Eastern Cape Education Department Past Exam Papers

In recent years, the engagement of stakeholders has become imperative for the overall success of an organization. As the global business landscape continues to evolve, promoting modern leadership techniques and engagement with the community have become two key tactics for organizations to remain competitive in the current market. Understanding and implementing these methodologies is pivotal for professionals and researchers around the globe. Civic Engagement Frameworks and Strategic Leadership Practices for Organization Development is a critical reference source that provides vital research on the implementation of strategic leadership techniques for promoting civic engagement and sustaining organizational success. While highlighting topics such as social media strategies, analytical tools, and ethical interventions, this book is ideally designed for managers, executives, politicians, researchers, business specialists, government professionals, consultants, academicians, and students seeking current research on the use of civic engagement and strategic leadership initiatives for the overall development of organizations.

This book on rights, entitlements and citizenship in post-apartheid South Africa shows how the playing field has not been as levelled as presumed by some and how racism and its benefits persist. Through everyday interactions and experiences of university students and professors, it explores the question of race in a context still plagued by remnants of apartheid, inequality and perceptions of inferiority and inadequacy among the majority black population. In education, black voices and concerns go largely unheard, as circles of privilege are continually regenerated and added onto a layered and deep history of cultivation of black pain. These issues are examined against the backdrop of organised student protests sweeping through the countrys universities with a renewed clamour for transformation around a rallying cry of Black Lives Matter. The nuanced complexity of this insightful analysis of the Rhodes Must Fall movement elicits compelling questions about the attractions and dangers of exclusionary articulations of belonging. What could a grand imperialist like the stripling Uitlander or foreigner of yesteryear, Sir Cecil John Rhodes, possibly have in common with the present-day nimble-footed makwerekwere from Africa north of the Limpopo? The answer, Nyamnjoh suggests, is to be found in how human mobility relentlessly tests the boundaries of citizenship.

In the context of a global biometric turn, this book investigates processes of legal identification in Africa 'from below,' asking what this means for the relationship between citizens and the state. Almost half of the population of the African continent is thought to lack a legal identity, and many states see biometric technology as a reliable and efficient solution to the problem. However, this book shows that biometrics, far from securing identities and avoiding fraud or political distrust, can even participate in reinforcing exclusion and polarizing debates on citizenship and national belonging. It highlights the social and political embedding of legal identities and the resilience of the documentary state. Drawing on empirical research conducted across 14 countries, the book documents the processes, practices, and meanings of legal identification in Africa from the 1950s right up to the biometric boom. Beyond the classic opposition between surveillance and recognition, it demonstrates how analysing the social uses of IDs and tools of identification can give a fresh account of the state at work, the practices of citizenship, and the role of bureaucracy in the writing of the self in African societies. This book will be of an important reference for students and scholars of African studies, politics, human security, and anthropology and the sociology of the state.

The present Reader is a selection of texts on South African music which are chosen not only for their importance or the frequency of citations, but with the express purpose of providing the reader with a deep understanding of the music itself. Consequently, there are readings that are chosen because they have been influential, but there are also many which, though published, have not enjoyed very wide circulation. There are those which are of obvious historic interest, and others which speak to contemporary issues. Among other things, the volume provides an excellent sense of the varying ideologies and approaches that determine the relationship between author and subject. The reader is indispensable to scholars and enthusiasts of South African music and it is of great interest to ethnomusicologists more generally. It is also an excellent resource for those who do not have immediate access to harder-to-find articles, and is perhaps most vital to those who are looking to find a way into the world of South African music.

The Impact of State Policies
Moral Education and British Humanitarianism in South Africa
A Tale of Two South African Provinces
Intergenerational learning and transformative leadership for sustainable futures
Systemic School Improvement Interventions in South Africa
International Perspectives on Student Behavior
IFIP 20th World Computer Congress, IFIP TC 3 ED-L2L Conference, September 7-10, 2008, Milano, Italy
1. Summary. 2. Background. 3. Obstacles to the right to education on commercial farms. 4. Current lgal status. 5. The rights of children living on commercial farms. 6. Domestic and international law obligations. 7. Recommendations. 8. Conclusion.

This book examines public policy in physical education and sport and provides insights into practices of school curriculum and after-school sport programs from a global context. The authors reflect on the continuously shifting understanding of the field of physical education and suggest a new direction for the profession.

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 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.

For the almost 40 years of its existence, ANPOCS has contributed to introducing or consolidating new thematic areas in the academic agenda of debates in the Brazilian social sciences. Commensurate with this history, at the 37th Annual meeting, hosted in Águas de Lindoia, São Paulo, in 2013, we organized a large International Symposium, The BRICS and their social, political and cultural challenges on the national and international levels. There were six sessions of debates, gathered under the umbrella of "Development and public policies," "Social inclusion and social justice," and "Emerging powers and transformations in the international system," followed by a final plenary session. Around 30 anthropologists, political scientists, sociologists and researchers in international relations from Brazil, Russia, India, China and South Africa, met over three highly productive days. As might be expected at ANPOCS, the encounter was marked not only by the diversity of countries and disciplines, but also by the theoretical and political diversity of the participants, something already apparent in the composition of the Brazilian coordinators of the Symposium. This book is just one tangible outcome of the papers and dialogues emerging from this encounter. Like the Symposium, the volume is divided into three sections. Looking to address an international readership, it is published in Portuguese and English

Nibbling at Resilient Colonialism in South Africa
The Changing Landscape of Education in Africa
University of Fort Hare/Eastern Cape Department of Education
Mud to bricks: A review of school infrastructure spending and delivery
A scholarly inquiry into disciplinary practices in educational institutions
From Schooling to Learning
Civic Engagement Frameworks and Strategic Leadership Practices for Organization Development

Peace and War: Historical, Philosophical, and Anthropological Perspectives is an accessible, higher-level critical discussion of philosophical commentaries on the nature of peace and war. It introduces and analyses various philosophies of peace and war, and their continuing theoretical and practical relevance for peace studies and conflict resolution. Using a combination of both historical and contemporary philosophical perspectives, the book is at once eclectic in its approach and broad in its inquiry of these enduring phenomena of human existence.

Chapter 1 - Integrative strategic planning in South Africa: Conceptual frameworks Chapter 2 - Electoral mandate , priorities, policy and strategy Chapter 3 - Economic planning, economic policy or development policy? Past, present and future Chapter 4 - Planning human resources Chapter 5 - General management and leadership Chapter 6 - Strategy formulation and environment analysis Chapter 7 - Internal analysis and implementation Chapter 8 - Strategy implementation and change management Chapter 9 - Performance management system Chapter 10 - Monitoring and evaluation Chapter 11 - Health care in South Africa Chapter 12 - Socio-economic context of education

Since the dawn of colonialism in Southern Africa, the province of the Eastern Cape emerged as the 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 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 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 migration and its impact on families. The book further grapples with the role of the state in developing culture and heritage in the province, pointing to fundamental and multiple challenges of deprivation, 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 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 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.

This book focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries. It deploys a new conceptual framework to show how the type of political settlement shapes the level of elite commitment and state capacity to improving learning outcomes.

Getting Schools Working

Jspr Vol 32-N4

Complexities, Transitions and Developmental Challenges: The Case of the Eastern Cape Province, South Africa
OECD Economic Surveys: South Africa 2013
The Politics of Education in Developing Countries
International Perspectives on Education, Religion and Law
OECD's 2013 Economic Survey of South Africa examines recent economic developments, policies and prospects. Special chapters cover improving education quality and green growth.

This volume examines the legal status of religion in education, both public and non-public, in the United States and seven other nations. It will stimulate further interest, research, and debate on comparative analyses on the role of religion in schools at a time when the place of religion is of vital interest in most parts of the world. This interdisciplinary volume includes chapters by leading academicians and is designed to serve as a resource for researchers and educational practitioners, providing readers with an enhanced awareness of strategies for addressing the role of religion in rapidly diversifying educational settings. There is currently a paucity of books devoted solely to the topic written for interdisciplinary and international audiences involving educators and lawyers, and this book will clarify the legal complexities and technical language among the law, education, and religion.

Public Sector Reform in South Africa 1994-2021 is an examination of specific public sector reforms in three core Public Administration areas in the democratic South Africa: political-administrative relationships, the delegation of authority to senior managers and performance management.

The second volume of companion books on comparative student discipline identifies the best practices in dealing with student misconduct, on six continents, in a legally sound manner.

Global Perspectives in Comparative Education
Public Sector Reform in South Africa 1994-2021
Distance Education Project: a Draft Project Plan
Identification and Citizenship in Africa
Exploring the Consequences of the COVID-19 Pandemic
A Rumour of Spring
Global Perspectives on Physical Education and After-School Sport Programs

The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000. Looking at two smaller-scale systemic school improvement projects implemented in selected district circuits in the North West and Eastern Cape by partnerships between government, JET Education Services, and private sector organisations, this book captures and reflects on the experiences of the practitioners involved. The Systemic School Improvement Model developed by JET to address an identified range of interconnected challenges at district, school, classroom and household level, is made up of seven components. In reflecting on what worked and what did not in the implementation of these different components, the different chapters set out some of the practical lessons learnt, which could be used to improve the design and implementation of similar education improvement projects. Many of the lessons in this field that remain under-recorded to date relate to the step-by-step processes followed, the relationship dynamics encountered at different levels of the education system, and the local realities confronting schools and districts in South Africa's rural areas. Drawing on field data that is often not available to researchers, the book endeavours to address this gap and record these lessons. It is not intended to provide an academic review of the systemic school improvement projects. It is presented rather to offer other development practitioners working to improve the quality of education in South African schools, an understanding of some of the real practical and logistical challenges that arise and how these may be resolved to take further school improvement projects forward at a wider district, provincial and national scale.

Elusive Equity chronicles South Africa's efforts to create a racially equitable state education system from the ashes of apartheid. The policymakers who came to power with Nelson Mandela in 1994 inherited and education system designed to further the racist goals of apartheid. Their massive 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 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 racial equity. 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, 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, 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 skilled education journalist with the analytical skills of an academic policy expert. Richly textured descriptions of how South Africa's education reforms have affected schools at the grass-roots level are 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 education reform in the post-apartheid period.

This atlas presents a set of demographic, socio-economic and cultural profiles of South Africa in a clear and easily understandable format.

Learning to Live in the Knowledge Society
Biometrics, the Documentary State and Bureaucratic Writings of the Self
Strategic Management in the Public Sector
Social, Political and Cultural Challenges of the BRICS
Reflections from the Margins
A Socio-economic Atlas of South Africa
A Socio-economic Development Profile of the Eastern Cape Province
A systematic review of research projects into the state of education in South Africa.

This title was first published in 2002: Has the South African post-apartheid state been able to achieve its stated goals? What has been the relationship between the process of educational reform and the impact on the state of the Constitution and other laws? This seminal book responds to these questions by examining the development and implementation of social policy in South Africa during the first years of democratic government, particularly in relation to education. The post-apartheid state was immediately faced with a broad spectrum of political, social, economic and human rights issues. The research analyzes whether the aims and objectives of the new administration were achieved; no other single collection of research in South Africa collectively explores the issues raised in this endeavour. The book will appeal to a wide range of professionals including researchers, academics, planners, policy makers, public servants and postgraduate students.

The Journal of School Public Relations is a quarterly publication providing research, analysis, case studies and descriptions of best practices in six critical areas of school administration: public relations, school and community relations, community education, communication, conflict management/resolution, and human resources management. Practitioners, policymakers, consultants and professors rely on the Journal for cutting-edge ideas and current knowledge. Articles are a blend of research and practice addressing contemporary issues ranging from passing bond referenda to building support for school programs to integrating modern information.

Democracy in South Africa turns twenty on 27 April 2014. In A Rumour of Spring, Max du Preez investigates and analyses the progress and lack of progress the country has made during these twenty years. A Rumour of Spring looks at the legacies of Nelson Mandela and Thabo Mbeki in an attempt to understand how we got here, and examines Jacob Zuma's presidency to better understand where we are. In the context of blatant corruption, populism and tragedies such as the Marikana massacre, the book considers the current state of the ruling party and the opposition, and dissects the big issues currently afflicting our society, including the state of education, land reform, crime and policing, the judiciary, nationality and race. And then, with images of the Arab Spring fresh in our collective memory, it dares to look to the future and what it may hold. An honest and balanced account, A Rumour of Spring tackles the questions asked by ordinary South Africans every day: How are we really doing? What is really going on in our country? How should we understand what is happening there? And will it get any better?

A Demographic, Socio-economic and Cultural Profile of South Africa
A Human Development Profile
quality, equality and democracy
A Reader
Taking Care of the Future
Some Practical Lessons from Development Practitioners
The Language Issue in the Teaching of Mathematics in South Africa

This title seeks to provide a reflection on the transformation of South Africa's education system. It traces the rationale behind various acts and policies, takes a critical look at the realities of implementation and offers projections regarding possible future directions.

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.

Politics and Governance of Basic EducationA Tale of Two South African ProvincesOxford University Press

ED-L2L, Learning to Live in the Knowledge Society, is one of the co-located conferences of the 20th World Computer Congress (WCC2008). The event is organized under the auspices of IFIP (International Federation for Information Processing) and is to be held in Milan from 7th to 10th September 2008. ED-L2L is devoted to themes related to ICT for education in the knowledge society. It provides an international forum for professionals from all continents to discuss research and practice in ICT and education. The event brings together educators, researchers, policy makers, curriculum designers, teacher educators, members of academia, teachers and content producers. ED-L2L is organised by the IFIP Technical Committee 3, Education, with the support of the Institute for Educational Technology, part of the National Research Council of Italy. The Institute is devoted to the study of educational innovation brought about through the use of ICT. Submissions to ED-L2L are published in this conference book. The published papers are devoted to the published conference themes: Developing digital literacy for the knowledge society: information problem solving, creating, capturing and transferring knowledge, commitment to lifelong learning Teaching and learning in the knowledge society, playful and fun learning at home and in the school New models, processes and systems for formal and informal learning environments and organisations Developing a collective intelligence, learning together and sharing knowledge ICT issues in education - ethics, equality, inclusion and parental role Educating ICT professionals for the global knowledge society Managing the transition to the knowledge society

Trust, Accountability and Capacity in Education System Reform
The Politics and Governance of Basic Education
Forgotten Schools
The World of South African Music
South Africa's Education Crisis
Research and Systemic School Reform in South Africa
Historical, Philosophical, and Anthropological Perspectives

The Centre for Child Law commissioned this study by Cornerstone Economic Research, to track school infrastructure spending and delivery. The report, 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 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 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 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 settlements, to ensure that the right to a basic education is made real.

Taking Care of the Future examines the moral dimensions and transformative capacities of education and humanitarianism through an intimate portrayal of learners, volunteers, donors, and educators at a special needs school in South Africa and a partnering UK-based charity. Drawing on his professional experience of "inclusive education" in London, Oliver Pattenden investigates how systems of schooling regularly exclude and mishandle marginalized populations, particularly exploring how "street kids" and poverty-afflicted young South Africans experience these dynamics as they attempt to fashion their futures. By unpacking the ethical terrains of fundraising, voluntourism, Christian benevolence, human rights, colonial legacies, and the post-apartheid transition, Pattenden analyzes how political, economic and social aspects of intervention materialize to transform the lives of all those involved.

This unique and topical book assesses the impact of coronavirus disease (COVID-19) on a multitude of different aspects of human life. With chapters from researchers from a diverse selection of countries, this new volume, Exploring the Consequences of the COVID-19 Pandemic: Social, Cultural, Economic, and Psychological Insights and Perspectives, provides an insightful understanding of the challenges and impacts of COVID-19 on mental health, health care, gender issues, education, social institutions, and more. The diverse studies in this volume look at community responses and social challenges during COVID-19, covering topics such as social protection challenges and measures, the responsibility of the state to its citizens, and human rights and inhuman wrongs. The volume also examines health challenges and consequences of COVID-19, such as the impact on maternal and reproductive health, on mental health, the psychological effects of isolation, and more. The volume also includes studies on gender issues such as the plight of women migrant workers during the pandemic, feminist activism during quarantine, the impact on vulnerable groups of society, and how the pandemic affected interpersonal relations and behavior. The volume also takes a look at the roles of different organizations and professions and their reactions to the health crisis, including police, journalists and the media, and educators. The issues of the closure of schools and colleges and remote learning are also addressed. There is even a mathematical study of optimum budget allocation for social projects to control the COVID-19 pandemic. The enlightening volume provides an in-depth understanding of sociocultural responses to the COVID-19 and its consequences on society and will be of value to many sectors of society, including government and nongovernment organizations, policymakers and policy analysts, medical research organizations, schools and universities, healthcare practitioners, sociologists, and many others.

This global collection brings a new perspective to the field of comparative education by presenting trust, capacity and accountability as the three building blocks of education systems and education system reform. In exploring how these three factors relate to student learning outcomes across different international contexts, this book provides a powerful framework for a more equal system. Drawing upon 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 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 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 education and towards education system reform. Chapter 11 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution 2.0 Generic license available at http://www.taylorfrancis.com/books/e/9780429344855

Annals of the Eastern Cape Museums
South Africa after 20 Years of Democracy
Elusive Equity
Handbook of Comparative Education Law
What We Can Learn
Politics and Governance of Basic Education
Right of Basic Education for Children on Farms in South Africa

It is over 40 years since Coombs (1967) first drew 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 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 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 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 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 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 insights into ongoing work by national governments and international donor agencies to remedy these shortcomings.

The work of creating the future is being done now — and much of it is unsustainable in terms of natural and cultural resources. 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 best ensure that the several generations share their particular knowledge? What are the ethical frameworks, methodologies, curricula, and tools necessary for advancing and strengthening education for 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 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 International Intergenerational Net-work of Centers. They speak to key principles, perspectives, and praxes at the intersection of intergenerational learning and transformative 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 Sustainable Development. It provides a timely discourse encompassing intergenerational and cultural dimensions, including ethics. Contributors articulate a deeper understanding of leadership in the post-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 invaluable to policy-makers. — Dzulkifli Abdul Razak President, International Association of Universities Former Vice-Chancellor, Universiti Sains Malaysia These are critical times for the global community. Big 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 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 learning approaches and inviting us to dig deeper, stretch our minds wider, and see farther. — Akpezi Ogbuigwe Former Head of Environmental Education and Training, United Nations Environment Programme Executive Chairperson, Anpez Center for Environment and Development, Port Harcourt, Nigeria Achieving sustainable development requires generations, young and old, to engage with and learn from each other, and 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 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 Universities

Handbook of Comparative Educational Law: Selected European from Africa and the Americas, Volume 4 provides detailed analysis of education law in Brazil, Canada, Mauritius, United States, South Africa and Venezuela, so that researchers and others can learn from one another.

Views from the Eastern Cape
Intermediate Phase research from one province
The State, Education and Equity in Post-Apartheid South Africa
#RhodesMustFall
Critical Issues in South African Education After 1994
Education Reform in Post-Apartheid South Africa
Selected Nations from Africa and the Americas