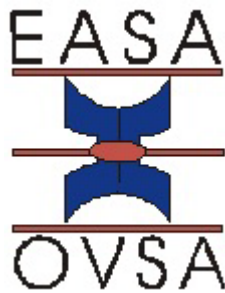


Call for papers: Special issue



Official publication of the Education
Association of South Africa
<http://www.sajournalofeducation.co.za>

Financing school education: Linking resources and learning

South African Journal of Education
Volume 40(4), November 2020

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Globally many governments are grappling to effectively finance school education and this has serious consequences for the provision of quality education. The current economic climate has forced governments to cut back on their budgets in education. Added to this problem is the forced migration of people from war-torn countries or the influx of illegal immigrants into a country from poorer countries outside its borders. In order to improve the standard of school education, governments are compelled to introduce educational funding models and policies that are closely aligned to student (learner) performance. It becomes imperative for governments to achieve their education policy objectives through the efficient and equitable use of financial resources.

Most public-school funding comes from public budgets. Developing effective mechanisms to allocate this funding among competing priorities is an important policy concern for governments. Since school systems have limited resources with which to pursue their objectives, using these resources efficiently is a key aim for their activities. According to the OECD Review of School Resources (2017), the governance of school funding is characterised by complex relationships between the various stakeholders involved in raising and spending funds for schooling. While the majority of school funding originates at central government level, external agencies also increasingly contribute to raising funds for school services. These funds complement central school funding from their own revenues, and private spending on schools has increased considerably in recent years.

One of the goals of governments is to provide effective education for its people. Education research shows that there is a strong link between resources (physical, financial and human resources) and student achievement. In local contexts, we have observed that learners who attend schools that have adequate resources generally perform much better than those attending schools with inadequate resources. To address equity and social justice, for example, the South African government made far-reaching changes in financing public schools. Historically disadvantaged schools are allocated substantial funding to procure resources. However, a number of these schools are still dysfunctional and underperforming. It has also been noted that although affluent schools receive very little funding from the state, these schools are able to sustain effective education for its school communities. What are some of the probable reasons for such a dichotomy?

SAJE is calling for papers for a special issue on “Financing school education: linking resources to learning.” Themes for submissions include, but are not limited to:

- 1) Funding models applied by governments
- 2) Equity and social justice in financing schools
- 3) Legislation and policies concerning the financial management of school education
- 4) Adequacy in funding
- 5) Sources of funding and sustainability of basic education.
- 6) School financial management: planning; organising; leading; monitoring and control
- 7) Managing physical and financial resources
- 8) Quality assurance and sustainability of basic education through effective funding
- 9) Governance and sustainability of basic education
- 10) Entrepreneurial leadership

Reference

OECD 2017. *The funding of school education: Connecting resources and learning*. Paris, France: OECD Publishing.
<https://doi.org/10.1787/9789264276147-en>

Submit completed manuscripts for review to estelle.botha@up.ac.za.

Closing date for submissions: 31 May 2020