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chapters are original contributions, providing a state of the art research baseline on key themes in physical, human and environmental geography, and in understanding the changing geographical landscapes of modern South Africa. These contributions set the scene for an

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Understanding of the relationships between modern South Africa and the wider contemporary world, including issues of sustainable development and growth in the Global South.

The European Conference on e-Learning was established 17 years ago.

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It has been held in France, Portugal, England, The Netherlands, Greece and Denmark to mention only a few of the countries who have hosted it. ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars,

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practitioners and individuals who are engaged in various aspects of e-Learning.

Among other journals, the Electronic Journal of e-Learning publishes a special edition of the best papers presented at this conference.

As South Africa transitioned from apartheid to democracy,

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changes in the political landscape, as well as educational agendas and discourse on both a national and international level, shaped successive waves of curriculum reform over a relatively short period of time. Using South Africa as a germane example of how curriculum and pedagogy can interact

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and affect educational outcomes, Pedagogy in Poverty explores the potential of curricula to improve education in developing and emerging economies worldwide, and, ultimately, to reduce inequality.

Incorporating detailed, empirical accounts of life inside South African classrooms, this book is

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a much-needed
contribution to
international debate
surrounding optimal
curriculum and
pedagogic forms for
children in poor schools.
Classroom-level
responses to curriculum
policy reforms reveal
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curriculum forms.

Hoadley focuses on the crucial role of teachers as mediators between

curriculum and

pedagogy, and explores

key issues related to

teacher knowledge by

examining the teaching

of reading and

numeracy at the

foundational levels of

schooling. Offering a

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sociology of curriculum and pedagogic change, this book will appeal to academics, researchers and postgraduate students in the fields of education, sociology of education, curriculum studies, educational equality and school reform, and the policy and politics of education.

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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

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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

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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

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had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for

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making process,
combining practical
steps to achieve
incremental gains to re-
orient the system
towards learning.

While South Africa has
made significant
improvements in basic
and tertiary education
enrollment, the country
still suffers from
significant challenges in

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the quality of Mathematics

educational

achievement by almost

any international

metric. The paper finds

that money is clearly not

the main issue since the

South Africa ' s

education budget is

comparable to OECD

countries as a percent of

GDP and exceeds that

of most peer sub-

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countries in per capita terms. The main explanatory factors are complex and multifaceted, and are associated with insufficient subject knowledge of some teachers, history, race, language, geographic location, and socio-economic status. Low educational achievement contributes

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to low productivity growth, and high levels of poverty, unemployment, and inequality. Drawing on the literature, the paper sketches some policy considerations to guide the debate on what works and what does not.

This publication
presents statistics and

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analysis on the status of women and men in the world, highlighting the current situation and changes over time. It is the sixth in a series published since the World Conference on Women in 1995. It emphasizes that progress towards the goal of gender equality has been made in most areas of concern,

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although uneven and at low pace. Through a life cycle approach, it reveals the challenges

and opportunities faced by women at different stages of life and based on where they reside.

Trajectories of women and men are highlighted in the statistical findings of the analysis undertaken on population and families,

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