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Transformation in education control resulting from major political changes in South Africa and two Balkan states: 1990 – 2005

Abstract: Since comparative educationists and education systems experts are expected to advise governments and departments of education regarding the transformation of education in their countries and also because they have an intrinsic scholarly interest in political transformation and its effects on the education system, an investigation was launched into recent experiences in this regard concerning one pivotal aspect of education systems, namely education control. The transformations undergone since the early 1990s by Serbia, Croatia and South Africa were examined, particularly with respect to how the respective authorities transformed the control of education in their systems. The study yielded a number of insights that could be fruitfully applied in similar situations in future.

Key concepts: education system, education control, transformation, Transitiology, Serbia, Croatia, South Africa

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Introduction, background and problem statement

When the government of the Shah of Iran was overthrown and replaced by the Islamic Republic, the structure of government as well as the control of education changed (Arani and Abbasi 2008, p. 193). When the teacher unions in Mexico at the end of the 20th century insisted on having the political power to veto changes in education, the unions became part and parcel of the multi-faceted transition of education control (Kent, Alvares, Ramirez and Maarman 2008, p. 388). The results of the presidential elections in November 2016 in the USA will in due course probably also influence the control of education in that country because new top level education managers with Republican Party affiliations will be appointed. It has been widely accepted by comparative educationists that the political structures of a country have a direct impact on the structure and type of education control in the country, and that changes in control originate either in political changes at state level or in internal changes in the political convictions of relevant interest groups. This raises the question whether typical trends can be detected with regards to the structure and type of education control when dramatic changes occur at a political level in countries — irrespective of where they are situated on the globe — and also what education system planners could learn from such trends.

An example of such a dramatic and significant political change was encapsulated in the collapse of the Soviet Union. Its collapse led among others to the fall of the Berlin Wall in 1989 and provided opportunities for countries that formerly were part of Yugoslavia — and even for faraway South Africa at the southern tip of the African continent — to reorganise themselves into a new political dispensation, thereby bringing about major political transformations. (Although the fall of the Berlin wall in 1989 did not directly lead to events in South Africa after 1990, it contributed also in that country to a spirit and atmosphere of imminent political change. The new freedom that this momentous change brought about inspired several formerly oppressed countries to engage in processes of political transformation.) As will be argued below, these transformations, aimed at dismantling the respective political-ideological heritages of the three countries, affected most aspects of life in them, including their education systems.

In view of the above, the question arose: How did the political transformations in these three countries impact on the control of education and what could be learned from their experiences? Answers to this question will help comparative educationists to gain scholarly insight into the effects of political transformation on education control. Such answers will stand them in good stead when they as systems experts are requested to become constructively involved in education system development after dramatic political changes in countries.

The purpose of this article is to report on our research findings with regard to the question formulated in the previous paragraph. We therefore structured the article as follows. We first offer a brief outline of our research method. That is followed by an outline of the education system theory that enabled us to understand the different choices made by the three countries in terms of education control. We then proceed with a description of what transpired in respectively Serbia, Croatia and South Africa during the transformation of their education systems, particularly with regard to education control. These countries, all having experienced political changes at the end of the 20th century and the beginning of the 21st century have been selected to test the hypothesis that comprehensive political transformation tends to have a marked impact on control in the education system. The article concludes with an enumeration of insights drawn from the investigation.

A note on research orientation and method

In order to discover answers to the research question, we engaged in a two-stage research project. First we outlined the theory that embodies the different facets of an education system that have to be attended to in transformation processes, in this case regarding education control. We then analysed the three education system transformations mentioned above to see how they, each in its own way, responded to the demands of their political transformations in terms of education control.

For understanding and identifying typical changes in the education control of countries under political change, we made use of interpretivism and constructivism. The former enabled us to interpret the processes of change and upheaval and how an education system could respond to the new challenges. The latter enabled us to gain theoretical insight into a transformed education system as a result of the political changes.

For the second part of the research, we applied the tenets of Transitiology (Cowen 2000; Sqapi 2014; De Wet and Wolhuter 2009). This theory enabled us to examine social and political transformation in a country, and hence also its education system, in terms of literally every aspect, including control. Our point of departure was that contextual circumstances dictate what form of education control a country should adopt. Our findings therefore will demonstrate the largely pragmatic nature of education systems planning, namely that a country will tend to adopt a control structure that is regarded as most appropriate for its particular conditions. This is probably what Jullien (1817; IBE 1962, p.13), the father of comparative education,

had in mind when he stated: “...research on comparative education should provide new ways to improve education”.

The notion of comparison confronts researchers with another methodological conundrum. Because of the contextual (internal as well as external) differences amongst the three countries in question, comparisons should be carefully done to ensure that the education control as focus of comparison is not obfuscated by other issues such as where a country is geographically located or whether it is a developed or developing country.

Conceptual and theoretical framework

An education system can be defined as an orderly structure with the aim of providing in the educational needs of a particular target group. The system consists of four components (right hand part of figure 1) that enable it to achieve its aim, namely education system policy, education system administration, the structure for teaching and the structure for education support services (Steyn, Van der Walt and Wolhuter 2015). Each of these components is composed of different elements (the aspects mentioned below each component in figure 1).

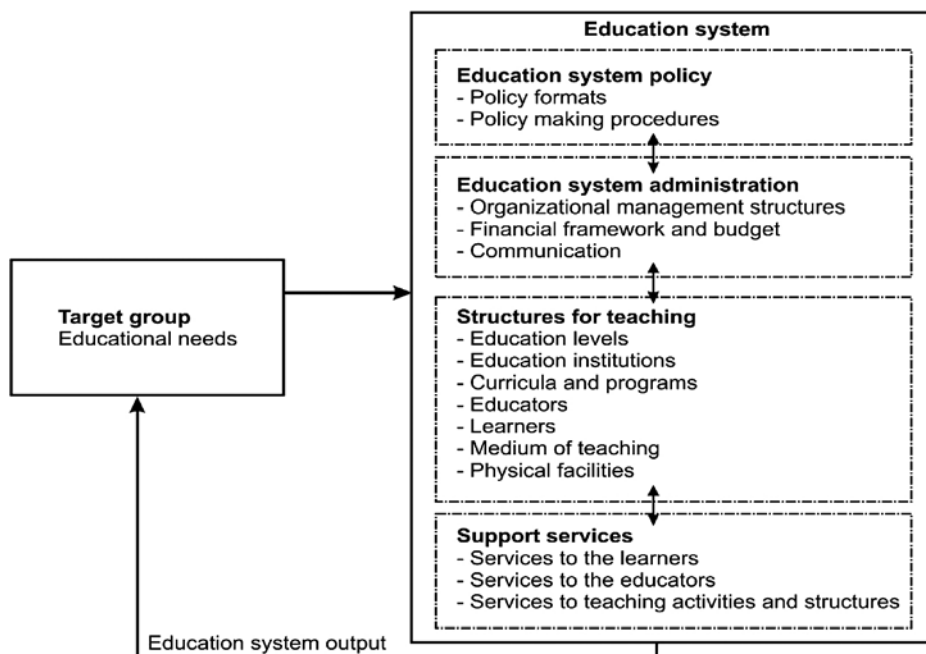


Figure 1: Structure of the education system (Steyn 2014)

Education control, which is the focus of this article, forms the core of the component ‘education system administration’, particularly of the element ‘organisational

structures'. This element refers to the organisation of the functionaries responsible for management and administration required for the successful functioning of the education system. These functionaries are responsible for the development of education policies as well as for the implementation thereof. The concept *education control* therefore firstly refers to the responsibility of those in charge of the system to ensure that the education needs of the target group are provided for, and secondly, it refers to who is in charge and hence responsible for managing the system and to what extent they are organised in a functional structure. Thirdly, the term refers to the processes and procedures according to which education policies are developed and implemented, and finally, it refers to the existence of the internal and external relationships amongst the various parties with an interest in the country's education, among others, the government of the day (Steyn 2014, par 3.4.2).

The shaping of the general characteristics of the education system administration and control in an education system depends on the contextual circumstances that influence the system at a particular place and time. Both external and internal contextual tendencies might have an impact (figure 2) (Steyn 2014, p.151).

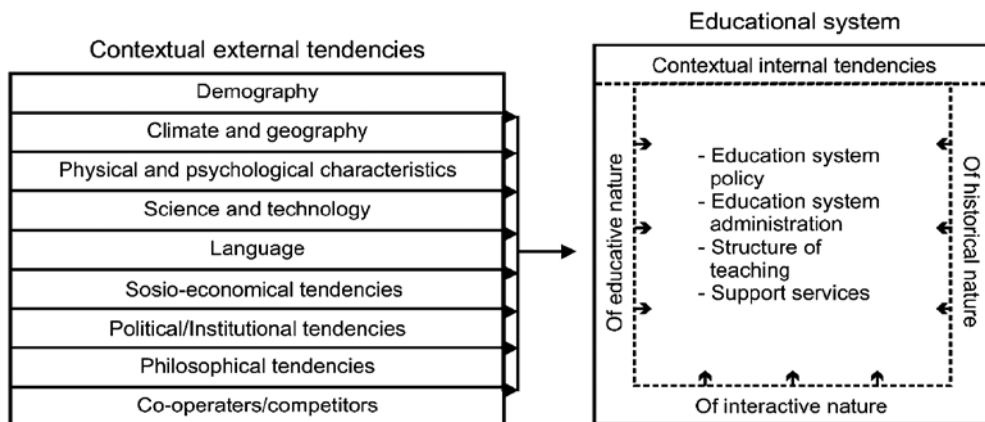


Figure 2: External and internal tendencies that might influence the structure of the education system (Steyn, 2014)

The phrase 'internal tendencies or circumstances' refers to forces present in the education system. These might be either of an historical, educational and / or reciprocal (elements impacting on one another) nature. The phrase 'external contextual tendencies (conditions, circumstances or determinants)' refers in turn to the circumstances of the group to be served by the education system, including their demographical, geographical, socio-economical, cultural, linguistic, political and philosophical views and circumstances (Steyn 2014, p. 137).

It follows from the above that social and political circumstances prevalent during times of education system transformation will determine how the education system in question is shaped and controlled. The dominant political views of the target group in a country-in-transformation gives shape to education control in the education system, that is, they determine whether the system opts for centralized,

decentralized or mixed control in the development and implementation of education policy (Steyn 2014, p. 142).

The prevailing politics in a country counts as one of the external contextual forces. The concept *politics* is understood to refer to the ideals, contemplations and decisions regarding the way a particular (national) community should be organised in order to develop a safe, healthy, attainable and sustainable society (Steyn 2014, p. 149). Such contemplations and decisions tend to result in the adoption of a political system, for instance socialism or free market capitalism. Politics might also lead to the adoption of policies such as democratic representation combined with the recognition of human rights. Politics might also lead to the creation of national political institutions such as a parliament, a senate and party structures, and these structures will in turn determine the nature of education system administration and control, among others whether education control will be centralized or localized. However, systems and institutions are never cast in stone; they are under continuous reconstruction due to the interplay of political and other societal forces (Steyn 2014, p. 149-150). This view is in line with the pragmatic stance regarding education system development outlined above.

Political transformation could occur constitutionally, that is 'normally', for example after democratic elections, or 'abnormally' in that it occurs outside the parameters of the Constitution due to violent social unrest. The three countries mentioned above experienced relatively violent social upheaval which led to significant political transformation of their systems, including their education systems. The rest of this article is devoted to the task of determining whether political transformation has had an impact on control in their respective education systems.

Contextual conditions that probably had an impact on the three countries' education systems, particularly their systems of education control

Delimitation

While formal education in these three countries started at different times, and followed different trajectories through their histories, the focus of this article is on post-1990 changes that impacted on all societal aspects of life in Serbia, Croatia and South Africa (Du Preez 2013; Bajec, et al. 2010; *Cohen and Riesman 1996*). Attention is only paid to events prior to 1990 in as far as they cast light on the education systems inherited in the early 1990s.

Serbia

After World War I, the Kingdom of Serbs, Croats, and Slovenes were formed, renamed in 1929 as the Kingdom of Yugoslavia. The period after the Second World War brought major changes in a political sense. In 1945, the monarchy was abolished and a communist government was established, with Josip Broz Tito as its leader. The

communist party was the only *ruling* political party until the 1990s. Yugoslavia was established as a federation of six republics (Serbia, Croatia, Slovenia, Bosnia and Herzegovina, Macedonia and Montenegro). At first, it emulated the Soviet socialist model, but after the split with Moscow in 1948, the country grew closer to the West, searching for an authentic form of socialism. Despite the break with the Soviet social model, an ideological monopoly over the different aspects of society, including education, was maintained throughout the existence of socialist Yugoslavia (Vujisić Živković and Spasenović 2010). The hegemony of the Yugoslavian state regarding education was also evident in the control and management of education, especially after the 1958 reforms, which laid the basis for the post-1945 education system of the country aimed at creating an egalitarian society, and leading to the fact that little differentiation or input in control other than that of the central government was tolerated (*cf.* Tašner and Gaber, 2016).

In the decade following Tito's death in 1980, national, political, economic and cultural tensions between political elites in the six republics became more pronounced, resulting in conflict and finally the dissolution of the Yugoslavian federation (Protner et. al. 2012). Serbia and Montenegro first established a federation (in 1992), then a union (in 2003), and finally both became independent (2006).

In Serbia, a broad coalition composed of 18 democratic opposition parties defeated Milošević's regime in the elections of 2000. The newly elected democratic government, which was pro-European and reformist-oriented, initiated major political, social, and economic reforms, which included changes in education. The coalition soon fell apart, however, leading to a party dispersion process (Orlović 2007). Several elections called after 2000 showed an oscillation in the strengths and positions of the major political parties. A possible explanation of this could be that there were many unresolved political issues as well as a strong disappointment among the people caused by unfulfilled promises regarding social change and economic progress.

Serbia's EU integration process was slow; however, in 2012, the country was granted candidate status for EU membership and in 2014 EU accession negotiations were opened.

Croatia

On 8 October 1991, Croatia declared its independence from the Yugoslavian Federation. This led to a war with Serbia that lasted four years. Reasons for the Yugoslavian federation falling apart seem to range from ethnic animosity to the historical and political divisions among the Yugoslavian nations and the proclaimed right in the Yugoslavian constitution to self-determination, secession and association with other states (Official Gazette, 1974). Economic reasons also played an important role; economic differences among the member states at the time were substantial (Petak 2005).

Søberg (in: Ramet and Matić, 2006) divides the period from 1989 to 2003 into three phases: that of democratization, independence and war (1989-1995), the "false awakening" (1996 to 1999) and the "second attempt" (2000 onwards). At first, before

1997, civil society was not deemed important for democratic development and was systematically neglected (Bežovan and Ivanović 2006). It was only after the adoption of the *Associations Act* in 1997 that significant civil society development began.

The national parliamentary elections held in January 2000 were won by a united opposition led by the Social Democratic Party (SDP). The new government's program included development of civil society; in this respect it differed from the previous CDU government's policies (Bežovan and Ivanović 2006). From 2003 to 2011, the government was led again by the CDU only to be overthrown by the SDP in 2011. Croatia began in earnest with the implementation of structural changes in its education system only after accession negotiations began with the European Union. Up till then, its focus was mainly on effecting political and ideological changes. The negotiations with the EU and efforts to keep pace with the social, economic and technological changes typical of the globalization processes in the 21st century resulted in a number of structural changes, especially in the education system.

South Africa

An important contextual feature of South Africa is the diversity of its people. Its current population of around 55 million consists of descendants of the Khoisan, the descendants of the black migrators from central Africa, the descendants of the white immigrants from Europe, and Asians (South African Government, 2016: par 1). Several political models developed due to a confluence of a multitude of social, economic and political factors since the middle of the 1600s, the most important of which were colonialism, segregation (or apartheid) and currently post-apartheid integration.

The key feature of pre-1994 South African education was the existence of separate and segregated systems of education for each of the population groups. The inequality between the different systems was the object of scathing criticism from the African National Congress (ANC) and from various education scholars (*cf.* Wolhuter, 2015).

From 1912, the ANC and its allies brought together different interests in the black community for the purpose of opposing apartheid. In response to the rising internal tide of resistance after 1976 the international community began supporting the anti-apartheid cause by means of sanctions. International and domestic opposition against apartheid mounted in intensity and this, together with the fall of the Berlin Wall and the demise of the East Bloc, led to negotiations between the South African government of the day and opposition groups. In February 1990, the Government announced the unbanning of liberation movements and the release of most political prisoners, amongst them Nelson Mandela. After negotiations in a Convention for a Democratic South Africa (CODESA) an agreement was reached, with concessions to all parties (SA Government 2016, p. 10, 14, 17; Kruger 1960, p. xii – xiii; Fedderke et al. 2001, p.112). The acceptance of national, provincial and local government can be seen as particularly relevant to how education control in South Africa was arranged after 1994, when the transformation of the education system began.

A new post-apartheid government came into power in 1994, organised according to the new Constitution with its Bill of Rights (1996). The slogan “Unity in Diversity” was adopted to illustrate how the interests of the various ethnic and racial groups in the country were being accommodated. The legislative, executive and judicial powers were effectively separated, the first two organized on three different tiers: national, provincial and local. This arrangement was decisive for how education control was instituted after 1994: nationally, provincially and locally (Ballard et al. 2005, p. 615). Previous segregation policies were replaced by integration and decentralization policies (Wolhuter, 2015: 63).

Changes experienced in education control in the three countries due to political transformation

In all three of these countries, political transformation occurred in reaction to previous political dispensations. There is an historical and political difference between the two Balkan states and South Africa, however. South Africa transformed itself from being an ethnically and racially divided nation into a unitary state while Serbia and Croatia transformed themselves from being member states of a federation to independent states. All three transformations were marked by the dissolution of previous dispensations as well as by ethnic conflict, in all cases as a result of international isolation and sanctions as well as of economic crises. The aim of the political transformations in all three countries was to establish new political dispensations that would satisfy the majority of the citizens, guided by core social values such as multiculturalism, democracy, human rights and tolerance. Some typical characteristics of change processes and of the results of change can be observed in the changes in education control in the three countries.

The impact of political change on the transformation of education control

In Serbia, widespread education system reforms were initiated after 2000. The process of the reconstruction and modernization of the education system was aimed at contributing to economic recovery, democracy development and international integration of the country (Kovač-Cerović and Levkov 2002). The main goals of transformation were the democratization, decentralization and professionalization of education (Spasenović et al. 2015).

After gaining independence, Croatia made a transition into capitalism and with it, accepted the market economy and parliamentary democracy. Capitalism resulted in privatization and the stratification of the society into rich and poor (Vrcelj 2008). While education today is still largely the mandate of the state and of local authorities, private educational institutions such as schools founded by the Church and institutions offering professional development have become part of the education system. Along with privatization there has been an increasing tendency towards standardization in education (national curricula, educational standards,

external evaluation and PISA testing), both of which to an extent are currently influencing the teachers' and schools' professional work (Kušić 2011).

In South Africa, the transformation on the education system was based on the stipulations of the Bill of Human Rights included in the Constitution (RSA Act 108 of 1996, section 29), and on the vision for the education system which holds that all South Africans have the responsibility to help build a just, equitable, and high quality education system for all the citizens, within a common culture of disciplined commitment to education (RSA 1996(a), chapter 3(13)). The education system is based (RSA 1996(b), art. 4) on values such as citizens' right to education, that parents and the state have a role in education, democratic governance and communities expected to take ownership for the education and schools of their children.

Structures for education control

Serbia experienced major changes in education since 2000 (Spasenović et al. 2014; Spasenović et al. 2015). Control of the education system changed after a redefinition of the responsibilities of the Ministry of Education, regional governmental bodies and school boards. National councils for education were established in order to monitor the different roles of all concerned as well as education quality. Changes were aimed at increasing the democratization of the education system with more autonomy given to schools and teachers in formulating the school programme and organising the participation of parents and the local community, as well as in managing school work and establishing private education institutions. To improve the quality of education, professional institutions were established for performing developmental, advisory, research and other activities on the system level as well as the implementation of new procedures regarding external school evaluation and the promotion of school self-evaluation.

In Croatia, the Ministry of Science, Education and Sports was made responsible for the delivery of education, but in recent years a number of operational responsibilities and functions for particular subsystems have been entrusted to specialist agencies such as the *Agency for Education*, the *Agency for Vocational Education and Training and Adult Education*, the *Agency for Science and Higher Education*, the *National Centre for External Evaluation of Education*, and others (Vrcelj 2005). Several changes were instituted in primary education, among others the implementation of the *Croatian National Educational Standard (CNES)* project in 2004, and the adoption of the *New Curriculum for Primary Schools* in 2006. Croatia became a signatory of the *Bologna Declaration* in 2001 regarding higher education; it then prepared for the resultant transition in 2004, and began with reformed higher education in the 2005/2006 academic year. Pre-school education and secondary education were left by the wayside for the most part, and the changes that have been implemented in the sectors mentioned above have in some cases not been pedagogically well conceived (Strugar 2012).

The most noticeable change in South African education control was the change from a racially based structure to a non-racial structure responsible for providing equal education to all. Education control now resides on a national level,

with a department for basic education (K-12) and one for higher education. Each of the nine provinces is expected to legislate and manage K-12 (pre-tertiary) education on a provincial level in accordance with national policy. On the third tier of education control, school governing bodies are responsible for executing statutorily prescribed governing roles (Steyn et al. 2002).

The implementation of these new structures was a mammoth task. Hundreds of new posts had to be filled. This created a dilemma for the new government in that while it wished to demonstrate that the new officials were being appointed on a non-racial basis, it tended to appoint its own cadres in senior posts to reward them for their loyalty during the struggle. A large percentage of the new appointees were inexperienced and not sufficiently trained to meet their responsibilities. This resulted in mismanagement and administrative problems such as the late delivery of learning materials at schools and teacher unions having an inordinately large say about the day to day running of schools (Holborn 2013; DBE 2016, p.18). While good policies were developed many of them were poorly implemented (Gravett 2014).

Lack of participation in transformation

Another obstacle in the implementation of the reform in all three countries has been resistance to change, particularly in education. Teachers and other educational personnel seem not to have been adequately involved in the reform processes. In addition to this, the current unfavourable status of teachers in society has resulted in apathy among teachers and officials and, in some instances, in a lack of motivation for doing what is required for the effective provisioning of education. Many of those involved in education contend that the on-going reform processes are top-down and that their professional opinions and occupational needs are not being taken into account (Vujačić et al. 2011; Vrclj 2008, p. 260-261; Wolhuter et al. 2012, p. 126).

The growth in the number of private schools

Based on what recently transpired in the three countries it could be concluded that the growth in the number of private schools was in reaction to the centralized education provision in their respective previous dispensations.

In Serbia, the authorities allowed the establishment of private pre-schools, secondary schools and higher education institutions from the beginning of the 1990s. The institution of private primary schools was allowed only from the beginning of 2003. The private sector has since become the most developed one at pre-school and higher education levels. The private primary and secondary school sector has not yet developed to the same level (Spasenović et al., 2015). There are no religious schools in the country, either public or private. It seems as if privatization in education has been more a matter of the commercialization of education than of democratization and educational pluralism.

The reform processes in the Croatian education system followed a privatization strategy. A significant number of private high schools were established. This was followed by the establishment of many private pre-schools, primary schools

and colleges (Croatian Bureau of Statistics, 2015a; 2015b; 2015c). Due to neoliberal politics, the founders of private schools have been striving to offer educational programs that will promote competitiveness in the market, all within a standardization approach (Vrcelj 2005; Kušić et al. 2014).

Similar growth in private education has been recorded in South Africa. This could be ascribed to the fact that parents seem not to trust the quality of public schools anymore, and / or do not agree with the authorities' views on public education (Hofmeyr 2000; ISASA 2017; Dlundla 2015).

Unique challenges

In Serbia, although comprehensive reform has been implemented since 2000, the successes of the implementation of policies have been mixed. Some reform initiatives have been accomplished, while some others were initiated, then stopped, and then continued again. One of the obstacles to policy implementation was the dependence of education policy on political changes in the top executive power in the national government (Vujačić et al. 2011). For example, according to the legal stipulations of 2003, the compulsory education structure was supposed to replace the previous one. However, that decision was delayed due to the changes in the composition of the government, including the appointment of a new Minister of Education in 2004. Another example: although planned, the process of decentralization of education provision and control has not yet been fully implemented, which can be partly attributed to a lack of political will (Spasenović et al. 2014).

In South Africa, similar frustrations have been experienced regarding the quality of education as a result of transformation. In several budget speeches by Ministers of Finance the fact was bemoaned that the output of the education system in terms of the successes of the matric examinations has not been reflecting the amount of money spent on education (Gordhan 2010).

Drivers and agents of transformation

In all three countries, the aspirations of the main interest groups to establish a new education system for quality education according to the needs of all citizens are the drivers of transformation in education. The primary agents of transformation have been the officials and proponents of the political parties with majority support, the legislature, the officials of the different departments as well as functionaries and supporters of several non-governmental organizations involved in the planning and delivery of education. The majority of changes that have occurred in the education system have been *top-down*, however, in the process neglecting the systematic professional teacher training required for the changes to be effective in practice.

One of the important features of the transformations in the three countries was the fact that the realities of democratisation determined education control. Conversely, the reformation of education was regarded as an important tool for guiding the political transformation towards greater democracy. Policies were developed to serve the educational needs of the society, the economy and employment.

In some cases, excellent policies were developed but their effect was detrimentally affected by poor implementation.

Insights regarding education control flowing from this investigation

It should be noted that education control relates to and broadly reflects the general organisational structures of the state. South Africa, for example, adopted a system of mixed education control concomitant with its state structures: some educational responsibilities are currently centralised on central government level and those concerned with the implementation of policy have been decentralised to provincial and local education authorities.

Cognisance should also be taken of the fact that the growth of private education could be a result of transformation, particularly if the public sector cannot provide in the needs of the target group. Private schools are able to offer educational programs with an edge in a competitive market or because they are free from government control. Increased privatization could also be a reaction to the centralized state-provided education of the previous dispensations.

The central vision or aims of an education system should be carefully formulated since that is the embodiment of the above-mentioned driver of education transformation. A new government's vision could include concepts such as 'democratization, decentralization and professionalization of education'. A clearly formulated vision guides the education system towards supporting the 'new' educational needs of the country. Education policy should not only explicitly relate to the central driver of change but should also be clearly disseminated to all role-players.

Another trend of which cognisance should be taken is that suitable instruments for education control such as ministries of education, departments of education and private boards of education should be established as agents of transformation. They should be tasked with the responsibility of developing and implementing policies for effective education provisioning. Education stakeholders such as local authorities, organised business as well as cultural and religious groups should be involved in the development of the education system.

Care should be taken not to appoint persons in important management positions as a form of reward for their loyalty during the struggle for socio-political transformation. Civil servants should be appointed on the basis of possessing the necessary qualifications, qualities and experience.

It is furthermore important to note that, although the aim of political transformation and related changes to the education system should be the advancement of a particular central notion, aim or vision of education as the driver of transformation, diversity in the populace should be taken into account as well. Those responsible for control of the education system should act in line with the creed of "Unity in Diversity". In the process, they should provide opportunities for their fellow countrymen and -women to express their cultural and/or religious and/or vocational educational needs within the context of the national/central drive for transformation.

Finally, it is important to note that the functionaries in control of transformed education systems should strive to establish cordial relations with their counterparts in other countries in a bid to increase the status and reputation of their own education system as well as to contribute to the quality of education provision in their own system. This will be difficult for inexperienced officials, but nevertheless should be attended to.

Conclusion

It is typical of research such as that reported in this article not to yield hard and fast norms or principles regarding the transformation of control in education systems after major political upheavals. Neither does it result in a list of best practices or benchmarks that should necessarily be applied in every education system after political transformation. Education systems should be seen as national responses to the prevailing tendencies in, and the internal and external contexts of a particular country-in-transition. It is in view of this conclusion that the previous section of this article only offers a number of insights or broad outlines regarding the pragmatic manner in which the three countries in this investigation have responded regarding the transformation of their education control. It reflects what has so far worked best for them in their particular circumstances. By the same token they might in future continue adapting their approaches to education control in response to changes occurring in their external and internal conditions.

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TRANSFORMACIJA NADZORA V IZOBRAŽEVANJU KOT POSLEDICA VELIKIH POLITIČNIH SPREMEMB V REPUBLIKI JUŽNI AFRIKI IN DVEH DRŽAVAH NA BALKANU MED LETOMA 1990 IN 2005

Povzetek: Ker se od strokovnjakov za primerjalno pedagogiko in vzgojno-izobraževalne sisteme pričakuje, da vladam in šolskim ministrstvom svetujejo glede sprememb v izobraževanju, pa tudi zato, ker imajo sami po sebi interes za raziskovanje političnih transformacij in njihovih posledic za vzgojno-izobraževalni sistem, smo proučili nedavne izkušnje s tega področja, posebej v zvezi z enim ključnih vidikov vzgojno-izobraževalnih sistemov, to je nadzor v izobraževanju. Raziskali smo spremembe, ki so se v zgodnjih devetdesetih letih 20. stoletja dogajale v Srbiji, na Hrvaškem in v Republiki Južni Afriki, in se osredotočili na vprašanje, kako so oblasti v posamezni državi preobrazile nadzor v izobraževanju. Raziskava je prinesla vrsto uvidov, ki jih bo mogoče koristno uporabiti v podobnih situacijah v prihodnosti.

Ključne besede: vzgojno-izobraževalni sistem, nadzor v izobraževanju, transformacija, tranzitologija, Srbija, Hrvaška, Republika Južna Afrika

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