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This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development - but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects

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educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making process, combining practical steps to achieve incremental gains to re-orient the system towards learning.

This book provides an international perspective of current work aimed at both clarifying the theoretical foundations for the use of multimodal representations as a part of effective science education pedagogy and the pragmatic application of research findings to actual classroom settings. Intended for a wide ranging audience from science education faculty members and researchers to classroom teachers, school administrators, and curriculum developers, the studies reported in this book can inform best practices in K – 12 classrooms of all science disciplines and provide models of how to improve science literacy for all students. Specific descriptions of classroom activities aimed at helping infuses the use of multimodal representations in classrooms are combined with discussion of the impact on student learning. Overarching findings from a synthesis of the various studies are presented to help assert appropriate pedagogical and instructional implications as well as to suggest further avenues of research.

This book addresses the social and environmental justice challenge to live sustainably and well. It considers the consequences of our social, economic and environmental policy and

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governance decisions for this generation and the next. The book tests out ways to improve representation, accountability and re-generation. It addresses the need to take into account the ethical implications of policy and governance decisions in the short, medium and long term based on testing out the implications for self, other and the environment. This book recognizes the negative impact that humans have had on the Earth's ecosystem and recommends a less anthropocentric way of looking at policies and governance. The chapters discuss the geologic impact that people have had on the globe, both positive and negative, and brings awareness to the anthropocentric interventions that have influenced life on Earth during the Holocene era. Based on these observations, the authors discuss original ideas and critical reviews on ways to govern those who interpret the world in terms of human values and experience, and to conduct an egalitarian lifestyle. These ideas address the growing rise in the size of the ecological footprints of some at the expense of the majority, the growth in unsustainable food choices and of displaced people, and the need for a new sense of relationship with nature and other animals, among other issues. The chapters included in *Balancing Individualism and Collectivism: Social and Environmental Justice* encourage readers to challenge the sustainability agenda of the anthropocentric life. Proposed solutions to these unsustainable actions include structuralized interventions and volunteerism through encouragement and education, with a focus on protecting current and future generations of life through new governmental etiquette and human cognizance.

Maringe ought to be commended for putting together an invaluable contribution to our understanding of research into a complex education system in South Africa. This volume

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provides a useful foundation to the current state of education quality in South Africa including the impact of interventions. It also brings to the fore challenges still facing education transformation. The evidence presented which, taken together, lays out a coherent view of how improvements could be made. Albert Chanee Head of Planning, Gauteng Department of Education For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review. Now, for the first time, education researchers are provided with an African-based text on the concepts and methods of conducting systematic reviews. In this exceptional work of editorship, Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand. I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent. It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence-based research that compels the attention of policymakers, planners and practitioners alike. Prof Jonathan Jansen Stellenbosch University

Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things - whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus

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area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

Aucune information saisie

This book focuses on how to improve the teaching and learning of primary level mathematics education within resource-constrained contexts. It builds on two large numeracy projects within South Africa which speak to broader, global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed. Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education.

The Handbook of International Perspectives on Early Childhood Education provides a groundbreaking compilation of research from an interdisciplinary group of distinguished experts in early childhood education (ECE), child development, cultural and cross-cultural research in

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the psychological sciences, etc. The chapters provide current overviews of ECE in Latin America and the Caribbean, the Middle East, Asia, Australia, Africa, Europe, the US, and Canada, and convey how ECE is multi-sectorial, multi-cultural, and multi-disciplinary, undergirded by such disciplines as neuroscience, psychological anthropology, cross-cultural human development, childhood studies, and political science.

Emerging from the pioneering work of the African Association for History Education (AHE-Afrika), *Teaching African History in Schools* offers an original Africa-centred contribution to existing research and debates in the international field of history education.

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