

Gauteng Department Of Education 2013 Question Papers

This edited volume brings together a broad range of international science education studies, focusing on the interplay of teaching and learning science. It recognizes the complexity present in today's education, associated with major science related issues faced by society, such as climate change, diseases and pandemics, global conflicts over energy, food and water. The studies discussed in this volume are focused on presenting different opportunities to teach these convoluted matters in order to find simplicity within the complexity and make it accessible to learners. They bring together the challenges of preparing the students of today to become scientifically informed citizens of tomorrow.

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

The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population, both in well-resourced and socio-economically challenged regions. Cross-Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination

of the development of a community practice of research in order to improve problem solving in various fields. Featuring extensive coverage on a broad range of topics such as social justice, organizational development, and global economy, this publication is ideally designed for academics, researchers, scholars, and managers seeking current

research on the promotion of collaborative research and learning.

This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not yet thought of or explored, and if so what are they? In practical terms, how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and one that is reflected in the schooling system. Two decades after apartheid it is still the case that the life chances of white and black South Africans are not by their ability or the result of hard work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. "This is a landmark book on basic education in South Africa, an essential volume for those interested in learning outcomes and their inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from top quality researchers to explore what has improved, what has not, and why." Prof Lant Pritchett, Harvard University "There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people's future to maintaining the privileges of the few." Prof Martin Carnoy, Stanford University "Although, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps." Dr Luis Crouch, RTI

Research for Educational Change presents ways in which educational research can fulfill its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses – that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice – the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for

What's Wrong With Leadership? The book examines the role of leadership in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

There is no Supreme Constitution

A Critical Assessment of the 1996 South African Constitution's Local and International Influence

A scholarly contribution to educational praxis

The Language of Inclusive Education

Comparative Human Rights Law

School Leadership for Democratic Education in South Africa

The prohibition against corporal punishment is an integral part of the broader transformation of South African education. The prohibition seeks to replace South Africa's violent and authoritarian past with an ethos respectful of human dignity and bodily integrity.

Twenty Years of Education Transformation in Gauteng 1994 to 2014 African Minds

Successful School Leadership identifies the characteristics, behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations. Edited by Petros Pashardis and Olof Johansson, chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts. Capitalizing on the experiences of the international contributor team, this book will inform the preparation and further development provided to school leaders in an era where ministries of education, universities and multinational organisations (such as the OECD) are increasingly interested in the leadership of our schools. Systematic analyses of multi-perspective data provided from around the world and offers the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership. An original contribution to the theoretical perspectives on the subject is derived through insights from empirical research, case studies, and bibliographical literature from the field.

This book focuses on how to improve the teaching and learning of primary level mathematics education within resource-constrained contexts. It builds on two large numeracy projects within South Africa which speak to broader, global concerns and highlight how research and development not only enables one to meet ethical imperatives

but also to improve the quality of education that can be developed. Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education.

G20 members bring together the world's major advanced and emerging economies, as well as the European Union. Together they represent some 90% of global GDP, 80% of global trade and two-thirds of the world's population. In recognition of educational development as a key driver of economic development, the G20 members have put

education reform high on their policy agenda in order to meet the challenges and embrace the opportunities ahead. Their experiences and lessons in education reform will not only showcase the global trend of education development, but also will provide valuable reference and inspiration for undertaking education reform to advance

national development in China as well as other countries. This book documents recent policy reform in G20 members' systems, showcases the global trends in education policy, serves as a valuable reference tool and also provide inspiration for undertaking education reform to advance development in related countries.

Improving Teaching and Learning

Investigating the Roles of School Management Teams in Curriculum Delivery

Continuing Professional Development in Sub-Saharan Africa

Improving Leadership Research and Practice

Inclusive Education in African Contexts

shaping education policy, perceptions, and practice

Exploring speaking, listening, reading and writing

The past thirty years have seen a rapid expansion of testing, exposing students worldwide to tests that are now, more than ever, standardized and linked to high-stakes outcomes. The use of testing as a policy tool has been legitimized within international educational development to measure education quality in the vast majority of countries worldwide. The embedded nature and normative power of high-stakes standardized testing across national contexts can be understood as a global testing culture. The global testing culture permeates all aspects of education, from financing, to parental involvement, to teacher and student beliefs and practices. The reinforcing nature of the global testing culture leads to an environment where testing becomes synonymous with accountability, which becomes synonymous with education quality. Underlying the global testing culture is a set of values identified from the increasing literature on world culture. These include: education as a human right, academic intelligence, faith in science, decentralization, and neoliberalism. Each of these values highlights different aspects of the dialogue in support of high-stakes standardized testing. The wide approval of these values and their ability to legitimate various aspects of high-stakes testing reinforces the taken-for-granted notion that such tests are effective and appropriate education practices. However, a large body of literature emphasizes the negative unintended consequences – teaching to the test, reshaping the testing pool, the inequitable distribution of school resources and teachers' attention, and reconstructing the role of the student, teacher, and parent – commonly found when standardized, census-based tests are combined with high-stakes outcomes for educators or students. This book problematizes this culture by providing critical perspectives that challenge the assumptions of the culture and describe how the culture manifests in national contexts. The volume makes it clear that testing, per se, is not the problem. Instead it is how tests are administered, used or misused, and linked to accountability that provide the global testing culture with its powerful ability to shape schools and society and lead to undesirable consequences.

This book constitutes the refereed proceedings of the 46th Annual Conference of the Southern African Computer Lecturers' Association on ICT Education, SACLA 2017, held in Magaliesburg, South Africa, in July 2017. The 22 revised full papers presented together with an extended abstract of a keynote paper were carefully reviewed and selected from 63 submissions. The papers are organized in topical sections on ICT students of a new generation; technology and gaming in nowadays education; educational cooperation with the ICT industry; computer programming education; ICT courses and curricula.

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 interesting and useful aspects of the Department of Education's present and past. We leave the reader to decide to what extent the DOE has fulfilled its educational mandate over the last 20 years.

Ours is an era when human genes can be copied and patented. From genetically modified foods to digital piracy, the concept of intellectual property (IP) and the laws upholding it play a foundational role in our society, but its political and ideological dimensions have rarely been understood outside of specialist circles. This collection cuts through the legal jargon that so often surrounds IP, to provide both a comprehensive history and analysis that explores the corporate interests that shape its conception and the movements that are developing alternatives. As the nature of industry changes, we might ask: what are the wider implications of the concept of IP, be it for agribusiness and pharmaceutical companies or the film and music industries? Has IP law has been used to safeguard and assert the ownership of ideas and creativity, or is it an essential foundation of our culture? Today, with mounting challenges from the growth of free software and open source movements, this collection provides an accessible and alternative guide to IP, exploring its significance within the wider struggle between capital and the commons.

How digital technologies affect the articulation, realisation, violation and enforcement of human rights. The question arises from the realisation that people, who are severely and severely disadvantaged because of their race, religion, gender, age, disability, sexual orientation, class etc, often find themselves at the margins of human rights; their condition seldom improved and sometimes even worsened by the rights discourse. How does one make sense of this relationship between the complexity of people's disadvantage and violation of their human rights? Does the human rights discourse, based on its universal and common values, have tools, methods or theories to capture and respond to the difference in people's lived experience of rights? Can intersectionality help in that quest? This book seeks to inaugurate this line of inquiry.

Transforming researchers' insights into improvement in mathematics teaching and learning

South African Schooling: The Enigma of Inequality

Research from Five Continents

Constitutional Triumphs, Constitutional Disappointments

Transforming Public Education in Africa, the Caribbean, and the Middle East

Past and Present Perspectives

Systematic Reviews of Research in Basic Education in South Africa

The Language of Inclusive Education is an insightful text which considers the writing, speaking, reading and hearing of inclusive education. Based on the premise that humans use language to construct their worlds and their realities, this book is concerned with how language works to determine what we know and understand about issues related to inclusion in education. Using a variety of analytical tools, the author exposes language-at-work in academic and popular literature and in policy documents. Areas of focus include: What inclusive education means and how it is defined How metaphor works to position inclusive education How textbooks construct inclusive education and how it is used to be difference and disability, with particular reference to ADHD and Asperger's Syndrome Listening to children and young people as a means to promote inclusion in schools Woven through this volume is the argument for a more critical awareness of how we use language in the field that we call 'inclusive education'. This book is a must-read for any individual studying, practicing or an interest in inclusion and exploring the associations with language.

Memory institutions such as archives, libraries, and museums collect, arrange, describe, and preserve their collections and holdings in order to make them accessible to the community. However, these institutions remain underutilized and are struggling to raise awareness of their existence and attract users and funders. The Handbook of Research on Advocacy, Promotion, and Public Programming for Memory Institutions is a collection of innovative research on emerging strategies such as advocacy, outreach, marketing, and public programming to promote memory institutions and engage the community. While highlighting topics including customer service solutions, social media, and collection development strategies, this book is ideally designed for heritage management and information professionals, curators, museum management, archival specialists, librarians, policymakers, researchers, and academicians.

This publication contains original research targeting scientific specialists in the field of education, through research endeavours grounded on a philosophical basis, as well as being embedded in the empirical. The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable research methodological framework. The latter forms a firm basis for the application of sound empiricism. The content of this book adds the body of scholarly knowledge in education. In his evaluation of the book, Acting Executive Dean, Faculty of Education and Training, Professor Alkporvwe Oduaran, made the following remarks: 'To a large extent, the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with educators and the learning environment. So then, what the reader is offered in this volume is the articulation of ideas that have been interrogated, structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can match the standards of scholarship that is available in the Western World. Yet, what makes this book so welcome, relevant and timely, is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature.'

This book offers a nuanced understanding of how two different theories of leadership can be applied to achieve better results within schools. These leadership theories - Instructional Leadership and Leadership for Learning - have assisted our recent understanding of school leadership. This book interrogates the theories themselves as well as their impact on education systems around the world. It also looks at how they can be practically applied to educate school leaders within their schools and beyond, building partnerships with families, schools and other community agencies serving students. In doing so, the book considers the possibility that these theories are not opposed, but two sides of the same coin. Both are undinned by the question 'how do we provide the best educational experience for students?'. The answer to this question will determine the way leaders go about the task of leading schools. This important book will be of interest and value to students and scholars of educational leadership, as well as educational leaders themselves.

School Leadership for Democratic Education in South Africa explores the democratization and modernization of education in South Africa, analyzing the state of school leadership in South African schools from the time of the new democratic education dispensation in 1994 to the present day. The book maps out what the future of education in South Africa could look like and explores the most conducive educational environments for change in South African schools. It adopts a critical approach to analyzing leadership and management in the context of school governance, school effectiveness, teacher development, multiculturalism and equity in education.

Contributions explore the democratization and modernization of education in South Africa through examining different perspectives, achievements and challenges, and also consider issues around access to technology, language policy and the curriculum along with new literature on selected aspects of leadership. This book will be of great interest for researchers, scholars, and students in the fields of educational leadership, sociology of education, and teacher education.

Handbook of Comparative Education Law

Social Realist Perspectives

The Bloomsbury Handbook of Gender and Educational Leadership and Management

Complexity and Simplicity in Science Education

International Perspectives

A Study of the Present Situation and Future Possibilities

A Critical Reader

Public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions are moving into a phase of public education in which a variety of factors are being identified as influencing the quality of public education and its ability to serve all children and adolescents. It has become evident that ethnic background, gender, religious affiliation, and ability/disability are important factors in who is served and how well the individual is served. The chapters in this volume, Book 8, of Research on Education in Africa, the Caribbean, and the Middle East document and describe the status, success, and limitations of public education 's efforts at transformation. They provide points from which further research and practice might occur. Language has played a pivotal role in societal transformation in postcolonial Africa towards the creation of globally competitive knowledge societies; however so far, this role has been under-researched and under-estimated. This volume addresses this gap in the literature, by bringing together a team of globally-recognised scholars to explore the effect of language on African postcolonial societies, and how it has contributed to achieving 'mental decolonisation'. A range of languages are explored, both imported (ex-colonial) and indigenous African, and case studies from different spheres of public discourse are investigated, from universities to legal settings. Demonstrating that multilingualism is a resource for, rather than barrier to, successful transformation, this book brings the intellectualisation and institutionalisation of African languages to the forefront of development discourse, and provides an insightful snap-shot of how current academic research has advanced the field.

Drawing together diverse research perspectives and theoretical underpinnings, this handbook explores gender as a social category and examines cultural and social differences. Bringing together diverse perspectives from around the world, including from Africa, Europe, the Middle East, the UK and the USA, the volume sets out the gender and educational leadership and management field, providing a snapshot of the field as it stands, signalling its development and directions for future development. It offers focused reviews of empirical research on particular aspects of the field and presents new insights from research findings and methodological approaches.

Education in the Global South faces several key interrelated challenges, for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include: unequal access to education; variable quality of educational resources, teaching, and student performance; and increasing cost and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality and reduce the cost of education in the Global South. This is the volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice and research in developing countries.

As well as 19 pandemic has introduced a new paradigm in education that has forced school management teams to re-invision their curricula delivery functions and obligations during and post COVID-19. Now there are concerns about the state to which curriculum delivery in schools is likely to become planned, implemented, and managed. Investigating the Roles of School Management Teams in Curriculum Delivery improves the quality of planning, implementation, and management of curriculum delivery to advance the quality of teaching and learning in schools. Particularly, it engages innovative strategies, best practices, and addresses problems in the planning, implementation, and delivery of curricula by school management teams. Covering topics such as curriculum delivery theory, curriculum delivery in planning, implementation, and management during and post COVID-19; curriculum delivery in assessment and alternative assessment; and reimagining inclusion in curriculum delivery, this edited book is essential for departmental heads, deputy principals, education district officials, department of basic education curriculum designers, instructional designers, administrators, academicians, university teachers, researchers, and post-graduate students.

Handbook of Research on Advocacy, Promotion, and Public Programming for Memory Institutions

Promoting effective enforcement of the prohibition against corporal punishment in South African schools

Digital Teaching In Higher Education: Designing E-learning for International Students of Technology, Innovation and the Environment

Intersectionality and Human Rights Law

Glimpses into Primary School Teacher Education in South Africa

The Transformative Power of Language

Understanding Theories of Leading

Continuing Professional Teacher Development in Sub-Saharan Africa explores the prospects that the on-going continuous professional development (CPD) of teachers working in schools offers for meaningful change, particularly towards improving the quality of educational provision for the majority of the continent's children. By reflecting on broader education reforms, the book highlights the challenges of teacher CPD in these education contexts - contexts strongly shaped by endemic poverty, under-development and social upheaval. The collection draws together examples of innovation and resilience, and the valuing of teachers as critical role players, enabled and empowered. Drawing together a wealth of experience, the volume identifies the policy and research implications for the future of CPD across the continent, providing important lessons that can be integrated into a post-2015 development agenda for Africa.

None of the articles of faith of the South African Constitution is plausible. The Constitution is not supreme and entrenched. Subject to potent socio-political forces it changes continuously and often profoundly regardless of stringent amendment requirements. The trite threefold separation of powers is more metaphorical than real and the Institutionally separated with their own personnel and functions, the three powers are ordinarily integrated in a single dominant political leadership, committed to achieving the same ideological goals. The bill of individual rights cannot guarantee justice, because rights are subject to the ideologically-driven exercise of judicial interpretation, or of rights. This situation does not only apply to South Africa, but to all Constitutions premised on the same articles of faith, in this book described as the doctrine of statist-individualist constitutionalism. An improved mode of constitutionalism is called for - one which is equipped with a sounder system of checks and balances and better enforcement of its constitution.

How do we articulate the possibilities, limitations and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to inclusive schooling and education debates with an African lens, it engages inclusive education from multiple lenses of curriculum content, classroom pedagogy and instruction, representation, culture, environment and the socio-organization life of schools, the pursuit of equity and social justice and the search for educational relevance. It is opined that Africa cannot be left to critical questions of power, equity and social difference. The question of learner's identity in terms of class, gender, sexuality, (dis)ability, language, ethnicity and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education is Indigeny, decolonization and resistance.

Courts in different jurisdictions face similar human rights questions. Does the death penalty breach human rights? Does freedom of speech include racist speech? Is there a right to health? This book uses the prism of comparative law to examine the fascinating ways in which these difficult questions are decided. On the one hand, the shared solutions to comparable problems. On the other hand, there are important differences. Constitutional texts are worded differently: courts have differing relationships with the legislature; and there are divergences in socio-economic development, politics, and history. Nevertheless, there is a growing transnational conversation between countries out the cross-cutting themes which shape the ways judges respond to challenging human rights issues. It examines when it is legitimate to refer to foreign materials; how universality and cultural relativity are balanced in human rights law; the appropriate role of courts in adjudicating human rights in a democracy; and the principles judge transcending the distinction between socio-economic rights and civil and political rights. Part II applies these cross-cutting themes to comparing human rights law in the US, UK, South Africa, Canada, and India. Its focus is on seven particularly challenging issues: the death penalty, abortion, housing, health, speech, education and religion, and other pressing human rights issues.

Leadership practitioners and those who seek to develop leadership are concerned with whether they are using evidence-based best practices to develop leadership capacity in themselves and others. Are we indeed using best practices in the study, practice, and development of leadership? This book seeks to draw attention to the limitations of current best practices and to offer alternative perspectives. Drawing together a wealth of experience, the volume identifies the policy and research implications for the future of CPD across the continent, providing important lessons that can be integrated into a post-2015 development agenda for Africa.

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Courts in different jurisdictions face similar human rights questions. Does the death penalty breach human rights? Does freedom of speech include racist speech? Is there a right to health? This book uses the prism of comparative law to examine the fascinating ways in which these difficult questions are decided. On the one hand, the shared solutions to comparable problems. On the other hand, there are important differences. Constitutional texts are worded differently: courts have differing relationships with the legislature; and there are divergences in socio-economic development, politics, and history. Nevertheless, there is a growing transnational conversation between countries out the cross-cutting themes which shape the ways judges respond to challenging human rights issues. It examines when it is legitimate to refer to foreign materials; how universality and cultural relativity are balanced in human rights law; the appropriate role of courts in adjudicating human rights in a democracy; and the principles judge transcending the distinction between socio-economic rights and civil and political rights. Part II applies these cross-cutting themes to comparing human rights law in the US, UK, South Africa, Canada, and India. Its focus is on seven particularly challenging issues: the death penalty, abortion, housing, health, speech, education and religion, and other pressing human rights issues.

Leadership practitioners and those who seek to develop leadership are concerned with whether they are using evidence-based best practices to develop leadership capacity in themselves and others. Are we indeed using best practices in the study, practice, and development of leadership? This book seeks to draw attention to the limitations of current best practices and to offer alternative perspectives. Drawing together a wealth of experience, the volume identifies the policy and research implications for the future of CPD across the continent, providing important lessons that can be integrated into a post-2015 development agenda for Africa.

Leadership Approaches to Negotiate Challenges in a Changing Education Landscape

Politics and Governance of Basic Education

Research for Educational Change

ICT Education

Comparative perspectives on the right to education for minorities and disadvantaged groups

Handbook of Comparative Educational Law: Selected European from Africa and the Americas, Volume 4

The collection brings together the latest work of researchers from Australia, Africa, Asia, and Europe focusing on early childhood leadership matters. It covers different aspects of leadership in early education: professional education and development, identity and leadership strategies as well as governance and leadership under different frame conditions. Thousands of children from minority and disadvantaged groups will never cross the threshold of a classroom. What can human rights contribute to the struggle to ensure that every learner is able to access high quality education? This brilliant interdisciplinary collection explores how a human rights perspective offers new insights and tools into the current obstacles to education. It examines the role of private actors, the need to hold states account for the quality of education, how to strike a balance between religion, culture and education, the innovative responses needed to guarantee girls' right to education and the role of courts. This unique book draws together contributors who have been deeply involved in this field from both developing and developed countries which enriches the understanding and remedial approaches to tackle current obstacles to universal education.

About the publication I am delighted to present to you, the reader, the fifteenth edition of the Pretoria Student Law Review (PSLR) with its Special Section on 'Social Justice and COVID-19'. This year 's Annual Edition, together with the developments made during the year, is a testament to the growth, resilience, and adaptability of this student-driven initiative especially during these turbulent times. This year has also been one of reflection and remembrance as we publish this edition in tribute to the late Professor Christof Heyns whose instrumentality in the establishment of the Pretoria University Law Press (PULP) has brought us to where we are today. Fourteen years since its inception and the PSLR still continues to grow and evolve whilst remaining true to its thriving legacy in fostering excellence and innovation through legal writing. This publication 's uniqueness is also presented through its diverse contributions all addressing contemporary social and legal issues under a broad range of legal disciplines. In an era of many continued ' firsts ', the PSLR has strived to build on the legacy of its predecessors by expanding on the Journal ' s visibility and accessibility. The PSLR ' s digital presence has now grown substantially leading to an increase in quality submissions from institutions across the country. This year, the PSLR launched its first independent website and developed an official logo for the Journal and its online platforms. Authors are now able to submit their papers through the Open Journals System platform, track their workflow, manage their submissions, and submit at any time outside of the PSLR ' s official call for submissions. We can firmly submit that we have, in pursuance of being a Digital society, fulfilled the standards set by the Department of Higher Education and Training. Many thanks are extended to Makone Mago for developing the website. Your patience, guidance, and generosity are truly appreciated. Thank you also to Jakolen Strydom and ClickCreate for your charitable assistance in developing and designing the logo. To the authors, this year has,

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46th Annual Conference of the Southern African Computer Lecturers' Association, SACLA 2017, Magaliesburg, South Africa, July 3-5, 2017, Revised Selected Papers