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Education Africa Forum Karin Fieldgate, Jane Hofmeyr, Helene Perold, 2001 *Resources in Education*, 2001 **Papers R.P.**, 1971 **Mathematics**, 2002 *The Palgrave Handbook of Innovative Community and Clinical Psychologies* Carl Walker, Sally Zlotowitz, Anna Zoli, 2022-02-01 This handbook highlights a range of ground breaking radical and liberatory clinical and critical community psychology projects from around the world The disciplines of critical community psychology and clinical psychology are currently experiencing radical innovations that in this book are characterised as moving from the individualising practice realm toward an altogether more contextualising orientation Both fields are responding to an array of political social and economic injustices and a global political context Community and clinical psychologists have found themselves reorienting their practice to confront resist and subvert the structures that are so damaging to the lives of the vulnerable people they work with This text posits that these approaches refute and resist the psychologising that has strengthened oppressive structures Such practices are starting to engage in the political character of power knowledge relationships that demand a more action oriented and less clinical psychology praxis and there is a growing interest in and commitment to social justice in the field of mental wellbeing Using examples of scholar activist and practitioner work from around the world this collection explores and documents those practices where the traditional remits of community and clinical psychology have been subverted altered stretched changed and reworked in order to reframe practice around human rights creativity political activism social change space and place systemic violence community transformation resource allocation and radical practices of disruption and direct action **English First Language**, 2005 **A scholarly inquiry into disciplinary practices in educational institutions** Connie B. Zulu, Izak J. Oosthuizen, Charl C. Wolhuter, Corene de Wet, Rika Joubert, Ansie E. Kitching, Michael L. Marumo, Zahraa McDonald, Nicholas T. Mollo, Louis J. Oosthuizen, Ferdinand J. Potgieter, Bianke van Rooyen, Marius H. Smit, Amos T. Thebenyane, Andre van der Bijl, Johannes (Hannes) L. van der Walt, 2019-12-12 This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings The issue of discipline is investigated from diverse paradigmatic and methodological perspectives presenting empirical as well as also philosophical research The empirical perspective includes quantitative positivistic qualitative interpretive and mixed methods pragmatic designs and worldviews This book offers a ground breaking contribution to the field of learner and student discipline with insights into disciplinary practices and issues in educational institutions not hitherto researched such as Technical Vocational Education and Training colleges and universities **Higher Education in South Africa** Eli Bitzer, 2009-10-01 Higher Education in South Africa should be of considerable interest to higher education researchers outside of South Africa as well as within for the general and comparative assessments it makes The South African higher education researchers included

within its covers have clearly engaged with research and writing from many parts of the world which they have then applied to make sense of their own condition Malcolm Tight Lancaster University UK

Future-proofing STEAME education in South Africa Rajendran Govender,Josef de Beer,Rouaan Maarman,Rajendra Chetty,2025-02-28 This book aims to contribute to the discourse of finding innovative solutions to the myriad of challenges facing science education in South Africa The book positions itself in the multi disciplinary focus on Science Technology Engineering Arts Mathematics and Entrepreneurship STEAME education rather than the traditional narrow focus on Science Technology Engineering and Mathematics STEM The chapters in the book explore the challenges and opportunities facing STEAME education in a complex 21st century and at the advent of a society with a strong artificial intelligence component in its DNA The leitmotif of the book is how engaging pedagogies could be utilised in the classroom to enhance self directed learning a sine qua non to future proof South Africa s science and technological advancement This is a book written by scholars for scholars Its target audience includes academics and researchers in the field of science education and scholars engaged with innovative teaching pedagogies particularly approaches that would enhance the achievement of learners in disadvantaged contexts The chapters in the book although eclectic in approach all contribute to the central theme of the book Most of the chapters lean on textual analyses literature reviews or concept papers which disclose new ideas before full validation

International Handbook of Primary Technology Education Clare Benson,Julie Lunt,2011-11-16 This international handbook offers an in depth study of the development of primary Technology or Design and Technology education worldwide It is unique in that it focuses on the way in which the building blocks for this subject have been established providing much needed research and information for those involved with secondary education and beyond to draw on The inclusion of Technology education into primary curricula has gathered momentum for the last two decades as its importance and relevance to children s lives has been realised by educators This handbook offers a detailed insight into the many and varied ways in which countries have incorporated the subject into children s primary school experiences and issues that have arisen during its implementation The authors all work in the field of primary technology education and have been actively involved in curriculum development and research in their own countries The first part of the book is devoted to the introduction the development and implementation of Technology education into the primary curricula of countries worldwide Reasons for this movement successes and barriers to development are discussed and speculation about the future of Technology education is reflected upon The second part of the book relates to issues that have arisen as the subject has grown over the last twenty years and consideration needs to be given to these if future successes are to be achieved Classroom practice including designing and ICT teacher education enterprise sustainability and indigenous technology are all reflected upon and support the notion of technology as a valued and valuable part of the primary curriculum This book should be of interest to undergraduate and graduate students practitioners researchers curriculum developers policy makers and professional development providers who are involved

with and have an interest in primary technology education worldwide **Geography** ,2002 Past Papers Geography ,2006 **English First Language** ,2006 **Papers** ,1960 **Geography** ,2003 **Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa** Birgit Brock-Utne,Zubeida Desai,Martha Qorro,2006

This is a series of books from the LOITASA Language of Instruction in Tanzania and South Africa project LOITASA is a NUFU funded Norwegian University Fund project which began in January 2002 and continued till the end of 2006 It is what in donor circles is known as a South South North cooperation project which in this case involves research cooperation between South Africa Tanzania and Norway The first book entitled Language of instruction in Tanzania and South Africa LOITASA focused on the current language in education situation in the two countries by providing a description and analysis of existing language policies and practices **Historical Archaeology in the Western Cape** Martin Hall,Ann Markell,1993

Transformation of Archives and Heritage Education in Post-apartheid South Africa Geraldine Frieslaar,Olusegun Morakinyo,2023-06-10 Although there have been significant strides to transform the demographics of archive and museum personnel develop new museums and heritage institutions and heritage training initiatives in post apartheid South Africa the Eurocentric model of the archive museum and heritage sector has largely remained intact Despite the euphoria around the transformation of heritage in the beginnings of post apartheid South Africa it can be argued that the transformation of heritage institutions has been superficial and cosmetic with the ideological foundation of the colonial archive and museum as well as Eurocentric modalities of heritage education remaining solid largely unmoved and under continuing challenge This is the thrust of this book which reflects on the transformation of archives and museum and heritage education in South Africa and argues for meaningful transformation of the sector through a decolonisation from its Eurocentric mooring African Research & Documentation ,2004 Colonial Heritage, Memory and Sustainability in Africa Mawere, Munyaradzi,Mubaya, Tapuwa R.,2015-12-12 This book serves as a drive and medium for constructive analysis critical thinking and informed change in the broad area of cultural heritage studies In Africa how to overturn the gory effects and reverse the wholesale obnoxious and unpardonable losses suffered from the excruciating experience of colonialism in a manner that empowers the present and future generations remains a burning question Colonial and liberation war heritage have received insignificant attention The relevance nature and politics at play when it comes to the role of memory and colonial heritage in view of nation building and sustainability on the continent is yet to receive careful practical and theoretical attention and scrutiny from both heritage scholars and governments Yet colonial heritage has vast potentials that if harnessed could reverse the gargantuan losses of colonialism and promote sustainable development in Africa The book critically reflects on the opportunities constraints and challenges of colonial heritage across Africa It draws empirical evidence from its focus on Zimbabwe South Africa Nigeria Ghana Zambia and Mozambique to advance the thesis that cultural heritage in Africa and in particular colonial heritage faces challenges of epic proportions that require urgent attention

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