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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 explore how further interventions 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

higher education in post apartheid south africa was always likely to attract academic interest and yet there remains a dearth of research on creating teaching and learning spaces suitable for students from diverse backgrounds using examples from higher education institutions across the southern african developing community sadc region this volume explores the ways teaching and learning spaces are being used to advance the transformation agenda of higher education in these regions and provides concrete recommendations for the future the book is sure to appeal to academics from a variety of disciplines from african african american and ethnic studies to education and sociology it will be of particular interest to teacher trainers administrators and policy makers working in higher education and anyone else with a stake in managing cultural diversity in education

the 4ir has become an overarching framework within which education systems including teacher education are operating contingent upon the ideology of neo liberalism the 4ir seeks to transform societies in ways which respond to the relentless developments in technology the internet and digital capacities which by design and intent are purposed at increasing both productivity and the associated quality while at the same time reducing human intervention in the same processes in teacher education how we teach and train student teachers will be substantially influenced by the imperatives of the 4ir there are multiple unresolved questions as the 4ir takes centre stage for example what will it mean for teaching and learning in schools that have severe technological and digital deficits for teachers and students who have minimal technological literacies for delivering high quality teaching and learning for transforming both the content and pedagogies of teacher education and above all for delivering socially just educational experiences for all our learners regardless of class race and privilege the discourse of the 4ir is contemporary and requires multiple perspectives to explore what it means in different contexts and settings the understandings it engenders in people what it implies across a wide range of educational decision making levels and that its fundamental assumptions cohere with national and societal assumptions about equality equity and social justice multiple methodological approaches were utilised in the interrogation of the idea of the 4ir in teacher education in south africa including theoretical empirical and small scale case studies amongst others the data these approaches provide are equally valued based on the purposes for which they have been derived

this monograph reports on south africa s performance in timms 2003 relative to 50 other countries describes the performance of different groups of learners in south africa and provides contextual information about teachers schools and the curriculum the report concludes with recommendations for strategic interventions to improve south african learners performance in mathematics and science the findings contained in this report offer valuable insights to academics policymakers curriculum planners and teachers and those involved in the development of education in south africa

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this report one of nine provincial reports from south africa focuses on the 1996 s school register of needs survey one of the foundations of the new government s commitment to equity in education provision and improving the quality of learning and teaching the school register of needs survey s objectives were to locate and map every educational institution in the country survey the physical facilities conditions of buildings and services provided and establish a database of all school information collected the north west province 2413 schools were surveyed of these 67 18 were primary school level institutions 26 14 secondary level schools 5 01 combined schools 0 04 technical colleges and 1 62 were special schools chapters include 1 school register of needs survey 2 third international mathematics and science study timss 3 longitudinal survey of scholastic achievement 4 overage learners 5 matriculation results 1996 6 register of graduates and 7 summary an appendix presents school register of needs survey data per magisterial district for the north west province twelve maps are also appended contains 29 figures and 9 tables bt

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