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This site is maintained by Henry Welman, provincial co-ordinator for Physical and Technical Sciences in the Free State, South Africa. It is primarily meant to provide information to the teachers of the Free State, but other teachers are welcome to use the site as well. Please read the disclaimer at the bottom of the posts.

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This latest volume in the World Yearbook of Education series examines the relationship between assessment systems and efforts to advance equity in education at a time of growing inequalities. It focuses on the political motives behind the expansion of an assessment industry, the associated expansion of an SEN industry and a growth in consequential accountability systems. Split into three key sections, the first part is concerned with the assessment industry, and considers the purpose and function of assessment in policy and politics and the political context in which particular assessment practices have emerged. Part II of the book, on assessing deviance, explores those assessment and identification practices that seek to classify different categories of learners, including children with Limited English Proficiency, with special needs and disabilities and with behavioural problems. The final part of the book considers the consequences of assessment and the possibility of fairer and more equitable alternatives, examining the production of inequalities within assessment in relation to race, class, gender and disability. Discussing in detail the complex historical intersections of assessment and educational equity with particular attention to the implications for marginalised populations of students and their families, this volume seeks to provide reframings and reconceptualisations of assessment and identification by offering new insights into economic and cultural trends influencing them. Co-edited by two internationally renowned scholars, Julie Allan and Alfredo J. Artiles, World Yearbook of Education 2017 will be a valuable resource for researchers, graduates and policy makers who are interested in the economic trends of global education assessment.

Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things - whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

The aim of this book is to better understand the phenomenon of HIV in a country that has faced the fullest might of the disease and yet, after first faltering, has made more progress than any other country in the world in its response to HIV. It aims to reflect the complexity of this narrative and the range of widely differing insights by featuring what is likely the largest number of contributors in a single publication on the subject in South Africa, as well as a full spectrum of specialised areas, ranging from high-end science to personal reflections.

This book analyses the nexus between ideology, the state, and education reforms worldwide. The research evinces the neo-liberal ideological imperatives of current education and policy reforms and illustrates the way these shifts in the relationship between the state and education policy are affecting current trends in education reforms and schooling around the globe. With this as its focus, the chapters represent hand-picked scholarly research on major discourses in the field of global education reforms. Offering a compendium of the very latest thought on the subject, this book is, like the others in the series, a state-of-the-art sourcebook for researchers, practitioners and policymakers alike. Not only do the chapters offer a timely analysis of current issues shaping education policy research; the work also contains ideas about future directions that education and policy reforms could take. By doing so, it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy-driven reforms in education. The book draws on recent studies in the areas of globalisation, education reforms, and the role of the state. Respective chapters critically assess the dominant discourses and debates on education and policy reforms. Using diverse comparative education paradigms, ranging from critical theory to historical-comparative research, they focus on globalisation, ideology and democracy, and examine both the reasons for and outcomes of education reforms and policy change.

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

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