

# **Apartheid policy in education in the Republic of South Africa**

## **Genesis, development and consequences**

### **Summary**

This book analyzes various aspects of relations between education and the phenomenon and processes of racial segregation in South Africa. It aims to reconstruct the transformation of educational practices and policies regarding different racial categories in South Africa in the wider social and cultural context. The book describes the role of schooling in sanctioning and constructing the hierarchical social structure along the lines of racial categories.

The discussions in this book are situated in the area between the sociology of education and comparative pedagogy. It comprises four chapters. The first chapter provides a theoretical introduction. The starting point is an analysis of the fundamental concepts in this work, such as racism, racial segregation and apartheid. Chapter One also takes up the issue of the link between racial segregation and processes of social differentiation leading to the emergence of a specific form of stratification in which race plays the crucial role. Selected aspects of social differentiation processes act as both a point of reference and the background to the analysis in subsequent chapters. Finally, Chapter One includes a review of several theories of social closure. The selected concepts and theoretical categories presented in this chapter act as a narrative axis and tool for understanding, analyzing and describing the problem in question.

The next three chapters (Two, Three and Four) provide a systematic analysis of the origins, development and consequences of the apartheid policy in South African schooling. They are arranged chronologically and relate to three periods in the history of the country's education system from the perspective of the apartheid policy. At the same time, the narrative axis comprises issues analyzed consistently in each of the three chapters devoted to apartheid policy in education. They are conceived as a link connecting the narrative logic along the time frame.

Chapter Two also deals with the development of education in South Africa following the colonization of the area around the Cape of Good Hope by Dutch settlers. The aim here is to present selected historical contexts of the policy of racial segregation, which influenced the shape of educational institutions and how they functioned until 1948. This chapter also contains an analysis of the social, religious, political and economic conditions that impacted on the formation of societal differences and gulf between the races in terms of the way South African society functioned (throughout the time the apartheid system was legal). In this chapter attention is focused on analyzing four issues:

trends in the development of schooling against the backdrop of historical events in the systematically colonized areas of South Africa; the language situation; the process of shaping the teaching profession; and the development of higher education.

Chapter Three provides a systematic analysis of how the education system functioned under apartheid (1948-1994) in the context of selected phenomena and demographic, social, cultural, economic and political processes. It comprises six issues that serve to understand the role of the education system and how it works in a racially segregated social, political and economic system. The first issue is an introduction to selected contexts and the way in which the South African education system (in reality several sub-systems) functions. The second issue relates to how the education system was used instrumentally in the process of indoctrinating younger generations in a racist political ideology. The next problem concerns the selective function of South African education, with the essence being to present the role of racially segregated education in processes of social closure and socio-economic reproduction taking place in particular racial categories. The fourth significant issue deals with the specific nature of how political language is formed in racially segregated schooling. The fifth issue relates to a discussion of teacher training in the times of apartheid. The final issue touched upon here shows how higher education which was subject to segregation along racial lines functioned and changed.

The fourth and final chapter of this work contains a discussion of the ways in which the education system functioned during the process of political transformation to a democracy (along with the banning of apartheid in 1994). The construction of this chapter is closely related to the logic of the narrative in the previous two chapters. It also refers to six principal issues: the way South Africa's current education system was reformed and now operates; changes in the goals of the education system in terms of its socialization function and changes in the sphere of the social values promoted in the system at present; changes in the selection function of the reformed education system (in terms of reversing the segregation and racialisation processes and their implications for differentiation processes in education); the current situation of languages in South Africa's education system; changes in the education of teachers and the problems experienced by this profession in South Africa; current changes in the higher education system.

Education department documents are a significant part of the analysis in this work. These refer both to the historical circumstances of the development of South Africa's education system until 1948 and educational policy under apartheid. Statistical analyses compiled by the South African Institute of Race Relations are of great importance for obtaining a full picture of how apartheid affected the South African education system. Statistical information and data referring to the situation of individuals from particular racial categories were published by the Institute facilitate a full understanding of the dimensions and conditions of differentiation in education, both before and during the time of apartheid.

In writing this work the author has used research showing the differences in access to education, as well as the level of participation in education of individuals from different racial categories and their educational achievements. These studies provide evidence of huge disproportions in South Africa's education system with reference to race, even today. The criteria used in this work provide a basis for comparisons in the way different racial categories function in the education system and socio-economic relations.