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Hani West, OR Tambo Inland,
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LSPID training held in East London. ECDoE held a two-day training for Learners with Severe Profound Intellectual Disabilities Team in East London.

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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

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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

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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

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achieve incremental gains to re-orient the system towards learning.

Since the dawn of colonialism in Southern Africa, the province of the Eastern Cape emerged as the

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cradle of African resistance
against colonial oppression.
A closer look at the
province reveals
opportunities for progress
and ultimate resurgence of
economic and social
development; yet conflated

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by a myriad of challenges. This book brings together different perspectives and realities of the post-apartheid Eastern Cape to provide an in-depth exploration of the developmental dilemmas that

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the province faces. This book provides insightful reflections on development and its sustainability some 25 years since democracy, and specifically focuses on sociological and demographic realities in the areas of

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unemployment and subsequent community resilience in a variety of sectors including health and education. While it provides a historical analysis of contextual issues facing the province, the book also highlights the

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Agency of the people of the Eastern Cape in confronting challenges in leadership, accountability, citizen participation and service provision. The book will be useful for development scholars and practitioners

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who are interested in understanding the state of the province, and similar settings, and the degree to which it has emerged from the shadows of its colonial and apartheid legacies.

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Why have many developing countries that have succeeded in expanding access to education made such limited progress on improving learning outcomes? There is a growing recognition that the

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learning crisis constitutes a significant dimension of global inequality and also that educational outcomes in developing countries are shaped by political as well as socio-economic and other factors. The Politics of

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Education in Developing Countries focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries: Bangladesh, Cambodia, Ghana, Rwanda, South Africa, and

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Uganda. The problem of
education quality is serious
across the Global South. The
Politics of Education in
Developing Countries: From
Schooling to Learning
deploys a new conceptual
framework—the domains of

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power approach—to show how the type of political settlement shapes the level of elite commitment and state capacity to improving learning outcomes. The domain of education is prone to being highly politicized,

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as it offers an important source of both rents and legitimacy to political elites, and can be central to paradigmatic elite ideas around nation-building and modernity. Of particular importance is the relative

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strength of coalitions pushing for access as against those focused on issues of higher quality education. This book concludes with a discussion of entry points and strategies for thinking and

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working politically in
relation to education
quality reforms and critical
commentaries.

Elusive Equity chronicles
South Africa's efforts to
fashion a racially equitable

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state education system from the ashes of apartheid. The policymakers who came to power with Nelson Mandela in 1994 inherited an education system designed to further the racist goals of apartheid. Their massive

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challenge was to transform that system, which lavished human and financial resources on schools serving white students while systematically starving those serving African, coloured, and Indian

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learners, into one that would offer quality education to all persons, regardless of their race. Edward Fiske and Helen Ladd describe and evaluate the strategies that South Africa pursued in its quest for

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Exam Papers. They draw on previously unpublished data, interviews with key officials, and visits to dozens of schools to describe the changes made in school finance, teacher assignment policies,

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governance, curriculum, higher education, and other areas. They conclude that the country has made remarkable progress toward equity in the sense of equal treatment of persons of all races. For several reasons,

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however, the country has been far less successful in promoting equal educational opportunity or educational adequacy. Thus equity has remained elusive. The book is unique in combining the perceptive observations of a

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skilled education journalist
with the analytical skills
of an academic policy
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descriptions of how South
Africa's education reforms
have affected schools at the
grass-roots level are

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combined with careful analysis of enrollment, governance, and budget data at the school, provincial, and national levels. The result is a compelling and comprehensive study of South Africa's first decade of

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education reform in the post-apartheid period.

The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating

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Language competency for
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instruction at upper primary
level conducted at
University of Stellenbosch
in 2017; and this book in
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coverage in several South
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It is over 40 years since
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attention to the World
Education Crisis, and
specifically problems in the
educational systems of
countries in the developing
world. Today, many of these
problems remain, and are
most visible in the

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educational systems of countries in sub-Saharan Africa. A large number of children remain out of school and for those who do enrol, less than half complete the primary education cycle. More

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worrying is the fact that those who do complete primary schooling leave with unacceptably low levels of knowledge and skills. The problems of access to education, and the quality of learning opportunities

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and learning outcomes are unevenly spread between rural and urban areas, better- and worse-off constituencies, and between boys and girls. This raises questions about the nature of the state and its

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Commitment to equality and equity for all. The chapters in this volume argue that quality, equity and democratic accountability are inseparable objectives in the quest to strengthen and improve educational

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systems in the developing world. Between them they highlight the specific problems of quality, equity and democratic accountability in a number of African educational systems, and provide useful

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insights into ongoing work
by national governments and
international donor agencies
to remedy these
shortcomings.

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watcher, an angler, a hiker,

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a diver, an environmentalist, or merely a weekend nature lover, this guide will provide hours of fascinating reading and be an invaluable reference for years to come.

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This global collection
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education by presenting
trust, capacity and
accountability as the three
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research and case studies from scholars, policymakers and experts from international agencies across five continents, this book shows how trust, capacity and accountability interact in ways and with

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consequences that vary among countries, pointing readers towards understanding potential leverage points for system change. Trust, Accountability, and Capacity in Education System Reform illuminates how these three

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concepts are embedded in an institutional context temporally, socially and institutionally and offers an analysis that will be of use to researchers, policymakers and agencies working in comparative

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The work of creating the
future is being done now ?
and much of it is
unsustainable in terms of
natural and cultural

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How will the next generation of leadership for environmental sustainability be raised up? Can we imagine sustainable futures, and can we enable transformative leadership to help us realize them? How can we

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intergenerational
sustainability learning and
leadership? In this book, 82
authors from 26 countries
across 6 continents seek
answers in 32 essays to the
many questions related to
the intergenerational

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collaboration that holds promise for creating sustainable futures. The authors themselves represent a diversity of geography, gender, and generation ? and include the institutions comprising the emerging

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Intergenerational Net-work
of Centers. They speak to
key principles,
perspectives, and praxes at
the intersection of
intergenerational learning
and transformative

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Leadership in the context of education for sustainability. A visionary tour de force, this book explores the challenges and complexities of future learning models beyond the UN Decade of Education for

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Sustainable Development. It provides a timely discourse encompassing intergenerational and cultural dimensions, including ethics.

Contributors articulate a deeper understanding of

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Enlightenment era. Chapters
in the book offer examples
cutting across a diverse
range of experiences
worldwide, making this
volume not only refreshing
for practitioners, but also

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invaluable to policy-makers.

? Dzulkipli Abdul Razak

President, International

Association of Universities

Former Vice-Chancellor,

Universiti Sains Malaysia

These are critical times for

the global community. Big

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issues are on the table:
security, climate change,
environmental
destabilization, disease,
hunger, and others. Actions
we take today must embrace
lessons from the past,
present realities, and the

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rights and interests of future generations. Indeed, intergenerational learning is vital to education for sustainable development. This book makes a very timely and urgent call, challenging our traditional

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learning approaches and
inviting us to dig deeper,
stretch our minds wider, and
see farther. ? Akpezi
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Executive Chairperson, Anpez
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Nigeria Achieving
sustainable development
requires generations, young
and old, to engage with and
learn from each other, and

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for leadership to embrace change. That is one of the key messages of this remarkable book. I wish I had this book when I took up the leadership role of my university two decades ago. I wish I could have given

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this book to my sons as they started their university education. ? Goolam Mohamedbhai Former Secretary-General, Association of African Universities Honorary President, International Association of

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The Centre for Child Law
commissioned this study by
Cornerstone Economic
Research, to track school
infrastructure spending and
delivery. The report,

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written by Carmen Abdoll and
Conrad Barberton, makes the
concerning finding that the
national Department of Basic
Education has woefully
underspent the School
Infrastructure Backlog grant
for two years running. In

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2011/2012 spending was a little over 10 per cent and only at 23 per cent in 2012/2013 at the end of the third quarter. The ASIDI target for the number of schools to be built in 2011/2012 and 2012/2013 was

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49. However, only 10 had been completed by the end of the first year. They predict that if the DBE continues at the same delivery rate, a realistic timeframe for the eradication of schools with inappropriate structures is

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probably 2023/24. They make recommendations which, if followed, could shorten the delay significantly. This study shows the importance of monitoring and evaluating progress against court orders and out of court

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education is made real.

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