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The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher.

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President Obama has laid the groundwork for an unprecedented centralization of education policy under the guise of promoting educational innovation, accountability, and improved student achievement. In reality, Obama's new national standards, curricula, and testing – in addition to huge spending commitments by the federal government – shift the policymaking power from individuals and communities to the federal bureaucracy. In this Broadside, Lance Izumi examines Obama's education policies and shows us why Americans must protect and promote the power of individuals, especially parents, to control children's education. We should look to the revolutionary school-choice and parental-empowerment laws passed by key states and other nations such as Canada. While Obama is pushing American education in the wrong direction, we can steer it back to local control.

The Technical and Vocational Education and Training (TVET) college environment is marked by increasingly stark juxtapositions between what needs to be achieved in the post-school education sector and the increasing difficulty of current conditions. The 'triple challenge' of poverty, inequality and unemployment weighs heavily on the social, political and economic fabric of the country and expectations are high that the TVET colleges can make a pivotal contribution to counter these challenges. Despite laudable increases in TVET enrolment, the education system needs to work harder to accommodate the weight of demand for post school further education and training (FET) band qualifications from young people not in education, employment or training. At the same time, it is vital to secure adequate quality in TVET programmes which depend so much on the competence and commitment of college lecturers. This collection offers a set of research papers that provide new analytic and empirical material on: • The political economy of TVET types in different countries which, by comparison, illuminate the South African case; • A periodisation of government interventions in the TVET sector over the last three decades; • The unsettled state and status of TVET lecturers in relation to their job requirements and conditions of service; • The halting evolution of collegial relationships between college lecturers towards higher collegiality; • Employer expectations of college graduates and how colleges are responding; and • An analysis of the outcomes of a college improvement intervention in Limpopo and the Eastern Cape. This book will offer valuable information and insights for decision-makers as well as analysts of institutional change concerning links between education and economic growth, with particular regard to TVET graduates' employment rates.

Julius Malema has risen to prominence and power with meteoric speed. From impoverished origins in a Limpopo township, he has, before the age of 30, amassed the political and economic power to command the entire youth wing of the ANC, and to own several substantial luxury homes. The sources of his wealth are befogged by speculation and mystery, but his appeal to the massed ranks of the township and village poor of his country is visible for all to see. And his inflammatory style -- his 'theme song' is 'Shoot the Boer' -- his contrarian tendencies and his showmanship have rapidly brought him to the attention of the world. So troublesome has he become that the old guard of the ANC have gone to great lengths to shackle and reprimand him, and he is now formally in dispute with them. An Inconvenient Youth traces Malema's life, from his early years in Limpopo to his joining the student structures of the ANC in the early 1990s, and his rapid rise through the party's ranks to become the president of the ANC Youth League in 2008. Forde analyses the sources of Malema's wealth, exploring his seamless approach to business and politics. She situates Malema within the ANC's history and shows in unprecedented detail how he has perfected the practices that characterise a new 'struggle' in which individuals extend their personal wealth and political power at the expense of the people. This insightful, meticulously researched account explores how a brave child has grown to become a grave inconvenience, not only to the ANC, but also, due to his style of politics, to South Africa's fledgling democracy.

The quality of education is pivotal for the production of human capital and this cannot be compromised by failing to refocus on the quality of education offered in schools. The inputs in the system such as trained and motivated teachers, buildings and classrooms including sanitation, clean water, instructional material such as textbooks, as well as strong leadership with vision to steer the winds of change are important in providing the desired outcomes. The chapters in this volume are broadly divided into three subsections as follows: learner related issues, (farm and rural schools, poverty and schooling, school violence, and students rights); teacher related issues, (teacher morale and motivation, teachers for all schools, management needs of school principals); and administrative/policy related issues (inclusive education, and school community relations). The social demand for better schools, effective principals, qualified and committed teachers and better opportunities for all place a huge challenge to provinces and the state to protect the rights of all citizens. This volume sets out the challenges facing the education system in South Africa, such as poor school infrastructure, poor learning conditions, and a lack of learning materials and provides recommendations on how some of these can be overcome.

"Stephen Kumalo, a church minister, receives a letter that changes his life. He must leave his village and travel to the city of Johannesburg, where his sister is ill and his son is lost. He has never been so far from home, and he is worried about what he will find there - but the situation is much worse than he could have imagined." - back cover.

While South Africa has made significant improvements in basic and tertiary education enrollment, the country still suffers from significant challenges in the quality of educational achievement by almost any international metric. The paper finds that money is clearly not the main issue since the South Africa's education budget is comparable to OECD countries as a percent of GDP and exceeds that of most peer sub-Saharan African countries in per capita terms. The main explanatory factors are complex and multifaceted, and are associated with insufficient subject knowledge of some teachers, history, race, language, geographic location, and socio-economic status. Low educational achievement contributes to low productivity growth, and high levels of poverty, unemployment, and inequality. Drawing on the literature, the paper sketches some policy considerations to guide the debate on what works and what does not.

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