructivist view of assessment know that this is far from the truth and that assessment is as much of an art as a science. When assessing a piece of writing for example, experienced teachers use a construct of what they think that grade should be based on their previous encounters with work of a similar standard. William argues that the teachers' understanding of the construct is honed by considering and discussing borderline cases. He maintains that groups of markers should meet for discussion to form a community of interpreters. The pupils also need to be involved in this community. For this to be successful teachers must not only understand the quality themselves but also communicate this to their pupils (Sadler, 1989). Contrast this with what teachers were expected to do to grade pupils using level descriptors when assessing writing; a level 4 writer was expected to show evidence of

- The correct use of complex sentences to extend meaning.
- The well-chosen use of adverbial phrases and
- Consistent use of pronouns and tenses.

If all criteria are evident in the writing the teacher offers feedback intended to fill the gap between levels 4 and 5 for example, 'to use a mixture of simple and complex sentences by making use of a variety of connectives.' When these levels were abolished in 2014 the move nationally from a single assessment system (levels) to a more flexible, school-determined approach whilst providing new opportunities also created uncertainty in schools as to what to replace them with.

Black (1995) had written that most of the investment in assessment whether in practical operations or in research has been devoted to certification and accountability to the neglect of the formative. This was because governments, taxpayers and parents want to know how the education system is performing and the results of assessment are also used as market forces to aid

parental choice and promote competition between schools (Murphy, 1999). Central government had been less willing to invest in teacher training in formative assessment or the funding of qualitative research for this concept. This may have been because the process was found to be costly and time-consuming. People who control change are likened to ‘gatekeepers’ (Wignall, 1998, 311). It is suggested that *gatekeepers* espousing a blind belief in the scientific validity and reliability of assessment data per se exist at all levels in the education service and may be blocking understanding of the value of formative assessment in schools.

Those who adhere to a systems rationalist view of assessment accept an ordered and predictable reality which can be objectively studied and systematically improved (Fullan, 1991). Systems-rationalist scholars explore a world they view in terms of cause and effect, a world they contend is shaped by factors they can identify, manipulate, and control. Systems-rationalists presume that a desired state can be objectively identified and described, and that some state of (near) perfection can be reached through logic and rationality. In their view researchers should and do remain objective and unbiased, they stand apart from the reality they investigate. They also claim to investigate that reality, to reconstruct it and by so doing identify causal links and develop universally applicable laws. As Greenfield explains of systems-rationalism according to this perspective

*Facts stand separate and independent from theories about facts...it is possible to explain facts by theories and thereby gain control of them (1991b, 94).*

Thus systems -rationalists tend to work with clearly defined problems and to offer specific and prescriptive solutions to those problems. As *gatekeepers*’ successive governments have biased the system, they control by perpetuating a systems-rationalist view of assessment (Wignall, 1998, 311).

A different approach to assessment inquiry and one which the author believes has possibility in

moving inspections forward to doing something with schools rather than to them is described by the phrase subjectivist-interpretivist (Carnahan, 1995). This is a perspective that acknowledges the world as constructed reality, in other words a product of human action and interaction and of the meanings that social actors attach to their experiences (Van Manen, 1992). For Subjectivist-interpretivists

The social world (is) not....a world of cause and effects but a world of meanings that must constantly be negotiated and renegotiated (Donmoyer, 1995, 5). From this perspective then reality is value-laden rather than factual (Greenfield, 1993d, 181). Greenfield points out, although facts and values are conceptually distinct those who research assessment encounter.

*A world in which facts and values are inevitably and intimately intertwined (Greenfield, 1993d, 181).*

According to this line of reasoning the selection process through which humans choose to focus on particular facts and discount others, the interpretations that people place on their self-selected facts and the meaning they construct around these facts preclude the possibility of so-called scientific objectivity in assessment research. These ideas are more in line with attempts to develop a *constructivist* approach to assessment. (Wood, 1986, 13).

Subjectivist-interpretivist theorists contend that real-life situations are not clearly defined they are part of human experience that is characterized by ambiguity, uncertainty, paradox, and dilemma. They maintain that individuals may experience specific events quite differently at any one time and the same individuals could attribute different meanings from one time to another. From this perspective school organizations are human inventions, they are simply manifestations of mind and will (Greenfield, 1993b, 92). It is true that schools rarely offer real life situations they expose pupils to problems with already defined solutions for which the teacher as the gatekeeper (Wignall, 1998, 311), in his/her classroom holds



the key. It is this idiosyncratic aspect of schooling which makes it even more important for the researcher to study the context within which assessment and learning takes place.

Thus, in choosing to explore the social world of the school subjectivist-interpretivist theorists adopt methods and approaches intended to encompass both the complexities of the human condition and the values that underlie human actions, whilst trying to capture the multiple meanings that individuals attach to their experiences. From this perspective then assessment research will seldom lead directly to exemplary solutions of human problems, subjectivist-interpretivist research and theory can, however, illuminate what individuals do and why they do it (Greenfield, 1993e).

There is a place for both set of values as they serve different purposes but anyone seeking to understand formative as opposed to summative assessment need to promote a social constructivist view of the learner rather than a developmental behaviourist one (Piaget). Vygotsky (1987) and Bruner (1986) are key figures in this field. They both regarded shared acts of language as the key for unlocking other's minds to the child.

After years of being required to respond to the expectations of a national curriculum, a testing culture as well as examination criteria it would be naive to expect teachers to change their practice radically when so much is at stake for their schools but by 2003 after the publication of the Black and Wiliam review of formative assessment research (Black and Wiliam, 1998a) this suddenly was what the government of the day expected to happen even though the reported research was based on experimental settings and not on real classrooms. The finding which caught government ministers' attention was that involving lower achieving pupils in formative assessment led to improved grades.

Influenced by the above finding it was becoming apparent that OFSTED (Office for Standards in Education) was seeking to redress the balance between the technical and social aspects of assessment with the publication of 'Good

Assessment in Secondary Schools' (Tomlinson, 2001 p7) and a countrywide initiative was in place to promote the value of formative assessment for both pupils' learning and teacher planning. What I was observing in inspections, however, was very varied indicating a need for more teacher training in this field. I wrote, at the time, to David Bell Her Majesty's Chief Inspector of Schools expressing my concerns over variations in uptake as seen when inspecting different schools.

In his reply he agreed that my findings were instructive and added

*A great deal depends, as you say, on the way senior managers accept and pursue ideas and encourage staff to work through the implications for their practice, not just individually but in departments and teams (Bell, 2003).*

As I considered how as an inspector/researcher I could be effective by reducing tensions and bridging the gap which often appears when giving feedback on practice to teachers. I began by thinking of the pupils' figured world from my own perspective, of how teachers had taught me as well as pertinent experiences which have influenced my sociocultural approach to pedagogy and pupils' learning.

## II. MY FIGURED WORLD

The 'figured world of the pupil (in the classroom) is quite different from that of her/his teacher because of the wide gap in knowledge and understanding brought about because of experience of the subjects being studied. The pupil's real-world experiences affect learning but are rarely recognised in the school context. In the 'figured world' of the teacher there is a significant choice to be made between holding *power over* (Kreisberg, 1992, 175) the pupil by exercising tight control over action and speech and sharing power more equally by involving pupils more fully in the decision-making process. The teacher is the *gatekeeper* (Wignall, 1998, 311) in determining how much information is shared with pupils and how many opportunities are allowed for setting goals, understanding what constitutes quality in their work and deciding what the success criteria might look like ahead of undertaking the task.

From my research I recognise that innovative formative assessment is a key for unlocking the gate so that teachers can more equally share power in the classroom, but for this to happen teachers need to change role for example from delivery person to coach or scaffolder to allow pupils to move from in attendance to absorbent recipient or metacognitive reflector (Burke, 2011).

As I observe current practice, I see similarities to what I experienced as a pupil. In 1949 my mother put pressure on the nun who taught me to enter me for grammar school entrance tests. Subsequently I was taught to the tests which I would need to pass to gain admittance. I recall practising nightly using old copies of tests as well as being primed in good examination technique by my teacher. I passed and my parents were delighted because they saw this form of education as opening wider opportunities for future employment. As no Catholic Grammar Schools were within reasonable traveling distance permission was given by the church for me to study at the mixed non-Catholic grammar school in the village. Within weeks of entering the very foundations of my world were shattered firstly because for the first time I was expected to think for myself and express opinions, but the more long-term effect was that I started to question the validity of the selection process I had been judged by and much later the restrictive religious beliefs I had been born into.

During the first term my maths master whilst looking at my workbook remarked *'oh you were the one who nearly did not pass your maths paper because your number fours resembled sevens. If I had not noted a pattern in the papers submitted from your school, I would have failed you.'*

This was my first experience that assessment has a social dimension rather than being a scientific process.

The power my primary teacher had held over me also had a negative effect on my confidence in my own ability to express opinions and take risks particularly in Physical Education. Her voice in my head reminding me *'Girls need to be careful not to hurt themselves!'* Looking back through

my termly report cards it took three years at this school before I began to gain confidence and show my potential, but I never again formed figured fours as my primary teacher had taught me. I also never told my parents how my education might have been different because of something outside my control.

An example of how exam requirements can limit teacher practice and pupils' motivation to learn is considered next. One of the subjects I enjoyed learning about was history despite how it was taught. The master started each lesson by filling six blackboards with facts before he spoke to the class; our task as pupils was to scribble these down in our jotters before he rubbed them off the board. The rest of the lesson he elaborated on what he had shared in writing but offered no opportunities for discussion. Discipline was tightly controlled with the board rubber thrown strategically to prevent in-attention. There is nothing wrong with direct teaching, but it should not be used exclusively. Of all the pupils in my year only four of us made it to study the subject for A level. Here our experiences were different. The same teacher shared first hand documents, encouraged discussion and on one occasion admitted that for GCE (General Certificate in Education) he had to deliver facts and figures to cover the curriculum and to fulfil the criteria expected by the exam board but for A level he could really share his love of the subject with interested students who really wanted to learn.

I was three years into my grammar school education when I did something out of character for me, I stopped behind to ask this teacher a question after the lesson was over. He had been explaining how Jews and Roman Catholics were not allowed to be members of parliament and from what else he had told us this left me puzzled. I waited, frightened, until the master acknowledged my presence.

*Please sir you told us that Jews and Roman Catholics could not be Members of Parliament but if that were the case how could Disraeli become Prime Minister?*

For the first time I saw this master laugh before he said.



*Oh, my dear he gave up being a Jew.*

Startled I replied, *Is that possible?*

*Of course, he said, we all have free will.*

Researchers talk about the light bulb moment when learners understand a concept (Piaget, 1972) and how dialogue helps unlock other minds for the learner (Bruner, 1986). That was such a moment for me and one which transformed my subsequent approach to life. Looking back as a researcher myself, I regret that that teacher was so constrained by the examination syllabus he was preparing us for that he gave us the impression that he regarded us as empty vessels to be filled with knowledge (Piaget, 1972) not fellow travellers learning from the decisions made by our forebears.

I recognise that my experiences as a pupil influenced my practice as a teacher, researcher, and inspector. In primary school I was controlled by the cane, in grammar school I was freed from this constraint and gradually gained in confidence. I determined as a teacher never to hit a child, and I never did. Going into a teacher training college rather than a university department I learned more about child development than theories of learning. Moving among students from different 'figured backgrounds' to my own I recognised that school organisations affect outcomes (Greenfield 1993). The head of the mixed grammar school I attended was a scientist and the focus there was more on science and maths than the arts. This was in sharp contrast to a fellow student's experience. Her girls' grammar school head was a Quaker and her beliefs in equal opportunities meant that all subjects were valued with alumni for example going on to be well known actors, engineers etc. whereas the choice in my school was more limited, either university, teacher training or a local job. The headteacher's career advice to my parents 'don't encourage art she'll never make a living from it.' Fortunately, my mother did not heed the warning and for 20 years I taught secondary art then inspected it alongside other subjects for a further 11 years.

As written earlier, in this article, in teacher training college I learned a lot about the history of education and child development but less about theory. An early experience, whilst on school practice, shaped my subsequent approach to teaching and learning and I later understood it as changing my role to accommodate what Vygotsky identified as the student's 'zone of proximal development' or ZPD (Vygotsky, 1987). On this occasion my lesson plan was not working as I faced a very disruptive group of 16-year-old boys in an art lesson. I knew the art teacher was listening in her stockroom and I had been told by college tutors to stick to my plan. I decided to break the rules. I sat down with the group and asked them what they wanted to learn. They told me they were interested in cars and motor bikes. I admitted that they knew more about them than I did but if they liked I might be able to help with perspective, scale, or ellipses, they turned from 'resistance fighters to metacognitive reflectors before my eyes. After the lesson I expected criticism from the teacher, but her words gave me hope, 'I knew at that moment when you acted on instinct to turn the lesson around that you would become a good art teacher.'

I did not know about 'roles by metaphor' when I started teaching but I soon recognised how different pupils were in their approach to learning. I coined my own phrase for this my 'back door children.' If I could not engage with them by the 'front door' with methods that usually sparked interest, I tried to get their attention by what I termed the side or back door. Usually this involved a conversation with said individual about what interested them and then pitching the next step just ahead of what I later recognised as his/her proximal zone of development. These pupils were the most difficult to teach but as their teacher when I really engaged with them, I felt satisfaction that I might have enriched their lives if not now but at some point, in their future by opening their eyes to creativity in an often-mundane working existence. Whilst my teacher colleagues often remarked 'you have it easy teaching art, they all want to do it.' I knew they did not all want to draw or paint and 'learned helplessness' was very evident even then (Dweck,

1986) as they sheltered behind their fears and found the solution in ‘*If I don’t try, I can’t fail*’.

As a teacher in my third year of practice, I had my first taste of inspection. It was something done to me and colleagues with little opportunity for dialogue (Bruner, 1986). One part-time English colleague recalls how she was criticized for reading King Solomon’s Mines with her all-girl class and how she should have chosen something more gender specific. In fact, the English department were so short of class texts that this was all that was left when she went to choose her readers. She also admitted that the girls really enjoyed the book as being so removed from their lives on an inner-city council estate but there was no opportunity to explain either of these scenarios to the inspector.

By sharing examples from my ‘figured world,’ I hope the reader understands how complex the teaching learning contract is with so many figured worlds involved coming together in the classroom. My teacher training college helped me to understand child development, but it was when I studied with the Open University, I recognised the importance of theory for pedagogy. Eleven years in the inspection service widened my experience but also made me aware how different school organisations can be as they serve different communities. I understood that a one size inspection based on data does not fit all needs.

### III. ROLES BY METAPHOR

Metaphors are useful tools for encapsulating complex ideas. The significance of the role is that it stands for an important determinant that can be changed, indeed change in role may be central to an innovation. When pupils learn to take responsibility for their own self-assessment for example, and begin to direct their efforts towards learning goals, they strive to increase their competency, to understand and master something new rather than performance goals (Dweck, 1989, 88-89) where they strive to either document or gain favourable judgements of their competency (externally driven) they also begin to move from absorbent recipient to constructive recipient. Innovative formative assessment, however, can

only be fruitful if it encourages the teacher to change role for example from delivery person to coach or scaffolder. By explanation, the roles Black and Wiliam proposed are.

**Teacher Roles:** Prison warder, delivery person, scaffolder, coach, group animator, orchestral conductor

**Individual Pupil roles:-** in attendance, absorbent recipient, beauty contestant.

**Pupil groups:-** terrorists, resistance fighters, beauty contestants, relay team, project team.

**Subjects:-** Tablets of stone, skills contexts, disciplines of knowledge, tools for capability.

Thinking back to the incident in the art lesson reported, earlier in the article, that group of boys changed from ‘resistance fighters’ to a project team when I realised that I needed to change role and stop delivering a previously prepared lesson and involve those boys more in the learning process.

Roles by metaphor might also I thought be a useful tool during inspections when providing feedback to teachers following lesson observation because it has the potential to be non-threatening.

I began by piloting this model as part of my normal inspection practice. I learned more about each teacher’s figured worlds as a result than I could have known from statistical sources or classroom observation. In one school I had noted missed opportunities for group work which might have allowed for greater involvement by pupils in the decision-making process allowing opportunities for teachers to stand back and observe students’ viewpoints. Dropping my ‘judge’ role and encouraging dialogue allowed the teacher to move from ‘*absorbent recipient*’ to deliverer of useful information as she explained that in that area of London postcode gangs controlled the streets and would also use group work in lessons to recruit, bully and coerce other students. Here her change in role allowed me a glimpse into the figured worlds of these teachers and students which I would not have had otherwise.

As an inspector, when I moved from my role as judge to scaffolder, I gave the teachers space to reflect on practice in a non-threatening environment as well as offer me feedback on reasons for that practice. One example of how effective this change proved must suffice. I had asked, why this teacher's pedagogy was so different in his practical design and technology lessons to that seen in theory lessons and why the roles he adopted made such a difference to his students' engagement in and motivation to learn in the two aspects of the subject? They were engaged and productive in the practical work but merely going through the motions in theory lessons. His reply was illuminating; - *I am more confident in teaching practical than I am in imparting theory. I had not realised what an effect my own attitudes were having on the students' minds.*

Dialogue is important and this reciprocal feedback was much more effective in promoting meaningful change in pedagogy following inspector visits to lessons.

After piloting roles by metaphor in inspections I recognised that they had the possibility of helping to relieve tensions between teachers and inspectors. As a change agent (Fullan,1991) I also hoped they might help to redress the balance between the technical and social side of assessment in the minds of the inspectors with whom I worked.

Following changes at government level at this time schools were becoming more involved in the inspection process even agreeing a special focus by inspectors for example on one occasion we looked at the underachievement of boys. I took my opportunity to introduce the concept of roles by metaphor to one lead inspector and his team when the special focus for the sixth form was: -

- How much independence do teachers give learners?
- Should independence be planned for as a phased process throughout schooling?

I was given permission and a team of fifteen specialist inspectors collected information using

roles by metaphor alongside their normal form filling when inspecting a sixth form.

It is not surprising that inspectors were unsure of using this model at first with one asking, '*what has this got to do with assessment?*' Soon however, roles by metaphor started to enter the team's vocabulary with terms like *plate spinners* being coined to describe themselves as coping with so many tasks at once. One colleague reported that the senior common room was buzzing with good humour as the head of sixth form shared the inspectors' observations and commented that the team had identified strong areas where teacher roles maximise opportunities for student independent learning as well as areas where they had work to do. When the headteacher saw the analysis, he started to speculate about the previous key stages. He recognised that insufficient consideration may have been given in the school to gradually implementing strategies to develop independence from teachers as pupils progressed through the school.

A lot has happened since I stopped inspecting in 2004 with the abolition of National Curriculum levels in 2014 and schools expected to be more flexible on how teachers plan and assess learning. But once prescriptive practices are removed there is often a need for training before schools, departments and teachers adapt to the new system. Clair Hodgson's article *Assessment: Developing your own approach* (2017) offers good advice to those administering or working in schools as to what might need to be in place before assessment as a social process is fully effective throughout a school. Her investigation centred on Key Stage 3.

#### IV. CONCLUSION

Having worked this model alongside the normal inspection processes I recognise that roles by metaphor have the potential to help break down barriers between the figured worlds of those who inspect as well as those inspected by making feedback as something 'done with the teachers rather than done to them '. My colleagues and I found the metaphors were regarded with humour which softened the feedback process and made



teachers more willing to be open to dialogue about their practice. At the same time, the inspector often learned contributing factors which helped clarify the context in which observations had taken place. I believe the change of emphasis regarding assessment in this sixth form influenced the final report which was shared in the public domain. The assessment sections start *Students are active in assessing their own learning, as more traditional approaches to assessment are gradually being replaced. Under the visionary leadership of the head of sixth form, assessment is now more linked to active teaching and learning styles.*

Whilst one sentence stands out in the teaching and learning section as a very hopeful sign that quality in learning is valued. *An almost observable feature of this effective learning is that students are feeling for the knowledge and skills they acquire; through this knowledge and skills become a part of them. Teaching that evokes such a response is rare daily yet was seen several times during inspection. It features active learning, good questioning and well-planned structured lessons from which students learn well.*

Unfortunately, inspections in England have now changed to a light touch investigation by one or two inspectors with even more emphasis on the technical side of assessment as recorded in statistical data and opportunities such as that described above are no longer possible. This is another example of a decision made by government ministers controlled by economic considerations or ideological beliefs with little consideration as to what might consequently be lost. The death of a headteacher following a critical report on the school she managed is a timely reminder of what is at stake.

There is only room here to share some of the observations made by these sixth form inspectors (Appendices A and B), but I hope the reader will understand how they could form the basis for a meaningful discussion between those involved and as such might lead to changes in or reinforcement of practice.

Why concentrate on the sixth form to evaluate this model? This was just a trial to judge the reactions of those involved, and time factors and the fact that I was asking more of inspectors in their already busy agendas influenced this decision. It is admitted that to really answer the questions raised about progression in independent learning a much more thorough investigation would need to be undertaken. This one did open a dialogue between inspectors and teachers focused on their own subject disciplines, it also raised questions in the headteacher's mind about the previous key stage. The head of sixth form also had a clearer idea where pedagogy might need further training and where in the school the expertise might exist to deliver it effectively.

Regarding the testing culture in the United Kingdom the results of a new survey by campaign group *MORE Than a Score* (MTAs) show that few taking part believe in the value of SATs (standard assessment tests) (2023). Just 17 percent of parents believed good SATs results are the best indicator of whether the primary child has received a good education. Only 3% of heads and senior teachers shared this view. Leaders selected love of learning (63%), independent thinking (56%), and a good grasp of a range of subjects as the best indicators of high education standards.

Teachers also are raising their voices against OFSTED. On 23<sup>rd</sup> March 2023, a group of teachers joined the NEU deputy general secretary to deliver a petition to the Department for Education calling for OFSTED to be replaced by a 'new accountability system that is supportive, effective and fair (NEU, 2023, 21'. Rather than abandon OFSTED investigations such as those described in this article have the potential to bring about a better balance in the English accountability system.

After a lifetime in education, I retain an all-consuming interest in how teachers use their subject knowledge to facilitate their pupils' learning. I hope through my writing to raise awareness of issues and ways forward that will ensure that teachers' practice will reflect the needs of a child's present and his/her future rather than being constrained by an adults' past and that

those judging schools will move from *delivery person* to that of *critical friend*. It may be interesting at this point to reflect on the roles these sixth form teachers used to describe inspectors they had met during their careers; *silent spectre, inquisitor, judge, absorbent recipient, detective, sleeping beauty, reporter, critical friend*.

We are living in a fast-changing society where recent technologies expand the boundaries of communication and where epidemics like Covid can traverse continents ,with mental health issues, knife crime, gang culture etc also impacting on our pupils' lives. It is time that assessment as a social process is given equal prominence in schools and in inspections and teachers' and pupils' voices are listened to in a non threatening environment before the significant minority of disenchanted teachers and young people swells and society pays the price for schools not understanding the figured real world both teachers and young people inhabit outside the classroom.

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- Leisure/ Tourism* Group animator, change to scaffolder.
- English* delivery man/woman, change to group animator.
- Maths* Delivery man/woman, change to coach.
- Theatre Studies* group animator
- Physics* Prison warder, change to delivery man/woman.
- Sociology* Delivery man/woman, change to coach.
- Biology* Group animator

## APPENDIX B

*Inspector's comments about pedagogy changes on lesson effectiveness regarding students' learning*

*RE* Teacher uses knowledge to move learning forward by asking pertinent questions, students encouraged to do own research and form own opinions.

*Geography* Teacher is moving from a focus on content delivery to using a range of teaching approaches, particularly collaborative work for a presentation on Italy.

*Art and design* students gain from teacher's expertise as artist, then work independently except in emergencies when advice is sought.

*Psychology* Offering conceptual arguments then opportunities for reflection and debate, teacher acts as mediator between subject and students.

*ICT* Teacher is enhancing students' capacity to interact directly with technology.

*Engineering* Gap in knowledge not being filled by teacher's own craft experience (new to teaching) Students need a lot of scaffolding after absence.

*Leisure and Tourism* Solid good old-fashioned question and answer

*Maths* Start of a new topic teacher acting as mediator between subject and students.

*English* Teacher introduces focus then stands back and gets students to analyse, evaluate, interpret, and draw comparisons.

*Theatre Studies* Once grouping for scene is established students encouraged to think laterally, to produce suggestions for portraying comic elements through rhythm, timing, and setting.

## APPENDIX A

*Breakdown of teacher role change by subject*

*RE* Delivery man/woman, change to orchestral conductor.

*Geography* Delivery man/woman, change to scaffolder, then orchestral conductor

*Art and Design* Delivery man/woman, change to coach.

*Psychology* Scaffolder, change to group animator, and orchestral conductor.

*ICT* Delivery man/woman. change to coach.

*Engineering* Prison warder, change to delivery man/woman.

*Physics* Teacher is acting as mediator between subject and students, all aware of target grades and standard aimed for.

*Music* Uses students' own knowledge, gets them to compare their use of a new Keyboard with functions of other digital equipment.

*Sociology* Teacher helps students identify goals prior to exam, moves to involve them in understanding how they could improve by two grades.

*Biology* Teacher reviews previous work prior to supervising students preparing for a field work residential, investigative approach.



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# The Delusion of Apartheid and the African National Congress: Sizwe's Mythmaking and South African Politics

*Masilo Lepuru*

## INTRODUCTION

The book under review entitled *The New Apartheid* by Sizwe Mpofu-Walsh is another contribution to the debate and critique of the so-called post-Apartheid dispensation. The ANC-led post-1994 non-racial constitutional dispensation is evidently falling apart. The African majority faces the frustration of not being able to reconcile the idealistic liberal rights embedded in the final constitution and their daily existence of squalor, misery, and survival due to terrifying socio-economic conditions. In this book Mpofu-Walsh to account for the dehumanizing circumstances of the African majority argues that Apartheid did not die but was merely privatized. The book foregrounds the role of Neoliberalism in the worsening socio-economic conditions of the African majority. The vector of race in determining one's socio-economic condition as a member of the African majority is now overtaken by the market logic. Readers of this book can expect to be treated to a number of salient themes such as law, space, wealth, technology, and punishment. The book is written in a succinct manner thus ordinary readers can easily get the gist of the argument.

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# The Delusion of Apartheid and the African National Congress: Sizwe's Mythmaking and South African Politics

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## I. INTRODUCTION

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The fundamental distinction between a civil rights movement such as the African National Congress and a liberation movement like Poqo lies in the status of white settlers and Apartheid.

The mythologisation of Apartheid by promoting it as the main problem in liberation politics and history in conqueror South Africa (Ramose 2018) is the persistent intellectual obsession of the Congress Tradition. A trenchant contestation and rejection of Apartheid as the fundamental antagonism in the history of the struggle for national liberation is the defining trait of a liberation movement and intellectual liberation production. Due to the triumph of the Civil Rights movement of the ANC in 1994, the Congress Tradition as an ideological and intellectual paradigm has attained a hegemonic status with the help of white liberals (Mafeje 1998). At the Congress Tradition's very origin is the Freedom Cheater's embrace and propagation (Pheko 2012). This is why the Congress Tradition is premised on Charterism (Raboroko 1960). Adopted in reaction to the dominance of the so-called Afrikaner nationalism in 1955, the Kliptown Charter (Sobukwe 1958) is the core of Charterism which centralizes Apartheid as the main problem. Liberal non-racialism (Soske 2017 & Dladla 2018) as an antidote to the rabid and clumsy racism of the Apartheid regime is encapsulated in the Congress of the People's annoying fixation with the naïve fantasy of South Africa belonging to all who live in it, both black and white... Mpofu-Walsh is an organic product and a "bright" example of the triumph of Desmond Tutu's curse of blacks and whites belonging together in South Africa, literally. While the Congress of the People was preoccupied with the old Apartheid, Sizwe and his fellow Charterist intellectuals are obsessing about the new Apartheid in "post-Apartheid" South Africa. Having written a book entitled *Democracy & Delusion: 10 Myths* (2019), in which he debunks what he considers to be myths about the so-called post-Apartheid



South Africa, Sizwe is back again, only this time he is reinventing two myths.

This first myth is about the centrality of Apartheid as *the* problem in liberation politics and history, while the second one is about the ANC being a liberation movement. This is how Sizwe (2021: 178) reinvents the first Charterist myth "Defining a central social problem takes generations. In hindsight, the struggle against formal apartheid appears coherent and premeditated. *But identifying apartheid as the problem* took eternities of debate, struggle and reflection" (our italics). Within the Africanist Tradition as the antithesis of the Charterist Tradition of Sizwe, Peter Raboroko has debunked Sizwe's two myths in a piece called *The Africanist Case (1960)*. The Africanist tradition, later called the Azanian Tradition, broke away from the Civil Rights logic of the ANC in 1959 due to the Charterists' betrayal of the fundamental question of historical justice, namely, to whom does the land belong? Anton Lembede and Robert Sobukwe later emphasized the idea that Europeans are alien conquerors who dispossessed the Indigenous people of their land. And this land dispossession took place in 1652 and not in 1948, making the horrible date of 1652 fundamentally important in the Africanist and Azanian Traditions. This implies that the fundamental problem is not Apartheid be it old or new, but conquest in the form of land dispossession since 1652 in wars of colonization (Ramose 2007).

Sizwe (2021: 23) reinforces his second Charterist myth by stating the following "Furthermore, when the liberation movement was nationalised, it assumed apartheid's debts. These debts further constrained ANC policy choices and limited fundamental reform". According to Sizwe, his book *The New Apartheid* posits that Apartheid did not die; it was privatized. The idea that the neoliberal market logic that is central to the current economic system in South Africa can be traced to the final stages of the Apartheid regime has some element of truth. This is because F W De Klerk as a verligte reformer of the regime met with Margret Thatcher to discuss economic reforms necessary to transition South Africa into the new Neoliberal hegemony. The ANC's

inheritance of the Apartheid debts which were ironically incurred by the regime in its oppression and killing of the African majority is central to the argument by for instance Julius Malema that the figure of Nelson Mandela symbolizes the achievement of political freedom without economic freedom. The privatization of Apartheid as Sizwe posits does not entail the "death of the State". The provision of social security and welfare as embedded in many social policy documents on Housing for instance and the provision of social grants shows that the ANC-led government is still involved in its Keynesian macroeconomic role through fiscal policy. But this does not mean that the private sector which is dominant in the South African white settler economy does not determine to a large extent the direction of the economy. Proponents of "white monopoly capital" like Chris Malikane and Andile Mngxitama are partially correct about the nature of the white settler political economy of South Africa. The problem with Sizwe's analysis is that it uses abstract terms such as "privatized" instead of the more slightly historically accurate terms such as "The Stellenbosch mafia" and "white monopoly capital" or what we prefer to call racial capitalism as postulated by Cedric Robinson in *Black Marxism* (2000). This is because given the nature of white settler colonial political economy as analyzed extensively by Bernard Magubane in *The political economy of Race and Class* (1979) Sizwe's so-called private actors or private sector comprises of white settlers who connive with Euro-American foreign owners of capital. Neo-Leftist historians like Martin Legassick and Harold Wolpe have discussed the relation between capitalism (in the form of foreign and local capital owned by whites) and the Apartheid regime as early as the 1970s, something which Sizwe fails to discuss in this book. The literature on the nature of the South African political economy and the transition stage is dominated by thinkers such as Patrick Bond in *Elite Transition* (2000) and Sampie Terreblanche in *Lost in Transformation* (2012). These two books and many others which analyze the so-called negotiations foreground the agency of the ANC despite global structural constraints in making the economic concessions to fully integrate South

Africa into the global system of Neoliberal fundamentalism. The ANC's abandonment of the RDP project and the embarrassing embrace of GEAR by Thabo Mbeki captures the "economic soul" of the ANC which comprises "civilized natives" who obsess about appeasing their white masters. The subjectivity of the founders and leaders of the ANC as the "New Africans" (Masilela 2013) is to a large extent responsible for the treacherous mess during CODESA. The economic concessions made by the ANC during the "secret talks" are now absurdly justified by the myth of so-called two-stage theory of National Democratic Revolution which will never get to the second stage of socialism despite the Marxist rhetoric of the elite leaders of the ANC and the Tripartite Alliance. The ANC's moderate liberal pragmatism captures the "soul of the ANC" (Gumede 2007). Sizwe's book fails to provide this extensive analysis of the South African political economy and the role of the ANC as consisting of "civilized natives" with double consciousness deriving from their Amakholwa heritage since its founding in 1912.

The book investigates the afterlife of Apartheid, which was made new by being privatized through the market logic of neoliberalism. Sizwe argued that the dominance of private actors diminished the power of the State. It is in this sense that Sizwe's fellow Charterist intellectual comrade, namely Tembeka Ngcukaitobi, argues in the blurb of this book that it "explodes the myth that apartheid is a thing of the past". From an Africanist Tradition's position this "explosion" is pointless since apartheid was never the problem but a mere regime invented by Dutch settlers who, under the delusion of indigeneity, called themselves the Afrikaners. These delusional architects of the regime of apartheid merely reconfigured white settler colonialism, which commenced with conquest in the form of land dispossession and intellectual warfare (Carruthers 1999) in 1652 in wars of colonization (Ramose 2006). Only Charterist intellectuals like Sizwe and Tembeka and their ideological victims see the need to "explode" the myth of apartheid being a thing of the past. White settler colonialism and white supremacy in South

African politics preceded apartheid and transcended it in the so-called post-apartheid South Africa. Apartheid, as a political regime of Dutch settlers, was just a clumsy manifestation of white supremacy. This regime is not *the* problem; white supremacy is *the* main antagonism. White supremacy does not need apartheid. This is why white supremacy has outlived the regime of apartheid under liberal constitutional democracy in the current so-called new South Africa. White liberals (Mafeje 1998) like Hellen Zille and Merle Lipton (2007) know very well that apartheid as a clumsy political regime was too costly for white supremacy, so they had to intervene ideologically in 1994 to secure the afterlife of white supremacy under a liberal constitutional democracy. This idea of white liberals intervening ideologically to reinforce white settler colonialism entailed the reformation of white supremacy and not just Apartheid. The entire epistemological paradigm of the European conqueror in the form of law, politics, culture, and economics is what Sizwe fails to understand by narrowing the antagonism to a mere regime of Apartheid. Mafeje (1998) has provided a critique of black nationalists in the ANC in terms of how they conceded intellectual leadership to white liberals. The Pan-Africanist Congress under Sobukwe and the so-called "Gang of 8" under the Makiwane brothers rejected white intellectual leadership and were expelled by the ANC leadership under Oliver Tambo and Joe Slovo. The fundamental point which Sizwe who is ideologically aligned with the Congress Tradition fails to comprehend is that the ANC has a "liberal soul" and only turned to the so-called arms-struggle when peaceful discussions with white settlers were not eventuating in the extension of democratic rights to the African majority. The ANC's moderate black liberalism accounts for the Nationalist Party's embrace of the ANC as the main discussant during the "secret talks". It is in this sense that many of the points advanced by the verligte/liberal members of the Nationalist Party in terms of constitutional guidelines and other economic reforms were readily accepted by the ANC despite its rhetoric of radicalism ala two-stage theory of revolution and the so-called Freedom Charter. The ANC just like Sizwe has always conflated white supremacy with

Apartheid, and this is why it regards itself as an anti-apartheid movement. This is true because there is a distinction between an anti-apartheid movement and a liberation movement. An anti-apartheid movement confines itself to racial discrimination and oppression of blacks under the “Afrikaner” nationalist governance while a liberation movement like Poqo is concerned with white settlers and white settler colonialism in its entirety which commenced in 1652 with land dispossession thus “Izwe Lethu” as opposed to 1948 and the extension of civil rights to the excluded blacks. Sizwe does not seem to understand this fundamental disparity between the democratization paradigm of the ANC and the decolonisation paradigm of Poqo. This is why Sizwe obsesses about just a regime of white supremacy, not white supremacy itself. In promoting the two myths of apartheid as *the* problem and the ANC as a liberation movement, Sizwe indulges in Charterist delusions throughout the book. The book is divided into five sections: Space, Law, Wealth, Technology and Punishment. The book offers a relevant discussion of the so-called Apartheid spatial planning. The persistence of the disjuncture between the city and the township reflects the bleak reality of the African majority in “post-apartheid South Africa”. Sizwe provides a slightly different criticism of the current debate around the constitution. Contemporary discussions about South African law are dominated by the debate concerning the final constitution. Sizwe does not seem to be blinded by the centralization of law which comes with legal training. This gives the book a different angle about the nature of law. The section on wealth rehashes the bleak statistics about the miserable socio-economic conditions of the African majority. The lack of access to resources due to racial capitalism and the dominance of the market logic as discussed by Sizwe show that “the most liberal constitution in the world” cannot save the African majority from poverty and inequality. If anything it will continue to reinforce white supremacy and privilege. For someone who obsesses about apartheid, the section on Space is a well-presented summation of the racist production of social space by the apartheid regime. The section on Law is by far the most

rewarding portion of this myth-making book. Sizwe's criticism of the two schools of constitutionalism, namely the triumphalist, which is embraced by his fellow Charterist intellectual Tembeka (2018) and the abolitionist as “forged” by Ndumiso Dladla (2018) and Joel Modiri (2018), was indicative of his commendable yet shallow comprehension of legal philosophy. His critical point about the two schools' naïve belief in the power of law was quite interesting. Sizwe's legal and constitutional skepticism and its critique of the legalism of the constitutional abolitionists and triumphalists is by far the only important thing about the entire book. This is how Sizwe (2021:68) states it “Both constitutional triumphalists and constitutional abolitionists overestimate law's potential for transformative change. This belief in legal centrality is not uncommon among lawyers”. It was interesting to see a Charterist intellectual mythmaker like Sizwe engage with the Azanian Tradition honestly by citing the scholars and debunking the myth of legalism in these constitutional schools. Given the ideological flip flopping of Tshepo Madlingozi we cannot classify him under the Azanian Tradition, but we can credit him as an influence on Sizwe's first myth of apartheid as *the* problem. Sizwe is familiar with the scholarship of Madlingozi, especially his article on *Social justice in a time of Neo-apartheid constitutionalism*, as he cites it. The transition from neo- to new is not a long journey to apartheid mythmaking.

Another interesting section is the one on Wealth. This is the section, which foregrounds the privatization of apartheid. It delves into the rise of market logic within apartheid and how it affected the governance of the ANC in the “post-apartheid era” in terms of policy and debts. While in the section on Law, Sizwe demonstrated a shallow but commendable grasp of legal philosophy, the section on Wealth is a manifestation of his shallow comprehension of the history of economic thought. His discussion of neoliberalism is not impressive. It does not show a solid grasp of the literature on the origin of neoliberalism. Merely quoting Von Hayek is not sufficient. Ludwig Von Mises, Mont Pelerin Society, Austrian School of Economics, German



historical school and the Chicago School of Economics and its second-hand dealers in ideas literature should have been given a brief exposition. Regarding second-hand dealers in ideas, Sizwe should have at least discussed books by Diane Stone called *Capturing the Political Imagination: Think Tanks and the Policy Process* (1996) and *Second-Hand Dealers in Ideas: Think Tanks and Thatcherite Hegemony* (1994) by Radhika Desai. These two books provide an extensive analysis and history of the intellectuals behind Neoliberalism and the evolution of its hegemony. Sections on Technology and Punishment are important but unremarkable. Ironically, the Conclusion is very significant. It is here that Charterist mythmaking reaches "explosive" heights. The Conclusion is certainly Sizwe's brightest moment of Charterism. The conceptualisation of the 1994 Civil Rights project of the ANC as the first republic is, however, a less sophisticated way of expressing the mythmaking of the Congress Tradition. Eddy Maloka (2022), a fellow traveler in the Charterist journey of mythmaking in South African politics, has called for a Second Republic in an awkwardly passionate fashion. Exhibiting the naïve and embarrassing integrationist double-consciousness of the ANC since its founding moment by "civilized natives" confused by Cape liberal indoctrination, both Sizwe and Maloka refuse to trace (white) South African republicanism to the 1852 moment as a racist invention of the Dutch settlers who called it *Zuid-Afrikaansche Republiek* or the South African Republic. Their dishonest Charterist republicanism refuses to acknowledge the two republics of 1852 and 1961, which preceded their myth of the 1994 first republic. Tired of radical pretensions of his shallow grasp of legal philosophy, Sizwe "Concludes" by celebrating the Constitution. As a typical Black liberal, Sizwe shamelessly flirts with Karl Klare's transformative constitutionalism. This is how Sizwe (2021:163) confesses his proud flirtations: "my argument, then, is not that the constitution should be entirely abolished but that it should be substantially transformed. I admit, and indeed celebrate the constitution's achievements and advances. I believe in a constitutional democracy. And I do not take for granted the constitution's

role in extending the franchise and inaugurating the rule of law". His Charterist fellow traveler Tembeka accompanied him in this mythmaking journey of the Congress Tradition by stating that (2021:226) "our forefathers were in a struggle so that we could have access to the law...They were fighting for the law. We cannot abandon the law". Thus, in this book by Sizwe we can observe both radical and moderate black liberalism in jurisprudence in the form of the Azanian and Congress traditions. Like a typical flip flopping Coloured in South Africa, Sizwe, who absurdly regards English as indigenous and places it on equal footing with IsiXhosa, encapsulated why he is Mpofu-Walsh. This happens when you intellectualize about the myth of South Africa belonging to all who live in it, black and white.

In conclusion, Sizwe wrote his first book to debunk ten myths only to write another one under review to reinvent two myths of Charterism, namely *the* (delusion) problem of apartheid and the ANC as a liberation movement.

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