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South Africa's transformation to democracy has highlighted the need for reliable socio-economic information and analysis to inform the process of meeting our numerous and complex development challenges.

The evolution of information technologies, mobile devices, and social media as well as the needs of students, workers, and academics have experienced rapid changes in the past several years. This complex and dynamic reality requires new forms of delivery of learning content to students, the building of special learning environments, and new teaching methodologies for academics. *Opening Up Education for Inclusivity Across Digital Economies and Societies* is an essential reference source that aims to foster the international exchange of academic insights and approaches in order to broaden visibility in the development of technology for education, establish an international platform for interactions on information technology and application in education, accelerate innovation in education technology, and analyze the latest achievements and progress in new and emerging information

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technology for education with a special focus on higher education institutions. The book addresses applications of technology use and digital competence development in education systems around the world including both specific uses in classrooms and broader uses in national and regional policies. The book is ideally designed for educators, administrators, policymakers, managers, politicians, and academicians.

South Africa has made huge gains in ensuring universal enrolment for children at school, and in restructuring and recapitalising the FET college sector. However, some three million young people are not in education, employment or training and the country faces serious challenges in providing its youth with the pathways and support they need to transition successfully into a differentiated system of post-school education and training. Across nine evidence-based chapters, 17 authors offer a succinct overview of the different facets of post-school provision in South Africa. These include an analysis of the impact of the national qualifications system on occupational training, the impact of youth unemployment, the capacity of the post-school system to absorb larger numbers of young people, the relationship between universities and FET colleges, the need for more strategic public and private investment in skills development, and a youth

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perspective on education and training policy. The authors have a number of recommendations for improving the alignment between schooling, further education and training, and university education – interventions that could shape the future of our youth.

The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new approach to improving foundational teaching and learning for schoolchildren living in working-class, poor and remote rural communities in resource-constrained systems like South Africa. At the core of this book is the theory and evidence for a powerful, new, interlocking and mutually reinforcing change model. Inspired by the AIDS treatment story, the three-pronged approach of structured daily lesson plans, appropriate and high-quality educational materials, and one-on-one instructional coaching to help teachers transform their instructional practices in early grade classrooms, shows that it will improve learning outcomes. For education systems defined by low levels of early grade learning and profoundly unequal outcomes, The Education Triple Cocktail offers a theoretically informed, evidence-based way forward. This book will be of immense use to teachers, students of Education, policymakers and parents.

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This book provides an overview of the research related to psychological assessment across South Africa. The thirty-six chapters provide a combination of psychometric theory and practical assessment applications in order to combine the currently disparate research that has been conducted locally in this field. Existing South African texts on psychological assessment are predominantly academic textbooks that explain psychometric theory and provide brief descriptions of a few testing instruments. Psychological Assessment in South Africa provides in-depth coverage of a range of areas within the broad field of psychological assessment, including research conducted with various psychological instruments. The chapters critically interrogate the current Eurocentric and Western cultural hegemonic practices that dominate the field of psychological assessment. The book therefore has the potential to function both as an academic text for graduate students, as well as a specialist resource for professionals, including psychologists, psychometrists, remedial teachers and human resource practitioners.

State of the Nation: South Africa 2007 offers 22 diverse angles on contemporary South Africa in one compelling and comprehensive collection. The politics section focuses on the outcome of the 2006 local government elections and issues of service delivery. The economy

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section examines the rapidly growing social welfare net, the state of our public health systems, and the topics of water and the environment, heritage and tourism. Violence against women, prison reform, the plight of South Africa's former guerrilla fighters, transformation in South African rugby and the post-apartheid role of the church all come under the spotlight in the society section. The volume concludes with a look at trends in the continuing involvement of South African business on the African continent, South Africa's part in the complex search for peace and stability in the Democratic Republic of Congo, and the life of the vast Zimbabwean exile community in South Africa.

The International Handbook of Teacher and School Development brings together a collection of research and evidence-based authoritative writings which focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful

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Schools, Successful Leader Professional Communities: their practices, problems & possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally. They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools, both positively and negatively, and the possibilities for their further development. This essential handbook will be of interest to teacher educators, researchers in the field of teacher education and policy makers.

The Routledge Companion to Interdisciplinary Studies in Singing, Volume II: Education examines the many methods and motivations for vocal pedagogy, promoting singing not just as an art form arising from the musical instrument found within every individual but also as a means of communication with social, psychological, and didactic functions. Presenting research from myriad fields of study beyond music—including psychology, education, sociology, computer science, linguistics, physiology, and neuroscience—the contributors address singing in three parts: Learning to Sing Naturally Formal Teaching of Singing Using Singing to Teach In 2009, the Social Sciences and Humanities Research Council of Canada funded a seven-year major collaborative research initiative known as Advancing Interdisciplinary

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Research in Singing (AIRS). Together, global researchers from a broad range of disciplines addressed three challenging questions: How does singing develop in every human being? How should singing be taught and used to teach? How does singing impact wellbeing? Across three volumes, *The Routledge Companion to Interdisciplinary Studies in Singing* consolidates the findings of each of these three questions, defining the current state of theory and research in the field. Volume II: Education focuses on the second question and offers an invaluable resource for anyone who identifies as a singer, wishes to become a singer, works with singers, or is interested in the application of singing for the purposes of education.

This book is based on research carried out in Eastern and Southern Africa by scholars from Africa and the Netherlands who cooperated within the framework of the ESLA project. The contributions to this book reflect the exchanges and discussions which took place in this research group, initiated by staff of Mzumbe University in Tanzania, Uganda Martyrs University and the University of Groningen in the Netherlands. The group aims to go beyond figures and uncover the causes, effects and stories of the young people involved, as well as explore promising new strategies with which to address their needs.

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