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Developing an understanding of professional practice is essential for anyone training to teach in the further education and skills sector. This go-to guide will give you a clear understanding of the major topics covered in the mandatory Wider Professional Practice and Development unit of the Level 5 Diploma in Education and Training, and more broadly explores the value of professionalism to all aspects of further education. Key coverage includes: · Understanding learners and attitudes to learning · How to do action research · Professional observation and development · Making sense of education policy · Teacher expectations · Challenges to equality and diversity · The inclusive curriculum These topics are discussed within a wider political and socio-economic context, and are supported by insightful case studies and activities. This is essential for anyone studying the Diploma in Education and Training, and recommended reading for related courses in the further education and skills sector. Active political engagement requires the youth of today to begin their journeys now to be leaders of tomorrow. Young individuals are instrumental in providing valuable insight into issues locally as well as on a national and international level. Participation of Young People in Governance Processes in Africa examines the role of young peoples' involvement in governance processes in Africa and demonstrates how they are engaging in active citizenship. There is an intrinsic value in upholding their right to participate in decisions that affect their daily lives and their communities, and the content within this publication supports this by focusing on topics such as good citizenship, youth empowerment, democratic awareness, political climate, and socio-economic development. It is designed for researchers, academics, policymakers, government officials, and professionals whose interests center on the engagement of youth in active citizenship roles. The Grants Register 2023 is the most authoritative and comprehensive guide available of postgraduate and professional funding worldwide. It contains international coverage of grants in almost 60 countries, both English and non-English speaking; information on subject areas, level of study, eligibility and value of awards; and information on over 6,000 awards provided by over 1,300 awarding bodies. Awarding bodies are arranged alphabetically with a full list of awards to allow for comprehensive reading. The Register contains full contact details including telephone, fax, email and websites as well as details of application procedures and closing dates. It is updated annually to ensure accurate information. Despite their removal from England's National Curriculum in 1988, and claims of elitism, Latin and Greek are increasingly re-entering the 'mainstream' educational arena. Since 2012, there have been more students in state-maintained schools in England studying classical subjects than in independent schools, and the number of schools offering Classics continues to rise in the state-maintained sector. The teaching and learning of Latin and Greek is not, however, confined to the classroom: community-based learning for adults and children is facilitated in newly

established regional Classics hubs in evenings and at weekends, in universities as part of outreach, and even in parks and in prisons. This book investigates the motivations of teachers and learners behind the rise of Classics in the classroom and in communities, and explores ways in which knowledge of classical languages is considered valuable for diverse learners in the 21st century. The role of classical languages within the English educational policy landscape is examined, as new possibilities exist for introducing Latin and Greek into school curricula. The state of Classics education internationally is also investigated, with case studies presenting the status quo in policy and practice from Australasia, North America, the rest of Europe and worldwide. The priorities for the future of Classics education in these diverse locations are compared and contrasted by the editors, who conjecture what strategies are conducive to success. Vocational education and training (VET) programmes are facing rapid change and intensifying challenges. How can employers and unions be engaged? How can workbased learning be used? How can teachers and trainers be effectively prepared? How should ...

Danger lurks within a close-knit group of London artists as a puppet master plots the fate of a beautiful actress in this psychological thriller. London actress Rebecca Laurence is center stage and shining in her role as Ophelia. For one audience member in particular, she is like a ballerina impaled in a musical box—one that he longs to add to his collection. Amid the thundering applause, he watches closely. Later, Rebecca meets the charismatic Seth Gardner. As attraction grows between them, he invites her to join his Friday Folly, a group of artistic friends. But as Rebecca is drawn into the web of tangled relationships all is not as it appears. The scene is set for one climactic night that will rip the group apart. Consumed by loss and surrounded by secrets, Rebecca must now escape the grip of the Folly if she intends to survive. And meanwhile, one man continues to watch. This book provides a narrative account of the experiences of twenty former scholarship students from historically disadvantaged communities who attended elite public and private secondary schools. It draws on in-depth, one-on-one semi-structured interviews conducted with former scholarship recipients who were between the ages of 19 and 24 years at the time of the interviews. Various themes are explored, specifically focusing on elite schooling in relation to the experiences and navigational practices of the scholarship recipients and the adjustments that they felt they needed to make in order to fit into the elite school space. The book analyses and discusses the reflective experiences of students who were awarded a scholarship to attend an elite secondary school. It reveals that accepting the gift of a scholarship is far more complex, multi-layered, and at times harsh and even painful for the individual recipients than is possibly realized by those involved in this practice. This book contributes to academic educational debates within the sociology of education, elite schools and schooling in the post-apartheid South African context. The Cape Peninsula University of Technology (CPUT) is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training. This book presents faculty experiences of CPUT's innovative, work-integrated learning and teaching model, as well as findings from practice-based research being done in the institution. The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies, as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa.

Oxygen Reduction Reaction: Fundamentals, Materials and Applications covers the design, synthesis and performance efficacies of the entire spectrum of oxygen reduction catalysts, extrapolating down to their applications in practical, alternative, renewable energy devices. Catalysts covered include heme inspired iron-based, heme inspired non-iron-based, non-heme-based, noble metal-based, non-noble metal-based and metal-free homogeneous and heterogeneous catalysts. The book contains critical analyses and opinions from experts around the world, making it of interest to scientists, engineers, industrialists, entrepreneurs and students. Discusses the fundamental aspects of oxygen reduction reactions Offers a comprehensive analysis of the choice and development of catalyst materials for oxygen reduction reaction Reviews emerging catalyst systems for oxygen reduction reaction Includes analyses of catalytic performance parameters to evaluate their efficacy in oxygen reduction reactions under varied operating conditions Covers the importance of oxygen reduction reaction catalysts and processes in real-life

applications This open access book presents the major outcomes of the fourth edition of the Future of Higher Education – Bologna Process Researchers Conference (FOHE-BPRC 4) which was held in January 2020 and which has already established itself as a landmark in the European higher education environment. The conference is part of the official calendar of the European Higher Education Area (EHEA) for events that promote and sustain the development of EHEA. The conference provides a unique forum for dialogue between researchers, experts and policy makers in the field of higher education, all of which is documented in this proceedings volume. The book focuses on the following five sub-themes: - Furthering the Internationalization of Higher Education: Particular - Challenges in the EHEA - Access and Success for Every Learner in Higher Education - Advancing Learning and Teaching in the EHEA: Innovation and Links With Research - The Future of the EHEA - Principles, Challenges and Ways Forward - Bologna Process in the Global Higher Education Arena. Going Digital? While acknowledging the efforts and achievements so far at EHEA level, the Paris Ministerial Communiqué highlights the need to intensify crossdisciplinary and cross-border cooperation. One of the ways to achieve this objective is to develop more efficient peer-learning activities, involving policymakers and other stakeholders from as many member states as possible for which this book provides a platform. It acknowledges the importance of a continued dialogue between researchers and decisionmakers and benefits from the experience already acquired, this way enabling the higher education community to bring its input into the 2020. European Higher Education Area (EHEA) priorities for 2020 onwards. European Higher Education Area: Challenges for a New Decade marks 21 years of Bologna Process and 10 years of EHEA and brings together an unique collection of contributions that not only reflect on all that has been achieved in these years, but more importantly, shape directions for the future. This book is published under an open access CC BY license. Global interest in African studies has been rapidly growing as researchers realize the importance of understanding the impact African communities can have on the economy, development, education, and more. As the use, acceptance, and popularity of African knowledge increases, it is crucial to explore how this community-based knowledge provides deeper insights, understanding, and influence on such things as decision making and problem solving. African Studies: Breakthroughs in Research and Practice examines the politics, culture, language, history, socio-economic development, methodologies, and contemporary experiences of African peoples from around the world. Highlighting a range of topics such as indigenous knowledge, developing countries, and public administration, this publication is an ideal reference source for sociologists, policymakers, anthropologists, government officials, economists, instructors, researchers, academicians, and graduate-level students in a variety of fields. Education is the foundation to almost all successful lives, and it is important that a high level of schooling be available on a global scale. Studying the trends in accessibility in education will allow educators to improve their own teaching techniques, as well as expand their influence to more remote areas in the world. The Future of Accessibility in International Higher Education is a comprehensive reference source for the latest scholarly material on emerging methods and trends in disseminating knowledge in university settings. Featuring extensive coverage on relevant topics such as e-learning, economic perspectives, and educational technology, this publication is ideally designed for educators, academics, students, and researchers interested in expanding their knowledge of global education. Higher Education in Federal Countries: A Comparative Study is a unique study of higher education in nine federal countries—the United States, Canada, Australia, Germany, Mexico, Brazil, Russia, China and India. In this book, leading international scholars discuss the role of federalism and how it shapes higher education in major nation-state actors on the world stage. The editors develop an overarching comparative analysis of the dynamics of central and regional power in higher education, and the national case studies explain how each federal and federal-like higher education system has evolved and how it functions in what are highly varied contexts. The book makes a major contribution to higher education studies and defines a new field of comparative analysis. It also provides important insights into comparative governance and the study of federalism and federal arrangements, with their particular historical, political, legal and economic dimensions.

Volume 2 of 2 - With more than 5,100 listings of grants programs from 1,880 sponsors, the Directory of Research Grants is a comprehensive directory of grants available to researchers in every field of study. The directory has a broad focus, featuring grants for basic research, equipment acquisition, building construction/renovation, fellowships, and 23 other program types. Government grants include CFDA, NSF and NIH program numbers. Each record includes grant title, description, requirements, amount, application deadline, contact information (phone, fax and email), web address, sponsor name and address, and samples of awarded grants (when available). Printed in two volumes, each with extensive indexes - subject, program type and geographic to help you to identify the right program quickly. Vocational skill development (VSD) has the capacity to contribute to poverty reduction because it serves as the key to job creation and inclusive growth. As developed nations have been faced with high youth and graduate unemployment rates, basic education and vocational skill development have become a priority of development cooperation activities. However, there is a realization that measures to improve skill training can only be successful if they are in harmony with employment and economic policies. Socio-Economic Perspectives on Vocational Skill Development: Emerging Research and Opportunities is a collection of innovative research on the methods and applications of equipping individuals with relevant work skills and implementing effective skills systems that can lead to economic growth and high levels of productivity. While highlighting topics including human capital, professional development, and skill gaps, this book is ideally designed for managers, business professionals, policymakers, academicians, researchers, and management students seeking the current understanding of the strategic role of skill development at different levels of the socio-economic system. The first scholarly examination of underground music in the digital age This book provides comparative analysis of policy reforms, and reviews individual country education policy approaches in a succinct format. This 2015 OECD Economic Survey of South Africa examines recent economic developments, policies and prospects. Special chapters cover infrastructure and business regulation; tax policy and inclusive growth. Bridging the gap between higher education research and policy making was always a challenge, but the recent calls for more evidence-based policies have opened a window of unprecedented opportunity for researchers to bring more contributions to shaping the future of the European Higher Education Area (EHEA). Encouraged by the success of the 2011 first edition, Romania and Armenia have organised a 2nd edition of the Future of Higher Education - Bologna Process Researchers' Conference (FOHE-BPRC) in November 2014, with the support of the Italian Presidency of the European Union and as part of the official EHEA agenda. Reuniting over 170 researchers from more than 30 countries, the event was a forum to debate the trends and challenges faced by higher education today and look at the future of European cooperation in higher education. The research volumes offer unique insights regarding the state of affairs of European higher education and research, as well as forward-looking policy proposals. More than 50 articles focus on essential themes in higher education: Internationalization of higher education; Financing and governance; Excellence and the diversification of missions; Teaching, learning and student engagement; Equity and the social dimension of higher education; Education, research and innovation; Quality assurance, The impacts of the Bologna Process on the EHEA and beyond and Evidence-based policies in higher education. "The Bologna process was launched at a time of great optimism about the future of the European project - to which, of course, the reform of higher education across the continent has made a major contribution. Today, for the present, that optimism has faded as economic troubles have accumulated in the Euro-zone, political tensions have been increased on issues such as immigration and armed conflict has broken out in Ukraine. There is clearly a risk that, against this troubled background, the Bologna process itself may falter. There are already signs that it has been downgraded in some countries with evidence of political withdrawal. All the more reason for the voice of higher education researchers to be heard. Since the first conference they have established themselves as powerful stakeholders in the development of the EHEA, who are helping to maintain the momentum of the Bologna process. Their pivotal role has been strengthened by the second Bucharest conference." Peter Scott, Institute of Education, London (General Rapporteur of



the FOHE-BPRC first edition) This annually updated resource provides more than 3,700 sources of education-related financial aid and awards at all levels of study. The global reception of Samuel Beckett raises numerous questions: in which areas of the world was Beckett first translated? Why were Beckett texts sometimes slow to penetrate certain cultures? How were national literatures impacted by Beckett's oeuvre? Translating Samuel Beckett around the World brings together leading researchers in Beckett studies to discuss these questions and explore the fate of Beckett in their own societies and national languages. The current text provides ample coverage of the presence of Beckett in geographical contexts normally ignored by literary criticism, and reveals unknown aspects of the 1969 Nobel Prize winner interacting with translators of his work in a number of different countries. This in-depth qualitative study in Lesotho examines the impacts of linkages between the Lesotho Child Grants Programme (CGP), the second largest national social protection programme supporting poor households with children 0-17 years, and the Sustainable Poverty Reduction through Income, Nutrition and Access to Government services (SPRINGS) pilot project, implemented by Catholic Relief Services (CRS) through UNICEF and European Union financing. It explores impacts of these combined programmes - namely social assistance through cash transfer and livelihood support, both at the household and at the local economy level and examines in-depth the causal links and channels - the how and why - that create these impacts, particularly regarding the areas of interest of this study: economic security and resilience and nutritional knowledge, dietary practices and infant and child care, as well as operational features. The study aims to provide insight and understanding of combined programme benefits, drawbacks and processes to inform government policy and programme decisionmaking. This particularly of priority as government is on the cusp of revising and rolling out an expanded social assistance livelihoods programme, supported notably by the World Bank. This is an opportune form of analytical evidence to generate informed decisions at national level. It is of great value to government who has already indicated interest in the drafts' findings. It will certainly inform a wider audience notably in Africa and also globally on benefits of multi-sectoral coordination approaches in poverty reduction efforts.

What was the Holy Roman Empire in the fourteenth to sixteenth centuries? At the turning point between the medieval and early modern periods, this vast Central European polity was the continent's most politically fragmented. The imperial monarchs were often weak and distant, while a diverse array of regional actors played an autonomous role in political life. The Empire's obvious differences compared with more centralized European kingdoms have stimulated negative historical judgements and fraught debates, which have found expression in recent decades in the concepts of fractured 'territorial states' and a disjointed 'imperial constitution'. *Associative Political Culture in the Holy Roman Empire* challenges these interpretations through a wide-ranging case study of Upper Germany — the southern regions of modern-day Germany plus Alsace, Switzerland, and western Austria — between 1346 and 1521. By examining the interactions of princes, prelates, nobles, and towns comparatively, *Associative Political Culture in the Holy Roman Empire* demonstrates that a range of actors and authorities shared the same toolkit of technologies, rituals, judicial systems, and concepts and configurations of government. Crucially, Upper German elites all participated in leagues, alliances, and other treaty-based associations. As frameworks for collective activity, associations were a vital means of enabling and regulating warfare, justice and arbitration, and even lordship and administration. On the basis of this evidence, *Associative Political Culture in the Holy Roman Empire* offers a new and more coherent depiction of the Holy Roman Empire as a sprawling community of interdependent elites who interacted within the framework of a shared political culture. This book brings to the fore some critical and fundamental issues plaguing the continent of Africa. It is a symbolic microcosm of challenging issues that Africa has and must address. Can Africa reverse the dark odds and can it move towards a united and integrated whole? The book explores the untold events and negative trends on the economic, social, political, humanitarian and environmental scene in Africa which leaves the international community perceiving Africa through darkened lenses. It tells the dark tragedy of a people ? the economy of alienation and disempowerment as it also injects an encouraging metaphor that the key to the

solution of Africa's perennial socio-economic-political transformation rests primarily and decidedly in the hands of African governments and people. Africans are challenged to stop tinkering with the problem but take a progressive Afro-centric approach to effectively address the fate of democracy, management and development in Africa which are closely intertwined. A wide range of issues is covered in the preface and the various chapters. The book puts the reader and people in the mode of the tenacity of maintaining a vision of remaining live to the ideals of a progressive Afro-centric agenda that continues fighting for African development. JOHN W. FORJE is an African peace scientist, educator and peacemaker from Bali Nyong, North West Region, Cameroon. In an interconnected and globally competitive environment, faculty mobility across countries has become widespread, yet is little understood. Grounded in qualitative methodology, this volume offers a cutting-edge examination of internationally mobile academics today and explores the approaches and strategies that institutions pursue to recruit and integrate international teachers and scholars into local universities. Providing a range of research-based insights from case studies in key countries, this resource offers higher education scholars and administrators a comparative perspective, helping to explain the impact that international faculty have on the local university, as well as issues of retention, promotion, salaries, and the challenges faced by these internationally mobile academics. *Beckett's Voices / Voicing Beckett* uses 'voice' as a prism to investigate Samuel Beckett's work across a range of texts, genres, and cultures. Twenty-one international contributors evaluate Beckett's contemporary artistic legacy in relation to music, media, performance, and philosophy. *Autism Spectrum Disorder in the Ontario Context* is the first book to offer a thorough introduction to Autism Spectrum Disorder (ASD) in Ontario. Highlighting examples, research, and interventions specific to Ontario, this manual provides an abundance of information in one central location, making it an indispensable tool for any Ontario professional working with individuals with ASD. This comprehensive text begins with a brief history of ASD and an overview of its contemporary understandings, including current diagnostic criteria. Covering a range of evidence-based interventions that have been shown to be effective for individuals with ASD—and supplemented with graphics, checklists, and hands-on strategies for application—this book provides essential information to inform practitioners. The concluding section on ASD across the lifespan explores how these interventions are delivered within agencies throughout Ontario, from preschool through to adulthood, and addresses relevant issues and topics for each age group. Featuring chapter summaries, definitions of key terms, lists of further resources, and reflective questions, this highly accessible and pedagogically rich text is vital reading not only for current and future practitioners, but also for parents of children with ASD. This book explores the connection between British and German officer cadets' perceptions of the past and their motivations for enlisting in the military forces in the United Kingdom and Germany. Drawing upon qualitative interviews and survey data conducted at officers' academies in the UK and Germany, the author offers a comparative analysis using differing approaches towards history and memory in Britain and Germany, while considering the roles of individual goals and societal orientations in the decision to enlist. Employing the notion of pragmatic professionalism, which reflects the fact that occupational and institutional reasons for enlisting are not opposite points on a single scale, *Professionalism, Memory and Identity* examines history-orientated reasons for enlistment by shedding light on officer cadets' values, beliefs and wider cultural understandings of the past. With attention to differences in motivation as a result of differing national backgrounds and former military training, as well as the extent to which these divergences contribute to the emergence of different types of soldiers in the two countries, this comparative, international study will appeal to scholars of sociology, politics and war studies with interests in the military profession and the role of history in contemporary Britain and Germany. This book presents a series of analyses of educational policies – largely in the UK, but some also in Europe – researched by a team of social scientists who share a commitment to social justice and equity in education. We explore what social justice means, in educational policy and practice, and how it impacts on our understanding of both 'educational science' and 'the public good'. Using a social constructivist approach, the book argues that social justice requires a

particular and critical analysis of the meaning of meritocracy, and of the way this term turns educational policies towards treating learning as a competition, in which many young people are constructed as 'losers'. We discuss how many terms in education are essentialised and have specific, and different, meanings for particular social groups, and how this may create issues in both quantitative survey methods and in determining what is 'the public good'. We discuss social justice across a range of intersecting social characteristics, including social class, ethnicity and gender, as they are applied across the educational policy spectrum, from early years to postgraduate education. We examine the ways that young people construct their identities, and the implications of this for understanding the 'public good' in educational practice. We consider the responsibilities of educational researchers to acknowledge these issues, and offer examples of researching with such a commitment. We conclude by considering how educational policy might contribute to a socially just, equitable and inclusive public good. Social protection has been recognized as a key strategy to address poverty, vulnerability and social exclusion in Lesotho. As a result, the Government, with support from UNICEF and the European Union, developed the Child Grants Programme (CGP), which provides unconditional cash transfers to poor and vulnerable households registered in the National Information System for Social Assistance (NISSA). The quantitative impact evaluation presented in this report seeks to document the welfare and economic impacts of CGP and SPRINGS on direct beneficiaries and assess whether combining the cash transfers with a package of rural development interventions can create positive synergies at both individual and household level, especially in relation to income generating activities and nutrition. This paper is being published in the context of a partnership between FAO, IFAD and the Universidad de los Andes (UNIANDÉS) and its Centro de Estudios en Desarrollo Económico (CEDE) based in Bogotá, Colombia. The publication provides the first comprehensive text that reflects on a century of the development of geography as an academic discipline at South African universities. The book showcases a broad and textured review of South Africa's geography departments, their staff members, their times, and the different Geographies they engaged in. The book lays the foundation from which more expansive individual departmental histories can be written in the future. The effective use of school resources is a policy priority across OECD countries. The OECD Reviews of School Resources explore how resources can be governed, distributed, utilised and managed to improve the quality, equity and efficiency of school education. This book asks how governments in Africa can use evidence to improve their policies and programmes, and ultimately, to achieve positive change for their citizens. Looking at different evidence sources across a range of contexts, the book brings policy makers and researchers together to uncover what does and doesn't work and why. Case studies are drawn from five countries and the ECOWAS (west African) region, and a range of sectors from education, wildlife, sanitation, through to government procurement processes. The book is supported by a range of policy briefs and videos intended to be both practical and critically rigorous. It uses evidence sources such as evaluations, research synthesis and citizen engagement to show how these cases succeeded in informing policy and practice. The voices of policy makers are key to the book, ensuring that the examples deployed are useful to practitioners and researchers alike. This innovative book will be perfect for policy makers, practitioners in government and civil society, and researchers and academics with an interest in how evidence can be used to support policy making in Africa. The Open Access version of this book, available at <https://doi.org/10.4324/9781003007043>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license

Taking the perspective of institutions and the system, Education Policy Outlook 2019: Working Together to Help Students Achieve their Potential, analyses the evolution of key education priorities and key education policies in 43 education systems. It compares more recent developments in education policy ecosystems (mainly between 2015 and 2019) with various education policies adopted between 2008 and 2014. The relationship between crime and social media has become an increasingly important topic in a networked world. However, the use of social media in relation to violent crime is little understood. This unique book, by an expert in the field, addresses this gap by analysing what those involved in homicide do with social media. Using three



international cases in which perpetrators confessed to homicide on social media, it investigates the practices of those involved, providing a groundbreaking conceptual framework of use to criminologists. It argues that such confessions convey important insights not only into the individual offender but also the social and cultural context of contemporary homicide. *Social Policy in a Cold Climate* offers a data-rich, evidence-based analysis of the impact Labour and coalition government policies have had on inequality and on the delivery of services such as health, education, adult social care, housing and employment in the wake of the greatest recession of our time. The authors provide an authoritative and unflinching analysis of recent approaches to social policy and their outcomes following the financial crisis, with particular focus on poverty and inequality. Through a detailed look at spending, outputs and outcomes the book offers a unique appraisal of Labour and the coalition's impact as well as an insightful assessment of future directions. This volume offers a much-awaited follow-up to the critically acclaimed 'A more equal society?' (2005) and 'Towards a more equal society?' (2009). This edited volume approaches waiting both as a social phenomenon that proliferates in irregularised forms of migration and as an analytical perspective on migration processes and practices. Waiting as an analytical perspective offers new insights into the complex and shifting nature of processes of bordering, belonging, state power, exclusion and inclusion, and social relations in irregular migration. The chapters in this book address legal, bureaucratic, ethical, gendered, and affective dimensions of time and migration. A key concern is to develop more theoretically robust approaches to waiting in migration as constituted in and through multiple and relational temporalities. The chapters highlight how waiting is configured in specific legal, material, and socio-cultural situations, as well as how migrants encounter, incorporate, and resist temporal structures. This collection includes ethnographic and other empirically based material, as well as theorizing that cross-cut disciplinary boundaries. It will be relevant to scholars from anthropology and sociology, and others interested in temporalities, migration, borders, and power.