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The focus of this publication is on answering the central research question: How can Human Rights be advanced with regard to different kinds of diversities, and in different educational settings? The publication pays special attention to the advancement of human rights in a variety of education-related contexts, in keeping with human rights as a declared national priority for both society at large and the education system. One strategic priority of the Faculty of Education is research based on market requirements and needs. This book strives towards meeting this expectation by directly aiming at building human rights and social justice in the South African society, public schools and higher education institutions. Adjudication in the education context of the constitutional values of dignity, equality and freedom focusses regularly on learners. The book highlights the value of education for full-fledged citizenship by delineating what schooling should entail to inspire learners towards both claiming equal freedoms and rights and taking accountability for the responsibilities attached to citizenship.

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

This Intergovernmental Panel on Climate Change Special Report (IPCC-SREX) explores the challenge of understanding and managing the risks of climate extremes to advance climate change adaptation. Extreme weather and climate events, interacting with exposed and vulnerable human and natural systems, can lead to disasters. Changes in the frequency and severity of the physical events affect disaster risk, but so do the spatially diverse and temporally dynamic patterns of exposure and vulnerability. Some types of extreme weather and climate events have increased in frequency or magnitude, but populations and assets at risk have also increased, with consequences for disaster risk. Opportunities for managing risks of weather- and climate-related disasters exist or can be developed at any scale, local to international. Prepared following strict IPCC procedures, SREX is an invaluable assessment for anyone interested in climate extremes, environmental disasters and adaptation to climate change, including policymakers, the private sector and academic researchers.

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.

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.

The book presents the Invited Lectures given at 13th International Congress on Mathematical Education (ICME-13). ICME-13 took place from 24th- 31st July 2016 at the University of Hamburg in Hamburg (Germany). The congress was hosted by the Society of Didactics of Mathematics (Gesellschaft f ü r Didaktik der Mathematik - GDM) and took place under the auspices of the International Commission on Mathematical Instruction (ICMI). ICME-13 – the biggest ICME so far - brought together about 3500 mathematics educators from 105 countries, additionally 250 teachers from German speaking countries met for specific activities. The scholars came together to share their work on the improvement of mathematics education at all educational levels.. The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education. The Invited Lectures cover a wide spectrum of topics, themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education. This book is of particular interest to researchers, teachers and curriculum developers in mathematics education.

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