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NKANGALA DISTRICT MUNICIPALITY. The Nkangala District Municipality is a Category C municipality in the Mpumalanga Province. It is one of the three districts in the province, making up 22% of its geographical area. It is comprised of six local municipalities: Victor Khanye, Emalahleni, Steve Tshwete, Emakhazeni, Thembisile Hani, and Dr JS Moroka.

~~Nkangala District Municipality~~

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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.

A geographical encyclopedia of world place names contains alphabetized entries with detailed statistics on location, name pronunciation, topography, history, and economic and cultural points of interest.

As research in tourism and hospitality reaches maturity, a growing number of methodological approaches are being utilized and, in addition, this knowledge is dispersed across a wide range of journals. Consequently there is a broad and multidisciplinary community of tourism and hospitality researchers whom, at present, need to look widely for support on methods. In this volume, researchers fulfil a pressing need by clearly presenting methodological issues within tourism and hospitality research alongside particular methods and share their experiences of what works, what does not work and where challenges and innovations lie.

This report is WHO's thirteenth annual report on global tuberculosis (TB) control in a series that started in 1997. It presents WHO's latest assessment of the epidemiological burden of TB (numbers of cases and deaths), as well as progress towards the 2015 targets for global TB control that have been established within the context of the Millennium Development Goals (MDGs). It also includes a thorough analysis of implementation and financing of the WHO's Stop TB Strategy and the Stop TB Partnership's Global Plan to Stop TB, since in combination these have set out how TB control needs to be implemented and funded to achieve the 2015 targets. The report gives particular attention to the period 2006-2009, but selected epidemiological, implementation and financial data are presented for previous years as well. This includes epidemiological data back to 1990 and financial data back to 2002.Bringing together data reported by 196 out of 212 countries and territories in 2008, as well as data collected from these countries and territories in previous years, "Global Tuberculosis Control 2009" is the definitive source of information about the national and international response to the worldwide TB epidemic.

Concise, fast-paced, intensive introduction to clinical research design for students and clinical research professionals Readers will gain sufficient knowledge to pass the United States Medical Licensing Examination part I section in Epidemiology

With increasing efficacy of antiretroviral therapy, HIV/AIDS has shifted from a disease with high mortality to a chronic illness with substantial longevity. However, researchers, physicians and social workers still face many challenges, and it is important to raise awareness on several aspects that people living with HIV/AIDS have to deal in their daily lives. This book has assembled an array of chapters on the medical, social and economic aspects of HIV/AIDS. The chapters were written by experts from around the globe reflecting the importance of the topic. This book will be of great interest not only to graduate students but also to active academics and practitioners.

There has been a growing interest in the notion of a scholarship of teaching. Such scholarship is displayed through a teacher's grasp of, and response to, the relationships between knowledge of content, teaching and learning in ways that attest to practice as being complex and interwoven. Yet attempting to capture teachers' professional knowledge is difficult because the critical links between practice and knowledge, for many teachers, is tacit. Pedagogical Content Knowledge (PCK) offers one way of capturing, articulating and portraying an aspect of the scholarship of teaching and, in this case, the scholarship of science teaching. The research underpinning the approach developed by Loughran, Berry and Mulhall offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge. Through this Resource Folio approach (comprising CoRe and PaP-eRs) a recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted, but also enhanced. The CoRe and PaP-eRs methodology offers an exciting new way of capturing and portraying science teachers' pedagogical content knowledge so that it might be better understood and valued within the profession. This book is a concrete example of the nature of scholarship in science teaching that is meaningful, useful and immediately applicable in the work of all science teachers (preservice, in-service and science teacher educators). It is an excellent resource for science teachers as well as a guiding text for teacher education. Understanding teachers' professional knowledge is critical to our efforts to promote quality classroom practice. While PCK offers such a lens, the construct is abstract. In this book, the authors have found an interesting and engaging way of making science teachers' PCK concrete,

useable, and meaningful for researchers and teachers alike. It offers a new and exciting way of understanding the importance of PCK in shaping and improving science teaching and learning. Professor Julie Gess-Newsome Dean of the Graduate School of Education Willamette University This book contributes to establishing CoRes and PaP-eRs as immensely valuable tools to illuminate and describe PCK. The text provides concrete examples of CoRes and PaP-eRs completed in "real-life" teaching situations that make stimulating reading. The authors show practitioners and researchers alike how this approach can develop high quality science teaching. Dr Vanessa Kind Director Science Learning Centre North East School of Education Durham University

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