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EDUCATION

# Department Of Education Eastern Cape Bulletin 2014 2015

**University of Toronto. Ontario College  
of Education. Department of  
Educational Research**

## **Department Of Education Eastern Cape Bulletin 2014 2015:**

*Bulletin* United States. Office of Education, 1932      A scholarly inquiry into disciplinary practices in educational institutions Connie B. Zulu, Izak J. Oosthuizen, Charl C. Wolhuter, Corene de Wet, Rika Joubert, Ansie E. Kitching, Michael L. Marumo, Zahraa McDonald, Nicholas T. Mollo, Louis J. Oosthuizen, Ferdinand J. Potgieter, Bianke van Rooyen, Marius H. Smit, Amos T. Thebenyane, Andre van der Bijl, Johannes (Hannes) L. van der Walt, 2019-12-12 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      *Yearbook of International Organizations 2014-2015, Volumes 1a & 1b (Set)* Union of International

Associations, 2014-06-16 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events      **Combating School-Based Violence Using African Indigenous Knowledge Systems** Mfundo Mandla Masuku, Nomakhosi Nomathemba Sibisi, 2025-05-12 Using African epistemologies to understand contributing social and cultural factors around African school violence this book investigates various kinds of school based violence suffered by learners and teachers in order to further research into the impact of educational interventions on crime prevention in African schools Investigating various kinds of school violence including gender based violence and gang violence the book uses African Indigenous Knowledge Systems and the philosophy of Ubuntu for example to tackle important concerns surrounding school violence social cohesion community engagement and role of education in fostering sustainable communities Chapters demonstrate a qualitative research approach that encompasses empirical and conceptual studies to provide an in depth exploration of violence in educational settings the book draws on human experiences and emotions as well as teachers learners communities and other relevant stakeholders perceptions of school violence This highly interdisciplinary volume will be of immense value to scholars researchers and postgraduate students in the fields of sociology of education philosophy of education and educational psychology Curriculum developers involved with module design may also find the volume of use

**Women's Leadership in African Education** Ntombikayise Nkosi, Mncedisi Christian Maphalala, 2025-07-11 This edited volume explores the complexities challenges and triumphs of women's leadership in educational settings from historical margins to contemporary influence This theme encompasses the book's focus on the historical journey and the present realities of women in educational leadership It highlights their resilience strategies for overcoming barriers and

contributions to various aspects of education It also reflects the enlightening discussion of diverse perspectives and challenges across the chapters including gender parity crisis leadership and women s role in specific educational contexts This book adopts a comprehensive approach to examining women s educational leadership arousing readers interest It combines historical perspectives with contemporary challenges to offer a multidimensional engaging and enlightening view

*Education Department Bulletin* ,1948      A youth empowerment model designed to tackle school violence in South Africa  
Fathima Dewan,2024-12-17 School based violence is of major concern in the South African schooling system particularly in secondary schools School based violence has a negative impact on the physical social cognitive and emotional well being of learners and teachers To compound matters family and community environment also play a role in escalating school violence There is a need to develop interventions that are evidence based and developmental in nature to address the issue of reducing school based violence Youth empowerment can be used as a helpful strategy to address the issue of school based violence This scholarly book focuses on using the framework of youth empowerment to address the issue of school based violence Through sound research the author proposes that schools should involve learners in decision making around school policies and design strategies to address school violence to create safer schools and a better school climate The author further posits using key aspects of youth empowerment in school violence campaigns and programmes to increase youth motivation to collectively influence changes within their school through a process of shared decision making collective vision and partnership with young people      **Education Statistics Bulletin** ,2006      *Educational Statistical Bulletin* ,2005

**New York State Education Department Bulletin** ,1948      **Bulletin** Ontario College of Education. Department of Educational Research,1934      **Bulletin** University of Toronto. Ontario College of Education. Department of Educational Research,1938      **Proceedings of the 2015 International Conference on Sustainable Development** Liandong Zhu,Ahmed Ouadha,2016 Since the emergence of climate and global warming onto the international agenda research in sustainability has been underpinned by the development in energy and environmental science Highlighted 30 years ago by the Brundtland Commission sustainable development was defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs This has very much defined the scope and aims of this conference This conference proceedings book contains the selected papers presented in the 2015 International Conference on Sustainable Development ICSD2015 held in September 25 27 2015 in Wuhan Hubei China The conference positions itself as an international forum for researchers all over the world to come together to share and discuss their findings and contributions in all aspects of sustainability including theory methodology and applications covering a wide spectrum of topics and issues The conference proceedings put together a total of 119 papers in sustainable development covering issues in environmental energy and economical aspects of the subjects Provided by publisher      **China's Low Fertility and the Impacts of the Two-Child Policy** Wei Chen,2023-08-25 This book examines China s fertility transition over the past seven

decades and explores the socioeconomic impacts of the two child policy The first half of this book highlights the characteristics of China's low fertility and the risk of falling to an ultra low state aiming to answer the question How China's fertility is changing and evolving How low is China's fertility What are the demographic structure driving forces and institutional characteristics of China's low fertility The second half models the impacts of the two child policy on China's population trends and demands for women infant and child health services and education resources for preschool compulsive education addressing the questions of how the two child policy affects fertility behaviours of Chinese women particularly the second child fertility How would the two child policy impact China's future population trends particularly labour supply and population aging What are the consequences for obstetrics and gynaecological services paediatrics and childcare services and for school capacity and demand for teachers over compulsory education The book will be an essential read for students and scholars of Chinese studies population and demography studies and those interested in contemporary China

*Coloniality and the Governance of Education in West Africa* Eva Bulgrin, 2025-07-10 This book explores the agenda setting and mediation of the education decentralisation policy in Benin as a postcolonial francophone context in West Africa As such it throws into sharp relief how far education decentralisation as a global governance reform informs policy and practice The research draws on qualitative data with more than 80 research participants including semi structured interviews with high and middle ranking officials from the Education Decentralisation and Planning Ministries as well head teachers teachers parents and members of teacher unions in Benin Bulgrin shows how decentralisation remains core tool of international organisations for promoting democracy good governance and economic development and how its advocates view it as a requirement for achieving the United Nations Sustainable Development Goals The book draws on decolonial and postcolonial theories and concepts raised by African scholars such as Adesina Mbembe and Mkandwire as well as Ball's policy development framework and critical discourse analysis It contributes to wider debates on education policy governance and decentralisation across the Global South The book includes a preface by Abdel Rahamane Baba Moussa General Secretary of the Conference of Ministers of Education of French speaking States and Governments Maurice Athindehou Director of the previous Decentralisation Department of the Beninese Ministry for Pre and Primary Education and Yusuf Sayed Professor of Education at the University of Cambridge UK

Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century Edward Shizha, Ngoni Makuvaza, 2017-04-17 What have postcolonial Sub Saharan African countries achieved in their education policies and programmes How far have they contributed to successful attainment of the targeted 2015 Millennium Development Goals MDGs on education What were the constraints and barriers for developing an education system that appeals to the needs of the sub region Re thinking Postcolonial Education in Sub Saharan Africa in the 21st Century Post Millennium Development Goals is an attempt to demonstrate that Sub Saharan Africa has the potential and capability to provide solutions to challenges facing its desire and ability to provide sustainable education to its people To that end the

contributors are academics with an African vision attempting to come up with African home grown perspectives to fill the gap created by the lapse of the MDGs as the guiding vision and framework for educational provision in Africa and beyond The book seeks to articulate and address African issues from an informed as well as objective African perspective The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the Sub Saharan African region Given the objectives and themes of this book it is intended for academic scholars undergraduate and graduate students human rights scholars curriculum developers college and university academics teachers education policy makers international organisations and local and international non governmental organisations that are interested in African education policies and programmes Rethinking Postcolonial Education in Sub Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and re positions the issue of education at the forefront of the debates on African development Lamine Diallo Associate Professor Wilfrid Laurier University Canada The book is a welcome addition to discourses and analyses on education in sub Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa Michael Tonderai Kariwo PhD Instructor and Research Fellow University of Alberta Canada

**Advances in Geology and Resources Exploration** Ahmad Safuan Bin A Rashid, Shiqi Huang, 2022-09-19 Advances in Geology and Resources Exploration provides a collection of papers resulting from the conference on Geology and Resources Exploration ICGRED 2022 Harbin China 21-23 January 2022 The primary goal of the conference is to promote research and developmental activities in geology resources exploration and development and another goal is to promote scientific information interchange between scholars from the top universities business associations research centers and high tech enterprises working all around the world The conference conducted in depth exchanges and discussions on relevant topics such as geology resources exploration aiming to provide an academic and technical communication platform for scholars and engineers engaged in scientific research and engineering practice in the field of engineering geology geological resources and geothermal energy By sharing the status of scientific research achievements and cutting edge technologies this helps scholars and engineers all over the world to comprehend the academic development trend and to broaden research ideas With a view to strengthen international academic research academic topics exchange and discussion and promoting the industrialization cooperation of academic achievements *The Bloomsbury Handbook of Gender and Educational Leadership and Management* Victoria Showunmi, Pontso Moorosi, Charol Shakeshaft, Izhar Oplatka, 2022-02-24 Foreword by Helen Gunter PART 1 Understanding Gender and Educational Leadership Part 1 Introduction Victoria Showunmi PART 2 Intersectionality and Social Justice Part 2 Introduction Victoria Showunmi Part 3 Gender and Women's Ways of Leading Part 3 Introduction Charol Shakeshaft Part 4 Gender Career and Leadership Development Part 4 Introduction Pontso Moorosi Part 5 Gender Emotion Well being and Leadership Part 5 Introduction Izhar Oplatka

**Snakes of the World** Van

Wallach, Kenneth L. Williams, Jeff Boundy, 2014-04-22 *Snakes of the World A Catalogue of Living and Extinct Species* the first catalogue of its kind covers all living and fossil snakes described between 1758 and 2012 comprising 3 509 living and 274 extinct species allocated to 539 living and 112 extinct genera Also included are 54 genera and 302 species that are dubious or invalid resulting in recognition of 705 genera and 4 085 species Features Alphabetical listings by genus and species Individual accounts for each genus and species Detailed data on type specimens and type localities All subspecies synonyms and proposed snake names Distribution of species by country province and elevation Distribution of fossils by country and geological periods Major taxonomic references for each genus and species Appendix with major references for each country Complete bibliography of all references cited in text and appendix Index of 12 500 primary snake names The data on type specimens includes museum and catalog number length and sex and collector and date The listed type localities include restrictions and corrections The bibliography provides complete citations of all references cited in the text and appendix and taxonomic comments are given in the remarks sections This standard reference supplies a scientific academic and professional treatment of snakes appealing to conservationists and herpetologists as well as zoologists naturalists hobbyists researchers and teachers

The Palgrave International Handbook of Education for Citizenship and Social Justice Andrew Peterson, Robert Hattam, Michalinos Zembylas, James Arthur, 2016-10-20 This state of the art comprehensive Handbook is the first of its kind to fully explore the interconnections between social justice and education for citizenship on an international scale Various educational policies and practices are predicated on notions of social justice yet each of these are explicitly or implicitly shaped by and in turn themselves shape particular notions of citizenship education for citizenship Showcasing current research and theories from a diverse range of perspectives and including chapters from internationally renowned scholars this Handbook seeks to examine the philosophical psychological social political and cultural backgrounds factors and contexts that are constitutive of contemporary research on education for citizenship and social justice and aims to analyse the transformative role of education regarding social justice issues Split into two sections the first contains chapters that explore central issues relating to social justice and their interconnections to education for citizenship whilst the second contains chapters that explore issues of education for citizenship and social justice within the contexts of particular nations from around the world Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of Education Sociology Social Policy Citizenship Studies and Political Science

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