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Teenagers are living in a rapidly changing and increasingly interconnected yet unequal world. Whether they live in Australia or Zimbabwe, they have in common that they are between childhood and adulthood and increasingly aware of how inequality is affecting their lives and futures. This encyclopedia gives a different perspective based on the experiences of teens in 60 countries. Each entry gives the reader a brief sketch of a country to helps readers to understand how geography, history, economics, and politics shape teen life. The entries include a country overview and cover the following topics: Schooling and Education; Extracurricular Activities: Art, Music, and Sports; Family and Social Life; Religions and Cultural Rites of Passage; Rights and Legal Status; and Issues Today. Special sidebars, called Teen Voices, appear throughout the text, and include a description of a typical day in the life of a teen in various countries. Students will be able to gain a better understanding of what life is like around the world for their peers and will be able to easily make cross-cultural comparisons between different countries. This is a policy Document hich translates the Namibian philosophy on education into concrete and implementable government policies. It is detailed and comprehensive, thus covering all the impotent facets of education. Between 2000 and 2015, women ascended to the top of judiciaries across Africa, most notably as chief justices of supreme courts in common law countries like Ghana, Nigeria, Sierra Leone, Gambia, Malawi, Lesotho and Zambia, but also as presidents of

constitutional courts in civil law countries such as Benin, Burundi, Gabon, Niger and Senegal. Most of these appointments was a "first" in terms of the gender of the chief justice. At the same time, women are being appointed in record numbers as magistrates, judges and justices across the continent. While women's increasing numbers and roles in African executives and legislatures have been addressed in a burgeoning scholarly literature, very little work has focused on women in judiciaries. This book addresses the important issue of the increasing numbers and varied roles of women judges and justices, as judiciaries evolve across the continent. Scholars of law, gender politics and African politics provide overviews of recent developments in gender and the judiciary in nine African countries that represent north, east, southern and west Africa as well as a range of colonial experiences, postcolonial trajectories and legal systems, including mixes of common, civil, customary, or sharia law. In the process, each chapter seeks to address the following questions: What has been the historical experience of the judicial system in a given country, from before colonialism until the present? What is the current court structure and where are the women judges, justices, magistrates and other women located? What are the selection or appointment processes for joining the bench and in what ways may these help or hinder women to gain access to the courts as judges and justices? Once they become judges, do women on the bench promote the rights of women through their judicial powers? What are the challenges and obstacles facing women judges and justices in Africa? Timely and relevant in this era in which governmental accountability and transparency are essential to the consolidation of democracy in Africa and when women are accessing significant leadership positions across the continent, this book considers the substantive and symbolic representation of women's interests by women judges and the wider implications of their presence for changing institutional norms and advancing the rule of law and human rights. This book assesses the influence of the international organization UNESCO on the development of national Technical and Vocational Education and Training (TVET) systems in the Southern African Community Region (SADC), focusing particularly on Botswana and Namibia. Designed around UNESCO's Better Education for Africa's Rise (BEAR) project, the study is an excellent example of applied policy research. Analysis is from the perspective of key stakeholders including UNESCO headquarters and field offices, Ministries of Education and of Labor, employers and employees, education and training institutions, international partners and more. Both qualitative and quantitative evidence are used to provide a comparative overview, and the author also reveals the current state of data on skills. Readers will discover common goals and challenges across the nations but also a common lack of action to measure the impact and influence that UNESCO's programs have had at a national level, prior to this study. Were the newly implemented educational policies successful or not? If the public policies failed, why was that? These chapters shed light on such questions and how UNESCO's contribution influenced the national development processes, in the context of globalization processes and trends of global mass education. The book has much to offer for both scholars and those working in UN agencies or national governments who seek to develop education systems and better link them to the world of work. This proceedings book presents a comprehensive view of "smart" technologies and perspectives of their application in various areas of economic activity. The authors of the book combined the results of the cutting-edge research on the topic of "smart" technologies in the digital economy and Industry 4.0 and developed a

unified scientific concept. The current experience has been considered, and the prospects for the application of “smart” technologies in society to promote social advance have been identified. “Smart” technologies in public administration and law, as well as the experience in development of e-government, have been examined. “Smart” technologies in business activity have been studied, and the transition from digital business to business 4.0 has been justified. The book contains the collection of the best works following the results of the 13th International Research-to-Practice Conference “Smart Technologies” for society, state and economy which was run by the Institute of Scientific Communications (ISC) and was held on July 2–3, 2020. The target audience of this book includes researchers investigating fundamental and applied problems of development of “smart” technologies, as well as concerned parties outside the academic community, in particular, representatives of the digital society, high-tech business entities and officials regulating the digital economy and Industry 4.0. This book presents an update on teacher and education development research, policymaking and innovation within the Belt and Road Countries. It illustrates cases from 18 Belt and Road countries: Albania, Cambodia, China, Hungary, India, Israel, Kazakhstan, Kyrgyzstan, Lithuania, Malaysia, Mongolia, Qatar, Russia, Singapore, Sri Lanka, Syria, Tajikistan and Turkey. It identifies regularities and patterns of teacher development in the context of education development, and explores the characteristics of education policy and practice of the Belt and Road countries. It will be of interest to all researchers, educators and policymakers involved in teacher development and/or education development. This book describes the Nyae Nyae Village Schools, an innovative and unique mother-tongue education initiative set in north-eastern Namibia. Inspired by the optimism of Independence, the project was designed in close consultation with the Julhoansi community in the early 1990s. Drawing upon their traditional knowledge transmission strategies, and initiated in a supportive political environment, the project exemplified best practice. During the following two decades, the Village Schools have transitioned from a donor-supported project to government schools, and have received much attention and support from donors, civil society organisations, researchers, and others. However, the students still do not seem to succeed in the mainstream schools. Why is this? Based on long-term field-work in the region, including interviews with Nyae Nyae residents over several years and work with involved organisations, the book addresses this question. Contextualising the Village Schools within post-Independence Namibia, southern African history and the global indigenous rights movement, it examines the enormous paradoxes that schooling presents for the Nyae Nyae community. *Owners of Learning* is the English translation of the Julhoansi word for teacher and it serves to highlight a fundamental question to whom does education belong? The Namibian constitution makes full provision for education as a fundamental human right and freedom. Three years into independence, as part of the government’s educational policy, the ‘Education for All Policy’ was launched as a stepping stone to free quality education. However, inequities have become widely pronounced within the Namibian educational system. *Democracy and Education in Namibia and beyond* debates the education–democracy nexus in Namibia and the southern African context. It defines and explores the meaning of democracy and related concepts. It also looks at what democracy means in the context of human rights and access to education. The ten chapters in this collection interrogate the strengths and limitations of education as an instrument of social change and question whether

or not the Namibian educational objectives and practices do develop and help to sustain a democratic culture in Namibia. The authors in the collection have drawn material from their own teaching and research experience across the fields of education and social science in Namibia and beyond, and present their findings in a pedagogical framework suitable as a challenging text for tertiary students. At a time when education is in crisis, especially in South Africa where strident calls for free tertiary education and Africanisation of the curriculum are spreading like wildfire, this book gives scholarly insight into the history and social conditions that gave rise to our current predicament. Assessment of student learning outcomes (ASLO) is one of the key activities in teaching and learning. It serves as the source of information in determining the quality of education at the classroom and national levels. Results from any assessment have an influence on decision making, on policy development related to improving individual student achievement, and to ensure the equity and quality of an education system. ASLO provides teachers and school heads with information for making decisions regarding a students' progress. The information allows teachers and school heads to understand a students' performance better. This report reviews ASLO in three South Asian countries---Bangladesh, Nepal, and Sri Lanka---with a focus on public examinations, national assessment, school-based assessment, and classroom assessment practiced in these countries. This book focuses on Namibia's education since independence. The book is developed around 40 articles reflecting the rich cross-section and multi-cultural diversity of interests, opinions, values, expectations and perspectives, and is held together by a common thread, of a shared national vision for Namibia, that knits - freedom, peace, unity, equity and progress into every economic activity for the sustained well-being of all Namibians. Consolidated Treaties & International Agreements is the only up-to-date publication available that offers the full-text coverage of all new U.S. treaties and international agreements. A unique and thorough indexing system, with indices appearing in each volume, provides readers with quick and easy access to treaties. This book reflects the paradigm shift now manifesting in Bangladesh's education system by highlighting recent empirical research. It shares essential insights by presenting research conducted on diverse aspects of current day education in Bangladesh, including policy and governance, equity, access and participation, curriculum and pedagogy, assessment, and education programs and projects run by NGOs. Further, it offers a platform for these unique studies to be showcased and disseminated to scholars and researchers from developing and developed countries alike, and represents a unique reference resource for the education research community in Bangladesh, Asia and all over the world. With Foreword from Professor Serajul Islam Choudhury.

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